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**The Effect of Web Authentic Materials and
Tools and Strategy Training on Students' Oral
Proficiency**

**CASE STUDY OF FIRST YEAR LMD STUDENTS
IN THE ENGLISH BRANCH AT MOHAMED
KHIDER UNIVERSITY OF BISKRA**

**This thesis submitted to the Department of Letters and English in Candidacy for the Degree
of Doctorate "Es-Sciences" in "Applied Linguistics and Didactics of Foreign Languages"**

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Abstract

The big challenge of most Algerian students in English language learning is the mastery of oral skills and achieving native oral proficiency. Conversely, the availability of internet technology and the abundance of teaching materials is posing serious dilemmas for students at the University of Biskra about both material selection and task choice to learn autonomously and, thus, fail to explore the new digital world effectively to achieve their goals due to many reasons. This study analyses the immense potential of the net and its integration in foreign language education and the effect of incorporating authentic web resources into material design, the teaching process and outcomes. Various data collection methods and data analysis tools are adopted to confirm or disconfirm the research hypotheses based on the efficiency of the designed authentic web-learning syllabus on students' scores in IELTS tests and on the classroom discourse. This is an illustration of a new teaching programme that would rely gradually less on the teacher but would combine both EFL pedagogy, strategy training and E-learning to create a learning cycle that achieves systematicity in both material selection, learning process, assessment and learning outcomes leading at the end to autonomy. Accordingly, this study uses a triangulated research method that consists of, first, administering a questionnaire to both the sample of the study (N=40) to assess needs, level and learning preferences and first year teachers (N=15) to obtain a clear view about the teaching and learning background about the module of 'Listening and Speaking'. In addition to this, a quasi-experiment is supplemented with classroom observation to collect all the necessary data to explore the complex factors that would have contributed to the post-test results. Furthermore, a post-study survey was a helpful tool to complement the evaluation of the investigation and collect directly the participants' views about their experiences during the experiment. Finally, both quantitative and qualitative results of the present research proved the efficiency of authentic web learning on students' oral proficiency in terms of accuracy, fluency and complexity of the participants' oral performances. Accordingly, the different statistical measurements validated the benefits of the online authentic course by the improvements scored in the participants' post-tests and, thus, rejected the null hypothesis. Furthermore, discourse analysis, by a combination of quantitative and qualitative data, confirmed the improvements in classroom discourse and strategy use after analysing both pre-test and post-test transcripts. Therefore, encouraging authentic online learning and strategy training is the new recommendation for oral classes at higher education to achieve high levels of oral proficiency in English.

Keywords: Accuracy; Authenticity; Fluency; Lexical complexity; Syntactic complexity; Web learning

Dedication

I dedicate this work

To the memory of my parents, my brother, my aunts and our little angel Iness

To my husband

To my brothers and sisters

To all my nephews

To all my nieces

To all my family

To all my students

To all my friends

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List of Abbreviations and Acronyms

ACTFL: The American Council for the Teaching of Foreign Languages

ARD: Action Research Design

AS-unit: Analysis of Speech unit

AMs: Authentic materials

CAF: Complexity, accuracy, and fluency

CALL: Computer Assisted Language Learning

CALP: Cognitive Academic Language Proficiency

CD-ROM: Compact Disc Read-Only Memory

CLT: Communicative language teaching

CMC: Computer-mediated Communication

CS: Communication strategies

DVD: Digital Versatile Disc

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ESL: English as a Second Language

ETS: Educational Testing Service

FLTEACH: Foreign Language Teaching forum

FSI: Foreign Services Institute

GL: Global language

ICC: Intercommunicative Communicative Competence

ICTs: Information and Communication Technologies

IECC: Intercultural E-Mail Classroom Connections

IELTS: International English Language Testing System

L1: First Language

L2: Second Language

LLTI: Language Learning Technology International

LMD: License-Master-Doctorate

MSTTR: Mean Segmental TTR

OI: Oral Interview

OPI: Oral Proficiency Interview

PBL: Project-based Learning

Q: Question

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching.

TELL: Technology Enhanced Language Learning

TSSD Transcribed Student-student Discussions

TTR: Type –token Ratio

TSE: Test of Spoken English

USB: Universal Serial Bus

VLE: Virtual Learning Environment

WWW: World Wide Web

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General Introduction

1. Background of the Study

Using authentic materials in language classrooms is more and more regaining recognition over the last few years. Certainly, the notion of authenticity can only emerge again to the forefront with easy and instant internet access to a variety of resources available to a wider mass of people. This enthusiastic pursuit of authenticity was mainly encouraged by the contribution of Dewey and the modern revolutionary movements to education leading gradually “to authentic pedagogies, authentic curriculum, and authentic assessment, authentic teachers, and authentic learners” (Bialystok, 2017:2). Additionally, authenticity draws attention to “the real self” or a unique self-values that originated principally thanks to Jean-Jacques Rousseau and the naturalism of the post-Enlightenment views (Ibid). All things considered, authentic learning promotes a continuous connection between the outside real world and the pedagogical practices.

