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**A Comparative Study of the Effects of the Integrated-Skill
and Segregated-Skill Approaches on EFL Learners'
Speaking Proficiency**

The Case of First-Year Students at Frères Mentouri Constantine 1
University

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2024

Dedication

To my mother's and Father's memory

To my beloved soulmate Mourad and sweetheart angels

Alaa Selsabil, Ritedj Yasmine, and Ahmed Nedjem Eddine

To my dear brother Ahmed

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Abstract

The present study investigates the effects of the integrated-skill approach (ISA) and the segregated-skill approach (SSA) on the Algerian learners' speaking proficiency (fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation) through a quasi-experimental design. To achieve this aim, 46 first-year students participated in the experiment, which took place during the academic year 2020-2021 at the Department of Letters and the English Language, Frères Mentouri Constantine 1 University. Prior to the treatment, a preliminary study was conducted to track the integration of the four language skills and micro skills in Oral Expression lessons. A questionnaire was completed by 21 Oral Expression teachers and another by 120 first-year students. An interview was also conducted with 22 students to seek more information about skills' integration and the activities used in Oral Expression. As for the experiment, the sample was divided into two equal groups. Over eight weeks, the control group went through the traditional SSA, and the experimental one received instruction via the innovative ISA. The experimental group was assigned a post-intervention questionnaire to elicit information about their attitudes towards the ISA implementation. The preliminary results revealed that speaking was not totally segregated from the other skills, but it was related mainly to listening. Reading was used to a limited extent, and writing was marginalized. The micro skills were arbitrarily incorporated, and the integrated approach was not properly adopted. The t-tests' results were in favour of the ISA group, which witnessed improvement in speaking proficiency and its component parts. The results of the post-intervention questionnaire displayed participants' positive attitudes towards ISA. The main implication dictated by this comparative study is that the ISA proved to be more effective than the SSA in fostering students' speaking proficiency, and thus it is pedagogically recommended.

Keywords: Integrated-skills approach, segregated-skills approach, speaking proficiency, macro skills, micro skills.

List of Abbreviations

CG: Control Group

CLT: Communicative Language Teaching

EG: Experimental Group

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

IELTS: International English Language Testing System

ISA: Integrated-Skills Approach

L1: First Language

L2: Target language

N: Number

SL: Second Language

SSA: Segregated-Skill Approach

TBLT: Task-Based Language Teaching

TOEFL: Test of English as a Foreign Language

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Résumé

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GENERAL INTRODUCTION

1. Background of the Study

With the increasing prominence of English as a lingua franca, it is now used almost everywhere in the world and is adopted as a means of instruction at the tertiary level. People need to learn English for different objectives, namely international communication, studies, business and trade, etc. For effective oral interaction with natives, they have to show some proficiency in using English, particularly the speaking skills (Richards, 2003, p. 17). In second and foreign language settings, speaking is by far the most eminent skill, and competence therein is very important for students to converse in English, as Ur (1996, p. 120) stressed: "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important".

The last decades have witnessed abundant studies pertinent to teaching, learning, and assessing the four language skills and their components; and the speaking skill is no exception. However, controversy and uncertainty among educators and researchers arose over the methods to follow in teaching these skills: at one extreme, some argued that language skills should be taught separately; at the other, others favoured their integration. The debate was intensified by the fact that the evidence drawn from some empirical studies was not conclusive.

Traditional programmes followed a segregated-skill fashion in teaching English as a Second Language/English as a Foreign Language (ESL/EFL), relying on the belief that mastery of distinct language skills such as reading, writing, or grammar makes learning decent, more successful, and logistically possible. The Grammar-translation Method, for instance, focused on reading and writing by initiating learners to intensive practice in grammar, vocabulary, and translation skills, with the exclusion of the speaking skill (Zang, 2009). Even though speaking was privileged under the Audiolingual Method, it was kept isolated

from the other skills, and mimicry of input, until perfect imitation of native speakers, was the primary goal of instruction. In like manner, learners tend to have separate classes for Reading, Grammar, Written Expression, etc, where teachers considered “the language itself as the focus of instruction to the extent that excessive emphasis on rules and paradigms teaches students a lot about language at the expense of teaching language itself” (Brown, 2000, p. 218).

A debate was raised by the communicative language teaching advocates on the changes to be brought about in the ways EFL is taught since the segregated type of learning did not allow the learners to be ready to use the language in everyday interactions (Oxford, 2001). Kie (as cited in Manyasi, 2014, p. 255) confirmed: “teaching language structures in isolation is not only boring, but it also tends to produce learners who lack communicative competence”.

To bridge the gap between teaching language skills separately and using language for authentic communication, second language acquisition has witnessed a major shift towards integrating language skills in recent decades (Enright & McCloskey, 1988; Jing, 2006). Zhang (2009, p. 33) favoured adopting an integrated approach where all four skills melt in the language classroom. He stressed that more attention should be directed to oral production practices following the principles of the communicative approach, which maintained that unless the language is used for communication purposes, it will not be effectively learned (Larsen-Freeman, 2000; Oxford et al., 1989; Savignon, 1991). Integrated-skills instruction is founded on the philosophy that oral and written languages are not isolated in everyday communication (Finocchiaro & Bonomo, 1973; Mohan, 1986; Oxford, 2001: 1; Peregoy & Boyle, 2001: 2); accordingly, in EFL instruction, “No language skill should be taught in isolation; listening, speaking, reading, and writing skills should complement each other” (Manyasi, 2014, p. 2).

Zhang (2009, p. 33) explained the benefits of the integrated-skills approach, stating that, in any actual speaking activity, listening and speaking go together, for listening completes

speaking. Likewise, speaking can be accompanied by reading and writing. Harste, Woodward, and Burke (1984) explained that each time someone encounters language while reading, writing, speaking, or listening, he acquires linguistic patterns that feed into a 'data pool' to which the person refers in future language use.

This integration associates both linguistic and communicative abilities. Oxford (1990, pp. 5-6) claimed: "Acquiring a new language necessarily involves developing the four primary skills of listening, speaking, reading, and writing in various degrees and combinations. These four skills also include associated skills, such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage". Confronting students with authentic situations where they are required to use the language spontaneously to achieve communicative purposes provides them with more motivation and assistance in their mastery of language skills (Oxford, 2001, p. 2).

Recently, research into the teaching of the four skills has been directed to the application of the integrated-skills (ISA)/segregated-skills approaches (SSA) and the examination of their effectiveness; however, the results of some studies were inconclusive. While some studies found that ISA has a significant effect on acquiring language skills and components (e.g., Aldosari, 2016; Alhassan, 2018, 2019; Alqadi & Alqadi, 2013; Durukan, 2011; Mokhamar, 2016; Tavit, 2010), others reported that this approach has a limited or no effect in this regard (Adams, 2010; Cho & BruttGriffler, 2015; Hoang & Ngoc; 2021; Spada et al., 2014).

A bulk of empirical studies targeted the semi-integration model, focusing either on literary skills (reading and writing) or oral skills (listening and speaking). A case in point is the oft-mentioned study carried out by Tavit (2010) to investigate the effects of integrating listening and speaking on students' oral communicative competence. The results were in favour of the ISA, proving that combining listening and speaking tasks was more beneficial than teaching them distinctly.

Conversely, the complex model of skill integration, involving the combination of the macro skills and their micro components (vocabulary, grammar, and pronunciation), has been restrictively dealt with so far, especially in relation to the speaking skill. Yet, a few studies can be referred to. For instance, Alhassan's study (2018) looked into the role of the integrated-skills approach in improving secondary school students' aural-oral skills'. The results proved the efficacy of this approach over the segregated approach. Two other research works were achieved by Bentahar (2021) who compared the effect of the ISA complex model and SSA on learners' reading abilities in one study, and on their writing outcomes in another (2021). The first investigation integrated reading, speaking, and vocabulary into the writing assignments and/or oral presentations. The aim was to assist learners in becoming proficient readers. In the second one, listening and speaking were incorporated into the instruction of a reading and writing course. Learners listened to varied materials, read, discussed, and wrote about academic topics. The results revealed learners' improved reading and writing abilities, such as paraphrasing, summarising, and synthesising. The findings, in both studies, highlighted the usefulness of ISA.

This research study seeks to back up previous findings about the effectiveness of the segregated-skills and integrated-skills approaches and give them more credibility; moreover, it is an attempt to compensate for the limited empirical studies related to the complex model of skills integration in general, and to its use for teaching speaking in particular. Its primary concern is to compare the effects of these two approaches on the Algerian learners' speaking proficiency to help bring about more conclusive results that may be of assistance) for stakeholders in making informed decisions about their application in EFL instruction.

2. Statement of the Problem

English has now grown to be the language of globalisation; hence, becoming proficient speakers has become the primary goal for many ESL/EFL learners as language accuracy is no longer the principal criterion in assessing students' success or failure in using the language; a further critical factor is at work: Their fluency and communicative abilities. Proficient speakers are generally considered fluent and competent. However, in EFL settings, besides the fact that English is not the mother tongue, EFL students have little chance to converse in English beyond the classroom walls, which leads them to be less competent speakers.

The preliminary investigation carried out at the outset of the current study revealed that many students majoring in English at Frères Mentouri Constantine 1 University tend to face difficulties with speaking even after studying English for many years in middle, high and university education. They are less confident, and their conversations often contain long gaps of silence, many hesitations, false starts, and stretched pauses. In addition, language teachers find it very challenging to get their students to speak. The latter are unwilling to talk not only because they do not master several micro skills such as vocabulary, grammar, pronunciation, stress, and intonation but also because they cannot handle the burden of fear and anxiety about making errors. These circumstances render the situation more complex and result in classes filled with numerous students lacking confidence, interest, and proficiency in speaking.

Teachers of Oral Expression at the Department of Letters and the English Language tend to select the content of the lessons, activities, and materials freely since they are not aligned with an official unified programme from the Ministry of Higher Education. They are left to take up the reins of their classes, deciding what to teach according to their own estimations about learners' needs. This state of affairs, proven true in the preliminary study via teachers and learners questionnaires and an interview with learners, denied the students equal learning

opportunities and brought about teaching shortcomings and learning deficits, not to mention students' poor speaking abilities.

The primary goal of this study is to compare, via an intervention, two main approaches, namely the integrated-skills approach and the segregated-skills approach in view of assisting students in improving their oral abilities. Moreover, it seeks to help EFL teachers adopt the methodology proven more efficient in improving learners' speaking proficiency.

3. Aims of the Study

The aim of the study is threefold. The main objective is to compare the effects of the segregated-skills approach and the integrated-skills approach (consisting of the four language macro skills, namely listening, speaking, reading, and writing, accompanied by other micro skills such as vocabulary, pronunciation, and grammar) on improving Algerian students' speaking proficiency. Hopefully, it will help teachers identify the most effective ways of teaching speaking proficiency to first-year students to bring the best possible of it.

To this end, an exploratory study is needed to track the approach teachers follow in teaching Oral Expression (integrated-skills or segregated-skills approach), as the teaching syllabus is not standardized among instructors. In addition, learners' needs and interests are to be scrutinized because this research attempts to evaluate the traditional segregated skill teaching and, if necessary, call for shifting gears towards a more integrated instruction by proposing a set of integrated–skill-oriented lessons to enhance learners' speaking proficiency.

Furthermore, it seems necessary to seek knowledge about the learners' attitudes towards the integrated-skills approach and about their perceptions of how effective is the integrated-skill-oriented speaking instruction in comparison with the segregated-skills teaching.

4. Research Questions

This study addresses the following questions:

1. Which instructional approach do teachers adopt in teaching the Oral Expression module:
The segregated-skills approach or the integrated-skills one?
2. Which instructional approach best assists students in developing speaking proficiency:
The segregated-skills approach or the integrated-skills approach?

This question is composed of the following four subordinate questions:

- a. Which instructional approach best assists students in improving fluency and coherence when speaking: The integrated-skills approach or the segregated-skills approach?
 - b. Which instructional approach best assists students in controlling grammatical range and accuracy when speaking: The integrated-skills approach or the segregated-skills approach?
 - c. Which instructional approach best assists students in controlling lexical resource when speaking: The integrated-skills approach or the segregated-skills approach?
 - d. Which instructional approach best assists students in enhancing their pronunciation: The integrated-skills approach or the segregated-skills approach?
3. What are the students' perceptions of and attitudes towards the use of the integrated-skills approach for teaching speaking?

5. The Hypotheses

Based on the above questions, we hypothesise that

1. Implementing the integrated-skill approach rather than the segregate-skill approach in the teaching of speaking would be more effective in improving first-year students' speaking proficiency.

This hypothesis has four subsidiary hypotheses, which come as follows:

- a. Implementing the integrated-skill approach rather than the segregated-skill approach would be more effective in improving first-year students' speaking

fluency and coherence (avoiding silence and hesitation, speaking at length, and using words to connect ideas)

- b. Implementing the integrated-skill approach rather than the segregated-skill approach would be more effective in enabling first-year students to control grammatical range and accuracy (speaking in complex sentences, using a variety of grammatical forms, and avoiding grammatical mistakes)
- c. Implementing the integrated-skill approach rather than the segregated-skill approach would be more beneficial in enabling first-year students to control lexical resource (using a wide range of vocabulary, using idioms and collocation, and Paraphrasing).
- d. Implementing the integrated-skill approach rather than the segregated-skill approach would be more effective in enhancing first-year students' pronunciation (correct pronunciation, intonation, and joining words).

6. Definition of the Research Variables

- **Integrated-skills Approach**

Generally, Richards and Schmidt (2010, p. 262) defined the integrated-skills approach in language teaching as “the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing”. In the current study, the integrated-skills approach is conceptualised as teaching the four macro skills (listening, speaking, reading, and writing) in conjunction with other micro skills (grammar, vocabulary, and pronunciation) by engaging the learners in communicative activities that integrate these not only four skills, as advocated by Oxford (2001).

- **Segregated-skills Approach**

According to Oxford (2001, para. 3), in a segregated-skills approach, “the strand consists merely of discrete, segregated skills- parallel threads that do not touch, support, or interact with each other”. Mohan (as cited in Oxford, 2001) stated: "segregated-skills approach, the mastery of discrete skills, such as reading and writing or reading and speaking are considered the key to successful language learning". This definition is adopted in the current study.

- **Speaking Proficiency**

In general terms, speaking proficiency refers to a multilevel skill or ability (from basic to native-like) (Stern, 1983). It can be either considered as a whole (Oller as cited in Llurda, 2000) or as a multicomponent entity (Llurda, 2000). In the present study, speaking proficiency is identified as a learner's ability to produce an oral output characterised by four main features: fluency and coherence (avoiding silence and hesitation, speaking at length, and using words to connect ideas), control of grammatical range and accuracy (speaking in complex sentences, using a variety of grammatical forms, and avoiding grammatical mistakes), control of lexical resource (using a wide range of vocabulary, using idioms and collocation, and paraphrasing), and proper pronunciation (correct pronunciation, intonation, and joining words). Each of the previous components and subcomponents is analysed and identified via scores according to the International English Language Testing System (IELTS) evaluation grid to determine the exact band to which the learners' speaking proficiency corresponds.

- **Task**

The term task has been given varying definitions. The one adopted in this study was given by Richards, Platt, and Webber (1985, as cited in Van den Branden, 2006, p.7):

“An activity or action which is carried out as the result of processing or understanding language, i.e., a response. ...Tasks may or may not involve the production of language; a

task usually requires the teacher to specify what will be regarded as successful completion of a task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative ... since it provides a purpose for classroom activity which goes beyond practice of language for its own sake”.

7. Research Tools

In this study, triangulation is ensured by employing a variety of research tools. First, a preliminary study is carried out via a survey (teachers and learners questionnaires and an interview with learners) to gather background information about the issue to be tackled in the current research and to set the stage for the study. Second, a pretest/posttest quasi-experimental design is carried out to compare the effects of the segregated-skill approach and the integrated-skill approach on students' speaking proficiency. Third, a post-intervention questionnaire is assigned to the experimental group participants to provide data on their attitudes towards the integrated-skill-oriented instruction.

8. Population and Sampling

The sample is of 46 first-year students randomly selected from the parent population of about 480 students enrolled in the Department of Letters and the English Language at Frères Mentouri Constantine 1 University for the 2020-2021 academic year. The participants form two classes, equally divided into one control group and one experimental group, with 23 participants each. The sample consists of pre-existing groups the administration already created by randomly enrolling students into comparatively equal-sized classes. Both groups are pre-tested before the experiment and prove to be homogeneous and of equal speaking abilities. The experimental group undertakes a treatment via the integrated-skills approach, and the control group receives instruction through the traditional segregated-skills approach. Their speaking proficiency levels are compared after the treatment via a posttest.

9. Structure of the Thesis

The thesis includes eight chapters. The literature review provides the necessary information about the variables of the current study, considering their definitions, historical overviews, statuses, and application in language teaching/learning. The first chapter covers the speaking skill; it pinpoints the cognitive processes it involves, stresses its position in the prominent teaching-learning approaches, and explains how it can be enhanced and assessed. The second chapter deals with the segregated-skills approach, while pointing to the traditional teaching methods, highlights the shift towards its application in ESL/EFL instruction, and enumerates the models used for its realisation, focusing on the task-based model. The third chapter deals with the distinction between curriculum and syllabus and focuses on task-based instruction as a model for skills integration. To this end, syllabus types are outlined, a ‘task’ is defined, the factors affecting task sequencing are elaborated, and basic models for skills integration via task-based teaching are presented.

The fourth chapter is devoted to the presentation of the methodology, instruments, and procedures used in collecting data, and the fifth chapter reports on the preliminary study carried out to check the teaching of speaking in Oral Expression sessions. The sixth chapter elaborates on the steps to design a set of lessons structured in an integrated-skill-oriented fashion. The seventh chapter accounts for data collection, analysis, and comparison of the effects of the independent variables (the integrated-skill and segregated-skill approaches) on the dependent variable (speaking proficiency); it also comprises a description of the learners’ attitudes towards the integrated-skill approach (henceforth ISA) instruction, via the post-intervention questionnaire. The eighth chapter summarises the implications drawn from the current study, highlights its limitations, and opens horizons for future research.

CHAPTER ONE: THE SPEAKING SKILL

Introduction

Is speaking a mere uttering of sounds? Is it as simple as accurately pronouncing words or delivering well-structured utterances? Since speaking is all about conveying meaning, a critical question would be pertinent to how speakers produce speech while engaging in a mutual interaction with interlocutors.

Speaking is a hierarchical and multilevel skill, and its understanding requires knowledge about the linguistic aspects as well as the psycholinguistic and interpersonal factors affecting speech production. It is an intellectual feat that entails many intricate processes and skills to transfer a speaker's intentions into articulated messages. This chapter affords the diverse definitions attributed to speaking and tracks the path the information goes through from intention to articulation by inspecting the cognitive processes leading to speech delivery and the factors affecting speech production. It also points out the speaking skill position in the eminent teaching/learning approaches and accentuates the different ways to assess speaking proficiency after determining its features and assessment criteria.

1.1 Definition of the Speaking Skill

Anyone would undoubtedly consider speaking as a natural act that happens every moment so that he might think that forming its definition would be quite easy. However, a simple definition cannot be provided, for authors have furnished us with multiple descriptions of speaking, often with varying nuances and emphases. Although speaking can be simply defined as uttering words, no one can deny that it is a means, which is quite essential to fulfilling social ends.

Speaking was defined in the *Oxford Advanced Learners' Dictionary* as to be able to "say words; talk or say something; have a conversation with somebody; know and be able to use a language; express oneself in a particular language; and make a speech to an audience." (Hornby, 1995, p 1140). However, speaking makes more sense when used in appropriate contexts relying on linguistic and paralinguistic features, i.e., words and body language.

For Chaney (1998, p. 13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in various contexts". Being in the same line of thought, Cameron (2001) stressed that speaking is an active act requiring the speaker to convey a meaningful message to the listener by using 'language resources'. Nunan (2003) considered speaking a productive skill and highlighted both verbal language and meaning. He defined it as "a productive aural/oral skill, and it consists of producing systematic verbal utterances to convey meaning" (48). Brown (2004) also considered speaking a productive skill aiming at expressing meaning, which is observable and measurable.

Harmer (2002) contented that some elements are deemed necessary for fluent speaking to take place. These elements require the speaker to have the ability to use connected speech (not only to pronounce individual phonemes correctly but also connect words accurately and fluently), expressive devices (to be able to realise appropriate intonation by changing the voice tone and to be skilful at using body language depending on the situation and the meaning he/she wants to convey), lexis and grammar (the ability to use accurate grammar and a wide range of vocabulary), and language negotiation (the ability to clarify and to use the language orally for different purposes). For El-Koumi (2002, p.85), the speaking skill can be defined in two different ways: from the skill-building perspective, in which speaking refers to "a collection of micro-skills, including vocabulary, grammar, pronunciation, etc." and from the whole language perspective, according to which it is considered as "an oral process of meaning construction and expression".

Taking into account the contexts and purposes of speech and the speakers' linguistic and pragmatic abilities, speaking is further defined as "an interactive, social and contextualised communicative event" (Martinez-Flor et al., 2006, p. 139). Harmer 2007 added that the right pronunciation of phonemes, proper intonation, and correct use of connected speech do not suffice; students of English as a second language (ESL) are required to adopt conversational strategies pertinent to different contexts and situations to ensure communicative purposes. McDonough et al. (2013) asserted that speaking entails a number of sub skills put together to make an overall speaking competence. For them, speaking is a desire- and purpose-driven, which involves the production of utterances to fulfil communicative aims such as expressing opinions, making a wish, solving a problem, and building a relationship.

Hence, speaking is an act necessitating the articulation of phonemes by the articulatory organs to produce verbal utterances. This articulation demands the combination of a set of sub skills, such as grammar, vocabulary, pronunciation, intonation and fluency, to produce a well-articulated and meaningful language which can achieve well-determined social functions and communicative purposes.

1.2 Features of the Spoken Language

Nunan (2003) distinguished the four language skills by two main criteria: Direction and channel. Direction refers to how the speaker receives the language through listening and reading (receptive skills) or produces it by speaking and writing (productive skills). In contrast, channel refers to the medium of the message being aural, oral (listening and speaking) or written (reading and writing). Van Lier (1995, p. 88, as cited in Nunan, 2003) contended that the spoken language differs from the written one in several aspects. The former is auditory and immediate; it is characterised by features like stress and intonation, seeks prompt feedback, and does not allow for delayed revision. On the other hand, the latter is written and distinguished by the use of punctuation marks, does not require instant feedback, and can take longer to edit or revise.

Bygate (1987) distinguished two types of skills involved in speaking: Motor-receptive and social-interactive skills. The former refer to the linguistic features of pronouncing sounds and structuring vocabulary into meaningful chunks. The latter are pertinent to what the speaker has to say and how to say it in a given situation, relying on his knowledge and applying the motor-receptive skills. Bygate (2001) explained that as speech is a spur-of-the-moment act, the speaker is inescapably remarkable for 'fragmented' and 'prefabricated' utterances and repetitions of words. He also tends to apply some communication strategies to alter or adjust the message he wants to convey, make self-corrections, or show hesitations to allow more time for planning processes. Bygate (1987) claimed that the speaking skill should be treated with as much caution as literary skills, whether in first or second language, for it is the skill that requires the learners to show more confidence in order to fulfil the most ostensible contact. It is through speaking that they are judged and through which they can make friends. It is a vehicle "par excellence" of social solidarity, social ranking, professional advancement, business, and language learning.

1.3 Differences between Speech and Writing

Oral language differs from written discourse in the grammatical, lexical, and discourse patterns it involves due to the different conditions under which it is produced and the processing skills needed in reading and writing (Bygate, 2001). According to Halliday (1989), speaking has long been considered a skill that needs to be more structured and even characterised by the absence of the features prevailing in writing: It may entail many faults, and it is delivered in short sentences full of hesitation and silence. Richards (1981, as cited in Halliday, 1989) stated that a transcribed oral production may seem shabby and formless; speech is spontaneous, unregulated, ostensible, and trivial. Halliday (1989), on his part, confirmed speaking to be a natural unprompted act, but he contended that speech is by no means formless, superficial, and low in content. He justified that 'low in content' means not lexically dense as opposed to lacking information. He added that speech looks unformed when transcribed in the same way writing

tends to be in the planning stage. Furthermore, oral productions are not meant to be printed the same as written productions do not sound natural in speech.

For Halliday (1989, p. 87), “It is wrong, therefore, to think of the written language as highly organized, structured, and complex while the spoken language is disorganized, fragmentary, and simple. The spoken language is every bit as highly organized as the written, and is capable of just as great a degree of complexity”. While writing is characterised by being information-packed and lexically dense, speech is known for its grammatical complexity because information is written in simpler grammatical structures. In contrast, it is spoken in more complex grammatical patterns (Halliday, 1989). Thus, speaking and writing are two alternative means to convey meaning, and both of them represent language (Halliday, 1989).

1.4 An Integrated Model of Oral Language Production

For many years, the speaking skill was undervalued as it was taken for granted that all people can easily do it. The fact that speaking is full of low-ranking colloquial expressions also made it rather popular compared to the literary skills demanded for a highly sophisticated register. It was even considered 'facile' and 'superficial' because it is brief and spontaneous (Bygate, 1987).

Understanding the nature of speech and the circumstances under which it is produced is critical to comprehend what is needed to improve second language oral skills (Bygate, 2001). Brown (1994) and Burns & Joyce (1997) define speaking as "an interactive process of constructing meaning that involves producing, receiving, and processing information". According to Levelt (as cited in Bygate, 2001), most current approaches are founded on the information processing model which advances that four processes are required in speech realisation: Conceptualisation, formulation, articulation and self-monitoring. Kaplan (2010) added "discourse modelling", which is the first responsible for all what comes next or the whole interaction.

1.4.1 Discourse Modelling

Discourse modelling refers to 'the discourse plan' or 'the speaker's general intentions' (Kaplan, 2010). That is to say, what the speaker wants to say, his aim, and his relationship with the interlocutor(s) and the world in general. It also concerns his personality, identity, and the degree of formality in his conversation (Kaplan, 2010).

1.4.2 Conceptualisation

Conceptualisation is related to making and arranging the message the speaker wants to communicate. It is based on his background knowledge, knowledge of the topic at hand, the context of the speech, and the patterns of discourse (Levelt, as cited in Bygate, 2001). Producing precise utterances starts in the speaker's mind by analysing the meaning of the interlocutor's discourse (pragmatic meaning rather than the meaning of the words themselves) and organising his thoughts in response to this speech in a particular context and under specific circumstances (Yule, 1996). This process leads to the mental activation of lexical concepts or “conceptual preparation” in every communicative act (Levelt, 1999). For instance, if the speaker intends to produce the word 'female horse' or 'female elephant', he will involve a mental activation of the unitary lexical concept 'MARE' to produce the exact word 'mare' or to the phrase 'female elephant' because no unitary concept is available for this expression; this is the case of all the intended lexical items (Levelt, 1999).

This stage is vital for two main reasons. First, speech is generally provoked by thought, leading to selecting relevant and acceptable content for a particular context. Second, conceptualisation is the basis on which necessary repairing strategies are made to fix communication breakdowns as soon as they occur. It is worth noting that conceptualisation is the foundation for the following phases: Formulation, articulation and self-monitoring (Kaplan, 2010).

1.4.3 Formulation

In this stage, the speaker is supposed to transmit the conceptual content of the intended message through language (Kaplan, 2010) by choosing appropriate words, grammatical structures, and the right pronunciation. In like manner, he retrieves a word (or more precisely, a lemma') from the mental lexicon, picks out the function words on a syntactic basis, ensures a suitable grammatical encoding, and then moves to phonological/articulatory system to guarantee a proper articulation of words (Levelt, 1999).

From a pragmatic standpoint, it was argued that this process is laborious and highly demanding, for it is complex and instant. This explains why spoken language tends to have a lower density than written materials (Brown & Yule, 1983; Chafe, 1985; Biber et al., 1994; in Kaplan, 2010). Furthermore, as speakers reach advanced proficiency levels, pausing decreases, access becomes rapid, the processing time becomes short, and the pauses appear at a clause boundary level instead of an intracause level. Whether utterances are produced by native speakers, nonnative, or less proficient ones, the way information is processed is alike (Lennon, 1990; Towell et al., 1996, as cited in Kaplan, 2010).

1.4.4 Articulation

Articulation is concerned with sound production by the articulatory organs (lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath.). This articulatory machine is directed by a highly 'computational neural system' (Levelt, 1999). When the articulation process is automatic, less conscious attention is paid to it. In addition, the delayed correction of articulation errors signifies that errors' detection occurs just after their articulation, not before or during it; that is why the speaker fails to correct himself just before the mistakes occur (Kaplan, 2010). Due to the human limited attention capacity, automation is vital, for shifting too much attention to articulation tends to hinder conceptualisation and formulation processes;

in the same way, learners tend to pay less attention to pronunciation, especially if other concurrent problems occur in the oral communication (Kaplan, 2010).

1.4.5 Self-Monitoring

Self-monitoring relates to the speaker's ability to spot and correct mistakes. Levelt, Roelofs, and Meyer (1999) and Roelofs (2004) asserted in their comprehension-based account that speakers tend to rely on their speech comprehension system to repair slips of the tongue or other errors. However, error correction cannot be executed during articulation, as Nozari, Dell, and Schwartz (2011, p.3) clarified in the production-based account of self-monitoring that speakers "are capable of monitoring their inner speech when they are not speaking aloud."

1.5 Quality of Performance Due to Processing Demands

The fact that the aforementioned processes take place instantly and rapidly necessitates the speaker to execute them automatically in order to be more efficient ; although less automation is needed for conceptualisation and more is compulsory for formulation, the highest level of automaticity is needed in articulation (Bygate, 2001). This is very laborious for beginner L2 speakers, for they cannot balance fluency and accuracy and grant adequate attention to all these processes occurring within a minimal time (Bygate, 2001). Relying on the concept related to cognition and memory, Skehan (1998) elaborated that in the process of producing speech, the speaker depends on two types of memory: One is for storing lexical items, including formulaic sequences, and the other one is a lexico-grammatical store for building new utterances. To maintain a fluent flow of information, speakers generally resort to prefabricated expressions to avoid the trouble of building and assembling new utterances. Skehan (1998) stressed that accuracy, fluency, and language complexity require considerable cognitive capacity. Learners need to compensate for the required attention by being more automatic at processing

information, for if they focus on accuracy, they will undoubtedly miss fluency, and if they concentrate on fluency, they will produce more formulaic and less complex language.

The contexts or conditions under which the speaking act occurs also affect the spoken language. Speaking is 'reciprocal' as it permits mutual interaction between two or more interlocutors. Furthermore, the spoken language is determined and even dictated by the rank, familiarity, and relationship among the speakers and listeners, such as teacher-pupil, doctor-patient, parent-children, and so forth. As oral communication is face-to-face, speakers and listeners can rely on body language to get their meaning across or to show implicitly a sign of agreement, attention, or willingness to take part in the conversation (Bygate, 2001). Last but not least, the fact that speakers need to respond simultaneously to their interlocutors leads them to make instantaneous information processing, which may result in more pauses, hesitations, and corrections because the processes of conceptualisation, formulation, and articulation have not been adequately prearranged.

Hence, the immediate processing of information and the conditions of speech delivery contribute to shaping the oral discourse and add to the load the speakers should cope with (Bygate, 2001).

1.6 Factors Influencing Learners' Speaking Competence

Being a fluent speaker requires more than just knowing about the language but also being competent in manipulating it and processing information quickly and instantly (Harmer, 2002). Harmer (2002) pinpointed that effective speaking demands language features as well as mental and social processing.

1.6.1 Linguistic Factors

In addition to the correct pronunciation of individual sounds, fluent speakers are compelled to manipulate the language quickly and be swift at using connected speech, expressive devices,

lexis, and grammar. First, connected speech is related to combining sounds and words appropriately like in “I ve’d’gone” either by using assimilation (modifying sounds as with /t/+/y/=/tʃ/ in ‘beat you’), elision (omitting sounds as in ‘gonna’ instead of ‘going to), and contractions (as in can’t, doesn’t and didn’t). Second, speakers should be alert to stressing words, changing intonation (voice pitch), varying the speed of the speech, and relying on paralinguistic features (body language) both to transmit meaning and to communicate how strong their emotions are. Third, speakers are required to use a wide range of words and grammatical expressions because they are instantly needed to fulfil the different communicative functions such as greeting, agreeing, expressing opinions and feelings, and so on. Finally, competent speakers are required to quickly negotiate meaning by using appropriate expressions when asking for 'clarification' such as "(I'm sorry) I didn't understand" or "(I'm sorry) I didn't quite catch that" (Harmer, 2002, p.270). Furthermore, oral productions should be as structured as written ones; speakers should utilise appropriate words and expressions to make their speeches well-organised. Using expressions like "to begin with/and finally" and "the important thing to grasp is that..." speakers preserve coherence in their speech and make themselves understood by their interlocutors.

1.6.2 Mental and Social Processes

More than being knowledgeable about the language is crucial to be fluent; fulfilling the mental and social processes is also vital, including understanding language, interacting with others, and processing information instantly. When processing language, proficient speakers retrieve words from memory and structure them into well-formed syntactic chunks, which are logically arranged to ensure the transmission of a clear, well-designed message (Harmer, 2002). As speaking generally involves mutual interaction between one or many interlocutors, lots of listening also takes place; hence, effective speakers need to be alert to how the other participants in the conversation feel and what they mean and respond accordingly (Harmer, 2002). The last

point to consider about mental and social processing is the spur-of-the-moment information processing. The latter is pertinent to speakers' immediate and rapid response to what they have just heard. Skilful speakers reveal swift reactions as a sign of quick information processing; less proficient speakers, on the other hand, fail to be instant communicators, for they take longer to process the received information.

Hence, considering Harmer's features of effective speaking (2002), it may be concluded that speaking competence does not only require knowledge of the sounds and words of the language. It also necessitates clustering a wide range of a well-articulated vocabulary, which are logically structured to transmit a meaningful message taking into consideration the listeners' feelings and state of mind to ensure successful spontaneous communication.

1.6.3 Affective Factors

It seems unreasonable if we think of isolating the cognitive side of learning from its affective side, for both are complementary (Arnold & Brown, 1999). Twinning the two sides would constitute more solid grounds for the learning process (Arnold & Brown, 1999). Brown (2001) highlighted the significance of the affective factors for being proficient speakers. He clarified that the learners' fear of being "wrong, stupid, or incomprehensible" makes them more reluctant and less confident to make risky speaking attempts (Brown, 2001, p. 269). Furthermore, negative emotions like 'anxiety', 'stress', 'fear', 'inhibition', 'anger', and 'depression' would render the learning process more difficult even in the presence of the most innovative methods and the most motivating materials (Arnold & Brown, 1999). Anxiety, for instance, could easily intervene with the work of the brain, weaken the good functioning of memory, and undermine the learning abilities. It makes the learners more stressed and fearful, leading to poor performance (Arnold & Brown, 1999). Feeling worried, the learners lose the capacity directed to cognitive processing, which results in poor performance of the task at hand (Eysenck, 1979, as cited in

Arnold & Brown, 1999). Furthermore, nervousness leads them to be tongue-twisted or lose words, affecting their accomplishment in a foreign language (Zhang & Jia, 2006).

Language classrooms have recently become more and more cautious about the role of 'affect' in the learning process since the role of the classroom is not simply transmitting content information to the learners (Ehrman & Dörnyei, 1998). Going beyond "language goals" to reach "deeper aims" or "life goals" is deemed necessary and could only be realised if cognitive needs are twinned with affective ones (Stevick, 1998, p. 166). Communicative language teaching (CLT) gave more credit to the affective part of the learning process, which was neglected in the structural and audio-lingual teaching methods, resulting in students' inability to communicate. CLT urgently requested a more interactive process, which was adopted by more humanistic approaches to teaching to promote communication (Richards & Rodgers, 1986, p. 83)

1.7 Approaches to Teaching and Learning Speaking

Language learning and teaching has witnessed progress throughout the past decades and shaped how the speaking skill was taught and learnt. Uso-Jan and Martinez-Flor (2006) tracked the role of this skill in three main language learning approaches, namely the environmentalist, the innatist, and the interactionist.

1.7.1 Speaking within the Environmentalist Approach

Speaking gained primacy under the Environmentalist approach, taking into account the fact that language is mainly oral. However, up to the 1960s, language learning was influenced by the external factors coming from the environment (stimuli) rather than the internal ones related to human cognitive processes. Learning was summarised in the linear accumulation of structures. In like manner, learning to speak was based on a stimulus-response pattern requiring a constant practice of receiving and repeating information until mastery was reached (Burns & Joyce, 1997). The stimulus is the information itself, and the response is the practice and

imitation of this input. Positive reinforcement is provided to learners if they manage to produce correct oral reproductions (Uso-Jan & Martinez-Flor, 2006).

These environmentalist suppositions led to the growth of the Audiolingual Approach, which gave more priority to the oral skill at the expense of the written ones and put forward a fixed order to the four language skills: listening-speaking-reading- writing (Burns & Joyce, 1997; Bygate, 2001). Following the same principle, learners practised some drills and substitution exercises, but the latter were more directed to rehearse pronunciation and grammatical rules (Bygate, 2002) necessary for the perfect imitation of the information they listened to rather than to enhance oral interaction (Brown & Yule, 1983; Woodin, 2001).

Oral interaction and the internal mental processes needed in speech production were completely neglected under the environmental approach since speaking was merely regarded as a medium of memorising and reproducing input and was not considered as discourse per se (Bygate, 2001).

1.7.2 Speaking within the Innatist Approach

The environmental view based on the mere repetition and memorisation of input for mastering speaking was threatened by the growth of Chomsky's theory of language development (1957, 1965). The innatist approach was rooted in Chomsky's assumption that children are born with inherent capacities for language acquisition. According to this theory, speakers had the competence to produce an unlimited number of utterances regardless of the external environment (Hughes, 2002). This faculty stems from the fact that speakers possess an internalised system of rules that permits them to produce new structures by applying cognitive strategies. It is worth noting that the attempts of psycholinguistics to test Chomsky's theory of language development gave the mental and cognitive processes of speech production more prominence (Uso-Jan & Martinez-Flor, 2006). Nonetheless, the innatist assumptions did not

bring about a new method with regard to the teaching of speaking. They replaced the purely repetitive drills promoted by the Audiolingual Approach with exercises demanding more mental processes on the part of the learners by encouraging them to take a more active role via guessing and producing more sophisticated utterances after they have learnt the essential grammatical rules (Uso-Jan & Martinez-Flor, 2006).

Despite the fact that the Innatist Approach accentuated the role of the inner mental processes for language production, the speaking skill was isolated and kept an abstract nature, for communicative purposes, language functions, and the social contexts necessary for language production were not integrated (Uso-Jan & Martinez-Flor, 2006).

1.7.3 Speaking within the Interactionist Approach

By the end of the 1970s and the beginning of the 1980s, language teaching and learning were subject to many changes, especially with the appearance of new conceptions regarding the production of speech known as the Interactionist Approach. The latter followed the line of the Innatist Approach by acknowledging the role of the speakers' inborn competencies and the cognitive processes in speech production but, at the same time, focusing on the interactive dimension of the speaking act (Uso-Jan & Martinez-Flor, 2006). This dimension accounted for the language-meaning relationships, taking into consideration the different functions achieved by the language and the importance of the social contexts for language production (Uso-Jan & Martinez-Flor, 2006).

Reliance on cognitive psychology brought about a new model advanced by Levelt (1978, 1989) to unveil the thinking processes involved in oral language production and describe the different phases the speaker went through in planning his/her speech. These processes- conceptualisation, formulation, articulation, and monitoring (previously explained in 1.1.5)- revealed the complexity of the speaking act and the incredible energy it demands to combine

all these intellectual acts to produce well-structured utterances, on one side, and to consider interpersonal factors and manage time constraints to convey meaning to the interlocutor, on the other side (Uso-Jan & Martinez-Flor, 2006).

Uso-Jan and Martinez-Flor (2006) stated that Levelt's model of speech production (1989) was in complete accordance with the functional views of language proposed by Halliday (1973, 1975, 1985) and the pragmatic assumptions advocated by (Leech, 1983; Levinson, 1983; Searle, Kiefer & Bierwisch, 1980). Both ideas focused on the centrality of language communicative purposes in twining utterances with meaning to transmit a message. With the emergence of discourse analysis, this concept was further expanded to consider longer stretches of language productions beyond the sentence level to reach a whole piece of discourse (a text). Thus, oral production was no longer considered as generating single and isolated meaningful utterances, but it involved the construction of a piece of discourse to achieve communicative purposes in appropriate social contexts.

From the functional point of view, the different communicative functions dictated which language the speaker used in a particular situation (Halliday, 1973, 1975, 1985), depending on 'the context of culture' or 'the context of situation' (Malinowski, 1935). The former relies on the notion of 'genre' to determine how language was used to fulfil social functions in a particular culture (Burns, Joyce & Gollin; 1996) as in 'a political speech', 'a church sermon', or a casual conversation' (Uso-Jan & Martinez-Flor, 2006). The latter is based on the notion of 'register' which is related to specific social situations that come under the broad cultural context; in other words, how exactly speakers use the language in relation to the communication subject (field), the speaker-interlocutor relationship (tenor), and the communication channel (mode) (Uso-Jan & Martinez-Flor, 2006). Thus, the functional perspective of language was meaning-dependent since speaking was considered a contextualised communicative event where speakers choose

specific linguistic forms that match the message they intend to convey (Uso-Jan & Martinez-Flor, 2006).

From a more pragmatic perspective, attention was directed to how meanings were realised in different contexts (Searle et al., 1980; Leech, 1983; Levinson, 1983). In this respect, the role of speakers was not only restricted to varying the language according to their intentions in different social contexts but also to knowing how to interact with the interlocutor to make a message pass through. Thus, it is worth mentioning that the act of speaking became an interactive event whereby both the speaker and the hearer had a mutual interaction to understand each other in any communicative situation (Uso-Jan & Martinez-Flor, 2006).

In fact, Austin (1962) and Searle (1969) did help Pragmatics a lot with the work developed in speech act theory, which focused on explaining how speakers perform actions by carrying out speech acts, such as requesting, apologising, refusing, complaining, and how these should be fulfilled appropriately. Appropriateness entails more than simply producing correct utterances to reach their proper use to suit different contexts. It is determined by politeness theory (Brown and Levinson, 1978, 1987), which fixed three important socio-pragmatic factors to qualify the propriety of an utterance: (1) 'social distance' or how much the speaker and the hearer were familiar to each other, (2) 'power' or the status of the speaker to the hearer, and (3) 'the degree of impositions' referring to how much the speaker imposed on the hearer. The more one of the three factors increased, the more politeness was guaranteed by the speakers (Uso-Jan & Martinez-Flor, 2006).

Both cognitive psychology and functional and pragmatic assumptions about the language were influential in describing speaking as “an interactive, social, and communicative event (Uso-Jan & Martinez-Flor, 2006, p. 145). These determining factors came up from the

interactionist approach, which set the grounds for teaching speaking within a communicative competence framework (Uso-Jan & Martinez-Flor, 2006).

In the earlier discussion, we dug into the different perspectives from which speaking was perceived by shedding some light on how this skill was handled within the different teaching and learning approaches over the last decades. We come to understand how speaking progressed from being an act dependent on external stimuli to excel at imitating isolated words and sentences relying on the received input, into a more interactive, communicative, social, and contextualised event. In this communicative act, speakers and hearers play an active role in leading a mutual interaction for the ultimate goal of getting meaning through, taking into consideration the linguistic, contextual, cultural and interactional factors.

1.8 Speaking within the Communicative Competence Framework

With the emergence of the notion of communicative competence led by Hymes (1971, 1972), as the first linguist and anthropologist to question Chomsky's 'linguistic competence', language-teaching experts have started shifting attention towards the concept of communicative competence. The latter focused on both form and function of language, as opposed to Chomsky's linguistic competence, which was mainly concerned with the ability to manipulate the abstract rules of the language regardless of the functions they could perform (Christison & Murray, 2014). In his famous article "On Communicative Competence" (1972), Hymes elucidated that Chomsky's linguistic competence was based on 'grammaticality', while 'acceptability' and 'appropriateness' were linked to performance. For Hymes, competence study encompasses other components, such as attitude, motivation, and sociocultural elements. He set forward the main principle on which the communicative approach was founded as follows:

We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires

competence as to when to speak, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes towards, the interrelation of language with the other code of communicative conduct. (Hymes, 1972, p. 15)

Chomsky's discrepancy between competence and performance did not consider the aspects of language in use and the relevance of utterances to specific contexts (Uso-Jan & Martinez-Flor, 2006). Hymes's Communicative Competence, on the other hand, stressed the rules of language use together with the standards of utterances' appropriacy to particular situations. Furthermore, Chomsky was more concerned with analysing the linguistic competence of "an ideal speaker-listener in a completely homogeneous community" (Chomsky, 1965, p.3), whereas Hymes emphasized the communicative competence of an ordinary speaker within a heterogeneous community, taking into account communication-culture bonds accentuating "the rules of use without which the rules of grammar would be useless" (Hymes, 2001, p. 60).

Considerable attention was directed to providing proper definitions for the term communicative competence in order to make teaching as second language more effective. Many models of communicative competence were advanced since 1980 by many scholars (Canale, 1983; Canale & Swain, 1980; Celce-Murcia et al., 1995; Littlewood 2004; Savignon, 1983; Uso-Jan & Martinez-Flor, 2006) trying to characterise the underlying components of the communicative competence construct.

A model of communicative competence was elaborated and extended by Canale and Swain (1980). It included four essential components: (1) grammatical competence, i.e. the ability to use the words and rules; (2) sociolinguistic competence, i.e. ability to use appropriate speech; (3) discourse competence; and (4) strategic competence, i.e. the ability to apply suitable discourse strategies.

Savignon (1983) elucidated each of these constituents as follows. Grammatical competence is having command of the linguistic system of the language and being familiar with the lexical, morphological, syntactic, and phonological aspects and using them to produce words or whole structures. Sociocultural competence is mainly about the degree of the participants' understanding of the social context in which language is produced, the role they play and the information they have in common, as well as the function intended from the interaction itself. Discourse competence is not concerned with the simple interpretation of independent sentences but with the meaning of the whole stretch of interrelated utterances. Last but not least, strategic competence is pertinent to the strategies used by a person in order to compensate for the imperfection of the language produced due to limited knowledge about the rules or mistakes caused by fatigue, distraction, or inattention.

The model, proposed by Savignon (1972), acknowledged communicative competence as a complex interaction in which mastery of pronunciation, grammar, and vocabulary is only one part of a successful communicative event; other determining factors namely, lexical and syntactic rules, intonation, and paralinguistic features are also essential for an effective interaction to take place between one or more interlocutors. He stated:

Communicative competence may be defined as the ability to function in a truly communicative setting- that is; in a dynamic exchange in which *linguistic competence* must adapt itself to the total informational input, both linguistic and paralinguistic, of one or

more interlocutors...Success in Communicative tasks depends largely on the individual's willingness to express himself in the foreign language, on his resourcefulness in making use of the lexical and syntactical items which he has at his command, and on his knowledge of the paralinguistic and kinesic features of the language- intonation, facial expressions, gestures, and so on- which contribute to communication. Linguistic accuracy in terms of pronunciation, grammar, and vocabulary is but *one* of the major constituents in this complex interaction. (Savignon, 1972, p.22)

Widdowson (1990), on his part, acknowledged communicative competence as a complex concept; its understanding requires consideration of grammar, discourse, and pragmatics. This concept was defined as the capacity to produce speech to fulfill various functions, such as promising, warning, recommending, and so on. These functions would be the principal core of a functional syllabus where communicative competence would be indispensable (Widdowson, 1990).

An additional component, pragmatic competence, was added to the previous models by Bachman and Palmer (1996, as cited in Christison & Murray, 2014) to account for the ability to use the language to achieve specific tasks in the right contexts. As a matter of fact, the structural approach, considering language as discrete units used for the sake of practising the language itself, was totally opposed to the communicative principles, which sought to combine different language skills to perform certain tasks in specific settings (Christison & Murray, 2014). Bachman (1990) used the term communicative language ability (CLA) in his model instead of communicative competence to twin form with competence and reinforced it with three essential pillars: Language competence (i.e., knowledge of the language), strategic competence (i.e., being able to employ knowledge of the language in specific contexts), and psychophysiological factors (i.e., neurological and psychological processes involved in language implementation). These three components are to be integrated to ensure successful

communication by combining knowledge of the language, background knowledge, and neuropsychological processes to negotiate meaning.

Littlewood (2004), outlined four principal abilities characterising a FL learner's communicative competence. First, the learner should master the linguistic system till attaining automatic and spontaneous manipulation of its items. Second, the learner has to distinguish between forms and functions, i.e., knowing which linguistic item is appropriate for which communicative context. Third, the learners should be able to use appropriate strategies to communicate meaning through language and recognise their fallacies and repair them. Fourth, he must be aware of 'language' and 'social and meaning' correspondences; that is to say, he must be able to vary language forms according to different social situations without using offensive ones (Littlewood, 1981). He acknowledged three guidelines to govern teaching activities to be incorporated in a CLT settings: Communication, task-based, and meaningfulness (Littlewood, 1981).

CLT was characterised by a comprehensive set of principles that helped in shaping some classroom practices aiming at drawing a communicative vision of language and language learning (Richard & Rodger, 2001); in other words, the materials, methods, and classroom routines were all directed by these major standards (McDonough et al., 2013). CLT has progressed through three basic stages. The main objective of the first stage was to set a syllabus that matches the concept of the communicative competence very well. This period witnessed the appearance of the notional and functional syllabuses (Wilkins, 1976) instead of the grammatical structural ones. The second period was characterised by giving more weight to needs analysis as an essential component of any communicative methodology (Munby, 1978). In the last phase, attention was directed to classroom activities, such as 'group work', 'task-work', and 'information-gap' activities, as the main support for communicative procedures (McDonough et al., 2013).

Richards (2006, p 22-23) set forward ten assumptions that summarise the main features of CLT and characterise CLT pedagogy:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organisation, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

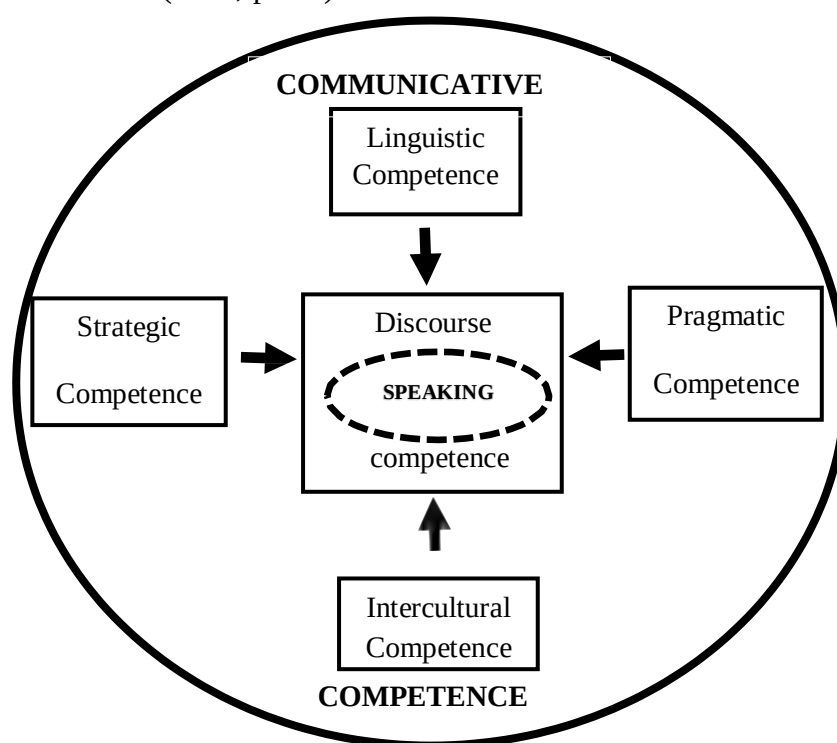
10. The classroom is a community where learners learn through collaboration and sharing.

1.9 Uso-Jan and Martinez-Flor's Communicative Competence Model

Uso-Jan and Martinez-Flor (2006) set forward another model which aimed at describing the construct of communicative competence. This model highlighted the significant role the speaking skill plays in facilitating the communicative competence and how its development was influenced by other factors to ultimately enhance SL students' communicative ability. Speaking takes the heart of the model, which entails four competencies: Discourse competence, linguistic competence, pragmatic competence, and intercultural competence, as illustrated in the diagram below.

Figure 1.1

Integrating Speaking within the Communicative Competence Framework (Uso-Jan & Martinez-Flor (2006, p 147)



1.9.1 Discourse Competence

Uso-Jan and Martinez-Flor (2006) positioned speaking in the centre of this communicative competence framework that they proposed on the grounds that communicative competence involved the production of the spoken language in relation to the other components of the model (linguistic, pragmatic, and strategic competencies). Obtaining discourse competence requires the speaker to be able to recognise the discourse markers like *well, I see, oh, okay*; manipulate a variety of conversational patterns, such as starting and ending a conversation and turn-taking keys; use coherence and cohesion properly; and distinguish the organisational patterns of the different discourse categories and genres (formal schemata) to produce a coherent spoken discourse to fulfil a specific communicative function within an appropriate social context. To achieve this, the speaker should play an active role by being cautious about processing correct utterances (form) pragmatically fitting specific sociocultural standards (appropriacy) and adopting certain strategies to fix his speech in case he could not properly transmit something he had in mind (Celce-Marcia & Olshtain, 2000). Hence, all the components presented in this framework above are called for to guarantee communicative competence while producing a spoken discourse.

1.9.2 Linguistic Competence

Linguistic competence referred to the three essential linguistic aspects of the language- phonology, grammar, and vocabulary- that the speaker should master to construct adequate utterances (Celce-Marcia & Olshtain, 2000). First, phonology is mainly linked to pronunciation, which is identified as using speech sounds for communication and described by Woodwin (2001, p. 117) as "the language feature that most readily identifies speakers as non-native". Pronunciation was shaped by the suprasegmental marks of the language, such as rhythm and stress, leading to processing meaningful utterances. Second, Knowledge of grammar (morphology and syntax) was also necessary to build accurate, well-structured utterances.

Finally, having a rich vocabulary repertoire was important to cope with different situational contexts and convey meaning easily. These three elements of the linguistic competence assure the production of a piece of spoken discourse, which is linguistically acceptable because it contains correct, well-formed, and fluent utterances (Scarcella & Oxford, 1992). However, much spoken information could be understood with little linguistic knowledge thanks to the pragmatic and cultural aspects on which speakers can rely while interacting with their interlocutor(s) (Celce-Marcia & Olshtain, 2000). Pragmatic as well as cultural competences are elaborated in the following section.

1.9.3 Pragmatic Competence

Possessing a pragmatic competence was related to the speaker's awareness of the function he planned to achieve via the spoken language and to what extent this language was appropriate to the surrounding context. To this end, being acquainted with the two types of pragmatic knowledge, pragmalinguistics and sociopragmatics, is deemed necessary (Leech, 1983; Thomas, 1983). The former referred to the linguistic aspects on which the speaker relied to achieve a communicative event; that is to say, the array of structures s/he can use to convey meaning. The latter was pertinent to how meaning fitted the context in which utterances were properly produced without breaking politeness rules (distance, power, and imposition) or by choosing appropriate register (formal or less formal depending on the speaker-interlocutor relationship, degree of familiarity, and status) to realise a successful communication (Celce-Marcia & Olshtain, 2000).

1.9.4 Intercultural Competence

Leading good communication requires knowledge of linguistic and pragmatic conventions through which utterances should be produced and the sociocultural standards governing the speaker-interlocutor interaction. These standards were mainly pertinent to the cultural aspects

and the paralinguistic features of the language. Cultural characteristics involved paying attention to how a speaker should comport while interacting, trying to make the pauses in his / her speech either short or long, depending on the cultural environment where the interaction took place, to make his mind clear or to give more space for the interlocutor to express himself/herself (Celce-Marcia & Olshtain, 2000). Messages were not solely verbally transmitted; understanding non-verbal signs transmitted via eye contact, facial expressions, or body distance (paralinguistic features) was also vital to avoid misunderstanding or confusion among interlocutors (Celce-Marcia & Olshtain, 2000).

1.9.5 Strategic Competence

Strategic competence is the last constituent in the communicative competence framework proposed by Uso-Jan and Martinez-Flor (2006). This competence requires mastery of the language as well as communication strategies. The former is required to build the spoken discourse, such as repetition and creating purpose for pursuing and engaging communication (Bygate, 2006). The latter are needed as compensatory strategies to regulate the intended meaning or fix communication breakdowns; paraphrasing and appealing are among these strategies (Celce-Marcia & Olshtain, 2000; Scarcella & Oxford, 1992).

As discussed above, the meaning of "communicative competence" is not unique; it varied among different scholars depending on the varying perceptions about the language and its functions (Halliday, 1975; Hymes, 1972; Wilkins, 1976) and the different theoretical visions (Canale & Swain, 1980). Larsen-Free and Anderson (2011, p. 115) offered a short definition that entails all the necessary elements of communicative competence. They contend: "In short, being able to communicate required more than linguistic competence...knowing when and how to say what to whom. The shift in focus towards "the real world" use of language required considering the dimensions of context, topic, and roles of the people involved."

Assisting the acquisition of communicative competence was primordial under the communicative competence framework. Uso-Juan and Martinez-Flor's model highlights the significant position speaking occupied to aid communicative competence acquisition and shows how the other elements fit in this framework to assist speaking development.

1.10 Teaching Speaking: Nation's Four Strands

The teaching of speaking has been the focus of many research areas. Each has accounted for typical conditions, perspectives, and parameters. Since the current study aims to deal with integrating the four language skills and micro skills in EFL classrooms to ensure better oral communication, this section considers how Nation's four strands can be used to promote speaking instruction via an integrated-skill-oriented model.

Nation (1997, 2007, 2012) and Nation and Newton (2009, 2021) asserted that learners in speaking classes should be initiated to meaning-focused input, meaning-focused output language-focused learning, and fluency activities.

- 1. Learning through meaning-focused input:** This requires learning via listening and reading with a focus on the message conveyed through language.
- 2. Learning through meaning-focused output:** It involves learning via speaking and writing, giving more credit to conveying meaning and messages to others.
- 3. Learning through deliberate attention to language items and language features:** Learning requires intentional teaching of grammar, vocabulary, pronunciation, and spelling, relying on explanation and practice and the deliberate focus on language learning and language use strategies.
- 4. Developing fluency:** This requires the fluent use of known language items and features in the four skills (listening, speaking, reading, and writing).

Nation & Newton (2009, p. 2) stated: “A well-planned language course has an appropriate balance of these four strands. It is through these four strands that learners achieve the learning goals of a language course, namely fluent control of sounds, spelling, vocabulary, grammar, and discourse features of the language so that they can be used to communicate effectively”. Strands refer to the learning opportunities which can be considered as learning conditions extending over the language course, and each activity in the course falls under one of the four strands. The four strands balance meaning and form and combine the four language skills, micro-skills, and fluency to communicate effectively. This model is to be thoroughly elaborated in chapter 3, Section

1.11 Speaking Proficiency

Understanding the concept of 'language proficiency' has considerably evolved in the SL field of research in recent decades. It has always been the focus of philosophers, psychologists, linguists and educators to unveil its nature and its pertinence to other notions, such as intelligence, aptitude, instruction, and developmental stages (Housen et al., 2012). Language proficiency is fundamental in tackling practical issues in language teaching and constitutes the heart of theoretical and empirical problems in language sciences (Housen, Vedder, & Kuiken, 2012). According to them, speaking proficiency is not a "unitary construct" but, rather, "multicomponential" in essence. This construct was defined by Adebile and Alabi (2005) as an "unknowable abstraction that reflects the universal competence of native speakers," pointing to its enigmatic and perplexing nature that has many consequences on language learners.

The Collins Birmingham University International Language Database Dictionary (COBUILD) equalled 'proficiency' to 'skill' or 'ability' (“Proficiency,” n.d.). It was further characterised by its changeability as it was traditionally matched to measurement and assessment in second language teaching and learning (Llurda, 2000). For Stern (1983),

proficiency can be considered from two standpoints. The first one accounts for the different proficiency levels, i.e., the varied aptitudes which second language learners need to demonstrate (from a basic to a more advanced or native-like one). The second is rather intricate and more debatable as proficiency is characterised either as a whole (Oller 1976; as cited in Llurda, 2000) or as a multicomponent entity (Llurda, 2000). For Bialystok (1998), L2 learners consider reaching a native-like speaking proficiency as an ideal situation, and speaking proficiency should be determined by setting guidelines of the necessary abilities learners have to display in different circumstances, including linguistic aspects of the language alongside their communicative application, as suggested by the formalist and the functionalist approaches. The former viewed language proficiency as the "ultimate unknowable abstraction that reflects the universal competence of native speakers", while the latter regarded it as "the outcome of social interaction in a linguistic environment" Bialystok (1998). Brown (2000), on his part, acknowledged the need to take other factors into account in the perception of language performance; these could be personal, such as affective factors or they could be related to knowledge of the world, the topic at hand, the social context, and the cultural environment.

1.11.1 Speaking Proficiency Features

Oral proficiency was defined on the basis of two main criteria: accuracy, referring to the correct use of grammar, vocabulary, pragmatics, and fluency, denoting smooth speech delivery with a continuous flow of information (Ellis, 1993; Chambers, 1997). Yet, Iwashita (2010) presented second language acquisition specialists' uncertainties about the components of speaking proficiency. Researchers (Iwashita et al., 2008; Norris & Ortega, 2000; Ortega, 2003) set four major facets: Syntactic complexity, grammatical accuracy, lexical diversity, and fluency. However, they attributed divergent definitions to these criteria, leading to varying meanings in different studies (Iwashita, 2010). Although it is straightforward to characterise a

proficient speaker as being "good", "fluent", knowledgeable", "bilingual", and "competent", what speaking proficiency means is not as clear as that.

Higgs and Clifford (1982) proposed five components and proffered the Relative Contribution Model (RCM) to describe the assessor's perceptions of each of the speaking proficiency building blocks: vocabulary, grammar, pronunciation, fluency, and sociolinguistics. They asserted that grammar and vocabulary are cardinal elements at all levels, whereas pronunciation, fluency, and sociolinguistics are significant at more advanced levels. Iwashita (2010) proposed four main building blocks for speaking proficiency, as detailed subsequently.

- **Syntactic Complexity**

Wolf-Quintero, Inagaki, and Kim (as cited in Iwashita, 2010) described grammatically complex language as utterances containing a variety of sophisticated patterns. Ortega (2003), on her part, defined syntactic complexity as using a variety of refined structures in one's utterances. It is determined by how frequently sentences are long, how clauses are coordinated and subordinated, and the extent to which grammatical patterns are complex and varied in speech.

- **Lexical Diversity**

Lexical diversity refers to lexical richness or the wide range of vocabulary used in speech. Deciding on lexical diversity is also a complex matter open to many denotations, leading researchers to account for different factors in its assessment.

- **Grammatical accuracy**

Grammatical accuracy means learners' ability to give an oral performance that matches the standards of the language, i.e., error-free utterances.

- **Fluency**

Fluency was given definitions depending on the researcher's interests and focal points. Some related it to speech time-based features, namely delivery speed and pause frequency. Others considered how automatic the speech delivery is. Fluency was defined by Filmore (1979) as the ability to convey meaning orally by supplying syntactic and lexical features speedily. Brumfit (1984) believed it to be as the capacity to produce natural, native-like speech.

1.11.2 Assessing Speaking Proficiency

The debate over speaking assessment revived in the 1990s and early 2000s and accompanied the increasing discrimination between written and spoken forms of language. Another aspect is tightly linked to the growth of English as a lingua franca, where the different speakers' backgrounds, cultures, and gender have played a significant role in research on assessment of oral performance (Hughes, 2002).

Speaking productions have to be assessed in one way or another; however, being a multicomponent skill makes it very laborious to assess; two listeners may interpret the same oral delivery differently because speaking requires meaning negotiation (Douglas, 1997). Less attention was drawn to testing speaking compared to the other skills because oral production is hard to deal with as opposed to the other skills, which follow a more conventional testing tradition (Underhill, 1987).

The degree of inconsistency in oral tests is greater than in written ones and is mainly caused by subjectivity and variation in test features. The many factors affecting oral production, ranging from test conditions to health and cultural conversation aspects, led the test designers to focus more on some measurable criteria, such as the number of speech errors. To avoid bias in test scores, test developers restricted the performance criteria to consider while rating the

testees' verbal productions. By taking such measures, they intended to direct the assessor's attention to specific discourse features such as pronunciation, grammar, fluency, and comprehensibility in order to avoid subjectivity (Douglas, 1997, p. 22).

In assessing speaking proficiency, teachers need to think about what the purpose to be achieved by learners is, how they will assess their performance, on which criteria they will decide on good or poor performance, and how they will ensure consistency and reliability in their evaluation. From the test-taker outlook, the speaker sometimes fails to maintain the flow of information and commits errors because of the pressure put on him by time constraints under which he produces his speech and the intricacy of the processes his mind goes through (Hughes, 2002).

Oral assessment targets specific items in the speaker's delivery, namely the range of vocabulary, complexity, and grammatical accuracy relying on pre-established standards. Complete, complex, and rich utterances are more credited than short, incorrect ones characterised by hesitation, false starts, and self-repair (Hughes, 2002). Many outstanding commercial publishers and international organizations were very influential in evolving teaching speaking, and the same was for its testing. Among the tests developed are the IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language), which are considered "dominant, high-stakes, and "well-known" tests (Hughes, 2002).

1.11.3 Speaking Proficiency Test Formats

Various tests are being used to assess speaking proficiency. There are non interactive tests and interactive ones. The former evaluate the oral reaction to a stimulus, be it aural, written, or visual (as in the internet-based TOEFL speaking test). The latter involves a one-to-one

interview between the examinee and the examiner (as in the IELTS speaking test). Other tests can take the form of a discussion between candidates evaluated by an assessor (Hughes, 2002).

The TOEFL and the IELTS are two outstanding tests widely adopted in assessing language proficiency in general and speaking proficiency in particular. They are known as 'High-stakes tests' because their outcomes greatly influence test-takers' lives and their opportunities are decisive, such as university entrance and immigration (Hughes, 2002).

- **The TOEFL Speaking Test**

The new generation of the TOEFL is the internet-based TOEFL iBT, which is computer-based to avoid bias and subjectivity that may be caused by face-to-face speaking. It entails six tasks to assess the different speaking aspects. Two 'independent' require the learner to talk about a familiar topic, and four 'integrated' asks to involve him in responding to a print or spoken material (Hughes, 2002).

- **The IELTS speaking Test**

The IELTS is a face-to-face interview between a candidate and an examiner. It stresses communication skills, lasts 10 to 15 minutes, and is recorded. The test goes through three steps: (1) the examinee is to answer a few questions about a familiar topic for around 4 minutes. (2) The candidate is presented with a cue card with a prompt about a topic, which he prepares in one or two minutes and talks about for two minutes without the examiner's intervention. (3) A dialogue between the examiner and the candidate about more abstract concepts related to the same topic is held. In 2001, the revised version of the IELTS brought about some changes concerning the criteria used for evaluation. The new version included four criteria: Fluency and coherence, Lexical resource, Grammatical range and accuracy, and Pronunciation (Hughes, 2002). The public version of the descriptors is available in Appendix I. The criteria for

assessment are included in Appendix II, and an overview of the test parts is provided in Chapter Four, Section 4.4.1.

1.11.4 Other Speaking Tests

Direct measures for testing speaking have two essential characteristics. The first one is how the interviewee is incited to speak by participating in an interview, leading a discussion, or making a description. The second one is how the test-taker is evaluated; that is to say, whether the assessment accounts for rating scales, communicative outcomes, or evaluating the different parts of an outcome (Nation & Newton, 2009). Nation and Newton (2009) provided a variety of testing measures.

1. Interviews and scales test

The interviewee takes the test individually; the learner is interviewed to answer a set of questions, and his performance is assessed on a scale of 1-5. The elements to be marked are fluency, grammatical accuracy, a wide range of vocabulary, diversity of structures, and intelligibility.

2. Group Oral Exam

In a group oral exam, a group of four learners are assigned a card with a topic and questions. They are given a moment to think about and discuss it (Folland, Reves, Hilsdon, as cited in Nation, 2009) or to perform a role-play and scripted dialogues in front of two examiners who assess their performance according to a scale (Hayward, as cited in Nation & Newton, 2009).

3. Dycoms (Split Information)

This test involves an information gap task similar to a “same or different” activity to be performed and evaluated. The teacher splits the class into Group A and Group B. Each group members are given similar pictures, but those of Group A differ slightly from those of Group B. Each picture contains 50 items, and the learners of both groups keep describing their pictures and changing partners until they discover the similarities and differences between the two

pictures. Each participant's paper is marked out of 50 to assess his/her communication abilities (Byersm as cited in Nation & Newton, 2009).

4. Describe and Draw

In this test, the test taker is assigned a picture to describe to help his partner/examiner draw it. This description is divided into parts; each is allotted a particular score (Brown, Andersonm, Shillcock and Yule; Politzer & McGroarty, as cited in Nation & Newton, 2009). The examiner is not required to draw the picture but to mark for the correctly described parts of the picture.

5. Conversational Cloze

The conversational close test does not require a listening or a speaking activity. Learners are assigned a conversation transcript in which every seventh word is omitted; the learners have to read the print and fill in the missing words (Hughs; Brown, as cited in Nation & Newton, 2009).

6. Multiple Choice Speaking Tests

In this test the learners are required to answer printed multiple-choice questions without speaking as mentioned in the example below:

The students are taking a test and the teacher wants them to know that they can use their books. What are two ways that he could say this?

- A. Whose books are those?
- B. You may use your books for this test.
- A. Don't you know how to open your books?
- B. This is an open-book test.

(Politzer & McGroarty, as cited in Nation & Newton, 2009, p 175)

7. Imitation

This test takes the form of listen and repeat. The learners are exposed to input and are involved in reproducing the speakers' sentences. Only flawless repetition is considered correct Nation and Newton 2009).

8. Role-plays

In a role-play measure of testing, the learners are given a card containing the specific situation to perform; the learners then act on the role-play, and the assessor evaluates their performance, taking into account specific criteria that depend on the learners' level of proficiency, their experience in fulfilling other speaking tasks and the purpose of the test itself Nation and Newton (2009).

The testing measure followed in the current study to evaluate learners' speaking proficiency is the speaking section of the International English Language Testing System (IELTS). It belongs to the interviews and scales category of tests and includes four sections:

1. Fluency and coherence, including avoiding silence and hesitation, speaking at length, and using words to connect ideas;
2. Grammatical range and accuracy, containing speaking in complex sentences, using a variety of grammatical forms, and avoiding grammatical distances;
3. The lexical resource considering using a wide range of vocabulary, idioms and collocations, and paraphrasing; and
4. Pronunciation, including correct pronunciation, intonation, and joining words.

Each of these 12 elements is marked out of 3. The sum of points is divided by 4 and matched to the corresponding band (0-9) (see Chapter 4 Section 4.4.3 for more details about the test structure marking and assessment).

The IELTS has been adopted in the current study to assess learners' speaking proficiency because it known as worldwide trusted English language test, owned and run by the British Council, IDP Education and Cambridge Assessment English. Furthermore, it is reliable and effective as it is supplied with a comprehensive feedback sheet and band descriptors, ranking learners abilities from band 1 (rated 'non user') to band 9 (rated 'expert user'). This assists the

researcher in making clear-cut decisions and being more rigorous and objective in assessing the learners speaking abilities.

Conclusion

Speaking, this natural act that happens every while and every moment, and which is simply connected to uttering words, is, in fact, an indispensable means of exteriorising feelings and thoughts and of sharing meanings with others and building relationships. This act necessitates the adequate articulation of phonemes and the combination of a set of sub-skills such as grammar, vocabulary, pronunciation, intonation and fluency to produce a well-articulated and meaningful speech. It is also affected by other social rules and psychological factors needed to achieve well-determined social functions corresponding to precise communicative purposes.

The teaching of speaking witnessed many changes; every time, this skill was subjected to alterations and improvements. Speaking under the environmentalist approach followed the principle of drilling external stimuli until mastery was achieved, focusing more on pronunciation and grammatical rules. In the audiolingual approach, these purely repetitive drills were merely replaced by exercises requiring mental processes to produce more sophisticated utterances under the innalist approach. The speaking skill was isolated and kept its abstract nature until the advance of the interactionist approach, which embraced cognitive psychology and functional and pragmatic assumptions about the language and set the grounds for the communicative competence framework. Assessing speaking proficiency is laborious owing to the fact that it is a multifaceted concept, and its evaluation requires consideration of multiple factors to ensure preciseness and objectivity.

CHAPTER TWO: SEGREGATED-SKILLS AND INTEGRATED-SKILL APPROACHES

Introduction

The traditional teaching/learning methods of the 1950s and 1960s gave more credit to literary skills at the expense of speaking and favoured splitting the four language skills into discrete units. Even though speaking gained primacy under the audiolingual method, more emphasis was directed to the repetition and mimicry of input. It was only with the advancement of the communicative approach in the 1970s that speaking witnessed progress, especially as communicative purposes and social contexts under which speech occurs were considered. These considerations paved the way in the 1980s for the innovative integrated-skill approach, and communication was perceived to require integrating multiple skills, as in real situations. For more elaboration on these two approaches, this chapter provides their historical background, traces the position of speaking under each of them, and highlights their advantages and drawbacks. It also features the different models to be adopted in order to effectuate an integrated-skill instruction.

2.1 The Segregated-skill approach

The segregated-skill approach is also known as the skills-based approach or the four-skills approach (Christison & Murray, 2014). This traditional approach is based on the teaching of the four skills as discrete units. Attention is directed to isolated language skills, such as reading, writing, listening, and speaking, and instructors in the SL/FL settings focus on rote learning taking into account word decoding, grammar drills, and phonetic identification, and the language is not used for communicative purposes (Chen, 1999).

2.1.1 The Roots of the Segregated-Skill Approach

The application of the four skills approach to curriculum design in North America has its roots in structural linguistics, which originated in the early work of Ferdinand de Saussure “*Course of General Linguistics*” (1916), the starting point of the 20th century structural linguistics. The latter was based on classifying language items into categories such as phonemes, morphemes, phrases, and sentences, and in like manner, the four language skills were divided into four distinct fragments: listening, speaking, reading, and writing. Even though superiority was given to the spoken language, practising drills of grammatical structures was the only means to master listening and speaking skills; this was the medium of teaching known as the audio-lingual method (Christison & Murray, 2014).

The segregation of the four language skills was dominant in Europe and the United Kingdom. Although it was socially rather than structurally driven as it was urged by the need to teach academic and technical language, it had a framework similar to the one adopted in North America, and listening and speaking skills gained primacy over reading and writing (Christison & Murray, 2014). The distinct historical backgrounds that were prevalent in the United States and the United Kingdom in the second half of the 19th century have greatly influenced the contemporary approaches to second and foreign language teaching and set the ground for the divergent directions in both countries (Hinkel, 2010).

Back in the Second World War, a group of specialists working under the support of the Linguistic Society of America adopted the Bloomfield’s principles (1942) to develop an effective and intensive teaching programme for US Armed Forces officers. This course, designed for a specific group of motivated students and including different languages, was led by native speakers and specialised linguists who focused on translating the linguistic features of the target language (structural, lexical and phonetic items). The learners' role was to repeat

the spoken patterns in an attempt to replace their first language habits with the second language ones (Mitchell and Vidal, as cited in Hinkel, 2010). This famous and fruitful programme has principally relied on structural and behaviourist principles. It gave priority to speaking and was based on listening to and drilling target language structures the learners needed for practical purposes. Reading and writing were not stressed, for they were not needed by the learners for language uses in the field (Hinkel, 2010).

A concurrent programme, similar to the previous one which also originating from Structuralism, was led by Lado and Fries in favour of teaching English as a second and foreign language at Michigan University in the USA and led to the appearance of the first North American teaching materials based on structures, lexis, and sounds (Fries, 1945; 1952). Although speaking was given priority, the teaching model and the course materials were based on the separation of language skills. The strong focus on speaking, grammatical, and listening comprehension was known as the 'oral method', 'aural-oral method', 'the structural method', and later in the 1950s as the 'audiolingual method'. This American method was less prevalent in the United Kingdom and Europe, where emphasis was directed to the situational uses of the second language rather than the linguistic items per se (Ellis, as cited in Kaplan, 2010).

The segregation of language skills in the UK was based on more valuable and practical ends, not on adherence to any methodology. Post to the Second World War till the late 1950s, efforts in teaching English as a second or a foreign language were directed to the colonies outside the UK to target school-aged children; more prominence was given to grammar than speaking and listening due to its necessity for interpreting written materials. However, teaching English as a second language was predominantly initiated in London, where listening and speaking were needed to realise the essential communication purposes (Howatt & Widdowson, 2004). With the outburst of foreign workers and students in the 1980s, the UK initiated new changes

concerning English language teaching, which brought about new specialised fields such as English for specific purposes (ESP) and English for academic purposes (EAP). Other variations concerned the urge to teach specialised language and the integration of the discrete language skills (Howatt & Widdowson, 2004).

The focus in the UK teaching curricula, then, was on situational language skills instead of the structural one, which was reflected in the ‘structural-situational approach’, ‘situational-structural method’, or ‘situational language teaching’ whereby emphasis was put on listening and speaking with a social rather than a structural orientation, as much similar to the pragmatic version of the audiolingual method. According to the prevailing principles in 1950s-1970s, all the four skills (listening, speaking, reading, and writing) should be taught, but aural oral skills were the most prominent ones (Howatt & Widdowson as cited, 2004). Although the situational method relied on real world contextualised situations, such as ‘at the post office’ or ‘at the doctor’s’ for the teaching of grammar and vocabulary, it was criticised in the late 1960s by methodologists for being limited in scope, focusing on listening and speaking and having unclear principles (Stevens, 1977, as cited in Kaplan, 2010).

The 1960s and 1970s witnessed the emergence of new theories with humanistic orientations to language pedagogy in North America and Europe. Yet, the UK provided more eminence to the social factors for language usage and the pragmatic orientation in teaching the four skills (Kaplan, 2010). Hymes (1971, 1972) came up with the concept of the communicative competence that significantly altered the way the language skills were taught by accentuating the role of social contexts in communication both inside and outside the classroom. This was missing in the audiolingual method, where segregation of the four skills was involved, and native speakers' imitation and grammar drills were the central focus of teaching (Kaplan, 2010).

2.1.2 Reasons for Segmenting the Four Skills into Discrete Units

Administrative considerations were among the reasons behind treating the four skills as separate segments. For instance, scheduling intensive reading or speaking courses at university would be logistically easier and feasible if each skill is taken separately, especially for hiring teachers for different courses, designing textbooks, and grouping students (Brown, 2007).

Another reason for segmenting courses into discrete language skills, especially at high intermediate and advanced levels (university), is to develop specialised abilities pertinent to a particular language skill and make them instructionally easy. For example, a module on listening would encompass lessons on how to listen to a lecturer, how to listen to a classmate, how to listen to audio not including visual clues, and so forth. Thus, phonology, morphology, lexis, syntax, and discourse would be part of this course (Brown, 2007). It was conceived that taking a separate skill at a time would accelerate the learning process and assist the learners in mastering a particular language skill (Jing, 2006).

2.1.3 Skills Segregation under the Traditional Approaches: Grammar Translation, Direct Method and Audiolingualism

The notion of segregating the four language skills was the norm in the past decades. Many teachers, educationalists, and curricular designers believed the separation of the four skills to be the model for teaching ESL/EFL, and textbooks have been organised over the different skills not combined together. Language tests have also focused on assorted language abilities, and even the teaching programmes have included courses for every single skill, such as classes for L2 writing, reading, or speaking (Christison & Murray, 2014).

The principle aim of instruction under the segregated-skill or language-based approach is language per se or teaching language for language's sake. Furthermore, successful learning results from mastering disparate skills: listening, reading, speaking or writing, and language,

divorced from content (Canale & Swain, 1980). This is, in fact, entirely in opposition to what recent research and teaching professionals are advocating (Tolstykh & Khomutova, 2012). Skill segregation, which prevailed in the traditional approaches, is based on teaching the four skills as individual divisions rather than in combination.

An instance of segregated-skill instruction was the grammar-translation method, where analysis of the grammatical structures and translation were the primary purposes of teaching. This method, which focused on learning one skill at a time, did not promote learners' communicative competence both in academic or career-related language use and in everyday communication (Tolstykh & Khomutova, 2012). This method granted the teacher a leading role in the classroom, and the drilling activities, such as repetition and substitution exercises, were highly stressed in the teaching/learning syllabus. Learners were taught specific grammar points typified in sentences to be translated from the mother tongue (L1) to the target language (L2) or vice versa. This method had several characteristics. First, the language was treated at the sentence level, especially at the early stages, where longer selections were not used. Second, minimal consideration was given to spoken language and oral skills consisted of reading activities accomplished on paper and then read out loud. Third, priority was given to accuracy (Harmer, 2007).

Similarly, the direct method, which appeared late in the nineteenth century as a reaction to the grammar-translation method, stressed lexico-grammatical accuracy. Teachers insisted on grammatical and lexical correctness in students' oral productions. They also relied on loud reading, scripted talk, and memorisation (Bygate, 2006). This method abandoned translation and favoured teachers and learners speaking to transmit meaning. They relied on pictures and objects to study grammatical items giving more importance to accuracy; only the target language was allowed in the classroom (Harmer, 2007).

Another instance of segregated instruction is the audiolingual method, founded on behaviourist stimulus-response grounds, where correct reproduction of input was highly emphasized. In the second half of the twentieth century, learners were directed towards memorizing situational dialogues via substitution drills (Bygate, 2006). These activities were meant to foster the process of learning and minimise mistakes. Language learning was not used in authentic situations and was limited to the sentence level. This method gave prominence to precision, and habit formation was favoured to produce error-free utterances.

With the advent of humanistic methods, stimulus-responses habits were restricted. The Silent Way narrowed the focus on accuracy. The teacher gave the learners more opportunities to produce language rather than merely repeating the language they had already learned. He took a marginal position in learners' conversations by playing a silent role, and learners took the learning responsibility under the controlling but indirect guidance of the teacher. Suggestopedia promoted long texts and rote learning, such as reading pre-studied dialogues. It gave priority to the learning environment and the learners' well-being. The other approaches, such as the communicative approach abandoned prioritizing accurateness and all forms of repetition.

2.1.4 Criticism of the Segregated-Skill Approach

Segregated-skill instruction in EFL/ESL settings was criticised because it is 'skill-oriented' or 'language-based' (Chen 1999, Oxford, 2001; Peregoy & Boyle, 2001); it isolates the four skills from one another and encourages rote learning, grammar activities, word decoding, and phonetics, and favours reading and writing skills. Authentic communication is overlooked, and skills combination is ignored.

Jones (1995) and Harvey (1985) explained that the segregated-skill instruction in Taiwan's EFL classrooms is teacher-centred, and students are passive learners; linguistic competence is

highly stressed, and error correction, memorisation, and grammatical drills are more privileged. Instruction is regarded as the acquisition of a prearranged hierarchy of skills such as reading, writing, grammar, and vocabulary (Dai, Chen, & Xiao, 2000). Su (2003) put forward that this type of instruction is less motivating for learners as they are required to identify a diversity of structures, vocabulary, or idiomatic expressions instead of involving them in the use of language for communicative ends. Hence, learners were taught “a lot *about* language but sometimes at the expense of teaching language itself” (Brown, 2007, p. 233).

Researchers (Oxford, 2001; Tajzad & Namagui, 2014), as well as EFL experts and teachers, found out that despite the possibility of teaching one or two skills without the others, producing learners with communicative abilities in academic settings, job contexts, or everyday situations was a failure. It has been advocated that the four skills which have been treated disparately proved to have many features in common; that is why it would be more reasonable to treat them as a whole unit (Wray & Medwell, 1991). Hence, the four language arts have no longer been kept apart. By integrating the four skills or at least two of them, instructors, following integrated skill approach principles, approved the use of language for communication purposes in real-life situations.

2.2 The Integrated-Skill Approach

In foreign language teaching, the integrated-skill approach seeks the improvement of the four language skills in combination. Richards and Schmidt (2010) defined the Integrated Approach in *Longman Dictionary of Applied Linguistics* stating: “(in language teaching) [it refers to] the teaching of language skills, of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing” (p. 288). Also Known as ‘the integrated approach’ or ‘multi-skilled syllabus’, this approach “is based upon a close relationship between different units of

language (eg, grammar, functions, skills) and which seeks to provide for mutual reinforcement between the different components of the syllabus” (Richards & Schmidt, 2010, p.288).

The 'tapestry approach' is the by-product of the communicative approach and holistic language teaching. It focuses on intertwining the four language skills by engaging learners in activities not requiring them to learn the language per se, but such tasks include interactions and real-life situations that enable them to gain communicative competence and make learning a foreign language less stressful and more motivating (Kotkovets, 2014).

Although this definition is commonly adopted in communicative language teaching, the term 'integrated skills' is currently used to refer to the combination of the four skills as well as some other skills in various contexts, namely integrating cognitive skills and problem-solving skills in Content and Language Integrated Learning (CLIL), or incorporating some skills related to Information and Communication Technologies (ICT) within language curriculum in Computer-Assisted Language Learning (CALL) (McDonough, Shaw, & Masuhara, 2013). This amalgamation is widely adopted in higher education institutions since the ultimate goal behind the teaching/learning experience is to bring about mature persons and expert specialists (Kotkovets, 2014). The integrated-skill approach has been attributed other names used synonymously, such as 'The Tapestry Approach' (Oxford, 2001), 'Mixed-Skill Approach' (Harmer, 2007).

2.2.1 Philosophy of the Integrated-skill Approach

Su (2007) contended that the philosophy behind the integrated-skill approach (ISA, henceforth) originated from the fact that in natural day-to-day experiences, the four modes of communication (listening, speaking, reading, and writing) are not necessarily used in isolation; they can rather happen concurrently. In fact, separating them in real-life situations is hard since their integration occurs spontaneously. For instance, talking to people requires you to listen and

respond instantly. Similarly, attending an academic lecture may involve listening and taking notes simultaneously (Christison & Murray, 2014; Harmer, 2007). Furthermore, readers can discuss what they have just read or check a timetable and make a note in a diary. In the same way, as nowadays much of our communications is electronic, we tend to read the emails and messages we receive and answer them immediately in the written mode (Harmer, 2007). In like manner, readers rely on the background knowledge they have acquired from reading and listening to understand a print (Spiro, 2013).

EFL experts and teachers have come to the realisation that language is a ‘holistic activity’ (Spiro, 2013). Thus, the curricula based on teaching the language skills separately were no longer effective as they neither provided learners with authentic language nor did they engage them in realistic situations (Derbel & Al-Mohammadi, 2015). Being in the same line of thought, Wray and Medwell (1991) advocated the utility of the integration of the four skills stating: “treated somewhat in isolation, in fact have so much in common with each other, that it makes much more sense to treat them holistically”(p.3). Hinkel (2006) acknowledged the necessity of combining the four language skills in exactly the same way they occur in authentic situations since considering them in isolation does not really make sense. Likewise, Harmer (2007, p 265) argued: "If skill use is multi-layered in this way, it would make no sense to teach each skill in isolation. We will, therefore, look at how input and output are connected in the classroom, how skills can be integrated and how skill and language work are connected". Hence, the classrooms where the four skills are taught in isolation seem to be very artificial as learners are deprived of using the foreign language as native speakers do in authentic contexts. Spiro (2013, p110) claimed: “If the classroom is to mirror and prepare for the real world, it is meaningful to understand and teach these skills in combination rather than as discrete units of study”.

Christison and Murray (2014), mentioning the United Nations Educational Scientific and Cultural Organization (UNESCO) statement for the United Nations Literacy Decade, 2003-2013, further explained that the meaning of literacy is no longer limited to the ability to read and write; it is mainly about the ability ‘to communicate in society’. It requires knowledge about the language as well as knowledge about culture and social relationships. Hence, language is not only a means for learning, thinking, and communicating but also a solid ground for culture and identity. According to them, as literacy development is the fundamental goal of education, enhancing literacy skills and devoting curricula based on integrating the four language skills - listening, speaking, reading, and writing- is worthwhile.

It has been clearly demonstrated in the discussion above that the integrated-skill approach aims to mirror authentic language use where the four skills are seldom segregated. This may bring about competent learners who are able to communicate effectively, which is the ultimate goal of FL instruction.

2.2.2 Historical Background of the Integrated-Skill Approach

The structural vision of the language, dominant in the 1960s, was challenged by the communicative approach, which brought about many innovations pertinent to course design, language use, and language teaching/learning in the 1970s and the beginning of the 1980s. The communicative language teaching principles reflected in course books and material design, classroom methodology, and teachers’ lives in different parts of the world still have their touch in the materials of the new century (McDonough et al., 2013). This was clearly stated by Richard and Rodgers (2001) purporting that “Communicative language teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the twentieth century, one of those ramifications continue to be felt today. The general principles of Communicative Language Teaching are today widely accepted around the world” (p.151).

The integrated–skill approach was rooted in communicative language teaching (CLT); its significant innovation was integrating the four macro skills and their components in SL/FL settings. Since the beginning of the 1970s, many researchers (Corder; Kaplan, as cited in Tadjad & Namaghi; Stern, 1992) expressed discontent about teaching language skills via isolated structural constituents. Earlier on, Widdowson (1978) was among the first linguists who paved the way towards skills integration. He contended that if the language is meant to be taught for the sake of successful communication, an integrated approach is to be followed. He stated: “The arguments I have presented and their working out in practice lead us, it seems to me, to the conclusion that the effective teaching of language as communication calls for an integrated approach which represents different skills and abilities as aspects of a singly underlying activity” (p. 142).

Widdowson (1978) also acknowledged the role of the integrated approach in improving learners' proficiency and assisting advanced language learning, stating: "To attain proficiency, learners need to develop receptive and productive skills in both spoken and written discourse". He stressed that segregating the four skills makes teaching administratively easy and more fitting, yet it lacks the discourse and social and contextual specificities of language uses. The great importance that Widdowson attributed to the integration of the four skills and discourse-based teaching led to the advent of discourse-oriented curricula and methods in the teaching of English for specific purposes. Furthermore, the works of Widdowson (1978) and Halliday (1978), emphasising the importance of discourse, provided firm theoretical grounds for the rise of content-based and integrated language instruction in ESL in the UK, Australia and, to some extent, North America.

The communicative and integrated teaching of the four skills witnessed more expansion and improvement in the 1980's and 1990's. As communicative interaction was very restricted in

EFL settings, including activities requiring real-life interaction was recommended in the classroom (Littlewood, 1981, Savignon, 1983, 1991). These integrated activities gave birth to task-based instruction, which flourished in the early and mid-1980s. The most widespread activities or tasks that require skill integration, nowadays, are playing games, listening to tapes, information-gap activities, and problem-solving activities which involve pairs or groups of learners in combining at least two skills (listening and speaking, reading and speaking, or reading, writing, and speaking) while interacting, discussing, and exchanging information (Kaplan, 2010). He contended: “Task-based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real-life interaction” (p.115).

2.2.3 Principles and Features of the Integrated-Skill Approach

It is noteworthy that integrated-skills-oriented instruction is built upon at least two significant teaching and learning objectives. First, the linguistic aspects needed for communication should be included as parts of communicative stretches, and second, input is to take the shape of thematic and contextualised communicative situations rather than a sole focus on distinct grammatical or vocabulary items (Hinkel, 2010).

Nunan (1989), following Widdowson’(1989) path, focused on the same purpose of language teaching: Teaching language for communication. He emphasised the significance of intertwining the four macro skills and proposed a set of principles for designing a syllabus based on their amalgamation. He also distinguished between ‘real life tasks’ and ‘pedagogic tasks’ aiming at facilitating the teachers’ job to realise language teaching for communication. He put forward a set of guidelines that govern the selection of the teaching materials and modules for integrating the different language skills. He asserted that to ensure an effective skill integration, teachers should rely on selecting a pool of authentic language, promoting collaborative learning

and interaction among learners as authentic as real-life ones, guaranteeing a gradual progression from comprehension to language production, and ensuring a regular language focus to detect language consistencies (Nunan, 1989). He further explained, in a later work about designing an integrated syllabus (2001, as cited in Kaplan, 2010), that designing a communicative event (context and situation) would be the first step to carry out, and then decisions about the functional goals and the linguistic items to realise them should come next. According to Nunan, "In integrated instruction, language skills are taught and practised depending on the student's learning objectives, rather than in the context of the four separate instructional areas" (2001, as cited in Kaplan, 2010, p 115). Following are a number of the features, proposed by many researchers (Brown, 2007; Harmer, 2007; Hinkel, 2010; Nunan, 1989, 2004; Oxford, 2001) of the integrated-skill instruction, which and are in line with CLT guidelines discussed in (Chapter 1, Section 1.3).

1. Allowing the students to engage in purposeful communicative learning.
2. Using the target language is a means of purposeful communication, not an end in itself.
3. Allowing the learners to learn the language via receptive and productive skills.
4. Helping the learners grow in multiple macro and micro skills.
5. Enabling learners to use past experiences to enrich and build the learning process.
6. Encouraging students to discover the similarities and interconnections between the different curriculum areas.
7. Assisting learners in getting cross-cultural knowledge by encouraging them to take responsibility in learning as skill integration is learner-centered.
8. Providing the learners with opportunities to create situations that resemble real ones to interact and negotiate meaning.
9. Provoking opportunities for collaborative learning and hands-on tasks.
10. Experiencing with a variety of authentic materials.

11. Motivating the learners to run risks in using the language and assisting them in becoming more autonomous self-directed learners.

2.2.4 Interdependence between the Four Skills

Knowing the processes underlying each of the four skills and how they reinforce each other is a requisite for successfully integrating them (Spiro, 2013). According to Spiro (2013), some of these skills may have certain characteristics in common. On one side, listening and reading are receptive skills as they are based on receiving and interpreting information given by others, and speaking and writing are productive skills since they require the transmission of messages to other people. On the other side, writing and reading both need deciphering written information and are known as literary skills, while speaking and listening involve instant understanding of spoken messages and are referred to as oral skills (Christison & Murray, 2014).

2.2.4.1 Relationship between Receptive Skills

Following similar procedures in teaching listening and reading makes people think that these two skills resemble each other more than they bear resemblance to speaking and writing. The latter were thought to be more active skills while the former were considered passive, but this idea was abandoned in the 1980s as listening and reading were described as receptive skills while speaking and writing were considered productive ones (Brown, 2011). Although listening and reading are receptive skills, they are not passive ones, and they share similar processes, namely the psychological activity and the decoding process since both listeners and readers respond actively to the outside stimuli relying on their prior knowledge and past experiences (schemata) and make predictions to foster their understanding (Nan, 2018). Song (as cited in Brown, 2011) did not provide a clear-cut distinction between the two skills, but he confirmed that both can be defined as "comprehension plus decoding". Decoding entails the division of the received information into distinguishable words, which are processed in the working

memory or, more precisely, in the "information sources in comprehension", containing three types of knowledge: (1) the schematic knowledge or background knowledge mainly related to the social knowledge, procedure knowledge, and language use in discourse; (2) knowledge of the context or situation, including the setting, the participants and the speech/text; and (3) the systemic knowledge relevant to the familiarity of the linguistic system be it phonological, syntactic, or semantic (Anderson & Lynch, 1988).

