THE ROLE OF THE COMMUNITY SERVICE DEANSHIP AT HAIL UNIVERSITY IN THE DEVELOPMENT OF LANGUAGE SKILLS OF THE LOCAL COMMUNITY MEMBERS

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ABSTRACT

The present study clarifies the role of the Community Service Deanship at hail university in KSA in the local community development, by focusing on presenting some training programs in English and French language For members of this community . The study used the descriptive approach, and the result showed a high level assessment of the programs languages as follows: For the evaluation of the trainees for coaches were as follows: for the session of the General English ratio of 92.5%, English course for high school students ratio of 98.5%, and the French language training course for beginners ratio of 85.9%, while the assessment of trainees for scientific content were 90.8%, 98.5%, and 85.6% for the session of General English proportion, English course for high school students and French language for beginners training course, respectively. While the overall percentage to evaluate the trainees of the training program as a whole were as follows: The General English training course, the rate was 91.4%, while the English language course for high school students was 98.9 %, while the French language for beginners training course was 83.3%. The results recommended that, expanding in the teaching of other languages German, Spanish and Italian with the provision of qualified instructors to provide those courses.

Keywords: Community Service Deanship, Hail University, Language skills, Local community.

INTRODUCTION

Training is defined generally as a continuous process by which the employee providing the trainee with the necessary information and skills, in order to be able to perform specific tasks better, and make a positive development in the performance and prepared to survive with the changes in the future. (Pallavi P. Kulkarni,2013, DEGRAFT-OTOO,012)

Training is a strategic choice to any organization looking for preparing human cadres capable of meeting the needs of the job and keep up with the rapid developments and changes that occur in the work areas. And the training has a great importance, because of prepares training for the human resources from new knowledge and skills required by his profession, or through his know of the best solutions for the problems that faced during his work, which aggravated been able to perform his work and helps him to avoid errors, Bringing to the desired level, which aspires to be promoted to the point of seeking progress. (Masharib Malaysia, 2016)

Training on language skills development is one of the most important training programs, that enable human resources to continue their studies and promotion to senior positions, and

Deanship of Community Service at Hail University of seeking to diversifying the training programs to learn languages to facing the urgent need in the community Hail, who suffers from weak language skills among some members.

The present study clarifies the role of the Community Service Deanship at hail university in KSA in the local community development, by focusing on presenting some training programs in English and French language For members of this community .

RESEARCH METHODOLOGY

The study used a descriptive approach, which is the most suitable approaches to achieve the objectives of the study; it helps in getting facts and information specific and accurate for the current circumstances and events, and beyond that to the analysis, interpretation and access to the conclusions that can contribute to the development of reality.

THEORETICAL FRAMEWORK

The concept of training courses :

Training's considered as a capital investment with thoughtful consideration as to how individuals going to obtain an acceptable rate of return on your investment. And a good place to start your "thoughtful consideration" is with a needs analysis.(Robertr G., 2016, 2) and (Growth S., 2016, p.1) refers to training is the process of enhancing the skills, capabilities and knowledge of individuals for doing a particular job. Training process molds the thinking of individuals and leads to quality performance of individuals. It is continuous and never ending in nature.

Importance of Training courses in languages

Training is very vital in any university that aims at progressing. Training simply refers to the process of acquiring the essential skills required for a certain job. It targets specific goals, for instance understanding a process and operating a certain machine or system. Career development, on the other side, puts emphasis on broader skills, which are applicable in a wide range of situations. This includes decision making, thinking creatively and managing people.

It looks The importance of languages training courses as following: (Shelley F. and Demand M., 2016, pp2-3) and (Growth S., 2016, p.1)

1. Help in addressing Individuals weaknesses: Most Individuals have certain weaknesses in their learning languages , which hinder them from giving the best services. Training assists in eliminating these weaknesses, by strengthening Individuals skills and gain similar skills and knowledge .
2. Improvement in performance: A properly trained Individuals becomes more informed about procedures for various tasks. The Individual in confidence is also boosted by training and development. This confidence comes from the fact that the employee is fully aware of his/her roles and responsibilities.
3. Consistency in duty performance: A well-organized training and development program gives the Individuals constant knowledge and experience. Consistency is very vital when it comes to an organization’s procedures and policies. This mostly includes administrative procedures and ethics during execution of duty.
4. Improves morale of individuals: Training helps the individuals to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he

will contribute to organizational success and the lesser will be employee absenteeism and turnover.