There is a growing need nowadays ,as a part of university role , to prepare students for autonomy or taking “responsibility for their learning” (White, 2008).The aim of this research is to show a link between authenticity , classroom learning , technology, communicating strategies ,oral proficiency and autonomy that can be achieved via authentic web learning environment . Autonomous learners, generally, learn what they want and when they want according to their general interests and their needs by reading books and watching news and movies, etc. Nowadays, with internet technology new forms of authentic learning opportunities have emerged. Therefore, authentic learning activities such as listening to audio books, chatting with friends, solving real problems, presenting a video to a virtual community are all new aspects of online authentic learning environment. 21st century learning skills are apparent in students’ everyday life while using entertainment technologies by browsing web pages for video gaming, for new posts, for commenting fashion posts, etc. These daily internet consumptions represent new valuable learning opportunities for language classes.

This research seeks to address the issue of authenticity in relation to online learning. The term authenticity is not new in the Algerian academic context. Algerian English textbooks have provided learners either in middle schools or in secondary schools with

pertinent authentic materials for language practice in all language skills. In other words, the present work focuses on advancements in technology that are increasingly getting more and more flourished with millions of authentic learning possibilities of the new millennium. Consequently, this contributed to the widening of the gap between the outside digital world and the monotony of classical pedagogical practices in language teaching. Therefore, all these new perspectives need to be explored in Algerian universities need to respond to the new demands of many students.

Accordingly, instructors can incorporate web materials, tools and applications effectively into English language classes. The Internet technology can provide foreign language (FL) classes with valuable opportunities for authentic tasks, materials, collaboration and communication between FL learners all over the world and even with native speakers. Discussion boards, chat rooms, blogs, podcasts, Skype and wikis can enhance exposure and practice in all the four main language skills –speaking, listening, reading and writing. In other words, the integration of Internet technology in the FL classroom needs to be purposive, intense, substantial, meaningful and innovative. Thus, teaching practices are bound to constantly follow the changing world and the changing needs.

2.Statement of the Problem

All types of communication skills form the basic requirements for many professional careers. In fact, self-confident ‘articulate’ graduates’ with effective persuasive and presentation abilities in addition to good debating and listening skills are needed in both academic and economic domains. Therefore, the real mission of teachers of English in the sector of higher education in Algeria is to form proficient speakers in the English language who can participate in conferences and present research projects, succeed in job interviews and conduct business transactions in this age of globalisation. Therefore, good speaking courses should normally be designed to meet these needs by giving English learners the motivation to speak and to learn autonomously to achieve higher levels of oral proficiency in English.

In the peak of the digital revolution and the growing interest to language learning students are supposed to take profit of each second of their time in the learning process. Paradoxically, teachers at the University of Biskra think that oral English classes are far

behind the modern and current trends in language teaching because of unclear teaching standards, inappropriate curriculum and evaluation, absence of personalized learning and untrained teachers creating a very restrictive learning environment resulting in an unsatisfactory level in speaking skill.

Accordingly, students are not prepared and oriented to the virtual learning environment that offers new experiences for this new generation as it provides an online platform by offering online courses and dynamic, flexible mechanisms for learning and assessment. A need analysis in addition to proficiency and diagnosis tests ,as necessary steps in designing materials for the module of listening and speaking (by relating the new teaching programme to learning outcomes and to language difficulties of the students), are not common coins in English as a Foreign Language (EFL) classes at Biskra University . Although almost all FL instructors have basic technological skills, they still face this challenge of how to use the Internet technology in the language classroom and combine them with the typical requirements of teaching and learning. Thus, the new role of the teacher is to make these digital horizons accessible to all learners of all categories. This can offer to everyone an active and interactive learning environment that extends the classroom setting. Therefore, this virtual space provides educational materials and can introduce new trends in EFL pedagogy to an effective authentic web learning environment.

3. Research Questions and Hypotheses

3.1. Research Questions

This research aims at exploring the effects of authentic web learning on students' oral proficiency. In addition to this, students can overcome their communication difficulties when they perform oral tasks with a strategy training programme .In order to reach these objectives, the following research questions have been asked :

- 1- What are the students' needs in studying the module of 'Listening and Speaking'?
- 2- What are the effects of an authentic web learning instruction on students 'oral proficiency in terms of complexity, accuracy and fluency?
- 3-How would a strategy instruction affect students' fluency and their strategy use in oral productions?

3- What are the effects of authentic web learning on students' attitudes?

3.2. Hypotheses

The present research seeks to verify through this investigation the following hypotheses:

- **H1:** authentic web learning would improve Students' oral proficiency, as they would score better in IELTS tests in terms of complexity, accuracy, and fluency (using CAF measures).
- **H2:** Teaching communicating strategies would help students to reduce the number of pauses.
- **H3:** Authentic web learning would enhance classroom interaction in terms of accuracy and vocabulary.
- **H4:** Teaching communicating strategies would help students to overcome their communication breakdown in classroom interaction and enhance their strategy use.
- **H5:** Portfolio learning would help students to take responsibility of their learning process and thus achieve systematicity and autonomy to get better outcomes.

4. Aim of the Study

This research aims to examine the effect of a web-based authentic teaching instruction on student's oral proficiency. Therefore, the main focus of this thesis is to present a new alternative to the teaching of the module of 'listening and speaking' in an authentic web learning environment. Thus, this innovative teaching course is an attempt to link authenticity and EFL teaching with the use of technology. Therefore, needs analysis, diagnosis tests, self-assessment, peer-assessment, portfolio learning are the new teaching instruments to make a link between the virtual world and the classroom. In view of that, their ultimate aim is to integrate these new technological tools in a pedagogical sound and meaningful way to enhance the teaching quality and learning performances. Besides, the general purpose of this investigation is to bring to light the teaching of oral communicating strategies and their application in everyday classes to help students to gain awareness and deal with all sorts of language problems.