Although listening and reading have some comprehension processes in common, they should by no means be considered similar due to the different forms the stimuli could take: Aural or written. The speech is immediate, instant, and less memorable, while the written information is more unforgettable, available, and accessible for reference and rereading (Brown, 2011). The distinction between these receptive skills concerns not only the nature of the input to be processed but also their developmental stages, as listening is naturally acquired from the surrounding environment, while reading necessitates instructional measures to be developed.

Although the discrimination between listening and reading is undeniable, the mutual interrelationship is also indubitable. Many researchers (Royer, Sinatra, & Schumer, 1990; Gumber, 2021) elaborated that these receptive skills have reciprocal advantages on communication skills. To start with, since reading is a psychological guessing game (Goodman, 1967), it engages readers in different experiences that help them widen their schematic knowledge. This enriches their vocabulary stock, deepens their understanding, and sharpens their critical thinking as well as oral abilities. Developing the habit of reading makes the process of evoking background knowledge automatic so that when listeners receive input, they can swiftly resort to the schematic knowledge in order to decipher information correctly (Nan, 2018).

Furthermore, efficient listening skills foster reading abilities by sustaining concentration, strengthening comprehension skills, enriching vocabulary, and ensuring active engagement with the writer in the same way a listener is attentive to what the speaker says, what he means, and how he feels, by interpreting his body language (facial expressions, gestures, voice, etc) (Gumber, 2021). Listening may reinforce rapid reading due to the quick and intricate mental information processing executed in a short time for decoding instantly incoming oral information. This rapid input execution pushes the readers forward to quickly deal with the printed information to extract meaning (Nan, 2018).

2.2.4.2 Relationship between Productive Skills

Written and spoken modes of communication are sources of conveying numerous meanings by means of parallel linguistic resources such as grammar and vocabulary. The degree of formality of these messages depends on the person receiving the information (Goh & Doyle, 2014). The authors stated that spoken and written language fulfils different purposes and functions, each with its distinct characteristics. The former is instant, face to face, and ‘messy’ (full of hesitations, false starts, and repetitions), while the latter is distant in time and space, well structured, and lexically dense (more packed with content words as opposed to function words) (Halliday, 1989).

The unidirectional relationship between speaking and writing is not uncommon as it is generally known that speaking sets the ground for writing, for the first has quite a natural development compared to the second, requiring more academic training (Goh & Doyle, 2014). Rubin and Kang (2008) depicted the tight relationship between these two skills and how they underpin each other as two interwoven strands of DNA. They claimed: “A more apt model might be a double helix with a writing strand and a speaking strand intertwined. At any

particular stage, one strand may be the focal outcome, drawing upon the other. But as a whole, the two strands are reciprocally supportive and leading in the same direction” (2008, p. 220).

Writing development does not result only from enhanced writing; it is also the outcome of efficient oral skills, as Zhu (1997) put it forward: “Oral acquisition of language also can help the improvement of writing”. In addition, the fact that speakers are required to think and respond quickly to their interlocutor(s) due to the limited amount of time they have to process information, more speaking may accelerate the act of writing, especially that much of the linguistic items used in the spoken language (vocabulary) are often used in writing (Nan, 2018). Rubin and Kang (2008) stressed the role of the writing skill pointing to the use of posters in oral presentations; for them, posters may assist a speaker in planning and rehearsing information, which reduces the mental energy devoted to conceptualisation and utterances formulation, and gives more space for articulation and speech monitoring. Furthermore, the act of writing strengthens learners’ composing, reasoning, and speaking abilities (Nan, 2018).

2.2.4.3 Relationship between Aural Oral Skills

Listening and speaking are two vital sources of communication that serve to understand meaning and convey messages. They are very complementary and are by no means separable from the other skills (reading and writing) (Emiroğlu & Pinar, 2013). This relation appears in the realisation of spoken discourse that necessitates listening and speech production. As a cognitive activity, listening is needed for processing oral, immediate, unplanned, and non-lasting information (Buck, 2001; Brown, 2004; Richards, 2008). It also involves hearing, attending, grasping, evaluating, and responding to oral messages (Floyd, 1985). Speech, conversely, requires the production of stretches of less complicated structures linked via coordinators and delivered in specific situations (Richards, 2008). Understanding spoken language is based on bottom-up (sound, words, clauses, sentences, texts) as well as top-down

processes (relying on background knowledge to understand input) (Nunan & Miller, 1995; Richards, 2008).

The view of listening as comprehension conceived it as a source of understanding speech, focusing on the cognitive processes it involves, while the view of listening as acquisition highlighted its role as an input that prompts subsequent progress in second language proficiency (Richards, 2009). Nation and Newton (2009) considered this skill a principal language learning channel because it occurs before speaking. Being on the same line of thought, Krashen (1982), Rost (1994), and Nation and Newton (2009) all stressed the significance of exposing learners to comprehensible input for acquiring a second/foreign language. For Krashen (1982), listening constitutes a solid ground for boosting learners' ability to produce speech in later stages when they are prepared to. Nunan (1998), on his part, acknowledged the importance of listening in language learning, stressing the role of proficient listening skills in active communication, especially that 50% of the received information is acquired via listening. Nan (2018) added that the diversity in the knowledge and the linguistic information the learners receive will undoubtedly be reflected in the accuracy, fluency, and richness of the language they will deliver. He added that listening and speaking are contrasting psychological processes because the former is implicit, comprehensive, and the latter is explicit, productive; despite that, both are tightly related, for what the speaker says does not end in solely being understood by the listener; it provokes a series of processes in his mind for further language construction. Furthermore, speaking assists in acquiring language by absorbing new linguistic items. In fact, listening and speaking are equally important for communication to take place; in other words, it may be hampered in the presence of one without the other (Nan, 2018).

2.2.4.4 Relationship between Literary Skills

The fact that reading and writing are tightly linked is an unquestionable matter. Reading is a receptive skill involving the rapid and correct deciphering of printed information, while writing requires constructing a coherent piece of writing to communicate ideas (Miller, McCardle, & Long, 2012). Tierney and Pearson (1983) underscored the similarities between reading and writing regarding the identical mental processes needed for grasping and building meaning (Pearson, 1985; Spivey, 1990; Stotsky, 1983). Readers, as well as writers, set a target and resort to their background knowledge in an attempt to extract meaning from a text or to produce a written output, according to their plan of action (Tierney & Pearson, 1983; Zamel, 1992) as labelled by Stanley 'the emerging text' (as cited in Reid, 1993: 4). A writer, after selecting an appropriate audience to which he addresses his piece of writing, takes decisions and makes adjustments all along the writing process. In like manner, an effective reader, trying to comprehend print, sets his own representations of the text, negotiates meaning with the author and monitors his understanding by either rereading the material or asking questions about it (Tierney & Pearson, 1983). According to their "composing" model of reading and writing, readers and writers go through some steps in grasping or constructing meaning: (1) Planning, or how writers decide about what to say on a given topic, and how readers extract meaning from a print relying on their prior knowledge. (2) Aligning, or meaning negotiation between the reader and the writer, depends on the hypotheses the reader sets to understand the author's position and the writer's expectations from his audience, which influence the choice of the topic and the writing style. (3) Drafting, or the stages and strategies the readers go through to thoroughly understand a passage or the writers follow to refine the end product; (4) monitoring or readers' and writers' ability to evaluate their capacities and goals; and (5) revising may help writers edit their drafts; likewise, rereading can assist readers in making sense of texts. According to this interpretation, reading and writing are two sides of the same coin.

Another view, which also focused on mental processes, attributed the link between reading and writing to the parallel background knowledge involved in both skills. Four types of knowledge are called for (Fitzgerald & Shanahan, 2000): (1) metaknowledge, mainly related to pragmatics and entails knowledge of reading and writing functions and purposes, monitoring one's comprehension and writing strategies; (2) domain knowledge (world knowledge or prior knowledge), including knowledge of semantics, vocabulary meaning, and contextual meaning (sentences and passages); (3) knowledge of universal text attributes, including phonological, morphological, syntactic, and textual knowledge; and (4) procedural knowledge and skill to negotiate reading and writing, referring to the ability to negotiate meaning and access information relying on different processes (Fitzgerald & Shanahan, 2000).

These shared cognitive processes and schemata executed while reading extensively would positively affect reading comprehension and writing outcomes. Reading forms a sound ground for writing, as claimed by (Kennedy, as cited in Nan 2018, p. 420): "Reading materials are the thinking bank for writing"; writing also involves the writers in reading more and more to obtain information suitable for their objectives. Their attempt to produce coherent written productions assists their comprehension skills as well as their reading abilities by being faster and more efficient readers. Stotsky (1983) indicated that good writers are good readers, and competent writers tend to read more frequently than poor writers; furthermore, skilled readers tend to produce better writing productions than low-achieving readers. Because of this interdependence between these two literary skills, specialists in the field have advocated integrating them together.

2.2.4.5 Speaking and the Other Skills

Speaking and listening occur simultaneously; while interacting, interlocutors are speakers and listeners at the same time. In the absence of listening, conversation is hampered, for

communication is based on verbal skills tuned with comprehension abilities (Rivers, 1966; Pinem, 2014), with the exception of some specific conditions like monologues, speeches, storytelling, or reading aloud, not necessitating the involvement of a partner (Brown, 2004). Hence, for Brown (2004), listening is the veiled part of speaking; that is why the latter is impossible without the former.

Listening is essential in first language as well as a second or a foreign language, and it is indispensable for successful communicative acts, as we tend to listen more than we read, write, or even talk (Decker, 2004; Omaggio Hadley, 2001; Wilt, as cited in Hyslop & Tone, 1988). Britton (1970) stressed the role of aural/ oral skills by presenting a figurative image of reading and writing floating on the sea of talk (listening and speaking), pointing to the fact that listening occurs first and constitutes a firm ground for reading and writing to happen afterwards. Furthermore, listening is regarded as a stream that feeds literary skills (reading and writing): The foundation for thinking and the key to understanding (Britton, 1970).

For Rost (1994), listening is the basis for speaking, and learners need to interact for the sake of understanding and communicating in the native language although it is a kind of challenge for them. In addition, by being engaged in listening activities, learners will be exposed to authentic language to enrich their vocabulary stock and learn grammatical structures and new expressions. In this way, Listening and speaking are perceived as fundamental sources of input and a solid base for enhancing speaking, reading and writing abilities.

In his Input Hypothesis (1981, 1982, 1985), Krashen asserted that language acquisition depends heavily on understanding accessible input through listening and reading, without which language learning is hindered (Rost, 1994). Krashen (1985) further asserted that this comprehensible input fosters language development and boosts speaking abilities. He explained that speaking and writing fluency in a second language is a byproduct of the natural progress

the learners witness after being exposed to meaningful input (via listening and reading). This understandable input should be slightly above the learner's actual level 'I+1'. In this way, learners progressively acquire the linguistic structures relying on the context and will postpone the communicative interactions until they are ready and when they feel more comfortable about that. This was part of his Affective Filter Hypothesis (1985), which stressed the role of the affective factors in learners' communicative abilities. Krashen (1985), proposed that learners should not be obliged to perform communicative acts until they have accumulated a certain amount of knowledge about the language. This will lessen the learners' tension and anxiety and remove the psychological barrier that may inhibit their fluency, he asserted.

Krashen's Input Hypothesis was opposed by Swain's Output Hypothesis (1985, 1993), which claimed that productive skills (speaking and writing) should occur at early stages, for learners come to realise their weaknesses and mistakes (the gap between what they can say and what they would like to be able to say) when they produce language and will be motivated to adapt or alter their output according to what they need. Taking the learning process into account, interactive speaking is cardinal in interlanguage development as it provides opportunities for constructing better input, boosting syntactic processing, testing hypotheses, encouraging risk-taking, enhancing automaticity, and developing discourse skills (Skehan, 1998).

Although Krashen's Input hypothesis represents a cognitive model and Swain's Output Hypothesis is a linguistic one, they are by no means contradictory. The former considered accessible input for having adequate linguistic knowledge and affective factors in the learning process as prerequisites for acquiring a language and producing output. Conversely, the latter focuses on engaging learners in communication right from the early stages to ensure better outcomes. Hence, a combination of both concepts could be adopted depending on the objective

at hand. For instance, improving vocabulary may require an input model, while targeting syntax or self-correction would require an output model.

Stotsky (1987) explained the mutual influence between speaking and writing by highlighting two models: the unidirectional and the interactive. While the “unidirectional model” stresses the effect of speaking on writing as writing is conceived as a simple depiction of the spoken language, “the interactive” or “multidirectional model” is bidirectional since it considers the effect of speaking on writing and also accounts for the opposite effect of writing on speaking without neglecting the influence of other skills, such as reading. Hence, according to this view, literary skills (reading and writing) influence each other in the same way aural oral skills (listening and speaking) affect each other as well as the other skills. Kellogg (2008) asserted that since writing is a cognitive process that involves a lot of thinking and reconsideration of ideas; it strengthens language accuracy, enriches vocabulary repertoire, and improves the other skills (reading, listening, and speaking).

2.2.5 Importance of the Integrated-Skill approach

The common trend of treating each of the four skills separately has currently been substituted by the integrated one, which seeks to link the four language skills together and deal with them all at once. Therefore, instead of developing a curriculum around only one skill, the curriculum designers take into account the integration of two or more skills altogether (Brown, 2007). Specialists in the field (Brown, 2000; Hinkel, 2006; Harmer, 2007) stand in favour of skills integration, for learners tend to witness progress in their speaking and writing from what they read and listen to (Harmer, 2007). For instance, a course centred around reading can also incorporate listening, speaking, and writing (Brown, 2000). Weaver, Woodward, and Burke (1984) clarified that every time a person reads, speaks, writes, or listens, the linguistic items he encounters and internalises become a database he will draw upon later when he uses the

language. These linguistic aspects tend to assist future literacy growth. Hinkel (2006) stressed the significance of combining the four communication modes for a better, smooth, and meaningful communication. This improves the learners' performance and assists the teacher in becoming more creative (Brown, 2000). Harmer (2007) highlighted that receptive and productive skills are two faces of the same coin owing to the fact that they mutually reinforce one another.

The four language skills are means and end in themselves (Klimova, 2015); stated in another way, they are means to acquire the language and its components, such as grammar, vocabulary, phonetics and orthography; they are learning targets for language learners as they constitute the main ingredients and the basic modes of communication (Klimova, 2015). For Oxford (2001), the principle goal of the integrated approach is gaining communication abilities. This approach is interesting for learners of different proficiency levels. Oxford (2001) emphasised that the integrated approach not only engages the learners in using authentic language as it should be used in everyday situations but also helps them advance in multiple skills, which leads to optimal EFL/ESL communication. It also assists both introvert and extrovert students to participate in the learning process as the former may prefer practising listening and reading while the latter may seek opportunities for speaking and collaborative learning, and visual learners may favour writing (Jing, 2006).

When learners are involved in more than one skill, they may proceed through more complex communication processes (receptive and productive), which leads them to internalise the functional aspects of the language rather than merely learning the grammatical structures (Sebestova et al., 2011). Weaver (1990) clarified that children may concurrently acquire language and literacy by involving them in the complex processes of the four skills altogether.

Furthermore, the four language skills naturally occur in combination in real situations, and they are hardly used in isolation (Baturay & Akar, 2010; Tajzad & Namaghi, 2014).

Different studies (Akram & Malik, 2010; Askildson, 2008; Bose, 2003; Dawid, 2004; Faydi, 2003; Sanchez, 2000) showed the positive effect of the integrated-skill approach and its significance in language teaching. This is so because teachers use a variety of learning activities to motivate their learners, who seem seriously engaged in taking risks in using the language and feel motivated to express themselves spontaneously. The result is better learning outcomes. Although many studies focussed on the significance of implementing ISA in FL classrooms, only a few tackled its effectiveness (Su, 2007). Lin (1985) and Lee (1999) dealt with the application of ISA relying on authentic activities in EFL classes, and their findings took into account teachers' attitudes towards ISA and the lessons they planned for the course. Lee (1999), on his part, developed a course using ISA over 19 months after he set objectives and selected teaching materials. He concluded that learners became active learners as they participated more and more because they enjoyed reading and writing. Derbel & Al-Mohammadi (2015) stated that the more the four language skills are integrated, the better performance learners will show in productive skills.

Chen (2002), from her experience with integrated-skills instruction, stressed the impossibility of teaching reading without including writing or incorporating listening and speaking. She added that this integration is a good opportunity for learners to learn how to interact in meaningful communicative ways. Teachers considered this kind of instruction a necessity and a good opportunity for learners to be equipped with the essential tools to combine the four language skills in order to promote their communicative competence (Su, 2007).

Different research studies proved the significance of integrative skills instruction and highlighted the integration of the linguistic as well as the communicative abilities to gain

language competence, for the principal goal of this instruction is to foster learners' communicative skills in multiple contexts (Hinkel, 2010). This requires the learners to have command of discourse, language strategies, sociocultural/interactional, and cultural aspects of the language (Stern, 1992). The evidence accumulated over decades of research revealed that the segregation of the four skills was less effective than their integration, for communication, in natural settings, necessitates combining one or more skills together (Hinkel, 2010) and linking the language to what we feel, think, and act (Brown, 2007); that is why skills integration should be initiated right from the beginning of instruction in order to bring about proficient learners (Tajzad & Namaghi, 2014) who are well-prepared for authentic communication (Tolstyykh & Khomutova, 2012).

2.3 Models of the Integrated-Skill Approach

Hinkel (2010) recognised the existence of a variety of models through which two or more language skills can be integrated. These models can be distinguished depending on which language skills they include and how simple or complex they tend to be. He identified two main types of skill integration: 'the simplest' or 'most basic' integrated teaching mode and the 'complex one'.

- **The Simplest Skill Integration Model**

This model, also known as the semi-integrated model, associates skills of the same language medium: aural/oral skills or literary skills. It is adopted in different areas and relies on getting information via receptive skills and modelling it through productive ones. For example, listening excerpts can serve as samples for speaking and communication in the same way written selections can be taken as examples for written productions (Hinkel, 2010).

- **The Complex Skill Integrated Model**

This model integrates various skills altogether. It is based on activities involving the incorporation of a number of skills as integrating listening and reading to promote speaking or

writing or both. An instance of it is the "text-based" or "genre-based" where the instructional materials, used to supply the learners with input, are thematically organised. That is to say, the choice of theme, register, vocabulary, and grammatical structures are to be consistent and in complete accordance with the contextually selected language and discourse learners are exposed to (Hinkel, 2010). He stated that if the theme presented in the instructional materials is about 'weather', 'climate', or 'geography', the register tends to be more formal in speech and writing. The grammatical points cover the present tenses, adverb clauses, and locational prepositions, and the vocabulary is certainly connected to the selected theme (weather, climate or geography).

Richard and Rodgers (2001) acknowledged the existence of an "unlimited" range of models of skills integration, such as content-based, theme-based, text-based (genre-based), discourse-based, project-based, network-based, technology-based, corpus-based, literature-based, literacy-based, community-based, competency-based, and standards-based models. According to Sanzana & Akhter (2017), the integrated approach can be realised in Content-Based Instruction (CBI) and Task-Based Instruction (TBI), which are the most commonly adopted in ESL/EFL settings (Derbel & Al-Mohammadi, 2015).

Oxford (2001) added language learning strategies to be integrated with content and language and explicated that the language skills can be incorporated with content in three models: Theme-based model, where the language skills are integrated around a theme, such as Globalization, Urban poverty, etc; the Adjunct model, which co-ordinates language and content; and the Sheltered model, which cares about matching the language of the subject matter to the learners' level of proficiency. Brown (2007) recognised five basic models teachers may rely on to keep their learners more focused upon language skills integration and meaningful use of language.

These models are Content-based Instruction, Theme-based Instruction, Experiential Learning, the Episode Hypothesis, and the Task-based Teaching.

2.3.1 Content Based Language Teaching

The content-based language teaching model, also labelled by Brown (2007) ‘content-centered’, involves “the integration of particular content with language teaching aims. It is known as the concurrent teaching of academic subject matter and second language skills” (Brintton et al., 1989, p. 2; Brown, 2007). In content-based learning, students learn subjects like science, mathematics, and social studies by integrating all the language skills together, with content matching different proficiency levels (Stoller, 2002). Language is considered to be a means of transmitting information rather than a purpose in itself (Oxford, 2001; Brown, 2007). Content is, therefore, structured with more relevance to the subject matter than to a set of preselected or prearranged linguistic items or grammatical points, as it used to be in the traditional approaches (Brown, 2007).

Regarding the debates over the application of **Content-based Instruction (CBI)** at different proficiency levels, Brown (2007) emphasised the utility of initiating learners at different ages to learn a second language with clear real non-language purposes. Being on the same line of thought, Oxford (2001) highlighted the significance of CBI at all levels despite the discrepancies in the content. For her, the content at low proficiency levels is rich with interpersonal communications, while at more advanced levels, it is more academically oriented. This progressive shift would support the learners with strong grounds to perform the four skills without difficulty (Oxford, 2001).

Eskey (1997) clarified that the content contains discourse samples to assist the learners in using the language in oral and written modes and to help them come across specific discourse genres. This conforms to the use of language in particular authentic contexts to ensure a better grasping of meaning and to make the learning process more effective and fruitful (Genesee,

1994). Thus, CBI focuses on the instruction of specific content, with a joint aim of improving foreign language use skills (Brintton et al., 1989). This enables the students to learn content simultaneously with the four language skills by being actively involved in a diversity of activities requiring skills integration, such as reading, discussing, counting, problem-solving, writing, etc (Derbel & Al-Mohammadi, 2015).

Following a CBI, a teacher may seek complete integration of three or four skills by planning a lesson around a particular topic pertinent to the subject matter by allowing learners to read, discuss, solve problems, and write. However, it is worth noting that not all teachers focus on teaching the content; there are those who focus on some linguistic aspects related to the content, such as teaching how to analyse literary texts instead of teaching literature itself (Derbel & Al-Mohammadi, 2015). The fact that lessons in CBI are content-directed rather than language-oriented may create serious challenges for a language teacher as s/he may find her/himself in a situation of a ‘double expert’; that is to say, if the subject matter is geography, math, or culture, the teacher should be knowledgeable enough about the content area as well as language. One way to tackle this issue is team-teaching models whereby the subject matter teacher and the language teacher can collaborate and combine their curricula to complete each other (Brown, 2007).

2.3.2 Theme-Based Instruction

In order to clarify what theme-based teaching is, explaining the ‘strong’ and ‘weak’ versions of CBI is deemed necessary. The strong version gives primacy to the content area at the expense of language as the latter occupies a secondary position. This is the case of an SP) course, where learners are majoring in engineering and are supposed to learn more information and lexis pertinent to their field of specialisation. Learners are obliged to learn it in English owing to the fact that they are ESL/EFL learners (Brown, 2007). The weak

version, on the other hand, gives equal importance to content as well as language. Although the subject matter area is the centre of the curriculum, neither the teachers nor the learners ignore the position of the language skills in the learning process, as their long-term objective is to master them without being overloaded with linguistically oriented lessons (Brown, 2007).

This weak version took the name of theme-based or topic-based and proved to be practical and useful after being adopted in different academic settings. Giving more attention to the topic or theme instead of language in planning the course is the main feature that made this teaching method divergent from the traditional instruction. It may, indeed, realise learners' expectations and, at the same time, make ends meet by maintaining content as the core of the course and assuring linguistic content (Brown, 2007). For instance, 'public health', 'environmental awareness', and 'world economics' are few topics that could be dealt with whereby activities requiring extensive readings, discussions and providing solutions, and writing reports could be achieved as part of an intensive intermediate-level English course (Brown, 2007). Various ESL/EFL textbooks are structured around an abundance of exciting and thought-provoking topics that grab learners' attention and arouse their intrinsic curiosity to handle them while looking forward to enhancing their linguistic abilities.

Although the boundaries between the theme-based and the traditional approach seem to be unclear, one argument in favour of theme-based teaching is offering the learners ample opportunities to deal with topics of interest. Other arguments are the principles over which the theme-based and the content-based instruction are constructed: "automaticity, meaningful learning, intrinsic motivation, and communicative competence" (Brown, 2007, p. 236).

2.3.3 Experiential Learning

Experiential learning relates to the theme-based and CBI in the hands-on activities, requiring learners' active participation. Such activities seek engaging the learners' thinking abilities,

using language in context, integrating the language skills, and targeting real life communication purposes (Brown, 2007). Experiential learning is based on two fundamental learning principles set forward by the American educator John Dewey: learning by “doing” and learning by “discovery”; that is to say, learners actively participate in the act of learning and take it in charge by adopting appropriate strategies (Brown, 2007). To clarify, this type of learning necessitates granting the students '*concrete experiences*' to '*discover*' the codes of the language, even if subconsciously, by allowing them set hypotheses and revise them to confirm or deny their guesses, and tolerating their processing errors (Eyring, as cited in Brown, 2007). That is to say, teachers should give the learners the chance to discover how the language functions by actively participating in using the language in authentic experiences instead of simply informing them about the language (Brown, 2007).

This type of learning is learner-centered; some examples of experiential techniques are “hands-on projects (e.g. nature projects), research projects, field trips and on-site visits, cross-cultural experiences (camps, dinner groups), and role-plays and simulations” (Brown, 2007, p. 239). Others are teacher-controlled techniques such as playing games and using media, viz. television and radio.

One specific type of experiential learning is the language experience approach (Allen, 1964; Brown, 2007). An integrated-skill approach was initially adopted with elementary native learners to learn reading skills; then it was adapted for ESL/EFL learners. It is based on personal experiences such as a trip to the zoo, a television story or a picture. The teacher writes the story, and the learners edit and modify it to make it their own. The principal aim is to boost learners' intrinsic motivation and assist them in becoming creative learners. Other activities can follow the story, such as vocabulary and spelling activities, making inferences, discussions, etc.

2.3.4 The Episode Hypothesis

As its name implies, the episode hypothesis is a type of instruction that relies on making a discourse resemble an episode to make it easy to grasp, retain, and reproduce (Oller, 1983; Brown, 2007). It originated from Francois Gouin's 'series method', which structures the language in a storyline for easy learning, as in the teaching of grammatical items like verbs, tenses, and vocabulary in the following short episode:

The girl goes and seeks a piece of wood.

She takes a hatchet.

She draws near to the block.

She places the wood on this block.

She raises the hatchet.

She brings down the hatchet.

The blade strikes against the wood.

(François Gouin; in Brown, 2007, p. 240)

Elementary-level learners can easily remember the linguistic items by simply recalling the steps of chopping wood as described in the above set of interrelated sentences rather than disconnected ones. Furthermore, the more learners are interested and curious about the story, the better their retention will be. The episode hypothesis provokes an integrated-skills teaching, first, by exposing learners to authentic language, either in written or spoken forms. After the learners read or listen to the episode, they react to it by answering questions orally, writing their own stories, completing the end of the given story, or acting it in the classroom. Although it is stimulating to shelter the linguistic aspects in such exciting episodes, other non-episodic

activities such as drills, writing and grammar practices are also tolerated in the course (Brown, 2007).

2.3.5 Task-Based Teaching

Hinkel (2010) spotlighted that learners of English as a foreign language have very restricted opportunities for using the language for communication purposes outside the classroom and advocated the inclusion of communicative activities as part of the learning process, which led to the development of task-based language teaching. The latter involves the learners carrying out tasks via collaborative learning (pair work or group work) and guarantees the use of the language in an integrated way (Oxford, 2001). These tasks provide the learners with the chance to practice authentic spoken and written language by performing tasks similar to those they carry out in real situations (Nunan, 2004). Instances of such activities are ‘simulated conversations in pairs and small groups’, ‘storytelling’, ‘picture description’, and ‘reproducing any incident’ (Akram & Malik, 2010). Zuniga (2016) highlighted the significance of such tasks in promoting learners' communicative abilities as they put them in continual contact with the native language.

The fundamental aim of task-based instruction does not lay in the selection of language items but in the manner in which language is used to fulfil communicative purposes. The main distinguishing feature between content-based and task-based methods resides in the fact that the former stresses content while the latter prioritises authentic or real-world tasks. Another difference between task-based instruction and content-based, theme-based, and experiential teaching concerns the course objectives themselves. Although it may seem that task-based goals have a linguistic wording, they emphasise communication and meaning, and they depart from the traditional aims, which basically focus on grammar and phonology; that is why task-based

maintain functions like 'greeting people', 'expressing opinions' when setting goals to represent the pragmatic role of the language (Brown, 2007).

The current study spouses two of the aforementioned models of instruction by adopting a hybrid of theme-based teaching (content) and task-based instruction (tasks). To draw a clear picture of how these two models have been integrated, providing more details about the task-based instruction is deemed necessary. This teaching method is to be elaborated thoroughly in the next chapter.

2.3.5.1 The Role of the Teacher in the Integrated Skill Instruction

As the integrated skill instruction can be realised via a task-based teaching model, teachers need to adhere to TBLT principles in the teaching/learning process. Nunan (2004) asserted: “Teacher roles and learner roles are two sides of the same coin”; he claimed that if the learner is to play an active role in the learning process, the teacher has to adapt his role, too. The teacher has three roles to play in CLT: a facilitator, a participant and observer and learner (Breen and Candlin, in Nunan, 2004), yet the teacher may modify his role to suit the learners’ needs and to make a balance between what he is supposed to do and what learners expect from him to avoid inconveniences.

Although a teacher in a CLT classroom maintains his role as a knower and a knowledge transmitter, he must encourage real-world language use and make connections between the classroom and the outside world (Willis & Willis, 2007). The teacher’s role is a leader and discussion organizer, a manager of group/pair work, a facilitator and a motivator, a language knower and advisor, and a language teacher.

According to Van den Branden (2006), the teacher should carry out two fundamental actions in the classroom to make learning successful. First, to inspire the learners to make use of as

much mental energy as they can to succeed in fulfilling a task. Second, to assist them in performing a task by boosting its underlying processes, such as understanding input, negotiating meaning, producing output, and manipulating the language items necessary for learning a language. These two actions are necessary in the planning stage of an activity, during its performance, and in the post-task assessment stage.

2.3.5.2 The Role of the Learner in the Integrated Skill Instruction

The integrated-skill approach is founded on CLT principles and realised in various models, among which is the task-based model. Language teaching/learning is learner-centered, where learners play active roles in planning and manipulating knowledge in the learning process and take part in evaluating the learning outcomes. Although similar to the traditional classroom in a few details, the learning environment is a collaborative scene in which both teachers and learners cooperate to make decisions regarding the content of the syllabus and its evaluation (Nunan, 1988, 1989a, 1989b, 2004).

2.3.6 Criticism of the Integrated-Skill Approach

Despite the significance of ISA and its advantages in providing a positive learning atmosphere and making the learners more motivated and engaged, it received criticism because of its drawbacks related to its implementation or concerning the burden imposed either on the teacher or the learners. Richards and Rodgers (as cited in Hinkel 2010) contended that the ISA would not be highly appreciated and could be resisted in the areas or cultures where segregated-skill instruction is the common tradition.

In addition, implementing ISA may place a heavy burden on the learners' and teachers' shoulders. On the one hand, adopting a complex integrated-skill model where more than two skills are combined can be too demanding for learners, especially the ones with limited proficiency in the different language skills, as some students tend to be good at oral/aural and

less competent in the literary skills and vice versa (Hinkel, 2010; Hinkel; Stern, as cited in Hinkel, 2020). The learning experience via the integrated-skill approach may become laborious when the teaching materials or the tasks demand multiple capacities. Another argument advanced by Richards (2005) is that in an integrated approach, more attention is directed to a particular skill/s at the expense of others. In other words, accuracy may suffer because the more emphasis is given to meaning and interaction.

Teachers also may feel the pressure of finding appropriate materials, being well-trained and knowledgeable about the right implementation of ISA, answering learners' needs, and tracking their strengths and weaknesses. All this requires considerable effort on the part of the teacher, not to mention the management of large classes, which is equally troublesome (Hinkel, 2010; Akram and Malik 2010). Experts in the field claim that too much concentration on the learning process leads teachers to neglect efficiency (Swan, 2005; Widdowson, 1990, 2003).

Conclusion

In this chapter, the approaches under investigation, ISA and SSA, were elaborated. To this end, the segregated-skill approach was explained by considering its historical background, reasons for skills segregation, the segregation of the four skills under the traditional approaches, and its criticism. The integrated-skill approach was also discussed by providing its definition, roots, philosophy, importance, and drawbacks. The relationship between the receptive and the productive skills and between speaking and the other skills was also highlighted. Finally, the different models for the integrated-skill approach realisation were presented.

CHAPTER THREE: INTEGRATING THE FOUR LANGUAGE SKILLS VIA THEME- BASED AND TASK-BASD HYBRID INSTRUCTION

Introduction

The literary survey undertaken in chapter two displayed that skills integration can be accomplished via different models, and the task-based and theme-based models are among them. As the researcher attempts to design a set of lessons by twining these two models, the principles and steps followed in organising and sequencing the proposed lesson plans are to be clarified. To this end, this chapter opens by defining a ‘curriculum’, distinguishing it from a ‘syllabus’; then, it provides the different types of syllabuses with more focus on task-based instruction, provided that the theme-based syllabus is embedded in the task-based one. The ‘task’ is defined, task characteristics are highlighted, and tasks’ sequencing is delineated. Integrating the four skills via a task-based syllabus is also scrutinised by offering basic models for skills integration.

3.1 Curriculum versus Syllabus

It is hard to grant the terms “curriculum” and “syllabus” a precise definition because many divergent ideas do exist in the literature with regard to the distinction between the two terms (Nunan, 1988). Candlin (1984) contended that a curriculum provides broad descriptions pertinent to language learning, learning purposes, learning experience, Assessment, and teachers’ and learners’ roles of. A curriculum also dictates an array of learning aspects and how they are implemented in the classroom. A syllabus, however, is more confined to what really takes place in the classroom and to how teachers and learners apply a curriculum to a particular situation (Candlin, 1984; Nunan, 1988).

Dubin and Olshtain (1986) drew a clear distinction between curriculum and syllabus. The former, on the one hand, includes a comprehensive explanation of the general goals, the educational philosophy in relation to different subjects as well as the theoretical orientation to language and language learning relevant to a particular subject matter. A curriculum also echoes the existing national and political tendencies. A syllabus, on the other hand, is a more in-depth account of the teaching and learning components that interprets the curriculum's philosophy into a set of prearranged stages leading to more precise objectives for each. According to Johnson (1982, p. 60), a syllabus is "a vehicle by means of which certain information is conveyed to the students and certain types of language practice are given".

To understand what a syllabus stands for and what it exactly encompasses, the two views regarding syllabus and methodology should be scrutinised. A narrow view separates syllabus from methodology; all the decisions about content selection and organisation are attributed to the former, while the choice of learning tasks and activities is mainly related to the latter. The broader view, on the other hand, associates the two terms together. Advocates of this view doubt making a discrepancy between syllabus and methodology because the boundaries are hard to establish, especially under the communicative language teaching. Widdowson (1984), as a proponent of the narrow view, contended that a syllabus is a foundation, a resort to assist learning, Not a set of rules which are meant to dictate what to learn. He also believed that a syllabus mainly entails objectives, context, and grading (Widdowson, 1990).

Those who stand in favour of the broad view had faith in the fact that syllabus and methodology should melt together. Yalden (1984) stated that 'syllabus' and 'method' are interchangeable since the former could serve, with the help of the syllabus designer, as a tool which links the learners' needs and goals and the activities to be adopted in the classroom. He further clarified that a syllabus not only accounts for instruction; it also covers methodology

and evaluation (Yalden, 1988). Nunan (1989b) further proposed an approach for designing courses where needs analysis, goals and objectives, content, methodology, and evaluation were all put in the same mixing bowl.

3.2 Types of Syllabuses

Although not totally distinct, the synthetic and analytic syllabuses are distinguished as the two main types (Wilkins, 1976).

3.2.1 The Synthetic Syllabus

The synthetic syllabus, according to Wilkins (1976), entails separating the different aspects of the language into discrete units and introducing them to the learners gradually and one by one until the accumulation of the different parts is achieved, and the whole structure of the language is ultimately constructed. For Wilkins (1976, p.2), "The learner's task is to re-synthesise the language that has been broken down into a large number of small pieces to make this learning task easier". Hence, learners tend to learn a set of isolated structures and functions, which will be later on chained together to perform a communicative act. Instances of a synthetic syllabus are the lexical, structural, notional, functional, topical and situational syllabuses, which were initially used as means to realise structural ends (Long & Crooks, 1992).

3.2.2 The Analytic Syllabus

An analytic syllabus does not call for the division of language into separate segments; it is rather organised in terms of the purposes behind learning the language, and the language performances needed to answer these purposes (Wilkins, 1976). Furthermore, the learners are introduced to whole stretches of authentic language, which have not been adapted to fulfil lexical or structural aims as has been traditionally the case (Long & Crookes, 1992). Thus, deciding upon the linguistic item that matches a particular language performance draws on the learners' analytic abilities as the learners are required to spot the linguistic elements in a

language performance (Wilkins, 1976). Although Wilkins (1976) considered 'situational,' 'notional,' and 'functional' syllabuses as analytic, Long and Crookes (1992, p. 29) maintained "Notions and functions are clearly linguistic units, however, isolation of which in practice always results in a synthetic syllabus, such that exercises practising requests or apologies replace exercises on relative clauses or the present perfect". It is worth mentioning that synthetic and analytic syllabuses are distinct, but they are by no means incompatible as Wilkins affirmed: "These approaches are not mutually exclusive ... any actual course or syllabus could be placed somewhere on the continuum between the wholly synthetic and the wholly analytic, but the actual decision procedures that have been followed in the process of selection will show that it tends towards one pole or the other" (1976, pp.1-2). The procedural, process, and task syllabuses are all examples of the analytic syllabus.

Analytic and synthetic syllabuses were further categorised by White (1988) into Type A and Type B Syllabuses. While Wilkins (1976) relied in his classification on the discrepancies concerning input/learner interaction, White (1988) drew upon the divergences between the two approaches concerning 'course design', 'instruction', 'language learning', and 'evaluation' (Long & Crookes, 1992), as explained below.

3.2.3 Type A Syllabuses

As White (1988) clarified, type A syllabuses give more priority to the content than to the learners themselves. In like manner, what is learned tends to be preselected by the syllabus designer and segmented into discrete items with some pre-determined objectives; less credit is given to the learner and the learning process; moreover, value is attributed to the teacher as a decision-maker, and success is measured in terms of how much learners have grasped (Long & Crookes, 1992).

3.2.4 Type B Syllabuses

In type B syllabuses, on the other hand, the role of the learner and the learning experience is highly emphasised, the subject matter is less important, and the objectives are left to teacher/learner mutual classroom interaction. In addition, both the teacher and the learners contribute in making decisions about the course, and success is measured against some specific criteria (Long & Crookes, 1992). Considering the aforementioned categorisation of syllabuses, it is concluded that the structural, lexical, notional, functional, and situational syllabuses are mainly synthetic and type A in nature, while the other task-based syllabus types, namely the procedural, process, and task-based are analytic and type B.

3.2.5 Procedural Syllabus

The Procedural syllabus is associated with Prabhu's Bangalore Project (1987), which appeared as a reaction to the Structural-Oral-situational Approach (1960s). Prabhu (1987) contended that a linguistic syllabus prioritising the systematic accumulation of linguistic features and granting no attention to meaning did not assist the learners outside the classroom. He believed that form is better learned with more attention to meaning.

Prabhu (1987) rejected the syllabuses founded on drilling and error correction activities. The main aim of his project is to give full attention to meaning, leaving grammatical competence to grow unconsciously. The procedural syllabus seeks to promote communication but, at the same time, to develop grammatical conformity by considering that grammatical inconsistencies are a natural process that can lead to language enhancement.

3.2.6 Process Syllabus

The process syllabus gave prominence to the learning processes rather than the content and the outcomes of a syllabus. It puts the learner and his preferences at the heart of the syllabus, as Candlin (1987, p. 16-17) stated: "targets for language learning are all too frequently set up

externally to learners with little reference to the value of such targets in the general educational development of the learner”. Process syllabus is distinguished from the procedural one in two perspectives. Instead of dictating how learning is to be organized, the teacher collaborates with learners and gives them more opportunities to make decisions over their learning plans. Furthermore, focus on the form, which was banned in Prabhu’s model, is tolerated in the process syllabus where explicit teaching of the linguistic features was permitted (Willis & Willis, 2001).

Before designing a syllabus or taking decisions about the content of a course, the syllabus designer has to take into account learners’ needs and the course’s goals and objectives.

3.3 Needs Analysis

Course content is premised on the syllabus designers' philosophy about the language, the learning process in general, and learners' purposes in entering a course (Nunan, 1988). Nunan pointed to the significance of referring to "information from and about learners in curriculum decision-making" (1988, p. 13); he defined the "techniques and procedures for collecting information to be used in syllabus design" as a needs analysis. This information needs to not only concern why learners are interested in learning the language but also shed light on 'the social expectations and constraints' and the 'sources' to be included in the syllabus application. Nunan (1988) acknowledged two types of needs analysis: learner analysis and task analysis.

- The learners’ analysis is basically related to their purpose for learning a language. Further information would be pertinent to learners' personal information, reasons, preferences, and expectations regarding learning (Nunan, 1988). This evidence would enlighten the syllabus designer or the teacher in selecting the appropriate content, deciding on learners' partition to fitting groups, adjusting the syllabus or methodology, and anticipating possible difficulties. He clarified “ If teachers are planning to follow a non-traditional approach, they may need to negotiate with the learners and modify the

syllabus to take account of learners perceptions about the nature of language and language learning” (Nunan, 1988, p 18).

- Task analysis is generally related to learner’s analysis and aims at unveiling the necessary skills for conducting authentic communication.

Munby (1978) specified nine aspects to be considered while conducting a needs analysis: Learners’ identity and language skills, leaning purposes, learning environment, people involved in interactions, medium, mode, and channel of communication, dialect, target level to be attained, receptive and productive skills to be mastered, and communication tones to be mastered.

3.4 Learning Goals and Learning Objectives

The term ‘goal’ denotes the “general purposes for which a language programme is being taught or learned” (Nunan, 1988, p. 24). Knowledge about learning goals can be extracted from learners’ analysis, task analysis, and Ministry of Education prearrangements. Taking into account the nature and the length of the course dictated by syllabus fundamentals and other requirements leads to specifying the course's general goals as well as the communicative and pedagogic objectives. These goal can be ‘affective’, ‘learning’, ‘communicative’ and ‘cognitive goals’ (Nunan, 1988, p. 24-25). He contended that the second step to carry out after knowing learners’ needs and expectations is to transform them into instructional goals.

These general goals need be completed by a set of specific objectives to provide more information for the course designer. Objectives are defined as "a particular way of formulating or stating content and activities" (Nunan, 1988, p. 61). However, how objectives should be formulated remained imprecise, which led to disagreement and debate. Although Tyler (1949) claimed that objectives could be stated in four different ways by specifying the teacher's actions, the course content, types of behaviours, and the actions fulfilled by the learners as the result of

instruction (cited in Nunan, 1988), he disapproved stating the objectives in terms of what the teacher should do on the ground that teachers' measures are not the ultimate goal of the course. He argued that it is more preferable to state the objectives about what the learners should be able to do after being instructed. These are known as performance objectives and should include three elements: (1) performance, or "what a learner is to be able to do", (2) conditions, or "the circumstances under which the learner will perform", and (3) standard or "how well the learner will perform" (Nunan, 1988, p 64).

A further distinction is also made between process objectives and product objectives. The former specifies the means, i.e., the activities carried out to master the skills needed for product objectives, while the latter identifies the product and are related to what the learners should be able to do as the outcome of teaching (performance objectives) (Nunan, 1988, p 70). Unlike real-world objectives pertinent to authentic tasks, pedagogic objectives are relevant to the tasks carried out in the classroom (Nunan, 1988, p 71).

3.5 Task-Based Language Teaching

Long (1985) and Prabhu (1987) advocated a teaching approach that equips the learners with tasks reflecting the real world and considers meaning transmission as one of its priorities rather than purely linguistic considerations. Few decades later, a bulk of research was carried out and numerous works were published to highlight the role of task-based teaching in promoting language learning, such as Long and Norris (2000), Bygate, Skehan, and Swain (2001), Ellis (2003), Lee (1999), Nunan (2004), and Van den Branden (2006) to mention a few.

Research about Task-Based Language Teaching (TBLT) in Second language acquisition used tasks as a means to provoke language production, stimulate interaction, and handle input and language forms (Van den Branden, 2006). Task-based syllabuses describe the syllabus goals in terms of language use rather than linguistic content. That is to say, the language

learning goals specify why learners are learning the language and how they use it to fulfil different purposes and carry out various tasks because a task is described by (Van den Branden, 2006, p.5) as “an activity in which a person engages in order to attain an objective, and which necessitates the use of language”.

Contrary to the synthetic (type A syllabuses), which is purely linguistic and rely on a linear accumulation of linguistic items for language learning, Task-based syllabuses takes a ‘holistic’, ‘functional’ and ‘communicative’ perspective and consider the ‘tasks’ as the nucleus of any pedagogic activity (Van den Branden, 2006). Task-based syllabuses are founded on the belief that learners are not only required to learn a language to achieve communicative purposes; they should rather perform authentic actions to learn the language. For instance, to learn how to give road directions, learners need to be confronted with the same situation, perform it, understand it, and produce the language accordingly (Van den Branden, 2006). That is why the terms ‘syllabus’ (what to teach) and ‘methodology’ (how to teach) melt under the TBLT (Long, 1985). Even though meaning takes a focal part in TBLT, form is not totally excluded, and twining meaning with form is not uncommon in task-based language teaching. Long and Norris (2000) enunciated that TBLT seeks to adopt an analytic syllabus which prioritises meaning without losing sight of form to fix accuracy inconveniences.

3.5.1 Definition of a Task

Giving a unanimous definition to the word ‘task’ is not an easy matter (Mann, 2006), for authors from different fields have supplied divergent descriptions (Nunan, 1989; Harper & Widodo, 2018; Reinders & Tomas, 2010; Van den Branden, 2006), and the field of education and second language teaching is not an exception (Nunan, 1989).

Everyone has undoubtedly had numerous experiences with tasks that he might think forming its definition would be quite easy. A fundamental and all-embracing definition that can be

delivered by an ordinary person, without being technical or without any linguistic connotation, would refer to any piece of work that anyone can carry out, as Long put forward (1985, p. 89): “[A task is] a piece of work undertaken for oneself or others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, and making an airline reservation. In other words, a 'task' means the hundred and one things people do in everyday life, at work, at play, and in between". However, setting exact boundaries to determine where a task begins and where it should end is rather problematic, as very often a task is a secondary element of a broader task; for instance, ‘weighing a patient’ is a part of the task ‘giving a medical examination’.

A relatively narrow definition was advanced by Ellis (2003) who considered a task as a work plan which engages the learners in conveying a message and bridging ‘a gap’ in communication by choosing their own linguistic resources; the latter are means to fulfil communicative ends, not to be the target. These tasks could be similar to real-world ones directly or indirectly, and may involve receptive, productive, oral, literary skills, or mental processes (Ellis, 2003).

Nunan (2004) distinguished between ‘real-world or target tasks’ and ‘pedagogic tasks’, claiming that the former require the learners to use the language beyond the classroom and have a non-linguistic outcome, while the latter are carried out in the classroom to facilitate communicative language learning (Nunan, 2004) by making the purpose of the classroom activity more communicative than merely practising the linguistic items (Richards et al., 1985). A task is an ‘activity’, which occurs as a reaction or a response to language after comprehending it, such as ‘drawing a map while listening to a tape’ or ‘listening to an instruction and performing a command’. These tasks do not necessarily require language production, and the teacher can decide on what makes the task successfully completed (Richards et al., 1985).

Being in accordance with the authors who emphasised a task's communicative outcome, Nunan specified that a pedagogical task is a plan of action requiring the learners in "comprehending, manipulating, producing or interacting in the target language" (Nunan, 2004, p.4), while they use grammatical resources to convey a message rather than mastering rules. He stressed that a task should be complete, representing a communicative task, and should have a start, a middle, and an end. By claiming the use of the linguistic aspects as means to communicate meaning, Nunan (2004) meant, by no means, to devalue the role of grammatical structures because form is necessary for expressing a variety of communicative meanings.

3.5.2 Task Components

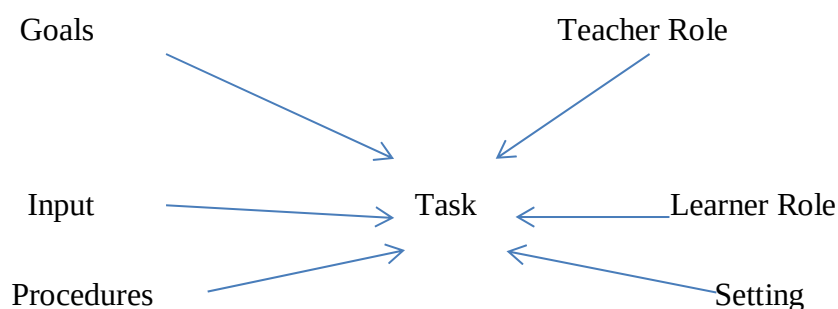
Nunan (1989) characterised four essential components of a task: 'The goals', 'input' (be it linguistic or other), 'the activities' related to the input, and 'the roles' the learners and the teacher are supposed to perform. Candlin (1987), on his part, specified task elements. The latter contain 'input', 'roles', 'settings', 'actions', 'monitoring', 'outcomes' and 'feedback'. Learners are presented with information (input) in the classroom (setting) where both teacher and learner share a relationship and perform specific actions in a set of procedures and sub-tasks under the supervision of the teacher (monitoring) to realise the task's objectives and receive feedback about task fulfilment (feedback).

These elements were further considered by Shavelson and Stern (1981, p.478), who contended that task design in education in general should entail 'content' (information to be initiated to the learners), 'materials' (the things learners can use and manipulate in the process of learning), 'activities' (what learners are supposed to perform during the lesson), 'goals' (the broad teaching goals rather than lesson objectives), 'students' (including their capacities, needs, and aspirations), and 'social community' (the classroom and students groupings).

For Wright (1987), the two essential constituents of a task are input and a prompting question. The former referred to the information to be given to the learners via materials, instructors, or learners, while the latter corresponded to a starting question to orient the learners towards the provided input. Wright (1981) excluded objectives, believing that tasks could yield outcome that are distinct from the ones set by the teacher himself, yet the three necessary criteria for task analysis are goals, input, and activities (Nunan, 1988).

Figure 3.1

A Framework for Analysing Communicative Tasks (Nunan 2003, p. 41)



3.5.2.1 Goals

Nunan (1989, 2003) described goals as “the vague general intentions behind any given learning task”. They are a convergence point where the curriculum and a task meet, and they clarify why the teacher engages the learners in a particular task. Some goals are intended to develop learners’ confidence in speaking, develop their personal writing skills, or encourage them to negotiate information with each other. Goals may refer to general outcomes which could be communicative, cognitive, or affective and may delineate a teacher’s or a learner’s behaviour. However, it is worth mentioning that goals can be implicit or inferred from a task and that not every task should have one explicit goal as a complex task may require different activities and various goals to be completed by learners (Nunan, 1989). In addition, goals are

by no means exclusive; for example, a group discussion on a socio-cultural theme may entail two types of goals: a communicative goal and a socio-cultural one (Nunan, 1989).

Goals can also be either general or specific. This applies to the four macro skills. Some general every day goals related to reading, for instance, would be reading a T.V programme or a sporting page, while more specialised goals would seek developing particular skills or strategies (Nunan, 1989). Other general listening goals could be designed to understand spoken media while more specialised one would focus on understanding university lectures (Nunan, 1989).

3.5.2.2 Input

The term ‘input’ refers to the information that can be used as the starting point for task completion (Nunan, 1989, 2003). Teachers can select input for communicative tasks from the following various sources:

- letters (formal/informal)	- calorie counter
- newspaper extracts	- recipe
- picture stories	- extract from a play
- telecom account	- weather forecast
- driver’s licence	- diary
- missing person’s declaration form	- bus timetable
- social security form	- notice board items
- business cards	- housing request form
- memo note	- start signs
- photographs	-hotel entertainment programme
- family tree	- tennis court booking sheet
- drawings	- extracts from film script

- shopping lists
- invoices
- postcards
- hotel brochures
- passport photos
- swop shop cards
- street map
- menu
- magazine quiz
- high school year book
- note to a friend
- seminar programme
- newspaper reporter's notes
- UK travel regulations
- curriculum vitae
- economic graphs

(Hover, as cited in Nunan, 1989, p. 53)

According to Nunan (1989, 2003), this non-exhaustive list hints at the fact that almost any source existing around as can be used as an input for a communicative task. Morris and Steawart-Dore (as cited in Nunan, 1989, p. 53) suggested further material they consider utile or tasks focusing on writing. They come as follows:

- Articles for newspapers, magazines and journame.
- Reports to different kinds of groups.
- Radio and television scripts and documentaries.
- Puppet plays.
- News stories and reports.
- Research reports.
- Short stories, poems and plays.

(Morris and Steawart-Dore, as cited in Nunan, 1989, p. 53)

3.5.2.3 Procedures and Task Characteristics

Procedures dictate how learners deal with the information provided to them and are considered the foundation of a learning task; they should be characterised as authentic, skills using/skill getting, and fluency/accuracy activities.

a. Authenticity

Activities should mirror the ones carried out in the real world and assist the learners in rehearsing the skills needed for genuine communication outside the classroom (Nunan, 1989). Clarke and Silberstein (1977) maintained that activities should be as similar as possible to real-world ones. The emphasis would be directed to meaning, not the language itself, as the latter is only a means of communication. So, when learners read in the classroom, they have to learn how to scan a passage for specific information, skim a text to get the gist of information, and read critically because these are necessary in everyday life.

Authenticity should be taken care of both in the selection of materials/ input and the choice of activities (Nunan, 1989); that is to say, not only teachers rely on sources other than teaching/learning textbooks to ensure authenticity in their teaching, but they are also required to make activities as genuine as possible (Candlin and Edelhoff, as cited in Nunan, 1989) because if authentic sources are not exploited via realistic activities, this will lessen their power in the language learning environment (Porter and Roberts, as cited in Nunan, 1989). Conversely, Widdowson (1987) did not see the necessity of rehearsing realistic social acts, believing that engaging the learners in pedagogic activities as problem-solving activities is essential for promoting their communicative competence.

b. Skill Getting and Skill Using

In addition to authenticity, Nunan (1989) presented a further criterion in characterising activities, following Rivers and Temperley (1978). It is whether these activities seek skill

getting or skill using. In other words, whether learners engage in activities to practise and manipulate linguistic items such as grammar and phonology, or they go through transfer activities calling for using these linguistic aspects either to understand or convey meaning for communicative purposes. Skill-getting and skills-using activities may converge because a task may achieve both purposes. A task, for instance, could aim at getting a skill like practising comparatives and superlatives and could provoke communication at the same time. The degree to which communication is insured is determined by learners' reactions (Nunan, 1989).

c. Accuracy and Fluency

The last criterion for analysing an activity is whether it stimulates accuracy or fluency. Harmer (2002, 2007) made a clear cut between accuracy and fluency. Accuracy ensures correctness in using the linguistic elements, such as pronunciation, grammar, and vocabulary, by engaging the learners in non-communicative activities, whereas fluency activities involve the learners in more communicative tasks to produce fluent language. Being in the same line of thought, Yuan and Ellis (2003, p. 2) define accuracy as "the extent to which the language produced conforms to target language norms", and Skehan (1996, p. 22) explained that fluency relates to producing speech "without undue pausing or hesitation".

Brumfit (1984) stated that language evaluation is more concerned with 'accuracy', 'monitoring', 'reference rules', 'explicit knowledge', 'and skill-getting', while language use is rather related to 'fluency', 'implicit knowledge', and 'automatic performance'. For him, accuracy and fluency complete each other, and they are by no means contradictory. However, how sources are selected, and how activities are designed makes them distinct (Brumfit, 1984). Fluency and accuracy are considered in analysing an activity depending on who controls in the classroom: the teacher or the learner. For example, in form-focused exercises, the teacher takes the lead, while in simulations or role-plays, the learners are the ones who control.

3.5.2.4 Teachers' and Learners' Roles

TBLT classroom is learner-centred as learners are considered an important part in the teaching/learning process. They are not restricted when negotiating the content of a course, and they are more independent in selecting the preferred linguistic items while doing their tasks. TBLT stands apart from the other language teaching methods in which the teacher is dominant and is the one who decides upon the content of the course, managing classroom interaction, and evaluating tasks (Benson; Breen & Candlin; Nunan; Shohami, as cited in Van den Branden, 2006). The teacher's role in the TBLT is to monitor learners' performances, support them in authentic communication and interaction, and assess their success or failure in completing the task (Dornyei; Freeman & Richards; Richard-Amato; Samuda, as cited in Van den Branden, 2006).

3.5.2.5 Settings

The settings refer to the classroom, how learners are arranged to carry out tasks, and whether the task is carried out inside or outside the classroom (Nunan, 2004). Anderson and Lynch (as cited in Nunan, 2004, p. 71) emphasized the role of collaborative learning in promoting learners' abilities, claiming:

We might wish to use group-work for general pedagogic reasons, such as a belief in the importance of increasing the cooperation and cohesiveness among students. Then there are more specifically language oriented arguments: classroom researchers such as Pica and Doughty (1985) have offered evidence for the positive role of group work in promoting a linguistic environment likely to assist L2 learning.

The word "setting" in task-based learning may denote "mode" or "environment", which are to be treated as distinct terms. "Modes" refers to whether the learner works alone or in

collaboration with his classmates and whether a teacher guides him or he is self-guided. “Environment”, on the other hand, refers to the space where learning takes place; “it can be a conventional classroom in a school or a learning centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre” (Nunan, 2004, p. 72). The notion of a ‘conventional classroom’ needs to be reconceptualised, especially with the advent of ‘anywhere/any-time’ Web-based instruction (Nunan, 2004).

3.5.3 Task Types

Various activities have been suggested to enhance learners’ interactive abilities. Prabhu (1987), Clark (1987), and Pattison (1987) proposed three main activities: Information gap, reasoning gap, and opinion gap.

a. Information-Gap Activity

The first activity, often associated with communicative teaching and ensuring skills integration, is the information gap because, in authentic interaction, the speaker and the listener try to fill a gap to determine the meaning each one wants to communicate (MacDonough, 2013). Furthermore, classroom-centred research found that this activity proved effective in promoting interactive abilities among learners, be it small-group or two-way information gap (Nunan, 1989). It necessitates information transfer between two partners; each has some missing information he seeks to complete from the other. Thus, a classroom learning task may centre around a problem which will be solved when the missing information is known and shared among the participants. An instance of a pair-work information-gap activity would be completing a picture by one partner, relying on the verbal description of the other. Another example would be completing a table with some sort of data based on a text (Clark, 1987; Prabhu, 1987; Pattison, 1987).

b. Reasoning-Gap Activity

Reasoning-gap activity engages the learners in making deductions, inferences, or going through reasoning processes to come up with new information from already known ones. Examples of this activity are making a teacher's timetable from class timetables or deciding on a particular situation relying on specific conditions or constraints. This activity is based on understanding an initial piece of information and discovering new ones by undergoing some reasoning practices to fix a given problem (Clark, 1987; Prabhu, 1987; Pattison, 1987).

c. Opinion-Gap Activity

Opinion-gap activity enables the learners to express their opinions, attitudes or inclinations towards a particular state of affairs by completing a story or participating in a discussion. A learner may use arguments to defend his/ her position in light of some factual information. However, no position is considered right or wrong, and learners are not expected to provide answers that resemble those of others (Clark, 1987; Prabhu, 1987; Pattison, 1987).

Clark (1987), on his part, put forward a set of seven communicative activities that come as follows:

- Solving problems by engaging the learners in social interaction requiring information exchange to obtain goods and services, for example, or to make decisions or arrangements.
- Building relationships and discussing topics learners like and exchanging opinions, feelings and experiences.
- Searching for information, processing it, and using it for specific purposes.
- Listening and reading information and using it in a particular way, such as reading and discussing, reading and summarising, and listening and taking notes.
- Using personal experience to provide spoken or written information, such as giving an oral delivery, writing a diary, producing a set of instructions, or filling in a form.

- Listening to, reading or viewing a story, poem, or others and responding to them via discussion or other tasks.
- Generating personal texts relying on imagination.

Pattison (1987) also proposed seven activities, which are explained below.

1. **Questions and Answers:** These activities are founded on creating a gap, and learners ask and answer questions to discover the hidden information. This activity can be used to practise a structure, function or notion.
2. **Dialogues and Role-Plays:** Such activities require the learners to act out scenarios by following scripts or improvising. The more learners are free to make their own decisions about role-plays, the more they feel interested and the better they learn. This is contrary to limiting them with the repetition of prefabricated dialogues.
3. **Matching Activities:** In this activity, learners are asked to link the two joint parts of information; examples of such activities are “Bingo”, “Happy families”, or “Split dialogues”, in which sets of phrases are matched together.
4. **Communication Strategies:** These activities promote learners' abilities to use different communication strategies, such as paraphrasing, simplifying, inventing words, and using gestures.
5. **Pictures and Picture Stories:** Pictures and picture stories can prompt communication activities such as spotting differences and ordering pictures to build a story.
6. **Puzzles and Problems:** The learners may take profit from the various existing puzzles and problems to check and improve their reasoning abilities in their attempts to make guesses and use imagination, background knowledge, and personal experiences to fix them.

7. Discussions and Decisions: Here, learners are required to collect information and use it to make a decision such as deciding on the necessary elements to find on a desert island from a given list.

Although Clark's (1987) and Pattison's (1987) activities are both communicative, Clark's ones resemble the ones carried out in the real world, while Pattison's activities are more pedagogic (Nunan, 1989).

3.5.4 Task Cycle

The task is to be divided into three stages. The pre-task stage sets “the mise-en place for the task: setting the scene, whetting curiosity, giving instructions, clarifying processes, outlining evaluation criteria, etc”. This phase seeks to stimulate the learners' interest, activate pre-existing knowledge, and prompt the necessary knowledge or vocabulary (Ellis, 2003; Van den Branden, 2006; Willis & Willis, 2007).

Taking the information-gap task as an example of a mini-sequence it is usually divided into three phases: the pre-task phase, the task-proper phase, and the follow-up (Nunan, 2004).

- The Pre-Task Phase: This stage resembles schema-building tasks, which seek to familiarise the learners with the task at hand by arousing their curiosity or introducing them to the language items to be addressed.
- The Proper-Task Phase: In this stage, the learners fulfil the task.
- The Follow-up: In the follow-up, the learners discuss the task results with the teacher and receive corrective feedback. The last stage could be the opening phase of another task cycle.

A larger instruction sequence may be a whole lesson, involving the four skills integration, and divided into three phases: the pre, while, and post (Derbel & Al- Mohammadi, 2015).

- The pre-phase involves the learners in activities that activate the background knowledge about the listening and reading topics and stimulate their interest for the next activities.
- The while-phase is the stage the learners bridge the newly encountered information and their background knowledge to confirm or refute the guesses they set in the previous stage. In addition learners go through activities such to as scanning, paraphrasing, reordering, correcting mistakes, summarising and note taking.
- The post-stage assists the learners in deepening their comprehension by practising further tasks requiring skills integration.

3.6 Content Sequencing

Sequencing content describes how input, tasks, and linguistic aspects are outlined and specifies what comes first, what comes next, and what to include last. It reveals the syllabus designer's philosophy in grading and integrating content in the syllabus or coursebook she/he developed (Nunan, 2004). Grading has been delineated by Richards, Platt, and Webber (1986) as the constructive organization of the content of a language course or a textbook. It concerns the sequencing of vocabulary, grammar, topics, functions, and skills. Decisions on the structure of these items are made according to their degree of complexity, rate of recurrence in the spoken or written language, and relevance for the learners. In other words, elements appearing first are more accessible for the learners or more recurrent in authentic interactions (Nunan 2004).

Grading and sequencing content is a laborious task even for more experienced people, for language items are not isolated and need to be integrated. Their acquisition does not occur at once because an item is either difficult or requires gradual processing. For instance, the simple present “s” is not difficult, yet it is not quickly processed. That is why information needs to be

recycled at further learning stages to ensure digestion and accessibility (Pienemann and Johnston, 1987, as cited in Nunan, 2004).

As Nunan (2004) clarified, deciding upon grammatical items' grading and sequencing is arduous, and determining the order of tasks is more complicated because linguistic items are to be considered at this stage hand in hand with further considerations of other factors related to input, learners, and procedures.

3.6.1 Factors Related to Input

Input refers to incoming information via receptive skills (listening and reading). Some difficulties are rooted in the grammatical features involved in the input; others are pertinent to the density of the information.

a. Grammatical Complexity

An input is said to be complex if it is filled with complex structures requiring more processing than simple ones. For instance, "The boy went home." is easier to understand than "Having insufficient money, the boy, who wanted to go to the cinema, went home instead". Furthermore, explicit information is more accessible than implicit, which requires more processing. For instance, the sentence "the students fooled around because the teacher left the room does not require much effort to digest than "the teacher left the room. The students fooled around" for the cause-effect relationship between the two clauses in explicit in the first example while it is implicit in the second (Nunan, 2004, p. 115).

b. Input Density

Input density can be determined by considering the material's length if it is printed and the delivery speed and the number of interlocutors if it is oral. In addition, a text full of low-frequent vocabulary or in which main ideas are not clearly stated in the paragraphs' opening sentences (topic sentences) is also considered compact. Other density factors are pertinent to the

organisation of information and text genre; in other words, a passage well equipped with headings, pictures, tables, or graphs that hint at its content is considered less condensed with information, and the same applies to a descriptive and narrative genres compared to the argumentative ones (Nunan, 2004, p. 115).

3.6.2 Factors Related to Learners

Learners' factors also influence grading a course content. These are either related to information processing or "inside the head factors", as Pearson and Johnson (1987) called them, or other "outside the head factors", such as cultural ones.

a. Factors Relevant to Information Processing

These factors are related to processing and producing information and account for learners' background knowledge (Schemata), interest, and motivation. Reading Comprehension, for example, is linked to prior knowledge because throughout his life, the mature reader acquires a lot of knowledge and concepts about the world and stores them in his long-term memory. This retained information is represented in what cognitive scientists term "schemata". The latter are regarded as the building blocks of cognition (Rumelhart, as cited in Kucer, 2005) and excessively affect reading comprehension.

Schemata are complex structures of information about the individual's events. They include his knowledge of objects and situations as well as information about processes such as reading, washing, etc (Kucer, 2005). For instance, a schema for a "ship christening", according to Pressley (2000, p. 549), relates to blessing a new ship (the purpose) on a dry dock (where?) by a celebrity (by whom?) just before launching it (when?). The importance of schemata lies in helping readers understand what they read by associating what is in the text with the knowledge stored in their memories.

b. Factors Relevant to Culture

A syllabus designer should be cautious about cultural aspects while sequencing lessons and tasks. Knowing about the foreign culture may foster learners' understanding of the provided input, whether written or spoken. Nunan (2004) highlighted that ignoring cultural aspects may lead to communication breakdowns and even feelings of discomfort, yet it could be an enriching experience.

Brindley (as cited in Nunan, 2004) considered background knowledge and added further learners' factors, such as confidence, motivation, prior learning experience, learning pace, observed ability in language skills, and cultural knowledge/awareness and linguistic knowledge. These are explained in the table below.

Table 3.1

Factors of Task Grading Relevant to Learners

Factor	Question
Confidence	-How confident does the learner have to be to carry out the task? -Does the learner have the necessary level of confidence?
Motivation	-How motivating is the task?
Prior learning experience	-Does the task assume familiarity with certain learning skills? -Does the learner's prior learning experience provide the necessary learning skills/strategies to carry out the task?
Learning pace	-How much learning material has the learner shown he/she is capable of handling? -Is the task broken down into manageable parts?
Observed ability in language skills	-What is the learner's assessed ability in the skills concerned? -Does this assessment conform to his/her observed behaviour in class? -In the light of the teacher's assessment, what overall level of performance can reasonably be expected?
Cultural knowledge/awareness	-Does the task assume cultural knowledge? -If so, can the learner be expected to have it? -Does the task assume knowledge of a particular subject?
Linguistic knowledge	-How much linguistic knowledge does the learner have? -What linguistic knowledge is assumed by the task?

(Brindley, as cited in Nunan, 2004, p. 120)

Input and learners factors are intertwined; thus, the syllabus designer needs to estimate how much linguistic, background, and cultural knowledge learners have and to consider their confidence, interest, and motivation before deciding on the syllabus content and the sequence of tasks.

3.6.3 Factors Related to Procedures

Procedural factors are related to the actions or operations learners do when they deal with the input. With the growing reliance on authentic materials, instead of input simplification, it is preferable to diversify the procedures' level of difficulty (Nunan, 2004). For example, it is better to start with an activity requiring understanding the gist of the text at earlier stages, leaving the ones necessitating thorough comprehension to the following learning stages. Additional factors are to be considered in determining procedure complexity; they include relevance, complexity, amount of context provided prior to the task, processibility of language of the task, amount of help provided to the learner, degree of complexity, and the time available to the learner and follow-up. Each of these factors addresses a set of questions as explained in the table below.

Table 3.2

Factors of Task Grading Relevant to Procedures

Factor	Question
Relevance	-Is the task meaningful and relevant to the learner?
Complexity	-How many steps are involved in the task? -How complex are the instructions? -What cognitive demands does the task make on the learner? -How much information is the learner expected to process in performing the task?
Amount of context provided prior to the task	-How much prior knowledge of the world, the situation or the cultural context is assumed in the way the task is framed? -How much preliminary activity is allowed for in order to introduce the task and set the context?
Processibility of language of the task	-Is the language that learners are expected to produce in line with their processing capacity? -Can the learners use any language at their disposal, or is the task a 'focused' one requiring deployment of a particular task?
Amount of help available to the learner	-How much assistance can the learner get from the teacher, other learners, books or other learning aids? -In the case of interactive tasks, is the interlocutor sympathetic, does he/she provide help?
Degree of grammatical complexity	-What is his/her tolerance level of nonstandard language? -How 'standard' does the task require accuracy/fluency/learners to be? -What is the desired effect on the interlocutor? -Does he/she demand accuracy, fluency or both? -What degree of complexity is required by the learners?
Time available to the learner	-How long does the learner have to carry out the task? -Is planning and rehearsal time built into the task?
Follow-up	-Is there some kind of follow-up, providing debriefing and feedback?

(Brindley, Candlin, Nunan, Skehan, & Robinson, as cited in Nunan, 2004, p. 123)

a syllabus designer needs to be alert to all the previously mentioned elements when selecting content and arranging tasks because this assists the learners in completing the task successfully. Few factors are related to the students, such as background knowledge, interest, and motivation; others are either related to culture or to the designed activities, such as the degree of task complexity, the task's context, language accessibility, and the time allotted for its completion.

3.7 Skills Together

Language skills integration is very common in real life because their use is ‘multi-layered’; Thus, it would be more reasonable to mirror the real world in teaching the four language arts. To this end, input-output connection, skills integration, and skill and language association are to be elaborated in the following section.

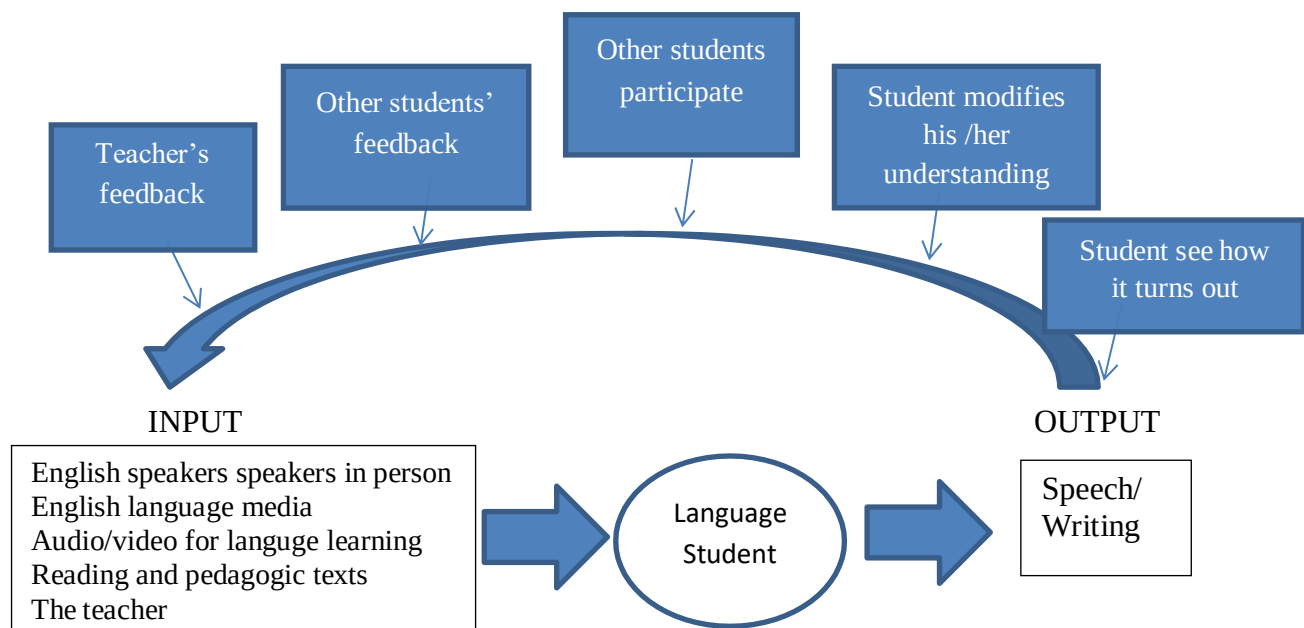
3.7.1 Input and Output Connections

Harmer pointed to the tight relationship between receptive and productive skills, stating: “Receptive and productive skills feed off each other” (Harmer, 2015, p. 298), as it was thoroughly explained in Chapter 2, Section 2.2.4. Listening and reading are major means for acquiring the language, especially in foreign language settings; the more learners are exposed to accessible native language via audio and videos, the more language they acquire and the better their speaking and writing tend to be. This can be realised in the classroom by exposing the learners to input via audio materials such as podcasts, reading texts or extensive reading, or interacting with native people inside or outside the classroom (Harmer, 2015).

Students output can transform into input by self-feedback accompanying the process of writing or by the feedback provided to them by their classmates while interacting with them or by teachers while guiding them in the fulfilment of the assigned tasks. This input-output cycle is clarified in the following figure:

Figure 3.2

The Cycle of Input and Output (Harmer, 2015, p. 298)



Skills integration is called for in language classrooms to imitate the natural skills mingling in authentic social interactions and to afford the learners multiple learning opportunities. In this way, the learning sequences are more like a ‘Patchwork’ than a Strict ‘straight arrows lesson’ (Harmer, 2015, p. 298).

- **Speaking as Preparation and Stimulus**

Speaking may be used to prompt learners’ reactions to a listening or reading material in the following ways:

- Discuss in order to activate their background knowledge (schemata) about a topic they are going to read or hear about.
- Express their attitudes or feelings towards a given topic.
- Deal with speaking over an extended stretch of time.

- **Texts as Models**

Showing the learners examples of written selections or exposing them to real interaction would assist them to be more productive, especially when working with genre-focused tasks.

Writing about a narrative or descriptive paragraphs, for example, will be more fruitful if the learners have the opportunity to read, understand, and analyse narratives. Likewise, they manage to give oral road directions when they view other people performing it. Hence, students need some strong foundations to draw upon for language production.

- **Texts as Preparation and Stimulus**

A text can provoke a discussion about a debatable topic or lead to a letter or short story production. Similarly, audio material in which people tell stories can encourage the learners to do the same.

3.7.2 Skills Integration

Teachers usually require the students to listen to a recording and answer questions or take notes. Skills integration could be ensured as follows by engaging the learners in the following activities:

- Producing an oral summary after reading a material.
- Searching the internet to get information for preparing a role-play or other assignments.

Speaking activities involve listening; however, to integrate the other skills, learners could be engaged in collaborative learning, which requires them to listen, speak, read and write. Task-based learning provides the learners ample opportunities to combine different skills as any single activity may allow skills integration (Harmer, 2007, 2015).

3.7.3 Language Skills and Language Association

Harmer (2007) advanced that students are generally required to work on written or spoken input either to comprehend the provided information or to manipulate the linguistic aspects. In any case, language skills should precede language construction. For instance, a print may be the source of different language points, as explained below.

- Ask the learners to identify adjectives and classify them into one-word and compound adjectives.
- Deal with shortened questions in journalistic writing.
- Discriminate formal from informal language.
- Distinguish between the past simple and the past perfect

Any written selection or audio can be used as a ‘springboard’ for a discussion about the topic; later on, it can be used as a source for extracting language points to be dealt with (Harmer, 2007).

3.8 Integrating Skills and Form via a Thematic Thread

According to Harmer (2007, 2015), the ideal situation for skills integration and language learning would be built around a topic or a ‘thematic thread’ in which learners can achieve the following procedures that match intermediate level.

- **Stage One:** Students are required to answer a questionnaire about the way they respond to physical appearance; this activity involves reading and speaking when they discuss their answers to the questionnaire.
- **Stage Two:** Learners read a passage from a novel.
- **Stage Three:** Students answer comprehension question and discuss the text.
- **Stage four:** Students extract language points from the text to describe physical appearance (adjectives having positive or negative connotation, adjectives applied to men or women).
- **Stage Five:** Learners rewrite the text from another perspective.
- **Stage Six:** Learners describe physical appearance of famous people, and the class figure out who they are.

- **Stage Seven:** Learners listen to a dialogue; then act a role-play where they are to describe the appearance of supposed criminals to police officers.

This sequence involved the integration of the four language skills and to practise a wide range of language abilities (Harmer, 2007, 2015).

3.9 Harmer's Procedure for Teaching Receptive Skills

Receptive skills usually involve the learners to read a print, listen to an audio track, or watch a video. The learners go through two types of tasks: Type 1 and Type 2.

-Type 1 Tasks: In this type of tasks, learners are asked to get a general understanding of the material without seeking detailed information.

-Type 2 Tasks: These tasks urge the learners to understand the material thoroughly to get specific information or track a specific language point.

Treating the input this way encourages the learners to understand the gist of the information to completely understand it. In like manner, the learners process the input gradually, moving from general to specific and from simple to complex. Teaching receptive skills follows the guidelines below, according to (Harmer, 2007, 2015):

- **The Lead-in:** The lead-in is a warm-up activity intended to activate learners' background knowledge (schemata) about the topic to be dealt with.

- **Prediction:** Prediction boosts the students to anticipate or set expectations about the content of the input, relying on some clues like pictures, headings, book jacket, vocabulary from the text or short discussions, leading the learners to raise questions about the text. Whatever the option the teacher selects, it is noteworthy that prediction is essential in leading the learners towards a thorough understanding of the material.

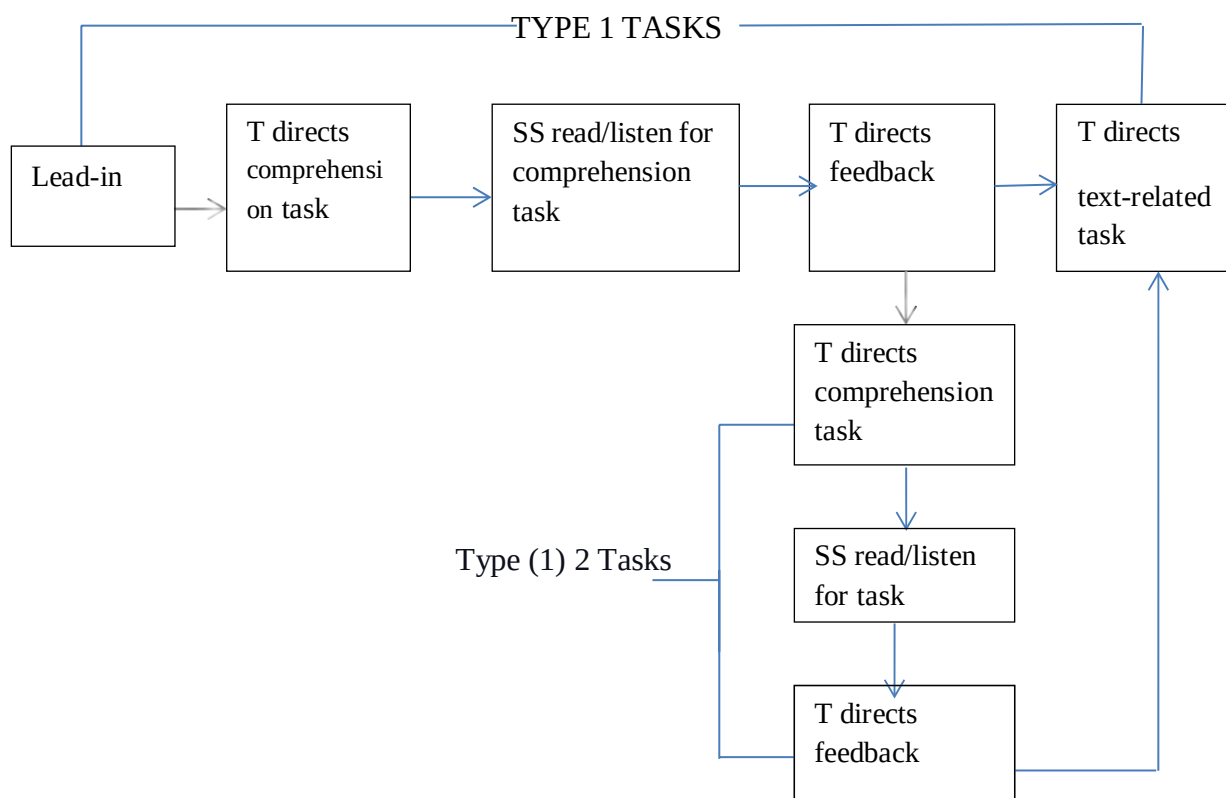
- The students read the text or listen to an audio recording, and the teacher provides feedback. He may also require them in collaborative learning to enable them to work with each other, on

the one hand, and not let individual learners experience failure in completing the task, on the other hand.

- Learners are required to fulfil Type 1 and Type 2 tasks to ensure total comprehension of the information.

Figure 3.3

A Basic Model for Teaching Receptive Skills (Harmer, 2015, p. 304).



3.10 Harmer's Procedure for Teaching Productive skills

Despite the differences between productive skills (speaking and writing), some guidelines can be followed in their teaching (Harmer, 2007, 2015).

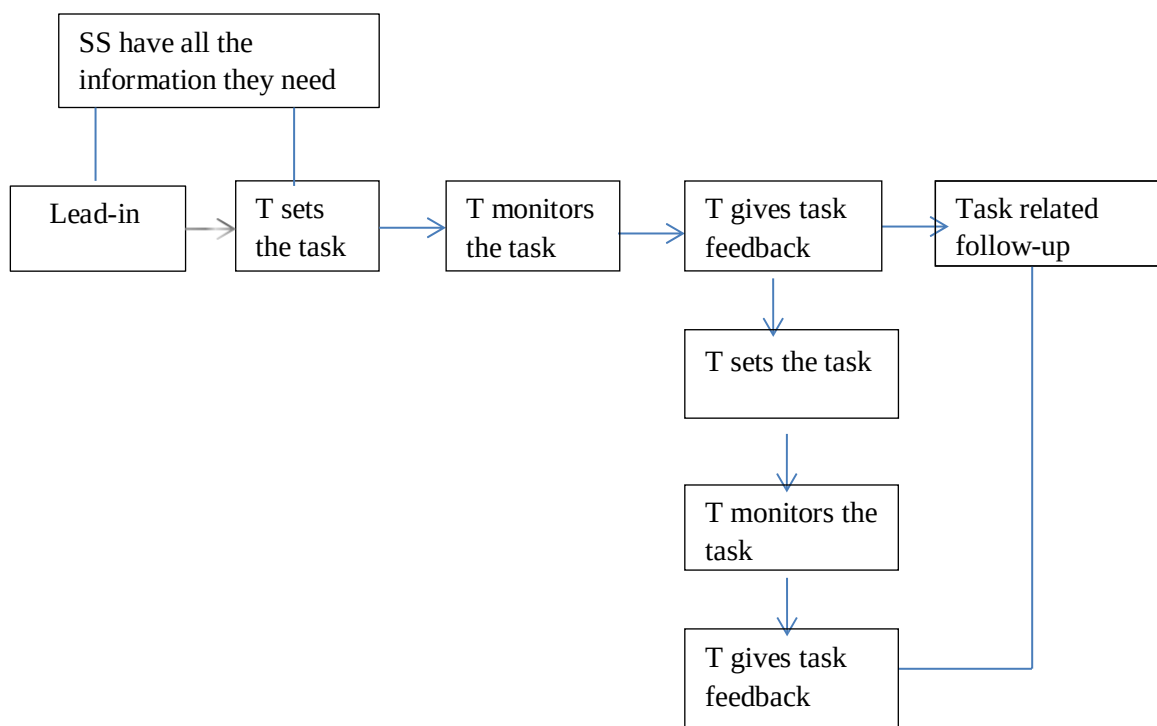
- **Lead-in:** At this stage, the teacher engages the learners with the topic 'tourism', for example, by activating their pre-existing knowledge, their experiences with it, or thinking about the kind of conversation they could have in a 'check-in situation' to get them ready for a role-play that will be performed in further stages.

- **Task (Role-playing):** While setting the task, the teacher should ensure the following:

- Setting the learners in pairs or small groups.
 - Informing the learners about all the details of the tasks (role-cards for a role-play) and ensuring that they have understood them (he may ask them to repeat the instructions).
 - The teacher takes part in acting so that learners can see a model of the performance.
- **Monitoring:** The teacher moves around the classroom to check learners' productions, answer their questions, and orient them, and sometimes, he becomes actively involved in the writing process by directing them to other perspectives.
- **Feedback:** When the learners finish the task, the teacher proceeds in giving feedback targeting content and language, starting by giving positive remarks first then the negative ones.
- **Follow-up:** The task may be supported by a follow-up activity since repetition or rehearsal is invaluable; this may be achieved by doing a similar task, and then carrying on the sequence of the other tasks. These stages are summarised in the chart below.

Figure 3.4

A Basic Model for Teaching Productive Skills (Harmer, 2015, p.308)



3.11 Applying Nation's Four Strands in Teaching Speaking

Nation & Brown (1997), Nation & Azusa, (2012), and Nation and Newton (2009, 2021) elaborated principles for planning a listening and speaking programme for ESL/EFL learners. These main beliefs centre around the four main strands: Meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Nation's Four Strands draw upon a bulk of research studies on the value of input, output, form-focused instruction, and reading and speaking fluency development. Each of the four strands is to be elaborated in the following section.

3.11.1 Meaning-focused Input: Learning through Listening and Reading

The meaning-focused input strand is based on receptive skills whereby learners get information via listening and reading, and learners' main goal is comprehending input, getting knowledge and enjoying the learning process (Nation & Azusa, 2012; Nation & Brown 1997; Nation & Newton, 2009, 2021). Extensive reading, listening to stories, watching TV or films, or being a listener in a conversation are typical activities to realise this strand, which should be fulfilled under some specific conditions:

- The input should be familiar to learners.
- The input should be interesting.
- More than 95% of the input vocabulary should be known to the learners.
- The input should allow the learners to use some strategies, such as activating background knowledge and contextual clues.
- Input should be in large quantities.

Nation and Newton (2009, 2021) claimed that these conditions are quite crucial because the meaning-focused input strand depends on the quality of listening and reading and is influenced by relating the input to pre-existing knowledge. He pointed out that although Krashen's (1985)

Input hypothesis received criticism, no one can deny comprehensible input as an essential basis for language learning.

3.11.2 Meaning-focused Output: Learning through speaking and writing

The meaning-focused output strand involves the learners in productive skills by learning via speaking and writing. Some selected activities to achieve this are talking in conversation, giving a speech or lecture, writing a letter, writing a note to someone, keeping a diary, telling a story, and telling someone how to do something (Nation & Newton, 2009, 2021). The conditions necessary for a meaning-focused input strand also apply to a meaning-focused output strand. They come as follows:

- Learners produce oral or written language about familiar topics.
- Conveying messages to others is the focal learning purpose.
- Most of the language they use is known to them.
- Learners can rely on dictionaries, previous input, or communication strategies to overcome their weaknesses in using language.
- Learners are supplied with ample chances for language production.

These speaking activities involve meaning-focused output and meaning-focused input as a learner's production would be an input for his classmate (Nation & Newton, 2009).

Swain's (1985) Output Hypothesis, which reacted to Krashen's Input Hypothesis, highlighted the significance of speaking and writing in second language learning. Swain (2005, p. 471) claimed that second language learning is partly achieved by producing language via speaking and writing. Learners, by producing output, fulfil three functions. First, The noticing/triggering function happens when students are conscious of communication gaps while producing language; in other words, they are aware of their inability to transmit the intended meaning. The second function is hypothesis testing, in which the learner attempts self-repair

strategies to be maintained or modified depending on the feedback s/he receives from the interlocutor or the teacher. Third, the metalinguistic function is the large amount of language produced while interacting with others to fix language issues. Other functions of active participation in meaning-focused speaking are enriching learners' knowledge about the use of some linguistic items (Joe, as cited in Nation & Newton, 2009), improving discourse skills such as fixing communication breakdowns and establishing a unique speaking style (Skehan, as cited in Nation & Newton, 2009).

3.11.3 Language-focused Learning

Language-focused learning focuses on the intentional learning of language items such as vocabulary, grammar, pronunciation, spelling, grammar, and discourse. The activities that help promote language-focused learning are drills, pronunciation practice, using word cards to learn vocabulary, translation, intensive reading, guessing from context, and dictionary use. A course's Language focus is essential for language learning, but it should take at most 25% of the time (Nation & Newton 2009, 2021). Language-focused time is to be ensured under certain conditions:

- Learners' attention to language items is required.
- Thorough processing of target language aspects is needed.
- Rehearsal of language items is encouraged.
- Target language features should match learners' level.
- The language features dealt with in language-focused learning are to be included in the other strands.

Language-focused learning may promote learners' strategies, raise their awareness, and add to their implicit knowledge about the language.

3.11.4 Becoming Fluent in Listening, Speaking, Reading, and Writing

Fluency development covers the four language skills of listening, speaking, reading, and writing and focuses on conveying meaning. Learners may promote fluency by practising speed reading, skimming, scanning, repeated reading, 4/3/2, ten-minute writing, and listening to easy stories. Some necessary conditions for developing fluency come as follows:

- Input and output are familiar to the learners, and language features and content should not be beyond their level.
- Learners should focus on meaning.
- Fluency requires the learners to push themselves beyond their actual level.
- A significant amount of input and output is encouraged.

Following are few activities that assist learners in boosting their speaking fluency.

- **The 4/3/2 Technique**

Adopting the 4/3/2 technique requires a speaker to deliver the same talk to three different listeners in varying periods. The first delivery lasts four minutes, the second three minutes, and the third two minutes. In the second and third deliveries, the speaker pushes himself beyond his normal speaking speed, focusing on conveying the same message to the three listeners. Changing the audience enables the speaker to focus on the message as if it is delivered for the first time, repeating the same talk three times increases his familiarity with the topic at hand, and decreasing the time in the second and third deliveries puts the speaker under time pressure to increase his speed (Nation, 1989, 1997) .

- **The Headlines Activity**

Students perform a speaking activity based on attractive newspaper headlines such as “Forgotten Shoes Never Return” or “Burning Bed Brings Joy” to speak about exciting things that happened to them. Some students hold their headlines, and their classmates circulate to hear their stories. Students have different opportunities to tell their stories. Other students hold

their headlines and can speak about their anecdotes to other students in a similar way. The 4/3/2 and the headlines activity can be used in conjunction (Nation & Brown,1997).

- **In Say It!**

This activity requires the learners to engage in collaborative learning. Groups of four students read a text, understand it, and discuss it. Later on, they do exercises in the say-it grid! Based on simple verbal tasks related to the text. This grid contains many squares; each student answers a question in one square and selects a square for another student. In this way, the students practise the exercise many times. This activity is sometimes similar to a role-play in which the students perform on the basis of the vocabulary they learned from the reading material. This activity improves learners' fluency because they are required to prepare the performance from the text before carrying it out (Nation & Brown, 1997).

3.11.5 Twining Form with Meaning

One issue with meaning-focused learning is to ensure whether learners are processing the linguistic items or not. One way to assist the learners in mastering the different language features is by combining form and meaning in the following speaking activities:

1. Exposing the learners to the grammatical aspects of the language, allowing direct practice of the structures, and matching them to communicative activities for use and retention purposes (Nation & Brown,1997).
2. Practicing language aspects in information-gap activities, such as "same or different".

The teacher provides pairs or small groups of learners with pictures. Some students have precisely the same picture, while others contain slight differences. Each learner describes his picture, and the others confirm or confirm if it is similar to theirs. After discovering the similarities and differences between the pictures, the learners change their partners and play it again (Nation & Brown, 1997).

3. Engaging the learners in speaking activities requiring research, preparation, and dictionary use to present in front of their classmates. "Newspaper talks" activity is among them. The learners select a newspaper article to talk about, and their classmates ask them questions about it (Nation & Brown, 1997) .
4. Involving learners in “ranking” or “problem-solving” activities, in which they rely on worksheets to fulfil speaking activity. The worksheets specify the situation and clarify what the learners are supposed to do. An instance of such activity is “Who Gets the Heart,” in which several people need heart transplantation, but only one deserves it. The learners must rank the patients and decide on the one deserving it. The worksheets contain vocabulary and structures the learners use to negotiate meaning and will hopefully learn at the end of the activity (Nation & Brown, 1997).
5. Meaning negotiation by providing explanations about language structures or vocabulary. The activities that serve this aim are “same or different”, “information gap”, “jigsaw tasks”, and “two-way tasks” (Nation & Brown, 1997).

The activities above are sample tasks that teachers can adopt to foster learners’ communicative abilities and enhance their mastery of language items by integrating the receptive skills (listening and reading) and the productive skills (speaking and writing).

3.11.6 Balancing and Integrating the Four Strands

A well-balanced language course covers both receptive and productive skills; a teacher needs to divide the course into four equal shares, and 25% of the course time is allocated to each of the four strands. Meaning-focused input, meaning-focused output, and fluency development strands focus on meaning and require learners to engage in communication and message exchange activities. Language-focused learning calls for practising and rehearsing language items; thus, 75% of the course time is devoted to meaning, while 25% is given to form.