5. Increased productivity: Through training and development the Individuals acquires all the knowledge and skills needed in their day to day tasks. Individuals can perform at a faster rate and with efficiency thus increasing overall productivity of the organization . They also gain new tactics of overcoming challenges when they face them.

a. Goals of language training courses

6. The Pro-Skills training concept aspires to achieve the following with the participants: (Cristina B., Claudia J. and Uwe Ch. F., 2016, pp1-2).
7. Acquiring of language skills (speaking ,writing , listening and reading)
8. Increasing of employment opportunities in the variety sectors .
9. The training course would like to inspire interest and motivation for lifelong
10. Recognizing own opportunities: Participants will be made aware of the opportunities available to them to further their studies and change their life.
11. Recognizing own resources and strengths: Participants are to recognize their existing resources and strengths and develop ideas as to how they can enhance them and acquire new ones.
12. Self-worth and self-efficacy: The training course aspires to support participants' sense of self-worth and instill in them the feeling of self-efficacy which is a fundamental precondition for the remainder of the learning process.
13. Empowerment for self-regulated learning: Participants will be empowered to plan and implement their own individual learning process independently and on their own authority.

Characteristics of Effective Training Programs

Training can influence learning, behavior change, performance, and profitability depends largely on how it has been designed and delivered. The following features have been directly associated with improved employee and organizational outcomes:

1. Start with a training needs assessment: This is a systematic process to determine who needs to be trained (i.e., who needs improved KSAs), what they need training on (i.e., what tasks need to be improved), and how the training process will be supported and aligned with strategic objectives (Robert B. 2013, p.1)
2. Learning Objectives: Effective training programs answer individuals question of "Why am I taking this program?" The design of every training program must begin with learning objectives. Instructional designers need to create their programs with specific objectives that their trainees must accomplish. (Kermit B. and Demand M., 2016, p,1). Objectives are important for the following reasons: Focus the design on real needs, Determine applicability of the program, Determine instructional techniques, Determine if instructional intent has been met and Focus on skills and knowledge (Brice A., 2009, p.2).
3. 3- Relevant content: To be effective, training must include content that is directly linked to trainee job experiences . This makes intuitive sense, but when ignored it can reduce the impact of training on performance to zero. Just think about the training sessions you've attended that have been unrelated to your daily work-life. (Robert B, 2013, p.2).

4. Active involvement in training , as opposed to passively listening to lectures. Where trainees and trainers interact and dialogue, where trainees try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more. (Dorothy B., 2016, p.2).
5. Accurate. Training materials should be prepared by qualified individuals, updated as needed, and facilitated by appropriately qualified and experienced individuals employing appropriate training techniques and methods. (Susan H. T. G., 2016, p.2).
6. Clear. Training programs must not only be accurate and believable, but they must also be clear and understandable to the participant. If the material is only understandable to someone with a college education or someone who understands the jargon, then the program falls short of meeting workers' needs. (Susan H. T. G., 2016, p.2)
7. Active demonstration: Trainers need to actively demonstrate the specific skills and processes included in the training. Conducting these live demonstrations provides trainees with a model of desired behavior and results in greater learning and transfer of training, regardless of the topic. (Robert B., 2013, p.2).
8. Opportunities for practice: Effective training programs include multiple opportunities for trainees to practice the skills they've learned during class-time. By building application exercises into the training workshops themselves, you provide trainees with a safe place to try new skills, where they can make mistakes and not worry about consequences (Robert B., 2013,p.3)
9. Measurement. The old saying that "you can't improve what you can't measure," rings true. Top programs have a clear and well-developed system for measuring the effectiveness of every level of the training programs, from participation, to the quality of courses, to the key business impact. The business impact metrics at top programs are always stated in terms tied directly to the strategic objectives of the organization.(Jessica B., 2013, p.2).
10. Regular feedback during training: Trainers also need to give feedback to employees while they are practicing their new skills. Feedback should be given both during practice and after exercises have been completed. It should also be directly related to how the trainee performed the task and never be focused on personal characteristics. For example, bad feedback might be "You are being such a clutz," whereas better feedback would be "I noticed you dropped the lever a few times because you're grip is incorrect. Let me show you" (to learn more about the characteristics of effective feedback, read this article (Robert B., 2013, p.3).
11. Training programs that include these characteristics will consistently result in better employee outcomes (learning, behavior change, job performance) and organizational impact (utility, performance, turnover). And of course designing a training program is much more complicated than just following the rules above (e.g., you have to determine the method of training deliver, training materials, etc.). This article is meant to be a reminder to focus on the things that really matter. (Robert B., 2013, p,4).