Additionally, as a large number of students are already familiar with the ICTs, considered as new literacy skills; therefore, the aim of the present research is to fully ensure that students receive training in the use of internet tools to get better scores in IELTS tests. Moreover, with the present research, the researcher gives credit to portfolios as scaffolding tools and how they can affect language practice and self-study skills.

5. Significance of the Study

This study's findings will present many benefits to both students, teachers, administrators and academic officials. The study is significant because the new authentic web learning approach is an attempt to meet the requirements of FL students in a global world in constant search for efficient changing teaching methods. Above all, the teaching of the module of 'listening and speaking' should be reconsidered as it plays a big role in both academic achievements and future professional requirements by the instauration of oral tests. Thus, teachers, particularly part time teachers can apply the suggested new pedagogy in this research to give the best academic training for students with the available means, as they will be guided in task and course design and in understanding all critical aspects related to teaching and assessing the speaking skill. Additionally, administrators, syllabi developers and academic institutions can play a significant function in offering guiding lines for syllabus design and the facilities in providing the necessary technical equipment for the assessment of the speaking skill to create new dynamic efficient learning experiences and encourage online learning.

The goal of this research is, therefore, to help learners become more efficient and more self-directed in their learning. This study contributes in raising the learners' consciousness of their learning processes learning achievements, attitudes, anxiety and motivation to effectively use ICTs in their language practice. Moreover, particular issues might arise from the present investigation to be explored for further research.

6. Population and Sampling

The quality of any research work depends greatly on the data collection tools and analysis used, and the appropriateness of the sampling technique. Therefore, defining the population or selecting a sample requires some technical considerations. In other words,

sampling techniques need to be appropriately applied as they constitute a main stage in the research outline. Using a whole population or taking all first year students represent an unfeasible condition in our research as the overall number of students exceeds 400 each year at the University of Biskra. In regard to the nature of our investigation that seeks to apply a newly designed teaching programme to assess its effectiveness so practicality, feasibility and ease of understanding are contributing elements to its replication in other educational contexts. Moreover, many other factors such as the financial means and time constraints act as common obstacles in the use of a large numbers of people in research. Thus, the last recourse is convenience sampling or the use of a group or a subset of the whole population or “my class sampling technique that represents a single intact class with an enrolment between five and sixty members” (Griffie, 2012:61). This research adopts one group pretest posttest design and the group used is a convenience sample. It is significant to point out that the research subjects are of the same social and cultural background and their age range is from 25 years old to 50 years old and this does not affect the results in terms of their acquisition of the target language. The subjects in the experiment participated in a school enrichment programme that lasted over a period of 6 months. The participants had English courses that lasted one hour and a half and they had two sessions per week.

7. Research Design and Methodology

The aim of this research work is to investigate the extent to which internet can provide valuable authentic teaching materials to oral classes. This research analyses the immense potential of the net and its integration in FL education and the effect of incorporating web resources into material design, the teaching process and outcomes.

The methodology for the present research is outlined in the following way:

7.1. Methodological Triangulation

It is significant to draw attention to methodological triangulation, implemented in the present research, which is the most used in educational studies, by the application of more than one data collection method like using experimental design, classroom observation and

survey questionnaire and combining both qualitative and quantitative methods to compensate for the restrictions of one method by completing its findings from different angles or adopting mixed method research. The final aim is to “map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint” (Cohen and Manion, 1986:254). Furthermore, it gives a clearer view and it confirms and increases the validity of convergent and divergent results obtained to clarify all phenomena under study.

7.2. Quasi-experimental Design

This research is quasi-experimental as it attempts to test the impact of authentic web-based teaching and strategy training as an independent variable. The outcome of this treatment or intervention will be carefully observed and measured on students' oral proficiency. As a general rule, quasi-experimental studies and scientific true experiments have the same purpose and are fundamentally the type of “research in which variables are manipulated and their effects upon other variables observed” (Campbell & Stanley, 1963, p. 1). Cook and Campbell (1979) use more general terms to explain more the meaning of experimental design in the following statement: “All experiments involve at least a treatment, an outcome measure, units of assignment, and some comparison from which change can be inferred and hopefully attributed to the treatment” (p.5). True experiments that need random assignment of participants are hard to apply in the educational setting because teachers cannot control the selection of students to all kind of groups and, therefore, they have to deal with “intact classes” that are formed by the administration or, in some cases, classes chosen by students. Therefore, when random assignment is not possible, the design is known as a “quasi-experimental design” (Griffiee, 2012:58). As highlighted by Cohen, Manion and Morrison (2007:282) “quasi-experimental design” represents the last resort for teachers because in educational research, it is simply not possible for investigators to undertake true experiments, e.g. in random assignation of participants to control or experimental groups. Quasi-experiments are the kind of field experimentation that take place outside the laboratory and can be applied with human sciences.