The integration of the four strands can be adopted in different ways. For instance, in an intensive English programme with different modules, one needs to ascertain that the tasks are devoted to fluency in the same way as meaning-focused input and meaning-focused output. In a content-based course which does not have skill-based division, the four strands could be practised over a whole unit. A teacher should consider providing equal amounts of time to the four strands.

In the pursuit of designing integrated-skill-oriented lessons in the current study as part of the field work, the researcher combined Harmer's (2007, 2015) receptive and productive skills teaching models and Nations (2012, 2021) Four strands and Nunan's principles (1988, 1989, 2003, 2004). Stated more clearly, Nation's Four Strands were taken into consideration when creating the general framework of the lessons by dividing them into four equal parts: Meaning focused input, meaning focused output, language focused learning, and fluency development. The organisation of the lessons and the sequencing of content and tasks followed the guidelines proposed by Nunan (1988, 1989, 2003, 2004), and Harmer's (2007, 2015) procedure for teaching receptive and productive skills was adopted in the integration of the macro and micro skills.

Conclusion

This chapter focused on a task-based model embedding a theme-based model for integrating the four language arts; it highlighted the types of syllabuses, the meaning of a task and its characteristics, and content selection and sequencing for lesson planning. Few teaching models based on skill integration were also presented. The task-based and theme-based models are selected as the basis for designing a set of integrated-skill-oriented lessons, as will be elaborated in chapter six.

CHAPTER FOUR: RESEARCH TOOLS AND PROCEDURES

Introduction

The current study is conducted to examine the effects of two instructional approaches, namely the segregated-skill and the integrated-skill approaches on participants' speaking proficiency. In three stages, a fieldwork is carried out to answer the research questions. Firstly, two pre-intervention questionnaires are addressed to teachers and learners and an interview directed to students to probe how students are taught speaking and discern their needs and interests. Secondly, a treatment is run through a quasi-experimental design to enhance students speaking abilities. Thirdly, a post- intervention questionnaire is administered for the experimental group to have participants assess the instruction of speaking proficiency via the integrated-skill approach. This chapter provides a thorough description of the different stages of the fieldwork. It also affords an account of the sample under investigation, the research design adopted, the instruments implemented, and the procedures followed to collect data.

4.1 Research Questions and Hypotheses

This study addresses the following questions:

1. Which instructional approach do teachers adopt in teaching the Oral Expression module: the segregated-skills approach or the integrated-skills one?
2. Which instructional approach best assists students in developing speaking proficiency: the segregated-skills approach or the integrated-skills approach?
 - a. Which instructional approach best assists students in improving fluency and coherence when speaking: the integrated-skills approach or the segregated-skills approach?
 - b. Which instructional approach best assists students in controlling grammatical range and accuracy when speaking: the integrated-skills approach or the segregated-skills approach?

- c. Which instructional approach best assists students in controlling lexical resource when speaking: the integrated-skills approach or the segregated-skills approach?
 - d. Which instructional approach best assists students in enhancing their pronunciation: the integrated-skills approach or the segregated-skills approach?
3. What are the students' perceptions of and attitudes towards the use of the integrated-skills approach for teaching speaking?

The Hypotheses

Based on the above questions, we hypothesise that

1. Implementing the integrated-skill approach rather than the segregate-skill approach in the teaching of speaking would be more effective in improving first-year students' speaking proficiency.

This hypothesis has four subsidiary hypotheses, which come as follows:

- a. Implementing the integrated-skill approach rather than the segregated-skill approach would be more effective in improving first-year students' speaking fluency and coherence (avoiding silence and hesitation, speaking at length, and using words to connect ideas)
- b. Implementing the integrated-skill approach rather than the segregated-skill approach would be more effective in enabling first-year students to control grammatical range and accuracy (speaking in complex sentences, using a variety of grammatical forms, and avoiding grammatical mistakes)
- c. Implementing the integrated-skill approach rather than the segregated-skill approach would be more beneficial in enabling first-year students to control lexical resource (using a wide range of vocabulary, using idioms and collocation, and Paraphrasing).

- d. Implementing the integrated-skill approach rather than the segregated-skill approach would keep effective in enhancing first-year students' pronunciation (correct pronunciation, intonation, and joining words).

4.2 Participants

The participants in the current study are first-year students enrolled in the Department of Letters and the English Language at Frères Mentouri Constantine 1 University for the academic year 2020-2021. The study sample is part of a whole population in which the total number of students is estimated at 480. It has been selected for different reasons:

1. Freshmen, in general, come from high school with roughly an intermediate level of speaking proficiency. As they are majoring in English, they should develop their speaking skill since their first year at university to follow their advanced studies, which requires their readiness to express their thoughts clearly and fluently.
2. Speaking proficiency is significant in determining learners' overall level of proficiency. Thus, developing it right from the first year is necessary.
3. From her experience in teaching Oral Expression, the researcher remarked that some linguistic factors (grammatical mistakes, lack of vocabulary, and poor pronunciation) and/or affective factors (fear of making mistakes, shyness, and low self-confidence) do hamper them from participating in the classroom, leading them in becoming 'silent learners', so seeking a remedy for this situation is deemed necessary.

The sample of this study entails 46 students making up two classes, equally divided into one control group and one experimental group, 23 participants each. In our case, the sample has not undergone randomisation because it consists of intact pre-existing experimental and control groups that the administration already created by randomly enrolling students into comparatively equal-sized groups. Both groups were pre-tested before the experiment and

proved to be homogeneous and of almost equal speaking abilities. Any difference occurring to the two groups post to the intervention would be attributed to the treatment or intervention.

4.3 Research Design

In conducting the current study, aiming to investigate the effects of the integrated-skills and segregated-skills instruction on learners' speaking proficiency, we relied on triangulation or the multi-method approach for the ultimate goal of making our research study more valid and reliable. Triangulation, defined as “the use of two or more methods of data collection in the study of some aspects of human behaviour” (Cohen et al., 2000, p. 112), is a robust research technique which guarantees the research validity and reliability as relying heavily on just one method may "bias or distort the researcher's picture of the particular slice of reality she is investigating" (Lin, 1976; as cited in Cohen et al., 2000, p. 112). Furthermore, "the more the methods contrast, the greater the researcher's confidence" (Cohen et al., 2000, p. 112). In like manner, triangulation, as used in social sciences, aims at elaborating the wealth of human behaviour from different perspectives relying on both qualitative and quantitative research (Cohen et al., 2000).

Quantitative and qualitative research traditions are adopted for a number of reasons to ensure more precision and objectivity and to fulfil more validity and reliability in the conduct of the current study. First, predicting causal relationships between the research variables is involved in the research hypotheses. Second, tests, surveys, and interviews are used as means of data collection. Third, numeral indices, statistical analysis, interpretive analysis, and descriptive language are also used to describe and interpret data (McKay, 2006).

Hence, an experimental design, twined with surveys (Three questionnaires and an interview), is selected to investigate the effects of the segregated-skill and integrated-skill approaches on Algerian first-year students' speaking proficiency. The experiment is the most

suitable research design for our study as it is “the only method that directly concerns itself with causality” (Smith, 1991; as cited in Cohen et al., 2000, p. 211). At its basic definition, "an experiment involves changing the value of one variable – called the independent variable – and observing the effect of that change on another variable – called the dependent variable (Cohen et al., 2000, p. 211). Klinger (1970; as cited in Cohen et al., 2000, p. 211) described the experimental design as "If x , then y ; if frustration, then aggression.....the researcher uses some method to measure x and then observes y to see if concomitant variation occurs". Hence, the intervention of the current study seeks to manipulate the two independent variables ‘the segregated-skill approach’ and ‘integrated-skill approach’ to check their effects on the dependent variable ‘students’ speaking proficiency’ (fluency and coherence, grammatical range and accuracy, lexical resource, and pronunciation), and learners’ autonomy and self-confidence.

The design selected for the current study is a quasi-experimental design, which is distinct from the true experimental design by the fact that the study groups are constituted without undergoing any process of randomisation (Cohen et al., 2000, p. 211). Klinger (1970; as cited in Cohen et al., 2000, p. 211) labels quasi-experimental situations as 'compromise designs' which occur more likely in educational research where randomisation of the groups is not practical in schools and classrooms.

The experiment was conducted during the second semester of the academic year 2020-2021. The control group students underwent the traditional segregated-skill approach (SSA) while the experimental group students underwent the integrated-skill approach (ISA). Both groups were administered a pre-test prior to the intervention and a post-test after it.

4.4 Instruments

Different research instruments have been adopted in the current study to collect and analyse data to answer the research questions and check the hypotheses put forward at the outset of the current study.

4.4.1 The Questionnaires

Three questionnaires are used in the current study: one for teachers and another for the whole sample of students prior to the experiment, and a third one is designed for the ISA group after the experiment to elicit their attitudes towards the effectiveness of the ISA in enhancing speaking proficiency.

- **The Teachers Questionnaire:** It aims to investigate which approach is being adopted in teaching the Oral Expression module (the integrated-skill or segregated skill approach) and whether the speaking skill is integrated into the other macro/ micro skills.
- **The Students Questionnaire:** This survey, assigned to 120 (1/3) of the population, attempts to check the learners' attitudes towards the Oral Expression module. It focuses on the learning process by considering students' speaking levels, the difficulties they face, and the activities teachers adopt in teaching Oral Expression. A pilot questionnaire was assigned to a small group (10 students) of the study sample to check the simplicity and clarity of the questionnaire's items; consequently, a few questions were reformulated, for they needed to be clearer, and others were discarded for being repetitive.
- **ISA Group Questionnaire:** This survey is assigned to the integrated-skill group after the experiment to elicit their opinions about the integrated-skill method and its significance in enhancing their speaking proficiency.

4.4.2 The Interview

After the questionnaire had been administered, further details were urgently needed in order to (a) gain more information about the activities being adopted in the Oral Expression module and (b) track how the macro skills and micro skills are integrated/segreated, and (c) determine what exactly students are required to perform in each skill/sub-skill. Thus, interviews were necessary. McNamara (1999) asserted that interviews are valuable in getting more ‘in-depth’ evidence after administrating a questionnaire to back and further explore the respondents’ responses on a particular topic. For him, comprehending what the interviewees have in mind about a particular subject is the interviewer’s principal mission (McNamara, 1999). In fact, the teachers’ and the students’ questionnaires administered prior to the experiment, as well as the interviews, also served us in conducting a needs analysis by taking into account all the interviewees provided information about the activities they would like their teachers to include in the lessons and their suggestions for the betterment of the teaching of Oral Expression.

4.4.3 Speaking Proficiency Test: The International English Language Testing System (IELTS)

Proficiency tests aim to assess the candidates’ mastery of the language in order to determine whether they have the required level of proficiency or not without taking into account their previous training or past learning experience (Li, 2019). The International English Language Testing System (IELTS) is considered a proficiency test as it meets the same criteria as other proficiency tests. First, these tests are established to evaluate a certain level that test takers have reached, corresponding to some specific acquired capacities. Second, they are ‘standardised’ or ‘criterion-referenced’; that is to say, the candidates are assessed according to some established standard criteria of evaluation rather than being compared to other candidates who took the same test. Third, the fact that these tests comprise the four language skills (listening, speaking,

reading, and writing) makes them accessible to people of all levels without being restricted to any particular category (Li, 2019).

The IELTS speaking test is considered a contemporary proficiency test not only because it takes rating criteria as standard as the other tests in the post-scientific era (psycholinguistic-sociolinguistic) but also because oral language production is founded on social interaction and communicative competence. Furthermore, the candidates can speak at length to reveal their speaking abilities. Hence, the IELTS is considered a reliable and valid test according to the post-scientific era codes.

The IELTS is mutually possessed by the British Council, IDP IELTS, and Cambridge University Press & Assessment (<http://www.ielts.org/>). According to the British Council (2019), "IELTS – the International English Language Testing System – is the world's most popular English language test. It is developed by some of the world's leading language assessment experts and evaluates all your English skills — reading, writing, listening and speaking." This system measures the language proficiency of people who want to go to English-speaking countries such as Australia, Canada, New Zealand, the UK and the USA to study or get a job (Li, 2019). Two versions of the IELTS system are available: IELTS Academic and IELTS General Training. The former is destined for those whose purpose is to carry out higher education or professional registration. At the same time, the latter is meant for those who want to be enrolled in secondary education, training programmes, or work experience (Li, 2019). The IELTS test contains four sections: listening, reading, writing, and speaking, to assess the overall language proficiency of candidates. The first three sections can be passed on paper or computer, whereas the last one is a face-to-face interview with a trained IELTS examiner in 11 to 14 minutes. The latter evaluates the test takers' speaking abilities, relying on four essential criteria:

fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The results are provided in bands and are ranked from band 1 to band 9.

Although some differences exist between the sections of the Academic IELTS and the IELTS General Training, The IELTS speaking section is the same in both tests, and it is adopted in the current study to assess the participants' speaking proficiency in both the Integrated-skill group and the segregated-skill one.

4.4.3.1 IELTS Speaking Test Structure

The IELTS speaking test (British council, 2019) is an 11 to 14-minutes face-to-face interview between the test taker and the examiner. It includes three parts, and each part achieves a specific purpose concerning interaction pattern, task input and the examinee output.

- **Part One (Introduction and Interview):** This part lasts 4-5 minutes. The examiner greets the candidate and checks his identity, then asks him a few questions on some familiar topics such as interest, family, studies, work, etc. By answering these questions, the speaker must show the ability to communicate ideas on simple everyday topics and familiar situations easily.
- **Part Two (Long Turn):** Part 2 lasts 1-2 minutes (3 minutes including the preparation time). The examiner provides the examinee with a cue card, including a topic and some points to be covered about it. The examinee is given one minute to take notes and organise his thoughts; then, he is required to talk at length without being interrupted. When the two minutes elapse, he answers two questions about the same topic.
- **Part Three (Discussion):** Part 3 lasts for 4-5 minutes. The examiner and candidate discuss the same topic in part two thoroughly. The test taker has to show the ability

to discuss and analyse abstract matters about the topic at hand and make speculations about it.

4.4.3.2 Marking and Assessment

The scores of the IELTS speaking test range between 1 and 9 (British council, 2019). Its four central evaluation norms are described below.

- **Fluency and Coherence:** Fluency and Coherence are related to the speaker's ability to speak at length without noticeable silence or hesitation and to the ability to use appropriate words (transitions/signal markers) to link ideas.
- **Lexical Resource:** Lexical Resource refers to the candidate's ability to speak using a wide range of vocabulary, including idiomatic expressions and collocations, and convey his/her ideas by relying on paraphrasing.
- **Grammatical Range and Accuracy:** Grammatical Range and Accuracy is the ability to speak accurately using complex sentences and grammatical structures.
- **Pronunciation:** Pronunciation is the ability to pronounce words correctly and connect the sounds properly, with suitable intonation. (Check Appendices I & II for more details about speaking: band descriptors—public version and the IELTS Speaking Feedback Sheet).

4.4.4 Statistical Tests

Two statistical tests are used in the present study: the F test and the t-test.

4.4.4.1 The F-test

The F-test is a statistical test used in hypothesis testing to check whether the variances of two populations or two samples are equal. It uses the f statistic to compare two variances by dividing them. The F-test test can also be used as a preliminary to the t-test calculation to check the homogeneity of variance (equal variance) between two independent groups (Miller, 1975).

On this basis, decisions about conducting an equal variance t-test or unequal variance t-test are to be made. “An F-test generally arises as a ratio of variances. When the hypothesis of equal variances is true, the ratio of sample variances should be about 1. Large values of F indicate a large disparity in sample variances and would lead to rejection of H_0 ” (Walker & Shostack, 2010, p. 74). The F-test realised as follows:

Null hypothesis: $H_0: \sigma_1^2 = \sigma_2^2$

Alt. hypothesis: $H_A: \sigma_1^2 \neq \sigma_2^2$

Test statistic: $F = s_U^2 / s_L^2$

Decision rule: reject H_0 if $F > F_c (\alpha/2)$

$F_c \rightarrow$ The critical F value,

$U \rightarrow$ ‘upper’

$L \rightarrow$ ‘lower’.

$(s_U^2) \rightarrow$ The sample with the larger sample variance is the ‘upper’ sample,

$(s_L^2) \rightarrow$ The sample with the smaller sample variance is the ‘lower’.

(Walker & Shostock, 2010, p. 75)

4.4.4.2 The t-test

In this study, we have chosen the t-test because it is widely used in language studies (Brown, 1988) and is applied regardless of the size of the samples as opposed to the z-test, which requires large samples. In addition, our hypothetical study describes many variables,

each of them is an interval scale (speaking proficiency, fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation), and it seeks to compare the results of two independent groups (the integrated-skills group and the segregated-skills group). These are the requirements of the t-test, which is used to measure the mean difference between two groups.

To calculate the t value, we apply the following formula.

$$t_{N_1+N_2-2} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1+N_2-2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1+N_2)}}$$

$\bar{X}_1 \rightarrow$ The mean of the first group

$\bar{X}_2 \rightarrow$ The mean of the second group

$N_1 \rightarrow$ The number of participants in the first group

$N_2 \rightarrow$ The number of participants in the second group

$S_1 \rightarrow$ Standard Deviation (Sample Variance) of the first group

$S_2 \rightarrow$ Standard Deviation (Sample Variance) of the second group

The Sample Variance is an average of the differences of all scores from the mean.

4.5 Procedures

An experimental design is needed to compare the effects of the integrated-skill and segregated-skill approaches on first-year students' speaking proficiency. Thus, the pre-test, treatments,

post-test, and assessment procedures required for its realisation are thoroughly elaborated in the subsequent section.

4.5.1 The Pre-test

Prior to the intervention, the experimental and the control groups went through a pre-test. Both groups took the same test, which follows the guidelines mentioned above for the speaking section of the IELTS. The test lasted 10 to 12 minutes and was administered individually and recorded for future analysis. It is worth mentioning that the pre-test aims were twofold: first, to ensure that the participants in both control and experimental groups had equivalent levels of speaking proficiency before embarking upon the treatment. Second, the test was adopted as a placement test to determine the participants' level of speaking proficiency, which served the researcher in making the right decisions about the selection of the materials to be included in the treatment (audio tracks and videos, chosen for listening, and the texts selected for reading). These materials should match the level of the participants. The pre-test is divided into three parts.

- **Part One:** This part consists of a dialogue that lasts from 4 to 5 minutes. The researcher asks the participant a few general questions; some are personal, such as his/her plans after graduation, hobbies, etc., and others are mainly about his/her shopping habits, clothing items, trendy clothes and the panton colour of the year, etc. This topic is mainly related to the subject which will be tackled in the experiment 'fashion' (See the Pre-test in Appendix VI)

- **Part two:** When the participant finishes his/her dialogue about some personal questions and the selected topic, 'shopping', the examiner asks him/her to talk at length about another topic which is related to the one discussed in the first section, but this time in a more detailed way. The question is 'Describe the clothes you prefer to wear'. The examiner provides the examinee with a cue card that includes some questions that will orient him to talk thoroughly about this

topic, such as the clothing items, colours, occasions to wear them, and the reason behind wearing them. The speech lasts 2 minutes.

- **Part three:** Another dialogue is required in the third part of the pre-test. The questions this time are more abstract and require the examinee to make a comparison or some analysis to elaborate on the topic at hand. The questions are related to the same topic; However, they are more abstract, such as men's and women's shopping habits, colours and personalities, teenagers and fashion, and future clothes. The dialogue lasts 3 to 4 minutes.

4.5.2 The Treatments

The study groups received two different treatments. The control group was instructed through the traditional segregated-skill approach, and the experimental group received instruction via the innovative integrated-skill approach.

4.5.2.1 Segregated-Skill Approach

The segregated-skill group received instruction following the traditional method where students were assigned topics to prepare in pairs or small groups and present in front of their classmates; then, a subsequent class discussion was raised between the whole class and the members who presented the topic. They tried to answer questions and provide clarifications about the topic at hand. The topics selected for the oral presentations were assigned by the teacher and included the following:

- 'Generation Z',
- 'Other Generations',
- 'Fashion and Fashion Designers',
- 'Garments from the Sketch to the Shop',
- 'Clothes and Colours',
- 'Pantone Colour of the Year',

- ‘Clothing Styles (Hipster Style, Gothic Style, etc.),
- ‘Fast Fashion: Are you a Fashion Victim?’,
- ‘Fast Fashion and the Environment’,
- ‘Eco-fashion’,
- ‘Future Fashion’, and
- ‘Tech-Wear Items’.

Oral Expression is scheduled twice a week, one hour per session instead of one hour and a half because of the sanitary measures imposed during the COVID-19 pandemic. The segregated-skills group received instruction via the traditional method (oral presentation and class discussion) for eight weeks, during which students were supposed to present two topics a week. The learners were divided into pairs or groups of three. In each session, two oral presentations about the same topic were delivered for about 15 minutes; then, a class discussion about the same topic was held for nearly 30 minutes. The selected topics and the presentations’ distribution are presented in the Table 4.1.

The teacher/ researcher tried her best to guarantee a balance between the segregated-skills group and the integrated-skills in terms of the knowledge provided to them. In this vein, all the details provided to the latter through the different materials, audio, videos, or prints were also given to the former in the topics selected for the different presentations. The only difference between the two groups lies in integrating or segregating the four macro skills (listening, speaking, reading, and writing) or the other micro skills (vocabulary, grammar, and pronunciation).

Table 4.1

Timetable of Lessons' Delivery to the SSA Group

Topic	Group	Session 1 (1h)	Session 2(1h)
Generations	Week1	Generation Z	Other Generations
The World of Fashion	Week 2	Fashion and Fashion Designers,	Garments from the Sketch to the Shop
Garments and Colours	Week 3	Clothes and Seasonal Colours Preferences	Pantone Colour of the Year
Clothing Styles	Week 4	The Hipster Style	Other Styles
Fast Fashion	Week 5	Are You A Fashion Victim	Fast Fashion and the Environment
Eco-Fashion	Week 6	Sustainable Fashion	How to Become a Responsible Consumer?
Future Fashion	Week 7	Future Fabrics	Tech-wear items
Future Inventions	Week 8	Delayed presentations	Delayed presentations

4.5.2.2 Integrated-Skill Approach

The experimental group, who received training via the integrated-skill approach, had two regular Oral Expression sessions per week (one hour each). Students in this group were introduced to a unit including six lessons about "fashion". The latter was a subject of interest to 85.32% of the students (see chapter 6 section 6.2.1 for more details). The six lessons are about 'Generation Z', 'Fashion the Art of Style', 'Clothes and Colours', 'Clothing Styles', 'Fast Fashion and Eco-Fashion', and 'Future Fashion'. Following the ISA principles and Nation's 'Four Strands' (2007, 2012), the instructor/researcher initiated the learners to the ISA approach, which is all about combining the four macro skills (listening, speaking, reading, and writing) and the micro skills (vocabulary, grammar, and pronunciation), and fluency. This integration was not only ensured throughout the whole unit but also in every single lesson.

The learners start each lesson by receiving input by listening to audio/ videos or reading prints (meaning-focused input). A pronunciation, a vocabulary, or a grammar point is extracted from the listening/ reading material to be the focus of language-focused lessons (language-focused learning). The speaking skill is present in every stage of the lesson where learners are required to discuss some issues related to the topics at hand or are involved in collaborative activities such as information-gap or role-playing where they have to communicate and share ideas (meaning-focused output). These two activities are adopted to integrate the macro skills and practise the micro skills since the learners in both activities are required to listen, speak, read, and write. Learners are also introduced to the 4/3/2 technique (fluency development) to enhance their speaking fluency. (see Chapter 6 for more details about the structure of the lessons, the combination of skills, and the selection of materials and activities).

The experiment took over two months during the second semester of the 2020-2021 academic year. Four sessions were devoted to every lesson (two weeks) except for the introductory and concluding lessons, which were short (one week). The listening and reading materials were meaning-centred, i.e. 80% of the content was accessible to learners, the macro and micro skills were well balanced in time, and fluency was also included as required by Nation (2007, 2012).

Table 4.2

Timetable of Lessons' Delivery to the ISA Group

Topic	ISA Group	Session 1 (1h)	Session 2(1h)
Generation Z	Week1	Listening+ Reading	/
The World of Fashion	Week 1	Listening	Reading
	Week 2	Language-focused	Fluency development/ Follow-up activity
Garments and Colours	Week 3	Listening	Reading
	Week 4	Language-focused	Fluency development/Follow up activity
Clothing Styles	Week 5	Listening	Reading
	Week 6	Language-focused learning	Fluency development/Follow-up activity
Fast Fashion &Eco-Fashion	Week 7	Listening	Reading
	Week 8	Language-focused learning	Fluency development/Follow-up activity
Future Fashion	Week 9	Listening+Reading	/

4.5.2.3 The Post-test

The post-test is identical to the pre-test in structure but different in content. It was administered in the same way, under the same conditions. As far as part one is concerned, it entailed some personal questions such as whether participants are sociable or not, how frequently they go out to spend time with their friends or take part in different social occasions, etc. The cue card of the second part of the test is mainly about describing a party the examinee has enjoyed, taking into account when and where it took place, how he/she dressed, and how he/she felt about his/her outfit and the party itself. The third part was an interview about fast fashion, clothing styles and personality, future fashion and how it would save the environment.

Conclusion

Throughout this chapter, the researcher provided a summary of all the details related to the field work, in an attempt to answer the research questions and check the validity of the hypotheses set at the early stage of the study. These hypotheses are to test the effects of the integrated-skills and segregated-skill approaches on students' speaking proficiency. This chapter clarified the motives behind selecting the research design and justified the reliance on triangulation and on quantitative and qualitative research traditions to fulfil the research aims. Furthermore, it described the instruments adopted in the study, with more focus on the IELTS as a main assessment tool of speaking proficiency. Finally, it described the stages through which the treatment was carried out.

CHAPTER FIVE

EXPLORING THE IMPLEMENTATION OF THE INTEGRATED- SKILL AND SEGREGATED-SKILL APPROACHES IN THE TEACHING OF ORAL EXPRESSION

Introduction

The literature review brought to light the significance of the speaking skill for EFL learners, as speaking proficiency is an essential sign of a speaker's competence in the language. Therefore, speech production was tracked in the first chapter from intentions in the speaker's mind into verbal utterances, shedding light on the different factors that may intervene with smooth speech delivery.

When it comes to teaching, speaking has been influenced by various approaches and methods, which were implemented in the last decades, each with its strengths and drawbacks. Among them is the traditional segregated-skill approach, which is still asserting its position in pedagogy by advocating the separation of the four language skills in education; nonetheless, a more recent trend has grown against the traditional teaching fashion in favour of a more innovative approach, the integrated-skills one, encouraging the integration of the four language arts as this is the normal way of communication in the real world. Thus, this chapter seeks to get hold of some evidence concerning the teaching of the speaking skill in Oral Expression at the Department of Letters and the English Language, Frères Mentouri Constantine 1 University, especially in the lack of a standardised syllabus for all teachers. Hence, scrutiny of the teaching approach followed by instructors, the pedagogical materials implemented, and knowledge about learners' needs and aspirations in learning aural-oral skills are crucial to reach insightful conclusions for the pursuit of the current study and for making informed decisions about teaching speaking in general.

5.1 The Teachers Questionnaire

The questionnaire was sent to teachers via emails.

5.1.1 Description of the Questionnaire

The questionnaire consists of three sections: (1) general information, (2) teachers' attitudes towards students' speaking skill, and (3) teaching speaking through the segregated-skill/ integrated-skill approaches.

Section 1: General Information

This section seeks information about the degree teachers hold (Q1), their teaching experience (Q2), and the different levels they teach (Q3).

Section 2: Teachers' Attitudes towards Students' Speaking Skills

The second section aims at eliciting teachers' attitudes towards learners' speaking abilities, taking into account how they evaluate their students' speaking level (Q4), how many students participate in Oral Expression lessons (Q5), what makes students feel enthusiastic about taking part in Oral Expression sessions (Q6), what hampers the silent students from speaking (Q7), and whether or not being a proficient speaker is a prerequisite for having a good level of proficiency in English (Q8).

Section 3: Teaching Speaking through the Segregated-Skill/ Integrated-Skill Approaches.

This section is meant to know about the method teachers follow in teaching Oral Expression module. It accounts for the activities teachers focus on in Oral Expression lessons (Q10), whether speaking is taught isolated from or integrated with the other skills (listening, reading, and writing) (Q11), the skills/ sub-skills teachers usually combine when teaching speaking (Q12). Moreover, it investigates the teaching practices occurring in the OE sessions, such as how often teachers provide their students with audio/ videos (Q13), the activities they ask students to achieve after listening to an audio/watching a video (Q15) and the aim behind them

(Q16), how often they give students reading assignments (Q17) and for which purpose (Q18), how often they give them writing assignments (Q19) and the aim behind them (Q20). Other questions concern the way teachers organise the students while achieving the assigned tasks in the classroom (Q21), the language(s) students use while working in pairs or in groups (Q22), how often teachers encourage learners to speak in English while interacting (Q23), the materials teachers use to teach Oral Expression (Q24), whether teachers raise their students' attention towards the necessity of combining the four skills as it naturally happens in everyday life (Q25), and whether or not teachers think that integrating the speaking skill with the other skills and sub-skills would better develop learners' speaking proficiency than teaching it segregated from the other skills (Q26).

5.1.2 Analysis of the Teachers Questionnaire

Q.1 Degree held:

- a. Magister
- b. Doctorate

Table 5.1

Teachers' Degree

Options	1 st -year Teachers		Department Teachers	
	N	%	N	%
a	3	50	9	42.86
b	3	50	12	57.14
Total	6	100	21	100

If we consider the Oral Expression teachers of the department as a whole, more than half of the sample (57.14%) held a doctorate while 42.86% obtained a magister degree. First-year OE teachers were split into two halves, 50% each.

Q. 2 Teaching experience:

.....years

Table 5.2

Teachers' Experience

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
1-5	10	47.62	4	66.67
6-10	7	33.33	1	16.67
11-15	4	19.05	1	16.67
Total	21	100	6	100

Generally speaking, the teaching experience of the department teachers who taught Oral Expression ranged between 1 and 15 years: 47.62 % (1-5 years), 33.33% (6- 10 years), and 19.05 (11-15 years). On the other hand, 66.67% of first-year teachers had a teaching experience of (1-5 years), and 16.67% have taught it either from 6 to10 years or from 11 to 15 years. A third of the sample has an experience exceeding 6 years. Hence, the quality of teaching can be satisfactory considering the degrees teachers hold and their experience (Q1 & Q2).

Q. 3 Which level do you teach?

- a. First year
- b. Second Year
- c. Third year

Table 5.3

Teaching Levels

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	12	57.14	6	100
b	10	47.62	2	33.33
c	10	47.62	2	33.33
Total	21	100	6	100

Over half of the department teachers (57.14%) taught Oral Expression to first-year students. 47.62% taught second year and 47.62 % third year. First-year teachers also taught second year (33.33%) and third year (33.33%). Teaching different levels could bring about different insights and varied ideas with regard to the teaching methods and activities teachers adopted in the classroom.

Q.4 How do you evaluate your students' level in speaking?

- a. Excellent
- b. Good
- c. Average
- d. Poor

Table 5.4

Teachers' Assessment of Learner' Speaking Proficiency

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	0	0	0	0
b	0	0	0	0
c	19	90.48	5	83.33
d	2	9.52	1	16.67
Total	21	100	6	100

No teacher from the department group or the first-year group claimed that students have an excellent or a good level in speaking. The majority of each group (90.48% and 83.33%, respectively) claimed that learners were of average ability, while 9.52% of the first sample and 16.67% of the second answered that the students were poor speakers. Hence, some measures should be considered to improve learners' speaking abilities. Teachers, for example, should consider that and think of different methods, tasks, and materials they could use to improve learners speaking abilities.

Q. 5 How many students participate in Oral Expression lessons?

- a. All of them
- b. The majority of them
- c. Only a few students
- d. None of them

Table 5.5

Frequency of Students' Participation

Options	Department Teachers		1 st Year Teachers	
	N	%	N	%
a	1	4.76	0	0
b	12	57.14	4	66.67
c	8	38.1	2	33.33
d	0	0	0	0
Total	21	100	6	100

Approximate percentages were obtained in the department group and first-year group regarding students' participation in the classroom. 57.14% against 66.67% confirmed that the majority of learners took part in Oral Expression sessions, and 38.1% against 33.33% stated that only a few students participated. All teachers in both groups denied that no student took part in the lessons. Only one teacher in the department teachers asserted that all of his learners participated, while no teacher (0%) in the first-year group confirmed that all his students participated.

Q. 6 What makes them enthusiastic about taking part in Oral Expression lessons?

- a. The teacher
- b. The teaching method
- c. Classroom atmosphere
- d. The topics selected for discussion

Table 5.6

Teachers' Attitudes towards Learners' Enthusiasm for Participating in OE

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	10	47.62	1	16.67
b	13	61.90	5	83.33
c	14	66.67	4	66.67
d	19	90.48	6	100
Total	21	/	6	/

The majority of the department teachers (90.48%) and all first-year teachers (100%) confirmed that the choice of topics to deal with attracted the learners' attention and made them more motivated to participate (similar finding in the students questionnaire Q13). Considerable portions of the department teachers (61.90%) and first-year teachers (83.33 %) attributed learners' enthusiasm to the teaching method. Nearly half of the first group (47.62%) and 16.67% of the second emphasised the role of the teacher in making the students more interested in the lessons. An equal percentage in both groups (66.67%) pointed to the classroom atmosphere as a motivating factor.

Q. 7 In your opinion, what hampers silent students from speaking in Oral Expression sessions?

- a. Lack of vocabulary
- b. Fear of making mistakes
- c. Fear of the teacher's remarks
- d. Fear of the classmates' reaction

Others.....

Table 5.7

Teachers' Attitudes towards the Reasons behind Students' Reluctance to Participate

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	12	57.14	5	83.33
b	18	85.71	4	66.67
c	9	42.86	2	33.33
d	13	61.90	2	33.33
Total	21	/	6	/

The majority of the department teachers (85.71% against 66.67% of first-year teachers) stated that 'fear of making mistakes' was the primary factor that prevented students from speaking, while almost the same percentage of the teachers in both groups (83.33% against 57.14%) believed 'the lack of vocabulary' to be the major cause. 'Fear from classmates' reactions' was also mentioned by a considerable portion of the department teachers (61.90%) and a third (33.33%) of the first-year teachers. 'Fear from teachers' remarks' was the option opted for by 42.86% of the former group and 33.33% of the latter. It could be asserted that students face difficulties while speaking not only because of their limited vocabulary repertoire but also because of other psychological factors directly linked to fear of making mistakes and fear of their classmates' and teachers' reactions (same conclusion found in the students questionnaire Q13). In the 'others' option, the teachers listed some other factors, which were mainly related to the lack of information about the topic at hand, lack of interest, shyness and low self-confidence, as quoted below:

- “Demotivation”
- “Lack of ideas and motivation”.
- “Lack of interest.”
- “Lack of knowledge.”

- “All depending on the student’s personality.”
- “Students tend to be shy and introvert.”
- “Lack of interest in the topic and demotivation.”
- "Some students are introverted, so they do not like sharing their ideas with others, while others are shy or have low self-confidence."
- "Lack of ideas and the way of organising them"
- “Shyness and anxiety”
- "Inhibition of low self-esteem"

Q. 8 Being a proficient speaker is a prerequisite for having a good level of proficiency in English.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Table 5.8

Teachers’ Attitudes towards the Importance of the Speaking Skill

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	8	38.1	1	16.67
b	9	42.86	4	66.67
c	3	14.29	1	16.67
d	0	0	0	0
e	0	0	0	0
Unstated	1	4.76	0	0
Total	21	100	6	100

Considerable portions in the department and first-year teachers groups (42.86% against 66.67%) agreed on the fact that being a proficient speaker is very important to have a good proficiency level in English, 38.1% of the first group and 16.67% in the second chose 'I Strongly agree', and 14,29% in the former against 16.67% in the later could not decide. No participant in both groups answered 'disagree' or 'Strongly disagree', and only one participant in the department teachers did not reply. By combining the results, we could conclude that 80.96% of the department teachers (b+c) and 83,34% of 1st-year teachers (b+c) agreed that speaking is significant for good overall language proficiency.

Q.9 Please, say why.....

The teachers who opted for "I strongly agree" justified their choice by the fact that speaking is the principal means of communication, reflecting the speakers' communicative and grammatical abilities. Furthermore, both "accuracy" and "fluency" are required so that learners can reach a good level of proficiency. One teacher stated that the central goal of EFL learners is to be competent speakers; that is why speaking is considered a prerequisite for having a good level of proficiency in English. Their justifications came as follows:

- "The primary means of communication is speaking. Therefore, a person's mastery of spoken language is a direct corollary of his/her mastery of grammatical and communicative competencies."
- "A good speaker manages to get their ideas across in a clear and easy manner."
- "Being a proficient speaker is a prerequisite for having a good level of proficiency in English."
- "Speaking is the skill that is most commonly used among people for fulfilling everyday life needs; besides, it is the skill that shapes one's level of mastery of a

particular language because we usually ask individuals 'Do you speak English?' 'Do you speak French?' and so on."

- "Like writing, speaking is the other communication mode, without which proficiency cannot be ensured."
- "The ultimate goal of most people learning any foreign language is to develop oral proficiency in that language."
- "Accuracy and fluency are crucial to reach proficiency in English; fluency stands for speaking the language like a native."

The teachers who chose 'I agree' stressed that speaking is an integral part of the language and is essential for communication. It is also linked to the other macro skills (listening, reading, and writing) and micro skills like pronunciation, intonation, vocabulary, and grammar. Hence, a good speaker certainly has a good level of proficiency. Following are the justifications provided by teachers:

- "Speaking is a major part of language usage."
- "Speaking proficiency is fundamental in communication. It is strongly connected to other skills like listening, writing, and reading. Also, it helps students practice what they acquired in a real context."
- "... generally speaking, students who are good speakers have a good level of proficiency in English because speaking involves grammar and other challenging elements such as pronunciation, intonation and vocabulary. It is a challenging skill, and if a student is good at it, then probably he/she has a good level."
- "Though all skills are important, speaking is nevertheless crucial since it is the primary element in human communication."

- "For most people, knowing a language means being able to speak that language, so speaking proficiency is a good predictor of the learner's language proficiency as it entails different language skills and aspects."
- "Because speaking is one of the language skills that any learner needs to master to be considered proficient in English."

Although none of the teachers denied the importance of speaking proficiency for having a good level of proficiency, some were hesitant and could not have a clear-cut point of view. They emphasised some affective factors that may hamper good learners from being good speakers, referring mainly to shyness, fear of teachers' reactions, lack of self-confidence, and introversion. The following quotes illustrate teachers' justifications.

- "Not necessary because the learner may have a good level but inhibited to talk either because he is shy and lacks confidence or he is afraid of the teachers' reactions."
- "Some students are very proficient in English but unfortunately have not developed the skills required to communicate in a public setting."
- "Here, it has to do with the student's personality whether he/she is introvert or extravert."
- "Not necessary because the learner may have a good level but is inhibited to talk, whether because he is shy and lacks confidence or he may be afraid of the teachers' reactions."

Q.10 Which of the following activities do you focus on in Oral Expression lessons?

- a. Free debates
- b. Group discussions
- c. Oral presentations
- d. Role-plays

e. Vocabulary games

Others.....

Table 5.9

Activities Involved in OE Lessons

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	14	66.67	3	50
b	14	66.67	5	83.33
c	15	71.43	3	50
d	9	42.86	1	16.67
e	9	42.86	3	50
Total	21	/	6	/

The majority of the department teachers (71.43%) indicated that Oral Expression lessons are based on oral presentations, and two equal proportions (66.67% each) declared that they focused on free debates and group discussions. Furthermore, most first-year teachers (83.33%) placed group discussions in the first position, then came free debates and oral presentations in the second position, with equal percentages (50%). Role-plays and vocabulary games were also adopted, each by 42.86% of the department teachers. However, 50% of first-year teachers used vocabulary games, and 16.67% applied role-plays. Henceforth, teachers mostly used oral presentations, free debates, group discussions, and vocabulary games; nonetheless, only one teacher (16.67%) included role-playing in her lessons. Some other activities were also mentioned by teachers, such as “speaking activities and games”, “listening activities and discussions over oral or written input”, “speaking games and pronunciation activities”, and “Simulations, listening, songs and lyrics”.

Q. 11 How do you teach the speaking skill?

a. In isolation (speaking only)

b. Integrated with the other skills (listening, reading, writing)

Table 5.10

The Way the Speaking Skill Is Taught

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	4	19.05	2	33.33
b	17	80.95	4	66.67
Total	21	100	6	100

19.05% and 33.33% of the department teachers and first-year teachers, respectively, confirmed that they teach the speaking skill in isolation. In contrast, the majority (80.95%) in the former and a good deal of teachers (66.67%) in the latter asserted that the speaking skill was combined with the other skills: listening, speaking, and writing.

12. Which of the following skills/ sub-skills do you usually combine when teaching speaking?

- a. listening
- b. reading
- c. writing
- d. vocabulary
- e. pronunciation
- f. grammar

Table 5.11

Macro Skills and Micro Skills Integration

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	21	100	6	100
b	11	52.38	2	33.33
c	3	14.29	1	16.67
d	16	76.19	5	83.33
e	15	71.43	5	83.33
f	8	38.1	3	50
Total	21	/	6	/

All department teachers, including first-year teachers indicated that they teach speaking with listening. The majority of this group answered with approximate percentages (76.19% and 71.43%) that vocabulary and pronunciation are also stressed in Oral Expression, which was also declared by 83.33% of first-year teachers. Reading and grammar were also introduced by 52.38% and 38.1% of the department teachers and 33.33% and 50% of first-year teachers. Writing was the least included skill since 14.29% and 16.67% of the participants in both groups used it. First-year teachers emphasised some skills and sub-skills in this order: listening, pronunciation, vocabulary, grammar, reading, and writing (similar to students' answers).

Q.13 How often do you provide your students with audio to listen to?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.12

The Frequency of Listening to Audios

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
A	2	9.52	0	0
B	8	38.1	1	16.67
C	8	38.1	3	50
D	3	14.29	2	33.33
E	0	0	0	0
Total	21	100	6	100

38.1% of the department teachers stated that they 'often' or 'sometimes' provided students with audio to listen to. Only 9.52% 'always' gave audio to their students, and 14.29 'rarely' did. On the other hand, 50% of first-year teachers 'sometimes' offered audio to learners, and 33.33%

‘rarely’ did it. 16.67% did it ‘often’, and no teacher chose the ‘always’ option. No teacher in either group opted for ‘never’. Teachers included listening materials, but not to a high degree of frequency.

Q. 14 How often do you provide your students with videos to watch?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.13

Frequency of Watching Videos

Options	1 st -year teachers		Department Teachers	
	N	%	N	%
a	0	0	1	4.76
b	0	0	5	23.81
c	4	66.67	8	38.1
d	1	16.67	6	28.57
e	1	16.67	1	4.76
Total	6	100	21	100

Most department teachers (66.67%) ‘sometimes’ exposed students to videos, while 16.67% ‘rarely’ and 16.67% ‘never’ did it. No teacher in this group selected ‘always’ or ‘often’. Concerning first-year teachers, 38.1% ‘sometimes’ gave videos to students to watch, 23.81% ‘often’ did, 28.57% ‘rarely’ did, and 4.76% never did it. Only 4.76% ‘always’ used videos as a medium to teach OE. Teachers incorporated listening in their lessons from time to time, mainly because they relied on group discussions, free debates, and oral presentations, as was declared by teachers in Q 9.

Q.15 What activities do you require your students to do after listening to an audio track/ watching a video?

Q. 16 What is the objective of these activities?

Teachers' answers to this question allowed the gathering of the activities they assigned to the learners after listening to audio recordings under the following groupings:

- Listening comprehension: answering questions related to the audio.
- Summarising the content of the audio.
- Fill in the gaps activities.
- Vocabulary activities: Explaining unfamiliar words.
- Pronunciation activities: pronunciation and intonation.
- Group discussions.

Table 5.14

Listening Activities and Their Objectives

Answers	Department Teachers		1st- Year Teachers	
Answering Listening Comprehension questions	15	71.42	3	50
Oral Summary	5	23.80	3	50
Fill in the gaps	7	33.33	2	33.33
Vocabulary activities	4	19.04	3	50
Group discussions and debates	7	33.33	1	16.66
Pronunciation	4	19.04	0	0
Note-taking	2	9.52	0	0
Role-playing	1	4.76	1	16.66

- According to Table (5.14) above, 70.42% of the department teachers and 50% of first-year instructors exposed the students to authentic language. They relied basically on answering listening comprehension questions in teaching Oral Expression to enhance their listening abilities, enrich their vocabulary, and develop their pronunciation, as some teachers answered:

- ✓ "Getting students used to listening to English, training their ears, grasping ideas from what has been listened to, being exposed to authentic English, and hence learning authentic pronunciation and vocabulary".
 - ✓ "Improving pronunciation, enriching vocabulary, and improving the listening and retaining abilities".
 - ✓ "Usually to answer comprehension questions, to use the topic for discussion, and to discuss phonetic and phonological matters. That is to say, to combine several aspects that all contribute to the speaking skill (listening, syntax, phonology, etc.)
 - ✓ "The ultimate objective is developing learners' speaking and listening skills, along other language components such as vocabulary, grammar and pronunciation".
 - ✓ "Basically, the goal is enhancing their listening skills, enhancing their focus on grammar, vocabulary, and pronunciation, and motivating them to reproduce similar performances".
- Two equal shares of the department teachers, 33.33% each, used fill in the gaps activities and group discussions and debates, and 19.04% relied on vocabulary exercises. The aim behind the previous activities is to ensure learners' comprehension of the listening material, enrich their vocabulary and foster their speaking abilities. To reach the same goals, 50% of first-year Oral Expression teachers focused on oral summary production, 50% on vocabulary activities, and 33% on gap-filling exercises. This is shown in the following quotes:
 - ✓ "Fill in the gaps, answering questions related the audio, summarise the story to improve pronunciation, enriching vocabulary, improving the listening and retaining abilities".
 - ✓ "To explain what they have just heard or fill in the missing words in previously handed scripts to test the ability to understand natives/ accents".
 - ✓ "To ensure vocabulary learning".

✓ “Expressing one’s point of view/idea, explaining it and then defending it using arguments, answering others’ questions...This would stimulate speaking and focusing on fluency in the oral expression classroom. Eventually, the learners’ oral proficiency level would improve”.

✓ Pronunciation is introduced by 19.04% of the teachers in the whole department, and note-taking and role-playing are restrictively adopted by 9.52% and 4.76%, respectively. In comparison, pronunciation and note-taking are not adopted at all by first-year teachers (0%), and role-playing is used by only one teacher (16.66%). Teachers who incorporated these activities aimed at “making the students fully aware of the English rhythm” and “to create a friendly atmosphere/ get rid of the students' psychological issues, such as anxiety, shyness and lack of confidence”.

Overall, it can be concluded that the department teachers involved their learners in the following class activities: answering listening comprehension questions, fill in the gaps, and group discussions and debates. In contrast, first-year teachers included comprehension questions, oral summaries, vocabulary, and gap filling activities. Pronunciation and role-plays were either not incorporated or restrictively integrated. Although the instructors made the listening skill a point of departure to reach the other skills or sub-skills (such as speaking, pronunciation, vocabulary, and grammar), these activities were arbitrarily utilised. Moreover, in spite of the fact that the objectives they stated seek skills integration, it seems apparent that this integration was not intentionally planned. Consequently, the employed method needs revision and betterment to ensure a fruitful integration of all these skills.

Q.17 How often do you give your students reading assignments?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.15

Frequency of the Reading Assignments

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
A	0	0	0	0
B	2	9.52	0	0
C	10	47.62	3	50
D	4	19.05	2	33.33
E	5	23.81	1	16.67
Total	21	100	6	100

Nearly half of the department teachers (47.62%) and half of those who taught first-year students (50%) indicated that they 'sometimes' gave students reading assignments. 9.52% of the former group did it 'often', 23.81% 'never' did, and no one 'always' did it. Furthermore, first-year teachers did not select 'always' and 'often'; 33.33% chose 'rarely', and 16.67% chose 'never' to answer this question. Once again, reading appeared in OE but to a limited extent.

Q. 18 What are these reading assignments meant for?

Table 5.16

Objectives of the Reading Assignments

Answers	Department Teachers		1 st -Year Teachers	
Improving vocabulary stock	10	47.61	6	100
Gathering information	5	23.80	0	0
Improving pronunciation	4	19.04	1	16.66
Preparing role plays and simulations	0	0	1	16.66
No answer	4	19.04	1	16.66

Reading assignments are used either to enrich learners' vocabulary repertoires (100% of first-year OE teachers and 47.61% of the department teachers), develop their pronunciation (16.66% of first-year teachers against 19.04% of the department teachers), or prepare role-plays and simulations (16.66% of first-year teachers). No one (0%) in the first group required the learners to read to gather information about a particular topic, although (23.80%) in the second required their students to do this. No teacher (0%) in the department group stated that he required his students to read in order to prepare role plays and simulations. It is worth mentioning that 16.66% did not respond to this questionnaire item.

All in all, the reading skill is integrated every now and then to serve two main purposes: enriching learners' vocabulary stock and gathering information about specific topics to be presented or discussed later, as teachers said:

- ✓ "It helps to enrich my students' L2 vocabulary and knowledge and get them inspired".
- ✓ "Students may enrich their lexis and know more about grammar and syntax".
- ✓ "To acquire more vocabulary and to improve the students' pronunciation".
- ✓ "In first place comes the aim of enriching student's vocabulary stock".
- ✓ "Learn new vocabulary, learn to use words in the correct context".
- ✓ "Enriching the lexical account"
- ✓ "The reading assignments are often used to gather information about the topic being discussed".
- ✓ "Reading for oral presentations or reading for free debates. They read to be able to speak."
- ✓ "To check how well students are able to put into practice what they have learnt through reading and even speaking and also to be familiar with different rhetorical functions."
- ✓ 5. "The purpose of these writing assignments is to evaluate the students' ability to communicate and expose ideas using adequate vocabulary, grammar, and spelling."

Q. 19 How often do you give them writing assignments?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.17

Frequency of the Writing Assignments

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
A	0	0	0	0
B	1	4.76	0	0
C	4	19.05	0	0
D	5	23.81	3	50
E	11	52.38	3	50
Total	21	100	6	100

The first-year teachers' sample was divided into two halves: 50% 'rarely' introduced writing into their lessons, and 50% 'never' did. No one selected 'always', 'often', or 'sometimes' options. Also, 52.38% of the department teachers never gave their students writing assignments, and 23.38% did it 'rarely'. 19.05% chose 'sometimes while only 4.76% selected 'often', and no one opted for 'always'. Writing is rarely or almost not introduced by teachers in OE lessons, mainly because teachers accentuated the listening skill more, as was indicated by 100% of the teachers in Q.12.

Q. 20 What is the purpose of these writing assignments?

Most of the teachers who provided the learners with writing assignments declared that they aimed to allow them to practice the linguistic items they had already learned, such as lexis, grammar, and spelling. Others claimed that their goal was to write notes that could serve them

in class discussions and debates or encourage them to be more productive and creative by writing conversations.

- ✓ "Most of the time, the newly presented lexical items need to be spelt correctly so that learners would save them for future use".
- ✓ "To practice more the spelling, especially the new terms they have learned".
- ✓ "To put in practice the elements discussed in the lesson".
- ✓ "To evaluate their vocabulary and grammar only".
- ✓ "It helps to develop students' language productivity and creativity".
- ✓ "Writing activities serve as speaking prompts that help students gather and organise their ideas. They may also be used as a reflective activity to give feedback for one's own or others speaking".
- ✓ "Sometimes they write conversations when they prepare for a role play, but it is not a writing assignment as such".

Q. 21 How do you organise your students while achieving the assigned tasks in the classroom?

- a. Individually
- b. In pairs
- c. In small groups

Table 5.18

Collaborative Learning Incorporation

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
A	7	33.33	1	16.67
B	15	71.43	4	66.67
C	13	61.9	4	66.67
Total	21	/	6	/

Students were asked to work 'in pairs' by 71.43% of the department teachers and 66.67% of first-year teachers. The learners were arranged in pairs or small groups to handle tasks collaboratively by 61.9% of the former group of teachers and 66.67% of the latter. 16.67% of teachers in the department gave students individual work, and 33.33% of the first-year teachers did the same. On the whole, teachers organised students either in pairs or in groups. This probably depended on the task at hand.

Q. 22 Which language(s) do students use while working in pairs or groups?

- a. Only English
- b. Arabic
- c. English mixed with Arabic and French

Table 5.19

The language being used by students while interacting

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	9	42.86	3	50
b	1	4.76	0	0
c	11	52.38	3	50
Total	21	100	6	100

More than half of Oral Expression department teachers (52.38%) stated that learners spoke English mixed with French and Arabic while completing the tasks in pairs or groups. 42.86% declared that students used only English, and 4.76% indicated that they conversed in Arabic. On the other hand, first-year teachers claimed that none of the students talked solely in Arabic, 50% said they chatted only in English, and the other 50% said they communicated in English, French, and Arabic.

Q. 23 How often do you encourage them to speak only in English?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.20

Teachers' Encouragement for the Students to Speak in English

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
A	19	90.48	6	100
B	0	0	0	0
C	1	4.76	0	0
D	1	4.76	0	0
E	0	0	0	0
Total	21	100	6	100

Most Oral Expression department teachers (90.48%) 'always' encouraged students to talk only in English, 4.76% did it 'sometimes', and 4.76% rarely did. However, all first-year teachers (100%) 'always' push the learners to communicate only in English. The more teachers encourage students to use English as the only medium of communication in the classroom, the more they develop their speaking skills and front their psychological barriers. In this way, they will commit fewer mistakes, and their self-confidence in using the language will increase until, hopefully, conversing in English becomes a habit for them.

Q. 24 What materials do you rely on to teach Oral Expression?

- a. Textbooks
- b. Audio and videos
- c. Magazines and newspapers
- d. Literary texts

Others.....

Table 5.21

Materials Being Used by Teachers in OE Lessons

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
a	14	66.67	6	100
b	8	38.09	2	33.33
c	4	19.05	0	0
d	4	19.05	1	16.67
Total	21	/	6	/

When it comes to material selection, OE department teachers did the following:

- 66.67% relied on textbooks.
- 38.09% made use of audio and videos.
- Similar percentages (19.05%) depended on magazines, newspapers, or literary texts.

As far as first-year OE teachers are concerned, they all (100%) recourse primarily to coursebooks. Others (33.33%) coupled this use with audio-visual materials. One teacher (16.67%) utilised textbooks in combination with literary texts. In conclusion, teachers relied heavily on textbooks, and did not stress other authentic materials. The more authentic materials are used, the more language learners will confront real situations, the more they tend to learn the genuine use of the language. This will enhance their speaking skills and communicative competence. Thus, the use of authentic materials is highly recommended. Few teachers noted to take advantage of other resources, such as books, podcasts, YouTube and BBC, online resources, videos, songs, games.

Q. 25 Do you raise your students' attention towards the necessity of combining the four skills as it naturally happens in everyday life

Yes

No

Table 5.22

Raising Learners' Awareness of the Integration of the Four Skills

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
A	19	90.48	6	100
B	2	9.52	0	0
Total	21	100	6	100

The majority of OE department teachers (90.48%) replied that they raised students' attention towards the necessity of combining the four skills, while 9.52% did not. All OE first-year teachers (100%) reported to increase learners' awareness about that. Although almost all teachers in both groups are aware of the importance of combining the four skills in teaching OE, applying the skill integration method is still overlooked or not adequately implemented in the best cases.

Q. 26 Do you think integrating the speaking skill with the other skills and sub-skills would better develop learners' speaking proficiency than teaching it segregated from the other skills?

Yes

No

Table 5.23

*Teachers' Attitudes towards skills and Sub-Skills integration to**Promote Learners' Speaking Proficiency*

Options	Department Teachers		1 st -year teachers	
	N	%	N	%
A	21	100	6	100
B	0	0	0	0
Total	21	100	6	100

All the OE teachers (100%), the department and first-year teachers unanimously agreed that integrating speaking with the other skills and sub-skills would better develop students' speaking proficiency than teaching it segregated from them.

27. Please, say why.....

All the teachers (100%), without exception, favoured the integrated-skill approach, emphasising the significance of incorporating the macro and micro language skills to enhance speaking proficiency. To justify their responses to the previous question, the teachers stated the following:

- ✓ Speaking, in authentic everyday life contexts, especially for communicative and interactional purposes, is rarely employed on its own. It is always used along with other skills, especially listening. In any conversational or communicative event, the interlocutors simultaneously listen and talk to each other. Besides, following cognitivist and behaviouristic theories of language learning, it is impossible to learn a vernacular without being exposed to it in natural settings, and thus acquisition does not take place unless one listens to a language.
- ✓ Yes, Speaking is a process that primarily requires mastery of the language components (grammar, vocabulary and pronunciation). Without developing the listening skill, speaking is not likely to enhance. Regarding reading and writing, these skills enable students to build up their vocabulary and polish grammar and pronunciation. So, integrating such skills in the teaching of speaking seems to be a very sound decision.
- ✓ “Yes, Language skills are highly interrelated. Teaching speaking integrated with the other language skills would develop the language learners’ proficiency in English. It will help learners expand their background knowledge in different areas, increase their vocabulary knowledge and grammar repertoire, and improve their pronunciation”.
- ✓ “Yes, the four skills are essential in enhancing the students' proficiency. They complement each other and help the learners improve speaking performance, as

regards fluency and accuracy. This helps them be good at communication (to understand and be understood) in order to avoid any confusion".

- ✓ “Yes: skill integration is important for enhancing students' speaking skills because it assists them in building vocabulary and grammar skills. In addition, the use of writing and reading leads to deep processing of information which, in turn, leads to memorisation and better use of the language and its structures".
- ✓ “Yes: Language skills are interrelated; for example, a student who extensively listens to English will develop not only the listening skill but also pronunciation, vocabulary acquisition and even the target culture".
- ✓ “Yes: In everyday and real-life situations, speaking is often integrated with the other skills, so this link should also appear in foreign language learning in order to facilitate the learning curve".
- ✓ “Yes, certainly! The four skills of learning a language must be taught or learnt in an overlapping way; we cannot omit or segregate a particular skill or ignore its importance".

5.1.3 Overall Discussion of the Results of the Teachers Questionnaire

A thorough analysis of the teachers' questionnaire brought about the following results:

- Approximately half of OE teachers held a magister degree, and half held a doctorate (50% first-year teachers, 57.14% department teachers) (Q1).
- Nearly half of OE department teachers (47.62%) had a teaching experience ranging between 1 and 5 years (Q2).
- 57.14% of the department teachers have experience teaching different levels (first, second, and third year) (Q3).
- The vast majority of the OE department teachers (90.48%) against (83.33%) of first-year teachers claimed that learners were of average ability, while 9.52% of the first

sample and 16.67% of the second answered that the students were poor speakers (Q4).

- 57.14% against 66.67% confirmed that the majority of learners participated in Oral expression sessions. All teachers in both groups denied that no student took part in the lessons (Q5).
- Although the vast majority of the department teachers (90.48%) and all first-year teachers (100%) confirmed that the choice of topics to deal with motivated the learners to participate in OE sessions, first-year teachers attributed students' interest and enthusiasm for learning OE to the teaching method, classroom atmosphere, and the teacher (Q6) (similar finding was obtained in the students questionnaire). The vast majority of the department teachers (85.71% against 66.67% of first-year teachers) stated that fear of making mistakes is the major factor that prevented students from speaking, while almost the same percentage of first-year teachers (83.33% against 57.14%) stressed that the lack of vocabulary is the major cause. Henceforth, students face difficulties while speaking not only because of their limited vocabulary repertoire but also because of other psychological factors directly linked to the fear of making mistakes and fear of their classmates' and teachers' reactions (same result obtained in the students questionnaire) (Q8).
- 80.96% of the department teachers and 83,34% of first-year teachers agreed that speaking is significant for good overall language proficiency (Q8).
- The majority of the department teachers (71.43%) indicated that OE lessons are based on oral presentations, and the majority of first-year teachers (83.33%) placed group discussions in the first position. Thus, teachers mostly used oral presentations, group discussions, free debates, and vocabulary games; nonetheless, only one first-year teacher (16.67%) included role-playing in her lessons (Q10).

- The majority of OE department teachers(80.95%) and first-year teachers (66.67%) asserted that the speaking skill was taught in combination with the other skills: listening, speaking, and writing (Q11).
- All department teachers indicated that they teach speaking with listening. The majority answered with approximate percentages (76.19% and 71.43%) that vocabulary and pronunciation are also stressed in Oral Expression, which was also declared by 83.33% of first-year teachers. First-year teachers prioritised particular skills at the expense of others; they emphasised some skills and sub-skills in this order: listening, pronunciation, vocabulary, grammar, reading, and writing (this answer was similar to the students' answers) (Q12).
- Only 9.52% of OE department teachers 'always' gave audio tracks to their students, 14.29% 'rarely' did, and 38.1% stated 'often' or 'sometimes'. On the other hand, 50% of first-year teachers 'sometimes' offered audio to learners, and 33.33% rarely did it. Teachers included listening, but it was not highly stressed (Q 13).
- Most department teachers (66.67%) 'sometimes' exposed students to videos, while 16.67% 'rarely' or 'never' did it. Concerning first-year teachers, 38.1% 'sometimes' gave videos to students to watch, while 28.57% 'rarely' did, and only 4.76% did it 'always'. Teachers incorporated listening in their lessons from time to time; this is mainly because teachers relied basically on group discussions, free debates, and oral presentations, as it was declared by teachers in (Q.9 & Q16).
- Nearly half of the department teachers (47.62%) and half of those who taught first-year students (50%) indicated that they 'sometimes' give students reading assignments. 23.81% in the former group 'never' did, and no one 'always' did it. Furthermore, first-year teachers did not select 'always' and 'often', 33.33 % chose 'rarely', and 16.67% opted for 'never'. Once again, reading appeared in OE but to a limited extent (Q19).

- 50% of first-year teachers rarely introduced writing into their lessons, and 50% never did. No one selected 'always', 'often' or 'sometimes' options. Also, 52.38% of the department teachers never gave their students writing assignments, and 23.38% did it 'rarely'. So, writing is rarely or almost not introduced by teachers in OE lessons because teachers emphasised listening skills, as was indicated by 100% of them (Q12, Q21).
- Teachers organised students either in pairs or in groups. This probably depended on the task at hand (Q 22).
- Overall, teachers stated that students conversed in English or switched codes between English, French and Arabic (Q 24).
- The vast majority of Oral Expression Department teachers (90.48%) 'always' encouraged their students to talk only in English, and all first-year teachers (100%) 'always' pushed the learners to communicate only in English (Q 25).
- Most OE department teachers (66.67%) relied on textbooks, while newspapers, magazines, and literary texts were used to the same extent by 19.05% of the teachers. All first-year OE teachers (100%) used only textbooks. Teachers relied heavily on textbooks, and authentic materials were used to a minimum in Oral Expression (Q 26).
- Although almost all teachers in both groups were aware of the importance of combining the four skills in teaching OE, the proper method of skill integration was not correctly followed (Q 27).
- 85.72% of the department teachers and 83.33% of first-year teachers believed that the method they followed best assisted the learners in enhancing their speaking skills. This is one of the aims of the current investigation (Q28).

- All the teachers (100%) of the OE department and first-year teachers unanimously agreed that integrating speaking with the other skills and sub-skills would better develop students' speaking proficiency than teaching it segregated from them (Q29)..

5.2 The Students Questionnaire

The students questionnaire was administered in a normal learning session in a classroom. The learners were required to answer all the items of the questions honestly. The researcher informed them that their answers will be confidential, and that they can refer to her for clarification if any item is not clear.

5.2.1 Description of the Questionnaire

The questionnaire is divided into four sections: (1) General Information, (2) Learning the Speaking Skill, (3) Learning Speaking through the Segregated-Skill/ Integrated-Skill Approaches, and (4) Further Suggestions.

Section 1: General Information (Q1-Q4)

This section aims at eliciting some personal information about the students. It covers the following points: The students' stream they belonged to in high school (Q1), their mark in English in the Baccalaureate Exam (Q2), whether they like speaking English (Q3), and whether they speak English outside the classroom (Q4).

Section 2: Learning the Speaking Skill (Q5-Q13)

This section seeks information about how students learn speaking. It opens with a question about which of the four skills they consider the most important (Q5) and why (Q6), whether or not they think that being proficient in English requires being good at speaking (Q7) and why (not) (Q8). Then, section two proceeds with items touching upon the students' evaluation of their level of speaking (Q9), their likeness of Oral Expression (Q10), interest in Oral Expression

(Q11), classroom participation (Q12), and difficulties with participation in the Oral Expression sessions (Q13).

Section 3: Teaching Speaking through the Segregated-skill/ Integrated-Skill

Approaches (Q14-Q28)

Section 3 focuses on how Oral Expression is taught and deals with the following. Which activity Oral Expression module is based on (Q14); how the speaking skill is studied (Q15); which skills/ sub-skills (listening, reading , writing, vocabulary, pronunciation, and grammar) are generally combined together while studying speaking (Q16); how often OE teachers provide learners with audio recording to listen to (Q17) and with videos to watch(Q18); how often OE teachers give them reading assignments (Q19), and which reading tasks students are given (Q20); how often OE teachers provide them with writing assignments (Q21), and which type of writing activities learners are assigned (Q22); in which way students are organised while performing their tasks (Q23), which language/languages they use while working in pairs or groups (Q24); which teaching materials teachers use to teach them Oral expression (Q25); whether learning speaking in combination with the other skills would improve their speaking abilities better than learning it in isolation(Q26), and justifications for their answers to (Q26) above.

Section 4: Further Suggestions

This section aims at knowing the ideas and activities students can suggest for the sake of improving the teaching of oral Expression (Q28)

5.2.2 Analysis of the Students Questionnaire

Q.1 High school stream

- a. Foreign Languages
- b. Letters and Philosophy

- c. Experimental sciences
- d. Mathematics
- e. Technical Mathematics
- f. Management and Economy

Table 5.24

High School Stream

Options	Students	
	N	%
a	99	82.5
b	5	4.16
c	12	10
d	1	0.83
e	0	0
f	1	0.83
unstated	2	1.66
Total	120	100

82.5% of the participants studied Foreign Languages in high school; 4% came from Letters and Philosophy, and 10% belonged to Experimental Sciences. A tiny portion of the sample (0.83%) studied mathematics and technical management. 2 students did not mention the stream they belonged to. Apparently, the majority of the sample is interested in foreign languages and decided to major in English, so we expect them to be motivated to learn it and to have a good background in it.

Q.2 The mark of English in the Baccalaureate Exam:

Table 5.25

Students' Marks of English in the Baccalaureate Exam

Marks	Students	
	N	%
Average 10-10.5	1	0.83
Above Average 11-12.5	23	19.17
Good 13-15.5	49	40.83
Very good 16-18.5	41	34.17
Excellent 19-20	5	4.17
Unstated	1	0.83
Total	120	100

The mark which 40.83% of the participants obtained in English in the baccalaureate exam ranged between 13 and 15.5. 34.14% scored between 16 and 18.5, and 4.17% got a mark between 19 and 20. 19.17% obtained above-average marks (11-12.5), and only 0.83% got average grades (10-10.5). One student did not mention his mark. Combining the results, we may say that 79.17% of the sample represented good, very good, and excellent students. Therefore, we expect the majority to show acceptable/good speaking abilities.

Q. 3 Do you like speaking English?

Yes

No

Table 5.26

Students' Interest in Speaking English

Options	N Students %	
Yes	118	98.3
No	2	1.7

98.3% of the sample stated that they liked speaking English, which justifies their choice of English as a major, and 1.7% claimed that they did not. Probably, these students were of average or above-average abilities and faced difficulties in speaking. Hence, we may suppose that the majority will be motivated to learn English and will play an active role in the learning process.

Q4. Do you speak English outside the classroom?

Yes

No

Table 5.27

Students' Use of English Outside the Classroom

Options	Students	
	N	%
Yes	98	81.7
No	22	18.3
Total	120	100

81.7% of the informants claimed that they speak English outside the classroom, and 18.3% stated that they did not. The ones who did not practise speaking are more likely to have more difficulties in speaking. The results align with the previous question, which hints at learners' eagerness and readiness to learn English.

Q5. Which of the following skills do you consider the most important? (please, order them from the most important skill to the least important one)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Table 5.28

Students' Ranking of the Four Skills in Terms of Importance

Rank	Skills							
	Listening		Speaking		Reading		Writing	
	N	%	N	%	N	%	N	%
1	40	33.33	44	36.67	28	23.33	8	6.67
2	29	24.17	28	23.33	26	21.67	27	22.5
3	24	20	27	22.5	27	22.5	29	24.17
4	17	14.17	16	13.33	31	25.83	46	38.33
Unstated	10	8.33	5	4.17	8	6.67	10	8.33
Total	120	100	120	100	120	100	120	100

Comparing the skills ranked first, we remarked that 36.67% of the informants placed 'speaking' in the first position, followed by 'listening' in the second position with 33.33%. Reading came in third place with 23.33%, and the last position was given to 'writing' with 6.67%.

The results in the table above revealed that speaking and listening gained primacy with 36.67% and 33.33%, respectively, whereas reading and writing were ranked last with 25.83% and 38.33%, in this order. By comparing these percentages, speaking came on top with 36.67%,

followed by listening with 33.33%, reading with 25.83%, and writing with 38.33%. We may say that students were conscious of the importance of English as a worldwide language, and they considered that mastering speaking is a prerequisite to having a good proficiency in English.

Q. 6 Please, justify your choice

On Speaking

Most of the justifications the informants provided stressed the fact that speaking is the primary means of communication, and having command of speaking made them more confident to express their ideas freely with others. Furthermore, according to them, the first determining factor of the speakers' competence in a language is their speaking fluency. This was clearly mentioned in what the speakers said:

- "Speaking is the most important because we need it to communicate, then we have to master the academic English writing."
- "I think that the speaking skill is the most important one because it is the only means we can use to communicate and understand others."
- "Speaking is the most important so that we can communicate our ideas."
- "Speaking makes the person more confident, and being confident can ameliorate our English."
- "Speaking mostly determines the student's level in the first place compared to the other skills."
- "If we went outside Algeria, I think being able to speak to native speakers is the most important thing to understand us."
- "Because, basically, if a person is able to speak fluently, he will not have any problem with the other language skills."

On Listening

Learners emphasised that the starting point to learn English is listening to native speakers to enrich their vocabulary stock. In addition, they state that listening helps them improve their speaking skills and to sound like native speakers. This is what was precisely expressed in the participants' words:

- "I think that listening is the beginning of learning any language. The mind stores vocabulary from listening, which can also be improved by reading. After that, the stored words will be used by speaking. Finally, writing is the least important skill, in my opinion, because we usually do not use it as much as speaking."
- "....because listening makes you know how to speak correctly and allows you to have rich vocabulary stock."
- Before you speak, you need to listen and train your ears and then speak to sound as a native speaker.
- "For me, listening is the first and the most important step that every learner begins with, especially when it comes to learning a new language and how to use it in communication in the right way."
- "I think the listening skill is the most important one because when you listen to videos or films, you can easily speak, read and write."
- "The first step to learning any language is by listening to have some words to use for speaking, then reading to help us in writing."
- "Listening is the most important skill because that is how I personally learned a language. Speaking is the second most important skill because, in my experience, speaking the language made me learn more and helped me differentiate between what is right and what is wrong. When we started studying English in middle school, I did not have a problem with grammar at all because I already knew the right way to speak

before even studying the rules. Writing is also an important skill because it pushes us to become better at expressing ourselves. Reading is good for discovering new expressions and having a rich vocabulary."

- "First, listening because it helps me to know the correct pronunciation, then comes the reading to help you express better and enrich your vocabulary and grammar, then speaking as a practice of later skills and finally the writing as an application too."

On Reading

The participants who preferred reading over the other skills believed in its importance in improving the other skills, especially speaking and writing. They claimed that reading assisted them in learning new words to be later used in speaking and writing. One student stated that reading aloud helped her improve her pronunciation and minimise her mistakes.

- "A good reader means a good writer. So, it's important to read in order to develop the rest of these skills."
- "Reading is the first key to improving our speaking and our abilities in the other skills because we cannot speak things that we have never read about before."
- "You need to read, know how words are written correctly, then hear them, and speak using the words you learned, then start writing."
- "...because when we read a lot, we get new words, so we can become good writers and speakers."
- "Because reading is the best way to learn new words, enrich vocabulary knowledge and improve pronunciation simultaneously."
- "I was a mediocre student in English during my first two years at middle school, but as I got myself engrossed in reading and writing, I found that vocabulary got richer, and made fewer mistakes in speaking and writing."

- "I think reading is the most important because you can improve your speaking, writing, and even listening skills (while reading loudly, I can hear my pronunciation and all the mistakes I make)."

On Writing

Because writing was considered the least essential skill by learners, it was ordered the last. One student only mentioned that it was necessary, while others mentioned it in association with the other skills, stating that writing served them to practise the information they gained from listening and reading, especially vocabulary.

- "I think that the writing skill is important because it shows your level."
- "Writing is the least important skill, in my opinion, because we usually do not use it in many aspects [occasions]."
- "First, listening because it helps me to know the correct pronunciation, then comes reading to help me express myself better and enrich my vocabulary and grammar, then speaking as a practice of the previous skills, and finally writing as an application too."
- "I think listening is the beginning of learning any language. From listening, the mind stores vocabulary, which can also be improved by reading. After that, the stored words will be used in speaking. Finally, writing is the least important skill in my opinion because we usually do not use it in many aspects [occasions]."
- "Listening is the most important skill because that is how I personally learned a language. Speaking is the second most important skill because, in my experience, speaking the language helped me learn more and helped me differentiate between what is right and what is wrong ... Writing is also an important skill because it pushes us to become better at expressing ourselves. Reading is good for discovering new expressions and having a rich vocabulary."

- “First, listening because it helps me to know the correct pronunciation, then it comes the reading to help you express better and enrich your vocabulary and grammar, then speaking as a practice of later skills and finally the writing as an application too.”

Q. 7 To have a good level of proficiency in English, you should be a good speaker of it.

- a. I Strongly Agree
- b. I agree
- c. I cannot decide
- d. I disagree.
- e. I strongly disagree

Table 5.29

Importance of Speaking to Enhance Learners' English Proficiency Level

Options	N Students %	
A	36	30
B	67	55.83
C	10	8.33
D	5	4.17
E	0	0
Unstated	2	1.67
Total	120	100

30% of the students 'strongly agreed' that being a good speaker is necessary to have a good level of proficiency in English, and 55.83% 'agreed' with that. 8.33% could not decide, and 4.17% 'disagreed'. Two students did not provide any answer. Hence, those who opted for 'I strongly agree' and 'I agree' constitute 85.83% of the sample. This justifies why the participants granted 'speaking' the first position before listening, reading, and writing in the previous question.

Q. 8 Please, say why.

On “I strongly agree”

It seems that the participants who opted for “I strongly agree” were convinced that overall language proficiency and speaking proficiency go hand in hand. This is so may be because they believed that good speaking proficiency revealed the speaker’s command of the language. Hence, flaws, disfluency, and hesitations in speaking might merely disclose the speakers’ low competencies. The speakers’ opinions came as follows:

- “...because it makes no sense to have a good level of proficiency in a certain language without being able to prove it through the speaking skill since it is an important way to explain what is in mind”
- "Speaking is critical because being a good speaker means that you have a large stock of vocabulary to use, so you have a good level of proficiency.”
- “I think the more you go in depth in any language, the more you own quite a lot about it, and that should be reflected in how you speak and interact.”
- "...because when you say someone has a good level of proficiency in a certain language, you cannot imagine him struggling with the speaking skill.”
- “...because when you speak English fluently, this already means that you have a good level of proficiency in English.”

On “I agree”

The respondents had the following reasons:

- “Because they [skills] are related to each other, and because having a good level of proficiency in English means that the person is good at using language orally and in writing”.
- “Sometimes, when we speak, if we cannot explain ourselves or explain a given idea, our words may be misunderstood, which can affect us [our performance] negatively (in chats, exams, some job interviews...).”

- "...because, as students of English, if we cannot talk in English, we cannot be good speakers, and we cannot have a good level in it."
- "...because I think flawless speaking gives a good impression that a speaker has a good proficiency in English."
- "Being a good speaker is not only a must, but it is also a proof that you have a good level in English."
- "...because any language needs speaking. Someone who is a good speaker is also a good reader, writer and listener."

On "I cannot decide"

The informants said:

- "Some students could not decide whether or not being a competent speaker could always guarantee a good overall proficiency level. They provided the following arguments: "Because there are some people who cannot speak, but in their written exams they perform well."
- "Sometimes, we see students who are always the best in class but cannot speak it well."
- "Because some people speak English poorly but have a rich vocabulary."
- "Because some students follow the rules of grammar and phonetics, but they still have difficulties in speaking."

On "I disagree"

Some other respondents disagreed with the fact that there is a strong relationship between overall language proficiency and speaking proficiency. They gave the following arguments.

- "I disagree because I have seen many people in my life who speak a language fluently, but they are not as good in other aspects like grammar and orthography."

- “...because many people have a rich vocabulary and varied ideas but cannot express their thoughts through speaking.”

Q. 9 How could you evaluate your level in Speaking?

- a. Excellent
- b. Good
- c. Average
- d. Below the Average

Table 5.30

Students' Self-Evaluation of Their Speaking Skill

Options	Students	
	N	%
a	8	6.67
b	68	56.67
c	43	35.83
d	1	0.83
Total	120	100

More than half of the sample (56.67%) claimed to have a ‘good level’ in speaking. 6.67% consider their level as ‘excellent’. 35.83% stated that their level is ‘average’, and only 0.83% answered that their level is even ‘poor’ or ‘below average’. Hence, 63.34% of the sample (a+b) are likely to have good speaking abilities, which backs up the findings of Q2 above.

10. How much do you like studying Oral Expression?

- a. Too much
- b. Much
- c. not much
- d. Not at all

Table 5.31

Students' Interest in Studying Oral Expression

Options	N Students %	
a	45	37.5
b	52	43.33
c	22	18.33
d	1	0.83
Total	120	100

37.5% of students liked studying Oral Expression 'too much', 43.33% corresponded to those who liked it 'much'. 18.33% replied 'not much', and only 0.83% chose 'not at all'. This means that 80.83% of the sample (a+b) represented the learners motivated to study Oral Expression either because they are willing to improve their level or because they find it interesting or enjoyable for one reason or another.

Q.11 What makes you interested in studying it?

- a. The teacher
- b. The teaching method
- c. The topics being selected
- d. The classroom atmosphere

Others.....

Table 5.32

Reasons behind Students' Interest in Studying Oral Expression

Options	Students	
	N	%
a	33	27.5
b	46	38.33
c	71	59.17
d	18	15
Total	/	/

Although 27.5% of the informants considered that the teacher could bring interest in his teaching, 38.33% believed that the teaching method might also make the lessons enjoyable. More than half of the sample (59.17%) pointed to the importance of the choice of topics in bringing interest in Oral Expression lessons, and 15% emphasised the quality of the classroom atmosphere in this regard. Thus, learners tend to be more attracted by the topics teachers introduce, so instructors need to be cautious about the topics they choose for the lessons and the methods and techniques they adopt to motivate their learners and make the lessons more interesting.

Other reasons for students' interest in studying Oral Expression were their love for English, devotion to improving their speaking skills, or willingness to express themselves or listen to others. Their arguments were also quoted:

- “The language itself”,
- “The new vocabulary I learn”,
- “Developing my English speaking capacity.”
- “I like to express my thoughts”,
- "I like listening to other's opinions, and I also like presenting",
- "I love speaking English, and the oral expression classes gave me the chance to do so and to improve my speaking skills."

12. How often do you participate in the classroom?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.33

Frequency of Students' Participation in the Classroom

Options	N Students %	
a	45	37.5
b	36	30
c	34	28.33
d	5	4.17
e	0	0
Total	120	100

37.5% of the students 'always' participate in Oral Expression, and 30% 'often' take part, but 28.33% are 'sometimes' involved, while 4.17% 'rarely' partake in the lessons. We can conclude that the students who regularly participate make up 67.5% of the sample (a+b). This shows that most students are motivated and interested in studying Oral Expression. This is probably due to the teacher, teaching method, the topics at hand, or the classroom atmosphere (cf Q11)

13. In your opinion, what makes it difficult for you to take part in Oral Expression sessions?

- a. Lack of vocabulary
- b. Fear of making mistakes
- c. Fear of the teacher's remarks
- d. Fear of the classmates' reaction

Others.....

Table 5.34

The Causes behind Students' Speaking Difficulties

Options	N Students %	
a	47	39.8
b	63	53.4
c	19	16.1
d	15	12.7
Total	/	/

'Fear of making mistakes' and the 'lack of vocabulary' were two essential reasons that prevented the students from taking part in Oral Expression lessons. The former came in the first position with 53.4% and the latter in the second position with 39.8%. 'Fear from the teachers' remarks' was ranked third with 16.1%, and 'Fear from classmates remarks' was the last one, according to the participants, with 12.7%. We can conclude that the difficulties hampering the students from speaking are either related to poor linguistic abilities, such as lack of vocabulary or to some other affective factors like fear or lack of self-confidence.

Two students reported no difficulties; one stated, "Nothing, it was never difficult because I am talkative." Some students reported other causes that hampered them from participating in Oral Expression lessons. They were mainly related to some affective factors, such as shyness or introversion, the lack of knowledge about the topic at hand, or poor pronunciation. These reasons come as follows:

- "I am shy. "
- "I do not like speaking very much."
- " Poor pronunciation"
- Lack of information and ideas about the topic discussed.

14. On which activity is the Oral Expression module based?

- a. Free debates
- b. Group discussions
- c. Oral presentations
- d. Listening to audio/watching videos
- d. Role-plays
- e. Vocabulary games

Table 5.35

Activities incorporated in Oral Expression Lessons

Options	N Students %	
a	51	42.5
b	71	59.2
c	45	37.5
d	10	8.3
e	10	8.3
f	23	19.2
Total	/	/

Many participants stated that Oral Expression lessons relied basically on group discussions (59.2%), 42.5% free debates, and 37.5% oral presentations. Others referred to vocabulary games (19.2%), role-plays (8.3%), and listening to audio, watching videos (10%). This revealed that the activities adopted by the teachers involve two skills: listening and speaking. Role-playing, which requires the integration of the four skills, is used by teachers to a minimal extent.

15. How do you study the speaking skill?

- a. In isolation (speaking only)
- b. Combined with the other skills (listening, reading, writing)

Table 5.36

The Speaking Skill Integrated with/ Segregated from the Other Skills

Options	N Students %	
a	21	17.5
b	99	82.5
Total	120	100

The vast majority of the sample (82.5%) agreed that the speaking skill is taught in combination with the other skills (listening, reading, and writing). In comparison, 17.5% indicated that they study it in isolation. In fact, speaking is combined with listening, especially that the lessons are

based on free debates, group discussions, and oral presentations, which require the integration of speaking and listening (cf. Q.14). Vocabulary games may involve the integration of reading and writing as well as listening and speaking.

16. Which of the following skills/ sub-skills are usually combined while you study speaking?

- a. Listening
- b. Reading
- c. Writing
- d. Vocabulary
- e. Pronunciation
- f. Grammar

Table 5.37

Skills and Sub-Skills Integration in Oral Expression Lessons

Options	N Students %	
a	87	72.5
b	39	32.5
c	19	15.8
d	67	55.8
e	87	72.5
f	36	30
Total	/	/

The participants stated that the skills and sub-skills generally combined with speaking were listening and pronunciation, with 72.5% each, and vocabulary, with 55.8%. Reading, grammar and writing are also integrated with speaking to a lesser extent, with 32.5%, 30%, and 15.8, respectively. Reading, grammar, and writing are not stressed in Oral Expression lessons. Teachers should focus on pronunciation and vocabulary to enrich students' repertoires and improve their speaking skills. Reading, grammar, and writing are not stressed in Oral

Expression lessons. This may be due to the fact that the Oral Expression module requires the learners to listen and speak more than they read and write.

17. How often does your Oral Expression teacher provide you with audio to listen to?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.38

The Frequency of Listening to Audio

Options	N Students%	
a	15	12.5
b	14	11.67
c	27	22.5
d	11	9.17
e	53	44.17
Total	120	100

Nearly 'half of the sample (44.17%) confirmed that their teachers 'never' provided them with audio to listen to. The other half was split into four portions: 22.5% of the participants were 'sometimes' given audio to work on. 12.5% 'always' had the opportunity to listen to audio tracks, 11.67% also 'often' did so, and 9.17% 'rarely' had this chance. Hence, by combining the results, we can conclude that 24.17% of the students regularly listen to native speakers' audio, while 53.34% rarely or never did. This confirmed what students indicated in Q14 (Students Questionnaire) when stating that Oral Expression lessons are based on free debates, group discussions, and oral presentations. The listening skill was not deliberately included in the lessons.

18. How often does your Oral Expression teacher provide you with videos to watch?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.39

The Frequency of Watching Videos

Options	Students	
	N	%
a	1	0.83
b	7	5.83
c	20	16.67
d	20	16.67
e	70	58.33
Unstated	2	1.67
Total	120	100

Once again, more than half of the respondents (58.33%) confirmed that they have 'never' watched videos in the classroom, and 16.67% 'rarely' had. 16.67% 'sometimes' saw videos, 5.83% 'often' did, and only 0.83% could 'always' view videos in the classroom. 1.67% did not provide any answer. This revealed that only 6.66% (a+b) watched videos on a regular basis, while 75% (d+e) 'rarely' or 'never' did. Although listening was combined with speaking in the debates, discussions, and oral presentations (Q 14), it was not purposely planned for by teachers. Although the module is named "Oral Comprehension ", listening is not deliberately included in the lessons. It naturally and spontaneously happens in the class debates and discussions.

Q.19 How often does your Oral expression teacher give you reading assignments (activities)?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.40

The Frequency of Reading Assignments

Options	Students	
	N	%
a	13	10.83
b	17	14.17
c	29	24.17
d	7	5.83
e	52	43.33
Unstated	2	1.67
Total	120	100

A considerable portion of the participants (43.33%) were never given reading assignments by their teachers, and 5.83% were 'rarely' required to do them. 24.17% indicated that they did them occasionally, 14.17% did them 'often' while 10.83% were 'always' given such reading assignments. Although 1.67% of the learners did not answer, it is clear that almost half of the sample, 49.16% (d+e), were never or rarely required to do reading assignments, while 25% did it regularly. Learners probably perform the act of reading to prepare for oral presentations, classroom discussions, and debates.

Q.20 What reading tasks does your Oral Expression teacher give you?

Table 5.41

The Reading Tasks Being Assigned by Oral Expression Teachers

Activity	Participants who answered	
	N	%
Reading tasks about idioms, phrasal verbs, and vocabulary	6	5
Preparing a topic for oral presentations or class discussions	24	20
Reading Comprehension	26	21.66
Unstated	72	60
Total	/	/

48 students (40%) answered this question, while 72 students (60%) did not reply; among them, 43.33% stated, in the previous question, that they have never been assigned reading tasks. The participants' answers were classified into three groupings, as Table 5.41 shows:

- **Reading tasks about idioms, phrasal verbs, and vocabulary:** 5% of the respondents confirmed that they were required to read sentences to practise vocabulary activities pertinent to idioms, phrasal verbs, and so on. Identification and fill in the gaps with the appropriate idiom or phrasal verbs were among the assigned activities as the participants clarified:
 - ✓ "The reading tasks were in the form of sentences including phrasal verbs, for example, and we were asked to indicate them, and sometimes we fill in the gaps".
 - ✓ "In the reading tasks, we dealt with idioms, proverbs, and phrasal verbs.
 - ✓ "Reading about sentences."
 - ✓ "Scan the text and learn new vocabulary".
- **Preparing a topic for oral presentations or discussions:** 20% of the sample read about particular topics for the sake of making projects, oral presentations or class discussions, as it appeared in their answers:

- ✓ “The teacher asked us to read enough about a certain topic to discuss it in the classroom, and then she gave us questions and asked us about our opinions”.
- ✓ “The teacher gave us some topics to read about in order to present them in the classroom the next day”.
- ✓ “Mainly collecting information about a specific topic to have a general idea”.
- ✓ “Get as much information about a topic as we can and discuss it in the classroom”.
- ✓ “Prepare and read about a subject to discuss in the class”.

Reading Comprehension: 21.66% of the informants claimed, as mentioned below, that the teachers gave them texts, stories, and articles to read and answer comprehension questions, summarise them, and discuss them with classmates, or read paragraphs out loud, and the teacher corrects their mispronunciations.

- ✓ "We read stories and present them in the classroom".
- ✓ “Reading newspaper articles and answering the questions”.
- ✓ “Reading some dialogues”.
- ✓ “Read the texts and answer the questions”.
- ✓ “Read provided materials and answer questions”.
- ✓ "The teacher gives us a short paragraph about a topic. First, we read it by ourselves, and she corrects our pronunciation, and then we discuss the topic".
- ✓ “Scanning and skimming”.
- ✓ “The teacher often gives us assignments to prepare as homework, like reading a story, and we summarise it”.

Q.21 How often does your Oral expression teacher give you writing assignments (activities)?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table 5.42

The Frequency of Writing Assignments

Options	Students	
	N	%
a	4	3.3
b	9	7.5
c	22	18.33
d	14	11.67
e	70	58.33
Unstated	1	0.83
Total	120	100

With regard to the utilisation of writing assignments in the teaching of OE, they are not used at all according to 58.33% of the respondents, 'sometimes' according to 18.33%, 'rarely' as mentioned by 11.67%, 'often' as stated by 7.5%, and 'Always' as reported by 3.3%. Table 5.42 above clearly shows that 70% (d+e) of the students have never or rarely fulfilled writing tasks in Oral Expression. Only 10.8% regularly performed writing activities. Hence, writing is not intentionally included in Oral Expression lessons.

Q.22 What does your Oral Expression teacher ask you to do in the writing tasks?

Table 5.43

The Writing Tasks Being Assigned by Oral Expression Teachers

Activity	Participants	
	N	%
Expressing opinions about a particular topic through writing	17	14.16
Writing tasks about idioms, phrasal verbs, and vocabulary	12	10
Vocabulary games	4	3.33
Writing projects about given topics	8	6.66
Unstated	79	65.83
Total	120	100

65.83% of students did not answer this item; 58.33% stated that they had never been given written assignments (from the previous question). The provided answers were divided into four groups, as shown in Table 5.43

- **Expressing opinions about a particular topic through writing:** 14.16% of the students declared that the teacher asked them to write about a specific topic and express their viewpoints about it.
 - ✓ "Write our point of view or our thoughts. The teacher gave us photos, and we described them orally and in the written form."
 - ✓ "To express our opinion about a specific topic".
 - ✓ The teacher asks us to write about a topic, a given event, or about traditions, cultures, etc.
 - ✓ "To write a paragraph or an essay about a specific subject (prepare it in writing in small groups, then we talk about it)".
 - ✓ "Write about specific subjects which we discuss in the class".
 - ✓ "We write paragraphs and projects".
- **Writing tasks about idioms, phrasal verbs, and vocabulary:** 12 students (10%) mentioned that their teacher gave them some tasks about phrasal verbs, idioms, proverbs, and body language.
 - ✓ "It was like small tasks; she gives us 10 minutes to answer them in pairs, and then we discuss with the whole class".
 - ✓ "She asks us to do the tasks at home depending on the course, and then we correct them together in the classroom".
 - ✓ "Practise some activities".
 - ✓ "The Teacher asks us to select phrases and elements of phrases; sometimes she asks us to write some paragraphs".

- ✓ “Explaining some idioms, writing some paragraphs”.
 - ✓ "We once had a task about phrasal verbs and another about body language".
 - ✓ “Tasks about body language, phrasal verbs and proverbs”.
 - ✓ “Adjectives and adverbs listing them and also we play crosswords”.
 - ✓ “Write proverbs or riddles”.
- **Vocabulary Games:** 3.33% of the students declared that they played crosswords, solved puzzles, and filled in the gaps.
 - ✓ “Games like crossword”.
 - ✓ “Solve puzzles and do research”.
 - ✓ "Once the teacher gave us papers which contain words, and she asked us to create a story with these words".
 - ✓ “Fill in the gaps”.

Writing projects about given topics: 6.66% of the participants declared that the teacher asked them to read about a specific topic and prepare a project to be presented.

- ✓ “To do research search about a topic and prepare it for oral presentations”.
- ✓ "We research a certain topic, gather information about it, and then present it to the teacher orally".
- ✓ “She asks us to prepare some topics at home; then we read them”.

Q.23 How does your teacher organise you while achieving your tasks in the classroom?

- a. Individually
- b. In pairs
- c. In small groups

Table 5.44

Collaborative Learning Incorporation

Options	Students	
	N	%
a	44	36.67
b	44	36.67
c	49	40.83
Unstated	5	4.17
Total	/	/

The sample was split into three approximate parts. 36.67% represented the students who worked individually, the same percentage referred to those who worked in pairs, and 40.83% studied in small groups. 4.17% did not answer. The way students worked, either alone or in collaboration with their classmates, was probably dictated by the nature of the activity at hand.

24. Which language(s) do you use while working in pairs or groups?

- a. Only in English
- b. In Arabic
- c. In English mixed with Arabic and French

Table 5.45

Language Involved in Collaborative Learning

Options	Students	
	N	%
a	56	46.67
b	1	0.83
c	62	51.67
Unstated	1	0.83
Total	120	100

Only one participant did not reply to this question. The other participants were divided into two approximate portions: 46.67% and 51.67%, the former referred to the students who spoke only in English while achieving Oral Expression tasks, and the latter to those who used English

mixed with Arabic and French. One student claimed that he/she used Arabic. Since students are majoring in English, they should be encouraged to use it while speaking to enhance their speaking abilities.

25. What teaching materials do your teachers rely on to teach Oral Expression?

- a. Textbooks
- b. Audio tracks/videos
- c. Magazines and newspapers
- d. Literary texts
- e. None of them

Others.....

Table 5.46

Materials Being Used by Teachers in Oral Expression

Options	Students	
	N	%
a	53	44.17
b	27	22.5
c	10	8.75
d	24	20
e	10	8.33
Total	/	/

44.17% of the sample stated that teachers relied on textbooks, 22.5% on audio/videos, 20% on literary texts, 9.17% on magazines and 8.33% on newspapers. 8.33% of the participants opted for none of them, probably because they rely basically on class discussions and oral presentations. Although teachers tend to use literary texts, other authentic materials, such as newspapers and magazines, were used to a minimum. Some respondents mentioned that the following materials have been used as well:

- Pictures (4)

- Internet (4)
- Internet articles (5)
- Handouts for activities and games (2)
- Data projector (1)

Q. 26 Do you think learning speaking in combination with the other skills would better develop your speaking skills than learning it without being related to them?