Elements of training courses

Regardless of whether program is created in any institutions , there are several key elements that every training or continuing education program should contain, as following : (Sharon Mavin,2010, Glyn J.2014)

Step 1: identifying the training program cost : Any new program or expenditure needs to be considered in the context of the overall value of the program .

Step 2: Develop objectives and learning outcomes: Objectives and learning outcomes describe what trainers will be able to know and do post-training.

Step 3: Develop content and instructional design: it must the training content in which to fit with the trainees levels

Step 4: Develop education and training materials: The education and training materials developed for the course must be carefully aligned with the objectives and learning outcomes. The learning activities need to allow learners the opportunity to apply the principles learned in the practical life .

Step 5: Transfer knowledge, skills and abilities: The trainers must have the opportunity to promptly apply the knowledge and skills gained in the practical life .

Step 6: Evaluate effectiveness: That which gets measured gets done. Evaluating the effectiveness of the education and training is critical. Measurement supports, and hopefully validates, the business case that was made in support of the training. The total cost of the training is easy to measure, but it is important to also measure participant satisfaction. satisfaction can be measured by having learners take post-training tests and demonstrate learned skills and abilities.

Step 7: undertake continuous improvement :The final step in any such process is to undertake continuous improvement. The improvements may include adjusting and updating the education and training materials, adjusting the time allocated to classroom theory and work site practical training, and even tweaking the instructor delivery and messaging.

Background about Hail University – Deanship of community service

Hail University: is one of the modern universities in Saudi Arabia ,it started as a community college, called Hail Community College (HCC), under the auspices of King Fhad University of Petroleum & Minerals in September 1998. HCC was the first Community College to open in a planned expansion of educational opportunities for Saudi Arabian high school graduates. HCC started by offering three-years Associate degree programs in Business Administration, Computer Systems, and Electronics Engineering and Instrumentation. Later on, HCC offered three Bachelor degree programs in Applied Electrical Engineering, Computer Science, Management Information Systems.(hail university,2016)

Hail University was officially established by Royal Decree on 7 June 2005. The university consists of 14 colleges: Faculty of Medicine, Faculty of Applied Medical Sciences, College of Pharmacy, School of Public Health and Health Informatics, College of Nursing, College of Science, Faculty of Dentistry, College of Education, Faculty of Arts, College of Engineering, Community College, School of Law, College of Business Administration and School of Computer Science. .(hail university,2016) The University is trying to achieve the following objectives:

1. To recruit and retain high caliber faculty and staff.
2. To provide par excellence education to our students.
3. To align UOH curricula and research with regional and national needs.
4. To build and reinforce an image of corporate culture which is reflected in the vision of UOH.
5. To focus and reinforce the partnership between the University, the "High Commission for the development of Hail Region", and the community.

Deanship of Community Service and Continuing Education

One of the important deanships at Hail University, it established in the middle of the academic year 2010/2011, under the umbrella of the Vice President for Academic Development and Community Service at the University of Hail. (hail university,2016)

The Deanship aim to link between the community and the university to identify its various potentials that it has so that the community will benefit from them. Through provide training programs to development the skills of individuals and their development intellectually and prepare them for work to contribute effectively in the development of their communities, achieve their ambitions and making research projects for the treatment of problems and critical issues facing the community. (Deanship of community service ,2016)

One of the programs offered by the deanship for the development of the skills of members of the community programs are the languages (English and French).

RESULTS AND DISCUSSION

The research team in deanship of community service Noticed the weakness of language skills for many society individuals, so they tried to solve this problem by offering intensive programs for the development of language skills.