8. Structure of the Thesis

This thesis is an attempt to study the effect of authentic web learning and strategy training on oral skills. As such, it aims at identifying the effects of using the internet in designing materials that would meet students' needs in terms of grammar, lexis, pronunciation, functions, topics, learning strategies, texts, language skills, and intercultural skills, but without ignoring authenticity criteria. This thesis comprises seven chapters. Chapter One is composed of two sections: The first section deals with Internet technology and its integration in the EFL classroom. The second section presents the theoretical issues concerning the concept of authenticity and authentic material design in FL classes. It is also concerned with video integration, voice and text chat and many other web tools and resources. Chapter Two is devoted to teaching and testing speaking skill and authentic task design in FL learning classes. Moreover this chapter is not only limited to designing authentic materials to first year LMD classes at the university level but involves tasks for testing purposes of oral skills and explains how communicating strategies can be part of a teaching programme in an EFL instruction. Chapter Three delineates and presents our research methodology. First it describes the methods, materials employed, the participants and the location of the research and the hypothesis and research statements. Second the data collection procedures as well as the data analysis tools employed are also presented. Chapter Four deals with the preliminary questionnaire and presents the general background of the research. Chapter Five is concerned with experimental design as it gives a brief analysis of the pilot study and the main study and the different stages related to strategy training in both the materials designed and in the process of teaching. Moreover, the chapter explains both quantitative and qualitative data collection tools as different techniques used to gather data and the new programme applied and assess the effect authentic web learning instruction and strategy training on both language comprehension and production. Chapter Six is concerned with data analysis and offers a general evaluation of the experiment through a survey questionnaire and gives more opportunities for students to discuss the findings and evaluate this authentic web learning instruction. Chapter Seven presents the interpretation of the findings with regard to the research questions, the hypotheses and their analysis. Finally, some pedagogical recommendations are provided in addition to some suggestion for further research as a last part of the research work.

CHAPTER ONE

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CHAPTER ONE

Authentic Web Learning

Introduction

FL learning and teaching have been strongly affected by the rapid development of information and communication technologies (ICTs) that are playing a central role in all fields such as economy, education, trade, business and distraction, etc. In other words, all these technological advancements and globalization have reshaped language instruction with the abundance of resources on the World Wide Web. Therefore, varieties of internet tools are integrated in educational settings to help the learning process. Accordingly, Internet-integration has become one of the major concerns for language teachers in this new digital era. The main goal of this chapter is to explain the emergence of globalization and its link with Internet technology, as influencing each other in a continuous process. It also enumerates all communication tools that include chat rooms, email functions and other applications as new challenges for language teachers to be used as pedagogical materials in classrooms. In addition to this, it offers some guiding principles for searching and using information on the World Wide Web. Furthermore, this chapter also provides a brief overview of the concept of authentic web learning since it is the main focus of the present research.

I-Internet Technology and Foreign Language Learning and Teaching

1.1.1. A Brief Overview of Globalization

The term “globalization” was first used in t h e 1980s; however, the concept goes back to a number of decades or even centuries earlier. It was believed that ‘globalization’ emerged one century ago when the Spanish, Englishmen and the Dutch initiated the trade empire which was behind the immigration phenomenon. After the Second World War, western countries started to consolidate international relationship and current globalization emerged. Therefore, world economic business progress paved the way for the creation of multi-national companies. On the other side, the Internet and other new (ICTs) contributed significantly to the globalization process because of the production and sale of many cultural products leading

considerably to cultural communication (Lowell Christopher & Bharat, 2012). The use of English as an international language and the appearance of the Internet as a rapid unlimited means of communication are equally inflicting movements in a globalized world and “revolutionizing” English language learning (Wu, Ben- Canaan, Heilongjiang, 2006:3). It is widely recognized that globalization changed the world into a global countryside and helped the development of world economy.

Globalization is the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa (Giddens, 1990: 64, cited in Block, 2004)

Globalization as a concept is interpreted differently throughout different historical periods. Initially, it was associated with 15th century European colonization; conversely, typically to our modern era, it is qualified as a 20th century phenomenon. On one hand, it is basically considered as a completed process or “done deal” phenomenon; on the other side, it is also described as a “work in progress” which is developed differently all over the world. In addition to this, globalization is viewed as a gradual gentle and beneficial advancement or “a process by which the people of the world are unified into a single society and functioning together” (Chomsky, 2006, cited by Ivan, 2012:2). On the contrary, it is also seen as a more modern overpowering force that is erasing authenticity and meaningfulness in our lives. In fact, it is perceived as an extension of American imperialism especially in the Arab world.

Globalization, in regard to economy, involves international trade growth and capital mobility. Moreover, nowadays it is widely recognized as a new trend and a more democratic process, and more and more admitted by the world mass media to have less bounds to Western dominance with many benefits to the world with serious inconveniences as well. Then the word globalization, gradually, comes to include economic and cross-cultural exchanges between countries and people (Giddens, 1990, cited by Block, 2004, Ivan, 2012:1, Wu, Ben- Canaan, Heilongjiang, 2006). In general, globalization portrays the increase of the cooperation between nations to integrate a gradually raising global system that is characterized by economic growth, mass migration

and global fast communication of media leading to an opening to world cultures.

Wu et al. (2006:2) summarise the concept of globalization in the following way:

Globalization ...was first used in economics to describe the increase of trade and investing due to the falling of barriers and the interdependence of countries. In specifically economic contexts, it is often understood to refer almost exclusively to the effects of trade, particularly trade liberalization or "free trade". However, this term as a concept is being used now in a wider way to describe all aspects of global human existence – social, cultural, educational and political. It is a process by which the experience of everydaylife, marked by the diffusion of commodities and ideas, is becoming standardized around the world.

To encapsulate, globalization achieved one particular meaning which is free trade and universal human modern life aspects with common goods, services and thoughts leading to consumer societies.