Yes

No

Table 5.47

Importance of ISA in Promoting Learners' Speaking Skill

Options	N Students %	
Yes	109	90.83
No	11	9.17
Total	120	100

The vast majority of the informants (90.83%) stated that learning speaking in combination with the other skills would better develop their speaking skills than learning it in isolation, while 9.17% stated the opposite. Learners admitted the necessity of integrating the four skills together since receptive skills (listening and reading) are essential to improve the productive ones (speaking and writing).

Q. 27 Please, say why.....

106 Out of 120 students provided answers, and 14 did not. The majority (90.83%), replying with “yes”, confirmed that all the skills should be combined, and each one completes the other, so they cannot learn only one skill without the others. Learning speaking related to the other skills, especially listening and reading, enriches their vocabulary, helps them learn new words, and gives them more confidence.

Stating their opinions about the matter, learners' answers came as follows.

- ✓ “Yes, all the other skills help us develop our speaking skills. When you listen more, you will learn how to speak with good pronunciation and can remember more words; when you read, you ameliorate your vocabulary; when you write, you improve your grammar and memorise the vocabulary. If we use all these skills, we will be good speakers”.
- ✓ “Yes, I agree that we must learn speaking in combination with other skills like reading and writing because this will better develop our speaking skill and enable us to speak it fluently without making any vocabulary mistakes”.
- ✓ “Yes, Learning speaking with the other skills reduces the possibilities of making mistakes while speaking, and boosts one's confidence in talking more as he/she has a wider range of vocabulary and new words to use in their speech”.
- ✓ “Yes, it is very important to combine the four skills. We have to read to know how to write, and we need to listen to native speakers to know how we pronounce and speak correctly”.
- ✓ "Yes, because all the skills are related to each other, so we cannot learn one skill without the others”.

The 9.17% in Table 5.47 above who were against learning speaking with the other skills justified their answers by stating that focusing on listening and speaking would be less confusing and more fruitful. Writing is not necessary since they study it as a separate module.

- ✓ “No, we can let go of writing assignments as we already have them in the other modules; we should emphasise listening and speaking much more”.
- ✓ "No, because it will confuse us, and when we study it in a separate module, we can focus on it and remember it more.
- ✓ “No, if it is only to improve speech, then speaking and practising the language with friends would be enough”.

- ✓ “No, because I think that studying phonetics and listening to native speakers are the keys to speaking”.

These answers make it clear that the students were not cognizant of the interrelatedness of the different language skills; that is why they preferred to learn them in a segregated fashion. This may hint at the importance of conducting the present study. These students, even if representing a minority, need to be made aware of the interconnection between the four skills and how learning one of them calls for the implication of the others as language is an integrated whole.

Q.28 Please, suggest some ideas or activities that your Oral Expression teacher could add to improve your speaking skill.

Participants were requested to add any suggestions relevant to ideas or activities in view of improved future teaching of the speaking skill. 104 students out of 120 have replied to this question, providing valuable suggestions that could serve as a solid ground for enhancing the teaching of Oral Expression or for planning lessons for future instruction. Following is a summary of these propositions:

1. **Selecting Varied and Interesting Topics:** The main point highlighted by the learners relates to the topics selected for discussions or oral presentations. The students wished that their teachers would allow them the opportunity to select their own topics, which would be more appealing to them. They wanted to “choose topics according to *our* [their] preferences” and “Talk about topics that *we* [they] want”, “talking about something which interests *us* [them] like talking about *our* [their] favourite movies/ hobbies/ songs”, and “giving students more space to choose the topics they want to discuss and the way they want to do it”.
2. **Incorporating more Audio recordings and Videos:** The second point the students raised concerned

incorporating audio and videos in Oral Expression lessons. This may allow them to be more exposed to authentic language via listening to interviews and debates, and watching movies and documentaries, then initiating class discussions around the topics dealt with in these audio-visual resources, as the respondents claimed:

1. "I suggest listening to audio and watching videos".
2. "Watching videos or listening to audio, and then answering questions".
3. "More audio and more videos".
4. "Listening to native speakers who speak about different topics".
5. "Watching or listening to interviews, debates, movies and documentaries then making a discussion out of them."

Other students suggested activities requiring the integration of skills such as "singing or listening to songs and writing the lyrics" or "Practicing reading *in groups* [reading out loud], role-playing (*writing*) then *reading it after* [writing scripts and acting them]/ "listening to music, watching movies, and reading magazines", and "give us more books to read and bring new materials to help us".

3. Adding a Variety of Activities and Games: Learners tend to feel more motivated and enthusiastic when they are engaged in games, role-plays, and competitions; they appealed for more of such tasks, activities and games by proposing the following:

- ✓ "I suggest adding oral games along with other activities which help us to learn new vocabulary and develop our level in English."
- ✓ "Vocabulary games".
- ✓ "Crosswords or word guessing/ games".
- ✓ "Give us more oral activities to present in order to ameliorate our pronunciation".
- ✓ "Games such as the Bingo, or the Taboo".
- ✓ "I would like to add a group competition in discussing topics".

- ✓ “Give us some idioms, discuss their meaning”.
- ✓ “Ask students to make their own videos about topics”.

These responses imply students' eagerness to have more variety in the speaking class, which, in turn, adds to the significance of our study, where various means and materials are used. Students also show their willingness to deal with hands-on activities and be competitive. This is a finding to be taken into account during the designing of the lessons for the sake of this study.

4. Giving More Space to Role-playing: The collaborative activity, role-playing, also appeared among the activities learners asked for. Acting enhances their speaking skills and grants them more self-confidence to face the audience, as two students declared: “Doing some role-plays and acting because it helps a lot in making the language more alive and builds our self-confidence” and “Role plays that help us to know new ideas from each other”.

5. Getting Necessary Equipment from the Department: As we all know, teaching Oral Expression necessitates some necessary materials like laboratories, computers, headphones, etc. This point was raised by one student who said: “May be something the department must add, not the teacher: provide computers”. Although the teachers are trying their best to use their personal laptops and loudspeakers, this needs to be improved, especially that OE should normally be taught in laboratories to avoid disturbing the neighbouring teachers and lead to more fruitful results.

5.2.3 Overall Discussion of the Results of the Students Questionnaire

A thorough analysis of the students' survey brought about some outstanding conclusions that served the aims of the current study. These served as hints that assisted us in the pursuit of the experiment.

1. The majority of the students (82.5%) belonged to Foreign Languages stream (Q1).

2. 79.17% of the sample included good, very good, and excellent students whose marks in English ranged from 13 to 20 in the baccalaureate Exam (Q2).
3. 98.3% of the sample liked Speaking English (Q3), and 81.7% spoke English outside of the classroom (Q4).
4. 36.67% of the informants placed 'speaking' in the first position (36.67%), then came listening (33.33%), reading (23.33%) , and writing with (6.67%) (Q5).
5. Learners were conscious of the importance of English in general and speaking in particular to be a proficient student; 85.83% of the sample confirmed that being a good speaker is a prerequisite to gaining proficiency in English (Q7).
6. 63.34% of the sample considered themselves good or excellent at English, 35.83% average, and only 0.83% poor (Q9).
7. 80.83% of the learners were interested in studying Oral Expression (Q10). This interest came principally from the topics they dealt with (59.17%), and then came the teaching method (38.33%), the teacher (27.5%), and lastly, the classroom atmosphere (15%) (Q11).
8. 67.5% of the sample always or often participated in Oral expression. This shows that the majority of the students were motivated to study this module (Q12).
9. The difficulties that hamper the students from speaking were either related to poor linguistic abilities, such as lack of vocabulary(39.8%), or to some other affective factors like fear of making mistakes or of teacher's and classmates remarks 82.2% (Q13).
10. Oral Expression lessons were based on group discussions, free debates, and oral presentations, while role-plays and vocabulary games were occasionally used (Q14).
11. Although the vast majority of the sample (82.5%) agreed that the speaking skill is taught in combination with the other skills (listening, reading, and writing) (Q15), the skills and sub-skills which were generally combined with speaking were listening,

pronunciation, and vocabulary. Grammar, reading, and writing were not stressed (Q16).

The integration of the four skills was not deliberate, and listening was naturally linked to speaking. This is the primary motive behind carrying out the current study.

12. 24.17% of the students regularly listen to audio, while 53.34% rarely or never did (Q17), only 6.66% watched videos on a regular basis while 75% rarely or never did (Q18)

13. Almost half of the sample (49.16%) were never or rarely required to do reading assignments, while 25% did it regularly (Q19)

14. 70% of the students have never or rarely fulfilled writing tasks in Oral Expression. Only 10.8% regularly performed writing activities (Q21).

15. Students worked either alone or in collaboration with their classmates (Q23). Some spoke only in English, and others used it hand in hand with French and Arabic while achieving the assigned tasks (Q24)

16. Teachers relied on textbooks, and the use of authentic materials like newspapers and magazines was very limited (Q25)

17. The vast majority of the informants (90.83%) believed that learning speaking in combination with the other skills would better develop their speaking skills than learning it in isolation (Q26).

5.3 The Interview

Although the teachers and the students questionnaires brought about insightful conclusions about the skills and sub-skills integration into the OE sessions, more information was needed about how and to what extent these skills were combined. Thus, the researcher felt the necessity to dig deep to get more information. This was made possible via an interview to back up the results of the two preliminary questionnaires and dispel the uncertainties and ambiguities about skills integration.

5.3.1 Rationale and Context of the Interview

Seeking more in-depth understanding of the exact activities being adopted in OE, whether or not they were based on the integration of the four language skills and sub-skills, how the macro and micro skills were combined, and the extent to which this integration was realised, we decided to collect some qualitative data via a semi-structured interview. A set of 10 questions was prepared beforehand. However, their order was flexible as some questions emerged during the interview as feedback to the interviewees' answers to get further details or more clarifications. Some questions were deleted, for their answers were embedded in the interviewees' responses to previous questions.

Before the administration of the students questionnaire, the researcher considered ten pilot questionnaires to check the clarity of the questionnaire's items. After checking the respondents' answers, some were reformulated to avoid ambiguity. The researcher remarked that the respondents did not provide the details she was expecting, so she decided to interview a number of students after they responded to the questionnaire to get further details.

Before starting the interviews, the researcher informed the participant that she was carrying out research about the integration of the four skills in OE lessons. The interview took place in a classroom. The interviewees were required to answer the questionnaire, and after submitting it, they were required to reply to a few questions verbally. Each interview lasted for 3 to 5 minutes. The researcher asked for the students' permission to record their speeches over a smartphone; these audio recordings were later transcribed into scripts and analysed.

5.3.2 Structure of the Interview

The interview entails ten questions which addressed the following points. The type of lessons learners studied in OE lessons (Q1); whether they listened to audio or watched videos (Q2); which activities they did after listening (Q3), answering comprehension questions (Q4), practising

vocabulary, grammar, or pronunciation activities (Q5). Students were also asked whether they read prints in the classroom or whether they were provided with reading homework assignments (Q6); whether they answered comprehension questions (Q7) or whether they wrote short stories, role-play scripts, or summarised texts (Q8); and whether they practised vocabulary, grammar, and pronunciation activities related to the print. They were, finally, required to give suggestions to improve the teaching of OE (Q9).

5.3.3 Analysis of the Interview

A thematic analysis was followed in the analysis of the interview. After transcribing the 22 recorded interviews, they were thoroughly read and scrutinised to develop a set of themes focussing on integrating the four skills and other sub skills. These themes come as follows: listening, speaking, reading, writing, grammar, vocabulary, and pronunciation.

a. Listening: Listening to authentic language via audio-visual aids was either not incorporated at all in OE or used to a minimum, as few interviewees confirmed.

✓ **Interviewee 18**

“No, we don’t listen, we don’t watch, and we don’t write.”

✓ **Interviewee 11**

“No, not at all. I don’t remember we did *that* [listening to audio or watching videos]....only presentations.”

✓ **Interviewee 14**

“Not really, because we don't have equipment.”

✓ **Interviewee 12**

“I remember that *she* [the teacher] gave us vocals to listen to. They were songs, and that’s all”.

Post-listening activities, reported by the interviewees, were centred around eliciting information about the gist of the audio, detailed comprehension, or gap-filling activities.

✓ **Interviewee 10**

“Yes, sometimes we listen to an audio and comment about or answer questions about it. Sometimes we listen to stories; then we answer questions about them”.

✓ **Interviewee 20**

“*She* [the teacher] asks us if we remember or not; then she asks us about the audio she gave us.”

✓ **Interviewee 6**

“Filling the gaps activities.”

✓ **Interviewee 19**

“In the first semester, *she* [the teacher] gave us a textbook; when we go to the class, she displays some videos, and we answer, and when we answer, we just fill in the gaps; this is in the first semester.”

b. Speaking: Speaking sessions generally consisted of class discussions and oral presentations, as confirmed by most interviewees.

✓ **Interviewee 14**

“Basically, we just talk about different topics. Sometimes, we choose them, and sometimes, the teacher chooses them. We try to discuss specific points like: What is this topic? How can you use it? When can you use it?...different topics.”

✓ **Interviewee 13**

“Our teacher tells us about the topic to prepare for the next session, and we prepare it. For me, I have my personal ideas, and I use the internet, ask people, my sisters, to get more information about it, and I prepare it. In class, I don't use the papers, but I talk about it.”

✓ **Interviewee 8**

“She used to give us some topics to prepare at home, and when we came to the classroom, we debated it. At the beginning of the year, we used to do individual oral presentations, but because some students felt uncomfortable with oral presentations, the teacher decided to have free debates about some topics by dividing the class into two halves”.

✓ **Interviewee 7**

“Usually, our teacher gives us random topics, and she asks us to research them, and then when we come here (to the classroom), she asks us about them. All the students discuss the given topic. As I remember, we did some oral presentations in the first semester.”

c. Reading: Reading was included in OE for gathering information either at home prior to the lesson or in the classroom just before holding a class discussion over the topic(s) touched upon in the reading selection.

✓ **Interviewee 11**

“Texts? No activities.”

✓ **Interviewee 17**

“Not Often...Rarely..it’s rarely.”

✓ **Interviewee 12**

“No, not reading. She didn’t ask us about reading something.”

✓ **Interviewee 3**

“We usually deal with some texts. The teacher gave us some texts, and we discussed them. Sometimes, there are debates more than discussions. We usually speak more.”

✓ **Interviewee 10**

“We usually read about a specific question to prepare projects in groups of three or four students. Then, each group presents his project about a specific subject.”

On very few occasions, teachers dealt with intensive reading about texts; here, the reading activity was adopted for intensive reading or text analysis, not to prepare for discussions or oral presentations.

✓ **Interviewee 14**

“We discuss the text, and we do some activities related to it, like how to combine sentences together.”

✓ **Interviewee 4**

“We get a general idea, and we analyse them [the poems] (the conflicts, characters).”

d. Writing: Very little to no writing activities were integrated into OE lessons.

✓ **Interviewee 12**

“No. The only thing we wrote is just the tasks we are asked to do orally”.

Even the preparation of the role-play transcripts is made "mentally."

✓ **Interviewee 15**

“No, like we do this mentally. We organise our ideas. She gives us time.”

✓ **Interviewee 20**

“No, we just write about them at home, but when we come to the classroom, we talk about them”.

The only time writing was tried in the classroom, according to interviewee 17, it did not lead to the transcript as expected.

✓ **Interviewee 17**

“No, we actually prepared plays before. It's a group work, of course. We prepare the role-play at home. We prepared the role-play in five minutes in the classroom only one time, but it didn't work. The teacher gives us at least one week to prepare it.”

Incorporating idioms in the OE session was found to be rare. Practising with this linguistic aspect went to the same "mental" process; interviewee 17 added:

“We don't write. The teacher gave us five idioms, and we had to think about a situation. She gives us one minute. After we organise what we will discuss the topic for two minutes. Sometimes, other classmates may interfere and engage themselves to create a conversation, and we talk with each other.”

e. Grammar: Seldom grammar was dealt with in OE lessons; the only two occasions where grammar was tackled concerned phrasal verbs and were part of a game.

✓ **Interviewee 8**

“No...No...not in Oral Expression. We do this in grammar.”

✓ **Interviewee 5**

“Not.....Not at all.”

✓ **Interviewee 14**

“Rarely, as we do too many presentations.”

✓ **Interviewee 11**

“We did vocabulary games, not grammar.”

✓ **Interviewee 12**

“They are not related to audio and texts. They are kind of games in vocabulary and grammar related to phrasal verbs.”

✓ **Interviewee 8**

“As I remember, she gave us once an exercise about phrasal verbs and another exercise about adjectives in a sort of a game.”

f. Vocabulary: Many vocabulary games were adopted in OE sessions although these exercises were used in isolation without being related to a print, audio, or video

✓ **Interviewee 4**

“Yes, sometimes. Sometimes, we have no time. We match words to their definitions, crosswords, and the teacher evaluates our pronunciation.”

✓ **Interviewee 9**

“We always do debates, and sometimes she asks us to give her some adjectives or idiomatic expressions, and sometimes we do crossword games.”

✓ **Interviewee 13**

“We do vocabulary games in groups.”

✓ **Interviewee 15**

“Vocabulary games....or topics....sometimes topic discussions and sometimes games.”

g. Pronunciation: Pronunciation as such was not incorporated in OE lessons; it was dealt with only when pronunciation problems occurred to fix mispronunciation of words.

✓ **Interviewee 21**

“Other than the idioms, we don’t deal with neither pronunciation nor grammar, just the idioms that we use when we speak.....”

✓ **Interviewee 5**

“Hmmm, No.”

✓ **Interviewee 6**

“No”

✓ **Interviewee 12**

“Pronunciation.....no.”

✓ **Interviewee 19**

“For pronunciation, she notices how you speak and corrects you along the way. She doesn't really do any activity on it. She just corrects you on the spot.”

✓ **Interviewee 10**

“She corrects our pronunciation when we present our projects.”

✓ **Interviewee 15**

“No, if we make mistakes while speaking to the teacher, she corrects us.”

- **Students' Proposed Improvements**

When interviewees were asked about further propositions to make the teaching of oral expression better, they called for more audio/video materials and varying activities, such as role-plays, for the sake of widening their vocabulary range and boosting their speaking abilities.

- ✓ **Interviewee 18**

“We have to listen to audio, we have to speak more; we need them in Oral Expression to enrich our vocabulary.”

- ✓ **Interviewee 11**

- ✓ “To rely on videos since it is very important to us. I would like to do acting scenes like a role-play or something. It really helps in speaking....more debates and more group discussions.”

Conclusion

This chapter summarised the preliminary study carried out at the outset of the study to explore which of the two approaches under investigation (ISA or SSA) was followed by teachers in teaching Oral Expression, with a focus on the speaking skill. The analysis of the teachers and learners questionnaires and the interview addressed to learners confirmed that teachers mainly integrated speaking and listening skills in the lessons, relying on oral presentations and class discussions. They incorporated reading to a limited extent and marginalised the writing skill. Some instructors added arbitrary vocabulary exercises, while grammar and pronunciation were not stressed. Learners' expectations were summarised in their willingness to add a variety of activities, use more audio-visual aids, and provide them with more opportunities to select the topics to handle in the lessons to ensure a fruitful and more enjoyable learning atmosphere.

CHAPTER SIX

ADOPTING AN INTEGRATED-SKILL APPROACH IN THE TEACHING OF SPEAKING SUGGESTED LESSON PLANS

Introduction

The present chapter is the by-product of the preceding chapters as it builds on the theoretical background provided in the literature review. By designing a set of lessons based on macro and micro skills integration, we aim at assisting learners to become proficient speakers. Before designing the lessons, we conducted a needs analysis to unveil learners' difficulties, recognise their expectations, and respond accordingly. A unit of six lessons is presented ; in each lesson, except for the introductory and the concluding lessons, the four skills and sub-skills are integrated. The receptive skills are initiated first to provide the learners with the necessary input, and then productive skills are introduced to learners to encourage them to produce speech. Meanwhile, language-focused learning takes place to reinforce certain linguistic aspects, namely grammar, vocabulary, and pronunciation, by engaging learners in collaborative learning to ensure a motivating learning environment. Upon the conclusion of each lesson, a follow-up activity is included to wrap up the previously acquired knowledge and strengthen learners' speaking abilities.

6.1 Needs Analysis Outcomes

Seeking improvement in the Algerian first-year learners' speaking proficiency by implementing an integrated-skill approach, we attempted, throughout the previous chapter, to dig deep into the data elicited from the teachers and learners questionnaires to establish an overview of the state of affairs in the teaching of Oral expression. Furthermore, an interview was conducted with a sample of the students who already answered the questionnaire to collect more detailed information about integrating the macro and micro skills in OE module. The two questionnaires and the interview attempted at unveiling learners' needs and expectations

concerning the teaching of OE. In this same regard, the needs analysis served as a firm ground for designing a syllabus that centres around the integration of the four macro skills and sub-skills in an attempt to enhance learners speaking abilities, aspiring to meet students' outlooks about the following concerns originating from the students and teachers questionnaires.

6.1.1 Teacher and Learners Preliminary Questionnaires

The findings obtained from the preliminary questionnaires to spotlight the learners' needs are summarised in the following section.

6.1.1.1 Topic Selection

The finding drawn from the students questionnaire, (Qs 10, 11, and 12), dictates that the teacher has to be very cautious and selective when choosing the topics to be treated in the classroom, which need to be of interest to students and able to grab their attention and trigger their motivation. Likewise, the teachers have to think of methods that are efficient for teaching speaking, to be compelling, and to ensure an encouraging classroom atmosphere that allows for positive outcomes.

Like students (Qs 10&11), teachers confirmed that success in motivating learners to learn speaking depends on a good choice of topics, an engaging teaching method, and a friendly class atmosphere (Q 17). These points have to be taken care of by the researcher when devising her lessons because they may contribute to solving the main problems students encounter with speaking, which are affective, such as fear of making mistakes and negative feedback, and linguistic like lack of vocabulary. So, choosing suitable topics matching their level helps them overcome the problem of insufficient vocabulary stocks they reported to face, and offering the right method and class atmosphere elevates the psychological burden students feel and assists them in becoming more relaxed and thus more active.

6.1.1.2 Selection of the Teaching Materials

Taking into account the learners' overall level of English and their stream in the high school (Qs. 1, 2, & 9), the researcher-teacher may have more room and freedom when selecting the teaching materials. She may make use of challenging and competitive tasks as the students were majoring in foreign languages and reported to be good at English in general, and in speaking in particular.

In the same vein, the sources the teachers employed in the preparation of their lessons are mainly textbooks (Q19), which may explain the insufficient use of audio or videos in the classroom. The researcher has to make up for the lack in using authentic materials to teach speaking (Q25). May be speaking, more than the other skills, requires the use of genuine sources so that learners acquire the right oral features and properties of speech (pronunciation, stress, intonation, connected speech, etc.) from natives themselves.

6.1.1.3 Collaborative Learning

The same strategy of collaborative work should be kept, and students should be set to work in pairs or groups (Qs 23 & 24) for the benefits proved by research for this type of task, especially when dealing with speaking skills.

Teachers reported (in Qs 16, 17, and 18) that when they arranged students in pairs or groups to handle class activities, they communicated in Arabic and French in addition to English even if they encouraged them to speak in English only. Perhaps, more emphasis should be put on the fact that students have to use the English language as much as possible, or at least it should be the predominant medium of communication in the classroom.

6.1.1.4 Affective Factors

Keeping up with learners' level of motivation which seems somewhat high (Q3), and with their awareness of the importance of English as a lingua franca and of speaking in particular (Qs. 5 & 7), the teacher expects to have intrinsically motivated, active participants in the classroom, who may need interesting, varied and engaging activities to handle.

Now, that the researcher has gained insight into the difficulties students experienced and reported (in Q.13) to hamper their learning process, she has to try to keep them to the minimum. Most of these problems are psychological and come down to fearing making mistakes or feeling anxious about the teacher's or classmates' negative feedback.

The teachers agreed that the learners generally do not show high levels at speaking (Q4 & 5). This may imply the need for researching the causes, including the teaching methods applied and looking for new ones which are likely to foster learners' speaking competence, especially that students are willing to take part in the class activities they have to deal with.

6.1.1.5 Integrating the Four Skills

The techniques reported by students (Q 13) to be usually used in the classroom suggest that speaking was being learnt mainly through the skills of listening and speaking itself, as well as the sub-skills of pronunciation and vocabulary. These findings confirm that the integration of skills is overlooked in the speaking class; high proportions of participants denied, entirely or partially, the utilization of audiovisual materials, reading tasks or writing assignments (Q.17, 18, 19, and 21).

According to the teachers questionnaire (Q8 & 9), speaking occupies a prominent place in language learning, yet it is taught principally via class discussions, debates, and oral presentations. Despite the proven efficiency of these means of teaching speaking, more variety

of means and tasks would be welcomed to meet the various needs of students and the psychologically inhibited ones in particular.

Globally, teachers reported to teach speaking alongside other skills and sub-skills of the language (Qs 10, 11, 12, 13, 14, 15); however, their responses to individual questions concerned with each skill in isolation revealed that this combination is not exploited to its best. For example, reading is integrated solely every now and then (by up to 50%) and 'never' by 23.81%; writing is 'never' introduced with speaking in 50% of the cases and 'rarely' in the remaining half of the cases. Even listening, the twin skill of speaking, is 'rarely' dealt with by a third of the first-year teachers (33.33%) who do not frequently present learners with audio or videos.

The teachers believed in the significance of the skill-integrated method for teaching speaking and its potential in boosting learners' communicative competence; they seem not to apply it in a proper way since some skills are overlooked, as shown above.

This situation needs remediation, especially that research is in favour of the integrated approach to teach different aspects of the language, and, once more, lays ground for the conducting of this study, through which a new method is implemented in speaking instruction.

6.1.2 The Interview

The interview was conducted with learners to get thorough information about the integration of the macro and micro skills. The obtained results are summarized as follows.

6.1.2.1 Skills Integration

- Listening to audio or watching videos was either not incorporated at all in OE or used to a minimum.
- Speaking sessions generally consisted of class discussions and oral presentations.

- Reading was included in OE for gathering information either at home prior to the lesson or in the classroom just before holding a class discussion over the topic(s) touched upon in the reading selection. On very few occasions, teachers dealt with intensive reading about texts; here, the reading activity was adopted for intensive reading or text analysis.
- Very little to no writing activities were integrated into OE lessons.
- Grammar was rarely dealt with in OE lessons; the only two occasions in which grammar was included were when phrasal verbs were used as part of a game.
- Many vocabulary games were adopted in OE sessions although these exercises were used in isolation without being related to a print, audio, or video. Incorporating idioms in the OE session was found to be rare. Practising with this linguistic aspect went to a "mental" process (thinking about the meaning of pre-selected idioms).
- Pronunciation as such was not integrated in OE lessons; it was dealt with only when pronunciation problems occurred to fix mispronunciation of words.

6.1.2.2 Students' Proposed Improvements for the Teaching of Oral Expression

- When interviewees were asked about further propositions to make the teaching of oral expression better, they called for more audio/video materials and more diversified activities, such as games and role-plays, for the sake of boosting their vocabulary. All of the aforementioned issues raised in students' needs analysis will be cautiously and meticulously considered in pursuit of proposing the subsequent integrated-skill-oriented lesson plans.

6.2 The Application of the Integrated-Skill Approach in the Teaching of Speaking

The integrated-skill group is to be instructed via the innovative method whereby the four macro skills and the micro skills merge together. To this end, different authentic materials are adopted, namely audio, videos, magazine articles, and book extracts. Moreover, the communicative activities used in the lessons, namely information gap and role-plays, are to add more flavour to the lessons. The 3/2/1 technique is also used to enhance learners' speaking

fluency. Under the integrated-skill instruction which is in effect for eight weeks, the participants receive six lessons; each involves the amalgamation of the macro and micro skills, except for the introductory and the concluding lessons, where only the four macro skills are involved—as will be thoroughly explained in the following section.

6.2.1 Detailed Description of the Proposed Set of Lessons

The integrated instruction follows a hybrid of theme-based teaching and task-based instruction (for more details, cf. Chapter 2 section 2.2.4). The topic chosen for the integrated-skill and segregated skill groups is “Fashion and Trends”. This theme is intriguing to the students, and it has been chosen by 85.32% of the learners after 'Travel' with (87.58%) and 'Dreams' with (78.37%) when asking them to tick the subjects of general interest to them such as dreams, future plans, travel, celebrities,..etc from a checklist, as shown in the table (6.1). This topic was chosen by the majority of students owing to the fact that fashion and trends are among the interests of Generation Z and also because females constitute the majority of the study sample. 'Fashion and trends', which has been chosen as the main topic of instruction for both experimental and control groups, was considered from different angles, and each lesson dealt with one particular perspective, such as 'Fashion and Design: The Art of Style', 'Clothes and Colours', 'Clothing Styles', 'Fast Fashion', 'Eco Fashion', and 'Future Fashion'.

Table 6.1

Students Favoured Topics

Topic	Students' Preference (%)
Dreams	78.37
Future plans	48.36
Travel	87.58
Food	67.44
Music	75.30
Freedom	21.62
Bullying	55.67
Fashion and trends	85.32
Freedom	21.62
Celebrities	45.17
Friendship	51.35
Traditions	21.62

Each lesson is structured around the four macro skills (listening, speaking, reading, and writing) and micro skills (vocabulary, grammar, and pronunciation), following Oxford's *The Tapestry of Language Learning* (1995), Oxford's *Integrated Skills in the ESL/EFL Classroom* (2001), Nation's (2007) *The Four Strands*, Nation and Yamamoto (2012) *Applying the Four Strands to Language Learning*, and Nation and Newton's in their book *Teaching ESL/ EFL Listening and Speaking* (2009), in which they propose an integrated approach to develop speaking and listening organised around the four strands in a language course. They stress that a well-balanced course should be divided into four strands (cf. Chapter 1, Section 1.5; Chapter 3, Section 3.4.7)

- a. 'Meaning-focused input' or language learning through listening and reading, allowing learners to comprehend input;
- b. 'form-focused' instruction based on language features, such as grammar, pronunciation, vocabulary, spelling, etc.;
- c. 'Meaning-focused output' or language learning through speaking and writing; and
- d. fluency development to enable learners produce speech at a reasonable rate (Nation & Yamamoto, 2012). Thus, a language lesson has been organized according to this principle, as illustrated in table (6.2):

Table 6.2

Lesson Structure According to Nation's Four Strands

Strands	Skills	Activities
Meaning-focused input (Receptive Knowledge)	Listening Reading	Listening to audios, watching videos Reading magazine, articles, reading book extracts
Meaning-focused output (productive knowledge)	Speaking Writing	Group discussions, role-plays, collaborative learning, guided writing Writing dialogues for role-plays
Language-focused learning	Vocabulary Grammar pronunciation	Collaborative learning Information-gap activities
Fluency development	Speaking Fluency	3/2/1 technique

Relying on Nation's principles of the Four Strands (Nation, 2007; Nation & Newton, 2009; Nation and Yamamoto, 2012), the researcher designed six lessons following the aforementioned guidelines. The course comprises one introductory and one concluding lesson structured around the four macro skills (listening, speaking, reading, and writing), and four main lessons accounting for both macro and other micro skills (grammar, vocabulary, and pronunciation). The lessons' order, the macro and micro skills' structure, the selected activities, and the adopted materials are explained below.

6.2.1.1 Lessons Order

The lessons are organized in a way that goes from general to specific, making the learners themselves the starting point of the unit. We moved in dealing with the selected topic from general and common aspects to more specific and less known ones.

- **Introductory Lesson One: Generation Z**

From the researcher's humble experience in teaching Oral Expression, she remarked that the learners show more interest in the topics that involve them to express themselves freely. In these topics, they feel free to talk about their dreams, likes, dislikes, travel, fashion trends, etc. Thus, by deciding to start with the introductory lesson "Generation Z", the researcher has chosen the learners themselves as the point of departure. Furthermore, almost all the students, who belong to generation Z in the current study, find it motivating to learn and talk about their own generation, interests, and shared characteristics. In fact, the world of fashion and trends is a major shared interest among Gen Zers in general. Hence, Generation Z is the first step to lead the learners into the world of fashion, the main topic of the course.

- **Lesson Two: The World of Fashion: The Art of Style**

By choosing a print and a video about the world of fashion and the art of design, the researcher aimed at grabbing learners' attention and arousing their curiosity about the topic at hand, which is already a topic of interest to them.

- **Lesson Three: Garments and Colours**

We cannot deal with fashion without mentioning clothes, colours, and trends. The latter are, undoubtedly, an inevitable part of the designed course. Furthermore, during the pre-test, the participants revealed a remarkable inability to name some essential clothing items and shades of colours; that is why the researcher decided to include this lesson to acquaint the learners and enrich their vocabulary repertoire about the different items of clothing and accessories as well as the basic colours and their varying shades.

- **Lesson Four: Clothing Styles**

Learning about clothing and colours is a prerequisite to deal with the different clothing styles, for describing a particular style and its characteristics depends on the vocabulary that learners have already learnt in the previous lesson. This lesson was intended to set solid grounds for the following lessons, especially that recurring information and vocabulary help the learners retain more information, enrich their vocabulary, and improve their fluency.

- **Lesson Five: Fast Fashion/ Eco Fashion**

Learners are more knowledgeable about the glamorous side of fashion mainly related to famous trendy garments, designers, and models. This lesson is meant to reveal the dark side of fashion that many students tend to ignore: Its dangerous polluting phenomenon and threatening environmental effects. After dealing with fast fashion as a problem, some sorts of solutions are provided, as to consider more sustainable fashion and more eco-friendly garments to encourage the learners to become more responsible customers.

- **Concluding Lesson: Future Fashion**

This lesson has been chosen to be the concluding lesson of the course to discuss the future horizon of fashion and to discuss technology immersion in this world, especially tech-wear clothing.

6.2.1.2 Sources of Materials and Activities

The choice of the materials is founded on the selection of authentic materials such as magazines, newspapers, menus, and audio or videos involving real situations, which are meant for achieving communicative purposes, as required in the communicative language teaching principles (Chapter 3, Section 3.3.2.2). Thus, the different materials included in the lessons are the following:

- **Internet Sites for Audio/videos**

Almost all the audio and videos are 5 to 10 minutes long and are extracted from the British Council or the BBC Learning English sites. Their content matches the topic (The World of Fashion) well, and the difficulty level matches students' proficiency level (intermediate level), determined in the pre-test, just before embarking on the treatment. One video was taken from YouTube (vogue) and was shortened for time management purposes. Both the British Council and BBC Learning English sites contain a rich collection of materials to be used by teachers and learners of all proficiency levels, from the beginner level to the more advanced one. All the audio and videos are samples of authentic everyday situations where native speakers carry out spontaneous conversations.

- **Electronic Magazines for the Prints**

Authenticity is stressed in the current research both in the selection of audio/videos and texts. Articles are selected from online magazines such as "*Love To*" and "*Conversation*", "*Central Casting*" since they are considered authentic materials addressed to native speakers. Furthermore, an extract from the book "*Fashion Design: The Art of Style*" by Jen Jones was also used in addition to a few resources from the Google Pictures store, including pictures and an article from "*Citypress*". It is worth noting that, in few cases, the articles used in the reading sections have been adapted either by limiting the number pictures or the number of paragraphs, in case the article is too long. Some of the cultural aspects of the native country are

communicated to the students via the teaching materials to acquaint them with the native culture, such as the English Royal Family, swapping events, fast fashion, etc.

6.2.1.3 Structure of the Macro and Micro Skills in the Lessons

All six lessons of the unit include the four macro skills (listening, reading, speaking, and writing); however, the micro skills (grammar, vocabulary, and pronunciation) appear in the four lessons (1,2,3,4). Since Lesson One aims at introducing the whole unit and paves the way for the subsequent lessons, and the concluding lesson brings the unit to its end, the researcher did not include the micro-skills so as not to overload these two lessons with details.

As explained before, each lesson includes meaning-focused input, meaning-focused output, language-focused learning, and fluency development. This is realised in the logical organization, smooth sequence, and combination of the macro and micro skills in each lesson and throughout the whole unit, as thoroughly elaborated in (cf. Chapter 3, Section 3.4.7). Meaning-focused input is realized through listening and reading as receptive skills; meaning-focused output is achieved through speaking and writing as productive skills; language-focused learning is accomplished by grammar, vocabulary, and pronunciation lessons; and fluency development is ensured via 3/2/1 activity. This division is elaborated in the section below.

6.2.1.3.1 Listening and Reading as Receptive skills

Throughout the whole unit, the listening and reading skills are the starting point of each lesson to provide the learners with the necessary input that will serve them in the succeeding lessons on vocabulary, grammar, and pronunciation. Most of the time, the lesson is listening-directed, especially when the micro skills to be considered are pronunciation and grammar. On a few occasions, the lessons are reading-directed, particularly when the vocabulary lesson is related to the text at hand.

The Receptive skills provide the learners with the necessary knowledge about the topic at hand by exposing them to audiovisual resources and reading materials that match their level of proficiency. Hence, their has been handled carefully to ensure that about 80% of materials are comprehensible to the learners; that is why the audio and videos adopted in the current study are directed to learners of intermediate proficiency level. Furthermore, some of the selected prints underwent a minor adaptation touching upon text length: Long texts have been shortened. In one case, two idioms were deliberately added to the reading selection to meet the needs of the vocabulary lesson, especially when the target point of the vocabulary lesson is extracted from the reading passage. The organization of the receptive skills in the whole unit is illustrated in the table below. The lessons' titles are provided hand in hand with the titles of texts and audio/ videos.

Table 6.3

Organization of Receptive skills and Input Materials in the Unit

Lesson	Title of the Lesson	Title of the Audio/video	Title of the text
Introductory Lesson	Generation Z	Describing Generation Z from (BBC Learning English)	Gen Z: The Purchasing Habits of Post Millinials (google)
Lesson One	Fashion and Design: The Art of Style	Working in Fashion from (the British Council)	Designing your future Extract from the book " <i>Fashion Design: The Art of Style.</i> "
Lesson Two	Clothes and Colours	Vogue, Inside the Wardrobe from (Youtube)	Seasonal Colours
Lesson Three	Clothing Styles	-What to Wear to a Social Occasion from (BBC Learning English) -Clothes and Fashion from (Zapp! English)	Hipster Style
Lesson Four	Fast Fashion /Eco-fashion	Refresh Your Wardrobe (BBC Learning English)	Fixing our throwaway fashion culture will take far more than a 1p tax
Concluding Lesson	Future Fashion	The Astonishing Fabrics we Could be Wearing in the Future (BBC Learning English)	Future's Fashion: More 'Wellness' across the whole cycle.

As illustrated in table 6.3 above, although the topic of the whole unit is "The World of Fashion", every lesson tackles one specific aspect of it. In every lesson, each of the listening and reading materials deals with the same topic from two different perspectives to avoid redundancy. The rationale for the selection of audiovisuals and prints in each lesson is explained as follows:

- The print in lesson one is about Generation Z, in which learners are acquainted with the characteristics that define their generation in the US and are required to make connections to the print, trying compare themselves to people of a similar age group elsewhere. The audio, on the other hand, is not only about Generation Z but also about other generations (1940- early 2000); this enables them to recognize the names of other generations and their dates of birth and, in this case, to compare themselves to their parents and grandparents.
- The video in Lesson Two is about the glamorous side of fashion; it is meant to whet the learners' appetite about the whole unit. All the illuminating features of fashion are presented, such as the catwalk, lights, models, designers, make-up artists, photographers, etc. To show the artistic side of this attractive world, designers' creativity is highlighted in the reading section. Emphasis is directed to the design cycle that starts with inspiration, leading to the birth of a simple idea, which is transformed into a sketch that moves on to textile designers and factories and ends up on the retail floor.
- Lesson Three builds on the background knowledge students got from the previous lesson. After understanding the whole cycle of design and how a piece of garment finally sees the light, learners are invited to know more and more about the different clothing items and accessories. This, in fact, was the purpose of the listening section through the video " Inside the Wardrobe", where plenty of garments are presented. However, knowing about clothes does not suffice; to add more flavour, a pinch of colours is added in the reading section through the passage "seasonal colours", which adds more inspiration by

joining seasons, nature, and colours, providing a gorgeous combination of colours and nuances.

- Knowing the names of garments and the different shades of colours will undoubtedly enable the learners to describe a variety of clothing styles. This is the focus of the two short audios presented to the learners in lesson three. The reading text, however, is about one particular style, "the hipster style". After discovering all the features and personality traits of a hipster, learners come to realise that the hipster style is becoming popular among Algerian teenagers.
- The world of fashion is a double-sided coin: On the surface of it, it is always shining, full of new trends, colours, and styles, which make consumers fashion victims, shopaholics, and blind consumers. On the other side, it is the second most polluting industry in the world after the oil and gas sector. This astonishing reality is elaborated in lesson four in the reading text "Fixing Our Throwaway Fashion Culture Will Take Far More Than a 1p Tax", which ends with some solutions to reduce this phenomenon, such as recycling and upcycling old garments. The print helps the learners discover the darkside of fast fashion and raises their awareness about its dangerous effects on the environment. The video the learners view *Swapping or Swishing Events* in the listening lesson familiarises them with a tradition, that is very typical to the English society and more sustainable for the environment as well as people's pockets: 'Swapping or swishing events', where people exchange their old garments for the aim of refreshing their wardrobes and stop buying new clothes in an attempt to minimise the effects of fast fashion on the planet; in addition, the video enables them to discover swapping clothes as a practice that is entirely new to them since it does not exist in our society.
- The learners keep travelling in the fashion world, moving to the future in the concluding lesson, discovering the new bio fabrics we will be wearing in the future to make our

clothes more sustainable. The print illustrates how technology is starting and will continue to be part of our body through the clothes that we will wear and which seek to ensure the comfort and wellness of humanity.

6.2.1.3.2 Language-Focused Learning through Vocabulary, Grammar, and Pronunciation

The vocabulary, grammar, and pronunciation points are extracted from the listening or reading materials to show the learners how language is used in authentic situations. This also ensures a smooth movement from one skill/ sub-skill to another and guarantees a tight connection between the different macro and micro skills. The lessons on vocabulary, grammar, and pronunciation are presented in the table below:

Table 6.4

Organization of the Micro Skills in the Lessons

Lesson	Title of the Lesson	Vocabulary	Grammar	Pronunciation
Introductory Lesson	Generation Z	/	/	/
Lesson One	Fashion and design: The Art of Style	Vocabulary related to the Designing Cycle	Simple present/ Present Continuous	Intonation Short Questions/ Wh Questions
Lesson Two	Clothes and Colours	Collocations about colours	Likes and dislikes	Contractions
Lesson Three	Clothing Styles	Collocations related to clothes	Adjectives and adverbs	Strong/weak forms
Lesson Four	Fast Fashion /Eco-fashion	Vocabulary related to fast fashion	Phrasal verbs	Tag Questions
Concluding Lesson	Future Fashion	/	/	/

- The introductory and concluding lessons do not include language-focused lessons since they either open the unit or draw it to a close. Throughout the other four unit lessons, the researcher aims to cover the essential elements the learners need to enhance their speaking abilities, be it grammar, vocabulary, or pronunciation. The content dealt with

in these lessons is chosen with precaution. It is organized according to the topic of each lesson, the listening and reading materials, vocabulary and pronunciation, and the follow-up activity.

- **Vocabulary:** To speak good English, the students should be equipped with a wide range of vocabulary. To enrich their vocabulary repertoire about the theme we are dealing with, the students have to learn a variety of vocabulary and collocations about fashion. Vocabulary lessons in this unit provide the learners with ample knowledge about the world of fashion in general, the process of designing garments, collocations related to colours and clothes, and, of course, a rich vocabulary stock about fast fashion, eco-fashion, and fashion-tech products (see lesson plans in the following sections of this chapter for more details).
- **Grammar:** To speak English accurately, the students should use correct grammar. The grammar points being covered are simple and present continuous, likes and dislikes, adjectives and adverbs, and phrasal verbs. As far as the theme of the whole unit is concerned, the learners need to speak about the world of fashion, to describe the stages of the designing process, to talk about items of clothing they like or dislike, to describe different clothing styles with appropriate adjectives and adverbs, and to sound more authentic and native-like relying more on phrasal verbs while speaking. This is why grammar lessons are sequenced in this order.
- **Pronunciation:** The whole research work is mainly about improving the learners' speaking skill; that is why the pronunciation lessons being covered are selected with great care. They tackle all the necessary elements the students need to learn to speak naturally or to sound like native speakers. Hence, the lessons are mainly about some features of intonation, viz., short/wh-questions and tag questions; other pronunciation features are related to contractions and strong and weak forms.

6.2.1.3.3 Speaking and Writing as Productive Skills

With regard to speaking and writing, they are dealt with at every stage of every lesson, for students are required to produce an output related to the materials at hand (audio, videos, or prints) either by discussing them orally or by responding to them in a written form. These two productive skills occur in the whole unit in conjunction with each other or integrated with the other macro/micro skills.

6.2.1.3.4 Lessons Structure

Every lesson in the unit, except the introductory and concluding lesson, includes all the macro skills (listening, reading, speaking, and writing) and the micro skills (vocabulary, grammar, and pronunciation), and every skill/sub-skill is presented in three stages. The first stage, pre-listening/pre-reading, includes a warm-up activity or the lead-in. The second stage is the while-listening/while-reading stage, where the lesson and the different activities and tasks are presented to the students. The final stage is the post-listening/ post-reading, in which learners are encouraged to interact orally or to respond by writing to end the lesson (see Chapter 3, section). All these stages are thoroughly explained below:

6.2.1.3.4.1 Pre-Listening/Pre-Reading/Warm-up/Lead-in

This stage is the starting point in dealing with the macro skills or micro skills. It is considered an icebreaker aiming at introducing the lesson by setting the mood and preparing the learners mentally and physically for the lesson. This stage is achieved by involving the learners in setting hypotheses about the content of the lesson from pictures, titles of videos/passages, or, in a few cases, by matching vocabulary to their appropriate meaning to have a general overview of the text/video and to prepare them for the vocabulary they are going to encounter in the lesson. Thus, the learners respond orally or in a written form.

6.2.1.3.4.2 While-Listening/While-Reading

In this stage, writing and speaking are integrated as learners are required to carry out activities either individually in order to answer comprehension questions, multiple choice or true/false questions, fill in the gaps, and matching, or collaboratively to discuss and fulfil a written production such as filling a chart, fill in the gaps, or writing a dialogue, etc.

Table 6.5

Activities Involved in While-Listening/ While-Reading Stage

Activities Involved in While-listening/ While-Reading Stage			
Lesson	Title of the Lesson	Listening	Reading
Introductory Lesson	Generation Z	-Listening comprehension Questions -Matching generations to appropriate date of birth	-Reading comprehension questions
Lesson One	Fashion and design: The Art of Style	-Listen and choose the correct answer -Matching people to what they said -Comprehension questions	-Matching each paragraph to its main idea -Comprehension questions -True/false
Lesson Two	Clothes and Colours	-Listen and note the mentioned clothing items. -Listening comprehension questions -True/false	-Scanning -Fill in the table with the appropriate information -Synonyms -True/false
Lesson Three	Clothing Styles	Audio 1 -Comprehension questions -True/false Audio 2 -Comprehension questions - listen and choose the appropriate word for each gap	-Scanning -Fill in the table with appropriate information -Synonyms -True/false questions

		-Matching words to their appropriate meaning	
Lesson Four	Fast Fashion /Eco-fashion	-Listening for main ideas (Listen and tick the main ideas) -True/false -Finding synonyms	-Scanning -Reading for main ideas -Reading comprehension (detailed reading) questions -Synonyms
Concluding Lesson	Future Fashion	Listening comprehension questions	Reading comprehension questions

The while-listening/while-reading stage is rich in activities sequenced from the most accessible and least demanding to the most difficult one that engages the learners in more productive skills, as Nunan (1985) suggested. According to him, the activities should follow a gradual progression, taking into account the cognitive and performance demands made upon the learners, starting with 'comprehension activities', then 'controlled production activities', and finally 'real communicative interactions' (see Chapter 3, Section 3.3.5.1), as follows:

- a.** Processing (comprehending) activities: These activities involve the learners in listening to or reading material and responding to it by raising hands, ticking a box or a grid, or writing keywords when hearing them.
- b.** Controlled production activities: Learners, in these activities, are required to listen to and repeat utterances or a dialogue, listen and fill in a chart, and state whether a piece of information is true or false.
- c.** Communicative interaction activities: Engage learners in simulation, role-playing, discussions, or problem-solving, such as information-gap activity.

Nunan's (1985; 2004) and Harmer's (2007) principles of sequencing a lesson's activities are cautiously adopted in the selection and organization of activities in all the lessons of the unit as mentioned in table 6.5 above. As a first step, learners are given simple activities requiring them to scan a text for particular information, match paragraphs to their title or tick the main idea,

listen to and write keywords, and answer general comprehension questions. After ensuring the global understanding of the material, we go through more demanding activities necessitating more detailed comprehension, such as reading/ listening to complete a chart, saying whether a statement is true or false, or finding the appropriate meaning of a word or matching words to their appropriate definition. Finally, classroom discussions are raised at the end of each reading/listening lesson to enable the learners to communicate with each other and encourage them to express their opinions by connecting the topic of the material to their real lives or by considering the topic at hand from a different perspective. In fact, the communicative part of the lesson is further reinforced by including information-gap activities in the grammar and/or pronunciation lessons, collaborative learning, and role-plays as a follow-up activity to wrap the whole lesson up, as will be explained in the section below.

6.2.1.3.4.3 Information-Gap Activities: Language-Focused Learning

Information-gap activities are implemented in the current study to practice the grammar and pronunciation rules, on the one hand, and to strengthen the communicative aspect of the lesson, on the other hand, especially that Nunan (1985) stressed its role in communicative language teaching, considering it as a ‘prominent’ tool and even a ‘nucleus’ around which other exercises can be built to focus on various aspects of the linguistic code or assist learners in “practising and manipulating aspects of the linguistic system” (Nunan,1989; p. 122-123). Furthermore, Extracting the linguistic items to be instructed from the authentic materials is highly emphasized by Nunan (1989, p.123), who claimed: "If one is using authentic materials, one must go from text to language rather than the other way around". Indeed, he highlighted its role in integrating all four macro skills by involving the students in listening, speaking, reading, and writing (Nunan,1989, p.123).

In the light of the aforementioned principles set forward by Nunan (1989), information-gap activity is used to practise pronunciation and/or grammar rules as shown in the table below:

Table 6.6

Information-Gap Activity Use

Lesson	Title of the Lesson	Information-Gap	Pronunciation	Grammar
Introductory Lesson	Generation Z	/	/	/
Lesson One	Fashion and design: The Art of Style	Find someone who	Practising the intonation of short/wh questions	Practicing simple present and present progressive
Lesson Two	Clothes and Colours	Spot the eight differences	Contractions	Likes/dislikes Clothing items
Lesson Three	Clothing Styles	Is your picture similar or different from mine	Strong/weak forms	Adjective and adverbs
Lesson Four	Fast Fashion /Eco-fashion	20 questions	Tag questions	Phrasal verbs
Concluding Lesson	Future Fashion	/	/	/

Information-gap activity is used in each lesson to manipulate and practice grammar points such as present and present continuous, adverbs, and adjectives, etc., or to master some pronunciation features like intonation (short/wh-questions), strong/weak forms, and phrasal verbs communicatively. The following types of information-gap activities are adopted to improve the learners' speaking skill and increase their motivation and enthusiasm.

- a. Find Someone Who:** This activity aims at practising asking short and wh/questions with appropriate intonation and using simple present and present continuous appropriately. This activity also helps the learners to know each other better and even discover their habits and hidden talents.

- b. Spot the Eight Mistakes:** This activity requires the students to spot the eight mistakes.

The teacher divides the class into two groups sitting opposite each other. The teacher provides Group 1 with picture "A" and Group 2 with picture "B". A student from Group 1 describes his picture, and another from Group 2 confirms or disconfirms what his classmate said to spot one of the differences. Then, a student from Group 2 describes picture "A", and another student from Group 1 either confirms or disconfirms his classmates' description until all the eight differences between the two pictures are eventually spotted. The purpose of this activity is to practice contractions, which is an important sign of natural speech.

- c. Is Your Picture Similar to or Different from Mine?:** Students work in pairs; each student has a picture different from his partner's. Every student asks questions about his partner's picture and answers questions about his own picture to find the differences between the two pictures. This activity aims to help students rehearse adjectives and adverbs and practise strong and weak forms.

- d. The 20 Questions:** It is a good technique for working on tag questions, especially by involving learners in asking questions.

6.2.1.3.4.4 Collaborative Learning

Collaborative learning adds a flavour of motivation to the lessons as it is considered a strong spice in communicative language teaching (Nunan, 1989; 2004; Harmer, 2007). Pinches of it are generously sprinkled all along the unit, as illustrated below:

Table 6.7

Use of Collaborative Learning in the Lessons

Lesson	Title of the Lesson	Skills/Sub-Skills
Introductory Lesson	Generation Z	Listening/The students are given a picture of the royal family tree. They read it carefully and match the royal family members to their appropriate generation. Reading/The students, working in small groups, go through the figure, read it, and answer questions about it.
Lesson One	Fashion and design: The Art of Style	Pronunciation/The students work in pairs, asking and answering their own short/wh questions with appropriate intonation. Information Gap/Is your picture different from mine? Vocabulary/Students work in small groups to fill in a diagram Follow-up Activity/The students work in small groups to write the role-play script and act it.
Lesson Two	Clothes and Colours	Vocabulary/Students work in groups to name the different shades of colours corresponding to the pictures. Vocabulary/Let's throw the ball game (providing the learners with a chart to be filled with names of clothes in alphabetical order) Information Gap/ Spot the eight differences
Lesson Three	Clothing Styles	Information-Gap Activity/Which clothing style is it? Vocabulary/students are provided with a table containing collocations related to clothes and are required to work in small groups to fill in the table with the missing information
Lesson Four	Fast Fashion /Eco-fashion	-Vocabulary/Students sit in small groups to fill in a chart relying on the reading material - Role-Play (swapping clothes event).
Concluding Lesson	Future Fashion	Reading/Students work together to answer questions about the graph.

As mentioned in the table 6.7, collaborative learning, which is highly stressed in communicative language teaching, is abundantly adopted in the current study in the different stages of the unit's lessons, either in grammar and pronunciation, via information-gap activity, in vocabulary lessons, by sitting learners together to fulfil different activities like filling charts; in reading and understanding figures; or even writing, especially in producing the plays' scripts and acting them.

6.2.1.3.4.5 Post-Listening/ Post-Reading

This stage is the last step in any lesson. It aims to wrap the lesson up by raising class discussions about the topic being dealt with and encouraging them to think outside the box or to connect the topic at hand to their everyday life.

6.2.1.3.4.6 The Follow-up Activity

The learners should not treat the macro and micro skills in isolation; they are rather required to deal with them as a whole. For this purpose, role-playing is chosen as a follow-up activity to wrap up all the linguistic points at the end of the whole lesson by integrating the macro and micro skills altogether. A further activity, the 3/2/1/ technique, is used interchangeably with role-play as a follow-up activity to enhance learners' speaking fluency (Nation, 2009; 2012).

Table 6.8

Follow-Up Activities

Follow Up Activities			
Lessons	Title of the Lesson	Role-Play Activity	3/2/1 Technique
Introductory Lesson	Generation Z	/	/
Lesson One	Fashion and design: The Art of Style	A Fashion Catwalk Show	/
Lesson Two	Clothes and Colours	/	Tell your classmates about the best outfit from your childhood
Lesson Three	Clothing Styles	Put yourself in their shoes.	Create your own clothing style
Lesson Four	Fast Fashion /Eco-Fashion	Swapping clothes Event	Summary of the reading material: "Fixing our throwaway fashion culture will take far more than a 1p tax."
Concluding Lesson	Future Fashion	/	/

6.2.1.3.4.6.1 Role-Plays

Role-play activity is highly recommended in CLT as an integrated-skill activity not only because it allows for the integration of the four macro skills but also because it is a motivational and enjoyable activity among students (Hayati, 2006). It also assists them in improving their thinking skills and creativity and prepares them for the real world (Tompkins, 1998; Nunan, 2003). Role-playing is chosen as a follow-up activity to strengthen the combination of the macro skills and the integration of all the acquired linguistic points (grammar, vocabulary, and

pronunciation) of the lesson for the ultimate goal of producing a well written script, which will be creatively acted.

6.2.1.3.4.6.2 The 4/3/2 Technique

Although role-playing is used to ensure learners' oral interaction to enhance their speaking abilities, the 4/3/2 technique is further applied in this research work for fluency development purposes, in line with other researchers (Maurice, 1983; Nation, 1989; Arevart & Nation, 1991; Yang, 2014a, 2014b; Movahed and Karkia, 2014; Arab, 2016). Adopting the 3/2/1 technique requires a speaker to deliver the same talk to three different listeners in varying periods (3, 2, 1 minute). Repeating the same talk three times increases his familiarity with the topic, and decreasing the time in the second and third deliveries puts the speaker under pressure to increase his speed. This technique is used interchangeably with role-plays as a follow-up activity to enhance learners' speaking fluency. After being exposed to some pertinent input via listening and reading, and after acquainting them with the necessary linguistic tools through grammar, vocabulary, and pronunciation, practising 4/3/2 assists the learners in developing the ability to speak at length with minimum hesitation and silence.

6.3 Suggested Lesson Plans

6.3.1 Contents Map

Lessons	The World of Fashion								
	Focus	Materials	Reading	Listening/ Speaking	Grammar	Vocabulary	Pronunciation	Writing	Follow-up activity
Introduction Generation Z	Learning about the characteristics of the generation Z Knowing about the different Generations	Internet document Audio from BBC Learning English	Gen Z: the Purchasing Habits of the Post Millennials	Describing Generation Z	/	/	/	/	/
1 Fashion And Design: The Art of Style	Discovering the world of fashion Describing the stages of the design cycle	A book extract Video from The British Council Learn English	Designing your Future	Working in Fashion	Present simple and present progressive	Vocabulary related to fashion and design	Intonation (short/ long questions)	Guided Writing Role-play script	Role-play A fashion catwalk show
2 Clothes and Colours	naming the different items of clothing and their colours Expressing likes and dislikes about different clothing Items	-A magazine article YouTube video	Seasonal Colours in Fashion	Vogue: Inside the Wordrobe	Expressing likes and dislikes	Collocations related to colours	Contractions	Paragraph writing	3/2/1 activity Talk about your clothes and colours preferences

3 Clothing Styles	Learning about different clothing styles Describing clothes using appropriate adverbs and adjectives	A magazine article audio from the BBC Learning English	What is Hipster Style?	What to Wear to a Social Occasion?	Adjectives and Adverbs	Collocations related to clothes	Strong/weak forms		3/2/1 Describe a unique clothing style you create for yourself
4 Fast Fashion and Eco- Fashion	learning about the fast fashion and sustainable fashion	-A magazine article A video from the BBC Learning English	Fixing our throwaway fashion culture will take far more than a 1p tax	Refresh Your Wardrobe	Phrasal verbs	Vocabulary related to fast fashion and sustainable fashion	Intonation Tag questions	Guided Writing Writing a role play script	Role-play (swapping event, recycling or upcycling)
Conclusion Future Fashion	Learning about more sustainable fashion and techwear	Newspaper article extract - A video from the BBC Learning English	Fashion's Future: More Wellness across the Whole Cycle	Would You Wear Fish Leather	/	/	/	/	/
Comments (optional)									

Lesson Plan's Layout

Lesson Plan : Title of the Lesson

Name

Date :

Level :

Time:

Objectives :

Title of the Lesson				
Skill/Sub Skill	Materials	Roles	Procedures	Process Objectives
Listening, reading, writing, vocabulary, grammar, pronunciation	Audio, videos, magazine articles, book extracts, etc	-T-S (Teacher-student). -T-Ss (Teacher-students). - S-T (Student-teacher). Ss-Ss (students-students). S-S (student-student)	Task/activity students are required to fulfil	What the teacher/learners intend to realise from a task or activity to fulfil the lesson's objectives.

As the table above shows, the objectives, or what learners will be able to achieve at the end of the lesson, should be stated at the outset of the lesson. Each lesson plan is displayed in a table, including the title of the lesson and all ingredients ensuring its successful delivery: (1) skills/micro skills, (2) materials, (3) roles, (4) procedures, and (5) pedagogic aims:

1. The combination of the macro and micro skills realises the integrated-skills-oriented lesson.
2. Authentic teaching materials, such as audio, videos, magazine and newspaper articles, and book extracts are used in the current study to ensure proper skills integration.
3. The term 'roles' specifies whether a teacher or a student takes an action. When the teacher acts by asking questions or giving instructions, the interaction is specified as (T-Ss); when the students react by answering a question or fulfilling a task or activity, this

interaction is (S-T or Ss-T), and when the learners sit to fulfil a pair work or a group work, this interaction is (S-S or Ss-Ss).

4. "Procedures" are considered when the teacher plays a move to explain a point or ask questions or by learners to fulfil a task or activity and is expressed in the form of instruction.
5. The process objectives describe the goals a teacher/learners intends to realise from a task or activity, such as improving learners' speaking, reading, or comprehension abilities. These aims guide the teaching/learning process and assist the learners in successfully achieving the lessons' outcomes (product/performance objectives; see Chapter 3; Section 3.3.8).

6.3.2 Overview of the Introductory Lesson: Generation Z

Level	Generation Z			
	Skill/Sub-skill	Materials	Time	Leasing goals
Intermediate level	Reading	Internet document : <i>Gen Z: The Purchasing Habits of the Post Millennials</i> https://foerstel.com/gen-z-the-purchasing-habits-of-post-millennials/	1h	-Aquainting the learners with characteristics of Generation Z - Enabling them to make connections between themselves and the outside world
	Listening	Audio from BBC Learning English https://www.youtube.com/watch?v=jwAoLZXFLjo	1h	- Acquainting the learners with different generations. -Assisting them in gaining more confidence to speak in English

6.3.2.1 Lesson Plan One: Generation Z

Name: Ouided ARAB

Time: 2 hours

Level: Intermediate

Objectives: By the end of the lesson “Generation Z”, the learners will be able to

- describe the characteristics of Generation Z;
- discuss with their classmates the similarities and differences between Generation Z in Algeria and the US;
- name the five generations (1928-2012) and classify them according to their dates of birth; and
- discuss orally the differences between their generation and their parents' generation.

Skills/ sub-skills	Materials	Roles	Procedure(s)	Process Objectives
Reading 1 hour	-Pictures -Handouts including a figure -Board	T-Ss Ss-T T-Ss Ss-T T-Ss	Pre-Reading: Warm-up (5min.) -The teacher provides the learners with three pictures and one figure. Picture 01: https://medallionretail.com/the-new-millennial-why-pop-ups-are-great-for-gen-z/ Picture 02 : https://www.studyrama.com/revision-examen/la-reussite-des-etudes-superieures-se-prepare-des-le-107504 Picture 03: https://scubby.com/how-gen-z-is-changing-the-fashion-rulebook/ Figure 1: https://foerstel.com/gen-z-the-purchasing-habits-of-post-millennials/ -The students describe the people they see in the pictures, focusing on their age, the generation they belong to, and their physical appearance. - The teacher asks the learners to name this generation. -The teacher identifies it as “Generation Z”, writes it on the board, and introduces the lesson topic.	- To grab the learners' attention and arouse their curiosity about the topic at hand. - To introduce the topic of the lesson to the learners.

		Ss- Ss	While-Reading (25 min.) - The students, working in small groups, go through the figure, read it, and answer questions requiring them to make relationships between the characteristics of Gen Z mentioned in Figure 1 and the people appearing in Pictures 1, 2, and 3. -Students relate these features to themselves.	- To engage the learners in collaborative learning. - to Make connections between the information provided in the print (figures and pictures) and relate it to themselves.
		Ss- Ss	Post-Reading: Class Discussion (30 min) The students compare themselves to Gen Z in America and talk about the existing similarities and differences.	-To enhance the learners' speaking skill. - To boost the students' self-confidence
Listening 1 hour	Laptop Speakers Audio	T-Ss Ss-T	Pre-Listening: Anticipation from the Picture (5min.) -The students look at a picture before they listen to the audio and make guesses about its content. https://www.youtube.com/watch?v=jwAoLZXFLjo	-To encourage the learners to make guesses and set hypotheses about the audio they are going to listen to.
		T-Ss Ss-T	while-Listening (15min.) -Students listen to the audio and answer comprehension questions about Generation Z and recognise the names of the different generations mentioned in the audio. -Students match the different generations to their date of birth.	-To understand the information presented in the audio
		Ss- Ss	Post-Listening: Group Work (20 min.) -The students are given a picture of the royal family tree. https://metro.co.uk/2022/09/14/royal-family-tree-meet-the-members-of-queen-elizabeth-iis-family-17373199/ -They read it carefully and classify the royal family members according to their appropriate generation, relying on their date of birth.	-To engage the learners in collaborative learning. -To Integrate the four skills (listening, speaking, reading, and writing). - To enrich the learners' knowledge about the English Royal

		T-Ss Ss-T	Class Discussion (20 min.) -Learners discuss the differences between their generation and the one of their parents.	Family (cultural aspect). -To enhance the learners' speaking skill. - To boost the students' self-confidence.

6.3.2.2 Answer Key

Reading

2. A. 1. Pictures 1, 2, and 3 are all about people from Generation Z, and Figure 1 provides the characteristics of the American Gen Zers and their purchasing habits.

2. A. 2. Yes, they do.

2. B. Yes, we share some characteristics with them such as interest in social networking, digital devices and virtual games, online shopping, free thinking, and fashion and trends.

Listening

2. A.1 Neil and Rob are talking about Generation Z.

2. A. 2 Gen Zers are tech-innate, hyper-informed consumers and extremely savvy.

2. B

- Baby Boomers (1940- early1960s)
- Generation X (mid-1960's- early1980's)
- Genration Y (mid 1980's-late1990's)

Generation Z (late 1990's - early 2000's)

3. A

The Silent Generation

- Queen Elizabeth II
- Philip Duck of Edinburg.

The Baby Boomers

- Prince Charles,
- Duchess Camilla
- Princess Ann,
- Timothy Lawrence
- Sarah Fergusson, and
- Mark Phillips.

Generation X

- Princess Diana,
- Prince Andrew,
- Prince Edward,
- Countess Sophie
- Edwardo Mapelli Mozzi
- Peter Phillips

- Autumn Phillips
- Zara Tindall
- Mike Tindall
- Prince William
- Duchess Catherine
- Prince Harry
- Duchess Meghan
- August Bruksbank

Generation Y

- Princess Beatrice
- Jack Brooksbank

Generation Z

- Prince George
- Princess Charlotte
- Prince Louis
- Archie Harrison
- Lilibet Diana
- Lady Louise
- James Viscount Severn
- Sienna Elizabeth Mapelli Mozzi

6.3.2.3 Lesson Worksheets



Picture: 01 <https://medallionretail.com/the-new-millennial-why-pop-ups-are-great-for-gen-z/>



Picture: 02 <https://www.studyrama.com/revision-examen/la-reussite-des-etudes-superieures-se-prepare-des-le-107504>



Picture 03 <https://scubby.com/how-gen-z-is-changing-the-fashion-rulebook/>

GEN Z: THE PURCHASING HABITS OF POST-MILLENNIALS

Generation Z (also known as iGen, Post-Millennials, Plurals) is defined as the generation born from the mid-1990s to the early 2000s, and makes up 25% of the U.S. population, making them a larger cohort than the Baby Boomers or Millennials. This generation has grown up during the digital era using technology, mobile devices, the Internet and social media as a way of life (Forbes, 2015).

KNOWN FOR

- creating peer groups with common interests and goals
- interest in digital devices, entertainment, virtual games, fashion trends, green products
- readily sharing and exchanging their opinions
- free thinking
- creativity
- multitasking
- instant gratification
- seeking luxury brands
- loving style and trends
- brand recognition and loyalty
- being highly influenced by friends and social media on their purchase decisions
- concern for their environment and social responsibility

25%

OF THE U.S. POPULATION IS GEN Z, MAKING THEM A LARGER COHORT THAN BABY BOOMERS OR MILLENNIALS

55%

OF GEN Zers WOULD RATHER BUY CLOTHES ONLINE THAN IN PHYSICAL STORES AND 53% WOULD RATHER BUY BOOKS AND ELECTRONICS ONLINE

33%

OF GEN Zers WATCH LESSONS ONLINE, MAKING THEM ADEPT RESEARCHERS

8 SECONDS

AVERAGE ATTENTION SPAN OF A GEN Zer

72%

OF GEN Zers WANT TO OWN THEIR OWN BUSINESS AND 76% HOPE TO TURN THEIR HOBBIES INTO FULL-TIME JOBS

PERSONAL VALUES

Personal values are concepts or beliefs about desirable end-states or practices that rise above particular circumstances, guide choice or evaluation of behavior and events, and are requested by relative importance. They give an internal reference to what is good, beneficial, important, valuable, excellent, desirable and helpful on observation of consumer behavior. Personal values of consumers serve as a focal point in many cognitive tasks: for example, attitude formation or decision making about a brand purchase and products, especially **natural items**. The research considers four dimensions of personal values:

1
2
3
4

Health consciousness It refers to a consumer's behavioral act in relation to health actions. For example, most purchasers of organic food regard it as safer than food that is toxically grown, and almost half of purchasers do not mind paying extra for food that is organic. Moreover, the utilization of natural beauty/fragrance products has turned into a must, as even Gen Z consumers believe that people are responsible for the world they live in.

Environmental consciousness Gen Z consumers have a higher awareness of the fragility of the environment as well as the limited availability of natural resources. Particularly, Gen Z consumers with a higher concern for the environment are thought to be likely to be engaged in environmentally friendly behavior.

Appearance consciousness Physical self-awareness involved while purchasing fashion items and luxury apparels, luxury cars, dietary products, cosmetic surgery and other hedonistic purchases are strongly linked to this value. The relationship of environmental consciousness and organic consumption has been demonstrated. For example, being environmentally conscious is an essential aspect of a consumer's decision to purchase an automobile and to stay at a green hotel (Haller et al., 2003; Dwyer et al., 2012).

Need for uniqueness Using their common consumption habits, consumers make themselves feel special and unique as well as differentiate themselves from other consumers. The feeling for uniqueness may influence someone's attitudes, beliefs, behaviors, product choices and even choice of a partner. The aspiration to distinguish oneself from others is referred to as a behavior of determined and pervasive psychological phenomenon. The role that Generation Z plays in the form of need for uniqueness is denoted as the need to distinguish oneself from others via purchasing and owning goods or services for the sake of improving one's social self-portrayal.

This infographic is a product of Foerstel Design, where we believe in the power of market research and consumer insights to drive intelligent and informed design and marketing strategy. foerstel.com

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Figure 01 <https://foerstel.com/gen-z-the-purchasing-habits-of-post-millennials/>

Reading

1. Pre-Reading: Warm up

Look at the pictures 01, 02 and 03.

- a. Can you guess how old are these people?
- b. In your opinion, to which generation do they belong?
- c. Describe some of the characteristics of this generation.

2. While-Reading

In small groups, consider the Pictures 01, 02, 03, and Figure 01 and answer the following questions:

A. Read the information presented in Figure 01 and answer the questions below.

1. How do pictures 01, 02, and 03 relate to figure 01?
2. Do people in pictures 01, 02, and 03 have some characteristics of Generation Z mentioned in Figure 01?

B. Do you share all/ some of the characteristics of Generation Z? Which ones?

3. Post-Reading: Class Discussion

Compare some of the features of your generation to Generation Z in America and discuss the similarities and differences.

Listening



<https://www.youtube.com/watch?v=jwAoLZXFLjo>

1. Pre-Listening

Before you listen to the audio, look at the picture and anticipate the topic discussed.

2. While-Listening

A. Listen to the audio and answer the questions below.

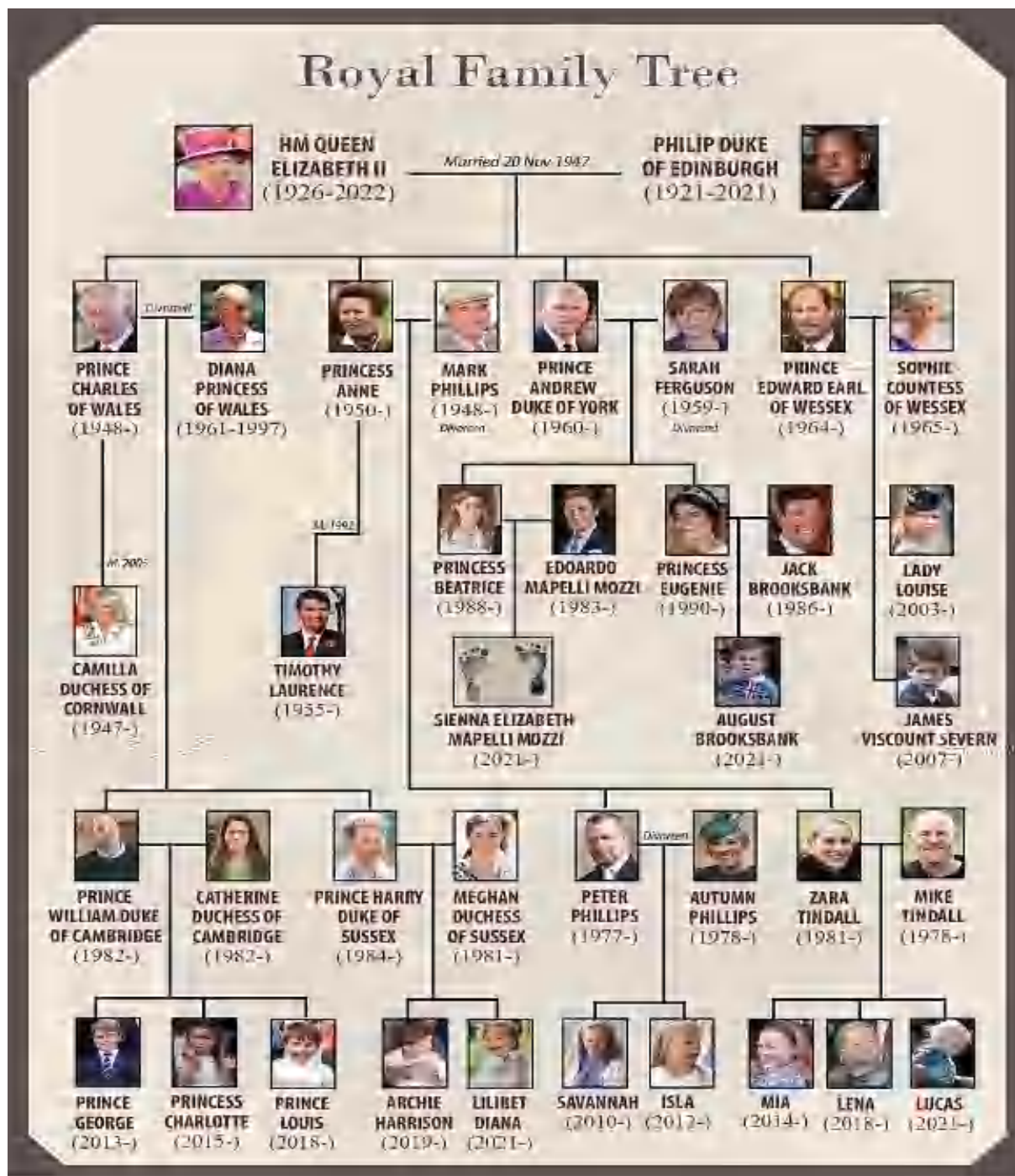
1. Which generation are Neil and Rob talking about in this audio?
2. What characterizes this generation in particular?

B. Listen to the audio again and match each generation to its corresponding birth year.

• Baby boomers	1980-1990
• Generation X	1960-1980
• Generation Y	1940-1960
• Generation Z	mid 1990s- early 2000s

3. Post-Listening

- A. The picture below represents the tree of the Royal Family in the United Kingdom. In small groups, read it carefully and say to which generation the people appearing in the picture belong.



Royal Family Tree

<https://metro.co.uk/2022/09/14/royal-family-tree-meet-the-members-of-queen-elizabeth-iis-family-17373199/>

- B. Discuss with your classmates how your generation differs from your parents'. Say what can result from this?

6.3.3 Overview of Lesson Two: Fashion and Design: The Art of Style

Level	Follow-up Activity Role-Play: A Fashion Catwalk Show			
	Skills and sub-skills	Materials	Time	Learning Goals
Intermediate level	Listening	-Video from The British Council “ Working in Fashion” https://learnenglish.britishcouncil.org/general-english/video-series/word-on-the-street/education/working-in-fashion	1h	-Discovering the world of fashion and fashion design. -Talking about fashion design and designers -Showing self-confidence while speaking about the world of fashion.
	Pronunciation	Intonation (short/ long questions) https://dictionary.cambridge.org/grammar/british-grammar/intonation	1h	
	Grammar	Present simple and present continuous Merdinger, P. & Barton, L. (2009). <i>Northstar:1: Listening and Speaking</i> . (2 nd ed). Pearson Education		
	Reading	An extract: “Designing your Future” from the book <i>Fashion Design: The Art of Style</i> by Jen Jones. https://books.google.co.zm/books?id=bFJdZXqMyIMC&printsec=frontcover#v=onepage&q&f=false	1h	
	Vocabulary	Vocabulary about fashion, design, and fashion designers	1h	
	Writing	-Guided Writing -Writing a dialogue		

6.3.3.1 Lesson Plan Two

Name: Ouided ARAB

Time: 4 hours

Level: Intermediate

Performance Objectives: By the end of the lesson ‘Fashion and Design: The Art of Style’, the learners will be able to

- define the world of fashion and fashion design;
- fill in the blanks with appropriate vocabulary to write a paragraph describing the stages of the design cycle;
- summarise a print about the stages of the design cycle orally;
- use the simple present and the present continuous for description;
- ask short and wh-questions with appropriate intonation;
- write a coherent dialogue for the role-play "a fashion catwalk show"; and
- perform a catwalk show in a role-play.

Skills/ sub- skills	Material s	Roles	Procedure(s)	Process Objectives
Listening 1h	Video -Laptop Loudspe akers	T-Ss T-Ss Ss-T Ss-T	Pre-Listening Warm up (5min.) -The teacher asks the learners to watch the opening of the video and set hypotheses about the video’s content. https://learnenglish.britishcouncil.org/general-english/video-series/word-on-the-street/education/working-in-fashion - The teacher asks the learners to watch the second part of the video to confirm or disconfirm their guesses. - The teacher asks the learners about the meaning of the world of fashion to them. - The teacher writes the students' answers on the board, trying to brainstorm as many words related to "fashion" as possible, such as fashion designer, fashion victim, fashion-conscious, etc.)	-To pave the way for the lesson. - To attract learners’ attention and arouse their curiosity about the topic at hand. -To introduce the vocabulary the students will encounter in the video and the print

		Ss-T	While-Listening (10min.) -Students watch the second part of the video and explain the citation“Styles and combinations change along with every season, year after year” that appears in the video. -Students choose three jobs of the people the journalist is talking to.	To show a basic understanding of the video.
		Ss-T	Thorough Understanding (20) -The students watch the video again and match some information to the people who said it. -Students answer comprehension questions to show a thorough understanding of the video.	-To show a more detailed understanding of the video.
		Ss-T T-Ss	Post-Listening: Class Discussion (25 min.) -Students express their opinions about their interest in fashion and the necessary skills they should have to succeed in the fashion world.	-To enhance learners’ speaking skill. - To increase their self-confidence in using the language.
Pronunciation (25 min.)	Board Handouts Laptop Speakers video	T-Ss Ss-T Ss-Ss T-Ss	Lead-in (5min.) The teacher uses the same video, "Working in Fashion," of the listening section, focusing on the part of the dialogue between the journalist and the fashion designer. - The teacher writes the video extract on the board. -The teacher attracts the students’ attention to the rise and fall in the journalist’s voice (intonation) while asking a short/wh question. -The students imitate the journalist, then work in pairs, asking and answering their own short/wh questions with appropriate intonation. (10 min.) -The teacher explains to the students what intonation is and draws on the board arrows describing how the voice rises and falls in short and wh-questions (10 min.). https://dictionary.cambridge.org/grammar/british-grammar/intonation	-To attract the learners' attention to how native speakers ask short and wh-questions. -To raise the learners' awareness towards rising and falling intonation while asking short/wh questions. -To explain changes in pitch to ask short and wh-questions

Grammar (35 min.)	Board Handout Laptop Speakers video	T-Ss Ss-T	Lead-in (5min.) -The teacher asks the students about the tense used by the journalist when she describes the designer's business; when she asks questions to the fashion designer, makeup artist, and photographers; and how they use the present and present continuous in their answers. - The teacher writes the video extract on the board. -He writes the rules of the simple present and present continuous and explains how to use them. -The teacher gives the learners an activity which requires them to fill in the gaps with the present and present continuous (10min.) Present simple and present continuous from: Merdinger, P. & Barton, L. (2009). <i>Northstar:1: Listening and Speaking</i>. (2nd ed). Pearson Education Information-Gap activity (20 min.) Find Someone Who Students work in pairs; each student has a picture different from his partner's. Every student asks questions about his partner's picture and answers questions about his picture to find the differences between the two pictures.	-To expose the learners to a situation where native speakers use simple present and present continuous to speak about life routines and ongoing actions. -To practise the rules of the simple present and present continuous -To practise intonation and simple present/ present continuous
Reading 1h	Handout s Board	T-Ss Ss-T T-Ss Ss-T	Pre-Reading (5-10min.) Anticipation from the Title -The teacher requires the students to read the title and anticipate the content of the text extracted from: https://books.google.co.zm/books?id=bFJdZXqMyIMC&printsec=frontcover#v=onepage&q&f=false -The students set hypotheses. Skimming - the teacher requires the learners to skim the text to confirm or disconfirm their guesses.	-To involve the learners in active reading (anticipating the content of the print from the title) -To engage the learners in quick selective reading

		Ss-T	While-Reading (20min.) -Students read the text and answer reading comprehension questions. -Students refer back to the text to decide whether some statements are true or false, providing justifications from the text. Class Discussion (30min.) -The teacher asks questions to provoke a class discussion involving the students in expressing opinions about their interest in fashion design, its status as a branch in the Algerian universities, and its success in Algeria.	-To check learners' understanding of the text -To relate the text to the learners and connect them to the real world -To analyse the topic from another perspective.
Vocabulary (20min.) Writing (40min.)	Board	Ss-Ss T-Ss Ss-T	Group Work (20min.) -Relying on the same reading material, "Designing Your Future", the teacher requires the students to work in small groups to fill in a diagram. - When they finish, the students are required to match a list of vocabulary on the left with their definitions on the right. Guided Writing: Filling Blanks (10min.) - The students are required to fill in a paragraph with a list of words to summarise the garment design and production cycle. -Preparing the role-play dialogue (30min.)	-To Enrich students' vocabulary stock. -To rehearse the vocabulary related to fashion and fashion design.
		Ss-Ss	Follow-up Activity: Role-Play (Catwalk Fashion Show). 1h -The teacher provides the learners with the situation (catwalk fashion show). - The students work in small groups to write the role-play script. - The students are required to apply the previously acquired knowledge about the topic and the language aspects to be creative, styling their outfits and posing for the camera on the catwalk.	- To integrate the macro and micro skills. - To practise (intonation, simple present, present continuous, appropriate vocabulary, etc.) - Develop students' creativity and self-confidence

6.3.3.2 Answers Key

Listening

2. A. 1 The citation means that clothes and trends continually change every season and every year.

2. A. 2

- a fashion designer
- a makeup artist
- a photographer

2. A. 3

- a. wouldn't like to work in an office. (photographer)
- b. studied at the London College of Communication. (photographer)
- c. works in her family's business. (designer)
- d. says you need to be a good communicator. (makeup artist)
- e. says she's still learning every day. (makeup artist)
- f. studied at the Royal College of Art. (designer)

2. A. 4 Alex gets her inspiration from museums, travelling to different places, walking in parks, etc.

2. A. 5 No, it is not because it takes hard work and dedication.

2. B

- **It takes** (hard work, dedication, passion).
- **You need to be** (tough-skinned, a good communicator, creative).
- **You have to** (keep going, enjoy your work, and keep learning).

Grammar

1. am watching
2. makes
3. does she use
4. makes
5. is she wearing
6. are becoming

Reading

2. A

- a. The review team may influence the success or failure of a particular design. (§6)
- b. Fashion has a recurring aspect that helps designers update old clothing trends. (§3)
- c. Fashion designers are creators who get inspired in different ways. (§2)
- d. After the blueprint, the first garment sample is ready to see the light. (§5)
- e. Every design starts with a sketch. (§4)
- f. Choosing appropriate fabrics, which is the job of textile designers, is the last step in designing clothes available in the market. (§7&§8)
- g. Fashion design is a whole story that begins as a little thought in a designer's mind. (§1)

2. B

1. The point of departure is a little idea that occurs in the mind of a fashion designer.
2. Fashion designers get inspired by pictures, fabric samples, music, or movies.
3. Designers usually use muslin because it is cheap and flexible.

4. The role of the review team is to decide whether the designer's idea fits a given theme and whether the original design is successful or not.
5. The future of fabric lies in the hands of textile designers because they are the ones who take in charge the selection of colours, fabrics, and prints.

2. C True/ False

1. True (Fashion designers are creators).
2. False (some designers get inspired by making collages from pictures and fabrics; others may be inspired by music and movies).
3. False (designers often look to the past and make new twists on old garments).
4. False (many sketches are made, but not all of them see the light of the day).
5. False (many designers use muslin in their designs because it is cheap and flexible).
6. True (the future of the fabric is in the hands of textile designers).

Vocabulary

1. Fill in the Chart

- Who? Fashion designers, textile designers
- What do they design? Garments: clothing pieces, clothes, swimsuits, jewellery, shoes,
- Where? Company,
- Which type of materials? Fibre, cotton, polyester, textiles, muslin.
- How? idea, sketch, garment sample, fabric selection, garment.

4. Matching

- a (4)
- b (7)
- c (6)
- d (5)
- e (10)
- f (8)
- g (2)
- h (3)
- I (1)
- J (9)

4. Fill in Blanks

1. designers
2. garments
3. sketch
4. textures
5. textile designers
6. journey
7. rail store

6.3.3.3 Lesson Worksheets

Lesson Two: Fashion and Designers

Listening



<https://learnenglish.britishcouncil.org/general-english/video-series/word-on-the-street/education/working-in-fashion>

1. Before You Watch

- Watch the first part of the video and guess what it is about.
- Watch the next part of the video; confirm/ disconfirm your hypotheses.
- What does the world of fashion mean to you?
- Give some vocabulary you think is related to the world of fashion.

2. While You Watch

A. Watch the second part of the video and answer the following questions:

1. Explain the citation mentioned in the video (doc. 1): "Styles, colours, and combinations change along with every season, year after year".

2. Watch Wendy's documentary about the fashion business. Who does she talk to? Choose three jobs.

- A fashion designer
- A fashion journalist
- A hairdresser
- A makeup artist

- A model
- A photographer

3. Watch the documentary again. Match the information on the left with the correct people on the right.

a. wouldn't like to work in an office.	1. The photographer
b. studied at the London College of Communication.	
c. works in her family's business.	2. The makeup artist
d. says you need to be a good communicator.	
e. says she's still learning every day.	3. The designer
f. studied at the Royal College of Art.	

4. Where does Alex get her inspiration from?

5. Is it easy to make a career in fashion?

B. What does it take to be successful in the fashion industry?

3. After You Watch: Class Discussion

- Are you interested in fashion? Why or why not?
- What skills might you need to succeed in fashion industry?

Discuss with your classmates.

Pronunciation: Intonation in Questions (Online et al., 2020)

Adapted from : <https://dictionary.cambridge.org/grammar/british-grammar/intonation>

- Where do you get your inspiration from? ↘ *Falling intonation*
- Is it all glamour? ↗ *Rising intonation*

Intonation describes how the voice rises and falls in speech. The three main intonation patterns in English are falling intonation, rising intonation and fall-rise intonation.

Falling Intonation: Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in *wh*-questions.

- *Where's the nearest shopping center?*
- *What time does the catwalk show start?*

We also use falling intonation when we say something definite or when we want to be very clear about something:

- *I think we are completely lost.*
- *OK, here's the magazine you wanted.*

Rising Intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in *yes-no* questions:

- *These are the Fashion Week models. Is that the new designer?*
- *Are you excited?*

Fall-Rise Intonation

We use fall-rise intonation with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

- *Is this your sketch?*
- *Would you like another fabric?*

Grammar: The Present Simple and the Present Progressive

- What does it take to work in the fashion industry?
- It's fun, yeah, I really, really enjoy it!
- So, now you're in fashion, is it all glamour?

The Present Simple

(Adapted from: Merdinger, P. & Barton, L. (2009). *Northstar:1: Listening and Speaking*. (2nd ed). Pearson Education

1. The Form of the Present Simple Present simple= S+ base verb (stem)	(I check, you live, we go, they wear) (she, he, it) add an "s" to the verb
2. The Use of the Simple Present a. The present simple is used to describe things that happen regularly. b. Use the present simple to talk about facts and permanent situations.	-I always wear a coat in winter; my brother wears a jacket. -Alex's business is based in London, where she designs and manufactures her range of clothes.
3. Negative form does or doesn't without adding an "s" to the verb.	-I don't work in the modelling industry. -My brother doesn't like fashion.
4. For questions , use do or does .	-What does it take to work in the fashion industry?

Present Continuous

(Adapted from BBC Learning English)

Use the present continuous to describe actions or situations that are happening (1) right now, at this moment, (2) or now, as in this month, this year, or these days.

I. To form the present progressive, use the present tense of the be verb + the -ing form of the main verb. a. If the main verb ends in -e, drop the -e and add -ing. b. The verb get has a consonant/vowel/consonant pattern. Double the final consonant before -ing. Similar verbs include swim, begin, put, and run.	-The model is wearing a recycled sari. -The women of Gee's Bend are making beautiful quilts for their families. -Clothing is getting more expensive.
2. For negative sentences, use the be verb+not + the main verb.	-They are not wearing pyjamas. -He is not wearing jeans.
3. For yes / no questions, put the be verb before the subject.	-Are they using old materials?
4. For wh- question, use the question word(s) + be verb + subject + main verb.	Where is she working? What material are they using?

1. Complete the conversation with the present simple or present progressive form of the verbs in parentheses.

A: What **are** you **doing** (do)?

B: I (1 watch) a TV show about Emmeline Child.

A: Who's Emmeline Child?

B: She's a fashion designer. She (2 make) clothes out of recycled materials.

A: What kind of material she.....(3 use)?

B: She (4 make) clothes out of old garments. Do you like what she
(5 wear) now?

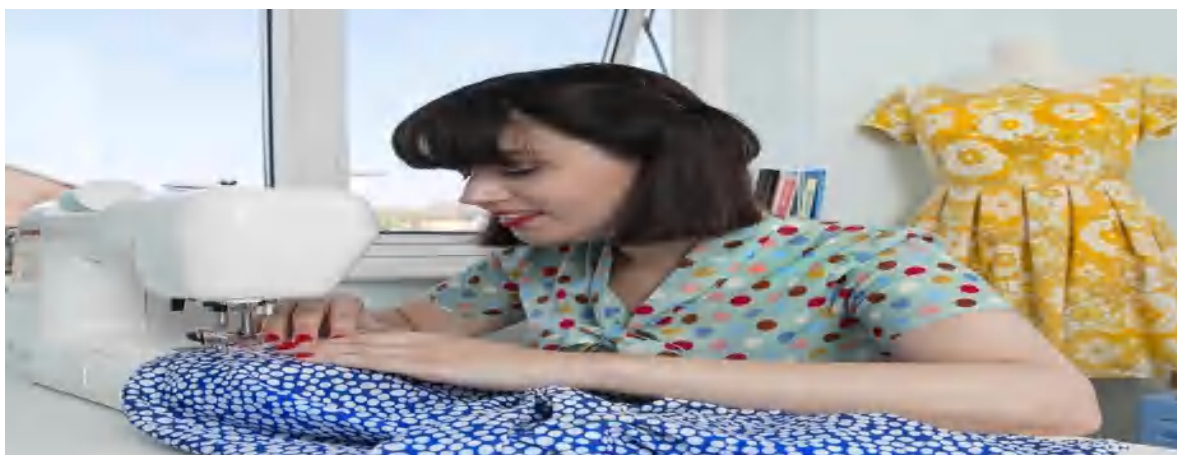
A: Yeah, it's cool. Why?

B: She made it out of recycled clothing. Her clothes.....(6 become) very popular these days.

Information-Gap Activity

This activity is meant to practise the present simple, present progressive, and intonation (asking short: wh-questions)

Work in pairs. Student A looks at picture 1. Student B looks at picture 2. Ask your partner yes/no questions about his or her picture. Then, answer questions about your picture. Try to find three or four differences between the pictures. Use the simple present and the present progressive.



<https://www.bhf.org.uk/what-we-do/news-from-the-bhf/news-archive/2017/june/bhf-exposes-uk-sewing-skills-shortage-to-launch-the-big-stitch-camapaign>

Example:

A: Do you have a picture of a man?

B: No, a woman.

A: Is she making something?

B:

A: Is she ing.....?

Student B, listen to Student A. Answer Student A's questions about your picture. Then, ask student A yes / no questions about his or her picture. Try to find three or four differences between the pictures. Use the simple and the present progressive.

<https://www.dreamstime.com/stock-photo->



[man-trying-tie-mirror-clothing-store-sale-shopping-fashion-style-people-concept-elegant-young-choosing-jacket-image71512662](https://www.dreamstime.com/stock-photo-man-trying-tie-mirror-clothing-store-sale-shopping-fashion-style-people-concept-elegant-young-choosing-jacket-image71512662)

Example:

B: Do you have a picture of a woman?

A: No, a man.

B: Is he buying something?

A: No, he isn't.

B: Is he.....ing ...?

A:

Reading: Designing Your Future

Introduction

Designing Your Future

Take a shopping trip and you're bound to find plenty of super-cute clothes. But have you ever thought about the brains behind them? Fashion designers are the starting point for all of the clothing on the racks. They even design things like swimsuits, jewelry, and shoes. Though the end products can be quite different, the passion behind them remains the same.

Behind the Seams: The Design Process

Fashion designers aren't just artists. They're creators. Designers brainstorm for new ideas every day. In order to keep fresh ideas coming, designers look for inspiration. Some designers build collages from pictures or fabric samples. Clothing can also be inspired by music or movies.



Fashion is a cycle. In other words, trends that were popular many years ago often come back in style. Designers often look to the past. They come up with new twists on old favorites.

6



Once an idea is born, a designer creates a sketch. Many sketches are made, but not all of them see the light of day. Only about half of the sketched ideas continue on to design development.