The research team has applied a questionnaire(To get the level of satisfaction of trainees and how much progress they have made in learning English and French languages) consists of three axes, and the results were as follows:

Table 1. English for general Training course Evaluation allover statements

No	Statement	Evaluation/5
1	The instructor was familiar with the training course content	4.6
2	The instructor efficiency in explaining the training course content	4.4
3	The instructor used different training methods	4.5
4	The instructor motivated the participants to interact and discuss	4.8
5	The instructor managed the interventions and discussions effectively	4.4
6	The instructor communicated well.	4.9
7	The instructor was committed to time for training sessions	4.9
8	The instructor was committed to the training content	4.3
9	The instructor dealt with the trainees with respect	5.0
10	The scientific content of the training program was characterized by modernity	3.9
11	Structuring the content and printing it clearly	4.6
12	Content was compatible with the objectives of the training program	4.1
13	The course content fitted with training time	4.1
14	The training course provided opportunities to practice	4.4
15	The course content supported the learning objectives.	4.5
16	The course Activities supported the training topics	3.9
17	The course information was at an appropriate level to understand the learning objectives	4.3

18	Training room space was suitable	4.1
19	The training facilities were suitable for learning.	4.3
20	Good ventilation in training hall	4.3
21	Lighting was suitable in training hall	4.5
22	Hosting enough and appropriate	4.1
23	Availability of suitable places for break	4.3
24	Organizing the trainers appropriate training activities	4.3
25	Satisfaction with electronic system for training	4.9
	Average	**4.4**
	Standard deviation	**0.31**
	Range	**3.9 – 5.0**

The questionnaire results of English for general training course, showed 4.4 average all over the statements, and low value of standard deviation (0.31) between the trainees responses. And the results ranged between 3.9 and 5.0, recorded lowest response value 3.9 for The scientific content of the training program modernity and The course Activities supported the training topics statements, and highest response value 5.0 for The instructor deal with the trainees to respect (Table 1).

Table 2. English for High schools Training course Evaluation allover statements

No	Statement	Evaluation/5
1	The instructor was familiar with the training course content	4.5
2	The instructor efficiency in explaining the training course content	4.2
3	The instructor used different training methods	4.1
4	The instructor motivated the participants to interact and discuss	4.1
5	The instructor managed the interventions and discussions effectively	4.1
6	The instructor communicated well.	3.8
7	The instructor was committed to time for training sessions	4.6
8	The instructor was committed to the training content	4.3
9	The instructor dealt with the trainees with respect	4.7
10	The scientific content of the training program was characterized by modernity	4.0
11	Structuring the content and printing it clearly	4.4
12	Content was compatible with the objectives of the training program	4.7
13	The course content fitted with training time	3.5
14	The training course provided opportunities to practice	4.8
15	The course content supported the learning objectives.	3.5
16	The course Activities supported the training topics	4.4

17	The course information was at an appropriate level to understand the learning objectives	4.4
18	Training room space was suitable	4.3
19	The training facilities were suitable for learning.	3.2
20	Good ventilation in training hall	3.8
21	Lighting was suitable in training hall	4.2
22	Hosting enough and appropriate	3.2
23	Availability of suitable places for break	3.0
24	Organizing the trainers appropriate training activities	4.2
25	Satisfaction with electronic system for training	4.3
	Average	**4.1**
	Stander deviation	**0.49**
	Range	**3.0 – 4.8**

Data analysis in table 2 of English for high schools training course, showed 4.1 average all over the statements, and intermediate stander deviation (0.49) between the trainees responses. And the response results ranged between 3.0 and 4.8, recorded lowest response value 3.0 for Availability of suitable places for break, and highest response value 4.8 for The training course provided opportunities to practice.