1.1.2. Need for Common Language(s) – Lingua Franca

A rapid expansion of the English language was observed during the last few decades around the world as the lingua franca (ELF) for all forms of exchanges .The word “lingua franca signifies the common language of choice, among speakers who come from different linguacultural background ” (Jenkins,2009:1). It is generally used for communication and, thus, is considered as a common linguistic medium for almost the whole planet. In other words, a common language or a lingua franca is needed not only as a system of communication but also as an excellent language of science and technology. Consequently, the educational, economic and cultural globalization has reshaped significantly the use of the English language.

English emerged as a global language and this had serious consequences on educational policies and practices of many countries to ease their integration in the international sphere (Nunan, 2003). It is well known now that English is the native language of millions of people (America and Great Britain) and an official language and “priority” FL for many countries

leading to its status as a global language (GL). According to Crystal (2003:3), a “language achieves a genuinely global status when it develops a special role that is recognized in every country”. Moreover, it is widely accepted that English is the language of business, technology, and mainly of science. “The need of a common language in scientific publication, although not explicitly discussed, is presumed as various scientists are required to publish their research in international journals that are mostly in English” (Tardy, 2004: 249). More than 50% of the millions of academic publications each year use English as a universal language for scientific communication and information in physics, chemistry, biology and psychology and consider it as their “de facto working” language (Graddol, 1997:8). In general, the historical expansion of Great Britain, the modern American policies, the international trade movements and the new working forces are complex factors of globalization that influence the use of the English language in a continuous way.

1.1.3. Computer-mediated Communication as a Major Aspect of Globalization

McLuhan was the first to use the term ‘global village’ or ‘electronic global village’ with the electromagnetic inventions in the 1960s to support his idea that electronic communication would unite the world (Georgiadou, 1995, Wu et al., 2006). Thus, the computer-mediated communication (CMC) and the Internet had a tremendous impact on the use of computers in FL classes at the end of the 20th century. With the arrival of the Internet, the computer is no longer an information processing instrument but a means of communication with the direct repercussions of the early 1990s’ widespread of professional and family circle use of email, websites, blogs, social networking, video and voice chatting. Finally, globalization is greatly spurred by the electronic revolution and instantaneous and simultaneous exchanges of knowledge, culture together with economy.

1.1.3. The Early Computer Assisted Language Learning (CALL)

The 1980s witnessed the emergence of CALL, or Computer Assisted Language Learning, together with CALL-centred conferences. Learners, in this early CALL programmes, needed to respond to stimuli by doing gap filling activities and reconstructing texts. In the modern EFL pedagogy, language skills are all integrated in the learning process;

however, in the early stages of CALL, they were taught separately and considered as independent subjects . “The addition of sound to computers in the 1980s brought listening away from the linear tape and allowed the blending of onscreen graphics and texts, leading to multimedia environments” (Hubbard ,2009:5). For Hubbard (2009:1), CALL is “exciting, frustrating, complex, dynamic and quickly changing”. In other words, technology is constantly bringing new dimensions to the “already multifaceted” field of language learning by seeking innovation and efficacy in terms of knowledge and skills to be applied in language classes (ibid). Eventually, CALL comes to encompass the use of the internet and the web-based tools; consequently, the term TELL (Technology Enhanced Language Learning) came to light due to the increasing opportunities offered by the Internet and Communication Technology (ICT). Technology is changing quickly and CALL, as a field of research and practice follows it and renew each time its findings, skills and knowledge “to stay apace of the field” (Ibid). To sum up, in any language learning innovation, the teacher is a catalyst for materials adoption, implementation, and accomplishment.

1.14. Internet in Foreign Language Classes

Technology has been used in language teaching since the 1960s and the 1970s. The proliferation of all the new technological tools in the classroom will only keep accelerating. As said earlier, the last two decades witnessed the emergence of (ICTs) in education. Therefore, the worldwide implementation of the internet into the language classroom made possible modern language teaching methods, the transmission of knowledge ,distance learning ,digital textbooks and high quality online teaching resources. Additionally, Internet is becoming an important technological mediated tool as it presents new possibilities for authentic materials as well as ready-made ELT courses (Dudeney, 2007). Moreover, the internet is a best tool for communication and interaction between FL learners all over the world. Teachers are provided with published materials like course books and resource books as well as new ways for language practice and assessment.

1.1.5. Internet Resources and Applications for Authentic Language Learning Experiences

EFL teachers are constantly looking for the appropriate way to use internet sources and creating authentic learning situations that will help learners' proficiency in the target language. Thus, a number of Internet applications can be used to supplement the FL learning process: chat rooms, discussion boards, electronic discussion lists (Listservs), weblogs, electronic journals, and search engines, etc. Accordingly, these online learning aids assist teachers in task design and material design to meet the needs of their learners. These technological innovations can be combined with traditional EFL pedagogy to create more interest and increase exposure to the English language (Dudeney, 2000). To avoid frustration and distraction with such abundance of resources a good organization and a sound pedagogy based on a set of learning goals are still valid teaching strategies.