Making the Cut

After a sketch is drawn up as a blueprint, what comes next? A designer makes a pattern and garment sample of her idea. She starts by cutting and draping fabric around a dress form. This shows how the piece will look on a person. Many designers use muslin fabric for draping because it is cheap and flexible.



If a designer is working for a large company, her designs could become part of a clothing line. To make it that far, they must survive a review process. A review team works together to decide whether an idea fits the planned theme. If everything falls into place, the original design is suited for success!

Meet the Review Team Members

The **head production pattern maker** gives input on what it will take to mass-produce the design.

The **head production manager** looks at the costs and materials involved for the proposed garment.

The **merchandise manager** decides if the idea makes sense with current trends and market figures.

Company managers discuss whether the design is a good fit for the company's image and goals.

The Journey: How Clothing Is Mass-Made

Once a designer's creation is set for production, it's time to gather the materials! If you read the label inside any clothing piece, you can see the materials used to make it. Examples include polyester or cotton. These are types of fibers that are turned into textiles, and ultimately, clothing.



Textile designers lay the groundwork for cloth production. It is their job to choose the colors, prints, and textures. The future of fabric lies in their hands!

1. Pre-Reading: Skimming

- a. Relying on the title “Designing your Future”, what do you expect the text to be about?
- b. Now, go through the text, skim the pictures and confirm or disconfirm your guesses.

Read the first paragraph to confirm or disconfirm your anticipations.

2. While-Reading

Read the text and answer the following questions:

A. Read the text and match each paragraph to its main idea.

a. The review team may influence the success or failure of a particular design.	
b. Fashion has a recurring aspect that helps designers to update the old clothing trends.	Paragraph 5
c. Fashion designers are creators who get inspired in different ways.	Paragraph 3
	Paragraph 1
d. After the blueprint, the first garment sample is ready to see the light.	Paragraph 7&8
e. Every design starts with a sketch.	Paragraph 2
f. Choosing appropriate fabrics, which is the job of textile designers, is the last step in designing clothes available in the market.	Paragraph 6
g. Fashion design is a whole story that begins as a little thought in a designer’s mind.	Paragraph 4

B. Read the text and answer the following questions:

1. What is the point of departure of the clothes that we wear?
2. Where do fashion designers get their inspiration from?
3. Which fabric do designers use for draping? Why?
4. What is the role of the review team?
5. Why the future of the fabric lies in the hands of the textile designers?

C. True/ False questions

Say if the following statements are true or false. Justify your answers from the text.

1. Fashion designers are more than artists.
2. Fashion designers get inspired by music and movies only.
3. Fashion designers are not interested in the trends which were popular in the past.
4. All the sketches realised by fashion designers are transformed into fabulous garments.
5. The first garment the designer realises requires costly fabric.
6. Textile designers have a say in deciding about the future of the final piece of clothing.

3. Post- Reading

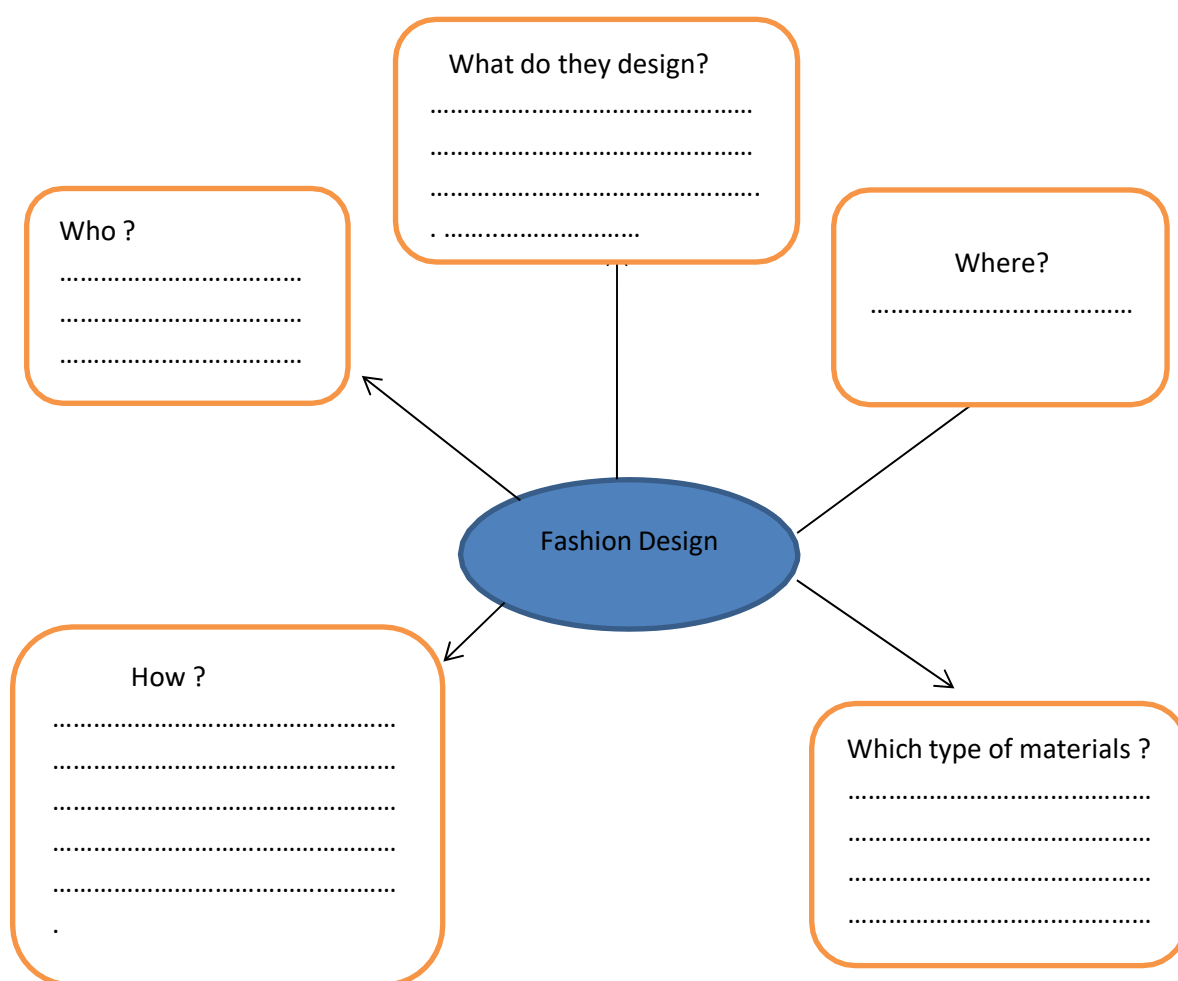
Class Discussion

- a. Do you want to have a fashion design career? Say why.
- b. Do you think it is important to include “fashion design” as a branch at the university? why?
- c. Do you think that fashion design is a booming field in Algeria? why?

Vocabulary: Fashion Design Lexis

Work in small groups to answer the following questions.

1. Read the text "Design your Future" again, and fill in the chart below with words/expressions related to fashion design.
2. Share your words/expressions with your classmates to make a chart of the whole classroom.



3. Match the words on the left with the definitions on the right.

a. Fabric	1. A popular style of clothes, hair, etc, at a particular time or place
b. Garment	2. The way a surface, substance, or piece of cloth feels when you touch it.
c. Trend	3. A person whose job is to decide how things, such as clothes, furniture, tools, etc, will look or work by making drawings, plans, or patterns.

d. Sketch	4. Any cloth made by weaving or knitting
e. Material	5. A simple picture that is drawn quickly and does not have many details.
f. Textiles	6. A general direction in which a situation is changing or developing.
g. Texture	7. A piece of clothing

4. Fill in the gaps with the appropriate vocabulary from the list below:

Retail store, textile designers, sketch, journey, designers, garments, textures

Fashion design journey

Fashion.....1.....mark the beginning of all the 2.....that we wear. They get inspired in different ways to produce different pieces of clothes. _Designers inspired ideas see the light and get transformed from a 3.....into items of clothing. _After the choice of 4.....and colours by 5... , the final touch of the garment is finally realised. Hence, the fashion design 6... starts with the designer brainstorm and ends in the 7.....

Follow-up Activity: Role play

Making a Fashion Design Show

- **Roles:** Fashion designers, models, photographers, makeup artists...etc.
- **Activity Description**

You will have an opportunity to be a fashion stylist, work with the latest trends, or be a model, and you will get a chance to show your talents in front of your classroom.

- **Requirements**
- Write your own dialogues for the fashion show and use a variety of the vocabulary you have already acquired throughout the unit.
- **Creativity:** You will have to choose and style your outfits and pose for the camera on the catwalk.

6.3.4 Overview of Lesson Three: Garments and Colours

Level	Follow up Activity Speaking quickly and coherently via the 3/2/1 technique: The Best Outfit from my Childhood			
	Skills and sub-skills	Materials	Time	Learning Goals
Intermediate level	Listening	-Video from Youtube: "What is in the Wardrobe" https://www.youtube.com/watch?v=zRBLSY_bO5k	1h	Talking about the different clothing styles by naming the different clothing items and the different shades of colours Showing self-confidence while speaking
	Grammar	Expressing likes and dislikes: https://www.englishlessonviaskype.com/expressing-likes-and-dislikes-in-english/		
	Pronunciation	Contractions: https://www.oxfordonlineenglish.com/english-contractions		
	Reading	An article: <i>Seasonal colours in Fashion</i> from the magazine <i>Love to Know</i>	1h	
	Vocabulary	Collocations about colours From: Oliveira, S. (2013).1000 English Collocations in 10 Minutes a Day. Kindle Edition.		
	Writing	-Writing a paragraph		

6.3.4.1 Lesson Plan Three: Clothes and Colours

Name: Ouided ARAB

Time: 4 hours

Level: Intermediate

Performance Objectives: By the end of the lesson "Clothes and Colours", the learners will be able to

- name the different clothing items;
- name the different shades and nuances of colours;
- discuss with their classmates about the different clothing styles;
- describe the hipster style and its characteristics;
- express likes and dislikes with appropriate structures;
- use contractions as a mark of natural speech;
- recognise and use collocations related to colours appropriately;
- speak more coherently and fluently.

Skills/ Sub-skills	Materials	Roles	Procedure(s)	Process Objectives
Listening 1 h	-Video -Laptop -Speakers	T-Ss Ss-T T-Ss Ss-T	Pre-Listening (2 min.) Warm up: Prediction from the Title -The teacher asks the learners to watch the opening of the video and requires them about the meaning of the word “Vogue” appearing on the screen. -Students answer. - He then asks them to set hypotheses about the subject of the video from the title “Inside the Wardrobe” https://www.youtube.com/watch?v=zRBLsY_bO5k The students guess what the video is about. Lead-in (5minutes) The teacher asks the learners to match the words on the left with their definitions on the right.	To activate the students’ background knowledge about the topic. To attract learners’ attention and arouse their curiosity about the topic at hand. To engage the learners in active learning by encouraging them to make predictions about the video. To introduce the learners to the vocabulary they will

		T-Ss Ss-T While-Listening (10 min.) The students are required to watch the video and note the clothing items which are mentioned. T-Ss Ss-T The students are required to answer comprehension questions. T-Ss Ss-T Thorough Understanding (15min.) The students say whether the statements are true or false and provide justifications. T-Ss Ss-T Post-Listening: Class Discussion (30 min.) -Students talk about the types of clothes they have in their wardrobes and discuss their favourite brands, clothing items, and accessories.	be exposed to in the video To check students' general understanding of the video To check the students' in-depth understanding of the video Enhancing learners' speaking abilities and increasing their self-confidence
Grammar (30min.)	Board Handouts Video https://www.englishlessonviaskype.com/expressing-likes-and-dislikes-in-english/	T-Ss Warm up (5min.) The teacher exposes the learners to the part of the video where Miranda expresses her preference, liking, or fondness for a particular clothing item, and he asks them what Miranda said to express her preference for specific clothes. Ss-T -The learners answer. T-Ss -The teacher writes some examples from the video on the board and explains them. The teacher provides the learners with a variety of expressions to express likes and dislikes (10 min.) Ss-T -The learners practise with a variety of expressions (15min.)	To grab learners' attention To expose the learners to a real situation where authentic language is used. To practise likes and dislikes Through PPP (Presentation, Practice, Production)
Pronunciation (30min.)		T-Ss -The teacher asks whether the journalist and Miranda use the full form of 'cannot', 'do not', etc. Ss-T -The students answer.	To raise the learners' awareness towards the use of contractions by native speakers

		T-Ss Ts-Ss Ss-Ss Ss-T	-The teacher attracts the learners' attention to the way Miranda and the journalist use contractions throughout the video and insists that this is how native speakers use the language - The teacher writes examples from the video on the board and explains how contractions should be used in spoken English. -In pairs, the learners practice two activities. In the first, the students are required to put contractions wherever necessary, and in the second, they are asked to say whether the contraction is right or wrong and say it correctly. https://www.oxfordonlineenglish.com/english-contractions	To practise the contractions rules Through PPP (Presentation, Practice, Production)
Reading 1h		T-Ss Ss-T T-Ss Ss-T Ss-T Ss-T Ss-T	Pre-Reading (5min.) Making Predictions from the Title and Pictures Students are required to have a glance at the title anticipate what the text is about. -The learners make guesses Skimming -Students are given one minute to skim the text (titles and pictures) to confirm or disconfirm their guesses. The students are asked to explain what a seasonal colour means. While-Reading Scanning (5min.) -The students are asked to read the text quickly and match each season with its corresponding colours. - Thorough Understanding (15 min.) - The students are required to say whether statements are true or false and provide justifications from the passage.	To involve the learners in active reading (making anticipations) To engage the learners in quick, selective reading. To engage the learners in quick selective reading: Searching for specific information To check students' deep understanding

		Ss-T	The students are required to find synonyms in the text (10 min.)	To enrich students' vocabulary stock
		Ss-T	Post-Reading (25min.) Learners are required to discuss their wardrobe staples, clothes, and colour preferences for the different seasons, and their biggest hit in winter and summer.	
Vocabulary (1h)	Oliveira Shayna (2013).1000 English Collocations in 10 Minutes a Day. Kindle Edition.	T-ST-T-Ss	Warm up (5min.) -The teacher sticks some pictures on the classroom walls and asks the students to walk around to discover them. - The teacher requires the students to work in groups to name the different shades of colours corresponding to the pictures.	To Attract the learners' attention and raise their interest in the lesson
		Ss-Ss Ss-T	-The students answer. The teacher extracts some colours (pale peach, mint green, spring green, bold pink) from the reading material "Seasonal Colors in Fashion" and requires the learners to analyse how the names of these colours are formed.	To engage the learners in collaborative learning
		T-Ss Ss-T	-The teacher explains and provides examples (15min.) - Guided writing: Fill in the blanks	To build and rehearse vocabulary.
		Ss-Ss	The teacher provides the learners with a paragraph to read and fill in the gaps with the appropriate (10 min.) .	To build learners' vocabulary repertoire
Writing (10min.)		T-Ss Ss-Ss	Fill in the Chart with the Appropriate word: Let's throw the Ball (15min.) -The teacher organises the tables in a "U" shape and provides the learners with a chart to be filled with names of clothes in alphabetical order. -Every student gives the name of an item of clothing starting with	To rehearse the vocabulary related to the different colour shades
				Practising contractions, intonation (short/

			the letter "a" and throws the ball to another student. The students keep throwing the ball to one another until they complete the chart, reaching the last letter "z". Information-Gap Activity (15min.) -The teacher divides the class into two groups sitting opposite to each other. -The teacher provides group 1 with picture "A" and the group 2 with picture "B". Students from group 1 ask questions about picture "B", and students from group 2 ask questions about picture "A" to eventually spot the eight differences between the two pictures.	wh- questions), clothes, and colours.
1h			Follow-up Activity: 3/2/1 Technique (1h) In three minutes, tell your classmates about the best outfit you wore in your childhood and why you still remember and prefer it.	-To involve the learners' personal experiences. -To enhance learners' affective side (feeling nostalgic for their childhood). -To improve learners speaking fluency

6.3.4.2 Answers Key

Listening

1. A

1. C

- a-6
- b-1
- c-7
- d-8
- e-5
- g-4
- f-9
- h-3

2. A

Shoes, great jacket, pair of jeans, black blazer, classic pieces, scarves, dress, printed jacket, velvet dress, vintage piece.

2. B

1. Shoes
2. Online
3. Handbag and shoe collection
4. Her grandmother

2. C True/ False

1. True
2. False, she puts on her red dress.
3. True
4. False, she likes vintage clothes.
5. False, she likes classic clothes and clothes with a twist that makes them unexpected.
6. Her grandmother's velvet dress.

Pronunciation

Activity 1: Add contractions to these sentences.

1. We haven't seen the new collection.
2. It's a good idea.
3. They won't tell us what time he's arriving.
4. They won't tell us what time he is arriving.
5. He has many friends, but he doesn't often spend time with them.
6. He doesn't understand why they didn't help him.
7. They aren't happy that the company hasn't told them anything.
8. You shouldn't have said yes if you couldn't do it.

Activity 2: Right or Wrong?

1. I haven't modified the sketch yet (right)
2. He's really happy with his new job as a textile designer (wrong: He is really happy with his new job as a textile designer).
3. She doesn't like blazers, so she wears a denim jacket. (right)
4. We won't arrive until 8.00. (wrong: We will not arrive until 8:00).
5. They've not been to a fashion week before. (right)
6. He's the best player in the team. (wrong: He is the best player in the team).
7. I've called several times (wrong: I have called several times).

8. Are they satisfied? Yes, they're. (wrong: Yes, they are)

Reading

2. While-Reading

A. Seasonal colours are hues that mirror the shades seen in the four seasons of nature.

B. Scanning

- spring: soft yellow, light grey
- Winter: shades of brown and dark grey.
- Summer: lemon yellow, royal blue.
- Autumn: Khaki, burnt orange.

C. Fill in the Table

Season	Characteristics
Spring	Melting snow, first blooms of the season, and traditional Easter tones.
Winter	Bare trees and snow covers the ground
Summer	inspiration from the sunshine, ocean and summer blooms
Autumn	Changing colours of the leaves and nature, along with the rich hues of autumn

D. True/False

1. False. Spring colours are light as they are inspired from the colours of the rainbow.
2. False. Summer colours are bright and highly vibrant and are inspired from the colours of the sun and the sea.
3. False. Autumn is the season when the colours become more neutral.
4. True.

E. Synonyms

- Shades= hues
- Pale= pastel
- Fashionable=trendy
- Bright= bold
- In fashion= in vogue

catwalk= runways

Vocabulary

Warm up

- Baby blue
- Candy apple red
- Royal blue
- Mandarin orange
- Camel brown
- Ruby red
- Sapphire blue
- Emerald green
- Espresso
- Brown with a tinge of beige.
- Pinkish yellow
- Yellowish brown

Vocabulary Building/Guided Writing

Activity One

1. Fiery orange
2. Royal blue
3. Bold
4. Light pink
5. Ruby red
6. Tone
7. Emerald green
8. Olive green
9. Shades
10. Clash
11. Greenish blue
12. Lemon yellow
13. Suit
14. Dark purple
15. Golden yellow
16. Matching
17. Sky blue

Activity Two

A- Ankle socks	N- Neckless
B- Belt, blouse, boots, booties, bow tie, bracelet, blazer	O- Overcoat
C- Cap, coat, cardigan, cowboy hat	P- Pants
D- Dress, denim,	
E- Earrings	R- Raincoat, running shoes, ring
F- Fedora hat, fleece, flip-flops, fur coat	S- Scarf, shirt, shoes, shorts, skirt, slippers, socks, swimsuit
G- Glasses, gloves	T- T-shirt
H- Hat, hoodie, high heels, Hawaiian shirt	U- Uniform, undershirt, umbrella
I- Indian sari	V- veil
J- Jacket, jeans, jewellery, jumpsuit, jumper	W- wetsuit, wedding dress
K- Kimono, knee socks	
L- Leather jacket, leggings	
M- Mittens, mini skirt, mask, moccasins,	Z- Zipper

6.3.4.3 Lesson Worksheets

Listening

What is in the Wardrobe?



https://www.youtube.com/watch?v=zRBLSY_b05k

1. Pre-Listening:

A. Watch the opening of the video and answer the questions below.

1. Consider the title of the video “Vogue” “Inside the Wardrobe”. What do you think the video will be about?

2. Match each word on the left with a definition on the right.

a. Prime	1. To completely fill your mind so that you cannot think of anything else in
	2. A way that is not normal
b. Obsessed	3. Very beautiful and attractive; giving great pleasure
c. Versatile	4. A basic type of clothes that is used a lot
d. Twist	5. To be liked very much by somebody
e. To be a hit	6. Main, most important
	7. Having many different uses

- f. Vintage
- g. Staple
- h. Gorgeous
- 8. an unexpected change
- 9. typical of a period in the past and of high quality

2. While-Listening

A. Watch the video and note the pieces of clothes mentioned.

B. Watch again and answer the questions.

1. Which item of clothing has the primary position in Miranda's wardrobe?.....
2. Where does Miranda shop?.....
3. What is the biggest hit in Miranda's wardrobe?.....
4. Who is Miranda's pinup?.....

C. Say whether the statements below are true or false. Justify your answers.

1. Miranda prefers shopping online because she can buy clothes, try them at home in the comfort of her time, and see if they fit with what she already has.

.....

2. When Miranda is going out and does not have much time to get dressed, she puts on a pair of jeans and a shirt.

.....

3. While travelling, Miranda puts on simple outfits with a touch of colour scarf

.....

Miranda does not like old vintage clothes.

.....

4. Miranda likes to buy classic pieces only.

.....

5. The first dress Miranda fell in love with was her auntie's velvet dress.

.....

3. Post-listening

Classroom Discussion

What kinds of clothes do you usually have in your wardrobe?

What are your favourite brands, items of clothing, and accessories?

Grammar: Likes and Dislikes

Consider how Miranda expresses her love and preference for some clothing items and accessories from her wardrobe.

- “I’m obsessed with shoes”.
- “This is one of my favourites”.
- “I like to invest in classic pieces; I like to tailor pieces”.
- “My hand bag and shoe collection is quite a big hit”

LIKES & DISLIKES IN ENGLISH

LEARN ENGLISH WITH HARRY



WAYS FOR EXPRESSING LIKES

- I like...
- I love...
- I adore...
- I'm crazy about...
- I'm mad about...
- I enjoy...
- I'm keen on...
- I have a soft spot (for somebody)
- I think ... is / are brilliant / great / wonderful
- I'm into (something)
- I'm really / very / quite interested in...



WAYS FOR EXPRESSING DISLIKES

- I don't like...
- I dislike...
- I hate...
- I abhor...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...
- I'm not keen on...



NEITHER LIKE NOR DISLIKE SOMETHING

- I don't mind
- I don't really care either way
- It's all the same to me
- I think ... is / are alright



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<https://www.englishlessonviaskype.com/expressing-likes-and-dislikes-in-english/>

Contractions

Adapted from: <https://www.oxfordonlineenglish.com/english-contractions>

Do you use contractions like "isn't", "I'm", or "he'd"? Many English learners don't. But, using contractions can really help to improve your English fluency. First, it will help your English listening because contractions can be difficult to hear if you do not use them yourself. Secondly, your English speaking will sound more fluent and natural if you use contractions.

Look how Miranda and the journalist use contractions in their speech.

- "What're your wardrobe staples".
- "I'm obsessed with shoes".
- "They're pretty done perfect".
- "It's so good".
- "I don't know what it is".
- "Honestly, I wouldn't worry about anything".
- "That's great".

1. Contractions

Contractions are when we put two words together by making one word shorter as follows:

- He is → he's
- They will → they'll
- Do not → don't

2. Making Positive Contractions

Here are the words that can make contractions in English:

- am → 'm
- are → 're
- is → 's
- will → 'll
- would → 'd
- have → 've
- has → 's
- had → 'd

✓ You are the nicest person I have ever met.

We can make two contractions here. You can contract "you are" to "you're" and "I have" to "I've".

✓ **You're** the nicest person **I've** ever met.

✓ They will think the make-up artist has gone completely mad!

Contractions: **They'll** think the make-up artist's gone completely mad!

✓ I am sure she would call if anything had happened.

Contractions: **I'm** sure **she'd** call if **anything'd** happened.

3. Pronouncing English Contractions

Contractions are generally pronounced in two different ways:

- The only contractions which never change are **will** and **am**. Contractions of “will” are always pronounced 'll. “Am is always 'm.
- For **would, have, and had**; if the sound before the contraction is a **vowel**, the contraction of **have** is pronounced /v/:

I've /aɪv/

we've /wi:v/

they've /ðeɪv/

I'd /aɪd/

she'd /ʃi:d/

If the sound preceding the contraction is a **consonant**, the contraction of have is pronounced /əv/:

- could've /'kʊdəv/
- would've /wʊdəv/
- might've /'maɪtəv/
- it'd /'ɪtəd/
- Tom'd /'tɒməd/

There's one exception to this: if someone's **name ends with a vowel** sound, we usually treat it like a consonant for contractions. So, if you want to say: **Sophie'd** help you if you asked her. Even though Sophie ends with a vowel sound, we generally pronounce the contraction as /əd/ because it's a **name**.

The contraction of “**is**” and “**has**” is pronounced /z/ after most sounds:

- he's /hi:z/
- there's /ðeəz/
- Dave's /deɪvz/

However, after /t/, /p/, /k/, /f/ or /θ/, the contraction of is or has is pronounced /s/.

- it's /its/
- Seth's /seθs/
- top's /tops/

We don't contract 'is' or 'has' after the sounds /tʃ/, /f/, /dʒ/, /ʒ/, /s/ **or** /z/ because the pronunciation of these contractions is too difficult.

The pronunciation of “**are**” is a bit different because it depends on the sound after, not before. Before a vowel sound, the contraction of “are” has a /r/ sound.

- We're a good designers team.
- We're the best designers team.

Before a consonant sound, the contraction is pronounced as a schwa sound: /ə/

4. Making Negative English Contractions?

If you have an auxiliary verb plus not, you can put the words together and contract not into **n't**.

- do not → don't
- is not → isn't
- have not → haven't
- would not → wouldn't

-You can't make a negative contraction with am not. You can't say amn't. Saying 'amn't' is really difficult.

-You could contract “They are not here yet” to “They aren't here yet” or “They're not here yet”. In most places, the first option is more common.

5. Using Contractions in Spoken and Written English

Generally, you should use contractions when you speak. Using contractions sounds more natural in spoken English. For example: “He does not understand why they did not help him”. If you're speaking to someone and say this sentence without contractions, it sounds a bit robotic and unnatural.

You shouldn't use contractions in the following cases:

- If you're speaking more formally, you might use fewer contractions.
- If you want to emphasise something, you shouldn't use contractions.

For example:

- That is not what I said.

- He is the best model in the team.
- I have called several times.

You need to use the full, **uncontracted** form if you need to emphasise the **verb** or **negative**.

- Don't use positive contractions at the end of a sentence or clause.

For example, if someone asks you: "Is he ready?" You should answer: "**Yes, he is**". And **not** "**Yes, he's**."

However, **negative contractions** can go at the end of a sentence or clause, so it's fine to say: **No, he isn't**.

- **Written English:** You can use contractions in informal writing; you probably shouldn't use contractions in formal writing, like an essay.

Also, many English contractions are used in speech but not generally in writing. For example, you can say: "These're the garments that your friends've sent us". Contractions like **these're**, **friends've** and **this'd** aren't often used in written English, even in very informal writing.

If you're not sure if you can use a contraction or not when you're writing, then just use the full form.

Exercise 1: Add contractions to these sentences.

1. We have not seen the new collection.
2. It is a good idea.
3. They will not tell us what time he is arriving.
4. I would tell you if I knew.
5. He has many friends, but he does not often spend time with them.
6. He does not understand why they did not help him.
7. They are not happy that the company has not told them anything.
8. You should not have said yes if you could not do it.

Exercise 2: Right or Wrong?

1. I haven't modified the sketch yet.
2. He's really happy with his new job as a textile designer.
3. She doesn't like blazers, so she wears a denim jacket.

4. We won't arrive until 8.00.
5. They've not been to a fashion week before.
6. He's the best player in the team.
7. I've called several times.
8. Are they satisfied? Yes, they're.

Reading

Seasonal Colors in Fashion



By Yelena JohnsonStyle Editor



Fashions may come and go, but one thing that remains is the idea of dressing in seasonal colours. Seasonal colours are hues that mirror the shades seen in the four seasons of nature. Each season has its own set of traditional colours that are typically associated with it, as well as transitory seasonal colours that are deemed current by the fashion trends of the year.

Spring

The seasonal colours of spring are much like the season itself - light, airy hues that are comprised of pastel versions of the colours of the rainbow. Inspired by the melting snow that brings the first blooms of the season and traditional Easter tones, spring's seasonal colours include the following:



- Pale peach
- Blush pink
- Mint green
- Baby blue
- Cream
- Light gray
- Soft yellow
- Spring green
- Lavender

Summer

Summer colours are all about vibrant, rich and bold colours - take inspiration from the sunshine, ocean and summer blooms. Have fun in the sun by embracing these bold colours, but don't forget to integrate plenty of white as well - it's the official 'non-colour' of the summer season, from Memorial Day through Labor Day. Your best bets for summer colours include:

- White
- Lemon Yellow
- Candy Apple Red
- Mandarin Orange
- Bold Pink / Fuchsia
- Turquoise
- Royal Blue

Fall

Fall colours emulate the changing colours of the leaves and nature. Along with the rich hues of autumn, Fall marks a shift toward more neutral tones as colours fade away from the outdoors and give way to the greys and creams of winter. Here are the quintessential fall colours to try:



- Browns, ranging from Khaki and Camel to a deep Mahogany and Espresso
- Muted Mustard Yellow
- Burnt Orange
- Hunter Green
- Darker Purple tones like Mauve and Aubergine
- Neutrals like cream and all shades of grey and black

Winter

In nature, winter marks the absence of colour - fiery fall leaves are replaced by bare trees, and snow covers the ground. Likewise, traditional seasonal colours for winter are neutrals, punctuated by deep, rich jewel tones that are representative of the festive nature of the holidays. Seasonal winter colours include:

- White
- Cream

- Shades of Brown
- Black
- Medium to Dark Gray
- Deep Ruby Red
- Dark Purple
- Emerald Green
- Sapphire Blue

How to Incorporate Seasonal Colors into Your Wardrobe

In addition to these standard seasonal colours is a range of trendy colours that are in vogue. These colours vary from year to year and are influenced by the [Pantone](#) colour of the year as well as the colours showcased on the current runways during New York and International Fashion Week. Sometimes, the current trendy colour of the season bucks the traditional seasonal colours entirely, such as when electric neon hues made a splash on Spring runways a few years back.

Because the trendy seasonal tones vary widely from year to year, building a wardrobe around the more traditional seasonal colours is a safer bet that will stand the test of time. Incorporate the trendy seasonal colours through accessories such as jewellery, shoes, purses, scarves, sunglasses, and one or two statement wardrobe pieces that can be worn that year and retired once they have lost their relevance.

1. Pre-Reading

a. Anticipation from the Title

Relying on the title, anticipate what the passage is about.

b. Skimming

1. In one minute, skim the text (subtitles, and the pictures) to confirm or disconfirm your hypotheses.
2. What clothing colours do you wear in the different seasons? Write some colours on the board.

2. While-Reading

A. What does “seasonal colours” mean?

B. **Scanning:** Reread the passage and match each season to its corresponding colours.

Spring	Shades of brown
Winter	Soft yellow
Summer	
Autumn	Lemon yellow
	Khaki
	Medium to Dark Grey

Light Grey
Royal Blue
Burnt Orange

C. Fill in the chart with few words or expressions describing each season's characteristics.

Season	Characteristics
Spring	
Winter	
Autumn	
Summer	

D. Say if each of the following statements is true or false, and correct the false one(s) with justifications from the text.

1. Spring colours are light as they are inspired from the colours of the sun and the sea.
2. Summer colours are bright and highly vibrant and are inspired from the colours of the rainbow.
3. Autumn is the season when the colours become paler and less bright.
4. The colours of the rich jewels are accentuated in winter.
5. Spring colours are light as they are inspired from the colours of the sun and the sea.
6. Summer colours are bright and highly vibrant and are inspired from the colours of the rainbow.
7. Autumn is the season when the colours become paler and less bright.
8. The colours of the rich jewels are accentuated in winter.

E. Find in the text words that are close in meaning to the following words:

Shades=

Pale=

Fashionable=

Bright=

In fashion=

Catwalk=

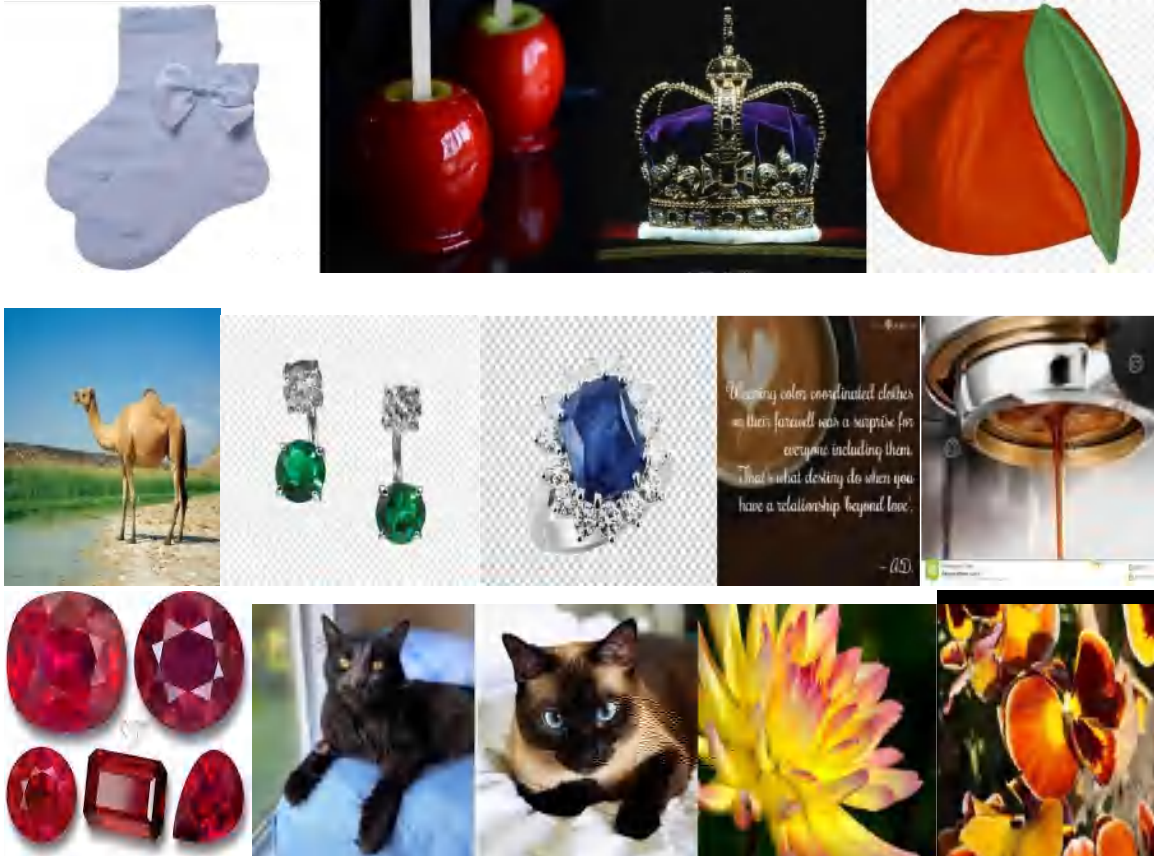
Post-Reading: Classroom Discussion:

Discuss your clothes and colour preferences in the different seasons with your classmates.

Vocabulary: Collocations about Colours.

Warm up

Look at the pictures on the walls; then work in groups to name the colour corresponding to each picture.



Consider the following colours extracted from the text "Seasonal Colors in Fashion". Analyse them and see how these colours are formed.

Pale peach, mint green, lemon yellow, spring green, bold pink

- You can describe a colour as **light** or **dark**; for example, someone can have **light brown** or **dark brown** hair.
- You can describe a very **intense** colour as **bright**; for example, a **bright red** apple.
- If the colour is **not very intense**, you can describe it as **pale** – for example, a **pale green** dress.
- When describing colours in general, you can talk about **bold/vivid** colours – which are very intense – or **pastel colours**, which are **light or pale**.

Lesson adapted from: Oliveira, S. (2013).1000 English Collocations in 10 Minutes a Day. Kindle Edition.

We can describe shades and combinations of colours in different ways:

1. We can use a typical object with a particular colour (object+colour) to describe specific shades of a colour (variations of a specific colour). For example, “**sky blue**” is a light shade of blue, like the colour of the sky (object). Here are some of the most common collocations:

Red	Orange	Yellow	Green	Blue
ruby red	fiery orange	lemon yellow	emerald green	sky blue
cherry red	burnt orange	golden yellow	olive green	royal blue navy blue / midnight blue

2. When you have something that is primarily one colour but with a little bit of another colour included, we can use the word “**tinge**”. There are two ways to structure the sentence:

- The flowers are yellow with a tinge of pink in the middle (with a pinkish tinge).
- My cat’s fur is light grey with a slight brownish tinge (with a tinge of brown).
- You can also use this form – a colour word plus –ISH – to describe mixes of colours. For example, “**reddish brown**” is a **shade of brown with a strong portion of red**, whereas “**yellowish brown**” is a **shade of brown with a strong portion of yellow**.

-Some **colours look good together** – in this case, we can say that **the colours match**. Other **colours look terrible together** – in this case, we can say that **the colours clash**.

-When the **colour of a person’s clothes looks good with that person’s skin tone** (colour of their skin), you can say: "That **colour suits you**" or "That **colour looks good on you**."

- We use the verb “**paint**” in most cases – you paint a house and paint your nails. But, we use the verb “**dye**” **for hair and cloth/fabric**; for example, you dye your hair blonde and dye a shirt blue.

Vocabulary Building/ Guided Writing

Activity One: Circle the correct word to complete this commentary from a reporter at a fashion show (extracted from Oliveira, S. (2013).1000 English Collocations in 10 Minutes a Day. Kindle Edition).

Cassandra is wearing a **fiery/flaming orange** blouse and a **king / royal blue** skirt - those certainly are very **bold/brave** colours! Here comes Susan, wearing a long, **fair/light** pink dress and **navy/ruby** red heels. Those colours look wonderful with her skin **tone/type**. The designer of the next outfit is known for his highly innovative style. Joanne is wearing an **ember / emerald** green top and **cherry / olive** green shorts - hmmm... in my opinion, the two different **shades/tinges** of green don't look so great together. They kind of **clash/dye**. Up next is Tanya, with a retro-style **greenest/greenish**-blue dress with some **lemon/lime** yellow details - a very interesting look, although the colours might not **match/suit** everybody. Finally, we have Ashley, who's wearing a sexy **burnt/dark** purple dress with a **golden/silvery** yellow belt, a **combining/matching** purse, and **cloud/sky** blue heels - that's quite unusual, but the overall visual effect is stunning.

Activity Two: (Let's Throw the Ball)

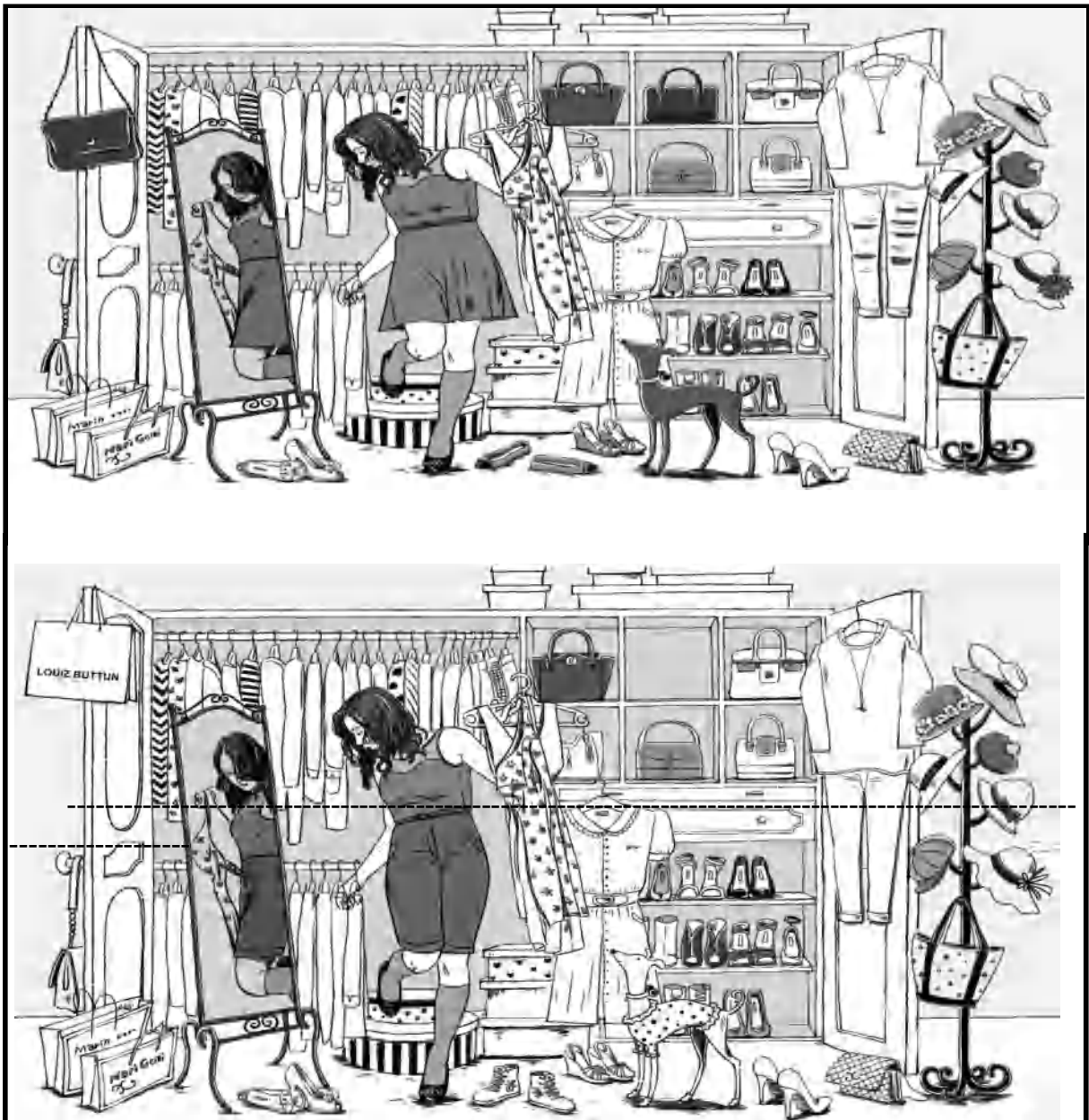
Throw the ball to complete the chart below with the names of clothing items. Every item should begin with the letter of the alphabet given. Some letters may have many different answers, while others may not have an answer.

A	N.....
B belt ,.....	O.....
C.....	P.....
D	Q.....
E.....	R.....
F.....	S.....
G	T.....
H.....	U.....
I	V.....
J	W.....
K	X.....
L	Y.....
M.....	Z.....

Information Gap: Spot the Differences

You should carefully describe your picture to your classmates. There are eight differences you must find in fifteen minutes.

The teacher puts the learners in a U-shape and divides the class into groups A and B. A student from group A tells B one thing in his picture. Another from group B tells A if it's the same or different from his picture. If it is different, he circles it. Then, a learner from B tells another learner from group A one thing in his picture. They find eight differences between the two pictures.



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Follow-up activity: The 3/2/1 Technique

In three minutes, tell your classmates about the best outfit you wore in your childhood and why you still remember and prefer it.

Task Guidelines

- ✓ Every learner needs to repeat the same talk three times to three different listeners.
- ✓ The speech is to be delivered to the first listener in three minutes, to the second listener in two minutes, and to the third one in only one minute.
- ✓ The learner should focus on meaning, i.e., he can skip unnecessary details and change sentence structure to meet time constraints.
- ✓ The listeners should not interrupt the speaker or ask questions.

6.3.5 Overview of Lesson Four: Clothing Styles

Level	Follow up Activity Create your own clothing style (3/2/1 Technique) Role-play: Put Yourself in Others' Shoes			
	Skills and sub-skills	Materials	Time	Leasing Goals
Intermedia te level	Listening	-Audio 1 from the BBC Learning English: "What to Wear to a Social Occasion?" https://www.bbc.co.uk/so/unds/play/p069gxd9 Audio 2 from "Zapp! English Listening 3.1 Clothes and Fashion" https://zappenglish.com/zapp-english-listening-3-1-clothes-and-fashion	1h	Initiating the learners to the different clothing styles' names and characteristics. Discovering the hipster style and relating it to the Algerian teenagers' appearance in general and students' appearance in particular.
	Grammar	Adjectives and adverbs From: Rozakis, L. (2003). <i>English Grammar for the Utterly Confused</i> . McGraw-Hill. Practice : https://zappenglish.com/zapp-vocabulary-pronunciation-3-1-clothes-fashion#more-7552)	30 min.	
	Pronunciation	Weak forms in English: https://www.oxfordonlineenglish.com/weak-forms-english	30 min.	
	Reading	An article: "What a hipster style", from the magazine <i>Centralcasting</i> https://www.centralcasting.com/what-is-hipster-style/	1h	
	vocabulary	Collocations about clothes and fashion Adapted from: https://zappenglish.com/zapp-english-colloquial-3-1-clothes-fashion	40 min.	
	Writing	-Writing the role-play dialogue	25 min.	

6.3.5 1 Lesson Plan Four: Clothing styles

Name: Ouided ARAB

Time: 4 hours

Level: Intermediate

Objectives: By the end of the lesson “Clothing styles”, the learners will be able to

- name the different clothing styles.
- describe a hipster and its characteristics.
- use different collocations related to clothes and the world of fashion in their speeches.
- Talk about the different clothing styles with their classmates.
- describe different clothing styles using appropriate adverbs and adjectives.
- use weak and strong forms as a mark of natural speech.
- write a coherent dialogue for the role-play "Put yourself in their shoes";
- perform a role-play and speaking with less pauses and hesitations; and
- gain more confidence while speaking.

Skills/ sub-skills	Materials	Roles	Procedure(s)	Process Objectives
Listening 1h	-audio -Laptop -Speakers	T-Ss	Pre-Listening (5 min.) Warm-up: Anticipation from the pictures -The teacher sticks some pictures representing different clothing styles on the board and asks the learners to anticipate what the audio will be about. https://www.bbc.co.uk/sounds/play/p069gxd9 https://www.pinterest.com/pin/454159943676297212/	-To engage the students in active learning by involving them in making guesses. - To attract learners' attention and get them ready to the lesson
		Ss-T	-Students make guesses.	
		T-Ss	The Lead-in -The teacher asks the learners to name the different styles women wear. -The teacher writes the students' answers on the board.	

				-To activate the students' background knowledge about the different clothing styles. -To engage the learners in active learning by encouraging them to make predictions about the video.
		Ss-T	While-Listening (15 min.) -The students listen to the first part of the audio and answer comprehension questions https://www.bbc.co.uk/sounds/play/p069gxd9	-To have a general understanding of the audio track
		Ss-T	Thorough Understanding The learners are required to listen to the audio, say whether statements are true or false, and provide justifications. - The learners are required to listen to the second audio and answer comprehension questions. https://zappenglish.com/zapp-english-listening-3-1-clothes-and-fashion	-To check the learners' full understanding of the audio
		T-Ss	Vocabulary Building (20min.) - The students are asked to listen to the second audio and fill in the gaps with the appropriate vocabulary. https://zappenglish.com/zapp-english-listening-3-1-clothes-and-fashion	
		Ss-T	Relying on audios 1&2, the students are required to match a list of vocabulary on the left with their appropriate meaning on the right.	-To build learners's vocabulary.
		T-Ss Ss-T	Post-Listening: Class Discussion (20min.) -Students talk about their favourite style of clothing and describe it.	-To describe styles with appropriate vocabulary (

				adjectives and adverbs.
Grammar (30 min.)		T-Ss T-Ss T-Ss Ss-T Ss-T	The teacher returns back to the listening audio 1 and asks the learners how Mike dresses for the party: formally, casually, or smart casually. -The learners answered. -The teacher writes some examples from the audio on the board, underlines the adjectives and adverbs, and asks the students about the grammatical category of the underlined words. The teacher explains how to form adverbs, use adjectives, and properly order a list of adjectives preceding a noun. A lesson from: Rozakis, L. (2003). <i>English Grammar for the Utterly Confused</i>. McGrawHill. - The teacher gives the learners a task requiring them to fill in blanks with the appropriate words (adjective/adverbs). from https://zappenglish.com/zapp-vocabulary-pronunciation-3-1-clothes-fashion#more-7552) - The students go through task 2 to put a series of adjectives describing clothing items in the correct order.	-To expose the learners to authentic language. To practise adverbs and adjectives
Pronunciation (30min.)		T-Ss Ss-T	-The teacher extracts examples of weak forms from the audio he used in the listening section, writes them on the board, and requires the students to read them. -The students answer. -The teacher attracts the learners' attention to using weak and strong forms in English pronunciation. - She explains how weak forms should be used in spoken English. -The learners practise weak forms in the sentences provided to them. The students work in pairs to check whether the underlined words have a strong or a weak form.	-To acquaint the students with weak and strong forms in English pronunciation To practise strong and weak forms while speaking

			-The students match the provided words with their synonyms from the text. Post-Reading (20min.) Learners are required to discuss with their classmates the hipster style in Algeria and whether the Algerians share some of the characteristics of hipsters.	- to enrich learners' vocabulary stock -To relate the print to the learners' real lives.
Vocabulary (40min.) <				

			clothing style you created for yourself by combining other styles. 2. Role-play: Put Yourself in Their Shoes. Choose a situation that can happen in the real world and write a dialogue including the collocations you studied in the vocabulary lesson. You are required to follow the instructions below: • Work in small Groups. • Give a title to the selected situation. • Write a dialogue for the role play. • The topic of the situation is related to the topic of the unit • Use the collocations and idioms you studied in the vocabulary section, contractions, and strong and weak forms. • The role play will be 10-15 minutes maximum.	- To develop students' Creativity and self-confidence

6.3.5.2 Answers Key

Listening

1. Pre-Listening

1. B Preppy, casual, trendy, classy, bohemian, and minimalist.

2. While-Listening

1. A No, they do not.

1. B Mike wore a black shirt, jeans and smart shoes.

2. True/ False

a. True.

b. False. Mike should wear something smarter.

c. False. No, Mike hates fashion.

d. True.

3.

A. Nobody talks about the same article of clothing.

B. Sweater, pyjamas, shoes.

C. Nobody gives the same reasons for liking his item of clothing.

4.

A. Sweater because it is 1 cosy, 2 warm, 3 comfortable, 4 light and, and 5 hard-wearing.

B. Pyjama bottoms because they are 1 baggy, 2 comfortable, 3 warm, and 4 cosy.

C. Dress because it is pretty fancy.

5.

a. (3)

b. (9)

c. (1)

d. (6)

e. (2)

f. (4)

g. (10)

h. (8)

i. (5)

j. (7)

Grammar

Activity One

- a. (1) smart (2) (3)formally (4) casually
b. (5) loose (6) tight (7) baggy (8)loose
c. (9) scruffy (10) scruffy
d. (11) tights (12) tights
e. (13) long-sleeved (14) short-sleeved (15) sleeveless

Activity Two

1. A dark green tartan jacket.
2. A long-sleeved pale pink blouse.
3. A bright blue floral cardigan.
4. A short-sleeved red and white checked shirt.
5. A knee-length emerald green striped skirt
6. A yellow and white polka dot dress.

Pronunciation

Practice 1: Strong and weak forms.

1. Does she really think she should do it?

Really, think and **do** are stressed.

Does and **should** are weak.

2. What did you do to your hair?

What, do and **hair** are stressed.

You, to, and **your** are weak

3. What were you doing when she called you?

What, doing and **called** are stressed.

Were and **you** are weak

The you on the end is not stressed, but not weak, either, because it's the last word of the sentence.

Practice 2: Should the underlined words be pronounced weakly or strongly?

1. Can he cook Thai food?

Weak— /kən/—it's a question word, not a very important part of the sentence.

2. I do like your trousers.

Strong— /dʊ:/—do is used for emphasis, so it must be strong

3. Where does your sister live?

Weak— /dəz/—auxiliary verb

4. What shall we do tomorrow?

Weak— /ʃəl/— auxiliary verb

5. That's the man I was telling you about!

Strong— /ðæt/—the sentence is emphatic, so that should have a strong pronunciation.

Reading

2. While-Reading

A. Scanning

- Hippie style 1960
- Grunge 1990
- New York Jazz 1940
- Modern hipster 2000

B. Fill in the table

Hipster Style	Men	Women
Top	-Flannel and denim shirts -graphic tees -v-necks. Short sleeve button-downs Hoodies Cardigans Thick-knit sweaters leather jackets, casual blazers, jean jackets, or peacoats.	- Flannel shirts -Graphic tees -Leather jackets -Oversized sweaters or cardigans
Bottom	- Skinny or slim-cut jeans or chinos in dark wash -Cuffed pants to show off socks.	-Short, skinny, bootcut, or boyfriend jeans with a few rips or torn to shreds. - Plaid pants - Leggings - Vintage skirt -jumpsuits
Accessories	thick-framed glasses slim leather belts, suspenders, bow ties, scarves, fedoras, homburg hats, beanies, baseball caps with sneakers, ankle boots, combat boots, loafers, or slip-on.	-Oversized glasses, slouchy beanies, fedoras, baseball caps, combat boots, booties, sneakers, and scarves.

B. True/False

a.True

b. False. The term hipster appeared in the Jazz Age to embrace the bohemian culture.

c. False. Charity shops do afford hipsters' items of clothing.

d. False. Modern women's hipster fashion totally includes other styles worn by the previous generations, such as the hippie and grunge styles.

e. True

f. True.

D. Synonyms

A so confident and determined look= bold

Eagerly accept= embrace

Charity shop = thrift store

Think hard= put your thinking cap on

Vocabulary

Activity One: Fill in the Table with the Missing Information

Colloquial Expression	Meaning	Example Sentence
Below the belt	Beyond what is fair or socially acceptable	His comment about Manfred's handicap was below the belt .
Tighten your belt	To spend less, to economise	You have a restricted budget, so you should tighten your belt
Put your thinking cap on	Think hard in order to solve a problem; concentrate	I can't remember where the Christmas decorations are. I'll have to put my thinking cap on .
Keep your shirt on	Try to stay calm	I know you're in a hurry, but please keep your shirt on .
Putting yourself in other people's shoes	Imagine what it would be like to be in someone else's situation	You have to think about how he feels, put yourself in his shoes
All mouth and no trousers	Someone who talks a lot but does not actually get down to any action.	He says he'll do it, but can you believe him? Hmm, he is all mouth and no trousers .
Eat my hat	When somebody does not believe somebody else so much, he would say if you are saying the truth, I will do something very strange or stupid.	I don't believe you! If that's true, I'll eat my hat .
Fashion victim	To describe someone who really likes trendy clothes	That looks terrible; you only wear it because it's in fashion. You're such a

	and who follows the latest brands	fashion victim.
Fashion conscious	To be on top of the latest fashion	I was very interested in fashion and always looked great; I was a fashion conscious and really liked it.

Activity Two: Write a sentence that means the same as the one given, using one of the expressions from the table above.

1. He doesn't care if his clothes aren't fashionable. ***He isn't fashion-conscious.***
2. Try and see it from her point of view; put yourself in her shoes.
3. OK, OK, keep calm, don't get so angry; keep your shirt on.
4. I'll be very surprised if she gets that job; I'll eat my hat.
5. Don't worry – he talks a lot, but he won't actually do; he's all mouth and no trousers.
6. Come on; think of an idea –quickly; put your thinking cap on.

6.3.5.3 Worksheets

LESSON 4: Clothing Styles

Listening



<https://www.bbc.co.uk/sounds/play/p069gxd9>



<https://www.pinterest.com/pin/454159943676297212/>

1. Pre-Listening

- A. Look at the picture and guess what the audio will be about.
- B. Name the different styles of the clothes the women in the pictures wear.

2. While-Listening

Listen to audio 1 and 2 and answer the questions below.

1. In the first audio, you will listen to Mike and Sarah getting ready for a party.

<https://www.bbc.co.uk/sounds/play/p069gxd9>

A. Do they have similar ideas about what Mike should wear?

B. What does Mike wear to the party?

2. Listen to the first audio again and say whether the following statements are true or false, giving appropriate justifications.

a. Sarah thinks that Mike will be the most scruffily-dressed man in the party if he puts on a jeans and a T-shirt. True/ False

.....

b. The invitation to the party said smart-casual, so Mike should wear a suit. True/ False

.....

c. Mike is so interested in fashion. True/ False

.....

d. If Mike wears a black shirt, jeans, and smart shoes, he will be smart-casually dressed.
True/ False

.....

3. In the second audio, you will hear four people talking about pieces of clothing they really like. <https://www.pinterest.com/pin/454159943676297212/>

A. Does anyone talk about the same item of clothing?

B. Could you name the different clothes mentioned by the speakers?

C. Does anyone give the same reasons for liking their item of clothing?

4. Listen to the second audio again, choose the correct answer, and fill in the gaps.

A. Speaker 1 likes his shirt/ suit/ sweater because it is 1..., 2....., 3..., 4....., and 5....

B. Speaker 2 prefers her skirt/ pyjamas bottom/ jeans because they are 1...,2.....,3..., and 4....

C. Speaker 3 loves her skirt/ dress/ scarf because it is

5. Match each word on the left with its definition on the right.

a. Scruffy	1. Informal and comfortable
b. Cosy	2. Making you feel physically relaxed, without any pain or without being too hot, cold
c. Casual	3. Not neat or clean
d. Smart	4. Old-fashioned and serious
e. Comfortable	5. big and not fit tightly on the body
f. Formal	6. Nice and stylish
g. Hard-wearing	7. Clothes that you wear, especially to parties, that make you look like a famous person
h. Fashionable	8. New and stylish
i. Baggy	9. Warm and comfortable
j. Fancy	10. Lasting for a long time; durable

6. Class Discussion:

What is your favourite style of clothing? Describe it to your classmates.

Grammar: Adjectives and Adverbs

The teacher connects the grammar lesson to the audio track of the listening section asking them the following questions.

- What does Mike dress to the party?
- Does he dress casually, formally, or smart casually?

Consider the following examples from the audio track:

- The invitation said casual, so I'm dressing casually. Jeans and a T-shirt.
- I can't dress fashionably. I'm the most unfashionable person.
- You'll be the most scruffily dressed man there.

Adverbs and Adjectives

From: Rozakis, L. (2003). *English Grammar for the Utterly Confused*. McGraw-Hill.

Adverbs are words that describe verbs, adjectives, or other adverbs. Adverbs answer the questions: *When? Where? How? or To what extent?*

When?	left yesterday	begin now
Where?	fell below	move up
How?	happily sang	danced badly
To what extent?	partly eaten	

Adverbs of Manner usually end in 'ly'. They say *how* something is done. They are formed by adding 'ly' to an adjective, and they contribute to the meaning of the verb. The following are some examples:

<i>Adjective</i>	<i>Adverb</i>
beautiful	beautifully
brisk	briskly
careful	carefully
cold	coldly
comfortable	comfortably

- Everyone is wearing elephant-leg jeans this year; they are fashionably dressed.
- I had a job interview yesterday, so I dressed formally

Here are some of the most common non-ly adverbs:

afterwards	Almost	already	Also	Even
Far	Fast	hard	Here	Late
long	Low	more	Near	Next
now	Often	Today	Rather	Soon
still	Then	Tomorrow	Too	When
where	yesterday	never	Back	

- If the adjective ends in 'l', you must still add 'ly' so there will be a double 'l' at the end:
beautiful – beautifully.
- For adjectives that end in 'le' change the 'e' to a 'y': comfortable, comfortably
- For adjectives that end in a consonant followed by 'e', add 'ly': immediate;
immediately.

Positioning Your Adjective

Adjectives can be placed before the noun, as in the following sentences:

She was wearing a blue dress.

Listing the Adjectives

If there is a list of adjectives before the noun, separate them with commas.

She was wearing a blue, flowered dress.

If there is a list of adjectives at the end of the clause, remember that the last one must be preceded by 'and'.

The shirt was loose, cosy, and hard-wearing.

When you need to use a variety of adjectives to describe an object, they are usually given in the following order: **Opinion, Size/Weight, Age, Shape, Colour, Pattern, Origin, Material**. It is advisable not to use all of them one after the other because your description will not sound natural. Follow this order when you describe objects but give the information in various sentences, *e.g. It's a beautiful short vest. It is white with a flowery pattern, and it is made in China.*

Opinion	Size/Weight	Age	Shape	Colour	Pattern	Origin	Material	Noun
lovely	large	old	square	blue	striped	English	leather	suitcase with a long strap

Activity One: Fill in the gaps with the appropriate word from the list below:

Loose, baggy, short-sleeved, tight, tights, long-sleeved, casually, scruffy, casual, sleeveless, smart, casually, scruffily, formally (Adapted from <https://zappenglish.com/zapp-vocabulary-pronunciation-3-1-clothes-fashion#more-7552>)

a. I always prefer to wear (1).....clothes rather than (2) clothes. Being (3) dressed makes me feel uncomfortable. So unless I am going to a job interview, I'll be dressed (4)

b. I would always buy (5) clothing because it is much more comfortable. I sometimes wear T-shirts that are not (6)....., but (7).....jeans and (8) trousers are much more comfortable, especially in heat.

c. When I'm at home, I would be the most (9)..... dressed person, especially when I wear (10).....clothes that are full of holes.

d. I hate (11).....you know if I put a skirt on, I haven't got the best legs in the world, so I should wear (12) When I put them on, they drive me crazy because they are always falling down, and you have to keep pulling them up, so I hate them.

e.When I'm in England, just because of the weather, usually I wear (13) clothes. But, in Spain, certainly, in summer months, I'll spend my life in (14) T-shirts or even on the beach, I used to wear (15) top normally.

Activity Two: Put the following words in the correct order to describe the clothing items.

1. tartan green a jacket dark
.....

2. pink a blouse pale long-sleeved
.....

3. cardigan blue bright a floral
.....

4. checked red and white shirt short-sleeved a
.....

5. striped emerald knee-length skirt an green and black.....

6. dress polka dot yellow and white
a.....

Pronunciation

Weak Forms in English

<https://www.oxfordonlineenglish.com/weak-forms-english>

The teacher Remind the learners about the audio track of the listening section by asking them a question extracted from the audio:

- Finn: So, did *you* hear what Mike wore *to the* party in the end?
- Alice: He wore a black shirt *in* jeans *and* his smart shoes.

Weak forms and strong forms are an important part of English pronunciation. The same word can have very different pronunciations depending on what it does in the sentence. Understanding weak forms in English will really help your English speaking and listening.

What are weak forms?

Some words have two possible pronunciations. Consider the word '**for**' in this sentence. "I gave her a pair of glasses **for** her birthday".

If you just read the word by itself, you'll probably say /fɔː/. However, in the sentence, its pronunciation is different. It becomes /fə/ instead of /ɔː/. So, the word 'for' has a weak form.

'**Her**', '**a**', and '**of**' are also weak. We pronounce them: I gave /həɪ/ pair /əv/ glasses /fəhə/ birthday.

Many words have weak forms, but not all words do.

1. Which words have weak forms?

Words which carry the main meaning of a sentence don't usually have weak forms. Most **nouns, verbs, adjectives, and adverbs** don't have weak forms. The following have weak forms:

- ✓ **Prepositions** like **to, for, as, of** or **at**;
 - ✓ **Pronouns** like **you, your, that**, or **there**;
 - ✓ Some **conjunctions** like **and** or **but**; and
 - ✓ **auxiliary verbs** like **do, does, was, would, can, are**.
- **Example 1: Are you coming to the mall with us tomorrow?** There are five weak forms in this sentence:

words	Are	You	To	The	Us
pronunciation	/ə/	/jə/	/tə/	/ðə/	/əs/

The weak forms are the **auxiliary verb (are)**, the **pronouns (you, us)**, and the **preposition (to)**. Also, all the weak forms are pronounced with a /ə/ sound. Almost all weak forms have a schwa sound.

Example 2: What does he do at the weekends? This question contains three weak forms:

words	Does	At	The
pronunciation	/dəz/	/ət/	/ðə/

In this sentence, ‘**does**’ is weak, but ‘**do**’ is not because ‘does’ is an auxiliary verb (it’s just there to make a question; it doesn’t add any meaning to the sentence), but ‘**Do**’ is the main verb. It carries meaning. Words which carry meaning have their full pronunciation and won’t be weak.

2. When should you use weak forms?

In an English sentence, some words are pronounced with more stress than others. Generally, the words which carry the main meaning are stressed, while ‘grammar’ words like prepositions, pronouns and so on are not stressed. Words which are not stressed can be weak forms.

Example 1: HOW MUCH have you **BOUGHT** the **JACKET**?

The words ‘**how**’, ‘**much**’, ‘**bought**’, and ‘**jacket**’ are stressed: The unstressed words can be weak.

Stressed words	How	Much	Bought	Jacket
Weak forms	The /ðə/	Have you /əvjə/		

Example 2: I could have **DESIGNED MORE CLOTHES** if I’d **HAD MORE TIME**.

The stressed words are **designed**, **more**, **clothes**, **had**, **more** and **time**. The weak forms are the following:

Stressed words	Designed	More	Clothes	Had	More	Time
Weak forms	The /ðə/	Could have /kədəv/		I’d		

3. When should you use strong forms? The opposite of a weak form is a strong form. You know that weak forms depend on sentence stress. However, sentence stress is not fixed. Sentence stress depends on the situation, and the exact ideas you're trying to express.

Let's look at an example we saw before: **HOW MUCH** have you **BOUGHT** the **JACKET**?

Stressed words	How	Much	Bought	Jacket
Weak forms	The /ðə/ Have you /əv jə/			

We said that in this sentence, the stressed words would normally be 'how', 'much', 'bought', and 'jacket'. However, imagine you're talking to several people. You ask the question to one person, but a different person answers. You ask person A, but person B thinks you're talking to him, and he answers instead. So, you ask the question again to person A.

This time, it sounds different: **How much** have **YOU** bought the jacket?

Stressed words	How	Much	Have	You	Bought	Jacket
Weak forms	The /ðə/					

This time, you're emphasising the word **you**, because you want to make it clear who you're talking to. That means that **you** is pronounced with its full pronunciation: /ju:/.

Let's do one more example. Are you **COMING** to the **MALL** with us **TOMORROW**?

Stressed words	Comming	Mall	Tomorrow
Weak forms	You/jə/	to the/təðə/	With us/wiðəs/

Normally, the stressed words would be **coming**, **mall** and **tomorrow**. However, imagine that you thought your friend wasn't coming. So now, when you ask the question, it sounds different: **ARE** you coming to the mall with us tomorrow? This time, you emphasise the word **are**, because you thought your friend couldn't come, and you're showing surprise.

So, if you want to emphasise a word, you should use the strong form. Strong forms have the full pronunciation. Emphasis depends on meaning, so the same word in the same sentence can be pronounced differently in different situations. There's one more rule: the last word of a sentence can never be weak.

For example: What are you looking at?

Stressed words	What	Looking
Weak forms	Are you /əjə/	

The last word of a sentence can't be weak. That means **at** gets its full pronunciation, /æt/.

Practice 1: Which words will be stressed, and which words will be weak forms.

1. Does she really think she should do it?
2. What did you do to your hair?
3. What were you doing when she called you?

Practice 2: Should the underlined words be pronounced weakly or strongly?

Can he cook Thai food?

I do like your trousers.

Where does your sister live?

What shall we do tomorrow?

That's the man I was telling you about!

Exercise Three: Information-Gap Activity

The teacher divides the class into two groups. He provides the first group with pictures of clothing articles and the second group with cards containing different colours and patterns of clothes. Students from Group 1 give descriptions of (colours and patterns) to students from Group 2 until they ultimately find the correct garment. (students exchange roles.



1. It's a.....
2. It's a.....
3. It's a.....
4. It's a.....
5. It's a.....
6. It's a.....
7. It's a.....
8. It's a.....
9. It's a.....

APRIL 22, 2019



Adapted from: <https://www.centralcasting.com/what-is-hipster-style/>



What is a hipster?

Though they would prefer to stay out of the mainstream, hipsters have had a huge impact on fashion and pop culture. Even if you don't think you can pull off hipster style, you probably already have everything you need in your closet – you just need the right pairings. But don't worry if you are missing some pieces for your look, you can find perfect (and affordable) options at your favorite thrift store. So, you do not need to be a **fashion victim** to be a hipster.



Hipster styles for women

Much of modern women's hipster fashion takes cues from different eras, like hippie styles of the [1960s](#) and grunge of the ['90s](#). When putting together an outfit, a good place to start is with denim. Whether your jeans are short, skinny, bootcut, or boyfriend with a few rips or practically torn to shreds, denim is always a good base. Other options include vintage skirts, jumpsuits, leather, plaid pants, or leggings. These can be paired with flannel shirts, graphic tees, leather jackets, and oversized sweaters or cardigans. To complete the look, add oversized glasses, slouchy beanies, wide-brim fedoras, baseball caps, combat boots, booties, sneakers, and scarves.

When it comes to hairstyles, messy waves or a topknot are easy go-tos to complete your look. While pastel colored hair is on trend right now and works for a general hipster vibe, be sure to let the Casting Director know if you dyed it recently and haven't [updated your photo](#) with us. Our Casting Directors cast based on the aesthetic of the project they're working on and even if your hair colour is authentically hipster, it may not work for that production.



Hipster styles for men

Men's hipster styles are usually a mix of casual, grunge, and punk with some '60s hippie influence thrown in. Skinny or slim-cut jeans or chinos in a dark wash, neutral tones, or bold colours are usually the base for men's hipster looks. Pants are often worn cuffed to show off socks and paired with flannel, denim shirts, graphic tees, v-necks, short-sleeved button-downs, hoodies, cardigans, or thick-knit sweaters. For outerwear, think leather jackets, casual blazers, jean jackets, or peacoats. Don't shy away from colours or patterns; bold styles are part of the hipster look. To understand how a hipster thinks, you should **put yourself in his shoes**.

Some accessory options are thick-framed glasses, slim leather belts, suspenders, bow ties, scarves, fedoras, homburg hats, beanies, and baseball caps with sneakers, ankle boots, combat boots, loafers, or slip-ons.

There are many different types of facial hair and hairstyles that go with the hipster look, like pompadours, undercuts, full beards, and handlebar mustaches. If you haven't updated your photo recently or if you've just changed your look, be sure to let the Casting Director know when you submit. They may ask you to [send a recent photo](#) so they can confirm that your hairstyle and facial hair is the look they are going for.



Different types of hipsters

As with all fashion, hipster style is reflective of the culture around it, so hipsters in Silver Lake can have a different look than those in Williamsburg. If you're cast as a Background Actor, be aware of where the production is set so you can put together wardrobe that's reflective of that region. The same goes for the time period the production takes place. The modern use of the word "hipster" dates back to the [early 2000s](#), so if you're working on something set in the last twenty years, make sure you're aware of what hipster style was like during that time.

Now that you know more about hipster fashion, find out [how to determine your look](#) and [how to put your wardrobe together for set](#).

1. Pre-Reading: Anticipation from the title.

a. Relying on the title, what do you expect the text to be about?

b. Do you have any idea about the characteristics of a hipster?

2. Skimming: Take a glance at the pictures of the text and give some characteristics of the hipster style.

2. While-Reading

A. Scanning: Read the passage and match each information to its corresponding date.

Hippie style	2000
Grunge	1960
New York Jazz	1940
Modern hipster	1990

B. Fill in the chart with a few words or expressions describing the characteristics of male and female hipsters.

Hipster Style	Men	Women
Top		
Bottom		
Accessories		

C. Find in the text words that are close in meaning to the following words:

So confident and determined look=

Eagerly accept=

Charity shop=

Think hard=

D. While-Reading: Read the text carefully, and say whether the following statements are true or false, and correct the false ones.

a. Hipsters are generally considered impartial, indifferent and uninterested in people around them.

- b. The term hipster appeared in the Jazz Age to eliminate the bohemian culture.
- c. Charity shops do not afford hipsters' items of clothing.
- d. Modern women's hipster fashion totally excludes any other styles worn by the previous generations.
- e. Hipsters are generally characterised by a greater self-confidence or determination that may offend people.
- f. Hipster style may have its typical characteristics depending on time and place.

3. Post-Reading

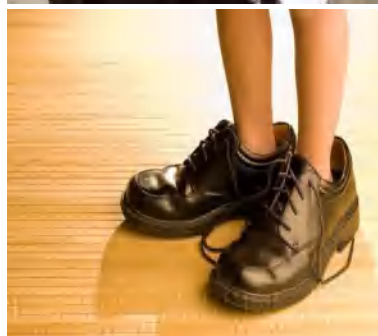
Class Discussion

1. Do you think that you share any of the hipster style characteristics (clothes, hair, and accessories) mentioned in the text?
2. Do you think that the hipster style exists in the Algerian society? If yes, is it the same as portrayed in the text?
3. From the different styles mentioned in the text, which one(s) do you think is/ are mainly chosen by Genzers in Algeria?

Vocabulary: Collocations Related to Clothes and Fashion

Match each of the following expressions to its corresponding picture; then guess their meaning.

- A. Put yourself in their shoes
- B. Put your thinking cap on
- C. I will eat my hat
- D. Fashion victim
- E. Tighten your belt



Collocation means that some words fit together and others do not; for example, we can say “**heavy traffic**”, "bad traffic", and "terrible traffic" but not "hard traffic" (Oxford online English); this is simply because this particular combination of words is used in this way (Longman of contemporary English, 2009). In this lesson, you are going to learn colloquial

expressions using words related to clothes and fashion. Colloquial expressions are informal; don't use them in more formal situations.

In small groups, work together to fill in the table below with the missing information.

Colloquial Expression	Meaning	Example sentence
Below the belt	beyond what is fair or socially acceptable	
	to spend less, to economise	
Put your thinking cap on	think hard in order to solve a problem; concentrate	I can't remember where the Christmas decorations are. I'll have to put my thinking cap on .
Keep your shirt on		I know you're in a hurry, but please keep your shirt on .
	Imagine what it would be like to be in someone else's situation.	
	Someone who talks a lot but does not actually get down to any action.	
Eat my hat		I don't believe you! If that's true, I'll eat my hat .
	To describe someone who really likes trendy clothes and who follows the latest brands	
Fashion conscious		

Activity One: Write a new sentence that means the same as the one given, using one of the expressions from the table above. We have done number one for you as an example.
 (Zapp! English ebook by <https://zappenglish.com/zapp-english-colloquial-3-1-clothes-fashion>)

1. He doesn't care if his clothes aren't fashionable. ***He isn't fashion-conscious.***
2. Try and see it from her point of view.....
3. OK, OK, keep calm, don't get so angry.....
4. I'll be very surprised if she gets that job.....
5. Don't worry – he talks a lot, but he won't actually do it.....
6. Come on; think of an idea –quickly

Follow-up Activity: Create Your Own Clothing Style (3/2/1 Technique)

Make a video showing a unique clothing style you created for yourself by combining other styles.

Following the guidelines of the 3/2/1 one technique describe your unique style explaining the different combinations you did to create it.

Role-play: Put Yourself in Their Shoes.

Choose a situation that can happen in the real world and write a dialogue including the collocations you studied in the vocabulary lesson. You are required to follow the instructions below:

- Work in small Groups.
- Give a title to the selected situation.
- Write a dialogue for the role play.
- The topic of the situation is related to the topic of the unit
- Use the collocations and idioms you studied in the vocabulary section, contractions, and strong and weak forms.
- The role play will be 10-15 minutes maximum.

6.3.6 Overview of Lesson Five: Fast Fashion and Eco-Fashion

Level	Follow up activity Role-play: Swapping Event			
	Skills and Sub-Skills	Materials	Time	Learning Goals
	Reading	A magazine article: “Fixing our throwaway fashion culture will take far more than a 1p tax”, from The Conversation https://theconversation.com/fixing-our-throwaway-fashion-culture-will-take-far-more-than-a-1p-tax-112047		-Discovering the fast fashion phenomenon and relating it to the Algerian society. -Raising students’ awareness about the effects of fast fashion on the environment. - Acquainting the learners with swapping events. -Making the learners more responsible consumers. -Assisting them in gaining more confidence to speak in English.
	Vocabulary	Vocabulary about fast fashion and eco-fashion		
Intermediate level	Listening	-Audio 1 from the BBC Learning English: "Refresh your Wardrobe?" https://www.youtube.com/watch?v=EzM0HxmFubI	1h	
	Grammar	Phrasal verbs		
	Pronunciation	Tag questions: https://www.bbc.co.uk/learningenglish/course/towards-advanced/unit-28/tab/grammar		
	Writing	-Writing a dialogue		

6.3.6.1 Lesson Plan Five: Fast Fashion and Echo Fashion

Name: Ouided ARAB

Time: 4 hours

Level: Intermediate

Objectives: By the end of the lesson “Fast Fashion and Eco-Fashion”, the learners will be able to

- learn new vocabulary related to fast fashion and eco-fashion;
- use a variety of colloquial expressions in their speaking;
- use phrasal verbs in their speaking productions;
- ask tag questions with appropriate intonation;
- write a coherent dialogue for the role-play "A swapping event";
- perform a role-play about a swapping event;
- speak about fast fashion fluently (with less pauses and hesitations); and
- gain more confidence in speaking.

Skills/ sub-skills	Materials	Roles	Procedure(s)	Process Objectives
Reading 1h	-Handouts -Board	T-Ss Ss-T	Pre-Reading: Warm-up (5 mim.) Prediction from the Title -The teacher provides the learners with a text adapted from the magazine article entitled “Fixing Our Throw away Fashion Culture will Take Far More than a 1p Tax” .	- To get the learners ready for the lesson - To grab the learners' attention and arouse their curiosity about the topic at hand.
		Ss-T	Students are required to anticipate the content of the print from the title.	-To engage the learners in active reading (making anticipations from the title)
		Ss-T	Skimming The students are asked to skim the pictures in the text and focus on the subtitles and boldfaced words to confirm or disconfirm their hypotheses.	-To involve the learners in quick selective reading (skimming and scanning) -To acquaint the learners with the fast fashion phenomenon

		T-Ss Ss-T Ss-T Ss-T	-The teacher introduces the lesson topic, " fast fashion", and writes it on the board. While- Reading (30min.) Scanning -The students scanned the text to find out the specific information. General Understanding -Students read the text and answer reading comprehension questions. Thorough Understanding Students reread the text and give the main idea of each paragraph. The students are required to find synonyms or expressions close in meaning to some given words in the text. Class Discussion (25 min.) Students discuss fast fashion in Algeria and how we could reduce its effects on the environment.	-To engage the learners in quick selective reading. -To have a general understanding of the print. -To have a detailed understanding of the text. -To Enrich learners' vocabulary stock - To enable the learners to connect fast fashion phenomenon in the British and the Algerian societies.
Vocabulary 1h		Ss-Ss Ss-T	Fill in the Chart (15min.) -Students sit in small groups to fill in a chart relying on the reading material "Fixing our throwaway fashion culture will take far more than a 1p tax". Matching Words to Their Definitions (10min.) -Students are provided with a set of words on the left to match them to their definitions on the right. Guided Writing (fill in gaps) (10min.) Students fill in the blanks in a given paragraph with the appropriate words from a list.	-To engage the learners in collaborative learning and skills integration -Rehearse the vocabulary dealt with in the reading section. -To Build learners' vocabulary. -Rehearse vocabulary by integrating the writing skill.

			The 3/2/1 Technique (25min.) -Students use their own words to summarise the reading material “Fixing our throwaway fashion culture will take far more than a 1p tax” orally by adopting the 3/2/1 technique.	Developing fluency
Listening 1h	Video -Laptop Loudspeakers	T-Ss T-Ss Ss-T Ss-T Ss-T T-Ss Ss-T Ss-Ss- Ss-T	Pre-Listening (5min.) Warm up: Prediction from the Title and Picture -The teacher asks the learners to watch the video's opening to confirm or disconfirm their hypotheses. Lead-in -Students are required to confirm the topic to be discussed in the video by choosing one of the three provided topics. While-Listening (30min.) Listening for Main Ideas(10min.) -Students watch the video and tick the main ideas. Thorough Understanding (20min.) -The students say whether statements are true or false and provide correction. Finding words corresponding to given definition in the text Post-Listening: Class Discussion (25 min.) -Students discuss what they usually do with their old clothes, and whether they are for or against these events as a way to minimise fast fashion impact on the environment.	-To activate the students' background knowledge about the topic. -To encourage the learners to be active listeners by making anticipations -To attract learners' attention and arouse their curiosity about the topic at hand. -To have a global understanding of the video. - To understand more details in the video. -To enrich learners' vocabulary -To relate “swapping events” to the Algerian society. -To discuss the cultural aspect of the swishing events, charity shops, and charity associations in Algerian society.

Grammar (30min.)	Board Handouts Video	T-Ss Ss-T T-Ss Ss-T Ss-T	- Warm up (5min.) -The teacher extracts two phrasal verbs from the video “Refresh Your Wardrobe” and write them on the board. -The students watch the vido again and extract the phrasal verbs. -The teacher explained what a phrasal verb is, and how it differs from a normal verb with examples. -Students go through three activities to practise phrasal verbs: -Activity One: Matching phrasal verbs to their meaning -Activity Two: Fill in the gaps with the appropriate phrasal verbs -Activity Three:Putting phasal verbs in students’ own sentences	-To get the learners ready for the lesson -To practise phrasal verbs
Pronuncia tion (30min.)		T-Ss Ss-Ss Ss-Ss T-Ss Ss-Ss	Warm up (5min.) -The teacher extracts two examples from the same video and writes them on the board. The learners watch how native speakers use intonation in tag questions. -Learners imitate the speakers in the video in pairs. -Learners try with their own tag questions. The teacher explains the different cases of the tag questions with examples. -Students try with their own examples in pairs.	-To get the learners ready for the lesson -To practise tag questions

		Ss-Ss	Follow-up Activity: Role-play (Swapping Clothes Event). -The teacher provides the learners with the situation (swapping event). - The students work in small groups to write the role-play script. -In this role play, they are required to recycle or upcycle some old clothes to expose them in a swapping clothes event. -The students must apply everything they learnt and be creative as much as possible.	-To practise (intonation, phrasal verbs, appropriate vocabulary, etc) - To develop students' creativity and self-confidence. -To improve learners' speaking proficiency.

6.3.6.2 Answers Key

Reading

2. While-Reading

A. Scanning

1. 680 m items
2. More than 26kg each year
3. Waste and Resources Action Programme (known as WRAP),
4. 1%
5. 2030

B. Reading Comprehension

1. The huge consumption of cheap garments is creating a bad situation in the UK because it greatly impacts the environment.
2. Fast fashion is very dangerous for the environment because the production of some garments requires large amounts of pesticides and water, and others involve the use of chemicals. Furthermore, these cheap, unsustainable clothes end up in landfills, which is very polluting to the environment.
3. The social impact of fashion is characterised by the excessive exploitation of the workforce either in Britain or abroad.
4. EAC proposes some economic and educational measures. The first is related to "the producer responsibility" scheme in which producers would pay a 1p charge per garment to address textile waste, while the second measure concerns a revival in lessons on designing, creating and repairing clothes in the school curriculum.

C. Reading for Main Ideas

1. Read the article and give a title for each paragraph.

- §1 The alarming situation caused by fast fashion in London.
- §2 The Environmental Audit Committee report on the dark side of fast fashion.
- §3 The environmental impact of fast fashion
- §4 The social impact of fast fashion
- §5 The role of the Waste and Resources Action Programme (WRAP) in promoting clothing sustainability.
- §6 Promoting recycling and upcycling to reduce the throwaway culture.
- §7 The Environmental Audit Committee's (EAC) economic proposition to fight fast fashion.
- §8 EAC's educational proposition to reduce fast fashion
- §9 Britain's target to halve the consumption of clothing by 2030

C. Synonyms

- Burning something completely in order to destroy it = incinerating
- A place where waste is buried under the ground = Landfill
- The long time that something lasts = longevity
- Throw away = discard
- Clear out = spring clean

Vocabulary

1. The Chart

- The amount of clothes purchased by British consumers every year: more than 26 Kg a year.
- What is it? Fast fashion.
- Causes: buying huge quantities of cheap clothes and throwing them away in landfills.
- Effects:
 - Environmental effects: Polluting the environment due to the chemical products involved in producing such garments.
 - Social effect: exploitation of the working force, minimum wages, bad work conditions, children labour.
- Solutions:
 - Economic measures: production taxes (1p/garment)
 - Recycling and upcycling old clothes.
 - Promoting designing and repairing clothes in educational curricula.

2. Matching

- a (4)
- b (2)
- c (1)
- d (3)
- e (5)

3. Filling the Gaps

1. Polluting industry
2. Environmental
3. Social
4. throwaway culture
5. sustainable fashion culture
6. Mindful
7. Swapping
8. Upcycle
9. Recycle

Listening

1. Pre-Listening

C.

2. While-Listening

A. Listening for Main Ideas.

The idea mentioned in the video are 1, 4, 5, and 7

B. True/False

1. False. Swishing is defined by the clothes swap organiser as shopping, too fast fashion and new clothes.
2. False. Fast fashion is the second most polluting industry in England.
3. False. Swapping is sustainable both for the environment and for people's pockets.
4. True
5. False. Clothes-swapping events become popular thanks to word-of-mouth

C. Synonyms

- a. swap
- b. Responsible consumer
- c. Sustainable clothes

Grammar

Activity One

- a (3)
- b (4)
- c (1)
- d (6)
- e (5)
- f (2)

Activity Two:

- a. Dress up
- b. put on
- c. Take off
- d. try on
- e. suit
- f. fit

Activity Three: Phrasal verbs about getting dressed and putting on clothes.

- Dress up
- zip up
- button up
- do up
- have on
- put on
- throw on
- try on
- take off
- kick off
- wear in
- hang up

6.3.6.3 Worksheets

Reading



1p tax Fixing our throwaway fashion culture will take far more than a

February 19, 2019

By Tim Cooper

Adapted from: <https://theconversation.com/fixing-our-throwaway-fashion-culture-will-take-far-more-than-a-1p-tax-112047>



1. **Fast fashion** in Britain is increasingly causing a high volume/low value approach to clothing business. Based on some statistics, consumers, who buy clothes and only wear them a few times before buying more clothes, will discard some 680m items of clothing when they spring clean their wardrobes this year. Replacements are cheap: dresses which can be bought online for as little as £5. The situation is especially bad in Britain. The Textile Recycling Association reported in 2018 that British consumers purchase far more clothes than consumers in other European countries: more than 26kg each year, compared with 17.6kg in Germany, 14.5kg in Italy and 12.6kg in Sweden.
2. Cheap prices are praised for providing wider access to consumers and presenting a sign of efficiency, but this has a dark side. A new report from the Environmental Audit Committee enquiry into **sustainable fashion** reveals how consumers are only benefiting from cheap clothes at considerable cost to the **environment** and through exploitation of poor and vulnerable garment workers.
3. The environmental impact of fast fashion is well known. Cotton production uses large amounts of pesticides and water, while synthetic fibres such as polyester are derived from finite oil supplies. Bamboo, increasingly used as a cotton replacement, sounds pleasingly natural but is a semi-synthetic fibre, the production process of which involves the use of chemicals such as caustic soda. And while British consumers with an **environmental conscience** may feel less guilty as they take their unwanted garments to a **charity store** or vintage shop, many of these end up in **landfill** or **incinerated** because they cannot attract buyers – domestically or overseas.



4. The social impact of fashion similarly raises concern. Evidence suggests that fashion companies do not yet monitor supply chains with such diligence that consumers can be sure that their purchases have not involved exploitation of the workforce. In Britain, many garment workers in Leicester are apparently being paid less than the minimum wage. Abroad, slave labour, child labour and poor working conditions persist, more than five years after the collapse of the Rana Plaza complex in Bangladesh left more than 1,100 garment workers dead.
5. In recent years, the Waste and Resources Action Programme (known as WRAP), which is supported largely by public funds and works closely with the fashion industry, has done an excellent job in promoting clothing sustainability. It has warned government and industry of the environmental impact of **a throwaway culture**, producing guidelines for designers and a protocol for companies wanting to produce **longer-lasting clothing**.
6. But designing garments for **longevity** is pointless if they are discarded **prematurely** and merely add to the vast tonnage of clothing waste generated each year. In a **sustainable fashion culture**, far fewer garments would be produced and, when no longer wearable, the materials would either be **recycled** or reused – for example, through **upcycling**, where unwanted clothes are redesigned into new items.



Fixing Fashion

1. Vast amounts of clothing is discarded and, currently, barely 1% is recycled. The Environmental Audit Committee's report proposes a "producer responsibility" scheme in which producers would pay a 1p charge per garment to improve clothing collection and recycling in order to address textile waste. Such a strategy attracted the attention of the most media headlines.

2. The EAC report proposes several other initiatives that could prove even more significant. A revival in lessons on designing, creating and repairing clothes in the school curriculum is also proposed. Economic and educational measures are needed, because recycling does not address the fundamental problem of unsustainable levels of production and consumption in the clothing sector.



3. The recent report contains many welcome proposals, but we need to go further. In Britain we consumed more than 1.13m tonnes of clothing in 2016, a significant increase compared with 2012. A target to halve this by 2030 would be an appropriate goal to focus people's minds.

1. Pre-Reading

a. Prediction from the Title

Read the title and say what you expect the text to be about.

b. Skimming

Skim the pictures in the text, focus on the subtitles and boldfaced words to confirm or disconfirm your hypotheses.

2. While-Reading

A. Scanning: Scan the text to find out the following specific information:

1. British consumers will get rid of.....clothing items when they clean out their wardrobes in 2019. (§1)
2. In 2018, TRA reported that the British buy more than Kg of clothes each year. (§1)
3. A UK registered charity known as played an essential role in promoting sustainable clothing. (§5)
4. Only.....% of the discarded clothes are recycled. (§7)
5. Britain has a target to halve its clothing consumption in (§9)

B. Answer the following questions.

1. Why is the vast consumption of cheap garments creating a bad situation in the UK?
.....
2. What makes fast fashion very dangerous for the environment?
.....
3. How is the social impact of fast fashion characterised?
.....
4. What does EAC propose to address the unsustainable production and consumption of clothing?
.....

C. Reading for Main Ideas

Read the article and give a title for each paragraph.

- Paragraph 1:.....
- Paragraph 2:.....
- Paragraph 3:.....
- Paragraph 4:.....
- Paragraph 5:.....
- Paragraph 6:.....
- Paragraph 7:.....
- Paragraph 8:.....
- Paragraph 9:.....

D. Find in the text words or expressions that are close in meaning to the following:

- Burning something completely in order to destroy it =.....
- A place where waste is buried under the ground =.....
- The long time that something lasts =.....
- Throw away=..... Clear out =.....

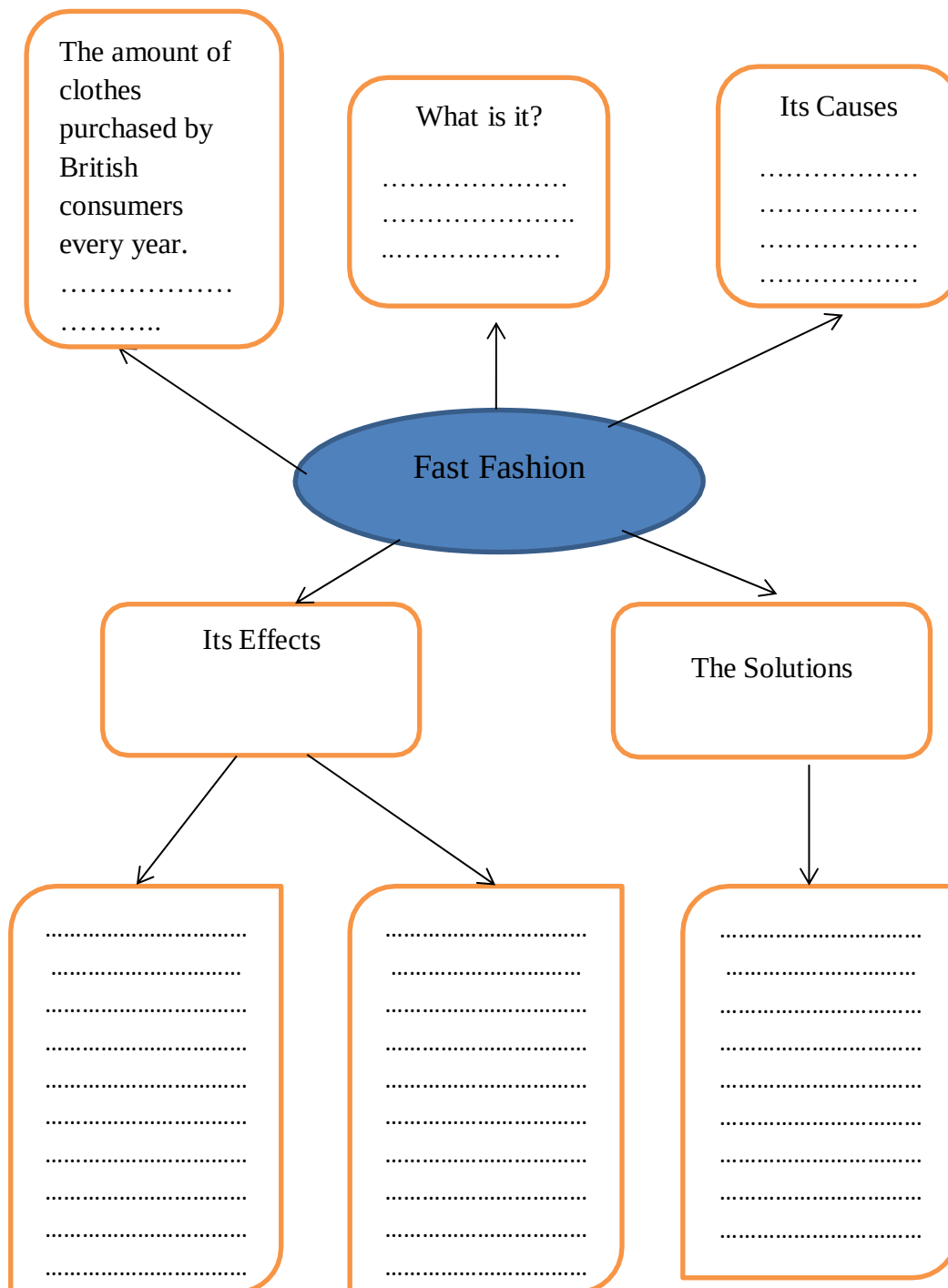
Post-Reading

Class Discussion

1. Do you think that fast fashion phenomenon exists in Algeria?
2. What can we do to help reduce the effects of fast fashion on the environment?