Table 3. French for beginners Training course Evaluation allover statements

No	Statement	Evaluation/5
1	The instructor was familiar with the training course content	4.7
2	The instructor efficiency in explaining the training course content	4.5
3	The instructor used different training methods	3.5
4	The instructor motivated the participants to interact and discuss	4.2
5	The instructor managed the interventions and discussions effectively	4.3
6	The instructor communicated well.	4.0
7	The instructor was committed to time for training sessions	5.0
8	The instructor was committed to the training content	3.8
9	The instructor dealt with the trainees with respect	4.7
10	The scientific content of the training program was characterized by modernity	4.5
11	Structuring the content and printing it clearly	3.5
12	Content was compatible with the objectives of the training program	4.2
13	The course content fitted with training time	4.0
14	The training course provided opportunities to practice	4.2

15	The course content supported the learning objectives.	2.8
16	The course Activities supported the training topics	3.7
17	The course information was at an appropriate level to understand the learning objectives	4.0
18	Training room space was suitable	4.0
19	The training facilities were suitable for learning.	2.2
20	Good ventilation in training hall	4.3
21	Lighting was suitable in training hall	3.5
22	Hosting enough and appropriate	4.5
23	Availability of suitable places for break	3.5
24	Organizing the trainers appropriate training activities	4.0
25	Satisfaction with electronic system for training	4.5
	Average	**4.0**
	Stander deviation	**0.62**
	Range	**2.2 – 5.0**

The results of training course, showed 4.0 average all over the statements, and high stander deviation 0.62 between the trainees responses. And the responses ranged between 2.2 and 5.0, recorded lowest response value 2.2 for The training facilities were suitable for learning, and highest response value 5.0 for The instructor is committed to on time for training sessions (Table 3).

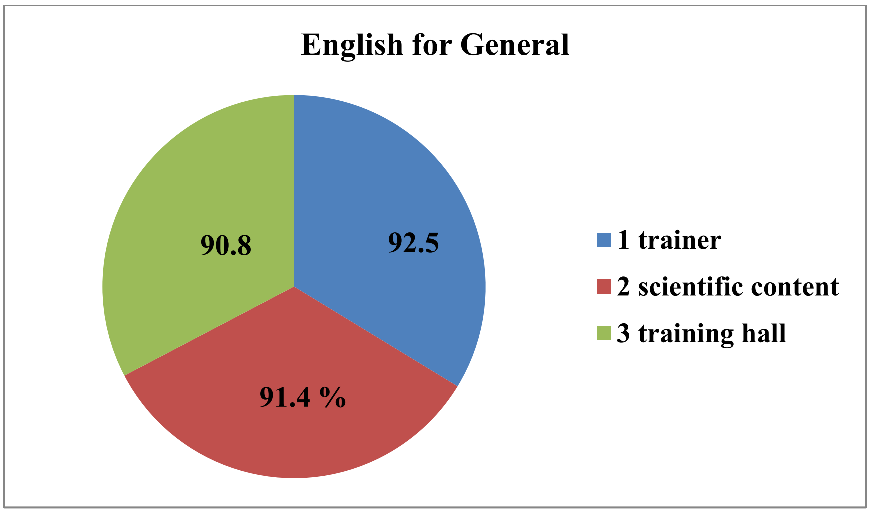

Fig. 1. Training sections for trainer, scientific content and training hall mean for English training course for general

Figure (1) showed the average of Training sections for trainer, scientific content and training hall mean for English training course for general as 92.5 %, 91.4 and 90.8, respectively.

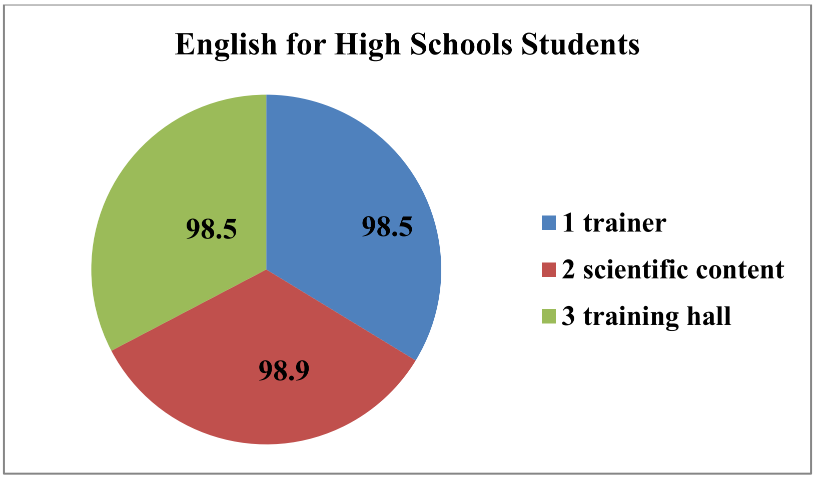

Fig. 2. Training sections for trainer, scientific content and training hall Evaluation for English training course for High Schools Students.