1.1.5.1. Chat Rooms

Computer Mediated Communication (CMC) is one of the most promising new technologies, which comes in two forms: Asynchronous like email, discussion boards, blogs, etc., and synchronous (real-time communication technologies) including text and voice chat (chat rooms). With the coming of synchronous CMC, FL learners now have valuable opportunities to practise the language with partners all over the world. A chat room is a place on the Internet where you can have live conversations with multiple people at the same time. It is an interactive online space on the Internet for both teachers and students to exchange views and provide guidance with both homework and tests, it is like an interactive classroom. Students can have opportunities to discuss various topics with classmates, teachers or other professionals in the field of language learning. A chat room can be created and teachers should warn students about the dangers of giving out personal information or using webcams. Chat rooms have special monitoring tools to block users who misbehave and discuss inappropriate topics (Frei, et. al. 2007:115). To sum up, chat rooms, like all Internet applications allow an authentic communication in real context, active participation, autonomy, and oral skills development.

1152 Voice Chat

Voice chat or synchronous online communication can contribute effectively to the language learning process. The common advantage of chat technologies is that they can be used with distance education setting (Satar & Özdener, 2008). Sarré (2011:1) highlights how CMC modes “discussion board, text chat and video conferencing” promote negotiated interactions using Krashen’s (1981) input hypothesis, Long’s (1983) interaction hypothesis. Satar & Özdener (2008) argue that voice chat may better suit advanced levels, who do not care about taking speaking turns more rapidly. Satar & Özdener (2008) studied voice chat interactions, on different occasions. It was noticed that there were more “repair” moves in the voice chat sessions, and that most repairs refer to negotiation of meaning. Specifically, the chat sessions included elements like “clarification requests, confirmation checks, self-repetition, recasts, and explicit corrections” (Sarré .2011:1). However, he noticed the absence of comprehension checks, questions, self-correction, negative feedback and more risk taking. Participants have more time to engage in repair strategies in voice chat exchanges, this resulted in the high number of repair moves.

1153 Discussion Boards

Discussion boards, called also online forums, are shared spaces on the Internet where any person can post messages so that other users can respond even if they are not online at that moment. There are different discussion boards depending on the topic. The topics can vary from personal health issues to other cultural or political discussions, etc. Teachers can use various discussion boards to enhance learning by initiating a conversation about a topic discussed in class. The students are asked to visit the discussion board and add comments to prepare them for an upcoming class debate. Another interesting classroom activity is to post a question or a problem that is a continuation of something studied in class. The students who want to investigate a little deeper into the topic can take part in the online discussion, which is a good way to extend learning for more motivation. Nicenet and Blackboard are examples of such educational discussion boards (Frei, et.al. 2007) . Therefore, digital literacy is a new requirement on the part of the teachers to integrate all ICT tools to enhance online learning as both information and materials are exchanged easily to create digital classes.

1154 Electronic Mail

Email is one of the most used and useful ICT tools around the world today. Nowadays, people use emails both in their personal and professional life. “Email has become an integral part of communication between teachers, students, parents, and administrator” (Frei, et. al. 2007, 114). Mailing lists and discussion groups, within emails, keep people in touch especially teachers and learners outside the class by correcting homework or any other written tasks (setting, receiving, marking and returning homework and other written or oral assignment of oral classes. For that reason “Electronic mail (e- mail) can be a useful educational tool that can enhance learning in any curriculum”(Hassett, Spuches & Webster, 1995:221).Learners read and write emails, so this gives them a real exposure to an authentic language via a real medium. They can also interact with other learners from other countries and negotiate elements of culture.

Therefore, email, the most frequently used internet application, can be incorporated in the form of email-based activities into the FL curriculum (LeLoup, 1997; Warschauer, 1995, cited in LeLoup and Ponterio, 2001). For instance, international keypal projects that can help learners to communicate with native speakers of the target language can be easily integrated (Knight, 1994; Shelley, 1996, cited by Ibid). The requirements for email application are insignificant, making it the most accessible of all Internet tools. Email can also be used in distance learning (Ibid) .Email application can transmit texts, images audio a n d Word processed files as attachments. The different uses of electronic emails are clearly illustrated by the conceptual framework developed by Hassett, et al. (1995:223) (as shown in figure 1). Obviously, they indicate that this framework can be extended according to the uses of different teachers or professional organizations.

Course management and Support	Teaching and Learning	Course Evaluation and Feedback
Course related (or unrelated) counseling	Presenting course content	Feedback to an entire class
Administrivia Grade reporting	Providing learning guidance	Eliciting feedback from students
	Finding information	

Table 1.1. A Framework for E-mail Use in Teaching and Learning (Hassett, et al., 1995:223)

Email skills are two types: communication skills and technical skills. Teachers need to assess whether learners master the techniques of sending and receiving emails and attachments and the language needed to achieve communication goals. Classical letters are not different from emails, in terms of level of formality, the lexis needed and structure. An informal email contains abbreviations, emoticons and misspelling. These are quite unsuitable for academic or formal email exchanged with the administration and formal institutions and companies. Learners need to know basic conventions or the basic netiquette that can help with good transmission of emails. As an example, learners are advised not to write all the words of their email in capital letters which can be interpreted as shouting (Dudeney and Hockly, 2007). Besides, files sent as email attachments should not be large to be downloaded by the receiver easily. In addition to its rapidity, writing an email gives also the possibility of drafting and editing before sending. Email users appreciate this useful Internet tool compared to letter writing. Some typing skills are needed and teachers can help those who have not any personal or professional account in setting up or creating a new email account.