Vocabulary

Activity One: Relying on the article “Fixing our throwaway fashion culture will take far more than a 1p tax”, work in groups to fill in the chart below.



Activity Two: Match the words on the left with the definitions on the right.

a. Fast fashion	1. Garments that have been made in a way that is mindful of the many environmental issues the fashion industries touches upon.
b. Recycle higher quality than the	2. Reuse (discarded objects) in such a way to create a product of original.
c. Sustainable fashion	3. Long lasting clothing
d. Sustainable clothing to customers.	4. An approach to the design and marketing of clothing fashions that emphasise making fashion trends quickly and cheaply available
e. Upcycle	5. To put used objects or materials through a special process so that they can be used again.

Activity Three: Fill in the gaps with the appropriate words/ expressions from the list below:

Swapping, recycle, environmental, upcycle, throwaway culture, social, sustainable fashion culture, second polluting industry, mindful.

The Fight against Fast Fashion

Fast fashion is considered the second (1).....in the world. Furthermore, it has been proved to have very harmful (2)..... and (3)..... impacts. Some organisations in the UK are standing against the (4).....in favour of (5)....., but this does not suffice. Consumers should start thinking about their shopping habits. They should be savvy and (6).....about their purchases. Instead of buying too many clothes, they can participate in the different (7)..... events or either (8).....or (9).....the clothes they already have to refresh their wardrobes.

The 3/2/1 Technique

Using your own words, summarise the reading material “**Fixing our throwaway fashion culture will take far more than a 1p tax**” orally by adopting the 3/2/1 technique. You are required to respect the time (3, 2, 1 minutes).

Listening



<https://www.youtube.com/watch?v=EzM0HxmFubI>

1. Pre-Listening

A. Look at the picture and say what hints the title "Refresh Your Wardrobe" gives you about the content of the video.

B. Watch the first part of the video (0-19) to confirm or disconfirm your hypotheses.

C. Is the video about

- a. Eco-fashion?
- b. Future fashion?
- c. Fast fashion?

2. While-Listening

A. Listening for Main Ideas

1. Watch the video and tick its main ideas.

1. Swapping clothes is a way to refresh our wardrobes without damaging the environment.
2. Wearing trendy garments is very expensive.
3. Swapping clothes events involves old clothes.
4. Many famous designers do attend swapping clothes events.
5. Swapping clothes has become a popular event in the UK.
6. Grace didn't enjoy the swapping meet because it was very expensive
7. Grace Decided to swap her clothes with her sister Amelia.

B. Listening for Details

Watch the video, say whether the following statements are true or false, and correct them.

1. Swishing is defined by the clothes swap organiser as shopping too fast fashion and new clothes.

.....

2. Fast fashion is the least polluting industry in England.

.....

3. Swapping is sustainable for the environment, but it is not sustainable for people's pockets.

.....

4. Swapping clothes is becoming more and more popular in England.

.....

5. Clothes-swapping events become popular thanks to television advertisements.

.....

C. Find in the video the term which corresponds to each of the following definitions

a. To give clothes to someone and get other clothes in return (exchange)

b. A consumer who considers the effects of his purchases on himself, the environment, and the workers.

c. Garments that have been made in a way that is mindful of the many environmental issues the fashion industries touches upon.

3. Post-Listening: Class Discussion

What do you usually do with your old clothes?

Do clothes swap events exist in Algeria? Are you for or against these events as a way to minimise fast fashion's impact on the environment?

Grammar: Phrasal Verbs

What do the underlined part of the sentence mean?

- I'm finding out about sustainable fashion.
- I'm gonna take them with me and I'm gonna check out this clothes swap.

Watch the video again and find out the phrasal verbs that the speakers have used.

In spoken English, people use phrasal verbs all the time. A **Phrasal verb** is formed when a preposition (**up, down, in**) or an adverb (**away, back, etc**) is added to a verb to produce a new verb with a different meaning.

E.g., I **get up** at eight O'clock

E.g., We will **pick you up** outside the station

The meaning of the phrasal verb can be similar to the original verb. E.g., the car **slowed down** and then stopped (similar meaning to slow). It can also be completely different from the original. E.g., I'm going to **give up** smoking (different meaning to give).

Phrasal Verbs That Don't Take an Object

Like other verbs, some phrasal verbs take an object:

Can you **pick up** that bag?

Some other verbs do not take an object.

The car **broke down** (no object) on the way to the hospital, and we had to call for an ambulance.

Phrasal Verbs That Take an Object: Separable

Many phrasal verbs take an object: I can't **pick up** this bag.

We can say:

I can't **pick up** this bag.

object

I can't **pick** this bag **up**

Object

The verb and the particle can separate. The particle can go before or after the object. If the object is a **pronoun** (**her, me, it, etc**), it goes **before** the particle:

I can't ***pick it up***, NOT I can't ***pick up it***

Phrasal Verbs That Take an Object But Do Not Separate

Some phrasal verbs do not have an object between the verb and the particle. In these verbs, the verb and the particle cannot be separated. They are inseparable. The object can only go after the verb and the particle.

E.g., I'd like to go out tonight. Can you ***look after*** the children? (to take care of them) **Not** Can you look the children after.

When the object is a pronoun, it goes after the phrasal verb in the same way: Can you ***look after them***?

The following are examples of phrasal verbs that take an object but do not separate. **To get over** (to recover from something, to get better from something bad), **to take after** (to look or behave like a parent), **to live off** (to get money from something to pay for everything you need to live, like food and clothes), **to come across** (to find something or to meet someone by chance)

Phrasal Verbs vs Normal Verbs

Consider the following dialogue:

Daniel: Hi, Maria! Glad you could ***come along***!

Maria: Sorry for ***turning up*** so late. I ***got on*** the wrong bus, and then I was ***wandering around*** for ages ***looking for*** your street.

D: Don't worry about it.

M: Should I ***take*** my shoes ***off***?

D: If you don't mind. Would you like something to drink before we ***head off***? Tea? Coffee?

M: I'm ***dying for*** a cup of coffee!

D: Oh no! We've ***run out of*** coffee! I'll ***pop out*** to the shop and ***pick up*** some more.

M: Don't be silly! We can ***stop by*** at the café on the way, and I'll get a cup to go.

D: Good idea! Let's go now, then.

M: Give me a minute to ***put*** my shoes back ***on***...

There are thirteen phrasal verbs in the dialogue: **come along, turn up, get on, wander around, look for, take off, head off, be dying for, run out of, pop out, pick up, stop by, put on.**

Many English phrasal verbs have the same meaning as another ‘normal’ one-word verb. For example:

- turn up → arrive
- head off → leave
- pick up → buy or collect Look for → seek
- go on → continue
- put in → install
- fill in → complete
- make up → invent

Other phrasal verbs have a unique meaning. For example, ***run out of, stop by, or pop out*** CAN’T be replaced with just one verb with the exact same meaning.

Firstly, the phrasal verb and the one-word verb might not be exactly the same. For example, You can ***install*** household goods, like washing machines or air conditioners. You can also install software on your computer or on your phone. The phrasal verb ***put in*** only has the first idea: you can put in a new washing machine, but you can’t put in a new app or put in a new operating system.

Secondly, the phrasal verb and the one-word verb often have different registers; that is to say, they’re used in very different situations.

Let’s see why this matters:

D: Hi, Maria! Glad you could **attend**!

M: Sorry for **appearing** so late. I **boarded** the wrong bus, and then I wandered for ages **seeking** your street.

D: Don’t worry about it.

M: Should I **remove** my shoes?

D: If you don’t mind. Would you **like** something to drink before we **depart**? Tea? Coffee?

In this dialogue, we used one-word verbs instead of phrasal verbs in many places. The dialogue sounded very strange and unnatural. A native speaker would almost never say sentences like these.

The one-word verbs are too formal, and they aren't used in simple, spoken English. You need to use the phrasal verbs. For example, **Look for** and **seek** have the same meaning, but **seek** is much more formal and literary. You wouldn't use it often in conversational English.

On the other hand, because many phrasal verbs are more informal, they aren't appropriate in formal Writing. Many English learners think that 'all phrasal verbs are informal'. That isn't true. Phrasal verbs can be more formal or informal, like any other words. For example, **pop out** is very informal; you probably wouldn't use it in written English. **Look for** has a neutral tone, meaning you can use it in any situation. Some phrasal verbs, like **draw upon**, even sound quite formal. However, when you have a phrasal verb and a one-word verb with the same meaning, like **turn up** and **arrive**, the one-word verb is generally more formal than the phrasal verb.

How to Remember Phrasal Verbs Using Prepositions

We said before that the meaning of a phrasal verb often has no connection to the words from which it's made. For example, if you look up a new word in the dictionary, there's no direct connection to the meaning of up. However, prepositions in phrasal verbs aren't totally random. Often, the same preposition in different phrasal verbs has a similar meaning.

Look at three verbs:

- go down
- cut down
- turn down

The preposition down has a similar meaning in these three verbs. See them in full sentences:

- Sales went down by 15% last year.
- I'm trying to cut down on how much coffee I drink.
- Can you turn the TV down? It's too loud. Can you see the connection now?

In these phrasal verbs, down has the idea of something decreasing

Let's look at another example. Here are three sentences:

- He sent out hundreds of job applications.
- They handed out immigration forms before we landed.
- The teacher gave out the worksheets.

These sentences contain phrasal verbs with the preposition out. These three phrasal verbs, **send out**, **hand out** and **give out**, all have the idea of 'to many people at one time.' If he sent out hundreds of job applications, then he sent many job applications to many different people, all

at one time. If the teacher gave out the worksheets, then she gave out many worksheets to many students at one time. Again, you can see how one preposition can have a similar meaning in different phrasal verbs. Learning more about prepositions and how they're used in phrasal verbs can help you to make connections like these and remember phrasal verbs more easily!

Activity One: Match each phrasal verb with its appropriate definition.

a. Throw out	1. Think or suppose something
b. Check out that is going to happen.	2. To be excited and pleased about something
c. Finding out need.	3. Get rid of something that you don't want or
d. Put out correct, or acceptable (investigate)	4. Make sure that something is actually true,
e. Bear with me finish what you are doing	5. To ask somebody politely to wait while you
f. Looking forward can find and use them).	6. make available (to put things where people

Activity two: Fill in the gaps with the appropriate phrasal verbs and one-word verbs from the list: **Take off, put on, try on, fit, suit, dress up.**

- Most of the time, what I wear is not too important to me, but when I have a special occasion, I should (a).....
- When I'm going to a party, for example, it does take me a long time to be ready because I (b).....something looking in the mirror and (c).....it then (d) something else.
- I think as far as clothes are concerned, certain colours (e).....certain people. So, for example, yellow doesn't (f) me; I look absolutely awful in it.

Activity Three: phrasal verbs about getting dressed and putting on clothes.

Check up the meaning of the following phrasal verbs in a dictionary; then put them in a sentence of your own:

Dress up, zip up, button up, do up, have on, put on, throw on, try on, take off, kick off, wear in, hang up.

Pronunciation: Tag Questions

Consider the following examples from the video “Refresh your Wardrobe”:

- They’re cute, aren’t they?
- It’s quite special, isn’t it?

Watch how native speakers use intonation in tag questions.

Question tags are made of an auxiliary verb plus a pronoun, which go at the end of a sentence, either to ask for more information about something or to confirm something which we believe is true. The auxiliary verb matches the tense of the main verb, and the pronoun comes directly from the noun. Question tags can either have a rising or falling intonation, depending on whether you want to genuinely ask for the answer or expect someone to agree with you. Finally, Question tags usually work in opposition. If the main sentence is affirmative, then the question tag is usually negative, so: You do live here, don't you? and vice versa.

1. Negative or Limiting Adverbs

Sentences which use negative or limiting adverbs (**never, no, hardly, scarcely, little**, etc.) are treated as negative by the question tag, even though their construction is positive. Therefore, the question tag is positive.

WRONG: **They never go on holiday, don’t they?**

RIGHT: **They never go on holiday, do they?**

2. Indefinite Nouns

Sentences which use indefinite nouns such as **someone, anyone, no one** and **everyone** use **they** in the tag.

- No one cares, do they?
- Everyone left, didn’t they?
- Someone's at the door, are they?

With other indefinite nouns, such as **something** and **everything**, use **it**:

- Everything is ok, isn't it?
- Nothing matters, does it?
- Something smells bad, doesn't it?

3. Imperatives

Imperatives are commands, suggestions, offers, advice etc. They are constructed of the bare infinitive in the affirmative and use **don't** in the negative: **Sit down! Don't sit there!**

Imperatives don't have a tense or use an auxiliary verb in the same way as other sentences do. To make a question tag with imperatives, we use **won't you?** although other modal verbs can be used, such as **will, would, can, and could**.

- Sit down, won't you?
- Open the window, would you?
- Don't go outside, will you?
- Keep quiet, won't you?

Politeness and formality depend upon the choice of question tag and the tone of your voice, although **can't you** can come across as quite impatient and annoyed:

Turn the TV down, can't you?

4. Suggestions with Let's:

It is common to use the expression **let's when making a suggestion**. **Let's** stands for **let us**, for example: Let's go to the cinema. When we use **let's** in a question tag, we always use **shall we**, regardless of whether **let's** is affirmative or negative. So, for example:

- Let's go to the cinema, shall we?
- Let's not go to the cinema, shall we?

5. Double Positives

Double positives are possible. This is where both the sentence and the question tag are positive, for example:

You're going to become a pilot, are you?

Double positives are common when people are reacting to news, repeating something they have just heard or reacting emotionally to something. For example:

- You're getting married, are you?
- You've lost your wallet, have you?

6. Opinions

If you start a sentence with **I think**, don't use the question tag **do/don't I**. Make the question tag agree with the main information in the sentence. This does not apply in the second or third person.

- I think it's a nice day, isn't it?
- I don't think that's a good idea, is it?
- You thought you'd be ok, did you? (second person)
- He thinks he's going to university, does he? (third person)

However, in some situations, for example, when we're being sarcastic, we do make the tag agree with **I think**.

A: Yes, yes. Well done. I know you think you are so clever.

B: Oh! So, I think I'm clever, do I? Not at all.

Follow-up Activity

Role play: Swapping Clothes Event

- **Roles:** Swap meet organiser, stylist, and clients.
- **Activity Description:** In this role play, you are required to recycle or upcycle some old clothes to expose them in a swapping clothes event. Please, follow the following guidelines to realise the role play.
- **Language:** Write your own dialogues for the swapping clothes event, and use a variety of the **vocabulary** you have already acquired throughout the unit, **phrasal verbs** (phrasal verbs for dressing and others), **contractions**, **weak forms**, and tag questions.
- **Creativity:** You will need to go through the following steps:
 - Choose and restyle an old garment to be recycled or upcycled;
 - Draw the design of the new clothing item; and
 - Explain how you made it to your clients in the swap meet.

6.3.7 Overview of the Concluding Lesson: Future Fashion

Level	Concluding lesson: Future Fashion			
	Skill/sub-skill	Materials	Time	Learning Goals
Intermediate level	Listening	Audio from BBC Learning English https://www.youtube.com/watch?v=CtK6ZLZoyEM	1h	-Acquainting the learners with future fashion. -Familiarising the learners with future sustainable fabrics. -Enabling the learners to talk about techwear clothing items, their characteristics, and benefits.
	Reading	Internet document: Fashion's Future from <i>City Press</i> by Vuyo Mzike https://www.news24.com/citypress/News/fit-for-fashion-20190216	1h	

6.3.7.1 Lesson Plan Six

Objectives: By the end of the lesson “Future Fashion”, the learners will be able to

- use appropriate vocabulary to talk about future fashion
- describe the characteristics of sustainable fabrics
- express their opinions about techwear clothing items and state whether they embrace this kind of technology or not.

Skills/sub-skills	Materials	Roles	Procedure(s)	Process Objectives
Listening	Laptop Headphones video	T-Ss Ss-T	Pre-Listening Anticipation from the Picture The students anticipate the content of the video from pictures 1&2. Site of the pictures -The students watch the opening of the video and to confirm or disconfirm their guesses https://www.youtube.com/watch?v=CtK6ZLZoyEM	-To grab students' attention -To encourage the learners to make guesses and set hypotheses about the video they are going to watch
		Ss-Ss	While-Listening -Students listen to the audio and answer listening comprehension questions about sustainable clothes and their sources, and how learners can be responsible consumers.	-To understand the content of the video

6.3.7.2 Answers Key

Listening

2. While-Listening

1. Grace is going to the future fabric expo to see the sustainable fabrics the designers will be exhibiting.

2. Pirarucu (fish leather), seaweed fabrics, yam leaf, salmon leather.

3. They are more sustainable and not harmful to the environment.

4. Fish leather is produced from the leather thrown after the consumption of fish meat.

5. Yes, it is possible, but they are too expensive.

6. According to Grace, we can be more responsible shoppers by buying few clothing, not throwing our clothes away, check the labels and stick to our own style, and buy the clothes we love and will wear for year to come.

Reading

2. While-Reading

1. Pictures 01 and 02 and Figure 1 are related since the fashion industry is relying more and more on nature to produce more sustainable and eco-friendly garments. In addition, its reliance on technology will serve humanity by producing smarter clothes which are more appropriate for the wearer's well-being.

2. Future garments will be smarter and more comfortable for the wearer. The wirelessly-charged new jacket, for example, will adjust its temperature depending on the weather, and the German-based Alga life will protect the skin. Other tech sportswear may provide all-day moisturising or even monitor heart rate, stress or energy output.

3. Tech-wear clothing will be more beneficial for humanity because they are high-quality garments which are more sustainable, eco-friendly, and healthy.

6.3 7.3 Worksheets



<https://www.youtube.com/watch?v=CtK6ZLZoyEM>

Picture 01



<https://v-zen.com/fashioned-from-nature/?fbclid=IwAR3abGE8DJhwKTtNxYpt1MuhY2IDC-LNRGsQn6P2GmeEduQdfOlAZQxXmUQ>

Picture 02

Fit for fashion

City Press Mayya Mhize



Figure 01

Extracted from: <https://www.news24.com/citypress/News/fit-for-fashion-2019021>

Listening

1. Pre-Listening

- A. Look at the pictures 1 and 2 and guess what they are about.
- B. Watch the video's opening (0-21s) to confirm or deny your hypotheses.

2. While-Listening

Watch the video and answer the following questions:

1. Where is Grace going? Why is she going there?

.....
.....

2. What are the names of the garments mentioned in the video? And what are they made of?

.....
.....

3. What is unique about these fabrics?

.....
.....

4. How is fish leather produced?

.....
.....

5. Can these sustainable clothes be found in the shops?

.....
.....

6. How can we be responsible shoppers, according to Grace?

.....
.....

Reading

1. Pre-Reading

Skimming

Now, go quickly through Figure 3 and say what it is about.

Justify your answers by giving some keywords from Figure 3.

.....
.....

2. While-Reading

In small groups, read the information presented in Figure 03 and answer the questions below.

1. How does Figure 3 relate to pictures 01 and 02?

.....
.....

2. What changes would be brought about to the clothes we are wearing now?

.....
.....

3. How would techwear clothing be beneficial for humanity?

.....
.....

3. Post-Reading

Class Discussion

- What do you think about these future fabrics? Will you be willing to wear them?
- How do you feel about clothes that become part of your body? Would you embrace this kind of technology?
- Choose one of the tech wear items presented in Figure 3 and explain why you chose it.

Conclusion

Aiming at resolving the issue related to learners' speaking abilities, raised at the outset of the study and remediating the situation at the Department of Letters and the English Language, Frères Mentouri Constantine 1 University concerning the teaching of Oral Expression, a unit founded on skills integration is designed to first-year learners by offering them lessons where the four language skills and sub-skills melt. These lessons are to answer learners' needs and realise their aspirations by leaving more room for interaction and giving them more opportunities to collaborate and take risks in using the language to, ultimately, become confident, motivated, and efficient speakers. This chapter also attempted to add to the previously carried out research and provided a basis that may be useful in helping the pedagogical authorities as well as stakeholders make informed decisions about the teaching of speaking at the tertiary level.

CHAPTER SEVEN: THE FIELDWORK

A COMPARATIVE STUDY OF THE EFFECTS OF

THE INTEGRATED-SKILL AND SEGREGATED-SKILL APPROACHES ON

LEARNERS' SPEAKING PROFICIENCY

Introduction

After devoting three chapters to check which of the two approaches -the integrated skill or the segregated skill- is adopted in teaching Oral Expression, to describe the pursuit of the experiment, and to provide a set of lesson plans based on skills integration, the present chapter is allocated to the analysis of data. It starts by examining the experiment results related to speaking proficiency in general; then it proceeds to thoroughly scrutinize each of the speaking proficiency components and subcomponents in the pre- and post-tests. Furthermore, this chapter aims to elucidate learners' perceptions and attitudes towards adopting the ISA approach in the teaching of speaking. It presents a detailed analysis of the data obtained from the post-intervention questionnaire directed to the experimental group. It ends up by offering a comprehensive summary of the findings and demonstrates the position of the study in the current research by highlighting its consistency with the previous studies.

7.1 The Findings of the Experiment

This chapter aims at comparing the effects of the integrated-skills and segregated-skill approaches on Algerian students' speaking proficiency by analysing the results obtained by the control and experimental groups prior to and after the treatment.

7.1.1 Quantitative Analysis of Speaking Proficiency

This part entails a thorough analysis of the participants' speaking proficiency. To this end, three sections are provided. The first is concerned with the analysis of learners' overall speaking

proficiency in the pre-and post-tests, the second with the pre-test results of the speaking proficiency components (fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation) and their subcomponents, and the third with the examination of these components and subcomponents in the post-test.

7.1.1.1 Speaking Proficiency Results in the Pre-test

A statistical analysis of the data is completed, involving the comparison of the means of the speaking proficiency scores and the calculation of the t-tests to determine the validity of the pre-test results.

7.1.1.1.1 Comparison of Speaking Proficiency Means in the Pre-test

In the pre-test, one has relied on calculating the means of speaking proficiency of the control and experimental groups. To this end, we have divided the sum of the scores obtained in speaking proficiency (Bands) by the number of the participants in each group (see Table 7.1).

Table 7.1

Speaking Proficiency Scores and Means in the Pre-test

Participants	Control Group Scores		Experimental Group Scores	
	Average	Band	Average	Band
1	4.00	4	3.58	3
2	3.00	3	5.00	5
3	3.41	3	5.00	5
4	3.08	3	5.50	5
5	4.41	4	3.08	3
6	6.16	6	4.00	4
7	3.33	3	5.00	5
8	3.33	3	3.41	3
9	4.50	4	5.33	5
10	5.00	5	4.00	4
11	4.33	4	3.66	3
12	6.16	6	3.91	4
13	3.16	3	4.00	4
14	4.16	4	3.95	4
15	4.00	4	3.33	3
16	4.83	5	6.66	6
17	3.41	3	4.25	4
18	2.75	3	4.50	4
19	5.08	5	3.00	3
20	3.58	3	4.25	4
21	4.33	4	5.58	5
22	7.00	7	3.91	4
23	7.50	7	4.25	4
N = 23	$\sum X = 100.51$	$96 \sum X =$	$\sum X = 99.15$	$\sum X = 94$
Mean	$\bar{X} = 4.37$	$\bar{X} = 4.17 \approx 4$	$\bar{X} = 4.31$	$\bar{X} = 4.08 \approx 4$
	$\bar{X} = \frac{\sum x}{N} = \frac{100.51}{23} = 4.37$	$\bar{x} = \frac{\sum x}{N} = \frac{96}{23} = 4$	$\bar{x} = \frac{\sum x}{N} = \frac{99.15}{23} = 4.31$	$\bar{x} = \frac{\sum x}{N} = \frac{94}{23} = 4.08 \approx 4$

After calculating the speaking proficiency means and their conforming Bands, relying on the IELTS Speaking (British council, 2019) Feedback Sheet (Rubric) (appendix II), it is noticed, from Table 7.1, that the control group scored an average of 4.37 and the experimental group 4.31, which corresponds to Band 4 , which is the speaking proficiency level, according to the ILTS Speaking (British council, 2019): Band Descriptors (see appendix I).

Glancing at Table 7.2 below, one can notice that the participants in the experimental and control groups were classified into five distinct categories according to the Band they got in the pre-test: Band 3 (below average level), Band 4 (average level), Band 5 (above-average level), Band 6 (good level), and Band 7 (very good level). This is clearly explained in the following table.

Table 7.2

Frequency of Speaking Proficiency Bands in the Pre-test

Bands	Pre-test			
	Control Group		Experimental Group	
	Frequency	%	Frequency	%
Band 3	6	26.08	9	39.13
Band 4	10	43.47	7	30.43
Band 5	6	26.08	3	13.04
Band 6	1	4.34	2	8.69
Band 7	0	0	2	8.69
Band 8	0	0	0	0
N	23	100	23	100

According to the IELTS test, nine main bands determine the different speaking skill levels: Band1 (poor user), Band 2 (poor user), Band 3 (below-average level user), Band 4 (average-level user), Band 5 (modest user), Band 6 (competent user), Band 7 (good user), Band 8 (excellent user), and Band 9 (perfect)

Table 7.2 shows that 26.08% of experimental group participants achieved Band 3 level in speaking proficiency, 43.47% got Band 4, 26.08% accomplished Band 5, and 4.34% (one

participant) got Band 6. None of the participants attained Band 7, which means that no one had an excellent level in speaking.

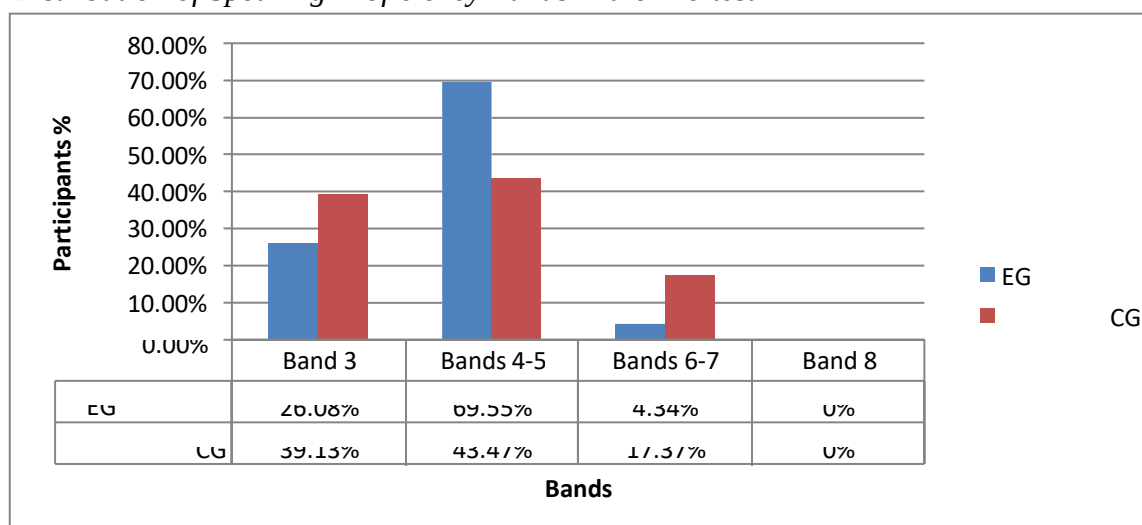
On the other hand, as clearly shown in the same table (7.2), 39.13% of the control group participants had a below-average speaking proficiency level (Band 3), 30.43% achieved an average level (Band 4), and 13.04% got an above-average level (Band 5). 17.38% realised either a good or a very good speaking proficiency level (Bands 6 &7), with 8.69% each.

Stated differently, three main categories were distinguished in the experimental group: Poor speakers 26.08%; average and above the average level speakers (69.55%), which constituted the majority of the experimental group, and good speakers (4.34%). No participant had shown very good or excellent speaking abilities.

With regard to the control group, the same categories were found: the poor or low-achieving speakers (below average), constituting 39.13% of the group, and pre-test takers with average and above-average abilities, forming 43.47%, and the remaining 17.37% of the participants attained Bands 6 & 7 with two (8.69%) good speakers and two (8.69%) very good speakers, as clearly illustrated in the figure below:

Figure 7.1

Distribution of Speaking Proficiency Bands in the Pre-test



Comparing the means of speaking proficiency and considering the three Band categories appearing in both control and experimental groups prior to the beginning of the study, there is no significant difference between the two groups in the pre-test (level 4.31 $\approx$ level 4.37 a difference of 0.06, Band **4.08 $\approx$ 4 $\approx$ Band 4.17 $\approx$ 4** a difference of 0.09). Hence, one may conclude that the participants in both groups exhibited equivalent levels in speaking proficiency before embarking upon the treatment, yet the above interpretations require a statistical test to validate them scientifically; henceforth, the t-test calculation is deemed necessary.

7.1.1.1.2 The Independent Groups t-Test for Speaking Proficiency in the Pre-test

In order to compare the results of the two independent groups (integrated-skill group and segregated-skill group) with regard to the study variables (speaking proficiency, fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation), we relied on the t-test which is the most appropriate to serve this aim. To calculate the t value, we apply the following formula.

$$t_{N_1+N_2-2} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1+N_2-2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1+N_2)}}$$

Before conducting the t-test, analysis of data variance of the two groups via the F-test is considered in order to determine which t-test is to be adopted: the t-test for equal variance or the t-test for unequal variance.

$$F = \text{variance (Gr 1)} / \text{variance (Gr 2)}$$

To perform a two-sample F-test, we have to consider the null hypothesis and other possible outcomes for our study in the form of an alternative hypothesis.

Null Hypothesis

There is no significant difference between the experimental and control groups' variance. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

There is a significant difference between the experimental and control groups' variance. That is to say, $H_0 : \bar{X}_E \neq \bar{X}_C$

Table 7.3

The Speaking Proficiency F-Test Analysis in the Pre-test

Groups	N	Variance	DF	Statistic F	Critical F	P	Sig
EG	23	0.71	44	0.42	0.48	0.050	0.025
CG	23	1.69					

Statistical Conclusion

With our two-tailed hypothesis, we predicted that there would be no difference in the variance between the experimental group and the control group. At 0.025 level of significance (two-tailed F test), with 44 degrees of freedom, the value of the f obtained is 0.42. Because our calculated f value is smaller than the tabulated f ($0.42 < 0.48$) and the P value $0.050 > \alpha 0.025$, we accept the null hypothesis. So, we assume that the two treatment groups are of equal variances; therefore, the type of t-test to be run is the t-test for equal variances.

The t-Test

Now, that we are clear about which t-test to use, we proceed to its implementation. Yet, we are still concerned with the null hypothesis and other possible outcomes for our study in the form of an alternative hypothesis.

Null Hypothesis

There is no significant difference between speaking proficiency means for the experimental and control groups. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

There is a significant difference between speaking proficiency means for the experimental and control groups speaking proficiency. That is to say, $H_0: \bar{X}_E \neq \bar{X}_C$

Table 7.4

The Speaking Proficiency t-Test Analysis in the Pre-Test

Groups	N	Mean Difference	DF	Statistic T	Critical T	P	Sig
EG	23	1.77	44	-0.26	2.015	0,78	0.05
CG	23	0.69					

The negative sign (-) of the t value is not regarded; it is reported as the absolute value rather than the signed value of the statistics.

Statistical Conclusion

At 0.05 level of significance, with 44 degrees of freedom, the critical value for the t obtained is -0.26. Because our calculated t value is smaller than the tabulated t (- 0.26 < 2.01), we accept the null hypothesis. Therefore, the difference between the two means of speaking proficiency in the pre-test for the control and experimental groups is not significant.

Pedagogical Conclusion

The experimental and control groups are equivalent in speaking proficiency before the experiment; that is to say, any change following the treatment would be attributed to the intervention or the manipulation of the independent variable (integrated-skill approach or segregated-skill approach).

7.1.1.2 Speaking Proficiency Results in the Post-test

After considering the speaking proficiency results in the pre-test and confirming their validity with a t -test, the post-test data are to be treated in the same way.

7.1.1.2.1 Comparison of Speaking Proficiency Means in the Post-test

In the post-test, one has calculated the means of speaking proficiency and their corresponding Bands for both control and experimental groups. The results are summarised in the following table:

Table 7.5

Speaking Proficiency Scores and Means in the Post-test

Participants	Control Group Scores		Experimental Group Scores	
	Average	Band	Average	Band
1	3.75	4	4.83	5
2	3.00	3	7.25	7
3	3.66	3	7.75	8
4	3.16	3	6.91	7
4	4.33	4	4.75	5
6	6.66	6	6.00	6
7	3.50	3	7.00	7
8	3.58	3	4.91	5
9	4.66	4	7.41	7
10	4.75	5	5.16	5
11	4.41	4	4.16	4
12	6.50	6	5.33	5
13	3.41	3	6.75	7
14	4.33	4	6.75	7
15	4.41	4	5.00	5
16	4.91	5	8.00	8
17	3.91	4	7.00	7
18	3	3	6.26	6
19	5.33	5	4.25	4
20	3.75	4	5.16	5
21	4.66	4	6.75	7
22	7.08	7	5.16	5
23	7.33	7	7.00	7
N=23	$\sum X = 104.08$	$\sum X = 98$	$\sum X = 139.54$	$\sum X = 138$
Mean	$\bar{X} = 4.52$	$\bar{X} = 4.26 \approx 4$	$\bar{X} = 6.06 \approx 6$	$\bar{X} = 6$
	$\bar{X} = \frac{\sum x}{N} = \frac{103.49}{23} = 4.49$	$\bar{X} = \frac{\sum x}{N} = \frac{97}{23} = 4.21 \approx 4$	$\bar{X} = \frac{\sum x}{N} = \frac{139.54}{23} = 6.06$	$\bar{X} = \frac{\sum x}{N} = \frac{138}{23} = 6$

The data provided in Table 7.5 reveal that the experimental and control groups have achieved different scores with regard to the means of speaking proficiency levels and their equivalent Bands. The average realised by the experimental group participants is 6.06 with a mean of Band 6, while the average achieved by their counterparts in the control group is 4.52 with a mean of Band 4.

Calculating the frequency of the different speaking proficiency Bands obtained by the control and experimental group participants, we reached the data presented in Table 7.6

Table: 7.6

Frequency of Speaking Proficiency Bands in the Post-test

Bands	Pre-test			
	Control Group		Experimental Group	
	Frequency	%	Frequency	%
Band 3	0	0	7	30.43
Band 4	2	8.69	9	39.13
Band 5	8	34.78	3	13.04
Band 6	2	8.69	2	8.69
Band 7	9	39.13	2	8.69
Band 8	2	8.69	0	0
N	23	100	23	100

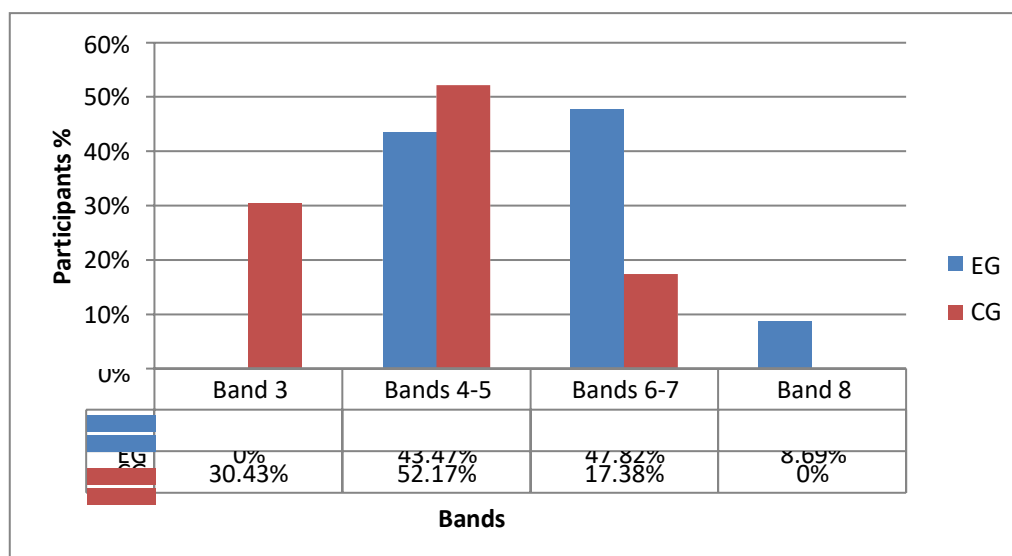
39.13% of the control group participants obtained an average speaking proficiency level. 30.43% were not able to reach the average and got a Band 3 level, and 13.04% had an above-average level. 4 students proved to be competent: two (8.69%) good speakers (Band 6) and two (8.69%) very good ones (Band 7).

As far as the experimental group is concerned, 39.13% revealed a very good speaking proficiency level (Band 7), and 8.69% reached an excellent level (Band 8). While 34.78% of the students had an above-average level, 8.69% reached the average, and no participant had a below-average level.

From the same table, we can easily deduce that both control and experimental groups are divided into three distinct categories, as illustrated in the following figure.

Figure 7.2

Distribution of Speaking Proficiency Bands in the Post-test



For the control group, the three main categories distinguished in the pre-test are also recognised in the post-test:

- The good and very good speakers with 17.38% (similar to the pre-test percentage 17.37%).
- Average and above-average level speakers represented approximately half of the group with 52.17% compared to 43.47% in the pre-test, with a difference of 8.7% of the participants who managed to reach the average or above-average speaking proficiency levels.
- Poor or low-achieving students with 30.43% compared to 39.13% in the pre-test. This shows a slight decrease in the percentage of low-achieving speakers.

Notably, the number of good and very good speakers remained stable: none attained excellent speaking proficiency.

The experimental group, on the other hand, also included three distinct categories:

- The new category of 'excellent speakers', not found in the pre-test, appeared in the post-test with 8.69%.
- Good and very good speakers class jumped from 4.43% in the pre-test to 47.82% (approximately half of the sample and 12 times better than the pre-test)
- Average and above-average level speakers' percentage was reduced from 69.55% to 43.47% since 26.08% of the students reached the upper categories of good and very good speakers.

It is worth mentioning that the poor speakers' category, constituting 26.08% in the pre-test, did not appear at all in the post-test (0%), which means that all low-achieving speakers reached, at least, the average level in the post-test.

Comparison of the Means of Speaking Proficiency in the Pre- and Post-tests

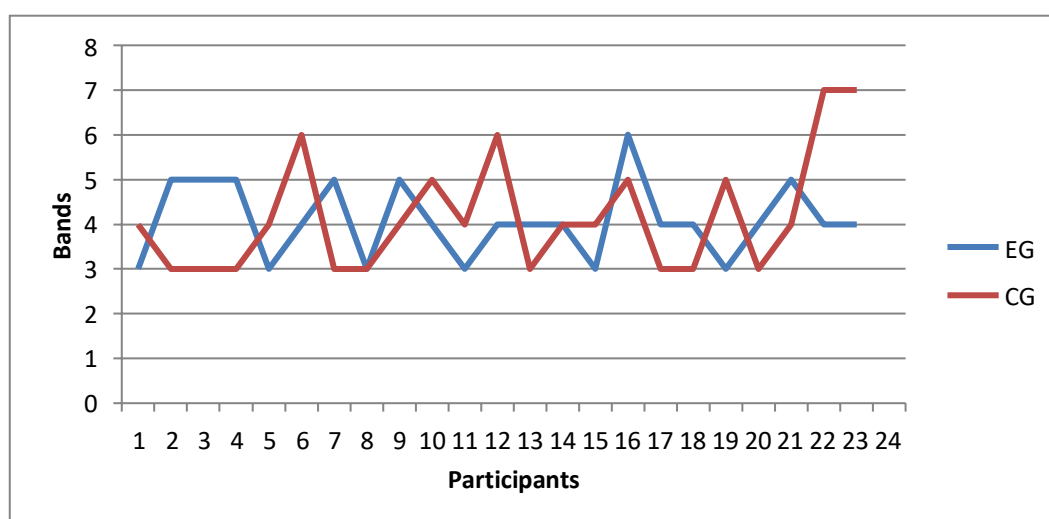
Table 7.7

Speaking Proficiency Means in the Pre- and Post-tests

Pre-test Means		Post-test Means	
Control Group	Experimental Group	Control Group	Experimental Group
4.34 (Band 4)	4.31(Band 4)	4.52 (Band 4)	6.06 (Band 6)

Figure 7.3

Comparison between the Means of Speaking Proficiency in the Pre-test

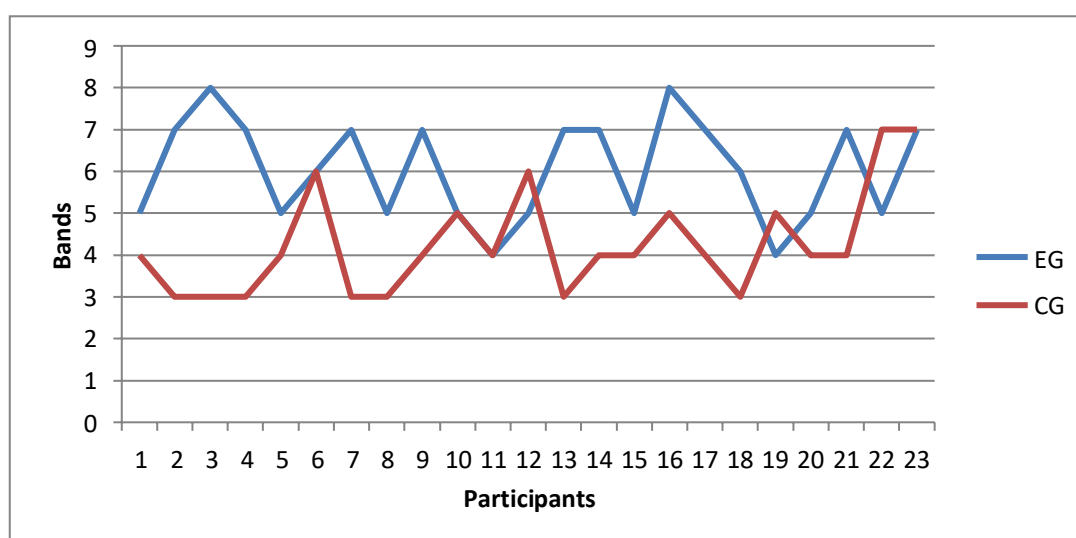


Comparing the means of speaking proficiency and their corresponding Bands prior to the treatment (table 7.7) and glancing at the above graph (figure 7.3), we may remark that both the control and experimental groups had nearly obtained the same speaking proficiency average in the pre-test (4.34 vs 4.31 & Band 4 vs Band 4), respectively. This clearly shows that the participants, on the whole, had equivalent speaking proficiency levels prior to the experiment.

However, considering the means of speaking proficiency levels and their equivalent Bands in the post-test, it is clearly noticeable that the experimental group performed better than the control group (6.06 vs 4.52, Band 6 vs Band 4). That is to say, nearly a two-band difference was reached in the post-test by the experimental group. This indicates that the latter had made noticeable progress compared to the control group, which witnessed a slight improvement (0.18) points higher in the post-test mean obtained in the pre-test (4.34), not to say that the participants have preserved a constant speaking proficiency level in the post-test. This is shown in the graph below.

Figure 7.4

Comparison between the Means of Speaking Proficiency in the Post-test



There needs to be more than comparing the means for building firm decisions on the authenticity of the first hypothesis postulated in this study. To reinforce the conclusion drawn from this comparison and to give it more validity, making recourse to the t-test analysis is worthwhile.

7.1.1.2.2 The Independent Groups t-Test for Speaking Proficiency in the Post-test

First, we need to calculate the F-statistic to decide which t-test we will calculate: the t-test for equal variance or the t-test for unequal variance between the two groups.

Null Hypothesis

There is no significant difference between the experimental and control groups' variance. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The variance of the experimental group is greater than that of the control group. That is to say, $H_0 : \bar{X}_E \geq \bar{X}_C$

Table 7.8

The Speaking Proficiency F-Test Analysis in the Post-test

Groups	N	variance	DF	Statistic F	Critical F	P	Sig
EG	23	1.51	44	0.92	0.47	0.43	0.05
CG	23	1.63					

Statistical Conclusion

With the one-tailed F-test, we predicted that the variance of the experimental group would be higher than that of the control group. At 0.05 level of significance, with 44 degrees of freedom, the critical value for the f obtained is 0.92. Because the value of the calculated f is higher than the tabulated f ($0.92 > 0.47$), we reject the null hypothesis. So, we assume that the

two treatment groups are of unequal variance; therefore, the type of t-test to be run is the t-test for unequal variance.

The t-Test of Speaking Proficiency in the Post-test

We are still concerned with the null hypothesis and other possible outcomes for our study in the form of an alternative hypothesis.

Null Hypothesis

There is no significant difference between speaking proficiency means for the experimental and control groups. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The experimental group's speaking proficiency mean is higher than the control group's. That is to say, $H_0 : \bar{X}_E > \bar{X}_C$

Table: 7.9

The Speaking Proficiency T-test Analysis in the Post-test

Groups	N	Mean Difference	DF	Statistic T	Critical T	P	Sig
EG	23	1.51	44	4.80	1.68	1,0038E-05	0.05
CG	23	1.63					

Statistical Conclusion

With our one-directional hypothesis, we predicted that the experimental group's speaking proficiency mean would be higher than that of the control group. At 0.05 level of significance, with 44 degrees of freedom, the critical value for the t obtained is 4.80. Because the calculated t value exceeds the tabulated t ($4.80 > 1.68$), we reject the null hypothesis. Therefore, the difference between the two means of speaking proficiency for the control and experimental groups is highly significant.

Pedagogical Conclusion

In this empirical study, implementing the integrated-skill approach provides good results in improving students' speaking proficiency. Consequently, the first hypothesis, which speculates that the integrated-skill approach effectively improves the speaking proficiency of first-year students at Frères Mentouri Constantine¹ university, is significantly corroborated.

7.1.2 Analysis of the Results of Speaking Proficiency Components and Sub-Components in the Pre-test

Speaking proficiency entails four basic building blocks: Fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Each one is further divided into three main constituents. All the major components of speaking proficiency and their underlying components will be thoroughly dealt with in the following sections, taking into account the pre-test results. First, the means of speaking proficiency components and subcomponents of the control and experimental groups will be compared. Second, a series of statistical tests (t-tests) is calculated to determine the validity of these results.

Relying on the IELTS evaluation rubric, every major component of speaking proficiency will be scored out of 9 points, taking into account that it entails three sub-components (3 points each). We will consider that 3/3 is the best score, 2/3 average, and 1/3 a low score. This scale will be followed in evaluating all the components and sub-components of speaking proficiency throughout the study.

7.1.2.1 Fluency and Coherence

Table 7.10

Fluency and Coherence Scores and Means in the Pre-test

Participants	Fluency and Coherence	
	EG Pre-test/9	CG Pre-test/9
1	3.33	4
2	7	3
3	6	3.66
4	6.66	3.66
5	2.64	5
6	3	7
7	4.32	3.66
8	5	3.33
9	7	6.33
10	6	6
11	4.33	4.66
12	4.66	7.33
13	4	3.33
14	4.66	4.33
15	3.33	5
16	7	5.33
17	4	3.66
18	5.33	3
19	2	5
20	4.66	4
21	6.66	5
22	4.66	8.66
23	4.33	8.66
23	110.57/23 = 4.80	113.6/23 = 4.93

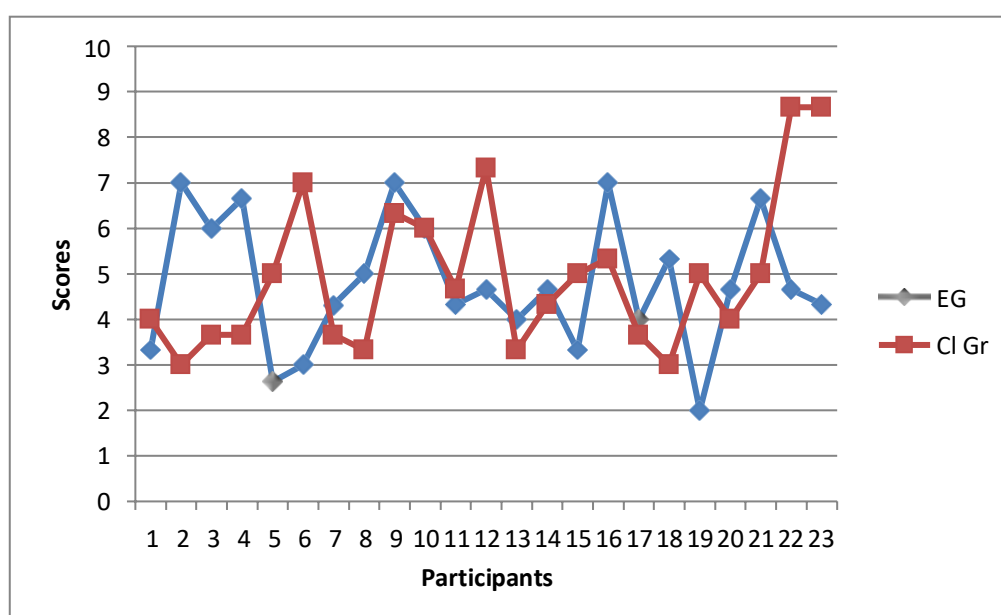
Table 7.10 shows that the experimental and control groups achieved approximate fluency and coherence means (4.80 and 4.93, respectively). The averages range from 2 to 7 in the experimental group and from 3 to 8.66 in the control group. If we consider that 9/9 is the exceptional average that outstanding speakers may reach, we can say that, on the whole, both treatment groups achieved an average level in fluency and coherence (4.80, 4.93). The lowest averages are 2 for the experimental group and 3 for the control group, and the highest ones are 7 for the former and 8.66 for the latter. These results are logical, especially that both treatment groups included below-average or low-achieving speakers in the pre-test.

Furthermore, the best students in the control group were very good speakers (Band 7), while the top ones in the control group were excellent speakers (Band 8). No one reached the average 9, which is considered the perfect speaking performance that is native-like. This is clearly shown in the figure below.

Figure 7.5

Comparison of Fluency and Coherence Scores between the ISA Group and the SSA

Group in the Pre-test



From Figure 7.5, we can easily deduce that the experimental and control groups share approximate fluency levels as the blue and red lines are tightly connected, especially in the middle part of the graph, with few discrepancies on the left and right sides.

Fluency and coherence entail three components: avoiding silence and hesitation, speaking at length on each topic, and using words to connect ideas. Each one is to be examined separately, considering data analysis between the two treatment groups and within each single group.

7.1.2.1.1 Avoiding Silence and Hesitation

Table 7.11

Means of Silence and Hesitation Avoidance in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.65	1.63

Table 7.11 reveals that both treatment groups obtained approximately the same means with regard to avoiding silence and hesitation in the pre-test (1.65, 1.63). Table 7.12 shows that the averages obtained by both groups range between 1 and 2 in the experimental group and from 1 to 3 in the control group. The former is divided into two main categories of speakers: those exhibiting long pauses and hesitation while speaking (47.82%) and those who sometimes hesitated and kept silent (52.17%). No participant was fluent or got 3/3, showing no hesitation in his speech. The experimental group, on the other hand, was divided into three groupings. More than half of the group (56.52%) consisted of disfluent participants who rarely avoid hesitation and silence when they speak. 34.78% represented the students who paused or remained silent every now and then. 8.69% of the control group included a small portion of the fluent participants who did not pause while talking.

Table 7.12

Silence and Hesitation Avoidance Scores Distribution in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Avoids hesitation a little (1/3)	1- 1.66	11	47.82	13	56.52
Sometimes avoids hesitation (2/3)	2-2.33	12	52.17	8	34.78
Always avoids Hesitation (3/3)	3	0	0	2	8.69

7.1.2.1.2 Speaking at Length on Each Topic

Speaking at length on each topic is the second criterion of fluency and coherence. The means obtained by the experimental and control groups in the pre-test (1.98 & 1.89 in that order) revealed very close performances between the two groups (Table 7.13).

Table 7.13

Means of Speaking at Length in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.98	1.89

Table 7.14 displays the distribution of scores regarding this criterion. Accordingly, in the experimental group, 7 participants scored between 1 and 1.66, which means that 30.43% of the group faced serious difficulties in maintaining the flow of speech going on, nonstop. The 12 speakers, with a percentage of 52.17%, who scored between 2 and 2.66, were able to keep going while talking, but they did not provide their answers at an appropriate length. 4 participants (17.39%) got 3/3; they managed to connect their sentences easily and to maintain the flow of speech, and thus they showed that they were really comfortable with English.

In the control group, on the other hand, 47.82% of the participants failed to speak at length on each topic (scoring between 1 and 1.66); 34.78% stopped while speaking every now and then (scoring between 2 and 2.66), and 17.39% were successful at maintaining the flow of speech giving their answers in an appropriate length (marking 3/3).

Table 7.14

Speaking at Length Scores Distribution in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Speaks at length on each topic a little (1/3)	1- 1.66	7	30.43	11	47.82
Sometimes speaks at length on each topic (2/3)	2-2.66	12	52.17	8	34.78
Always speaks at length on each topic (3/3)	3	4	17.39	4	17.39

7.1.2.1.3 Using Words to Connect Ideas

To speak fluently, one should not only avoid hesitation and maintain the flow of speech, but s/he should also use transitions appropriately to connect her/his ideas and show logic and coherence in what s/he says. Table 7.15 reveals that subjects rarely used transitional words or phrases to connect their ideas, as shown in the means obtained in the pre-test: 1.17 and 1.43 for the experimental and control groups, respectively.

Table 7.15

Means of Using Words to Connect Ideas in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.17	1.43

In more detail, Table 7.16 shows that 21.73% of the experimental group included participants who never or almost never used transitions to link their ideas, whereas the control group does not contain this category of speakers (0%). The majority of the control group (73.91%) represented the speakers who rarely used connecting words and who tended to produce

incoherent speech. This category involved more than half of the experimental group (52.17%). The speeches of these two categories of participants were characterised by the production of unrelated sentences or even isolated words that did not follow each other smoothly, creating misunderstandings and communication breakdowns. The speakers who managed to produce a more or less coherent speech and sometimes showed connecting words when they spoke were 26.08% in the experimental group and 21.73% in the control group. No participant in the experimental group was said to have a great command of the use of connecting words to make his /her speech smooth and coherent; only 1 participant in the control group proved to have this ability.

Table 7.16

Using Words to Connect Ideas Scores Distribution

Criteria	Scores	EG		CG	
		N	%	N	%
Never or rarely use transitions to link ideas (0/3)	0-0.66	5	21.73	0	0
Rarely use transitions to link ideas (1/3)	1-1.66	12	52.17	17	73.91
Sometimes use transitions to link ideas (2/3)	2-2.66	6	26.08	5	21.73
Always use transitions to link ideas (3/3)	3	0	0	1	4.34

7.1.2.2 Lexical Resource

The lexical resource is a significant criterion in determining speaking proficiency level hand in hand with fluency, grammatical accuracy and pronunciation. A good speaker should have a good command of vocabulary by using a wide range of words and expressions pertinent to particular topics and contexts because using inappropriate lexis will undoubtedly lead to misunderstandings and create communication problems. Hence, this section mainly concerns

students' vocabulary repertoires in relation to the topic at hand, "The World of Fashion", and their ability to use a rich stock of words to talk about it.

A quick glance at Table 7.17 shows that the mean of vocabulary use calculated prior to the experiment clearly displayed that EG and CG obtained 3.44 and 3.27, respectively. This means that both of them had almost the same vocabulary level. Vocabulary range is scored out of 9 in the IELTS Test speaking section, so we note that both groups exhibited a below-average level. This means that they need to widen their vocabulary range.

Table 7.17

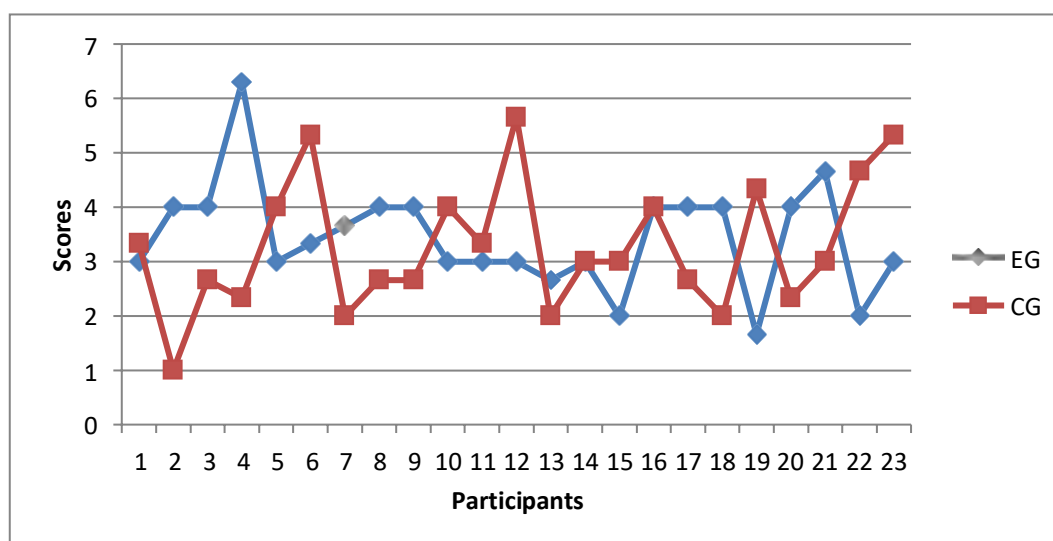
Means of Lexical Resource in the Pre-test

Participants	EG	CG
1	3	3.33
2	4	1
3	4	2.66
4	6.3	2.33
5	3	4
6	3.33	5.33
7	3.66	2
8	4	2.66
9	4	2.66
10	3	4
11	3	3.33
12	3	5.66
13	2.66	2
14	3	3
15	2	3
16	4	4
17	4	2.66
18	4	2
19	1.66	4.33
20	4	2.33
21	4.66	3
22	2	4.66
23	3	5.33
Mean	79.27/23= 3.44	75.27/23= 3.27

The analysis of Table 7.17 and Figure 7.6 discloses that the lowest scores obtained by the participants in the experimental and control groups are 1.6 and 1, respectively, and the highest ones are 6.3, marked by one participant in the former group and 5.66 in the latter. This is clearly shown in Figure 6.6 as the blue graph referring to the experimental group and the red graph to the control group overlap in the scores area 1-6. It is also remarkable that the two graphs are closely intertwined in between 2 and 4 to show that the majority of participants share a vocabulary level that ranges between the scores 2 and 4.

Figure 7.6

Comparison of Lexical Resource Scores between the ISA Group and SSA Group in the Pre-test



7.1.2.2.1 Using a Wide Range of Vocabulary

Table 7.18

Means of Vocabulary Range in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.60	1.67

Table 7.18 illustrates that both EG and CG obtained approximately the same mean (1.60 & 1.67) in the pre-test. 1.60 and 1.67 are considered average means compared to the highest one, corresponding to 3/3. This explains that the participants used a limited vocabulary repertoire while speaking about the topics given to them.

The topics are related to fashion in one way or another. Some pertinent topics are items of clothing, seasonal colours, clothing styles, fast fashion, eco-fashion, and future fashion. The participants relied heavily on very basic vocabulary to speak about the topics presented to them. They did not even know how to name some essential clothing items, such as shirts, skirts, trainers,.. etc. They needed to familiarise themselves with the different nuances of colours (mustard yellow, baby blue, fiery orange, cherry red, pale peach, mint green, etc.) and the more sophisticated words and collocations related to fast fashion, eco-fashion, and future fashion.

Table 7.19

Vocabulary Range Scores Distribution in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Use a very limited range of vocabulary (1/3)	1-1.66	12	52.17	12	52.17
Use a wide range of vocabulary to a certain extent (2/3)	2-2.66	10	43.47	10	43.47
Use a wide range of vocabulary (3/3)	3	1	4.34	1	4.34

According to the data presented in Table 7.19, more than half of the sample, 52.17% in each of the two groups, showed a mediocre level as they used basic vocabulary while speaking about the given topics. Less than half of the sample (43.47%) obtained an average level as they managed to cover the proposed topics with a more or less wide range of vocabulary. Only one student in each group (representing 4%) of the sample got the highest score (3/3), showing his/her ability to use a rich vocabulary while discussing the different topics.

7.1.2.2.2 Using Idioms and Collocations

The use of idioms and collocations is also a significant indicator of a good speaking proficiency level since it is a good sign of how native speakers naturally use language. However, the data collected in the current study proved that using idioms and collocations was a significant hindrance for the participants in both groups. This is demonstrated plainly by the means obtained by the EG (0.028) and CG (0.014), as visible in tables 7.20 and 7.21 below. The two means are almost equal to zero, meaning hardly anyone incorporated idiomatic expressions, collocations, or phrasal verbs in speaking.

Table 7.20

Idioms and Collocations Means

Participants	EG	CG
N	23	23
Mean	0.028	0.014

Table 7.21

Distribution of Idioms and Collocations Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Never or Rarely idioms or collocations (0/3)	0-0.66	23	100	23	100

7.1.2.2.3 Paraphrasing

Paraphrasing or expressing one's ideas more clearly is a good sign of a speaker's command of the language. That is to say, someone who is able to rephrase or differently state what he intends to say shows that he is more flexible and more comfortable with the language since he manipulates vocabulary easily.

Table 7.22

Paraphrasing Means in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.72	1.59

The calculated means, mentioned in Table 7.22, revealed that the experimental and control groups had an above-average level with the means of 1.72 and 1.59, respectively, in paraphrasing words and sentences while speaking about the topics given to them in the pre-test. This illustrates that both groups had approximately equal levels. A more detailed analysis of the data indicated that the scores of the participants fluctuated between 0 and 3, as Table 7.23 shows.

Table 7.23

Distribution of Paraphrasing Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Never or almost never paraphrase (0/3)	0-0.66	2	8.69	1	4.34
Rarely use paraphrasing (1/3)	1-1.66	6	26.08	13	56.52
Sometimes paraphrase (2/3)	2-2.66	15	65.21	7	30.43
Always paraphrase (3/3)	3	0	0	2	8.69

Considering that 3/3 is the higher score obtained by the students who regularly paraphrase what they want to say, seeking clarification or substituting a difficult word with a more familiar one, we can conclude that 2 learners in the control group did it on a regular basis while no one in the experimental group used paraphrasing frequently. 30.43% of the CG and more than double that percentage (65.21%) in the EG 'sometimes' paraphrased their ideas. Still, a considerable portion of the CG (56.52%) and about a quarter (26.08%) of the EG 'rarely' applied paraphrasing when speaking.

7.1.2.3 Grammatical Range and Accuracy

Grammatical range and accuracy are important factors to be considered when making a firm decision about one's speaking proficiency. It shares 25% of the global speaking proficiency score, which is equally divided between fluency and coherence, lexical resource, and pronunciation.

Speakers may manage to talk at length in English and do not show signs of hesitation or self-correction. They may also use a wide range of vocabulary and paraphrase their ideas well, yet they are not regarded as proficient speakers because they need to show a good command of the grammatical rules of the language. However, mastering grammar does not simply mean avoiding grammatical mistakes; it also means being able to speak in complex sentences and use a variety of grammatical forms. Each of these criteria will be thoroughly dealt with in the following sections.

Table 7.24

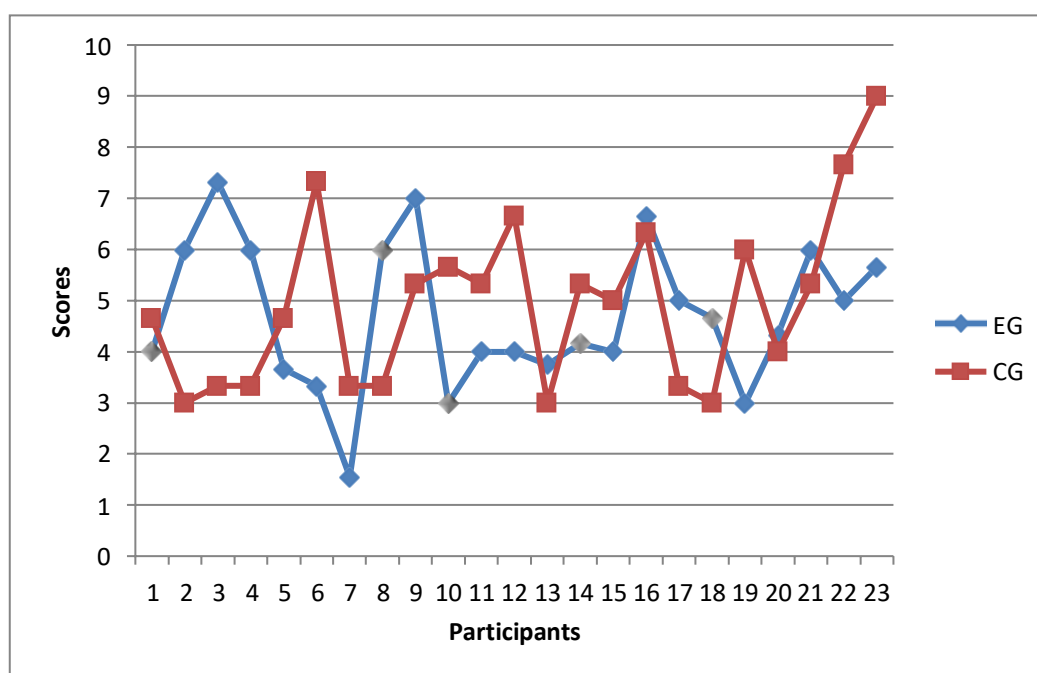
Means of Grammatical range and accuracy

Participants	EG	CG
1	4	4.66
2	6	3
3	7.32	3.33
4	6	3.33
5	3.66	4.66
6	3.33	7.33
7	1.55	3.33
8	6	3.33
9	7	5.33
10	3	5.66
11	4	5.33
12	4	6.66
13	3.75	3
14	4.16	5.33
15	4	5
16	6.66	6.33
17	5	3.33
18	4.66	3
19	3	6
20	4.33	4
21	6	5.33
22	5	7.66
23	5.66	9
Mean	108.08/23 = 4.69	113.93/23 = 4.95

Table 7.24 shows that the mean obtained by the control group (4.95) is slightly better than that of the experimental group (4.69). This is mainly because the obtained scores ranged between 3 and 9 in the former group and 1 and 7 in the latter.

Figure 7.7

Comparison of Grammatical Range and Accuracy Scores between the ISA Group and the SSA Group in the Pre-test



The slight difference between the two groups in grammatical range and accuracy is apparent in Figure 7.7, especially in the first half of the graph, from the left to the right, where the blue and red lines fluctuate, showing ups and downs in students' performance but are not very close to each other. In the second half of the graph, on the other hand, the two lines are closely intertwined to show that participants in both groups have similar levels of performance in grammar.

Grammatical range and accuracy encompass three subcomponents: speaking in complex sentences, using a variety of grammatical structures, and accuracy, which will be elaborated on in the next section.

7.1.2.3.1 Speaking in Complex Sentences

Whether a speaker adequately utilises complex sentences or heavily relies on simple sentences to convey messages determines her/his flexibility in using the language, reveals the richness of his grammatical resource, and undoubtedly affects his global proficiency score.

As illustrated in Table 7.25, the EG and CG obtained almost the same mean in using complex sentences in the pre-test. The former got an average of 1.52 and the latter of 1.56. Comparing these two means with the best score corresponding to 3/3, one can conclude that both treatment groups revealed a mediocre performance. That is to say, their speeches were not rich with complex sentences.

Table 7.25

Means of Complex Sentences in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.52	1.56

If we dig deep into learners' performance in using complex sentences, invaluable insights may be reached within and between the two groups.

Table 7.26

Distribution of Complex Sentences Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Rarely use complex sentences(1/3)	1-1.66	14	60.86	15	62.21
Sometimes use complex sentences (2/3)	2-2.66	8	34.78	7	30.43
Always use complex sentences (3/3)	3	1	4.34	1	4.34

The means calculated in Table 6.25 above are detailed in Table 7.26. More than half of the EG (60.86%) and (62.21%) of the CG tended to use complex sentences to a limited extent, scoring between 1 and 1.66. 34.78% of the former group and 30.43% of the latter generated complex sentences to an acceptable level, reaching 2.66 out of 3. Only 4.34%, with only one participant in each group, got 3/3, showing their ability to use complex sentences adequately while talking about the given topics.

7.1.2.3.2 Using a Variety of Grammatical Forms

Using a variety of grammatical structures is also a good sign of maturity and comfort in using the language; that is to say, the more grammatical structures the speaker uses, the better and the richer his/her oral performance is.

As Table 7.27 displays, the two groups obtained very approximate means (1.44 & 1.46) concerning the variety of the grammatical structures produced by the students in the pre-test oral output. Overall, the test-takers obtained a below-average level if we consider 3/3 the top level. This means that the participants were less efficient in varying the grammatical forms when they discussed different topics or described different situations.

Table 7.27

Means of Grammatical Forms Variety in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.44	1.46

Data analysis within and between the two groups has been conducted to discern the differences pertinent to participants' performances using varying grammatical structures. The categories shown in Table 6.28 have been distinguished:

- Poor achievers, who represented 65.21% of the EG and 73.91% of the CG, realised 1-1.66/3. This category comprised those who used a very basic language and could not adapt their language to varying situations and circumstances; for example, they failed to correctly employ the past, present, future, and conditional.
- Above-average and good achievers, attaining 2-2.66/3, constituted 34.78% of the EG and 21.73% of the CG. Participants in this category were fairly good at using different grammatical forms to speak about a past experience or a future incident, or to talk about their likes and dislikes.
- Excellent achievers, reaching 3/3, who formed 0% of the EG and 4.34% of the CG. This category concerned the top achievers who were comfortable with English. They excelled at varying their utterances and flawlessly using a wide range of grammatical forms. Unfortunately, only one participant in the sample proved this ability.

Table 7.28

Distribution of the Variety of Grammatical Forms Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Rarely use variety of grammatical forms (1/3)	1-1.66	15	65.21	17	73.91
Sometimes use a variety of grammatical forms (2/3)	2-2.66	8	34.78	5	21.73
Always use a variety of grammatical forms (3/3)	3	0	0	1	4.34

7.1.2.3.3 Avoiding Grammatical Mistakes

It goes without saying that accuracy is a cardinal factor in determining a speaker's mastery of language rules, and it is, perhaps, the first apparent indicator of his/her low/high level of speaking proficiency. Hence, accuracy is another criterion to consider in deciding about one's

grammatical abilities, after gauging the extent to which complex sentences have been used and grammatical forms have been varied in his/her speech.

Table 7.29

Means of Grammatical Mistakes Avoidance in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.86	1.96

On the whole, evaluating the performance of the EG and CG related to grammatical accuracy, one may notice that both groups obtained nearly the same averages, 1.86 and 1.96, respectively, as Table 7.29 illustrates. This performance is above the average, knowing that the best mean equals 3. This means that grammatical mistakes were manifested in students' failure to use subject-verb agreement, tenses, plurals, and prepositions in their oral deliveries.

Table 7.30

Distribution of Grammatical Mistakes Avoidance Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Rarely avoid grammatical mistakes (1/3)	1-1.66	6	26.08	9	39.13
Sometimes avoid grammatical mistakes (2/3)	2-2.66	17	73.91	10	43.47
Always avoid grammatical mistakes (3/3)	3	0	0	4	17.39

Having a quick glance at Table 7.30, one may remark three main categories:

- The greatest portion of the sample fell in the category of the above-average and good participants, scoring between 2 and 2.66/3, with 73.91% of the experimental group and 43.47% of the control group. In other words, these students occasionally committed

grammatical mistakes; their ability was neither low to be considered poor speakers nor very high to be regarded as excellent.

- A considerable part of the sample (26.08 % of the intervention group and 39.13% of the control group) represented students with poor grammatical abilities. They scored between 1 and 1.66 /3 as they constantly made different grammatical mistakes.
- No one in the experimental group succeeded in producing a flawless delivery, and 4 students in the control group (17.39%) managed to give a perfect oral performance with almost no grammatical mistakes.

It is worth noting that the test-takers who did not make any grammatical mistakes and got 3/3 are not considered proficient speakers, as the richness of their speeches in complex sentences and their ability to use a wide range of grammatical structures was also taken into account in evaluating their grammatical ability and, ultimately, their overall speaking proficiency level.

7.1.2.4 Pronunciation

Without a shadow of a doubt, the first striking feature that grabs a listener's attention to a speaker's oral performance is his/her good pronunciation alongside his/her swift use of accurate speech forms. Hence, a speaker with an outstanding pronunciation of words can only be considered competent if he has given good signs of connected speech and intonation. These aspects will be discussed in the following section.

Table 7.31

Means of Pronunciation in the Pre-test

Participants	EG	CG
1	4	4
2	5	4
3	4	4
4	4	3
5	4	4
6	4	5
7	4	4
8	5	4
9	4	4
10	4	4
11	4	4
12	4	5
13	4	4
14	4	4
15	4	4
16	5	4
17	4	4
18	5	3
19	4	5
20	4	4
21	4	4
22	4	7
23	4	7
Mean	96/23 = 4.17	99/23 = 4.30

According to these results, the mean obtained by the EG in pronunciation was 4.17, and the one gained by the CG was 4.30. The attained scores range between 4 and 5 in the former group and between 3 and 7 in the latter. Although the CG score is slightly higher than that of the intervention group, both groups, on the whole, achieved below the average level (< 4.50) compared to the top score 9/9.

Figure 7.8

Comparison of Pronunciation Scores between the ISA Group and the SSA Group in the Pre-test

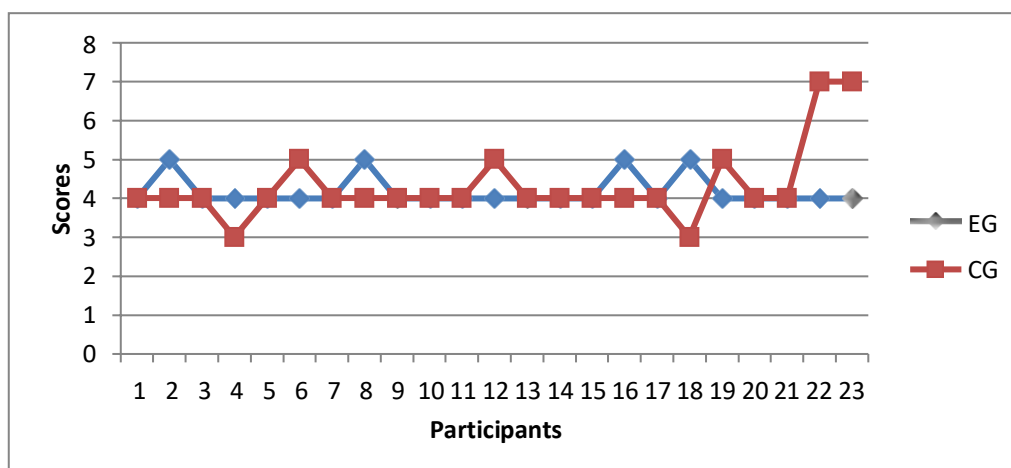


Figure 7.8 above gives a clearer picture of how pronunciation levels differed between the two study groups. The blue and red lines, making the graph curve, form a thick horizontal line, revealing an identical pronunciation level among most participants. The two lines of the graph bend up or down only on a few occasions to show the slight discrepancies in students' performances.

To evaluate the learners' pronunciation, consideration of the accurate articulation of sounds, connected speech, and intonation is necessary. The subsequent part accounts for these features in the subjects' speech samples.

7.1.2.4.1 Accurate Pronunciation of Words

According to the data presented in Table 7.32, the average accurate pronunciation of words reached by the study sample was 2/3; this corresponds to a level above the average, considering 3/3 as the top mark.

Table 7.32

Means of Pronunciation Accuracy in the Pre-test

Participants	EG	CG
N	23	23
Mean	2	2

All the participants of the experimental group (100%) and almost all of them in the control group (95.65%) were characterised by an above-average ability in pronunciation, scoring between 2 and 2.50. No student in the whole sample was said to have an excellent ability by scoring 3/3, and only one (4.34%) faced serious difficulties pronouncing words correctly and scored 1/3. The very restricted percentage of the students with poor word pronunciation skills may be attributed to the fact that generation Z students are keen on watching English-speaking movies and listening to songs in English, which ameliorates their level in pronunciation.

Table 7.33

Distribution of Pronunciation Accuracy Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Rarely pronounce words accurately (1/3)	1	0	0	1	4.34
Sometimes pronounce words accurately (2/3)	2-2.50	23	100	22	95.65
Always pronounce words accurately (3/3)	3	0	0	0	0

7.1.2.4.2 Joining Sounds Together

The correct pronunciation of words does not suffice to be proficient if the features of connected speech are not respected or if the intonation needs to be adjusted appropriately across the utterances to ensure meaning.

Joining words together has been considered in the current study with a focus on two primary features of connected speech: linking words together (catenation) and strong and weak forms.

Taking into account the learners' intermediate level of proficiency, we did not deal with the other features, such as intrusion (adding an extra sound), elision (deleting sounds) because they are more advanced speech criteria, and owing to the fact that first-year learners did not have solid grounds about these details, which are not part of their phonetics course.

Table 7.34

Means of Connected Speech in the Pre-test

Participants	EG	CG
N	23	23
Mean	1.17	1.26

With reference to learners' ability to join sounds together, the means achieved by the EG (1.17/3) and the CG (1.26/3) were below the average, as displayed in Table 7.34. They demonstrated evidence that the two study groups had approximately the same level.

Table 7.35

Distribution of Connected Speech Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Rarely use features of connected speech (1/3)	1	19	82.60	18	78.26
Sometimes use features of connected speech (2/3)	2-2.5	4	17.39	5	21.73
Always use features of connected speech (3/3)	3	0	0	0	0

Table 7.35 shows that connecting sounds is a major hindrance for the participants in both groups since the majority of the students in the EG (82.60%) and 78.26% in the CG are below the average. No one excels at joining sounds together or using strong and weak forms. 17.39% of the EG and 21.73% of the CG sometimes show these features of connected speech.

7.1.2.4.3 Varying Intonation

Intonation is a fundamental ingredient of natural pronunciation and a significant marker of speaking competence. However, it is a tricky and challenging language aspect that takes much work.

Table 7.36

Intonation Means

Participants	EG	CG
N	23	23
Mean	1.04	1.08

Like the ability to join sounds, varying intonation to convey meaning proved to be a major difficulty for the study participants. The means obtained by the EG (1.04/3) and CG (1.08/3) were almost the same. The level of the speakers was below the average, which explains their deficiency in adjusting the level of the voice to convey a particular meaning.

Table 7.37

Distribution of Intonation Scores in the Pre-test

Criteria	Scores	EG		CG	
		N	%	N	%
Rarely vary intonation (1/3)	1	22	95.65	21	91.30
Sometimes vary intonation (2/3)	2-2.50	1	4.34	2	8.69
Always vary intonation (3/3)	3	0	0	0	0

The poor performance of the students is indicated by the means (1.04 & 1.08) they obtained in intonation and presented in Table 7.37, where two main categories are distinguished.

- The majority of the experimental and control groups constituted the low-achieving students, with 95.65% and 91.30%, respectively.
- 4.34% of the experimental group and 8.69% of the control group represented the small part of the sample who managed to achieve a more or less adequate intonation, reaching 2.5/3.
- No student in the whole sample achieved a native-like intonation, realising 3/3.

7.1.3 Analysis of the Results of Speaking Proficiency Components and Subcomponents in the Post-test

As with the previous section, the following will thoroughly analyse the post-test results realised by subjects in both experimental and control groups. Like in the pre-test, the same main components of speaking proficiency to be considered here are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Each of these building blocks further contains three subcomponents, which will also be examined and analysed for the sake of either confirming or refuting the hypotheses set at the beginning of the study. To achieve this aim, first, the comparison of the post-test means of speaking proficiency components and subcomponents of the control and experimental groups will be realised. Second, a series of statistical t-tests are calculated to determine the validity of these results and, consequently, to confirm or disconfirm the study's hypotheses.

7.1.3.1 Fluency and Coherence

Table 7.38

Means of Fluency and Coherence Scores in the Post-test

Participants	Fluency and Coherence	
	EG	CG
1	6	4.33
2	7.65	3.33
3	8.64	4
4	7.83	4
5	5	5
6	6	8.33
7	6.66	4.66
8	7.5	4
9	8.33	6
10	6	6
11	4.66	5
12	7	7.66
13	7.33	4
14	6.66	4.33
15	6	5
16	9	6
17	8.33	4.66
18	8.33	3.66
19	5	5.66
20	5.66	4
21	7.33	5
22	5.66	7.66
23	8	8
Mean	158.57/23 = 6.89	120.28/23 = 5.22

Fluency and coherence are essential markers to consider when determining learners' speaking proficiency. They contain three basic features, namely avoiding silence and hesitation, speaking at length on each topic, and using appropriate words to connect ideas. Each feature is to be scrutinised in the following sections.

As far as the post-test scores related to fluency and coherence are concerned, as shown in Table 7.38, the EG, which received the integrated skill instruction, performed better than the CG, undertaking a segregated skill teaching (6.89/9 vs 5.22/9). The span of scores in the former ran from 4.66 to 9, and each participant achieved at least 4.66/9. Furthermore, the participants achieved a good level of 6.89 compared to the average level they got in the pre-test (4.80). However, the marks reached 8.33 in the control group, and the lowest score was 3.33. The subjects witnessed a slight improvement, moving from an average level (4.93) in the pre-test to a level that is above average (5.22) in the post-test.

A more detailed analysis of the data presented in Table 7.38 proved the existence of five main categories, as shown in Table 7.39 below.

Table 7.39

Distribution of Fluency and Coherence Scores in the Post-test

Scores	Post-test			
	EG		CG	
	Frequency	%	Frequency	%
3	0	0	2	8.69
4-5	5	21.73	14	60.86
6-7	12	52.17	5	21.73
8	5	21.73	2	8.69
9	1	4.34	0	0
N	23	100	23	100

Table 6.39 indicated that two new categories appeared in the EG in the post-test; these refer to students with excellent and perfect levels in fluency and coherence, which did not exist at all in the pre-test. 5 students (21.73%) obtained an excellent level, and 1 student (4.34%) reached a perfect level; that is to say, they were able to speak at length about the topics at hand with almost no hesitation and self-correction, and they used plenty of transitions to link their ideas and make them more coherent and logical. More than half of the EG subjects (52.17%) reached good and very good levels. These participants could also speak at ease although they occasionally manifested signs of hesitation and self-correction. Students with average and above-average abilities showed themselves with 21.73%, and low-achieving participants did not appear in the EG (0%). It is worth noting that the majority of the experimental group (78.24%) represented the students whose levels were good, very good, excellent and perfect against the average and above-average performers with 21.73%.

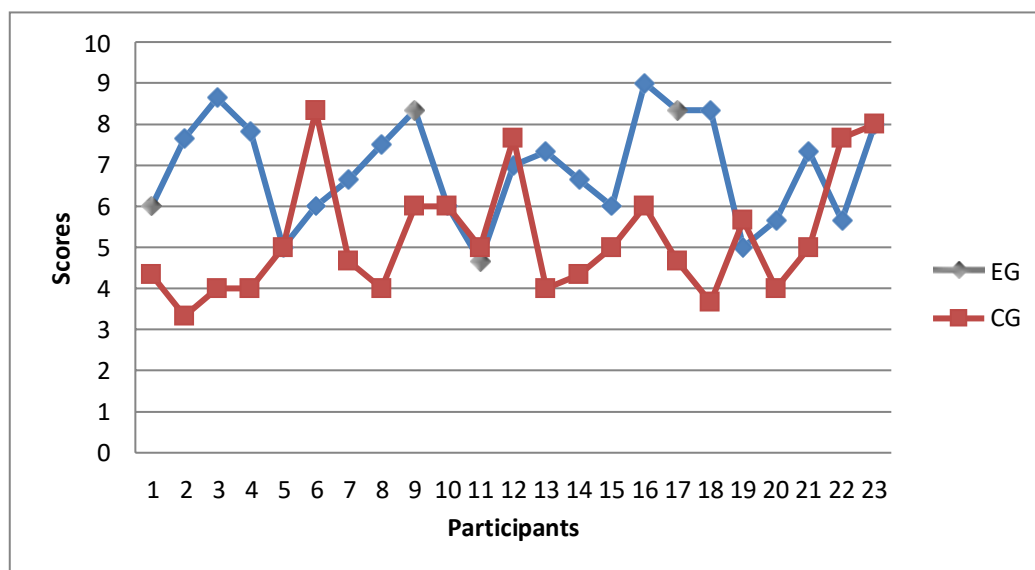
Regarding the control group, the category of achievers of average or above-average abilities got the lion's share with 60.86%, and the good and very good performers received 21.73%. The class of excellent achievers got 8.69%, a percentage similar to the one obtained in the pre-test. Subjects with poor performance had 8.69%. No participant was perfect in fluency and coherence. It is important to mention that even though low-achieving students decreased in number in the post-test compared to the pre-test (2vs8) to reach the average and above-average levels, the number of good and very good students witnessed a slight increase from 17.39 % to 21.73% while the number of the excellent learners remained the same in the pre-and post-tests (4 students represented by 8.69%).

The most important conclusion that could be drawn here is that adopting ISA enabled the EG participants to move beyond the average level to reach the good, very good, excellent, and even the perfect level regarding fluency and coherence. However, the SSA helped the CG poor

achievers to move to the average level without improving the level of the competent ones to reach the perfect level.

Figure 7.9

Difference in Fluency and Coherence Gains between the ISA Group and the SSA Group in the Post-test



The difference between the EG and the CG post-test performances concerning fluency and coherence is illustrated in Figure 7.9, which clearly demonstrates that the two lines of the graph were not close to each other and crossed each other on a few occasions only. It also shows that the lowest score is close to 5 in the EG and to 3 in the CG. The majority of the EG scores are situated between 6 and 8, whereas the majority of the CG scores are concentrated between 4 and 6.

To evaluate the learners' fluency and coherence, consideration of their abilities to avoid silence and hesitation, speak at length, and use words to connect ideas is necessary.

7.1.3.1.1 Avoiding Silence and Hesitation

With regard to the first feature of fluency and coherence, avoiding silence and hesitation, we remarked that the participants of the EG, introduced to the integrated-skill instruction, performed better than their counterparts in the control group, receiving the segregated-skill teaching. As indicated in Table 7.40, the former scored 2.47/3 and minimised hesitation in their speeches compared to the CG subjects who obtained 1.76/3. This means that they still show signs of self-correction, repetition of words, and hesitation.

Table 7.40

The Means of Silence and Hesitation Avoidance in the Post-test

Participants	EG	CG
N	23	23
Mean	2.47	1.76

Table 7.41

Comparison of the Scores of Silence and Hesitation Avoidance in the Pre- and Post-tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Rarely avoid hesitation a little (1/3)	1- 1.66	11	47.82	1	4.34	13	56.52	12	52.17
Sometimes avoids hesitation (2/3)	2-2.33	12	52.17	16	69.56	8	34.78	10	43.47
Always avoids Hesitation (3/3)	3	0	0	6	26.08	2	8.69	1	4.34

According to Table 7.41, a new category emerged in the post-test, representing 26.08% of the EG. It did not exist in the pre-test, and it included participants who succeeded in speaking without hesitation, self-correction, or repetition. This class was already found in the CG with 8.69% in the pre-test but decreased to 4.34% in the post-test. The greatest portion of the

experimental group (69.56%) consisted of the learners whose deliveries contained very few hesitations, while this class consisted of 43.47% of the control group. It is worth noting that more than half of the CG (52.17%) included subjects of above-average level who were slower and more hesitant while talking. One student only represented this category (4.34%) in EG in the post-test compared to 47.82% in the pre-test. It is also essential to state that the SSA group witnessed a trivial decrease in the number of low-achieving students in the post-test, 52.17%, compared to the pre-test, 56.52%. The class of students who showed less hesitation also saw a small increase from 34.78% in the pre-test to 43.47% in the post-test.

We can conclude that ISA assisted the learners to reduce silence and hesitation more than SSA did. Yet, the SSA led to a little progress. One explanation of this fact may be that students in the EG received intensive training in the 3/2/1 technique, the main objective of which was to push the students to speak beyond their normal speed. This, indeed, helped them reduce hesitation, self-correction, and repetition of words.

7.1.3.1.2 Speaking at Length on Each Topic

Speaking at length on each topic is the second element of fluency and coherence. On the whole, Table 7.42 indicated that the experimental and control groups scored the means 2.66/3 and 1.96/3, respectively. This means that the former is better than the latter since the obtained mean (2.66) is close to the top score 3/3.

Table 7.42

The Means of Speaking at Length in the Post-test

Participants	EG	CG
N	23	23
Mean	2.66	1.96

A thorough analysis of the obtained scores revealed the existence of the following categories in both groups:

Table: 7.43

Comparison of Speaking at Length Scores in the Pre and Post-tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Speaks at length on each topic a little (1/3)	1- 1.66	7	30.43	1	3.34	11	47.82	8	34.78
Sometimes speaks at length on each topic (2/3)	2-2.33	12	52.17	8	34.78	8	34.78	13	56.52
Always speaks at length on each topic (3/3)	3	4	17.39	14	60.86	4	17.39	2	8.69

According to Table 7.43, the greatest portion of the EG participants (60.86%) got 3/3. They were able ‘to speak at length constantly’ on the topics at hand, providing essential information without showing stops or breaks in the flow of ideas. This category was represented by 2 participants (8.69%) in the control group. Even though this class of subjects witnessed equal percentages in both groups in the pre-test (17.39%), it increased to 60.86% in the EG but decreased to 8.39% in the CG in the post-test; that is to say, 2 subjects, in the CG, stepped backward in the post-test.

34.78% of the EG were the students who ‘sometimes spoke at length on each topic’ compared to 56.52% of the control group. This category decreased in the experimental group from 52.17% in the pre-test to 34.78% in the post-test because 17.39% of the participants joined the superior category of those who could speak continually. Furthermore, the same category of students increased in the control group from 34.78% in the pre-test to 56.52 in the post-test, as 21.74% among the struggling speakers whose discontinuous speech and stops were very noticeable

while talking joined the participants who sometimes marked breaks in the flow of information while speaking.

The last group, comprising the struggling participants who 'spoke at length on each topic a little', constituted only 4.34% of the EG against 34.78% of the CG. This percentage marked a decrease in the control group from 47.82% in the pre-test to 34.78%, whereas it declined in the EG, from 30.43% in the pre-test to 3.34% in the post-test (10 times less).

Hence, concerning speaking at length on each topic, we can conclude that the CG under the SSA witnessed a slight increase that affected the struggling subjects only, without helping the efficient ones to maintain their good level. However, ISA led to better results for the three categories of the EG. This notable progress reached the competent students (43.47% increase) as well as the struggling ones (26.09% progress).

This was mainly the fruit of the integrated-skill tasks, which engaged the learners to deal with the different topics by combining the macro and micro skills and also by engaging them in the 3/2/1 activity to enhance their fluency by pushing them beyond their normal speaking speed and encouraging them to speak at length and control the content of their oral productions.

As far as speaking at length on the provided topics is concerned, it was evidenced from the previous analysis that ISA helped the participants improve their levels. This was apparent in the decrease in the percentage of low-achieving and average-level subjects (from 30.43 to 4.34) in the pre- and post-tests, respectively (progress=26.09%). In addition, the percentage of the very good achievers increased from 17.39 to 60.86%. This remarkable development (43.47% increase) may be attributed mainly to the integrated-skill tasks that encouraged them to speak at length, especially after gaining a good deal of information about the topics and all the activities the students handled.

Although the students subjected to the SSA did not manifest a similar progress, some of them improved. The number of struggling participants decreased from 11 (47.82%) in the pre-test to 8 (34.78%) in the post-test, and the number of students of above-average level increased from 8 students (34.78%) in the pre-test to 13 students (52.56%) in the post-test. However, the number of subjects whose level was very good declined from 4 (17.39%) in the pre-test to 2 (8.69%) in the post-test. This means that not all competent participants were able to maintain their level.

7.1.3.1.3 Using words to connect ideas

Using words to connect ideas is the final criterion for assessing students' fluency and coherence. As it appears in Table 7.44, the means achieved by the EG and the CG were 2.47/3 and 1.76/3, respectively. This revealed that participants in the former group were better at using transitions to link ideas while speaking than their counterparts in the latter.

Table 7.44

Means of Using Transitions to Connect Ideas in the Post-test

Participants	EG	CG
N	23	23
Mean	2.47	1.76

Table 7.45

Comparison of the Scores of Transitions Use in the Pre- and Post- tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Never use words to link ideas (0/3)	0	5	21.73	0	0	0	0	0	0
Rarely Use words to Link Ideas(1/3)	1- 1.66	12	52.17	9	39.13	17	73.91	17	73.91
Sometimes use words to link ideas (2/3)	2-2.33	6	26.08	12	52.17	5	21.73	5	21.73
Always use words to link ideas(3/3)	3	0	0	2	8.69	1	4.34	1	4.34

Referring to using transitions to link ideas while speaking, four categories of participants were distinguished in both experimental and control groups. The first category, not found in the EG in the pre-test, pertains to the 'participants who always use words to link ideas while speaking'. It consisted of 8.69% of the EG and 4.34% of the CG in the post-test. These small portions of speakers used a variety of transitions, coordinating conjunctions, and subordinating conjunctions, such as although, while, however, etc., to connect their thoughts and show coherence in what they intended to say.

The second class is that of the 'participants who sometimes used words to link ideas'. They did not use them on a regular basis but only from time to time. This group formed 26.08% of the EG in the pre-test and doubled in the post-test to cover half of the group (52.17%). It constituted 21.73 % of the control group in the pre-test and remained the same in the post-test.

The third group, representing the 'subjects who rarely use words to link ideas', included half of the experimental group (52.17%) in the pre-test and decreased to 39.13% in the post-test, while it took the greatest part of the CG (73.91%) both in the pre-and post-tests. These students occasionally use the coordinating conjunctions 'and' and 'but' to relate ideas.

The fourth and last group of the 'participants who never use words to link ideas' was not found in the control group in either pre- or post-test. It formed 21.73% of the experimental group in the pre-test and disappeared in the post-test (0%).

With respect to the EG who received the ISA instruction, it is important to state that we noticed that the improvement in using words to link ideas touched the four categories of the experimental group, leading to a gradual and smooth movement among them. This is clearly remarked in the disappearance of the very poor achievers in the post-test. Furthermore, the subjects with poor abilities, who used linking words occasionally, joined the subsequent class

of speakers (who sometimes employ them); that is why the percentage of this group moved from 26.08% in the pre-test to 52.17% in the post-test. This also led to the appearance of the new category of 'students who consistently use transitions. As far as the control group is concerned, it is worth noting that subjects in the aforementioned four categories did not witness any progress since they preserved the same level prior to and after the intervention.

7.1.3.1.4 The t-Test for Fluency and Coherence Results in the Post-test

The F statistic has been calculated first.