Figure (2) showed the average of training sections for trainer, scientific content and training hall mean for English training course for High school students as 98.5 %, 98.9 and 98.5, respectively.

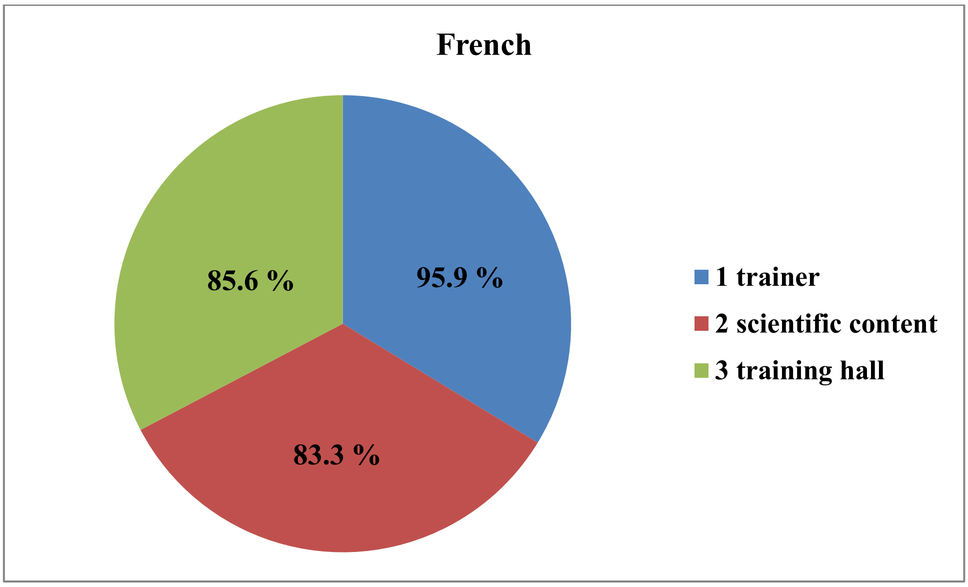

Fig. 3. Training sections for trainer, scientific content and training hall Evaluation for French training course .

Figure (3) showed the average of training sections for trainer, scientific content and training hall mean for French training course for beginners as 95.9 %, 83.3 and 85.6, respectively.

CONCLUSION

The study found out the rising level of the languages' programs assessment as follows:

The session of the General English ratio of 92.5%, English course for high school students ratio of 98.5%, and the French language course for beginners ratio of 85.9%, While the assessment of trainees for scientific content was as follows: For the session of the General English proportion of 90.8%, for the English course for high school students ratio of 98.5%, and the course of the French language for beginners ratio of 85.6%, while the overall percentage to evaluate the trainees of the training program as a whole were as follows: for the session of the General English the rate was 91.4%, while the English language course for high school students was 98.9 %, while the French language course for beginners was 83.3%. The study recommended expanding in the teaching of other languages like German, Spanish and Italian with providing qualified instructors to present those courses.

DEDUCTIONS

By discussing the results can be deducted, the programs languages succeeded in achieving the deanship goals, through:

1. The efficient trainers; as the native trainers were chosen to present English and French courses , they presented language basics in Avery simple way that was easily understood by the trainees .
2. The courses content: is suitable for the levels of the trainees and it is keeping up with the new trends of langue's learning programs.
3. The training courses focused on and addressed issues that are important to the learner, while building on learner strengths. It includes opportunities for active participation by the learner, while recognizing and drawing on the knowledge and experience of the learner. All participants are drawn into the discussion.
4. The training courses increased the learner's knowledge about the languages, and reinforces worthwhile values and principles. It provides opportunities for humor and fun during learning, while maintaining a positive focus. Learners leave the session with a feeling of accomplishment.
5. The high level of satisfaction of the trainees about the languages training programs .

The study recommended expanding in the teaching of other languages German, Spanish and Italian with the provision of qualified instructors to provide those courses.

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