1.1.5.5 Electronic Discussion Lists (Listservs)

People of similar interests take part in a professional dialogue and exchange materials through electronic discussion groups or electronic lists. They are “often called by their more proper technical name, listservs (R), electronic discussion lists are a way for geographically

separated professionals, scholars, and enthusiasts to congregate and communicate on a topic of interest” (Erickson, 2017, para. 1). Listservs are not different from weblogs where any person has the possibility to post information concerning different fields as education, language learning or psychology, etc. Additionally, they are run by emails programmes that send messages. Thus, to receive regularly news from a listserv, it is necessary to sign up to be a member or a subscriber at any time to the listserv or multiple listservs. Hundreds of scholarly electronic lists are available on the internet: LLTI (Language Learning Technology International) discussion list , which provides information about all aspects of the technology used in language teaching; and IECC (Intercultural E-Mail Classroom Connections, K-12), which assist teachers searchingfor partner classrooms for international and cross-cultural electronic mail exchanges. FLTEACH (FL Teaching forum) is an electronic list for language teachers to exchange information about teaching innovation, professional experience, and many other topics. Teachers Network and Education World are other important electronic lists that provide resources for teachers. Electronic discussion lists contribute to professional development, principally for FL teachers.

1156 Weblogs

A blog, also called as a Weblog, is a regularly updated website similar to an online journal. Creating and updating educational blogs is becoming easier these last years, it requires only internet connection and a minimum of technical skills. Generally, blogs contain photos video, various articles and activities that can be selected for English language learners. Individuals create blogs to share views and knowledge and post information, experiences, feeling, etc. (Frei, et. al., 2007, 115).For teachers and students, weblogs are additional learning tools. Weblogs can be used to teachthe four language skills and students can publish their own essays and articles. “They can create a collaborative online learning environment as multiple students share their own ideas and respond to others” (Ibid).Besides, blog search engines (Bloglines.com) are used to “search for topics in blogs”. Consequently, teachers can orient student to good educational blogs.

There are three types of blogs that can be used in language teaching. First, the Tutor Blog is created by a teacher for his own class where a syllabus, courses, and assignments, etc. can be posted regularly so he can share suggestions, information on the target culture and enhance communication with his learners (Campbell, 2003, cited in Stanley, 2005). Therefore, students can comment freely and thus provide constructive feedback on the

teaching process. Second, the Class Blog is not different from the first one since it is a common online class for teachers and students. It is mainly a shared chat room, an additional expansion of the schools (Ibid). Students are given consideration and freedom and they can participate and contribute to its content than with the tutor blog .The third type is the Learner Blog, where each student can create his own blog as a kind of learner's portfolio. The main advantage of this blog is that the student's online learning space and path can be seen by everyone including the teacher (Stanley, 2005) .A positive competition would follow as students post texts, videos to share content and interests, and can send remarks on other students' blogs.

Blogs are used for different reasons: It is assumed that they are the best tools to orient students to extra reading materials as they can play the role of online learning diaries and portfolios (Ibid) .In addition to this, the students are directly provided with internet resources that suit different abilities to avoid wasting time. Thus, “When published by teachers, weblogs can be an open form of communication with students and parents. Teachers can post class related information like calendars, homework assignments and project due dates” to encourage cooperation between learners especially shy students will find them a good way to post comments and their own learning materials and share freely their interests (Frei, et. al. 2007, 114). Besides, out-of-class discussion is enhanced and made possible during the 24hours and help to build closer and solid relationships between students as they share their worries before and after examinations

1157. Electronic Journals

Several electronic journals are available for FL teachers. They are generally produced by professionals, academic institutions, and individual researchers for the field of language learning, professional issues, and classroom concerns or for general interest that can be accessed by subscription or by just a totally free online access. They are regularly published online, and sometimes they cannot be found in paper form (Geller, 2004). Accordingly, electronic journals can save both time and money of the printing costs as they are generally accompanied by a regularly updated webliography that guide both teachers and EFL learners and researchers to various magazines and books.

1158 Search Engines and Browsers

A browser is a software programme that can be installed on a computer to search for information in the world of the Internet or the “World Wide Web (WWW” like “Google Chrome, Internet Explorer, Mozilla Firefox, and Opera”, etc. A search engine, is almost similar to a web browser but it is not installed on computers. It is used to search for websites using keywords. The most famous search engines on the web are “Google, Yahoo, and Bing”. Therefore, these kind of search engines can give you all the data related to any topic and can reach over twelve billion pages (Dudeney & Hockly, 2007). The best way to get less page results is to use more key words or ‘phrase’ search techniques which consists of including parts of sentences in inverted commas.

1159 YouTube Videos

With YouTube and other online streaming videos EFL instructors can enhance students’ autonomy and design motivating materials using a huge online audio-visual resources but a good internet connection is necessary. This familiar application that “can be used inside and outside the classroom can enhance conversation, listening, and pronunciation skills”. Thus, these authentic videos also “teach English varieties, culture and contribute to vocabulary development” (Watkins & Wilkins, 2011:113). Exploring this online video “repository” is challenging because these fabulous digital videos with a rich content display as well obscenities and offensive language. This demands a variety of instructional efforts like all internet resources. In addition, YouTube videos ensure immersion, for (Johnson & Swain, 1997, cited by Ibid) when learners regularly use different types of English media, they are reaching a certain amount of immersion that might be unobtainable outside a study-abroad instruction. This view is also supported by Mangubhai (2005 cited by Ibid) who sustains that immersion teaching and techniques increase language input and can have generally positive effects on the language acquisition process. There is no doubt that YouTube is a “valid resource” and teachers can choose between its extensive application through the selection of complete movies or intensive use by limiting the lesson to short scenes (Watkins & Wilkins, 2011:118). In other words, a good consideration of the nature of the materials is primordial to directly orient learners to constructive online videos and YouTube channels.