Null Hypothesis

There is no significant difference between the experimental and control groups' variance. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The variance of the experimental group is greater than that of the control group. That is to say,

$$H_0 : \bar{X}_E \geq \bar{X}_C$$

Table 7.46

Fluency and Coherence F-Test Analysis in the Post-test

Groups	N	Mean Difference	DF	Statistic F	Critical F	P	Sig
Experimental	23	1.61	44	0.75	0.48	0.25	0.05
Control		2.14					

Statistical Conclusion

Given that the value of the calculated f is higher than the tabulated f ($0.75 > 0.48$), we reject the null hypothesis. So, we assume that the two treatment groups are of unequal variance; therefore, the type of t-test to be run is the t-test for unequal variance.

Pedagogical Conclusion

The t-Test

Null Hypothesis

There is no significant difference between fluency and coherence means for the experimental and control groups. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The experimental group's fluency and coherence mean is higher than that of the control group. That is to say, $H_0 : \bar{X}_E > \bar{X}_C$

Table 7.47

Fluency and Coherence t-test Analysis in the Post-test

Groups	N	Mean Difference	DF	Statistic T	Critical T	P	Sig
EG	23	1.61	44	4.11	1.68	8,3416E-05	0.05
CG		2.14					

Statistical Conclusion

With our directional hypothesis, we predicted that the mean of fluency and coherence of the experimental group would be higher than that of the control group. At 0.05 level of significance, with 44 degrees of freedom, the critical value for the t obtained is 4.11. Because the calculated t value exceeds the tabulated t ($4.11 > 1.68$), we reject the null hypothesis. Therefore, the difference between the two means of fluency and coherence in the post-test for the control and experimental groups is significant.

Pedagogical Conclusion

In this empirical study, the implementation of ISA provided promising results in improving students' abilities to produce fluent and coherent oral productions. Consequently, the hypothesis

which speculates that the integrated-skill approach is more effective than the segregated-skill one in helping first-year students at the Department of Letters and the English Language, Frères Mentouri Constantine1 University, to improve their speaking fluency and coherence (avoiding silence and hesitation, speaking at length, and using words to connect ideas) is corroborated.

7.1.3.2 Lexical Resource

Using a rich repertoire is also a significant sign of students' speaking efficiency. To have a rich lexical resort, speakers are required to use a wide range of vocabulary, make idioms and collocations part of their everyday language, and be able to paraphrase what they say to make their thoughts more accessible.

Table 7.48

The Means of Lexical Resource in the Post-test

Participants	Lexical Resource	
	EG	CG
1	4.32	3.66
2	7	1.33
3	7.33	4
4	7.65	2.66
5	4.65	3.66
6	4.65	6
7	6.30	2
8	6	3
9	7	3.33
10	4.33	4
11	4	3.66
12	4.66	6
13	7.33	2.33
14	6	3.66
15	3.66	3.66
16	7	4.66
17	6	3
18	4.66	2
19	4	4.33
20	4.66	2.33
21	5.33	4.33
22	4.33	5.66
23	6	5.33
23	126.86/23 = 5.51	84.59/23 = 3.67

Concerning students' lexical resource, Table 7.48 illustrates that the EG performed better (above-average level with a mean of 5.51) than the control group (below-average level with a mean of 3.67). Comparing the means obtained by EG and CG in the pre-test, 3.44 and 3.27, respectively, it is noted that the former has made progress while the latter has not.

The scores of the EG fell between 3.66 and 7.65 against 1.66 and 6 in the pre-test, and those of the CG ranged between 1.33 and 6 against 1 and 5.66 in the pre-test. It could be remarked that the level of EG improved after the treatment while the level of the control group witnessed a trivial improvement, although both groups had almost the same level prior to the intervention, which may hint that it was the intervention that brought about this change.

Table 7.49

Distribution of the Scores of Lexical Resource in the Post-test

Scores	Post-test			
	EG		CG	
	Frequency	%	Frequency	%
1-3	0	0	6	26.08
3	1	4.34	8	34.78
4-5	11	47.82	7	30.43
6-7	11	47.82	2	8.69
N	23	100	23	100

According to these results, the experimental and control group participants belonged to one of four categories:

- The experimental group was nearly divided into two halves: Approximately one-half (47.82%) of participants of good or very good levels (against 8.69% of the control group); that is to say, they had a rich repertoire and paraphrased their ideas appropriately but could integrate idioms in their speaking to a very limited extent. The other half (47.82%) entailed the subjects of average or above-average level (against 30.43% of the

control group). They had a limited vocabulary stock, limited paraphrasing abilities, and failed at using idioms and collocations.

- Only one student (4.34%) scored below the average and struggled while talking because of serious weaknesses related to vocabulary range (against 34.78% of the control group).
- No participant (0) had very poor abilities in the EG (against 26.08% of the CG).

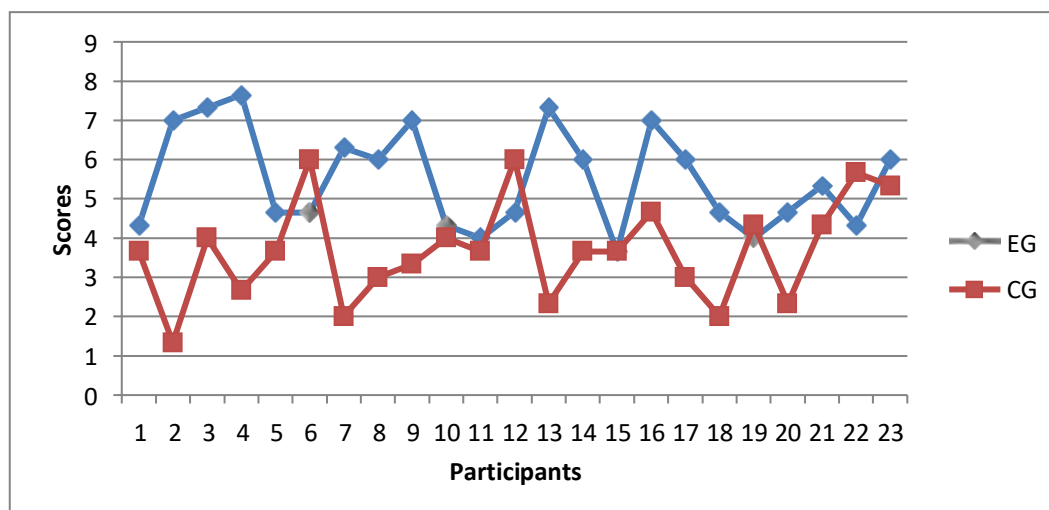
To sum up, it is important to note that 95.64% of the experimental group consisted of students with average, above-average, good, and very good abilities (against 39.12% of the control group) and 4.39% of below average (against 60.86% of the CG).

Taking the results of the CG into consideration, subjects were placed under one of four classes:

- Only two students (8.69%) proved to have good and very good levels in vocabulary.
- 30.43% represented subjects with average and above-average abilities.
- 34.78% and 26.08% consisted of students with below-average and very poor abilities, respectively. This means that 60.86% of the control group were students with major difficulties with regard to lexis and paraphrase abilities.

Figure 7.10

Difference in Lexical Resource Gains between the ISA Group and the SSA Group in the Post-test



A clearer image of what has been said before is displayed in Figure 7.10 above, where the difference between the EG and CG is shown in the dispersion between the red and blue lines. The lower score in the control group, represented by the red line, is near 1, and the higher score is nearly 6, while in the experimental group, represented by the blue line, the lower scores were approximately 4, whereas the higher ones are close to 8.

To evaluate the learners' lexical resource, we have to take into account learners' abilities to use a wide range of vocabulary, including idioms and collocation in their speeches and paraphrasing them.

7.1.3.2.1 Using a Wide Range of Vocabulary

Using a wide range of vocabulary is paramount in deciding on a speaker's rich vocabulary repertoire and, ultimately, on his overall speaking proficiency. Having a large stock of words enables the speaker to convey his message easily and prevents communication breakdowns.

The results presented in Table 7.50 showed that the EG subjects outperformed the control group since they achieved a mean of 2.59/3, which is a very good level (against 1.76 for the CG, an above-the average level). It goes without saying that receiving the integrated-skill treatment assisted the experimental group subjects in enlarging their vocabulary span (2.59 against 1.60 in the pre-test). However, the control group who received a segregated skill teaching preserved almost the same level they had prior to the treatment (1.67 vs 1.76).

Table 7.50

The Means of Using a Wide Range of Vocabulary in the Post-test

Participants	EG	CG
N	23	23
Mean	2.59	1.76

Table 7.51

Distribution of the Scores of Using a Wide Range of Vocabulary in the Post-test

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Use a very limited range of vocabulary (1/3)	1- 1.66	12	52.17	0	0	12	52.17	13	56.52
Use a variety of vocabulary to an acceptable extent (2/3)	2-2.66	10	43.47	13	56.52	10	43.47	8	34.78
Use a wide range of vocabulary (3/3)	3	1	4.34	10	43.47	1	4.34	2	8.69

At first glance, Table 7.51 reveals that the EG and CG were divided into three categories, and each category included the same number of participants in the pre-test, which, coupled with their approximate means (1.60 & 1.67), demonstrated their identical levels before the treatment. These categories were the following:

- The class of struggling participants, who 'used a very limited range of vocabulary', was not found in the EG (0) although it included more than half of the sample (52.17%) in the pre-test. However, the percentage of students with vocabulary difficulties even increased in the CG in the post-test (by 4.34%)
- The class of participants who 'varied their vocabulary to a certain extent' increased slightly in the experimental group since 10% of the group of struggling students joined the class of students whose vocabulary store was a little bit larger. 10% of the control group subjects stepped backwards in the post-test because the percentage of participants decreased (from 43.47% to 34.78%), and the category of the struggling subjects increased (from 52.17% to 56.52%).

- The last category of the students who ‘used a wide range of vocabulary’ jumped from 4.43% in the EG in the pre-test to 43.47% (ten times better) in the post-test, while it shifted from 4.34% to 8.69% in the control group.

It is worth noting that the ISA group outperformed the SSA one. The latter regressed in the post-test except for the competent student, who marked a slight improvement (4.34% to 8.69%).

7.1.3.2.2 Using Idioms and Collocations

Table 7.52

Means of Idioms in the Post-test

Participants	EG	CG
N	23	23
Mean	0.50	0.014

Table 7.52 illustrates that the participants struggled with idiomatic expressions and collocations in the post-test, which is revealed in the poor results they obtained: 0.50/3 for the experimental group and 0.014/3 for the control group. Although the ISA group participants went through idioms and collocations and incorporated them in the role-plays they performed, probably because they memorised the dialogues, they were not able to use them spontaneously in their speeches in the post-test.

Table 7.53

Distribution of the Scores of Idioms in the Post-test

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Never or rarely use idioms or collocations (0/3)	0-0.66	23	100	17	73.91	23	100	23	100
use a very limited range of idioms or collocations (1/3)	1- 1.66	0	0	6	26.08	0	0	0	0

Table 7.53 illustrates two main categories of students in both groups: those who seldom or never used idioms or collocations (scoring 0-0.66/3), and those who used them to a limited extent (scoring 1-1.66/3). The CG results in the pre- and post-tests were identical since 100% never or rarely utilised idioms or collocations when they spoke. In the post-test, the EG witnessed a mediocre improvement since 73.91% 'never or rarely' used idioms and collocation (against 100% in the pre-test). So, 26.08% were able to use idioms, even if restrictively.

Although the integration of idioms and collocations into one's oral communication is a sign of natural speech and advanced speaking proficiency, it is worth emphasising that it is too tricky for EFL learners to use them frequently or to reach the native speakers' level. This is simply because the natives' speech is naturally based on idioms and phrasal verbs and also because idioms are culture-dependent, which requires more effort and concentration on the part of foreign speakers to understand or deliver them. It is worth mentioning that even the participants who reached Band 8 with a very good accent incorporated only a few idioms and collocations because speaking is instant, and it is tough to integrate them spontaneously as native speakers do. Idioms and collocations require explicit instruction over extended periods with ample opportunities for practice and rehearsal.

7.1.3.2.3 Paraphrasing

Table 7.54

Paraphrasing Means in the Post-test

Participants	EG	CG
N	23	23
Mean	2.37	1.81

As far as paraphrasing or being able to explain what someone intends to say or rephrase it, it is clear from Table 7.54 that the EG surpassed the CG, with the mean 2.37/3 against 1.81/3.

Table 7.55

Comparison of Paraphrasing Scores in the Pre- and Post-tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Never or almost never paraphrase (0/3)	0-0.66	2	8.69	0	0	1	4.34	1	3.34
Rarely use paraphrasing(1/3)	1- 1.66	6	26.08	5	21.73	13	56.52	9	39.13
Sometimes paraphrase (2/3)	2-2.66	15	65.21	9	39.13	7	30.43	9	39.13
Always paraphrase(3/3)	3	0	0	9	39.13	2	8.69	4	17.39

Table 7.55 displays three classes of participants in the ISA group and four in the SSA group in the post-test. As far as the former is concerned, the category of the learners who ‘did not paraphrase their ideas’ disappeared in the post-test (0% vs 8.69% in the pre-test), and those who rarely expressed their ideas differently slightly decreased (from 26.08% in the pre-test to 21.73% in the post-test). The participants who restated their ideas every now and then decreased (from 65.21% to 39.13%), and a new category of those who 'rephrase their deliveries constantly, which did not exist at all in the pre-test, occurred with 39.13%.

These classes witnessed a slight improvement in the SSA group, with almost no progress reaching the participants who never reword their utterances (4.34% $\approx$ 3.34%), a small decrease of those who 'rarely paraphrase' (from 56.52% in the pre-test to 39,13% in the post-test), and a moderate improvement touching those who sometimes express their thought differently (from 30.43% to 39.13%), and those who did it constantly (from 8.69% to 17.39%).

It is noteworthy that the SSA witnessed a mediocre improvement, reaching only some of the categories of learners, especially the poor ones. Their counterparts in the ISA group, however, performed better results, touching all the learners without exception. We can mention here the improvement reaching the new appearing category of learners who showed abilities of

constant paraphrasing of their ideas. These participants improved considerably, moving from 0 % in the pre-test to 39.13% in the post-test.

7.1.3.2.4 The t-Test for Lexical Resource in the Post-test

Null Hypothesis

There is no significant difference between the experimental and control groups' variance. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The variance of the experimental group is greater than that of the control group. That is to say,

$$H_0 : \bar{X}_E \geq \bar{X}_C$$

Table 7.56

Lexical Resource F-Test Analysis in the Post-test

Groups	N	Mean Difference	DF	Statistic F	Critical F	P	Sig
Experimental	23	1.60	21	0.97	0.48	0.47	0.05
Control		1.65					

Given that the value of the calculated f is higher than the tabulated f ($0.97 > 0.48$), we reject the null hypothesis. So, we assume that the two treatment groups are of unequal variance; therefore, the type of t-test to be run is the t-test for unequal variance.

The t-Test

Null Hypothesis

There is no significant difference between lexical resource means for the experimental and control groups. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The experimental group's lexical resource mean is higher than that of the control group. That is to say, $H_0 : \bar{X}_E > \bar{X}_C$

Table 7.57

Lexical Resource t-Test Analysis in the Post-test

Groups	N	Mean Difference	DF	Statistic T	Critical T	P	Sig
Experimental	23	1.60	44	4.88	1.68	7,05088E-06	0.05
Control		1.65					

Statistical Conclusion

With our directional hypothesis, we predicted that the mean of lexical resource of the experimental group would be higher than that of the control group. At 0.05 level of significance, with 44 degrees of freedom, the critical value for the t obtained is 4.88. Because the calculated t value exceeds the tabulated t ($4.88 > 1.68$), we reject the null hypothesis. Therefore, the difference between the two means of lexical resource in the post-test for the control and experimental groups is highly significant.

Pedagogical Conclusion

In this empirical study, the implementation of ISA provided better results in improving students' lexical resource than the SSA. Consequently, the hypothesis that speculates that the integrated-skill approach is more effective than the segregated-skill approach in improving the lexical resource of first-year students at Frères Mentouri Constantine1 University is corroborated.

7.1.3.3 Grammatical Range and Accuracy

Table 7.58

Grammatical Range and Accuracy Means in the Post-test

Participants	EG	CG
1	5	3.66
2	9	2.33
3	7	3
4	7.65	3
5	5.31	4.66
6	5	8
7	4.65	3.33
8	6	3.33
9	8.33	5.33
10	5	5
11	4.66	5
12	4.66	7.33
13	7.33	3.33
14	7.33	5.33
15	5.33	5.33
16	9	6
17	8.33	4
18	6	3.33
19	4	6.33
20	5.33	4.66
21	8	5.33
22	5	8
23	8	9
23	145.91/23 = 6.34	114.61/23 = 4.98

Considering the marks obtained by the two groups in the post-test, we can notice that the EG participants obtained marks between 4.65 and 9, while the control group scores ranged between 3 and 9. According to Table 6.59, students in the experimental group performed better than those in the control groups, moving from an average level in the pre-test (4.69/9) to a fairly good level in the post-test (6.34/9), while the controls did not mark any improvement (4.98≈ 4.95).

Table 7.59

Distribution of Grammatical Range and Accuracy Scores in the Post-test

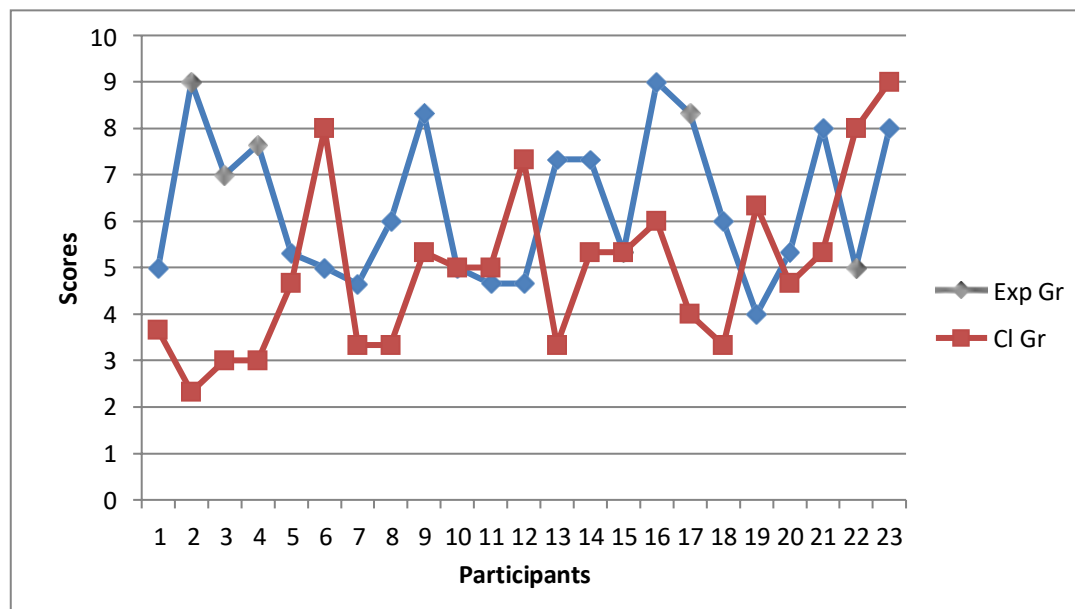
Scores/9	Post-test			
	EG		CG	
	Frequency	%	Frequency	%
1-3	0	0	8	34.78
4-5	11	47.82	9	39.13
6-7	6	26.08	3	13.04
8-9	6	26.08	3	13.04
N	23	100	23	100

Table 7.59 shows clearly that the experimental group witnessed a noticeable improvement at the level of grammar, especially with regard to low-achieving students (below average) who did not appear at all in the post-test (0%); however, a considerable portion of these learners occurred in the control group with 34.78%. As far as learners of average and above-average abilities, they appeared with percentages (47.82% & 39.13%) showing more progress in the experimental group than in the control group. Students who mastered grammar (good, very good and excellent mastery of rules) took equal shares in each group with (13.04%) in the control group and a double of it in the experimental one (26.08%).

This is clearly apparent in Figure 6.11, where the blue line, representing the experimental group, shows that the lower scores are near 5 except for one score, which goes down to line 4. The majority of marks fall between 5 and 8, with the exception of the marks of two participants, who reached the top score of 9/9, showing the ability to produce error-free speeches. On the other hand, the red line referring to the control group reveals that the scores, in general, are confined between 3 and 6, with very few cases reaching 8 and 9.

Figure: 7.11

Difference in Grammatical Resource and Accuracy Gains between the ISA Group and the SSA Group in the Post-test



To evaluate the learners' grammatical range and accuracy, learners' abilities in using complex sentences, avoiding grammatical mistakes, and using a variety of grammatical forms should be taken into account.

7.1.3.3.1 Speaking in Complex Sentences

Table 7.60

The Means of Complex Sentences in the Post-test

Participants	EG	CG
N	23	23
Mean	2.21	1.65

Comparing the learners' ability to use complex sentences in their oral productions, we can remark, from Table 6.60, that the experimental group participants marked 2.21/3, which was not an excellent percentage but still a good one, while their counterparts in the control group achieved an average level 1.65/3.

Comparison of Complex Sentences Scores in the Pre- and Post-tests

Table: 7.61

Comparison of Complex Sentences Scores in the Pre- and Post-tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Rarely use complex sentences (1/3)	1- 1.66	14	60.86	7	30.43	15	65.21	13	56.52
Sometimes use complex sentences (2/3)	2-2.66	8	34.78	9	39.13	7	30.43	9	39.13
use complex sentences (3/3)	3	0	0	7	30.43	1	4.34	1	4.34

Relying on Table 7.61 and comparing the scores distribution of the grammatical range and accuracy between the experimental and control groups in the pre-and post-test, we may notice three main categories in each group. Learners who ‘rarely used complex sentences’ in their talks (they utilised simple sentences joined with simple conjunctions like 'and' and 'but'), those who ‘sometimes used complex sentences’, and ‘those who always did’. On the whole, we can notice a minor change occurring in the control groups' categories in the post-test: from 65.21% to 56.52% in the first category, from 30.43% to 39.13% in the second, and no evolution in the third 4.34% = 4.34%. This illustrates that learners with poor, average, above-average, and those who had good command of complex sentences (the first two categories) witnessed a slight improvement, and the excellent ones (third category) remained the same.

Progress in the experimental group, on the other hand, was considerable in the first class (60.86% vs. 30.43%) and third class (0% vs. 30.43%) and slight in the second one (34.78% vs. 39.13%). This reveals the movement of learners from category 1 to categories 2 and 3 as the percentage of poor achievers decreased to the half, and the one of the excellent test-takers, who got 3/3, increased from 0 % to 30.43% (7 times increase).

7.1.3.3.2 Using a variety of grammatical forms

Table 7.62

Means of Using a Variety of Grammatical Forms in the Post-test

Participants	EG	CG
N	23	23
Mean	2.11	1.53

Using a variety of grammatical structures is another sign of mastering grammar. The EG participants managed to acquire this ability and achieved the mean 2.11 in the post-test compared to their counterparts in the CG, who scored 1.53.

Table 7.63

Comparison of Using a Variety of Grammatical Forms Scores in the Pre-and Post-tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Rarely use a variety of grammatical forms (1/3)	1- 1.66	15	65.21	8	34.78	17	73.91	17	73.91
Sometimes use a variety of grammatical forms (2/3)	2-2.66	8	34.78	9	39.13	5	21.73	3	13.04
Always use a variety of grammatical forms (3/3)	3	0	0	6	26.08	1	4.34	3	13.04

As shown in Table 7.63, with regard to varying grammatical structures in their speeches, the majority of the control group students (73.91%) did not prove having developed this skill in the post-test since the results obtained in the pre-test remained the same. Even those who demonstrated an acceptable level 21.73% diminished to 13.03%. The excellent ones, on the other hand, augmented from 4.34% to 13.04%.

Progress in this ability was more remarkable in the experimental group, especially concerning the poor achieving learners and the excellent ones. The former declined from 65.21% to almost a half (34.78%), while the latter considerably augmented from 0% to 26.08%; in this case, a quarter (25%) of the experimental group improved the ability of constantly diversifying the structures in their oral productions. This ability is another byproduct of the 3/2/1 technique adopted in this study.

7.1.3.3.3 Avoiding grammatical mistakes

Table 7.64

Means of Avoiding Grammatical Mistakes in the Post-test

Participants	EG	CG
N	23	23
Mean/3	2.23	1.82

Avoiding grammatical mistakes is a sign of speakers' mastery of grammatical rules. In this regard, as it can be seen in Table 7.64, the EG performed better than the CG in the post-test, and when comparing these means to the ones obtained in the pre-test (1.86 vs 1.96), it becomes clear that the CG maintained approximately the same level (1.82 vs. 1.96) while the EG made a jump from an above-average level to a good level (1.86 vs. 2.23), if we consider 3/3 the excellent score and 1.5/3 the average one.

Table 7.65

Comparison of Grammatical Mistakes Avoidance Scores in the Pre- and Post-tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Rarely avoid grammatical mistakes (1/3)	1- 1.66	6	26.08	2	8.69	9	39.13	11	47.82
Sometimes avoid grammatical mistakes (2/3)	2-2.66	17	73.91	17	73.91	10	43.47	9	39.13
Always avoid grammatical mistakes (3/3)	3	0	0	4	17.39	4	17.39	3	13.04

Committing grammatical mistakes is a common feature among EFL learners, especially freshmen due to their limited level of proficiency. In this respect, as observed in Table 7.65, as far as the CG is concerned, it has been noted that the portion of the learners, showing grammatical difficulties, even increased in the post-test from 39.13% to 47.82%. Excellent ones dropped from 17.39% to 13.04%, with a slight decrease in the good ones from 43.47% to 39.13%.

On the other hand, the students who did not master grammatical rules decreased in the experimental group in the post-test from 26.08% to 8.69%, and others who were able to develop excellent abilities appeared with (17.39%) although they did not exist at all in the pre-test. Hence, a gradual transition of students from one category to another was perceived as poor achieving, and average-level learners managed to join the good ones.

This progress did not come from scratch; it may be attributed to the integrated approach language-focused learning, information gap, role-plays, and more specifically to the 3/2/1 technique, which assists the learners in improving their fluency, minimise grammatical errors, and controlling the content, as it has been proven by the research realised by the researcher herself in this regard in 2016.

7.1.3.3.4 The t-Test for the Grammatical Range and Accuracy in the Post-test

We need to calculate the F statistic, first.

Table 7.66

Grammatical Range and Accuracy F-Test Analysis in the Post-test

Groups	N	variance	DF	Statistic F	Critical F	P	Sig
Experimental	23	2.55	21	0.78	0.48	0.28	0.05
Control		3.26					

Statistical Conclusion

Because the value of the calculated f is higher than the tabulated f ($0.78 > 0.48$), the null hypothesis is rejected. Thus, we assume that the two treatment groups are of unequal variance, so the type of t-test to be run is the t-test for unequal variance.

t-Test for Grammatical Range and Accuracy

Null Hypothesis

There is no significant difference between grammatical range and accuracy means for the experimental and control groups. That is to say, $H_0: \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The experimental group's grammatical range and accuracy mean is higher than that of the control group. That is to say, $H_0: \bar{X}_E > \bar{X}_C$

Table:7.67

Grammatical Range and Accuracy t-Test Analysis in the Post-test

Groups	N	Mean Difference	DF	Statistic T	Critical T	P	Sig
Experimental	23	2.55	44	2.70	1.68	0,00484614	0.05
Control		3.26					

Statistical Conclusion

With our directional hypothesis, we predicted that the mean of grammatical range and accuracy of the experimental group would be higher than that of the control group. At 0.05 level of significance, with 44 degrees of freedom, the value for the t obtained is 2.70. Because the calculated t value exceeds the tabulated t ($2.70 > 1.68$), we reject the null hypothesis. Therefore, the difference between the two grammatical ranges and accuracy means in the post-test for the control and experimental groups is significant.

Pedagogical Conclusion

In this empirical study, the implementation of the integrated-skill approach provides good results in improving students' grammatical range and accuracy better than the segregated-skill approach. Consequently, the hypothesis speculating that the integrated-skill approach is more effective than the segregated-skill approach in improving first-year students' grammatical range and accuracy at the Department of Letters and the English Language, Frères Mentouri Constantine1 University is corroborated.

7.1.3.4 Pronunciation

Table 7.68

Means of Pronunciation Scores in the Post-test

Participants	Experimental Group Posttest	Control Group Posttest
1	4	4
2	7	4
3	6	4
4	6	3
5	4	4
6	4	6
7	5	4
8	7	4
9	6	4
10	6	5
11	4	4
12	5	5
13	5	4
14	6	4
15	5	4
16	7	4
17	5	4
18	6	3
19	4	5
20	5	4
21	6	4
22	5	7
23	6	7
N = 23	124/23 = 5.39	101/23 = 4.39

Pronunciation is a fundamental factor of speaking proficiency, which comes at the forefront of the other components; its mastery requires a long time and tremendous efforts on behalf of the teacher and learners, however. As clearly shown in Table 7.68, the participants in the control group maintained the same below-average pronunciation level in the post-and pre-tests (4.39≈4.30), whereas the experimental group students witnessed a slight improvement to reach the above-average level (5.39 vs 4.17).

Table 7.69

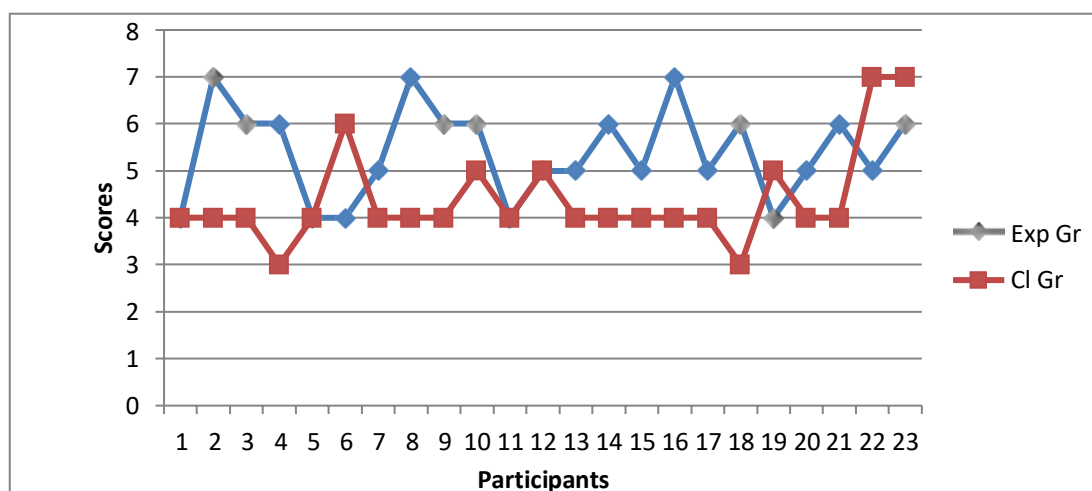
Distribution of Pronunciation Scores in the Post-test

Scores/9	Post-test			
	Experimental Group		Control Group	
	Frequency	%	Frequency	%
1-3	0	0	2	8.69
4-5	12	52.17	18	78.26
6-7	11	47.82	3	13.04
8-9	0	0	0	0
N	23	100	23	100

Table 7.69 illustrates learners' overall pronunciation abilities, taking into account words' correct pronunciation, connected speech, and intonation. The lion's share of the control group (78.26%) belonged to the learners of average and above-average pronunciation aptitude. 8.69% represented learners with pronunciation difficulties, and 13.04% were of good and very good abilities. The treatment group, however, was divided into two approximate halves: average and above-average level students (52.17%) and good and very good ones (47.82%). It is noteworthy that even though poor achievers were not part of the experimental group in the post-test (0%), and in spite of the fact that nearly half of the group revealed good articulation of sounds, no one (0%) managed to reach an excellent or native-like pronunciation. This improvement is clearly seen in Figure 7.12 below:

Figure: 7.12

Difference in Pronunciation Gains between the ISA Group and the SSA Group in the Post-test



The difference between the pronunciation levels in the two groups is apparent in the graph by the distancing of the two curves from each other; only in a few cases did the two lines meet when students exhibited equal levels. The red curve referring to the control group is restricted between the scores 3 and 4, and the majority of the experimental group, represented by the blue line, is confined between the marks 4 and 6, with very few reaching the score 7.

To evaluate the learners' pronunciation, correct articulation of words, appropriate connection of sounds, and intonation variation should be analysed.

7.1.3.4.1 Accurate Pronunciation of Words

Table 7.70

Means of Correct Word Pronunciation in the Post-test

Participants	EG	CG
N	23	23
Mean	2.04	1.95

The means obtained by the CG and EG in the post-test, as seen in Table 7.70, were approximate (1.95≈2.04) as the former realised a level above the average, whereas the latter achieved a fairly good level, considering 3/3 as the top level.

Table: 7.71

Distribution of Correct Word Pronunciation Scores in the Post-test

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Rarely pronounce words accurately (1/3)	1- 1.66	22	95.65	13	56.52	21	91.30	21	91.30
Sometimes pronounce words accurately (2/3)	2-2.66	1	4.34	10	43.47	2	8.69	2	8.69
Always pronounce words accurately (3/3)	3	0	0	0	0	0	0	0	0

Before embarking on the treatment, the great majority of the two study groups (95.65% in the EG and 91.30% in the CG) included equal portions of students manifesting poor and average word pronunciation levels, with only a minority of proficient learners (4.34%) in EG and (8.69%) in the CG. After the experiment, the percentage of the below-average learners dropped to 56.52% in the EG, and the learners with good pronunciation increased from 4.34% to reach 43.47%. However, these two categories of learners maintained the same percentage in the CG, not realising any improvement. No participant in either group reached an outstanding pronunciation or scored 3/3 in the pre-and post-tests.

7.1.3.4.2 Joining Sounds Together

Table 7.72

Means of Joining Words in the Post-test

Participants	EG	CG
N	23	23
Mean	1.85	1.17

As mentioned in Table 7.72 above, the experimental group realised mediocre gains with a mean above average of 1.85 (against 1.17 in the pre-test), while the control group fulfilled poor results with a mean of 1.17 (against 1.26 in the pre-test).

Table 7.73

Comparison of Joining Words Scores in the Pre-and Post-tests

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Rarely use features of connected speech (1/3)	1- 1.66	19	82.60	6	26.08	18	78.26	17	73.91
Sometimes use features of connected speech (2/3)	2-2.66	4	17.39	17	73.91	5	21.73	6	26.08
Always use features of connected speech (3/3)	3	0	0	0	0	0	0	0	0

Two main classes of learners are shown in Table 7.73: learners who faced difficulties in relating words together, and those who sometimes connected words correctly. The first category constituted the majority of both study groups in the pre-test, with 82.60% in the EG and 78.26% in the CG. This shows the serious problems learners faced in connecting words together. This category decreased considerably in the former group (to 26.08%) and slightly in the latter (to 73.91%). The second category, on the other hand, improved markedly to reach 73.91% in the EG and a little in the CG 26.08%.

7.1.3.4.3 Varying Intonation

Table: 7.74

Means of Intonation in the Post-test

Participants	EG	CG
N	23	23
Mean	1.47	1.04

Intonation, being the second feature to consider in evaluating learners' pronunciation, also witnessed a mediocre improvement in the EG and no amelioration at all in the CG, as both groups achieved the means 1.47 and 1.04 in the post-test against 1 and 1.08 in the per-test,

respectively. Hence, the experimental group made a small leap from a level below the average to the medium level ($1.47 \neq 1$); however, the control group remained almost stable ($1.08 \approx 1.04$).

Table: 7.75

Distribution of Intonation Scores in the Post-test

Criteria	Scores	EG				CG			
		Pre-test		Post-test		Pre-test		Post-test	
		N	%	N	%	N	%	N	%
Rarely vary intonation (1/3)	1- 1.66	19	82.60	6	26.08	18	78.26	17	73.91
Sometimes vary intonation (2/3)	2-2.66	4	17.39	16	69.56	5	21.73	6	26.08
Always vary Intonation (3/3)	3	0	0	1	4.34	0	0	0	0

As far as the distribution of intonation scores in the study groups is concerned, three categories of speakers appeared in Table 7.75 as follows:

- The students who ‘rarely vary intonation’ constituted the big majority in both groups in the pre-test, with 82.60% in the EG and 78.26% in the CG. The portion of these learners dropped to 26.08% in the former and marked a slight decrease in the latter (73.91%).
- The learners who ‘sometimes vary intonation’ increased from 17.39% to 69.56% (4 times increase) in the experimental group and from 21.73% to 26.08% in the control group.
- The students who ‘always vary intonation’ witnessed a trivial increase from 0% to 4.34% in the treatment group and no development at all in the control group (0=0).

In a nutshell, the treatment group participants realised a moderate improvement with regard pronunciation, as this is a laborious skill requiring intensive practice and considerable effort to get right. Although learners revealed good signs of word pronunciation owing to the fact that they spend more time watching English and American movies, listening to English songs and even chatting with native speakers; when it comes to connected speech and intonation, they

exhibited severe difficulties in the pre-test and the improvement was mediocre in the post-test because these two features require intensive practice and considerable efforts. They even require immersing learners into a native context to learn the appropriate application of intonation and connected speech features. That is why we can consider them as long-term goals that require considerable exertion and specific circumstances to be realised, as compared to the other components of speaking proficiency, namely grammar, vocabulary, and fluency, which can be set as short-term objectives.

7.1.3.4.4 The t-Test for Pronunciation in the Post-test

Null Hypothesis

There is no significant difference between pronunciation means for the experimental and control groups. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The experimental group's pronunciation mean is higher than that of the control group. That is to say, $H_0 : \bar{X}_E > \bar{X}_C$

The F-Test Analysis

Table: 7.76

Intonation F-Test Analysis in the Post-test

Groups	N	Variance	DF	Statistic F	Critical F	P	Sig
Experimental	23	0.92	21	0.83	0.47	0.34	0.05
Control		1.11					

Null Hypothesis

There is no significant difference between the experimental and control groups' variance. That is to say, $H_0 : \bar{X}_E = \bar{X}_C$

Alternative Hypothesis

The variance of the experimental group is greater than that of the control group. That is to say,

$$H_0: \bar{X}_E \geq \bar{X}_C$$

Statistical conclusion

Given that the value of the calculated f is higher than the tabulated f ($0.83 > 0.48$), we reject the null hypothesis. So, we assume that the two treatment groups are of unequal variance; therefore, the type of t-test to be run is the t-test for unequal variance.

Table: 7.77

Intonation t-Test Analysis in the Post-test

Groups	N	Variance	DF	Statistic T	Critical T	P	Sig
Experimental	23	0.92	21	3.43	1.68	0,00067126	0.05
Control		1.11					

Statistical Conclusion

With our directional hypothesis, we predicted that the mean of pronunciation of the experimental group would be higher than that of the control group. At 0.05 level of significance, with 44 degrees of freedom, the value for the t obtained is 3.43. Because the value of our calculated t exceeds the tabulated t ($3.43 > 1.68$), we reject the null hypothesis. Therefore, the difference between the two pronunciation means in the post-test for the control and experimental groups is significant.

Pedagogical Conclusion

In this empirical study, implementing the integrated-skill approach provided better results in improving students' pronunciation than the segregated-skill approach. Consequently, the hypothesis, which speculates that the integrated-skill approach is more effective than the

segregated-skill approach in improving the pronunciation of first-year students at the Department of Letters and the English Language, Freres Mentouri Constantine1 University, is corroborated.

7.1.4 Overall Discussion of the Findings of the Experiment

After a thorough analysis of the results of the two study groups before and after the experiment, a summary of the outstanding results about learners' speaking proficiency and its components is provided next.

7.1.4.1 Speaking Proficiency

The analysis of the learners' results pertinent to speaking proficiency as a whole as well as its components (fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation), brought about the following findings:

The Control Group

- A mediocre decrease in the percentage of low-achieving speakers (30.43% in the post-test vs. 39.13% in the pre-test)
- A slight increase in the percentage of average and above-average level students (52.17% vs. 43.47% in the pre-test)
- The good and very good speakers remained stable: none of them attained excellent speaking proficiency (17.38% in the pre-and post-test).

The Experimental group

- The poor speakers' category disappeared in the post-test (0%).
- Average and above-average level speakers' percentage decreased from 69.55% to 43.47%.
- Good and very good speakers category made a big leap from 4.43% in the pre-test to 47.82% in the post-test (approximately half of the sample and 12 times better than the pre-test).
- The appearance of the category of 'excellent speakers, not found in the pre-test, with 8.69%

Thus, it can be noticed that a tangible progress touched all ISA group categories without exception, with the dispersal of below-average learners across upper categories and the appearance of excellent ones. However, a modest improvement characterised the control group, affecting the poor, average, and above-average students but not the competent ones. As a matter of fact, ISA proved to be more fruitful than the SSA regarding speaking proficiency enhancement.

7.1.4.2 Speaking Proficiency Components

Considering each of the four speaking proficiency components, we reached the following results.

7.1.4.2.1 Fluency and Coherence

Fluency and coherence post-test results are summarised as follows.

The Control Group

- The subjects witnessed a mediocre improvement, moving from an average level (4.93) in the pre-test to an above-average level (5.22) in the post-test.
- Subjects with poor performance constituted 8.69% in the post-test.
- Learners of average and above-average abilities got the lion's share with 60.86%.
- Good and very good performers were represented by 21.73%.
- Excellent achievers got 8.69%, a percentage that is similar to the one obtained in the pre-test.
- No participant was perfect in fluency and coherence.

The Experimental group

- The experimental group performed better than the control group (6.89/9 vs. 5.22/9), moving from the mean 4.80 in the pre-test to 6.89 in the post-test.

- Two new categories of students with excellent and perfect levels in fluency and coherence, appeared in the post-test; (21.73%) obtained an excellent level, and (4.34%) reached a perfect level, according to the requirements of the IELTS test.
- 52.17% of the experimental group subjects reached good and very good levels.
- Low-achieving participants did not appear at all in the experimental group (0%).
- 78.24% of the experimental group represented the students whose levels were good, very good, and excellent, while the average and above-average performers appeared with 21.73%.

If we consider the sub-components of fluency and coherence, the results come as follows:

- Concerning learners' silence and hesitation while speaking, the ISA group performed better than their counterparts in the SSA group, scoring 2.47/3 and 1.76/3 in the post-test, respectively. Students in the former group minimised hesitation, while the latter showed signs of self-correction, repetition of words, or hesitation.
- Considering learners' ability to speak at length on each topic, the EG scored better than the control group (2.66/3 vs. 1.96/3), showing the ability to keep the flow of information when they talk.
- Regarding using words to connect ideas, the participants in the EG were better at using transitions to link ideas while speaking than their counterparts in the CG (2.47/3 vs. 1.76/3, respectively). The CG level remained similar to that of the pre-test.

All in all, the most important conclusion that could be drawn with regard to fluency and coherence is that ISA enabled the participants to move beyond the average level to reach the good, very good, and excellent, while the SSA helped the poor achievers to reach the average and above-average levels, without assisting the competent ones in reaching the perfect level.

7.1.4.2.2 Lexical Resource

The overall results pertinent to lexical resource come as follows:

The Control Group

- The level of the CG remained nearly stable in the post-test (3.67 in the post-test vs. 3.27 in the pre-test).
- 34.78% and 26.08% represented the students of below-average and very poor vocabulary-related abilities (60.86%).
- 30.43% of the participants were of an average and above-average level.
- 8.69% of the participants proved to have good and very good levels.

The Experimental Group

- On the whole, the EG performed better, moving from a below-average in the pre-test (3.44) to an above-average level (5.51) in the post-test.
- 47.82% constituted the good and very good participants.
- 47.82% showed average and above-average levels.
- 4.34% scored below the average.
- No participant (0%) had very poor abilities.

Taking each of the lexical resource sub-components apart, we may obtain the following conclusions:

- The ISA assisted the experimental group subjects in expanding their vocabulary span (2.59 vs. 1.60 in the pre-test). However, the SSA group preserved almost the same level they had prior to the treatment (1.67 vs. 1.76).
- The participants in both groups struggled with idiomatic expressions and collocations in the post-test: 0.50/3 for the EG vs. 0.014/3 for the CG.
- As far as paraphrasing is concerned, the EG performed better than the CG, with the means 2.37/3 vs. 1.81/3.

Thus, it may be concluded that, after the experiment, 95.64% of the EG consisted of students with varying abilities: Average, above-average, good, and very good abilities. 4.39% were of poor capacities. Conversely, 60.86% of the control group were students with major difficulties in lexis and paraphrasing. Thus, ISA realised better results than SSA in enhancing learners' vocabulary repertoires.

7.1.4.2.3 Grammatical Resource and Accuracy

With regard to grammatical resource and accuracy, the obtained results are summarised as follows:

The Control Group

- The controls did not mark any improvement after the intervention, for the means were 4.98 and 4.95.
- Low-achieving learners occurred with 34.78%.
- 39.13% represented average and above-average learners.
- Good, very good, and excellent participants who mastered grammatical rules took (26.08%) of the group.

The Experimental group

- Students improved their grammatical capacities, progressing from an average level (4.69/9) in the pre-test to a fairly good level in the post-test (6.34/9).
- Low-achieving students (below average) did not appear at all in the post-test (0%).
- Learners of average and above-average abilities appeared with a percentage of 47.82%.
- Participants who did well in grammar (good, very good and excellent) were represented by 52.16%.

Considering the grammatical range and accuracy sub-components, the following conclusions were reached:

- The treatment group learners developed the ability to use complex sentences in their oral productions by marking 2.21/3 while their peers in the control group achieved an average level 1.65/3.
- The EG developed the ability of avoiding grammatical mistakes better than the CG. The former jumped from an above-average level to a good level (1.86 vs 2.23) while the latter maintained approximately the same level ($1.82 \approx 1.96$).
- The EG participants managed to acquire the ability to use a variety of grammatical structures and achieved a mean of 2.11 in the post-test compared to their correspondents in the CG, who scored 1.53.

Overall, the experimental group did not include any participant with poor grammatical abilities; more than half of the group consisted of competent learners (good, very good and excellent), and nearly the other half included students with limited abilities (average and above-average). However, the control group revealed 73.91% of participants with poor and limited abilities in grammar and 26.08% of proficient students. So, the results are in favour of the integrated-skill approach.

7.1.4.2.4 Pronunciation

As far as pronunciation as a whole, the findings are summarized below.

The Control Group

The participants maintained the same below-average pronunciation level in the post-test and pre-tests ($4.39 \approx 4.30$).

- 8.69% represented learners with pronunciation difficulties,

- 78.26% of the participants were learners of average and above-average pronunciation aptitudes.
- 13.04% of the CG were good and very good ones.

The Experimental Group

Students witnessed a slight improvement to reach the above-average level in the post-test scoring the means (5.39 vs 4.17).

- Poor achievers were not part of the experimental group in the post-test (0%),
- The percentage of average and above-average level took 52.17% of the sample.
- Good and very good ones were represented by 47.82%.

The conclusions related to pronunciation sub-components come as follows:

- The means obtained by the CG and the EG in the post-test in relation to the correct pronunciation of words were approximate (1.95 vs. 2.04) as the former realised a level above the average, whereas the latter achieved a fairly good level.
- Before embarking on the treatment, the great majority of the two study groups (95.65% and 91.30%) manifested almost equal poor word pronunciation levels.
- After the experiment, the percentage of the below-average learners dropped to 56.52% in the CG, and the learners with good pronunciation increased from 4.34% to reach 43.47%. However, these two categories of learners maintained the same percentage in the control group in the post-test.
- Intonation witnessed a mediocre improvement in the EG and no amelioration in the CG; The former made a little progress from a below-average level to a medium level (1.47 vs 1); however, the latter remained almost unchanged (1.08 $\approx$ 1.04).
- The experimental group realised mediocre gains in connected speech with a mean that is above average (1.85 vs. 1.17 in the pre-test), while the control group had poor results (with a mean of 1.17 vs. 1.26 in the pre-test).

In sum, the analysis of the post-test results revealed a moderate enhancement of the EG; this improvement touched the average and below-average learners who progressed and joined the above-average and proficient ones (nearly half the group each); however, the majority of the CG (78.26%) made a small jump towards the average and above-average levels. So, the results are in favour of the ISA.

Although we cannot deny the usefulness of the SSA in improving learners' speaking proficiency, this study proved that the ISA is better in this regard. The SSA yielded minor and slow improvement: 'minor', perhaps, because the activities are neither varied nor inspiring or challenging as class discussions and oral presentations make the core of this approach. Furthermore, progress is 'slow' because much more time is needed to assist all categories of learners to improve.

7.2 The Students Post Intervention Questionnaire: Students' Attitudes towards the Use of ISA in Teaching Speaking

After the post-test, the ISA participants were required to answer a questionnaire to evoke their attitudes toward the integrated-skills-based instruction. The learners sat in a classroom, and the teacher/researcher provided them with the questionnaire. She required them to answer all the items truthfully and to feel free to give their opinions about the ISA instruction. She informed them that the questionnaires were anonymous and that the information they provided was confidential.

7.2.1 Description of the Post-Intervention Questionnaire

The post-intervention questionnaire contained four sections: (1) students' attitudes towards the integrated-skill approach, (2) integrated-skill approach speaking benefits, (3) integrated-skill approach affective benefits, and (4) further suggestions.

Section 1: Students' Attitudes towards the Integrated-Skill Approach

The primary aim of this section is to bring out students' opinions about the integrated approach adopted in the experiment. They responded to questions about their impression of the integrated-skill approach in general (Q1) and, in particular, about what they liked (Q2) and did not like (Q3) about it.

Section Two: Integrated-Skill Approach Speaking Benefits

The principle objective of this section is to check whether or not students benefited from the ISA in promoting their overall speaking skills (Q4) and to what extent their performance progressed (Q8). Then, they were requested to answer questions on individual skills and their amelioration therein: vocabulary (Q9), fluency (Q10), accuracy (Q11), and pronunciation (Q12). Finally, they had to report on what they thought the merits of ISA were (Q5) and the value of the materials used (Q6 & Q7).

Section 3: Integrated-Skill Approach Affective Benefits

This section tracks ISA merits with regard to some affective factors, such as motivation, autonomy, independence (Q13), self-confidence (Q15), and creativity (Q17). Learners were also asked whether ISA enriched their knowledge about the natives and their culture (Q19), what their preference for ISA or SSA was (Q21), and which mark they would grant to the ISA (Q23). Their justifications for the previous questions were requested in questions (14, 15, 16, 18, 20, and 22).

Section 4: Further Suggestions

This section aims at encouraging the students to suggest further ideas to enhance the teaching of speaking for optimal speaking proficiency (Q24).

7.2.2 Analysis of the Students Post-Intervention Questionnaire

Q. 1 Please, state your impression about the integrated-skill approach to teaching speaking.

- a. I liked it a lot
- b. I liked it quite a lot
- c. I did not like it much
- d. I did not like it at all

Table 7.78

Students' Impression of the Integrated-skill Approach

Options	Students	
	N	%
a	10	38.46
b	13	50
c	3	11.54
d	0	0
Total	26	100

Out of 26 students who underwent the experiment, 10 (38.46%) liked the integrated-skill approach a lot, half of the sample (50%) liked it 'quite a lot', and 3 (11.54) did not like it much. No one answered 'I did not like it at all'. This means that the majority of the sample, 88.46% (a+b), appreciated studying oral expression by combining the four skills.

Q. 2 What did you like best about the integrated approach method of teaching Speaking?

Table 7.79

The Things Students Liked about the Integrated-skill Approach

Answers	Students	
	N	%
Topics	2	7.69
Materials	2	7.69
3/2/1 technique	4	15.38
Role plays	4	15.38
Homework assignments	2	7.69
Grammar lessons	1	3.84
The teacher	2	7.69
The method as a whole	14	53.84
Unstated	1	3.84
Total	/	/

25 participants answered this question; one did not reply. More than half of the sample (53.84%) confirmed that they appreciated the ISA method as a whole, focusing on its benefits, especially that it enriched their knowledge about new topics, enabled them to learn more vocabulary, to speak in front of their classmates freely, and to develop their proficiency level. The informants provided the following clarifications:

- ✓ "I liked it quite a lot because we are getting to learn new things with different techniques".
- ✓ "I liked the whole method.....".
- ✓ "I like it because we can learn new things to help us improve ourselves".
- ✓ "I adore it because it was the first time I practise English well as a language. I am grateful".
- ✓ "It gives me the courage to speak more in English without fear of making mistakes".
- ✓ "I like it when I speak in front of my classmates, so I am less shy".
- ✓ "It gave me a chance to enhance my level and vocabulary".
- ✓ "Learning new words".
- ✓ "It is productive".

Two equal portions of the respondents (15.38%) each declared that they liked the role-plays and the 3/2/1 technique as they enhanced their speaking fluency and pronunciation and allowed the integration of the language four skills; they claimed the following:

- ✓ "I liked the whole teaching method, but the role play is the perfect one for me because we can imagine, read, or listen while searching and writing so that we may improve the four language skills at once".
- ✓ "The activities we did, I just liked the role plays because it is beneficial for improving students speaking skill".
- ✓ "I liked the role-plays much more".

- ✓ "I like the grammar lessons and role-plays".
- ✓ "I like the 3/2/1 videos the most. It helps to speak fluently...."
- ✓ "I like the technique of the 3/2/1 minutes. I think it develops our speaking skill".
- ✓ "I like the technique of 3/2/1; it helps improving my pronunciation".
- ✓ "It [ISA] helped us a lot, especially recording videos using the 3/2/1 technique".

7.69% represented three equal groups of the participants who loved the variety of topics, the richness of materials, and the teacher's way of presenting the lessons; their answers came as follows:

- ✓ "I liked discussing styles, colours, and clothes with their different descriptions and the videos".
- ✓ "I liked the fact that we are learning about many different topics, and our vocabulary is getting more prosperous than ever".
- ✓ "I liked when the teacher used videos or audio tracks as another information resource".
- ✓ ".....and the way presenting the lessons is very nice".
- ✓ "I liked the way you explained and elaborated the lectures....."

One participant (3.84%) liked the grammar lessons, stating: "I like the grammar lessons and a little bit of role plays".

Q. 3 What did not you like about it?

Table 7.80

The Things Students Disliked about the Integrated-skill approach

Answers	N Students%	
Nothing	16	61.53
Topic Variety	1	3.84
3/2/1 technique	2	7.69
Role plays	4	15.38
Homeworks	3	11.53
Total	26	100

As Table 7.80 above shows, 61.53% of the sample were quite satisfied with ISA, claiming that they have nothing to say, stating either “everything was good”, “nothing”, or “nothing to say”.

- 15.38% did not appreciate role-plays, and 11.53% did not like homework because of the considerable effort they required, as mentioned by the participants:
 - ✓ "I did not like the role-plays because it takes much time and because we focus on the performance and forget about speaking".
 - ✓ "The role-plays are quite difficult, to be honest, and require a lot of effort and skills. I would rather make videos 3/2/1 than playing role plays".
 - ✓ "I did not like the role-plays; I think it is too hard to prepare, and we have a short period of time".
- 7.69% did not like the 3/2/1 technique, may be because it was too demanding since learners were required to challenge themselves by repeating the same speech three times and put themselves under time pressure to improve their speaking fluency.
 - ✓ “I did not like the 3/2/1 technique”.
 - ✓ “I do not like the 3/2/1 technique”.
 - ✓ “May be to record videos practising the 3/2/1 technique”.

The learners did not appreciate the activities that pushed them outside their comfort zone; as we all know, they did not want to be overloaded with homework assignments or extra activities to be prepared and performed.

- One learner preferred more topics to deal with, saying that he did not like the fact "That we dealt with one subject only"; he/she was probably referring to the main topic, fashion and trends.

Q. 4 How much do you think adopting the integrated-skill approach is beneficial in promoting learners' speaking skill?

- a. A lot
- b. Quite a lot
- c. Not much
- d. Not at all

Table 7.81

Degree of ISA Influence on Learners' Speaking Skill

Options	Students %	
	N	
a	14	53.85
b	11	42.31
c	1	3.84
d	0	0
Total	26	100

More than half of the sample (53.85%) confirmed that adopting the integrated-skill approach is beneficial in promoting learners' speaking skill 'a lot', 42.31% believed that ISA is useful 'quite a lot', 3.83% indicated that it did not help much. No participant said it is not useful at all. Hence, most of the participants (96.16%) showed a positive attitude towards ISA.

Q.5 What are the merits of adopting the integrated-skill approach in teaching speaking?

Table 7.82

The Merits of ISA Method in the Teaching of Speaking

Answers	Students	
	N	%
Fluency	12	46.15
Vocabulary	10	38.46
Pronunciation	4	15.38
Self-confidence	4	15.38
Intensive Practice	2	7.69
Enhancing the four skills altogether	3	11.53
Unstated	3	11.53
Total	/	/

Although 11.53% did not reply to this question, 88.47% of the participants reported that they benefited from ISA as a teaching method in one way or another, as explained below:

- The two outstanding merits of ISA were fluency (46.15%) and vocabulary (38.46%) due to the considerable amelioration they witnessed about the easiness and the spontaneity they gained while talking about the topics being dealt with or regarding the number of new words they learnt, as quoted below:
 - ✓ “The merit is that we are speaking more freely and using the new vocabulary, and this makes it easy to remember the new words”.
 - ✓ “It [ISA] enabled the students to learn how to gain new vocabulary so that they can be used to improve their speaking and help them to speak fluently”.
 - ✓ “Speaking like a native speaker without being confused and improving our vocabulary and pronunciation”.
 - ✓ “To enrich our vocabulary and to develop our skill in the role play by speaking without hesitation”.
 - ✓ “It helps to reach a certain level where you find yourself speaking fluently...”.
 - ✓ “It is so important; we can learn from our mistakes in speaking, and we learn to speak freely”.
- Pronunciation and self-confidence occupied the second position with equal percentages (15.38%) each as students expressed positive attitudes toward the role of ISA in improving their pronunciation and making them feel more comfortable and self-confident to confront their classmates and express themselves freely.
 - ✓ “Feeling more comfortable in speaking in front of the audience”.
 - ✓ “.....and we learned also how to speak without stressing ourselves”.
 - ✓ “....not to be scared while talking”.
 - ✓ “I gained more confidence and better spontaneous speaking”.

- ✓ “Learning pronunciation, how to speak properly with intonation and all that”.
- ✓ “The most noticeable advantage is to develop the pronunciation and speaking skills”.
- 11.53% of the students acknowledged the advantage of ISA in developing the four skills altogether (listening, speaking, reading, and writing), probably due to the different activities they went through, especially information-gap and role-play activities which required the integration of the four skills at once.
 - ✓ “It [ISA] activated the hearing, speaking and listening skills”.
 - ✓ “Speaking is an important language skill which cannot be improved just by speaking a lot about different topics, but by relating it to the other skills starting from reading to listening then to writing. So, it is really important to follow such a method in teaching speaking”.
- 7.69% of the experimental group participants pointed to the profit of ISA in providing them with the opportunity to go through intensive practice of a variety of activities.
 - ✓ “The student would for sure acquire more vocabulary as they had the opportunity to practise everything he/she learned”.
 - ✓ “Practising makes it perfect”.

Q.6 How much do you appreciate the teaching materials (texts, audio, and videos) used by your teacher to teach you speaking?

- a. A lot
- b. Quite a lot
- c. Not much
- d. Not at all

Table 7.83

Learners' Appreciation of the ISA Teaching Materials

Options	Students	
	N	%
a	20	76.92
b	4	15.38
c	2	7.69
d	0	0
Total	26	100

The majority of the sample (76.92%) appreciated the teaching materials (texts, audio, and videos) used by the teacher while adopting the integrated-skill approach to teach the speaking skill 'a lot', 15.38% liked them 'quite a lot', only 7.69% did not appreciate them much. No participant answered that she/he did not like them at all. Thus, 91.30% (a+b) valued the teaching materials the teacher used to teach speaking.

Q.7 What did you like about these materials?

Table 7.84

The Things Learners Liked about the ISA Teaching Materials

Answers	Students	
	N	%
Authenticity	11	42.3
Fun and entertainment	2	7.69
Facilitating the learning process	8	30.76
Providing more practical learning	2	7.69
Detailed information	1	3.84
How the teacher handled the materials	1	3.84
Unstated	2	7.69
Total	/	/

- Authenticity and facilitating the learning process were two crucial reasons indicated by 42.3% and 30.76% of the students, respectively, to answer the question about why they appreciated the teaching materials. These authentic materials (audio, videos, and texts) exposed the learners to actual situations where speakers use the language for authentic purposes, which explains their choice of option (a)/authenticity. Some of the participants' reasons for liking the teaching materials are mentioned below:

- ✓ “I liked them a lot because we get to see and hear a lot of things which help us to develop our skills of listening, speaking, and even writing”.
- ✓ “I like audio and videos; they help us a lot to see how native speakers speak and to imitate them”.
- ✓ “I liked audio and videos because listening helped me learn how to pronounce”.
- ✓ “I liked the texts and videos the most”.
- ✓ “Videos and audio are interesting and show us and introduce us to meaningful topics”.
- ✓ “It is beneficial because it helps to understand the lessons and also to correct the way we speak”.
- ✓ “What I liked the most is listening to audio and even the videos to learn how native speakers pronounce words”.
- ✓ “When we listen to audio or videos, we learn new words, and we learn from native speakers how we should speak”.
- ✓ “I liked that you used audio and videos to improve our listening skills and test our speaking and pronunciation skills”.
- ✓ “When I listen to audios or videos especially, I repeat the way native speakers speak, which has been very helpful”.
- ✓ “I liked the fact that when I need to revise or go back to what we discussed in class, I found (texts or videos) easily, and I still benefit from them”.

- ✓ “They help us understand more the lesson and always give you something new to learn”.
 - ✓ “I like these materials because they help us understand well the lectures”.
 - ✓ “Actually, it is very beneficial for more understanding”.
 - ✓ “I feel they are helping me in progressing”.
 - ✓ “They are very helpful because when we use them, we develop many skills: listening, speaking and reading”.
- Making the learning process more practical and bringing fun to the lessons was also mentioned by 7.69% of the ISA group; some participants stated the following.
 - ✓ “I like the fact that everything is touchable; you can see everything with your eyes so that you can improve yourself”.
 - ✓ “I am a visual learner, so it helps me a lot”.
 - ✓ “You feel like a student who loves studying and enjoys English”.
 - ✓ “They are funny and a sort of entertainment for me”.
 - One participant also liked the quality of the lessons as being comprehensive and the way the teacher assists the learners.
 - “I liked the huge amount of papers and how information is detailed”.
 - “I liked the efforts of the teacher and her way of presenting the materials using her own way”.

Q.8 How could you evaluate the progress in your speaking performance after adopting the integrated-skill approach?

- a. Too much improvement
- b. Quit much improvement
- c. Little improvement
- d. No improvement at all

Table 7.85

Learners Attitudes towards Their Progress in Speaking under ISA

Options	Students	
	N	%
a	8	30.77
b	13	50
c	5	19.23
d	0	0
Total	26	100

Half of the sample (50%) asserted that adopting the integrated-skill approach brought about 'quite a lot of improvement' in their speaking performance. 30.77% confirmed ISA resulted in 'too much' progress; 19.23% claimed that 'little improvement' was witnessed, but no one replied that adopting ISA produced no development at all in their speaking. Once again, the majority of the sample (80.77%) (a+b) believed that ISA was very advantageous with regard to improving their speaking performance.

Q.9 How much vocabulary did you learn?

- a. A lot
- b. Quite a lot
- c. Not much
- d. Not at all

Table 7.86

Learners' Attitudes towards Their Vocabulary Gains under ISA

Options	Students	
	N	%
a	16	61.54
b	10	38.46
c	0	0
d	0	0
Total	26	100

As for the vocabulary students learnt by integrating the four skills and sub-skills, 61.54% of the participants replied that they learnt much vocabulary, and 38.46% responded that the number of words they learnt was 'quite a lot'. Overall, 100% of the sample believed that ISA was fruitful in helping the learners enrich their vocabulary stock; no student answered 'not much' or 'not at all'.

Q.10 How do you evaluate the amelioration in your speaking fluency after implementing the integrated skill approach and the 3/2/1 technique?

- a. Much improvement
- b. Quite a lot of improvement
- c. Not much improvement
- d. No improvement at all

Table 7.87

Learners' Attitudes towards the Effect of the 3/2/1 Technique on their Speaking Fluency

Options	Students %	
	N	%
a	8	30.77
b	13	50
c	5	19.23
d	0	0
Total	26	100

Half of the sample (50%) stated that they improved their speaking fluency 'quite a lot' after implementing the integrated skill approach and the 3/2/1 technique, and 30.77% indicated that their speaking fluency improved 'a lot'. 19.23% did not improve much, and no one said he did not improve. So, 80.77% of the sample (a+b) confirmed the usefulness of ISA and the 3/2/1 technique in improving learners' speaking fluency.

Q.11 How do you evaluate the enhancement in your speaking accuracy (correct use of grammar) after implementing the integrated skill approach?

- a. Much improvement
- b. Quite a lot of improvement
- c. Not much improvement
- d. No improvement at all

Table 7.88

*Learners' Attitudes towards the Effect of ISA on their
Speaking Accuracy*

Options	Students	
	N	%
a	8	30.77
b	14	53.85
c	4	15.38
d	0	0
Total	26	100

No participant denied the role of ISA in enhancing speaking accuracy since no one replied that there was no improvement at all. 15.38% answered that the progress was mediocre, whereas more than half of the sample (53.85%) confirmed that they developed 'quite a lot' in using correct English, and 30,77% said that they progressed 'a lot'. Henceforth, it is worth noting that 83.62% of the sample acknowledged the significance of ISA in enhancing their speaking accuracy.

Q.12 How do you evaluate the progress in your pronunciation after implementing the integrated skill approach?

- a. Too much improvement
- b. Much improvement
- c. Little improvement
- d. No improvement at all

Table 7.89

Learners' Attitudes towards the Effect of ISA on their Pronunciation

Options	Students	
	N	%
a	12	46.15
b	12	46.15
c	2	7.69
d	0	0
Total	26	100

With regard to pronunciation, no participant denied the effect of ISA on improving his/her pronunciation, and only 7.69% witnessed a slight improvement after its adoption. Two equal portions of the sample (46.15%) responded that their pronunciation improved 'too much' or 'much'. Once again, 92.30% approved the role of ISA in improving pronunciation.

Q.13 The integrated-skill approach helped you in becoming more learners

Aspect	To what extent?		
	A lot	Moderately	Not too much
a. More collaborative			
b. More active			
c. More autonomous (Independent)			
d. More motivated			
e. More enthusiastic			
f. Others			

Table 7.90

Learners' Attitudes towards the Effect of the ISA on their Psychology

Attitudes	A lot		Moderately		Not too much	
	N	%	N	%	N	%
a. More collaborative	17	65.38	6	23.08	2	7.69
b. More active	18	69.23	7	26.92	1	3.85
c. More autonomous (Independent)	14	53.85	8	30.77	3	11.54
d. More motivated	17	65.38	8	30.77	2	7.69
e. More enthusiastic	14	53.85	11	42.31	0	0

The majority of the learners who participated in the experiment (65.38%) stated that learning through the ISA helped them work with fellows more collaboratively, while 26.92% answered 'moderately' and 7.69% chose 'not too much'. 69.23% confirmed that ISA activities made them more active, whereas 26.92% were moderately active and 3.85% were not too active. Unlike the 7.69% of the experimental group who declared that the ISA method was not motivating, 30.77% indicated that they were moderately motivated, and 65.38% confirmed that they were very motivated to study under the ISA. More than half of the students (53.85%) were even more enthusiastic, and 42.31% were moderately enthusiastic; no one indicated that he/she was not enthusiastic too much. 53.85% felt more autonomous learners compared to 30.77% who were moderately independent and 11.54% who were less independent learners.

Thus, adopting ISA was influential on the affective side, too. It played a positive role in making subjects grow into more collaborative, motivated and even enthusiastic learners of English. Likewise, ISA assisted them in becoming more active and autonomous language users.

Others

Q.14 Please, say how.....

Table 7.91

Learners' Reasons for Becoming More Motivated and Comfortable

Under ISA

Answers	Students	
	N	%
collaborative Learning	10	38.46
Role plays and recording videos	6	23.07
ISA Method	7	26.92
The teacher	3	11.53
Unstated	1	3.84
Total	/	/

One participant did not reply to this question. However, the other 25 stated that they become dynamic, self-confident, and creative thanks to teamwork, especially role-plays, the ISA method, and the teacher.

- 38.46% of the ISA group admitted that collaborative learning significantly made them more motivated and active. This is mentioned in the following quotes:

- ✓ "I used to be unsociable, but now I am more collaborative and more comfortable working with my classmates. I also became more motivated to attend Oral Expression class and to give the best work".
- ✓ "Actually, I gained trust in myself when I performed with even my classmates. I really enjoyed working with them. Each time, they made me feel comfortable".
- ✓ "When we work in groups, I feel more motivated, especially when I make a fault and they correct me, and also when I see myself doing something wrong, I do my best to do it correctly".

- ✓ “I enjoyed group work; I did not work with people before, but now I am more active, and I learned that I should share ideas with them, discuss, and prepare the work together”.
- ✓ “In fact, working in groups using the information from the class lessons helped me be motivated; each time I collaborate, I give more and more”.
- ✓ “While working together, I become more motivated and active”.
- ✓ “Working with this integrated approach with other classmates makes me more confident and more creative and active to look for new ideas to share”.
- ✓ “I am more motivated by seeing other classmates doing their best. I am more autonomous because it is a chance, and I want to take advantage of it.

- 23.07% of the students indicated that performing role plays and making videos helped them become more confident and active. They said:

- ✓ “It helps a lot to be more confident and sociable. Every time we did a role-play, I became very excited”.
- ✓ "The integrated skill approach made me more productive and active, which made me enjoy performing role-plays with passion."
- ✓ "Many role-plays made me motivated and active".
- ✓ “It literally made me active at all levels, especially at the level of participation and motivation to learn to speak in front of an audience in English".
- ✓ Recording videos and performing role-plays made us more active and motivated, and this is the best method for me.

- 26.92% of the students declared that the integrated-skill approach made them more confident speakers, as quoted below.

- ✓ "The integrated approach helped me become an effective learner; it boosted me to attend my goal, which is to have self-confidence and great speaking skills".

- ✓ “The integrated approach boosted our confidence and made us better speakers. It also helped us to choose our own topics without waiting for the teacher's suggestions”.
- ✓ "It is strange, but I become increasingly nervous and excited; it makes me more motivated and confident".
- ✓ “I did my best to improve myself, and I started speaking well and even discussing with my teacher, and I proved that I exist in the class”.
- ✓ “We noticed an improvement in the second semester compared to the first one.
- 11.53% acknowledged the role of the teacher in making the learning experience a successful and enjoyable one. Following is what some of the learners claimed.
 - ✓ “All this is due to the push that the teacher gave us to make us believe in ourselves”.
 - ✓ “I adore the way of teaching, which helped me be more confident to express my ideas freely.
 - ✓ “.....I felt comfortable. Also, my teacher made me love it”.

Q.15 Did the integrated-skill approach help you become a more self-confident speaker?

Yes

No

Table 7.92

Learners' Attitudes towards the Effect of ISA on their Self-Confidence

Options	Students	
	N	%
A	26	100
B	0	0
Total	26	100

All the participants, without exception (100%), were in favour of the role of ISA in helping them become more confident speakers. This is probably due to their role-plays, which engaged the learners in becoming more collaborative learning, leading the shy students to integrate more

with their classmates. Furthermore, the three repetitions of the speeches via the 3/2/1 technique improved their fluency, accuracy, and confidence.

Q.16 Please, say how.

Table 7.93

Learners' Reasons for Becoming More Self-Confident Under ISA

Answers		Students	
		N	%
Self-Confidence	Confident to speak in front of others	7	26.92
	Due to role plays and recording videos	8	30.76
	Due to the ISA Method as a whole	12	46.15
	The teacher	1	3.84
	Total	/	/

The ISA method as a whole was effective in making the learners more confident speakers, according to 46.15% of the ISA group; this was due to the variety of activities they handled, the collaborative learning they were engaged in, the role-plays they performed, and the videos they recorded while practising the 3/2/1 technique. As 26.92% of the participants reported, these activities pushed them to eliminate the psychological barrier and increase their self-confidence to confront their classmates and instructor. They declared the following:

- ✓ “Before trying this approach, I was less confident with my speaking, and after trying it, especially in front of the others, I became more confident”.
- ✓ “I surely become a very confident speaker; I used to be afraid to talk and to make mistakes, but now I enjoy speaking”.
- ✓ “Yes, of course, I never used to speak English this much, especially in front of other people, but now I do it easily”.

- ✓ "Yes, sure, I used to speak to myself imitating native speakers, but when I tried to speak loudly, all words disappeared because of stress. However, now, I feel more confident."
- ✓ "Of course, because I improved my speaking in front of all my classmates, which is a big step I have taken since I started studying at university. Now, I can speak with people."
- 30.76% of the intervention group respondents confirmed that they gained self-confidence thanks to the role-plays they performed with their classmates and practice of the 3/2/1 technique. This released anxiety and stress and made them more comfortable to speak in front of their classmates.
 - ✓ "Speaking in front of my classmates boosted self-confidence and killed my shyness."
 - ✓ "By speaking and performing in front of my classmates".
 - ✓ "Each time I practise speaking while acting role-plays, recording videos, or even participating in class, I improve my speaking skill, especially in front of an audience".
 - ✓ "Because I was exposed to the audience all the time, and even as a member of the audience, I participated in my friends' projects".
 - ✓ "Yes, sure, with practice, you should be more confident".
 - ✓ "By taking all risks and giving our best in performing. It reduces the fear of using new words".
- One participant mentioned the role of the teacher in helping him/her witness this progress, stating that "the teacher, with her simple yet beneficial strategy of teaching, makes it easy to talk and enrich our vocabulary".

Q.17 Did the integrated-skill approach help you become a more creative learner?

Yes

No

Table 7.94

Learners' Attitudes towards the Effect of ISA on their Creativity

Options	Students	
	N	%
A	25	96.15
B	1	3.85
Total	26	100

As far as creativity is concerned, the overwhelming majority of the sample (96.15%), except 3.85%, emphasised the role of ISA in making them more creative learners, especially in the role plays they performed. They proved to be talented in the choice of topics, the writing of scripts, and the production of special props suitable to the theme at hand.

Q.18 Please, say how.

Table 7.95

Learners' Reasons for Becoming Creative under ISA

Answers		Students	
		N	%
Creativity	Being able to think out of the box	18	69.23
	Being more curious to learn new things	4	15.38
	Due to the teacher	2	7.69
	Unstated	2	7.69
	Total	26	100

69.23 % of the students declared that this approach made them creative and pushed them to be more imaginative; that is, to think out of the box. 15.38% admitted that they became more curious and searched for new and original ideas to impress their classmates and teacher. This is quoted below:

- ✓ “When I am performing now, ... and I am doing all my best to seek perfection in role-plays or even in selecting one topic”.
 - ✓ “Sure, now I can think more creatively. My imagination was limited, but now my imagination horizons have stretched.”
 - ✓ "Because I learned to make everything perfect, which made me more creative”.
 - ✓ “.....we were always searching for new ideas, creative and original role plays”.
 - ✓ “It helped us to think out of the box and deal with topics we had never heard of, discover new ways of acting, and introduce phrases and idioms we learned.
 - ✓ "Yes, sure, it is all about creativity and thinking out of the box to develop our skills, especially bringing the new”.
 - ✓ “Of course, I always try to push myself; I even asked my family members for ideas in order to be as creative as possible”.
 - ✓ “I always try to do creative things to attract the attention of the audience and to keep the scene in their mind so that they will not forget about it. Creativity is the key”.
 - ✓ “Of course, it helped me, especially the role play performance, writing scripts, performing, and each time we need creativity because, as I said above, we are always motivated to give more”.
 - ✓ “It motivated me to do more and search more, especially when it is a topic that I like”.
 - ✓ “It pushed me to search more and be more curious about our study topics”.
- ISA principles require the teacher to act as a guide, a facilitator, and a source of motivation. The role of the teacher (researcher) was highlighted many times in the previous questions. Once again, 7.69 % of the participants confirmed the flavour the teacher added to the lessons, as mentioned below:
 - ✓ “Our classmates gave us positive vibes, and the teacher, of course”.

- ✓ “The teacher plays a role because this is the best way to push the learners to love their module, and the teacher was so helpful in the learning process”.

Q.19 Did the lessons presented to you via the integrated-skill approach help you gain more knowledge about the world of fashion in the native countries and how native speakers cope with it?

Yes

No

Table 7.96

Learners' Attitudes towards the Effect of ISA on Enriching Their Knowledge

Options	Students	
	N	%
a	26	100
b	0	0
Total	26	100

100% of the sample confirmed that the lessons presented to them via the integrated-skill approach helped them gain more knowledge about the world of fashion in their native countries and how native speakers cope with it. Some cultural factors were introduced in audio, videos, or the reading materials presented to them; instances of these were “swapping events” and “fast fashion”. Other topics that enriched students’ knowledge about the fashion world were “eco-fashion” and “future fashion”.

Q.20 Please give examples.

Table 7.97

Learners' Examples of the New Information They Gained Under ISA

The Provided Examples	Students	
	N	%
Gaining a rich knowledge about the different selected topics	22	84.61
Learning new vocabulary, idioms, collocations, and phrasal verbs	7	26.92
Noticing how native speakers converse in real situations	3	11.53
Unstated	1	3.84
Total	/	/

Enriching their knowledge about the selected topics, especially those unfamiliar to them, was the first gain the participants realised; this is what 84.61% of the ISA sample indicated. They mentioned 'fast fashion', 'eco-fashion', 'colours and nuances', and the hipster style as instances and declared that they learnt about some cultural aspects pertinent to the native country, such as fast fashion and swapping events, which they did not know about before. This is quoted below:

- ✓ "Like fast fashion, which was really an interesting topic that made us know more about the native culture".
- ✓ "The different styles all over the world and how fast fashion is affecting the world negatively."
- ✓ "I learned about fast fashion and clothes that are good and bad for the environment. We listened to how native speakers talk, and we learnt idiomatic expressions".
- ✓ "Actually, it really gave me knowledge, especially about fast fashion. I became fashion conscious, and I do not buy clothes as much as I used to do, thanks to the lesson of swapping event".

- ✓ “Of course, especially fast fashion in other countries; we did not know about it, and it is a new concept for us”.
- ✓ "I did not know that English people are fashion addicted that much”.
- ✓ “I still remember that England has 68 million Kg of unrecycled clothes”.
- ✓ “Fast fashion, eco fashion or sustainable fashion. The colours with the different tones and seasons. Hipster style and other styles of clothing”.
- ✓ “Now I know about the native speakers’ culture, how they dress, how they speak”.
- ✓ "For sure, actually, our knowledge extends more. Even when I watch TV and see the news, I realise that I have information about what they are talking about”.
- 26.92% reported that they learned a lot of new vocabulary, idiomatic expressions, collocations, and phrasal verbs.
 - ✓ “For sure, yes, we have a rich vocabulary, more details about one topic, and that was great, the degree of colours, styles, etc. We really enjoy it.
 - ✓ “It helped me a lot to know words related to the fashion industry I did not know before, like colours and styles, and I really like them”.
 - ✓ “For example, how the British people wear and choose their clothes, in addition to idioms they use in their speech”.
 - ✓ “Yes, they helped me gain more knowledge (vocabulary, phrasal verbs, idioms, and collocations). I am very grateful to see this improvement in my English”.
 - ✓ “It helped me much, and I learned a lot of new words and phrases.
 - ✓ 17. More vocabulary I did not know about before”.
- 11.53 reported that they even learned to pay attention to how native speakers converse in real situations.
 - ✓ “I gained more information like different styles, how native speaker use colours, and their way of speaking.

- ✓ 9. “Now, I know about the native speakers' culture, how they dress, and how they speak”.

Q.21 How would you prefer to study speaking in the future?

- a. Through a segregated-skill approach (the traditional method)
- b. Through an integrated-skill approach

Table 7.98

Learners' Preferences about Studying Speaking in the Future

Options	Students	
	N	%
a	0	0
b	26	100
Total	26	100

All the participants (100%), without any exception, were in favour of studying speaking through an integrated-skill approach; this may mainly be due to its multiple advantages in speaking, not only in the linguistic side, such as fluency, vocabulary, grammar, pronunciation but also concerning the psychological side like self-confidence, creativity, etc.

Q.22 Please say why.

Table 7.99

Learners' Reasons for Choosing ISA as a Teaching Method

Students' Answers	Students	
	N	%
ISA helps in enhancing learners' vocabulary and speaking fluency	2	7.69
ISA improves the four skills and develops overall language proficiency	11	42.30
ISA is more effective and useful than the traditional method	9	34.61
ISA is more interesting, and it brings more fun than the traditional method	4	15.38
Unstated	3	11.53
Total	/	/

11.53% did not answer this question, and 42.30% of the ISA group agreed on the fact that the integrated approach proved its effectiveness not only in enhancing the speaking skill but also the other macro and micro skills, namely listening, reading, writing, pronunciation, and vocabulary, which led to the enhancement of the overall language proficiency. They claimed the following:

- ✓ “ISA is the best way to help the students ameliorate their speaking and listening skills”.
 - ✓ “Because the pronunciation skills are getting so much better”.
 - ✓ “Because this approach motivates the students to speak up and read and listen”.
 - ✓ “Because the integrated approach is more practical and helps improve all the skills.
 - ✓ “As I mentioned before, it helps develop all aspects of the language”.
 - ✓ “As I said before and always, it really helped me progress”.
 - ✓ “Because the integrated skill approach is more helpful than the traditional one. It helps us to learn a lot of things”.
- The fact that ISA is more effective and useful than the traditional method and brings learners more fun, interest, and motivation was indicated by 34.61% and 15.38% of the respondents, respectively.
 - ✓ “Because the way of studying speaking through the integrated skill approach was more effective”.
 - ✓ “Because the integrated skill is much more useful”.
 - ✓ “The integrated one is a good method to study oral expression”.
 - ✓ “Because this method helped me a lot in improving my level, and it is quite fun”.
 - ✓ “I find it more interesting because I find the traditional method is boring”.
 - ✓ “Because the traditional method is not that much interesting”.
 - ✓ “Because the integrated approach is new and not boring”.

Q.23 If you are to mark the integrated-skill approach, what mark will you suggest out of twenty? /20

Table 7.100

The Marks Learners Attributed to ISA

Options	Students	
	N	%
12-14	5	19.23
15-17	15	57.69
18-20	6	23.08
Total	26	100

More than half of the sample (57.69%) marked the ISA (15-17/20), 23.08% granted it (18-20/20), And 19.23% gave it (12-14/20). In other words, 80.77% of the participants marked it (15-20/20), which means that they really appreciated ISA, enjoyed it, learnt a lot from it, and, more importantly, improved their speaking proficiency through it.

Q.24 Do you have any suggestions for enhancing the instruction of the speaking skill in order to bring about more proficient speakers?

Table 7.101

Learners' Suggestions for Improving the Teaching of Speaking

Students' Answers	Students	
	N	%
More audio and videos	5	19.23
More topics	3	11.53
More feedback from the teacher	2	7.69
Adding a variety of activities	5	19.23
Nothing to add	11	42.30
Total	26	100

Asking the ISA group to provide suggestions to improve the teaching of speaking and ultimately bring about competent speakers, 42.30% claimed that they have nothing to add, stating “no”, “I adore this strategy, so I have nothing to add, thank you so much”, or “No, that is all”. This

reflected their satisfaction with the integrated-skill approach. Two equal parts of the ISA group (19.23%) suggested more audio, videos, and extra wide-ranging activities. 11.53% proposed further varied topics, and 7.69% recommended additional feedback from the teacher. These suggestions are presented below:

- ✓ “I think that we should watch more videos to improve our listening”.
- ✓ “Share videos more and more because personally I improved by them”.
- ✓ “Yes, may be using more and more videos”.
- ✓ “Actually, videos are the best to improve it”.
- ✓ “We should discuss more topics, not only one, to avoid boredom”.
- ✓ “Talk about more topics so that we can get more vocabulary”.
- ✓ “Try new topics, not only one, to learn more vocabulary”.
- ✓ “Doing debates by discussing many topics”.
- ✓ “Yes, I like reading books, essays, or articles rather than discovering them together”.
- ✓ “Not that much, maybe some games for fun. 3/2/1 - role plays are great, but sometimes we put much effort into role-playing.”
- ✓ “We may try doing role plays or presentations out to be more fun”.
- ✓ “I think the teacher should give remarks and correct our mistakes”.
- ✓ “Yes, you should correct our grammar mistakes and show us our mistakes”.

7.2.3 Overall Discussion of the Findings of the Questionnaire

The detailed analysis of the questionnaire items engendered the following outstanding conclusions about the effectiveness of adopting ISA in the classroom.

- Putting together the participants who liked the ISA 'a lot' and those who liked it 'quite a lot', we concluded that the great majority of the sample (88.46%) appreciated studying speaking by combining the four skills.

- 96.16% confirmed that adopting the integrated-skill approach is beneficial in promoting learners' speaking skill.
- 91.30% appreciated the teaching materials (texts, audio, and videos) used by the teacher while adopting the integrated-skill approach to teaching speaking skill.
- 80.77% believed that ISA was very beneficial in improving learners' speaking performance.
- 100% believed that ISA was fruitful in helping the learners enrich their vocabulary stock.
- 80.77% confirmed the usefulness of ISA and the 3/2/1 technique in improving learners' speaking fluency.
- 83.62% acknowledged the significance of ISA in enhancing their speaking accuracy.
- 92.30% approved the role of ISA in improving pronunciation.
- Adopting ISA was effective in making the learners more collaborative (65.38%), active (69.23%), motivated (65.38%) and even enthusiastic (53.85%) and autonomous (53.85%).
- All the learners (100%) were in favour of the role of ISA in helping them become more confident speakers.
- 96.15% emphasised the role of ISA in making them more creative learners.
- 100% of the sample confirmed that the lessons presented to them via the integrated-skill approach helped them gain more knowledge about the topics presented to them.
- All the participants (100%) favour studying speaking through an integrated-skill approach in the future.
- 80.77% of the participants marked it (15-20/20), which means they really appreciated ISA, enjoyed it, learnt a lot from it, and, more importantly, improved their speaking proficiency.

7.2.4 Consistency with Previous Research

Many of the research studies which tackled teachers' and learners' attitudes towards the integrated-skill approach (Akram & Malik, 2010; Askildson, 2008; Bose, 2003; Dawid, 2004; Faydi, 2003; Sanchez, 2000; Su, 2007; Mitrofanova & Chemezov, 2011; Tajzad & Ostovar-Namaghi, 2014) supported it for providing a favourable atmosphere for the learners to express themselves freely and be more motivated and self-confident to run risks in using the language and confronting their classmates and teachers. The reasons provided in these investigations are similar to the ones learners in the current study referred to.

ISA method was also an opportunity for the teacher, who is the researcher in this study, to diversify the activities and to assist the learners in exploiting all their capacities, using the language spontaneously, and being the best version of themselves. Su (2007) investigated how ISA is adopted in Taiwan's EFL college classes and confirmed that the learners were delighted with it and recommended it for future instruction, which is in line with Tazjad & Ostovar-Namaghi findings (2014) and the conclusions drawn from the current study. It is worth mentioning that the results reached by Zinabu (2018), who explored teachers' reliance on ISA in teaching English, revealed that teachers needed to gain knowledge about theoretical orientations and practical skills in implementing skills integration in EFL classrooms. They seldom vary the teaching/learning materials and aids, which is very consistent with the results obtained in the preliminary study realised prior to the experiment of the current study.

A solid theoretical foundation was provided in chapter two to show the innovative integrated-skills approach benefits for oral communication (Ellis & Yuan, 2004; Lee, 2006; Nunan, 1989; Nunan, 2003; Oxford, 2001; Widdowson, 1978). Many of the empirical studies recently carried out about the integrated/segregated approaches were comparative or tackled teachers' and learners' perceptions towards integrated-skills instruction and the effectiveness of this method on language skills or skills

components. However, very few studies were conducted on the effectiveness of ISA on learners' speaking proficiency .

As far as ISA method efficiency in the teaching of language skills/ sub-skills is concerned, a bulk of empirical studies were carried out in ESL/EFL settings, but most of them were relevant to the semi-integrated model involving the combination of two or three skills, especially reading and writing (Aldosari, 2011; Aldosari, 2016; Aljiffri, 2010; Alqadi & Alqadi, 2013; Alqouran & Smadi; Cho et al., 2015; Durukan, 2011; Erlidawati & Syarfuni, 2018; Mokhamar, 2016; Mubarak & Sofiana, 2017; Simmons et al., 1994; Steven, 1987; Tajan et al., 2015; Tajan, 2016;), and this is also the case of the studies realised in Algeria (Aliouchouche, 2017; Fetsi, 2017; Labiod, 2016). Durukan (2011), for instance, confirmed that the cooperative integrated reading and composition technique positively affects primary school pupils' reading and writing skills. Alqouran and Smadi (2016) proved that reading-writing integration has positively affected students' writing performances, writing sub-skills, and reading comprehension. Similarly, Labiod (2016) found that integrating reading and writing skills led to better achievement gains, and Fetsi (2017) attested that this combination improved learners' writing abilities.

A limited number of studies have compared the effects of ISA/ SSA on speaking skill and its components. Most of them explored the implementation of the semi-model of skills integration (listening/speaking) and its effects on speaking accuracy, fluency, communicative competence, and so on (Elhassan, 2019; Ramadan & Hussein, 2020; Saeed & Bostanci, 2022; Sobhani far & Ranjbaran, 2023; Tajan, 2015; Tajan, 2016; Tavit, 2010). Tavit (2010) tested a listening/speaking semi-integrated model on learners' communicative competence, and the results proved that the ISA method was more beneficial in developing the learners' communicative competence than the segregated one. Tajan (2015) combined listening and speaking, aiming to improve learners' speaking accuracy, and tested the same model on learners' speaking fluency (2016). The learners were exposed to audio and were required to converse with their classmates about their opinions or imitate the native speakers' pronunciation and intonation. The results favoured the integrated approach against the segregated one, improving learners'

speaking accuracy and fluency. Alhassan (2018, 2019) investigated the role of the integrated skill approach in improving aural-oral skills performances for secondary school students. He designed lessons based on ISA guidelines and tested the participants' listening and speaking performances. The results of this study revealed that the integrated skill approach effectively improved the students' achievement in listening and speaking, and that the segregated-skills approach did not yield good results. Ramadan and Hussein (2020) confirmed the efficacy of the listening/speaking integrated model enhancing speaking skills via a questionnaire and interviews directed to the learners.

The complex model of skill integration, involving the combination of the four skills (listening, speaking, reading, and writing), has been restrictively dealt with so far. Two studies were carried out by Bentahar (2021), who examined the effect of this model on learners' reading abilities and their writing outcomes in a further study (2021). In the former investigation, the lessons combined reading and speaking skills; vocabulary was also integrated with the writing assignments and/or oral presentations. The aim was to bring about proficient readers who can rely on the different strategies acquired from listening and writing skills. The latter concerned the integration of listening and speaking in the reading and writing course instruction. Learners had to pre-read, read, discuss, listen to related lectures, and write about academic topics. The results revealed learners' increased ability to paraphrase, summarise, and synthesise. In both studies, the findings were in favour of the usefulness of ISA for both students' reading achievement and writing performances.

The present study also follows a complex skill-integration model, integrating the macro skills (listening, speaking, reading, and writing) and the micro skills (grammar, vocabulary and pronunciation), adds to this evidence and confirms ISA effectiveness on learners' speaking proficiency. In a nutshell, the results we obtained are in accordance with the conclusions of the aforementioned studies and with the views of the theorists and specialists in the field, as elaborated in the literature review. Still, further research is needed to add more evidence and credibility to the obtained results.

Conclusion

This chapter analysed the effects of ISA and SSA on Algerian freshmen learners' speaking proficiency by scrutinising four main components: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Each of these components was further examined by tracking improvement touching its subcomponents. The results of the first hypothesis with its four subsidiary hypotheses revealed that ISA is more effective than SSA in assisting the learners in becoming more proficient speakers.

This chapter also examined learners' attitudes towards ISA in teaching the speaking skill in terms of the improvements they gained in the linguistic side (speaking proficiency) as well as the affective side (motivation, self-confidence, autonomy, creativity, etc). The questionnaire findings revealed learners' positive attitudes towards ISA, which fostered their motivation and self-confidence and boosted their potential, making them more collaborative, dynamic, creative learners and self-confident speakers. Consequently, ISA can be recommended as an effective approach to teaching speaking, as it is now widely adopted in instruction in various areas and domains around the world, proving efficacy in many research studies. Furthermore, we can advise teachers to rely on ISA as a motivating approach in the teaching of the Oral Expression module, especially that its name, "Comprehension de l'Oral", calls for skills integration.

CHAPTER EIGHT: PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

Introduction

The present chapter provided insight into the effects of implementing the integrated-skills and segregated-skill approaches in the teaching of the speaking skill based on the theoretical foundations, the empirical findings of the previous research studies, and the conclusions drawn from the current study (preliminary teachers' and learners' questionnaires, learners' interview, the experiment, and the students' post-intervention questionnaire). It attempts to come up with some solutions pertinent to the teaching of the speaking skill in tertiary education and accounts for a set of implications, touching upon the instruction of this skill via SSA and ISA. It also provides guidelines for ISA implementation and recommendations directed to teachers, learners, pedagogical authorities, and stakeholders. The chapter closes with the research limitations and opens further research horizons.

8.1 Segregated- Skill Approach

Skills segregation has prevailed in the past decades under the traditional teaching methods as separating the four skills was the norm for teaching and testing in ESL/EFL, according to educationalists and curricular designers. The principle aim of instruction under the segregated-skill or language-based approach is teaching language for language sake. For instance, the grammar-translation method focused on analysing the grammatical structures and translation (see chapter two, section 2.1.4). Emphasis on a single skill or component was more adequate for focused teaching and intensive learning (McDonough & Shaw, 2003); similarly, having command over separate language skills was the main focus of SSA and the key to successful learning, as discussed in chapter two (section 2.1.3); that is why language classes were generally

labelled as "Grammar", "Phonetics", "Writing", or "Oral Expression" classes to ensure effective learning and to answer some logistic requirements.

However, this goes against how language is usually used in real communication and contradicts what teaching experts have advocated in recent years. Many researchers (Chen, 1999, Dai et al., 2000, Harvey, 1985; Jones, 1995; Peregoy & Boyle, 2001; Su, 2003) viewed that 'skill-oriented' or 'language-based' isolated the four skills from one another and encouraged rote learning, focused on grammar activities and discrete language aspects; authentic communication was overlooked, and skills combination was ignored (see chapter two, section 2.1.5). A few empirical studies (Tavil, 2010; Tajan, 2015; Alhassan, 2019) tested the effectiveness of the SSA and the ISA on learners speaking with communicative competence and with oral-aural skills. The results were in favour of the ISA approach, which is in line with the findings of the current study.

Instruction under the SSA may be at times learner-centred since the learners indulge in presenting oral presentations or class discussions whereby the teacher leads or guides learners' contributions; still, learners' participation tends to vary depending on how much they appreciate the subject, how much they know about it, or whether they feel comfortable to face the audience (teacher and classmates) or not.

A significant conclusion drawn from this research is the fact that SSA assisted poor learners in reaching the average level of fluency and coherence without improving the level of the competent ones to reach the excellent and perfect levels. Furthermore, their lexical resources remained nearly the same in the post-test. Perhaps, the isolated and arbitrary vocabulary games, speaking, and grammar activities that some teachers adopted may motivate the learners to take active roles in the classroom but do not help too much in equipping them with the necessary speaking skills and linguistic aspects (fluency and coherence, grammatical range and accuracy,

and pronunciation), which are necessary for assisting the learners in becoming proficient speakers.

ISA, on the other hand, assisted the students to move beyond the average level towards a good level and even a more advanced one (very good, excellent). An implication related to this finding is that SSA may be more convenient to use with sets or classes where learners of similar abilities are placed together. Here, students of average level are concerned. The activities employed by SSA (oral presentations, class discussions, and debates) may need to be more challenging to stimulate good or excellent students to improve. However, they effectively assist poor and average learners to progress slowly but steadily. On the other hand, ISA can be adopted in mixed abilities classes as all categories of students benefited from it.

This finding may be explained in the light of the varied and engaging activities the ISA makes use of, such as the tasks involved in listening and reading; language-focused learning, including grammar, vocabulary, pronunciation, and information-gap activity; and the tasks requiring the students to produce output, such as role-plays, the 3/2/1 technique. These tasks, encouraging collaborative learning, can touch upon all students with their diverse abilities and competencies, enabling them to progress, each at his/her own rate. Because few activities were used with more focus on debates/discussions and oral presentations, the SSA may teach the learners about the language rather than how to use it for communication purposes. To steer clear of these shapes, the ISA is needed to compensate for the SSA shortcomings.

8.2 Integrated-skill Approach

A solid theoretical foundation was provided in chapter two to bring to light the integrated-skill approach's benefits for oral communication (Widdowson, 1978; Nunan, 1989; Nunan, 2001; Oxford, 2001; Harmer, 2007; Ellis & Yuan, 2004; Lee, 2006). It is also supported by robust empirical evidence. In this approach, all the language arts are essential for language

learning to fulfil communication purposes (see Chapter 2, section 2.2.3). A lesson can be listening-directed or reading-directed, but, at the same time, it incorporates the other skills (speaking, writing) and twins communication goals with academic success (Hungyo and Kijai 2009 as cited in Elena and Lorena 2011). Hence, these skills are to be integrated into an interactive academic environment (Crystal, 2003) because the four skills are seldom segregated in the natural use of the language. This is considered the natural way of language teaching that aids the teacher in tracking learners' progress in multiple skills.

Many researchers have tested ISA effectiveness, and most of their findings align with those obtained in the current study (Elhassan, 2019; Ramadan & Hussein, 2020; Saeed & Bostanci, 2022 ; Sobhani far & Ranjbaran, 2023; Tajan, 2015, Tajan, 2016 Tavitil 2010). The most significant implication of the current study is that the integration of the four skills is imperative for building solid grounds in the speaking skill because it yielded good results. Yet, it is missed out in OE class practices as the preliminary questionnaires and interviews revealed that OE teachers rely heavily on speaking and listening skills, and most of what students do is either oral presentations or class discussions.

By way of comparison and with regard to keeping the flow of information while talking about selected topics, for examples, the SSA realised minor improvements, particularly in the below-average level categories. At the same time, the ISA brought about positive achievements by all types of learners. This may be attributed to the fact that fulfilling a wide range of tasks while dealing with the selected topics by integrating the receptive and productive skills involved in listening, reading, speaking, and writing, and the other micro skills (vocabulary, grammar, and pronunciation) led to the reception and rehearsal of the linguistic elements necessary for students to produce longer speech samples when they perform role-plays, 3/2/1 technique, and information-gap activities. Learners become equipped with the vocabulary and grammatical

patterns needed to talk at length on a given topic. This repeated exposure may be lacking from the SSA since fewer tasks are used. In addition, the repeated practice of these linguistic aspects in the aforementioned communicative activities enhances the learners' speeches in terms of hesitations and pauses, speed of delivery, grammatical errors, and content. It also strengthens their self-confidence and enables them to speak continuously over a subject with minimum hesitation and pausing.

This finding, in fact, confirms Krashen's Input Hypothesis (1981) and Swain's Output Hypothesis (1985), as the former emphasises the receptive skills (listening and reading) as primary input mediums that equip the speakers with the necessary linguistic elements for oral performance in a later stage (chapter 2, section 2.2.4.5). Swain's Output Hypothesis, on the other hand, stresses the use of productive skills (speaking and writing) at earlier stages, pointing to the essentiality of involving the learners in trial-and-error right from the beginning to boost their abilities and encourage them to take risks in using the language (chapter 2, section 2.2.4.5).

The lack of this repeated exposure to the receptive skills in the SSA and the reliance on oral presentations and discussions as the primary means to foster learners' oral productions did not suffice, as students needed to digest some necessary linguistic items (vocabulary and grammar structure), which form a solid ground for future oral attempts (Krashen, 1985). It is noteworthy that by combining the four language arts, ISA twined both hypotheses to maximise the benefits; then, it is, apparently, vital to ensure the integration of the four skills to get the most of learners' speaking outcomes.

A further characteristic of ISA is learning the language to interact, which makes more sense. Authentic contexts generally call for integrating the main language skills hand in hand with other accessorial skills such as grammar, vocabulary, pronunciation, and so on. This is realised in the current study by engaging the learners in role-plays pertinent to the subjects at hand to

mirror some of the situations that can be encountered in real life, such as being a fashion designer, a model, or a fashion victim, or in a situation requiring clothes swapping, recycling or upcycling to be a more responsible consumer. Teaching under the integrated-skill approach offers learners with more opportunities to cooperate with their classmates. The teacher provides more space for learners to take active roles in the classroom; s/he generally takes the role of a guide and a facilitator by creating opportunities for the learners to achieve communicative goals. These situations, in fact, inspire the learners to unlock their hidden potential and to be more creative, autonomous, and enthusiastic (as revealed in the post-intervention questionnaire).

8.3 Teachers' Perceptions of ISA

If knowledge about learners' views towards ISA is vital for its adequate application, familiarity with teachers' perceptions towards it and their readiness to face its challenges and overcome its adversity is also unquestionable. The findings obtained from the teachers' questionnaire revealed that all the teachers favoured the integrated skills approach by pointing to its significance in enhancing learners' language proficiency in general, boosting their speaking abilities in particular, and acknowledging the interconnection between the four language arts.

However, another essential conclusion relates to the teachers' lack of understanding of the true meaning of the integrated-skill approach, for they admitted its application in OE lessons, while in reality, they merely incorporated some vocabulary exercises every now and then. This state of affairs may be rooted in the need for more theoretical background and practical knowledge on organising and delivering EFL speaking lessons in an integrated-skill fashion. Thus, an important implication in this regard is the necessity to include efficient pre/ in-service

training to acquaint the teachers with the ISA principles and the guidelines to be followed in its implementation to ensure the successful integration of the four skills.

8.4 Learners' Perceptions of ISA

According to the findings of the post-intervention questionnaire, students showed very positive attitudes towards ISA, the communicative activities, and the materials used and trusted them as effective means to learn speaking. They confirmed that adopting the integrated-skill approach was beneficial in promoting their speaking skill, vocabulary, fluency, and accuracy, and also affirmed that adopting ISA was effective in making the learners more collaborative, active, motivated, autonomous, creative, and above all, confident speakers. Indeed, the students recommended continuing to implement the ISA to teach speaking in the future. These findings, indeed, add to the findings of a bulk of research studies pertinent to teachers' and learners' perceptions towards integrated-skills instruction (Askildson, 2008; Akram & Malik, 2010; Bose, 2003; Dawid, 2004; Faydi, 2003; Mitrofanova & Chemezov, 2011; Sanchez, 2000; Su, 2007; Tajzad & Ostovar-Namaghi, 2014), which supported the ISA method for providing a favourable educational environment for the learners to express themselves freely, and be more motivated and self-confident to confront their classmates and teachers.

8.5 Learners Affective Factors

Being well acquainted with the learners' attitudes, perceptions, and preferences about the integrated-skill approach is indispensable for making firm pedagogical decisions about its implementation (Tigist, 2002; Hashem & Salem, 2015). That is why needs analysis is the best option to discover learners' difficulties and unveil their expectations.

Affective factors are crucial in learning as a whole and in learning to speak a foreign language in particular. The fact that the act of speaking is instant, spontaneous, and dependent on the interlocutor's status, feelings, and reactions causes a heavy burden on the speaker who

has to engage a set of intricate processes in his mind trying to act within a limited time to convey meaning appropriately and respond to the listener conveniently (see chapter 1, section 1.1.7 for more details). This, indeed, inhibits EFL learners, especially novice ones, from being proficient speakers owing to the many obstacles they face, including deciding on the right vocabulary, the appropriate grammar structures, let alone the psychological barrier caused by shyness and lack of self-confidence. OE teachers should address these psychological factors to make learning more enjoyable and fruitful.

8.5.1 Motivation

Progress in the ISA group resulted from students' motivation to play an active role in genuine activities, which leads them to do their best, ignite their enthusiasm and competition to discover their talents, and be the best version of themselves. An implication for considering learners' motivation is that teachers need to be alert to psychologically inhibited students and treat them with care because boosting their speaking abilities and considering their psychology can bring about confident, autonomous and successful learners. To this end, teachers may grant the learners opportunities to choose the topics to be dealt with in OE lessons, as was pointed to in the learners' needs analysis. Furthermore, teachers may recourse to the integrated-skill approach under which learners are involved in different authentic activities such as information-gap where they are encouraged to interact with classmates or compete with them to solve a problem. Working collaboratively either to produce the script of a role-play or to prepare for its acting is another activity in which some of the behind-the-scenes moments were among the most enjoyable for learners, as was reported in the post-treatment questionnaire.

At the outset of the current study, the CG revealed a slightly better ability to use various grammatical forms than the EG. However, after the treatment, the latter outpassed the former. This may be attributed to the fact that segregated skills instruction, focusing on oral

presentations and discussions, led to the students' demotivation and non-engagement due to the monotonous routine and lack of varied and challenging tasks which may allow the learners to be more involved and committed. Here, only the confident students participate, while shy or less self-assured ones become silent and miss out on the chance to participate and demonstrate their hidden capacities, ending up with no real advancement in their speaking abilities.

Teachers can also adopt another activity, the 3/2/1, which puts learners' speaking abilities and psychological development in the same pot. In so doing, students are encouraged to repeat their oral deliveries three times, which leads to improving their speaking speed, minimising their grammatical errors, and controlling the content (The positive effects of this activity were proved in studies (carried out in 2016 & 2022 by the researcher herself), on the one hand, and getting rid of their psychological barrier, surmounting their fears, and gaining more confidence to give their deliveries, on the other hand.

8.5.2 Stress-Free Atmosphere and More Self-Confidence

Learners feel less stressed when they are knowledgeable about the subject and when they master the language itself. That is why it may be preferable to give room for learners' selection of their own topics or, at least, to provide them with a list of subjects to choose the ones that match their interests. Additionally, incorporating receptive skills (listening and reading) in an integrated-skill lesson opens the door for discovering native speakers' everyday spontaneous speaking. In every lesson, learners were exposed to audio, videos, and print about Generation Z, clothing items and styles, colour nuances, hipster style, fast fashion, eco fashion, tech wear, swashing, etc. This is to enrich their general culture and their knowledge about essential structures and vocabulary to incorporate into their oral deliveries. Consequently, the students feel less stressed about the communication gaps that may occur due to a loss of words or topic

unfamiliarity. This is very beneficial for them to boost their speaking abilities and release their tensions while interacting, leading to more confidence and motivation.

Learners exhibit more motivation and self-confidence when they are engaged in activities where subtle interaction and interplay are involved and whereby they can express themselves freely without being stressed or anxious. This is the aim of selecting the study activities (based on interaction and collaborative learning) to ensure a positive and more comfortable, innovative educational environment, and to avoid the conventional one, which is marked by the absence of these activities, causing a rather teacher-centred knowledge ambience, that is monotonous and likely leading to learners' boredom and demotivation.

8.6 Skills-Related Implications

The current study brought about different implications related to the macro and micro skills.

8.6.1 Skills Integration and the Role of Language-Focused Learning in Speaking

Instruction

Rebecca Oxford (2001) portrayed learning a language as a tapestry woven from the teacher, the learner, the language, the learning situation, and the four skills; each constitutes a solid thread to make the tapestry firm and colourful. These skills are associated with other micro skills such as vocabulary, spelling, pronunciation, etc. Nation (2001), on his part, stressed language-focused input as an essential strand among the other strands (meaning-focused input, meaning-focused output, and fluency) for the adequate conduction of a language course. According to him, any lesson should include the four strands, and each should be allocated 25% of its duration.

Oxford's Tapestry and Nation's four strands were followed in the proposed lessons in this study as follows:

1. Learners were provided with meaning-focused input via accessible audio tracks, videos, or prints and their associated tasks, viz., anticipation from the title, comprehension questions, gap-filling, matching, MCQ, true/false, discussions;
2. Language-focused learning through vocabulary (topic-related vocabulary, collocations, and idioms) , pronunciation (intonation, contractions, and strong and weak forms), and grammar (likes and dislikes, adjectives and adverbs, and phrasal verbs, ensured via communicative activities and collaborative learning);
3. Meaning-focused output (spoken or written productions via discussions, information gap, guided writing, role-playing); and
4. Fluency development (via 3/2/1 technique).

The current study findings add to the arguments for using language-focused learning (vocabulary, grammar, and pronunciation activities) in the EFL classroom as ISA learners gained a substantial amount of receptive knowledge through listening and reading. They enhanced their productive knowledge of the target linguistic items by relying on incoming information from receptive skills and practising them communicatively in the integrated-skill activities, namely information gap and role-playing activities.

8.6.2 Fluency

The 3/2/1 activity, used in the current study to foster coherence and fluency in students' oral productions, proved effective. Its strong points were boosting learners' fluency by increasing their speaking speed, decreasing grammatical mistakes, and controlling the content of the speech by using variant sentences and structures to meet the constraints of time imposed on them by producing the same output in 3 minutes, then 2 minutes, then only one minute, keeping the same amount of information produced in the first delivery.

Utilisation of the 3/2/1 technique helped students reach better rates and clearer speech stretches. Therefore, the presence/absence of such exercise may give a reason for the difference between ISA and SSA concerning the effectiveness in teaching fluency and coherence to foreign learners of English. Incorporating this activity in the OE class so often would be a good idea. Also, this activity can be made more effective by matching it with other collaborative activities such as information gap and role-playing to rehearse the linguistic items and to account for learners' speaking abilities and psychological comfort.

8.6.3 Vocabulary

Developing a wide range of vocabulary in students was a target attained via the implementation of the ISA, for all participants successfully used various words and expressions while discussing the given topics in the post-test, such as naming the different clothing items (cardigan, benies, denim jacket, blazer, ripped jeans, hoody, flannel, etc), colour nuances (baby blue, lemon yellow, camel brown, royal blue, ruby red , spring green, mint green, etc), vocabulary related to fashion in general (garments, designer, landfill, fast fashion, echo fashion, sustainable clothes, eco-friendly, recycling, up cycling, swapping events, ect). This was not true for the SSA as students did not manage to generate speeches rich in assorted diction. To justify this state of affairs, we may say that the activities used with the SSA group (oral presentation, class discussion, vocabulary, and grammar to a limited extent) were less enriching than those implemented in ISA. For example, learners in the post-test did not remember words like sustainable fashion, fashion victim, hipster style, tech wear, eco-friendly, etc.

The SSA, on its part, led to positive outcomes, which are only marginal, however. Although SSA learners were exposed to the same topics as the ISA ones, the former showed inconsiderable development concerning vocabulary. This is explained by the fact that ISA participants have internalised various grammatical structures, vocabulary, and pronunciation

features through the audio tracks/videos or the written selections they dealt with (receptive skills). This incoming information is rehearsed via different vocabulary, grammar, and pronunciation activities, taking different forms as matching, gap-filling, guided writing, role-playing, information-gap, and 3/2/1). SSA learners, however, tend to forget the new vocabulary and show weaknesses in the other linguistic items (grammar, pronunciation, etc) because of the lack of rehearsal. This is a further positive effect of ISA that encourages its application in EFL classrooms to enhance speaking abilities.

In the same respect, the tasks devoted to studying idioms and collocations via the ISA yielded slight improvement in the ISA group. On the other hand, the total absence of such tasks from the SSA resulted in a complete absence of idioms and collocations from the students' speech samples, such as 'this is not my cup of tea', 'I'm keen on...',' I'm into', 'put you thinking cup on', 'tighten your belt', and 'put yourself in his shoes', etc. Here again, the ISA proved to make a positive difference, even minor, for all categories of students as they all moved to the upper classes.

8.6.4 Paraphrasing

The ability to express the same idea differently for clarity is characteristic of efficient speakers. This competence is enhanced in students when instructed via ISA; the SSA also assists students with this task, yet to a much lower extent. The ISA activity that addressed this aspect is the 3/2/1 technique, which pushed the learners to try language structures to cope with time limits by producing information similar to the first speech in a shorter time (two minutes or one minute). In addition, the various language-focused activities, the activities involved in the receptive and productive skills sections, information-gap, and role-playing guaranteed learning new vocabulary items, and thus enriching learners' vocabulary stocks, grammatical and pronunciation outcomes, reflected in the responses to the post-test questions.

8.6.5 Language Complexity

After the treatment, a third of the students in the ISA developed the competence to express themselves in complex sentences more often, relying on subordinating conjunctions, namely ‘because’, ‘when’, ‘whenever’ and ‘unless’ using conjunctive adverbs like ‘otherwise’ rather than coordinating conjunctions like ‘and’ and ‘but’. They generated sentences such as “*Well, mostly I’m satisfied because I don’t have much choices as I only have specific pieces to wear when I’m going out*” or “*That they’re independent...I get inspired from those people and how they wear their clothes, so if they like it, it’ll suit their personality*”. However, students under the SSA could not produce sophisticated utterances; very few succeeded in using complex sentences more frequently than before the intervention, yet this frequency remains less than required; that is, students used complex sentences only –‘sometimes’. Even post to the experiment, they kept speaking in sentences like the following: “*I respect her opinion ..eeeh..I must go with my mother*”.

“*I wear for the party and this outfit I felt feet me and the people in the party like my dress*”.

-“*Waste of water eeeh,,, may be the industry*”.

8.6.6 Grammatical Errors

Avoiding grammatical errors while speaking is challenging as it necessitates concentration, which may explain why most participants kept the same level after the intervention under both conditions. They avoided grammatical errors 'sometimes' only. They, for example, made mistakes in the third person singular ‘s’ or in spontaneously using the past tense, present perfect and future, especially that some of the questions either in the pre-or post-tests required the students to talk about a past experience, describe something (requiring the simple present or continuous), or talking about a future phenomenon. All these require the learners to smoothly use the correct structures while trying to communicate their ideas orally. Nevertheless, few learners of ISA (17.39%) could speak without making the type of mistakes mentioned. The

information-gap activity was, for example, effective in assisting them in avoiding mistakes and producing phrasal verbs more often when speaking. Once again, the 3/2/1 technique proved its efficacy in minimising learners' grammatical errors because repeating the same speech three times assists the learners in producing spontaneous, coherent, and error-free deliveries. SSA, conversely proved to be less effective when it comes to remediating grammar issues in learners' talks, in this study; students not only did not progress, but they also stepped back in preventing grammatical errors. Following are sample sentences from students' oral production:

-“She come [comes] and opens the wardrobe and she say [says] try this”.

-“She know [knows] that I like scarfs”

-“Yes, it is good for learn [learning] more advices [pieces of advice]...”

- “I didn't [don't] follow what's [what] people wear today..”

- “because my father don't [doesn't]_work, my mother don't [doesn't]work....”

8.6.7 Using a Variety of Grammatical Forms

Escaping monotonic speech is typical of good speakers. The ISA group was better on this matter since they were able to bring diversity to their speeches more frequently by adding variety to the grammatical patterns, such as “I’m into”, “I’m keen on”, “It’s been a long time I didn’t see you”, “I’m trying to figure out how to shop”, and phrasal verbs like ‘put on’, ‘dress up’, ‘up cycle’. However, the majority of the SSA group (73.91%) remained at their previous level, i.e., no amelioration was observed in the post-test.

8.6.8 Pronunciation

The ISA activities fostered students' broad use of the right word pronunciation. They, for instance, learnt to pronounce the word ‘wear’ /weə(r)/ not /wi:r/, ‘blouse’ /blaʊz/ not /blu:z/, ‘sweater’ /'swetə(r)/ not /'swti:ə(r)/, etc. Furthermore, learners witnessed a remarkable improvement in using contractions (‘I can’t’, ‘I won’t’, I’ giving, I’ ll), strong and weak forms

(“ I w’d like to /də/”, “/br’kəz/” in stead of /br’kɔz/), and connected speech (‘I wanna’, ‘I’m gonna’).

The pronunciation and intonation rules initiated to the learners in the form-focused lessons were practised via information-gap activities and rehearsed through the 3/2/1 technique and role-playing. These activities evidenced their usefulness in teaching pronunciation. In addition, repeated exposure to authentic audio and audiovisual materials is in itself good training in pronunciation, for learners are likely to pick up how natives pronounce words.

Under the SSA, students did not improve; they kept the same level as before the intervention by mispronouncing simple words, such as ‘shoes’ /ʃu:z/ as /tʃu:z/, ‘grey’ /greɪ/ as /grai/, ‘foreign’ /fɒrən/ as /fɒrəni/, and ‘beige’ /berʒ/ as /bi:dʒ/, etc. This may lead us to say that teachers following SSA need to integrate more exercises on how to sound out words, as presentations and debates alone proved to be insufficient. For this reason, it is vital to include tasks focusing on sound and word articulation instead of merely correcting learners' pronunciation mistakes emerging in oral presentations or while debating,

8.6.9 Intonation

In English, intonation is crucial because it provides the listener with more information about the speaker's intended meaning; it uncovers the actual meaning words bear beyond their basic meaning. Intonation reveals the speaker’s feelings and attitudes toward what s/he is saying. Therefore, imparting knowledge about this linguistic aspect to students is fundamental for helping them grow into good speakers.

ISA does this through the language-focused lessons supported by information-gap and role-plays meant to practice the rules; for example, rising and falling intonation in the auxiliary and wh-questions, such as:

-“Where’s the nearest shopping centre?”

-“OK, here’s the fashion magazine you wanted”.

-“I heard that many designers will participate in the fashion week, is that the new designer?”.

-“Are you model?”.

This makes them aware of how varying tone patterns play an essential role in conveying the speaker's right message. For example, a student from ISA used intonation to ask short questions, wh-questions, and tag questions with appropriate rising or falling intonation. Still, more practice and more time is needed to master more intonation rules. The absence or scarcity of such tasks in the SSA resulted in speakers who enunciated flat utterances in monotone voices, revealing very little about the speaker's intentions and attitudes.

Although ISA has been proven effective, intonation, a laborious aspect of the English language, requires strenuous efforts on the part of both the teacher and the learners to handle. Intonation can be set as a long-term objective to be attained after a long training period, not to say after being in direct contact with native speakers.

8.6.10 Idiomatic Expressions and Collocations

Idiomatic expressions are vital in speech production since they signify natural speech (Cowie & Makin, 1975; Khonbi & Sadeghi, 2017). Henceforth, having command of these expressions creates more confidence in the speaker and engenders more respect from the interlocutor (Cakir, 2011). If learners cannot understand or use idiomatic expressions properly, they will certainly not reach a high level of second-language proficiency (Cakir, 2011).

The current research proved that the SSA learners were not able to incorporate idioms and collocations at all in their speeches; ISA learners also did not reach a satisfactory level in the use of this linguistic aspect in their oral productions; the only idioms they incorporated were

“It’s not my cup of tea”, “tighten your belt”, and “put yourself in someone’s shoes” and the collocations “fashion victim” and “fashion conscious”. Although they incorporated them in the role-plays they performed in the treatment period, perhaps by memorising them, when it came to the spontaneous and instant speeches in the post-test, they scarcely used them. This is so due to memorisation or retrieval issues or may be because of the test stress. Hence, a helpful rule of thumb is to initiate them at the early stages of teaching (right from the beginning of the unit) and keep repeating and rehearsing them throughout the whole unit via different activities and tasks until learners gain automaticity in using them and they become part of their spontaneous language.

8.7 Importance of the Follow-up Activities

Follow-up activities are meant to review the critical aspects introduced to learners at an earlier stage of the lesson or unit by reinforcing what they have learned and prompting them to practice the newly acquired skill(s) for rehearsal mastery. This study used two main activities to serve this aim: Role-plays and the 3/2/1 technique.

- **Role-playing:** Role-playing was used as a follow-up activity to fulfil different aims: (1) to allow for the integration of the four language skills, (2) to echo the linguistic aspect introduced in the language-focused learning phase, and (3) to increase learners' self-confidence and boost their motivation by engaging them in collaborative learning.
- **The 3/2/1 Technique:** This technique has been proven effective in enhancing learners' fluency and improving the quality of their speeches when repeating them three times under time pressure (Nation, 1989; Arevart and Nation 1991, Arab 2016). Hence, its application in the current study was to gain fluency.

These two activities were practical for the ISA group in enhancing their speaking fluency as they revealed fewer hesitations, fewer grammatical mistakes, and more control over the speech content, as opposed to the SSA participants, who revealed poor abilities in fluency

due to the lack of these activities in the traditional teaching method. These tasks are highly recommended in teaching the speaking skill under the integrated-skill approach.

8.8 Guidelines for Implementing ISA for the Teaching of Speaking

Teaching via ISA is not an easy task; it is rather challenging as it demands adequate knowledge of the content, principles, and strategies, and above all, it requires creativity, patience, and passion.

8.8.1 Knowledge about Learners' Needs and Interests

Hinkel (2018) clarified that recognizing learners' needs and setting the course goals should be the first step before any decisions about the skills to be integrated are taken. Knowledge about learners' interests, difficulties, and aspirations is necessary before designing a course. A teacher must first be knowledgeable about learners' proficiency levels via standardised placement tests. S/he may also be informed of their difficulties, needs, and expectations to decide about the required processes of improvement.

Two preliminary questionnaires (teachers and learners questionnaires) and interview with students were conducted at the outset of the study to have an idea about the speaking state of affairs at the Department of Letters and the English Language, Frères Mentouri Constantine1 University and to discern learners' difficulties and needs. This needs analysis revealed that they have different difficulties either related to inadequacy in language control or caused by some affective factors.

8.8.2 Knowledge about Learners' Speaking Proficiency Level

To ensure good conduction of the integrated-skills instruction, learners' level of speaking proficiency should be tested at the beginning of the academic year via a standardised test to assess their level and to ensure the proper selection of materials. This was realised in the current

study via the standardised IELTS to assess the learners' speaking level, and it showed that the learners were of intermediate speaking abilities.

8.8.3 Knowledge about the Content and ISA Principles and Strategies

Foreign language instruction should be founded on authentic communicative purposes. The instructor should develop units that emphasise the communication of meaning by means of authentic resources and adopting learning strategies allowing for skills integration (Oxford, 2001). Knowledge about integrating the four language skills is also necessary before taking any action plan in the classroom. In our case, designing integrated-skills lessons to teach OE for intermediate-level learners required the researcher to be acquainted with the principles of skills integration, its implementation, stages of lesson planning, organisation of activities..etc. All of this required reference to figures in the field in an attempt to design a set of integrated-skills-oriented lessons.

8.8.4 Authentic Materials

Authentic materials are deemed necessary as they allow the learners to observe the spontaneous use of language by natives in real situations. To achieve more fruitful results with the integrated-skill approach, teachers should be cautious when selecting teaching material, especially authentic ones. To this end, they may incorporate audio-visual aids or written selections from authentic websites, which contain dialogues or prints, such as The BBC Learning English or The British Council, where teachers can come across various materials that match the different proficiency levels of the learners to design her/his lessons. Instructors can also access books, magazines, and newspapers directed to native speakers. 92.3% of the ISA group appreciated the materials used in the experiment, which means that the selected materials grabbed the learners' attention, and this is necessary for any instruction to be sound and successful.

8.8.5 Being Active, Skillful, and Creative

Integrating the four skills can enhance students' speaking abilities but can be too demanding and challenging for the teacher. The instructor needs to spend huge effort selecting appropriate teaching materials (audio, videos, and prints), ensuring the materials' authenticity, and being confident that the materials' difficulty level matches the learners' level of proficiency.

After deciding on the teaching materials, the teacher needs to elaborate a mechanism for integrating the four language arts and making informed decisions about where and how to incorporate the receptive and productive skills in the lessons, where to integrate the language-focused lessons, and the exact activities to practice and rehearse these linguistic elements. To achieve this, the teacher must be skilful, creative, and, above all, persistent and devoted to his work. That is why many instructors claimed that adopting the ISA in teaching is laborious and very time-consuming because of factors that could be related to the students, materials, or the teachers themselves. (Desta & Getachew, 2015).

8.8.6 Preventing Monotony

To prevent monotony under the SSA, different activities can be mixed, matched (information-gap, problem-solving, role-plays, 3/2/1 technique) and innovated to discover what learners like best, and the most substantial offer they can provide. After introducing the learners to audio/audiovisual materials or prints (to enhance their receptive skills), learners are involved in fulfilling tasks resulting in understanding the provided information, enriching vocabulary, or discussing related issues.

Teachers can equip the students with important linguistic items they can utilise while talking, such as phrasal verbs, idioms, contractions, strong and weak forms, and intonation via short language-focused lessons. These aspects are to be practised via communicative activities calling for skills integration, such as information-gap and role-playing. These collaborative

exercises help the students gain more confidence, develop a sense of competition, and inspire them to move forward. The teacher can foster learners' speaking abilities, namely fluency, by practising the 3/2/1 technique to raise their speaking speed, reduce hesitations and pauses, and minimise grammatical mistakes. For this reason, teachers are recommended to use different tasks that allow for integrating language macro and micro skills to improve learners' communicative abilities.

8.8.7 A Generalisation of ISA at Tertiary Levels

The present study showed learners' awareness of the significance of integrating the four language skills in improving their speaking abilities. It also revealed their positive attitudes towards the integrated-skills-oriented instruction they received in the treatment, as mentioned earlier. Hence, applying ISA to education in general and the teaching of speaking abilities in particular is very encouraging.

Students' willingness to study speaking via ISA and the grades they granted it (15-20/20) and teachers' conviction about the interconnectedness among the four skills hint at the possibility of implementing ISA with upper levels (Second year through Master two). The teacher may need, if necessary, to adapt the teaching materials to the instructed class and to bring forth more and more variety in the activities, tasks and learning materials that correspond to the learners' level. ISA could even be tried with different subject matters as it proved its efficacy in teaching reading (Zainuddin, 2015), literature (Supaporn, 2015), and language proficiency in general (Monir Nazir, 2012; Desta & Getachew 2015). This calls for generalising the Integrated Approach in teaching English at tertiary levels.

When teachers decide to teach via the ISA, they need to follow all the guidelines of skills integration regarding classroom management and organisation. In this respect, they should ensure a learner-centred classroom based on collaborative learning and learners' active roles.

Moreover, attention should be directed to all learners, especially those with shyness and low self-confidence. Immersing them in a comfortable learning atmosphere where they can express themselves freely, compete with classmates, or push them beyond their comfort zone can lead to positive outcomes.

Speaking proficiency assessment in official exams should follow the guidelines of the IELTS or TOEFL, and learners should be well informed about the evaluation criteria, which teachers should explain to them to track their weaknesses and ensure improvement in their speaking proficiency.

8.9 Implications for stakeholders

The current study brought to light the integrated skill approach as compared to SSA. It backed the evidence reached by previous studies, proving its usefulness to help policymakers make informed decisions about including it in tertiary education. A study carried out by Cho & Brutt-Griffler (2015) was in favour of ISA efficacy for intermediate and more advanced learners, which is in line with the findings of the current study.

Thus, the results reached in the current study invite the Ministry of Higher Education to develop integrated-skills programmes to improve learners' speaking abilities and train teachers to teach the four skills in an integrated fashion since both teachers and learners showed positive attitudes towards the integrated-skill approach. Hence, they should make the necessary changes to keep the students up with recent educational evolution and move towards a more integrated approach, especially that ISA has been adopted in many countries worldwide.

8.10 Implications for University Pedagogical Authorities

A set of implications, which are directed to the pedagogical authorities and which may have a direct effect on the adequate adoption of the integrated-skill approach, are summarised as follows:

- The lack of the necessary materials and equipment, such as audiovisual aids and laboratories, hampers the instructor's efforts in preparing lessons and lessens the course's quality.
- The OE programme has seldom been consolidated among teachers at the Department of Letters and the English Language at Frères Mentouri University. Each plans his lessons at his own pace and preference. The absence of a standard syllabus for all learners limited their chances of acquiring the same kind and amount of knowledge.
- Pedagogical authorities are called to hire material designers to conceive and devise textbooks based on integrating the four skills to be used by OE teachers commonly. They are also recommended to ask for teachers' collaboration in designing a standard OE course. Pedagogical authorities are also called upon to provide pre- and in-service training for teachers about the theoretical grounds and practical application of ISA, namely lesson planning lessons and selecting activities.

8.11 Limitations of the Study

The current study has some potential limitations, like any other research work. Some are due to the methods or measures adopted in conducting it; others are due to the COVID-19 pandemic. A number of important limitations to our findings need to be highlighted.

The first limitation concerns the number of subjects from which these results are obtained, as the total of 46 participants across the two groups is small compared to the total population (approximately 450). With a larger group, it would be possible to generalize the findings to the whole population of the study; it was not possible to recruit more subjects for a number of reasons. Indeed, the nature of the current study requires considerable effort from the researcher to manage the whole sample, especially that the participants needed individualized attention in the pre-and post-tests to lead and record a 15 minutes dialogue for each participant. Furthermore, the analysis of each audio required long hours to deal with the 12 elements of speaking proficiency, considering its components and subcomponents.

A second major limitation is related to the duration and circumstances of the treatment. The time factor is essential in the present study because developing speaking proficiency requires extensive practice over a reasonably long period. We managed to conduct this study within the scope of two months due to the sanitary measures imposed during the COVID-19 pandemic, and this short period prevented us from devoting more time to work on some linguistic aspects, such as intonation and collocations and idioms. This has led us to resort to extra sessions, which added an extra burden, that of the unavailability of free rooms, and made our mission even more difficult. We will be honest if we say that we sought more ambitious results; with more time, students could have achieved better results.

It is worth noting that some students experienced varying levels of fluctuation in their performance during the treatment sessions. On some later performances, their scores were lower than earlier as they had been infected with COVID-19. The pandemic circumstances obliged learners to wear masks and keep a distance of at least one meter, which could affect their performance in the role-plays. Psychological factors such as stress, anxiety, and fatigue played

an essential role in affecting students' performances, as well, especially that the experiment was conducted at the height of the pandemic.

The third limitation is related to the lack of the necessary equipment to teach Oral Expression, such as laboratories and loudspeakers, which were out of our reach. This required extra efforts to bring a personal laptop, loudspeakers, and even a data show, which increased both the efforts put in and the burdens that came with it. In addition, adopting ISA in classrooms with a limited number of students could yield better results, as special attention to the development of the multiple skills (linguistic skills as well as affective) should be directed to all learners on an equal basis.

8.12 Recommendations for Future Research

Although the issue of adopting the integrated-skill approach or the segregated-skill approach in instruction yielded conflicting views and brought about inconclusive decisions (Anderson, 1999: 2), the current study adds to the existing studies on ISA positive effects on EFL learners' speaking proficiency. Previous research has been mainly concerned with the simple integration of language skills by focusing either on receptive or productive ones; more studies are needed to investigate the complex integration of the four skills by combining the macro and micro skills to promote other skills, such as listening, reading, and writing. Other future investigations may include longitudinal studies on the comparative effects of the integrated-skills and segregated-skill approaches on intonation, collocation and idioms, and connected speech in various EFL settings.

Possible related issues suggested for future research may include the following:

- Teachers' perceptions towards ISA and their readiness for adopting it in instruction.
- Experimenting with activities other than information-gap and role-plays for improving learners' (varying proficiency levels) speaking proficiency following ISA principles. .

- Implementing ISA in other subject matters, such as literature or in Content and Language Integrated Learning Instruction (CLIL) areas, such as biology, physics, etc as a means to support the on growing trend towards implementing English as a Means of Instruction (EMI) at tertiary level.

Conclusion

This chapter provides some pedagogical implications that are important for improving the instruction of speaking proficiency. The most important one is that following an integrated-skills syllabus can yield better results than traditional segregated-skills instruction. In addition, speaking is vital for EFL learners, and its improvement is paramount. Thus, teachers are urged to follow a standardised syllabus that is common for all teachers to ensure equal learning opportunities among learners. Time factor and the Covid-19 pandemic circumstances were major hindrances to the conduct of this research; otherwise, better results could have been reached. One essential suggestion for future research is related to the issue of enhancing learners' intonation and spontaneous use of idiomatic expressions by conducting longitudinal studies to compare the effects of ISA and SSA in this regard.

GENERAL CONCLUSION

The role of English as a lingua franca in international communication is undeniable. Henceforth, being a competent speaker of English has grabbed EFL learners' attention and ignited their eagerness to learn it to stay abreast of the new developments of the time and to pursue their interests. The current study is intended to answer one of these learners' aspirations: to be a competent speaker; in other words, it seeks to offer tentative ways to meet this purpose. The principal motive behind carrying out this research stemmed from the fact that making decisions about what to teach in aural-oral skills and how to teach them are left in the teacher's hands, according to his/her own preferences and at his own pace, leading to variant teaching methodologies and allowing for different learning weaknesses. This fact, indeed, stimulated the need to investigate the traditional approach (ISA) and the more innovative one (ISA) in teaching the speaking skill, and to propose a set of lessons that enhances learners' speaking proficiency.

Throughout the first chapter of the literature review, speaking was described as a breed of intricate processes occurring in the speaker's mind, constrained by its instantaneity, some linguistic and psychological barriers, and other conditions imposed by the interlocutor. Unless speakers are able catch the incoming information, they cannot even comprehend intended messages or respond to the listener. For this reason, the flow of the spoken information was tracked from the moment the ears got the oral stimuli until comprehension took place and a reply was provided. The teaching of speaking was pinpointed in the different teaching approaches, and its assessment was also outlined. The second theoretical chapter brought to light the traditional method (the segregated-skills approach) as well as the novel one (the integrated-skills approach) by delineating their historical contexts, characteristics, strengths,

and drawbacks, then by providing the theoretical background on which the proposed lessons are founded, namely the task-based method.

To compare the effects of both teaching approaches (SSA and ISA) on learners' speaking proficiency, a quasi-experiment was conducted in the academic year 2020-2021. The sample consisted of 46 first-year students who were divided into two groups: The control group, which received teaching via the segregated-skills approach, and the experimental group, which was instructed through the integrated-skills approach. Before the treatment, an exploratory study was carried out through teachers and learners questionnaires and students interview to investigate which of the two approaches was followed by the teachers of Oral Expression at the Department of Letters and the English Language, Frères Mentouri Constantine 1, and to set the grounds for the experiment. After that, a retrospective questionnaire was addressed to the ISA group to gauge their attitudes toward ISA and its effectiveness as a teaching approach for promoting their speaking abilities and appeasing the affective load connected to learning speaking.

The preliminary study revealed that the teachers of Oral Expression incorporated speaking and listening in their lessons and relied principally on oral presentations and class discussions. Some exercises were utilized incorporated to target vocabulary and, in few cases, grammar. The reading skill was integrated to a limited extent, while writing was largely overlooked. Hence, the integrated-skills approach needed to be adequately followed. As for the experiment, we relied on comparing the means and calculating a set of t-tests to discern differences between SSA and ISA groups in respect of their speaking proficiency in general and its components and subcomponents in particular. The post-intervention questionnaire unveiled learners' positive attitudes toward ISA, confirming its efficacy in enhancing their speaking proficiency,

increasing their self-confidence and motivation, and assisting them to grow into autonomous and creative learners.

The hypotheses put forward at the outset of this study were corroborated. The integrated-skills approach was more effective than the segregated-skills approach in helping first-year students to improve their speaking proficiency on the whole (hypothesis 1) and on its individual components:

- Fluency and coherence: Avoiding silence and hesitation, speaking at length, and using words to connect ideas (Hypothesis a);
- Grammatical range and accuracy: Speaking in complex sentences, using a variety of grammatical forms, and avoiding grammatical mistakes (hypothesis b);
- Lexical resource: Using a wide range of vocabulary, using idioms and collocation, and paraphrasing (hypothesis c); and
- Pronunciation: Correct pronunciation, intonation, and joining words (hypothesis d).

Likewise, The ISA was more beneficial than the SSA in promoting first-year learners' motivation and self-confidence (hypothesis 2).

Ultimately, some pedagogical implications are set forward. The most important one is an urge to a standard syllabus based on integrating the four language arts. This shared syllabus may be included in a textbook and used by all teachers, or OE instructors may collaboratively elaborate their own. Noteworthy, they should receive some pre/in-service training on the implementation of ISA in the speaking class. A second recommendation is to grant more attention to improving learners' speaking proficiency through ISA, which is more suitable than the SSA for mixed-abilities classrooms. Last but not least, the affective side is highly considered under the ISA approach as psychologically inhibited learners manage to get their bearings.

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APPENDIX I

SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	- speaks fluently with only rare repetition or self-correction; - any hesitation is content-related rather than to find words or grammar - speaks coherently with fully appropriate cohesive features - develops topics fully and appropriately	- uses vocabulary with full flexibility and precision in all topics - uses idiomatic language naturally and accurately	- uses a full range of structures naturally and appropriately - produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	- uses a full range of pronunciation features with precision and subtlety - sustains flexible use of features throughout - is effortless to understand
8	- speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language - develops topics coherently and appropriately	- uses a wide vocabulary resource readily and flexibly to convey precise meaning - uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies - uses paraphrase effectively as required	- uses a wide range of structures flexibly - produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	- uses a wide range of pronunciation features - sustains flexible use of features, with only occasional lapses - is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	- speaks at length without noticeable effort or loss of coherence - may demonstrate language-related hesitation at times, or some repetition and/or self-correction - uses a range of connectives and discourse markers with some flexibility	- uses vocabulary resource flexibly to discuss a variety of topics - uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices - uses paraphrase effectively	- uses a range of complex structures with some flexibility - frequently produces error-free sentences, though some grammatical mistakes persist	shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	- is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation - uses a range of connectives and discourse markers but not always appropriately	- has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies - generally paraphrases successfully	- uses a mix of simple and complex structures, but with limited flexibility - may make frequent mistakes with complex structures though these rarely cause comprehension problems	- uses a range of pronunciation features with mixed control - shows some effective use of features but this is not sustained - can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	- usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going - may over-use certain connectives and discourse markers - produces simple speech fluently, but more complex communication causes fluency problems	- manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility - attempts to use paraphrase but with mixed success	- produces basic sentence forms with reasonable accuracy - uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems - shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6	- produces basic sentence forms with reasonable accuracy - uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems - shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	- cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction - links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	- is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice - rarely attempts paraphrase	- produces basic sentence forms and some correct simple sentences but subordinate structures are rare - errors are frequent and may lead to misunderstanding	- uses a limited range of pronunciation features - attempts to control features but lapses are frequent - mispronunciations are frequent and cause some difficulty for the listener
3	- speaks with long pauses - has limited ability to link simple sentences - gives only simple responses and is frequently unable to convey basic message	- uses simple vocabulary to convey personal information - has insufficient vocabulary for less familiar topics	- attempts basic sentence forms but with limited success, or relies on apparently memorised utterances - makes numerous errors except in memorised expressions	shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	- pauses lengthily before most words - little communication possible	only produces isolated words or memorised utterances	cannot produce basic sentence forms	Speech is often unintelligible
1	- no communication possible - no rateable language			
0	does not attend			

IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English.

APPENDIX II

IELTS Speaking Feedback Sheet

Give your partner a score of 0-3 for each skill: 0=Not at all, 1=A little, 2=Sometimes, 3=Always

Does your partner...	Name:	Name:	Name:	Name:
Fluency and Coherence	Avoid silence or hesitation?			
	Speak at length on each topic?			
	Use words to connect ideas?			
Lexical Resource	Use a wide range of vocabulary?			
	Use idioms and collocation?			
	Paraphrase?			
Grammatical Range and Accuracy	Speak in complex sentences?			
	Use a variety of grammatical forms?			
	Avoid grammatical mistakes?			
Pronunciation	Pronounce words accurately?			
	Join sounds together?			
	Vary intonation?			
Speaking Score (Total divided by 4)				
Comments				

APPENDIX III

The Teachers Questionnaire

Dear Teachers,

This questionnaire is designed to investigate your attitudes and perceptions towards the traditional segregated-skill approach and the integrated-skill approach as adopted in the classroom while teaching Oral Expression module.

Your answers will be taken into account for research purposes and will be treated with a great confidence.

Please, fill in the following questionnaire by providing the required information or by putting a tick in the appropriate box(es).

Thank you in advance for your cooperation.

Section One: General Information

1. Degree held:

a. Magister ☐

b. Doctorate ☐

2. Teaching experience years

3. Which level do you teach?

a. First year ☐

b. Second Year ☐

c. Third year ☐

Section Two: Teachers' Attitudes towards Students' Speaking Skill

4. How do you evaluate your students' speaking level ?

a. Excellent ☐

b. Good ☐

c. Average ☐

d. Poor ☐

5. How many students participate in Oral Expression lessons?

a. All of them ☐

b. The majority of them ☐

c. Only few students ☐

d. None of them ☐

6. What makes them feel enthusiastic about taking part in Oral Expression lessons?

a. The teacher ☐

b. The teaching method ☐

- c. Classroom atmosphere ☐
- d. The topics selected for discussion ☐

7. In your opinion, what hampers the silent students from speaking in Oral Expression sessions?

- a. Lack of vocabulary ☐
- b. Fear of making mistakes ☐
- c. Fear of the teacher's remarks ☐
- d. Fear from the classmates' reaction ☐

Others.....
.....

8. Being a proficient speaker is a prerequisite for having a good level of proficiency in English.

- a. Strongly agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Undecided ☐
- e. Strongly disagree ☐

9. Please, say why.....
.....

Section Three: Teaching Speaking through the Segregated-skill/ Integrated-Skill Approaches

10. Which of the following activities do you focus on in Oral Expression lessons?

- a. Free debates ☐
- b. Group discussions ☐
- c. Oral presentations ☐
- d. Role plays ☐
- e. Vocabulary games ☐

Others.....

11. How do you teach the speaking skill?

- a. In isolation (speaking only) ☐
- b. Integrated with the other skills (listening, reading, writing) ☐

12. Which of the following skills/ sub-skills do you usually combine together when teaching speaking?

- a. Listening ☐
- b. Reading ☐

- c. Writing ☐
- d. Vocabulary ☐
- e. Pronunciation ☐
- f. Grammar ☐

13. How often do you provide your students with audio to listen to?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

14. How often do you provide your students with videos to watch?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

15. What activities do you require your students to do after listening to an audio/watching a video?

.....

.....

.....

.....

16. What is the objective of these activities?

.....

.....

.....

17. How often do you give your students reading assignments?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

18. What are these reading assignments meant for?

.....

.....

19. How often do you give them writing assignments?

- a. Always ☐

- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

20. What is the purpose of these writing assignments?

.....

.....

.....

21. How do you organize your students while achieving the assigned tasks in the classroom?

- a. Individually ☐
- b. In pairs ☐
- c. In small groups ☐

22. Which language(s) do students use while working in pairs or groups?

- a. Only English ☐
- b. Arabic ☐
- c. English mixed with Arabic and French ☐

23. How often do you encourage them to speak only in English?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

24. What are the materials that you rely on to teach Oral Expression?

- a. Textbooks ☐
- b. Newspapers ☐
- c. Magazines ☐
- d. Literary texts ☐

Others.....

.....

25. Do you raise your students' attention towards the necessity of combining the four skills together as it naturally happens in everyday life?

- Yes ☐
- No ☐

26. Do you think that integrating the speaking skill with the other skills and sub-skills would better develop learners' speaking proficiency than teaching it segregated from the other skills?

Yes ☐

No ☐

27. Please, say

why.....
.....
.....
.....

APPENDIX IV

The Students' Questionnaire

Dear Student,

This questionnaire is designed to investigate your attitudes and perceptions towards the traditional segregated-skill approach and the integrated-skill approach as adopted in the classroom while studying Oral Expression module.

Your answers will be taken into account for research purposes and will be treated with a great confidence.

Please, fill in the following questionnaire by putting a tick in the appropriate box or giving full answers wherever necessary.

Thank you in advance for your cooperation.

Section One: General Information

1. High-School stream:

- a. Foreign Languages ☐
- b. Letters and philosophy ☐
- c. Experimental Sciences ☐
- d. Mathematics ☐
- e. Technical mathematics ☐
- f. Management and Economy ☐

2. The mark of English in the Baccalaureate Exam:

3. Do you like speaking English?

- Yes ☐
- No ☐

4. Do you speak English outside the classroom?

- Yes ☐
- No ☐

Section Two: Learners' Speaking Skill

5. Which of the following skills do you consider the most important? (please, order them from the most important skill to the least important one)

- a. Listening ☐
- b. Speaking ☐
- c. Reading ☐
- d. Writing ☐

6. Please, justify your choice.....
.....
.....

7. To have a good level of proficiency in English, you should be a good speaker of it?

I Strongly Agree ☐ I agree ☐ I can't decide ☐
I disagree ☐ I strongly disagree ☐

8. Please, say why.....
.....
.....

9. How could you evaluate your level in Speaking?

a. Excellent ☐
b. Good ☐
c. Average ☐
d. Below the average ☐

10. How much do you like studying Oral Expression?

a. Too much ☐ b. Much ☐ c. not much ☐ d. ☐
Not at all

11. What makes you interested in studying it?

a. The teacher ☐
b. The teaching method ☐
c. The topics being selected ☐
d. The classroom atmosphere ☐

Others.....
.....

12. How often do you participate in the classroom?

a. Always ☐ b. Often ☐ c. Sometimes ☐ d. Rarely ☐
e. Never ☐

13. In your opinion, what makes it difficult for you to take part in Oral Expression sessions?

a. Lack of vocabulary ☐
b. Fear of making mistakes ☐
c. Fear of the teacher's remarks ☐
d. Fear of the classmates' reaction ☐

Others.....
.....

Section Three: Learning Speaking through the Segregated-skill/ Integrated-Skill Approaches

14. On which activity is the Oral Expression module based?

- a. Free debates ☐
- b. Group discussions ☐
- c. Oral presentations ☐
- d. Role plays (acting) ☐
- e. Vocabulary games ☐

Others.....
.....

15. How do you study the speaking skill?

- a. In isolation (speaking only) ☐
- b. Combined with the other skills (listening, reading, writing) ☐

16. Which of the following skills/ sub-skills are usually combined together while you study speaking?

- a. Listening ☐
- b. Reading ☐
- c. Writing ☐
- d. Vocabulary ☐
- e. Pronunciation ☐
- f. Grammar ☐

17. How often do your Oral Expression teacher provide you with audios to listen to?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

18. How often does your Oral Expression teacher provide you with videos to watch?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

19. How often does your Oral expression teacher give you reading assignments (activities)?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

20. What reading tasks does your Oral Expression teacher give you?

.....
.....
.....

21. How often does your Oral expression teacher give you writing assignments (activities)?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

22. What does your Oral Expression teacher ask you to do in the writing tasks?

.....
.....
.....

23. How does your teacher organize you while achieving your tasks in the classroom?

- a. Individually ☐
- b. In pairs ☐
- c. In small groups ☐

24. Which language(s) do you use while working in pairs or groups?

- a. Only English ☐
- b. Arabic ☐
- c. English mixed with Arabic and French ☐

25. What teaching materials does your teacher rely on to teach Oral Expression?

- a. Textbooks ☐
- b. Audios/videos ☐
- c. Newspapers and magazines ☐
- d. Literary texts ☐

Others.....
.....

26. Do you think learning speaking in combination with the other skills would better develop your speaking skills than learning it without being related to them?

Yes ☐

No ☐

27. Please, say
why.....
.....
.....
.....

Section Four: Further Suggestions

28. Please, suggest some ideas or activities that your Oral Expression teacher could add to improve your speaking skill.

APPENDIX V

The Students Post-Intervention Questionnaire

Section One: Students' Attitudes towards the Integrated-Skill Approach

1. Please, state your impression about the integrated-skill approach.

a. I liked it a lot ☐

b. I liked it quite a lot ☐

c. I didn't like it much ☐

d. Didn't like it at all ☐

2. What did you like best about the integrated approach method of teaching?

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.....
.....
.....
.....
.....

3. What you didn't like about it?

.....
.....
.....
.....

Section Two: Integrated-Skill Approach Speaking Benefits

4. How much do you think adopting the integrated-skill approach is beneficial in promoting (developing) learners' speaking skill?

a. A lot ☐

b. Quite a lot ☐

c. Not much ☐

d. Not at all ☐

5. What are the merits (advantages) of adopting an integrated-skill approach in the teaching of speaking?

.....
.....
.....

6. How much did you appreciate the teaching materials (texts, audios, and videos) used by your teacher while adopting the integrated-skill approach to teach the speaking skill?

- a. A lot ☐
- b. Quite a lot ☐
- c. Not much ☐
- d. Not at all ☐

7. What did you like about these materials?

.....
.....
.....
.....

8. How could you evaluate the progress in your speaking performance after the adoption of the integrated- skill approach?

- a. Too much improvement ☐
- b. Quit a lot of improvement ☐
- c. Little improvement ☐
- d. No improvement at all ☐

9. How much vocabulary did you learn?

- a. A lot ☐
- b. Quite a lot ☐
- c. Not much ☐
- d. Not at all ☐

10. How can you evaluate the amelioration in you speaking fluency after the implementation of the integrated skill approach and the 3/2/1 technique?

- a. A lot of improvement ☐
- b. Quite a lot of improvement ☐
- c. Not much improvement ☐
- d. No improvement at all ☐

11. How can you evaluate the enhancement in you speaking accuracy after the implementation of the integrated skill approach?

- a. A lot of improvement ☐
- b. Quite a lot of improvement ☐
- c. Not much improvement ☐
- d. No improvement at all ☐

12. How can you evaluate the progress in you pronunciation after the implementation of the integrated skill approach?

- a. Too much improvement ☐
- b. Much improvement ☐
- c. Little improvement ☐
- d. No improvement at all ☐

Section Three: Integrated-Skill Approach Affective benefits

13. The integrated-skill approach helped you in becoming more learners.

Aspect	To what extent?		
	A lot	Moderately	Not too much
a. More collaborative			
b. More active			
c. More autonomous (independent)			
d. More motivated			
e. More enthusiastic			
f. Others			

14. Please, say
how.....

15. Did the integrated -skill approach help you become a more self-confident speaker?

Yes ☐

No ☐

16. Please, say how.

.....
.....
.....
.....
.....

17. Did the integrated-skill approach help you be a more creative learner?

Yes ☐

No ☐

18. Please, say how.

.....
.....
.....
.....

19. Did the lessons presented to you via the integrated-skill approach help you gain more knowledge about the world of fashion in the native countries and about how native speakers cope with it?

Yes ☐

No ☐

20. Please give examples.

.....
.....
.....
.....

21. How would you prefer to study speaking in the future?

c. Through a segregated-skill approach (the traditional method) ☐

d. Through an integrated-skill approach ☐

22. Please say

why.....
.....

.....
.....
.....

23. If you are to mark the integrated-skill approach /20, what mark will you suggest ?

Section Four: Further suggestions

24. Do you have any suggestions for improving the teaching of the speaking skill in order to bring about more proficient speakers?

APPENDIX VI

THE PRE-TEST

Part One: 4-5 minutes interview about personal information

- Q1. What do you like to do after graduating from university?
- Q2. What do you want to do in your spare time?
- Q3. Do you enjoy buying clothes?
- Q4. Where do you usually buy your clothes?
- Q5. Who usually goes with you when you buy your clothes?
- Q6. On which basis do you choose the clothes that you buy?
- Q7. What kind of clothes do you dislike?
- Q8. How do you dress to a birthday party and what clothes do you wear when you go on holidays?
- Q9. What clothes and colours are trendy these days?

Part Two: The Cue Card (A 2 minutes talk)

Question: Describe the types of clothes you prefer to wear.

You should say:

- 1. What the clothes look like.**
- 2. Which colours look best on you.**
- 3. When you prefer to wear these clothes.**
- 4. Why you like wearing them.**

Part Three: 4-5 minutes Interview (more thorough questions about the same topic)

Questions:

- Q1. How important are clothes and fashion to you?
- Q2. Do men and women have the same shopping habits when they buy clothes?
- Q3. Do you think that wearing original branded clothes like Adidas, Chanel, and Gucci is important?
- Q4. What could clothes and colours reveal about one's personality?
- Q5. Do you think that it is good that the Algerian teenagers follow foreign fashion trends?
- Q6. How different are the clothes you are wearing now from those you will wear in 20 years.

APPENDIX VII

THE POST-TEST

Part One: 4-5 minutes interview about personal information

Questions:

- Q1. Are you a sociable or an unsociable person?
- Q2. How frequently do you go out to spend time with your friends or take part in different social occasions?
- Q3. How much time do you spend in front of the mirror to get ready to go outside?
- Q4. Are you satisfied with the first outfit you wear or do you keep trying on many clothes before you finally decide on the one that suits you best.
- Q5. How often do you go shopping for clothes?
- Q6. What kind of clothes do you like to wear and what are your colours preferences in the different seasons?
- Q7. Who generally helps you decide when you find it difficult to choose the appropriate style or colour of the clothes you buy or wear?
- Q8. Have you changed your clothing style in recent years?
- Q9. What kind of clothes do you dislike wearing?

Part Two: The Cue Card (A 2 minutes talk)

Question: Describe a party that you enjoyed.

You should say:

1. Whose party was it?
2. When and where did it take place?
3. What did you wear to the party?
4. How you felt about your outfit?
5. What made the party such an enjoyable event?

Part Three: 4-5 minutes Interview (more thorough questions about the same topic)

Questions:

- Q1. Are you a fashion victim?
- Q2. Do you think that people in the world should stop buying too much clothes?

Q3. Which clothing styles do you think are mostly chosen by Genzers in Algeria? What do they reveal about their personality?

Q4. How do Genzers clothing styles compare to their parents' ones?

Q5. How different will be the clothes you are wearing now from those you will be wearing in 20 50 in their design and fabrics?

Q6. How will this difference be important for the environment and people?

APPENDIX VIII
STUDENTS INTERVIEW

1. What do you study in Oral Expression lessons?
2. Do you listen to audios or watch videos?
3. After watching the video, what activities does your teacher ask you to do?
4. Does he ask you listening comprehension questions about the audio/ video?
5. Do you do vocabulary, grammar, or pronunciation activities related to the audio/ video you dealt with?
6. Does your teacher give you texts to read in the classroom or provides you with reading assignments as homework?
7. After reading the text, does your teacher ask you to answer comprehension questions or do other activities related to the text?
8. Does he ask you to write paragraphs, short stories, role-play script, or summaries of texts...etc?
9. Do you do vocabulary, grammar, or pronunciation activities related to the same topic?
10. What do you like to add to make the teaching of oral expression better?

APPENDIX VIII
STUDENTS' INTERVIEW TRANSCRIPTS

Interviewee 1

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you exactly do in Oral Expression lessons?

Discussions/ We didn't meet the teachers in the first sessions till the end of November.

2. Basically it is oral presentations or class discussions. Does your teacher give you a topic to prepare at home; then you come to the classroom and discuss it?

Yes.

3. Do you listen to audios or watch videos?

NO

4. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

No.

Do you do vocabulary or grammar activities?

She doesn't. She just gives us some exercises including sentences that include phrasal verbs and we should indicate the phrasal verbs.

5. Are they related to audios or reading texts?

No, they are not related to audios and texts. They are kind of games in vocabulary and grammar related to phrasal verbs.

6. Do you read texts in class and do activities about them?

No.

7. Do you spend the whole sessions dealing with these vocabulary exercises?

No, we start with these exercises, and then we use the words we learned in oral presentations or role acting.

8. How do you learn vocabulary? Do you extract them from videos or texts?

The teacher gives us some definitions and asks us to match them with the words, or fill in the blanks, or cross the odd words.

9. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No. We think about the role play and we act it orally, and when we finish, we do discussions.

10. Does she ask you to summarise texts or write paragraphs?

No.

Transcript 2

Interviewee 2

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. **What do you do exactly in Oral Expression lessons?**
We talk about some topics and we discuss them with the other students.
2. **Basically, it is oral presentations or discussions. Do your teacher give you a topic to prepare at home; then you present them in the classroom.**
Yes, we prepare them beforehand.
3. **Do you listen to audios or watch videos?**
Yes, sometimes.
4. **Then what do you do after watching them?**
We listen carefully; then, we answer questions about them and try to discuss them.
5. **Do you do vocabulary or grammar activities related to the audio you listened to?**
No, we don't.
6. **Even pronunciation?**
Sometimes, she asks us to speak then pronounce the words as we know.
7. **So, the pronunciation is not related to the audios?**
Sometimes related, sometimes no.
8. **Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?**
No, but we did it once; we read, and we answered some questions about the topic (comprehension questions).
9. **Does she give you vocabulary or grammar exercises related to the text?**
No.
10. **So basically, you watch videos and you discuss them or you discuss topics in the class.**
Exactly madam, and we do presentations.
11. **Explain please.**
She gives us some topics and we present them in the class.
12. **Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?**
No, never.
13. **Do you do other games in the class? Give me examples.**
Yes. She gives us a box full of letters and we have to find the exact words.
14. **Do you have to write these words?**
No.
15. **How much time do you spend for these games?**
The whole session.

Transcript 3

Interviewee 3

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. **What do you do exactly in Oral Expression lessons?**
We usually deal with some texts. The teacher gives us some texts and we try to make discussion and conversation about them. Sometimes, there are debates more than discussions. We usually speak more.
2. **Do you prepare the texts at home?**
No not much. Sometimes yes.
3. **Does the teacher gives you texts in the classroom?**
Yes.
4. **What kind of texts?**
All sorts of texts.
5. **Are they taken from newspapers or magazines?**
From novels and internet.
6. **Does the teacher ask you comprehension questions about the text?**
No.
7. **Do you discuss the text?**
Yes.
8. **Does she give you vocabulary or grammar exercises related to the text**
No, never
9. **So, what do you do with the text?**
Just talk about them, and sometimes she asks us to revise them at home and deal with them more.
10. **Does your teacher give you audios or videos to watch?**
Yes, usually.
11. **After watching the videos, what you do?**
We usually take some notes about them.
12. **Do you answer questions about them?**
No.
13. **You just discuss them?**
Yes.
14. **Does she give you vocabulary, grammar, pronunciation exercises related to them?**
No.
15. **Does she ask you to write about the videos?**
No, not much.
16. **Or to prepare role plays?**
No.
17. **All what you do is discussing the videos?**
Yes.
18. **You deal with pronunciation?**
Yes.
19. **How?**
Sometimes, she gives us some difficult words and we repeat them.

20. Where do you take these words from?

Sometimes from topics, texts.

Thank you so much

Transcript 4

Interviewee 4

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

For example, talking about a specific topic with the teacher and we discuss it with the teacher.

2. Do you do vocabulary or grammar exercises related to the same topic?

Yes.

3. How?

4. Yes sometimes. Sometimes we have no time. We match words to their definitions, cross words and the teacher evaluates our pronunciation.

5. Do you listen to audios or watch videos?

Yes, I remember we had one video about artificial intelligence.

6. What you do after watching videos?

7. She asks us to take notes, and then she asks some questions and we answer, then students summarize it in their own words.

8. Does your teacher give you something to read?

Yes, poems.

9. What do you do after reading poems?

We get the general idea and we analyse them (the conflicts, characters).

10. Do you do grammar, vocabulary exercises related to these poems?

No.

Thank you so much

Transcript 5

Interviewee 5

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

The teacher gives us some topics to prepare in pairs or in groups, and we present them and discuss them with our classmates. Sometimes, they ask questions.

Sometimes, she gives us topics to prepare or we choose our own topics.

2. Do you listen to audios or watch videos?

No, not at all.

3. Does the teacher give you something to read at home or in the classroom?

No, she never give us this.

4. Do you do other activities like vocabulary games or role plays?

No, not at all.

Thank you so much

Transcript 6

Interviewee 6

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

The teacher gives us topics to do them at home, so when we come here (to the classroom), we discuss them in groups.

2. So do you do oral presentations or free discussions?

In the first semester we did free discussions, and in the second semester we did oral presentations.

3. Do you listen to audios or watched videos?

Sometimes.

4. After watching the video or listening to the audio, what activities does your teacher ask you to do?

Filling the gaps activities

5. Does your teacher ask you questions about the video?

Yes, she asks us some questions about the topic of the video.

6. Do you do vocabulary or grammar activities related to the audio you listened to?

No

7. Does she give you something to read in the classroom?

No, only exercises.

8. Which ones?

Sometimes games...we connect words....Something like that.

9. Are the games related to any audio, video, or text?

No.

10. Does she ask you to write summarise texts or write role plays and present it?

No.

11. Does she ask you to write anything?

No, nothing.

12. What about pronunciation. Do you do pronunciation activities?

No.

13. So basically, it is all about oral presentation or free discussions or watching videos and discussing them without doing exercises about them.

Yes

14. That's it?

Yes, that's it.

Thank you so much

Transcript 7

Interviewee 7

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

Usually our teacher gives us topics, random topics, and she asks us to do research about them, and then when we come here (to the classroom), she asks us about them. All the students discuss about the given topic. As I remember, in the first semester we did some oral presentations.

2. Do you listen to audios or watch videos?

Yes, sometimes.

3. After watching the video, what activities does your teacher ask you to do?

We discuss the video orally.

4. Does your teacher ask you listening comprehension questions about the audio/ video?

Yes, of course.

5. Do you do vocabulary or grammar activities related to the audio/ video?

No.

6. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

At home... I don't think so.

7. Do you read texts in class and do activities about them?

No.

8. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No..acting? No.

9. So, basically it's oral presentations or group discussions. Do you do vocabulary or grammar activities related to the audio/ video?

No...No...not in Oral Expression we do this in grammar.

Ok. Thank you.

Transcript 8

Interviewee 8

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

Basically, she used to give us some topics to prepare at home, and when we come to the classroom we make a debate about it. At the beginning of the year we used to do individual oral presentations, but because some students felt uncomfortable with oral presentations, the teacher decided to make free debates about some topics by dividing the class into two halves.

2. Do you listen to audios or watch videos?

No.

3. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

Only to prepare the topics for discussion

4. Does your teacher give writing activities.

No.

5. Do you do vocabulary or grammar activities?

We did them at the beginning of the year. As I remember we did two exercises.

6. Do you do vocabulary or grammar activities related to the audio/ video?

No. As I remember, she gave us once an exercise about phrasal verbs, and she gave us another exercise about adjectives in a sort of a game.

7. They are isolated exercises then. What about pronunciation. Do you do pronunciation activities?

Hmmmm, No.

Transcript 9

Interviewee 9

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

The teacher gives us some topics for debate and she gives us the opportunity to choose the one we like, and she divides us into groups or pairs.

2. Do you prepare the topics at home?

Sometimes, especially when it is an oral presentation.

3. Do you listen to audios or watch videos?

No, she doesn't.

4. Do you do vocabulary or grammar activities?

No.

5. What about pronunciation. Do you do pronunciation activities?

No.

6. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No..when she gives us a role play, we do it in the classroom.

7. Do you think about it and write the script; or do you play it directly?

She gives us some time to think about it, and then we act it.

8. Do you do vocabulary or grammar activities?

We always do debates and sometimes she asks us to give her some adjectives or idiomatic expressions, and sometimes we do cross words games.

9. Are these activities related to the topic you discuss or to a text or an audio/ video?

No, they are isolated exercises.

Thank you so much.

Transcript 10

Interviewee 10

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

We discuss topics about specific subjects. We debate

2. Does your teacher give you topics , or you choose your own ones?

It depends, sometimes she gives us topics, and sometimes we select our own.

3. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

We usually read about a specific question to prepare projects in groups of three or four students. Then each group presents his project about a specific subject.

4. Do you listen to audios or watch videos?

Yes, sometimes we listen to an audio and make comments about or answer questions about it. Sometimes we listen to stories; then we answer questions about them.

5. Do you do vocabulary or grammar activities related to the audio you listened to?

Yes, we listen to it, and we answer questions about it. We also do grammar and vocabulary exercises.

6. What about pronunciation. Do you do pronunciation activities?

She corrects our pronunciation when we present our projects.

7. Does your teacher give you texts to read in the classroom?

I don't remember, most of the time it's audios.

8. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No.

9. Do you do vocabulary or grammar games?

No

10. What is the activity that you do all the time in the classroom?

Basically, it's writing about subjects and presenting them with our group members.

Transcript 11

Interviewee 11

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

We did presentations; we did some debates, and some exercises and activities.

2. Which activities?

Activities about idiom, body language....etc. that's it...not much.

3. Do you listen to audios or watch videos?

No. not at all. I don't remember we did that..only presentations.

4. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

Texts? No activities.

5. Which activities?

She gives us pictures and we do exercises about idioms or body language.

6. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No, I don't remember we did that.

7. Do you do vocabulary or grammar activities?

We did vocabulary games not grammar.

8. How much time do you spend playing these games?

One hour.

9. What about pronunciation. Do you do pronunciation activities?

No, the teacher sometimes corrects our pronunciation.

10. What do you like to add to make the teaching of oral expression better?

To rely on videos since it is very important to us. I would like to do like acting scenes like a play or something. It really helps in speaking....more debates and more group discussions

Thank you so much

Transcription 12

Interviewee 12

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1. What do you do exactly in Oral Expression lessons?

For example, in the first session, the teacher presents us certain topics, and she provides us with information (back up information). It takes one hour and she asks us to go and find more information about the same topic for the next session. Everyone has a different topic to write about and find information about it. For example, if we are talking about “the diversity of cooking in the world”, each one will do research about a different country or a different meal, and in the next session everyone will discuss about the meal that he found. And she provides us with new lexis related to the topic.

2. Do you listen to audios or watch videos?

I remember that she gave us vocals to listen to. They were songs, and that’s all.

3. After listening, what activities does your teacher ask you to do?

She asks question about it.

4. Did you write it?

No, we only discussed it.

5. Do you do vocabulary or grammar activities related to the song?

No.

6. What about pronunciation. Do you do pronunciation activities?

Pronunciation.....no.

7. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

No, not reading. She didn’t ask us about reading something.

8. Does your teacher give writing activities about the audios (songs), or does she ask you to write role play script to act them...etc?

No. the only thing that we wrote is just the tasks we are asked to do orally.

**Thank you so
much**

Transcription 13

Interviewee 13

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

Our teacher tell us about the topic to prepare for next session, and we prepare it. For me I have my personal ideas and I use the internet, ask people, my sisters to get more information about it and I prepare it. In the class, I don't use the papers, but I talk about it.

2. Do you listen to audios or watch videos?

No.

So, basically, it is oral presentations.

And also group discussions.

3. Does your teacher give you texts to read in the classroom or provide you with reading assignments as a homework?

We do stories like "Cinderella" and "The Beauty and the Beast" in small groups. We read them at home, and we discuss them in small groups.

4. Do you do vocabulary or grammar activities?

We do vocabulary games in groups.

5. Does your teacher give writing activities about the audios (songs), or does she ask you to write role play script to act them...etc?

We sometimes act plays in the classroom.

6. Is the play related to the topic you discussed?

Sometimes related, sometimes not. The teacher gives us the script, and we act it.

7. What are the activities that you always do in Oral Expression?

Free debates, we sometimes agree or disagree over some issues. Audios and videos are rarely used.

Thank you so much

Transcription 14

Interviewee 14

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

Basically we just talk about different topics. Sometimes we choose them, and sometimes the teacher chooses them. We try to discuss specific points like What is this topic? How can you use it? When can you use it.....different topics.

2. Do you listen to audios or watch videos?

Not really because we don't have equipment.

Basically it's oral presentations or discussions.

Yes, presentations.

3. Do you do vocabulary activities?

Rarely as we do too many presentations

4. And grammar exercises?

No. we did very few isolated exercises about idioms in the first semester. They are not related to any of the topics that we presented.

5. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

Yes, texts.

6.What activities do you do about the texts?

We discuss the text and we do some activities related to it like how to combine sentences together.

8. Does your teacher give writing activities about the audios text, or does she ask you to write role play script to act them...etc?

We did few role plays; basically, most of the time we do presentations.

Thank you so much

Transcription 15

Interviewee 15

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

We basically do idioms we listen to a conversation from the laptop that the teacher has. The teacher asks us some questions about the conversation. After that, we try to speak with each other and with the teacher about the audio and about any other subject. We try to talk as possible as we can to be more fluent, and we try to use some new idioms to be more fluent.

2. Do you do vocabulary or grammar activities related to the audio you listened to?

No more activities just listening.

3.What about pronunciation. Do you do pronunciation activities?

No, if we do mistakes while speaking to the teacher, she corrects us.

4.Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

No, we do this in writing.

5.Does your teacher give you writing activities about the audios text, or does she ask you to write role play script to act them...etc?

No, like we do this mentally. We organize our ideas. She gives us time

6.Do you do oral presentations ? Does your teacher give you topics to prepare and present in the classroom?

No, we discuss everything in the classroom. We discussed topics like “Corona Virus”, “football” and any topic that came like we talk about it.

7.Does your teacher give writing activities about the audios text, or does she ask you to write role play script to act them...etc?

We don't write. The teacher gives us five idioms, and we have to think about a situation. She gives us one minute. After we organize what we are going to talk about the topic for two minutes; sometimes other classmates may interfere and engage themselves to create a conversation and we talk with each other.

Thank you so much

Transcription 16

Interviewee 16

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

We do for example activities in pairs or individually.

2. What kind of activities?

Vocabulary games....or topics....sometimes topic discussions and sometimes games.

3. Do you listen to audios or watch videos?

No.

4.Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

No

So, basically, it is all about vocabulary games or free discussions.

Transcription 17

Interviewee 17

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

Our teacher of Oral expression...she almost always relies on improving our communication and our pronunciation skills. She always make group work or pair work in order to encourage us to speak in front of each other. She tries always to fight the shyness that we are suffering from.

2. What do you do in group work?

She sometimes suggests topics that she gives us as homework, or we choose by ourselves. We prepare it at home, or we prepare it for five or ten minutes in the classroom. Just a small preparation; then she makes a discussion, or she divides us into small groups to discuss with each other or to discuss with the whole classroom.

3. So, basically, it's free discussions; what are the other activities.

We also play vocabulary games, as my friend said before. She is not interested in grammar; she only evaluates our pronunciation; the only thing that matters to her is that our pronunciation is good.

Always when we make a mistake, she corrects it directly.

4. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

Not Often...Rarely..it's rarely.

5. What do you do as reading activities?

As activities, we only prepare topics that we choose or that the teacher selects. We don't deal with texts in the classroom. She only gives as questions about the topics that she chooses.

6. Does your teacher give writing activities about the audios text, or does she ask you to write role play script to act them...etc?

No.. we prepared actually plays before. It's a group work, of course. We prepare the role play at home. Only one time we prepared the role play in five minutes in the classroom, but it didn't work. The teacher gives us at least one week to prepare it.

7. Do you like role plays?

Not that much I like topics more; it is an individual work.

Thank you so much

Transcription 18

Interviewee 18

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

Since the first semester, she gives us topics in order to prepare them at home and we present them in class.

2. Do you do vocabulary or grammar activities related to the audio you listened to?

Vocabulary games like idiomatic expressions.

3.What about pronunciation. Do you do pronunciation activities?

Yes we do pronunciation.

4.Does your teacher give you texts to read in the classroom?

No

5. Do you listen to audios or watch videos?

No, we don't listen, we don't watch, and we don't write.

6. So, it is all about oral presentations discussions and some games. Do you think that you learn much from Oral Expression?

No.

What do you want to add?

We have to listen to audios, we have to speak more; we need them in Oral Expression to enrich our vocabulary.

Thank you so much

Transcription 19

Interviewee 19

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

In the first semester, she gave us a text book, when we go to the class, she displays some videos and we answer, and when we answer, we just fill in the gaps; this is in the first semester. For the second semester, we just learned more about speaking. We had idioms. She gave us a second textbook. You can have it in your phone in a PDF format. So there are idioms about food, colours, body parts. We have like 12 units, so we just study the idiom, and then you create situations with these idioms. She puts a timer for two minutes or like. You think for one minute without writing anything, and you speak for two minutes without really checking the time. Yeah, we dealt with idioms in situations... a lot of speaking... this is for the second semester.

2. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

No, she doesn't.

3. Do you do oral presentations or free discussions?

Not presentations. She asks us to study the idioms obviously, but the situations we just create them in class. We have to practice in class. Technically, most of the time we do it individually but sometimes in groups or in pairs.

4. Do you do grammar activities related to the audio you listened to?

No.

5.What about pronunciation. Do you do pronunciation activities?

For pronunciation; she notices how you speak and corrects you along the way. She doesn't really do any activity on it. She just corrects you on the spot.

Thank you so much.

Transcription 20

Interviewee 20

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

She gives us tasks, sometimes not always.

2. What kind of tasks?

She asks us about the lessons we did. She asks us to make research at home, and when we come in class, we discuss it with her individually not in groups. She asks us individually about the topic we prepared, and each one has his own information about it.

4. Do you listen to audios or watch videos?

Yes, we listen to audios.

5. After listening to the audio, what activities do you do?

She asks us if we remember or not; then she asks us about the audio that she gave to us.

6. Do you do vocabulary or grammar activities related to the audio itself?

No.

7. Are the questions meant to check your understanding of the video?

Yes.

9. Does your teacher give you texts to read in the classroom?

Ehh.....No, we only read to prepare the topics we discuss in class.

10. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No, we just write about them at home, but when we come to the classroom, we talk about them.

9. What about pronunciation. Do you do pronunciation activities?

The teacher corrects our pronunciation mistakes when we talk.

Thank you so much

Transcription 21

Interviewee 21

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

She gives us some topics to talk about any topic. She doesn't precise the topic. She also asks us to play roles about any event we want.

2. Do you write the script of the role play at home?

No, we do it orally in groups. We talk about any topic we want.

3. What are the other activities that you do?

That's all.

4. Do you do vocabulary or grammar activities?

We did synonyms **only**.

5. Do you listen to audios or watch videos?

No

6. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

Sometimes, we read to prepare the topics we discuss.

7. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No

8.What about pronunciation. Do you do pronunciation activities?

When we talk, she corrects us.

Thank you so much

Transcription 22

Interviewee 22

Setting : Frères Mentouri University Constantine 1

Good morning, I just want to ask you some questions related to Oral Expression lessons.

1.What do you do exactly in Oral Expression lessons?

We actually get in the classroom; then she put some vocals to listen to. Mostly they are in the British Accent. We just listen to them, and we answer to the questions. And mostly we just listen. We don't read and there is no video included; there is no role play. We just listen. We just listen, answer the questions, and that's it.

2. Do you do vocabulary, grammar, or pronunciation activities?

Other than the idioms, we don't deal with neither pronunciation nor grammar, just the idioms that we use when we speak. The teacher just say them; we listen to them , and we answer. There is a list of idioms including the colours, human beings, animals...etc; the audio includes these idioms; we listen to them, and we try to memorise them. We look them up in the dictionary and tell her the meanings. She listens to everyone in the classroom. We give her the expressions, and the best one we write it down. We can also put the idioms in a situation.

3. Does your teacher give you texts to read in the classroom or provide you with reading assignments as homework?

No, not at all.

4. Does your teacher give writing activities about the audios or videos, or does she ask you to write role play script to act them...etc?

No.

No reading or writing activities; so basically, it's talking.

5. Do you do oral presentations?

Not at all. We bring our own topics; we think about them for about a minute and we talk about them for two minutes.

6. Do like this method of teaching?

Yes, I do, but I wish it was more like an open discussion where people in my classroom would actually talk because most of them don't talk , and it ends up me , the teacher and one of my classmates just talking. The other ones don't really speak because they feel judgment.

Thank you so much

APPENDIX X

Experimental Group Pre-test and Post-test Results in Fluency and Coherence

Experimental Group						
Participants	Fluency and Coherence					
	Avoiding silence and hesitation		Speaking at length on each topics		Use words to connect ideas	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	1.33	2	1.66	2.33	0.33	1.66
2	2	3	3	3	2	2.33
3	2	2.66	2	3	2	3
4	2	2.66	3	3	1.66	2.33
5	1	2	1	2	0.66	1
6	1	2	1	2.66	1	1.33
7	1.33	2	2	3	1	1.66
8	2	3	2	3	1	1
9	2.33	3	3	3	1.33	2.33
10	2	2	2	2	2	2
11	1.33	1.66	2	1.66	1	1
12	1.33	2.33	2	3	1.33	2
13	2	2.66	2	3	0.33	2.33
14	1.33	2.66	2	2.66	1.33	2
15	1	2	1.33	2	1	2.33
15	2	3	3	3	2	3
17	2	3	2	3	0	2.66
18	2	3	1.33	3	2	2.33
19	1	2	1	3	0	1
20	2	2.66	1.66	2	1	1.33
21	2	2.66	2.66	3	2	2
22	1.66	2.33	2	2	1	1.33
23	1.33	2.66	2	3	1	2.66

APPENDIX XI

Experimental Group Pre-test and Post-test Results in Lexical Resource

Experimental Group						
Participants	Lexical Resource					
	Use a wide range of vocabulary		Use idioms and collocation		Paraphrase	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	1.33	2	0	0	1.66	2.33
2	2	3	0	1.33	2	2.66
3	2	3	0	1.33	2	3
4	3	3	0	1.66	2.33	3
5	1	2	0	0.66	0.66	2
6	1.33	2.33	0	0.33	2	1.33
7	1.66	3	0	0.33	2	2.66
8	2	2.66	0	0.33	2	3
9	2	3	0	1	2	3
10	1	2	0	0.33	2	2
11	2	2	0	0	1	1.66
12	1.33	3	0	0	1.66	2
13	1	3	0	1.33	1.66	3
14	1	3	0	0	2	3
15	1.33	2	0	0.33	0.66	1.33
15	2	3	0	1	2	3
17	2	3	0	0.66	2	2.33
18	2	2.33	0	0.33	2	2
19	1	2.33	0	0	1	1.66
20	2	2.66	0	0.33	2	1.66
21	2	2.33	0.66	0	2	3
22	1	2.33	0	0	1	2
23	1	2.66	0	0.33	2	3

APPENDIX XII

Experimental Group Pre-test and Post-test Results in Grammatical Range and Accuracy

Participants	Experimental Group					
	Grammatical Range and Accuracy					
	Speaking in complex sentences		Using a variety of grammatical forms		Avoiding grammatical mistakes	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	1.33	2	1	1.33	1.66	1.66
2	2	3	2	3	2	3
3	2	3	2	2	2	2
4	2	2.66	2	2.66	2	2.33
5	1	2	1	1.33	1.66	2
6	1	1.66	1	1.33	1.33	2
7	1	2	1.66	2	2	2.66
8	2	3	2	3	2	2
9	3	3	2	3	2	2.33
10	1	2	1	1.33	1	1.33
11	1	1.33	1	1.33	2	2
12	1	1.33	1	1.33	2	2
13	1.66	2	1.33	3	2	2.33
14	1.5	2.33	1	2	2	3
15	1.33	1.66	1	1.66	1.66	2
15	2	3	2	3	2.66	3
17	2	2.66	1	2.66	2	3
18	1.33	2.33	1.33	2.33	2	2
19	1	1	1	1	1	2
20	1	1.33	1.33	2	2	2
21	2	3	2	2.33	2	2.66
22	1	1.66	2	2	2	2
23	2	3	1.66	3	2	2

APPENDIX XIII

Experimental Group Pre-test and Post-test Results in Pronunciation

Experimental Group Group						
Participants	Pronunciation					
	Pronouncing words accurately		Joining sounds together		Varying intonation	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	2	2	1	1	1	1
2	2	2	2	3	1	2
3	2	2	1	2	1	2
4	2	2	1	1.66	1	1.33
5	2	2	1	1	1	1
6	2	2	1	1	1	1
7	2	2	1	2	1	1
8	2	2.5	2	2.5	1	2
9	2	2	1	2	2	2
10	2	2	1	2	1	2
11	2	2	1	1	1	1
12	2	2	1	2	1	1
13	2	2	1	2	1	1
14	2	2	1	2	1	2
15	2	2	1	2	1	1
15	2	2.5	2	2.5	1	2.5
17	2	2	1	2	1	1
18	2	2	1	2	1	2
19	2	2	1	1	1	1
20	2	2	1	2	1	1
21	2	2	2	2	1	2
22	2	2	1	2	1	1
23	2	2	1	2	1	2

APPENDIX XIV

Control Group Pre-test and Post-test Results in Fluency and Coherence

Control Group						
Participants	Fluency and Coherence					
	Avoiding silence or hesitation		Speaking at length on each topic		Using words to connect ideas	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	1.33	1.33	1.66	2	1	1
2	1	1	1	1.33	1	1
3	1	1.33	1.66	2	1	1
4	1	1.33	1.66	1.66	1	1
5	2	2	2	2	1	1
6	2	2	3	3	2	2.66
7	1.33	2	1.33	1.66	1	1
8	1	1	1.33	2	1	1
9	2	2	2	2	2.33	2
10	2	2	2	2	1.66	1.66
11	1	1	2	2.33	1.66	1.66
12	2.33	3	3	3	2	1.66
13	1	1.66	1.33	1.33	1	1
14	1.33	1.33	2	2	1	1
15	1.66	1.66	2	2	1.33	1.33
15	2	2	2	2	1.33	2
17	1	1.66	1.66	1.66	1	1.33
18	1	1.66	1	1	1	1
19	2	2	1.66	1.66	2	2
20	1.66	1.33	1.33	1.66	1	1
21	2	2	2	2	1	1
22	3	2.66	3	2.66	3	2.33
23	3	2.66	3	2.33	2.66	3

APPENDIX XV

Control Group Pre-test and Post-test Results in Lexical Resource

Control Group						
Participants	Lexical Resource					
	Using a wide range of vocabulary		Using idioms and collocation		Paraphrasing	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	2	2	0	0	1.33	1.66
2	1	1	0	0	0	0.33
3	1.66	2	0	0	1	2
4	1.33	1.33	0	0	1	1
5	2	1.66	0	0	2	2
6	3	3	0	0	2.33	3
7	1	1	0	0	1	1
8	1.66	1.66	0	0	1	1
9	1	1.33	0	0	1.66	2
10	2	2	0	0	2	2
11	1.33	1.66	0	0	2	2
12	2.66	3	0	0	3	3
13	1	1.33	0	0	1	1
14	2	1.66	0	0	1	2
15	2	2	0	0	1.66	1.66
15	2	1.66	0	0	2	2
17	1	1.33	0	0	1.66	1.66
18	1	1	0	0	1	1
19	2	2	0	0	2	2
20	1	1	0	0	1.33	1.33
21	1.66	2.33	0	0	1.33	2
22	2.33	2.33	0	0.33	2.33	3
23	2	2.33	0.33	0	3	3

APPENDIX XVI

Control Group Pre-test and Post-test Results in Grammatical range and Accuracy

Participants	Control Group					
	Grammatical Range and Accuracy					
	Speaking in complex sentences		Using a variety of grammatical forms		Avoiding grammatical mistakes	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	1.33	1.33	1.33	1	2	1.33
2	1	1	1	1	1	1
3	1	1	1	1	1.33	1
4	1	1	1	1	1.33	1
5	1.66	1.66	1.33	1	1.66	2
6	2	2	2.33	3	3	3
7	1	1	1	1	1.33	1.33
8	1	1	1	1	1.33	1.33
9	2.66	2	1	1.66	2	1.66
10	1.33	1.66	2	1.33	2.33	2
11	1.66	2	1.66	2	2	1
12	1.66	2	2	2.33	3	3
13	1	1	1	1	1.33	1.33
14	2	2	1.33	1.33	2	2
15	1.33	1.33	1.66	1.66	2.33	2.33
15	2	2	1.66	1.33	2.66	2.66
17	1	1.66	1	1.33	1.33	1
18	1	1.33	1	1	1	1
19	2	2	2	2	2.33	2.33
20	1	1.66	1	1	2	2
21	2	2	1.33	1.33	2	2
22	2.33	2.33	2	3	3	2.66
23	3	3	3	3	3	3

APPENDIX XVII

Control Group Pre-test and Post-test Results in Pronunciation

Control Group						
Participants	Pronunciation					
	Pronouncing words accurately		Joining sounds together		Varying intonation	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
1	2	2	1	1	1	1
2	2	2	1	1	1	1
3	2	2	1	1	1	1
4	1	1	1	1	1	1
5	2	2	1	1	1	1
6	2	2	2	2	1	1
7	2	2	1	1	1	1
8	2	2	1	1	1	1
9	2	2	1	1	1	1
10	2	2	1	2	1	1
11	2	2	1	1	1	1
12	2	2	2	2	1	1
13	2	2	1	1	1	1
14	2	2	1	1	1	1
15	2	2	1	1	1	1
15	2	2	1	1	1	1
17	2	2	1	1	1	1
18	2	1	1	1	1	1
19	2	2	2	2	1	1
20	2	2	1	1	1	1
21	2	2	1	1	1	1
22	2.5	2.5	2.5	2.5	2	2
23	2.5	2.5	2.5	2.5	2	2

Résumé

La présente étude vise à examiner les effets de l'approche des compétences intégrées et de l'approche des compétences séparées sur la compétence orale des apprenants algériens à travers une conception quasi-expérimentale. Pour atteindre cet objectif, 46 étudiants de première année ont participé à l'expérimentation qui s'est déroulée au cours de l'année universitaire 2020-2021 au Département des Lettres et de la Langue Anglaise de l'université Frères Mentouri Constantine 1. Avant le traitement, une étude préliminaire a été menée pour suivre l'intégration des quatre compétences linguistiques (écouter, parler, lire et écrire) et des micro-compétences (vocabulaire, grammaire et prononciation) dans les leçons d'Expression Orale (EO). Deux questionnaires ont été conçus pour 21 enseignants d'EO et 120 étudiants de première année. Un entretien a également été mené avec 22 étudiants afin d'obtenir davantage d'informations sur l'intégration des compétences ainsi que sur les activités et le matériel utilisés dans les cours d'expression orale. En ce qui concerne l'expérience, l'échantillon a été divisé en deux groupes égaux. Pendant 8 semaines, le groupe de contrôle a suivi l'approche traditionnelle des compétences séparées (ACC), et le groupe expérimental a reçu un enseignement par le biais de l'approche des compétences intégrées (ACI). Un questionnaire post-intervention a été soumis au groupe expérimental afin de connaître leur attitude à l'égard de l'ACI. Les résultats de l'étude préliminaire ont révélé que l'expression orale n'était pas totalement séparée des autres compétences, mais qu'elle était principalement liée à l'écoute ; la lecture était utilisée de manière limitée et l'écriture était complètement marginalisée. Les micro-compétences ont été arbitrairement incorporées et l'approche intégrée n'a pas été correctement adoptée. Les résultats des t-tests étaient en faveur du groupe soumis à l'ACI, qui a constaté une amélioration de la compétence orale dans son ensemble ainsi que dans ses composantes individuelles. Les résultats du questionnaire post-intervention ont montré les attitudes positives des participants à l'égard de l'ACI. L'implication principale dictée par cette étude est que l'ACI a prouvé son efficacité pour les étudiants et qu'elle est pédagogiquement recommandée.

Mots-clés : approche par compétences intégrées, approche par compétences séparées, maîtrise de l'expression orale, macro-compétences, micro-compétences.

المخلص

تهدف هذه الدراسة إلى البحث في آثار نهجي المهارات المتكاملة والمهارات المنفصلة على إتقان المتعلمين الجزائريين لمهارة التحدث من خلال تصميم شبه تجريبي، ولتحقيق هذا الهدف، تمت مشاركة 46 طالبا في السنة الأولى في التجربة التي أجريت خلال العام الدراسي 2020-2021 بقسم الآداب واللغة الإنجليزية، جامعة الإخوة منتوري 1. وقد تم قبل التجربة إجراء دراسة أولية لتتبع مدى دمج المهارات اللغوية الأربع (الإستماع، التحدث، القراءة والكتابة) والمهارات الفرعية (المفردات، القواعد والنطق) في دروس التعبير الكتابي. كما تم توجيه استبيانين أحدهما إلى 21 مدرسا للتعبير الشفهي والثاني إلى 120 طالبا في السنة الأولى بالإضافة إلى مقابلة أجريت مع 22 طالبا من نفس الصف للحصول على المزيد من المعلومات حول تطبيق نهج المهارات المتكاملة ومعرفة الأنشطة والوسائل البيداغوجية المعتمدة في تدريس التعبير الشفهي. أما بالنسبة للتجربة، فقد تم تقسيم عينة الدراسة إلى مجموعتين متساويتين، حيث مرت المجموعة الضابطة بنهج المهارات المنفصلة التقليدي، وتلقت المجموعة التجريبية تعليما عبر نهج المهارات المتكاملة لمدة ثمانية أسابيع تم بعده إسناد استبيان للمجموعة التجريبية مفاده معرفة مواقفهم اتجاه نهج المهارات المتكاملة. وقد كشفت نتائج الدراسة الأولية أن مهارة التحدث لم تكن منفصلة تماما عن المهارات الأخرى بل كانت مرتبطة ارتباطا وثيقا بمهارة الاستماع، كما تم إدراج مهارة القراءة بشكل محدود من طرف بعض الأساتذة، أما الكتابة فقد تم تهملها تماما، أما المهارات الجزئية فقد كانت مدمجة بشكل عشوائي وبذلك لم يتم اعتماد النهج المتكامل بشكل صحيح. أما نتائج الاختبارات فقد كانت لصالح المجموعة التجريبية التي شهدت تحسنا في إتقان مهارة التحدث بصفة عامة وفي أجزائها الفرعية بصفة خاصة. وقد أظهرت نتائج الاستبيان الذي أدرج للمجموعة التجريبية بعد التدخل مواقف المشاركين الإيجابية اتجاه نهج المهارات المتكاملة، وقد تمثل الأثر الرئيسي الذي تمليه هذه الدراسة في إثبات نهج المهارات المتكاملة فعاليتها للطلاب لذلك يوصى به ترويا.

الكلمات المفتاحية: نهج المهارات المتكاملة، نهج المهارات المنفصلة، الطلاقة في التحدث، المهارات الكلية، المهارات الجزئية.