1.1510 Selecting Useful Websites

After getting the required websites, teachers need to evaluate how interesting and suitable they are for the classroom and whether they can complete the other designed teaching materials already prepared for that purpose. There are different globally accepted criteria for evaluating websites. The first criterion is accuracy where, principally, teachers assess the websites' content (whether they are reliable and factually correct). Currency is the second element that cannot be ignored, it concerns whether the information given is new, so both teachers and learners need to check the date at the bottom or top of the page. Third, content needs also to be taken into consideration, whether it is stimulating, attractive, and motivating by the feedback provided by the learners because their opinions in regard to the material selected whether it facilitates learning and navigation in the different parts of the website cannot be ignored. The fourth criterion deals with the quality (sound, image, and video) of the content or the functionality of the websites (Ibid). The choice of the websites for lower levels classes will be totally different from those materials designed for higher level ones. Therefore, the choice can be for websites with non-linguistic data (containing charts and visuals) in addition to many ELT websites where the designed materials are well illustrated for learners

1.1511. English Language Teaching Websites and Authentic Websites

Teachers' choice of websites depends on the learning goals. Websites are the least challenging tools to integrate technology in the classroom. A good collection of resources is available on the web to cover both levels and needs and offering magnificent variety of themes. However, some teachers avoid authentic websites because their language is difficult. Therefore, a good selection of appropriate tasks and material is necessary to provide learners with a positive learning experience by helping them with surfing problems and the layout of the sites. Before incorporating any authentic websites in teaching materials, teachers should choose the ones with an easy structure, and amazing clear texts per page to make them more accessible and comprehensible. Taking into account that learners, nowadays, have already acquired the habit of working with the computer and internet texts and information, this can encourage teachers when they think of introducing authentic materials in the classroom. On the other hand, ELT websites are also good sources of language practice for learners, they can be an appropriate space for more controlled language activities by reviewing needed information while preparing for exams.

1.15.12 Internet Based Projects

Project based instruction is introduced into English to teach language and content simultaneously and establishes a link between language learning and its application (Stoller, 1997). “Project based instruction is a valuable way to promote the simultaneous acquisition of language, content, and skills” (Beckett & Slater, 2005:108). “Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning” (Bell, 2010:39). The project gives opportunities to develop learners’ abilities in the target language by negotiating knowledge, between learners and with native speakers or other professionals, increase motivation and develop critical thinking, problem solving, communication, collaboration, and self-management skills.

Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gaining new, viable technology skills, to becoming proficient communicators and advanced problem solvers students benefit from this approach to instruction (Ibid).

Internet project based learning offers organized ways for teachers either in short term or long term activities for information processing and language use in real world oriented tasks. Learners, even with a limited knowledge of technical skill, work cooperatively, and by “nurturing twenty-first-century collaboration and communication skills and honouring students’ individual learning styles or preferences” (Bell, 2010:39), investigate authentic and challenging questions or problems. Internet based project work can be used in language classes and in other disciplines and is based on learning goals. It can be a simple presentation about a famous person for low-level learners to a more elaborated investigation where polemical views can be reported and debated in the classroom. In order to carry out any project work, teachers and learners need the following points: The topic, clear steps of tasks, the resources and the final purpose of the project.

1.15.13 Web Quests

Nowadays, students have an easy access to the Internet; therefore, there is an increasing need for a good orientation, on the part of the teacher, to discover these valuable resources through an effective teaching syllabus and meaningful activities as web quests. For Dodge (1997:para1), “a web quest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet ” Web quests can be done by the teacher or the learner, it can take the form of a learning activity inside the class or outside. There are two kinds: short term web quest where learners learn and integrate new information and they can be completed in two or three sessions; however , in long term web quest they should understand , analyse, transform, refine and create something new from the information acquired. In general, the two types are beneficial in the EFL learning process because they boost efficiently “interaction, communication, critical thinking, knowledge application, social skills, scaffolded learning, higher order thinking skills and problem-solving skills”(Aydin,2016,para1). Besides, Web Quests enhance the learning of both “linguistic and extra-linguistic knowledge”(Ibid) .Generally speaking, producing a webquest requires only a minimum of technical knowledge like Word processing skills to select images and texts in addition to research skills and analytical skills to judge the quality of the research findings and websites.

1.1.6 Benefits and Challenges in Implementing Internet Technology in Foreign Language Classes

Education, language learning, and our daily lives are inundated by internet technology. Despite the benefits of the digital devices, internet use in second and FL classes still presents many obstacles . It can be used in the classroom, at home in internet cafes and on the way to school. Therefore, internet has a central function and a great potential in education; however, it is not always at reach by all learners and teachers. Moreover, its exploitation depends on the financial means of some social classes. When considering accessibility of overall population, it is possible to say that the inequality issues in internet use are not encouraging both teachers, students and decision makers of academic institutions, mainly in educational settings in developing countries. In addition to this, unfamiliarity with internet technical skills is another problem that is due to lack and the cost of training. Other difficulties that still prevail nowadays is the lack of knowledge of the internet as another

source of anxiety in the language classroom and some cultural barriers because some topics are inappropriate for young learners despite the serious preventive measures that can be taken these days, this is still a serious issue for parents and children (Dudeney & Hockly, 2007). Finally, the huge amount of information usually leads to learners' confusion while searching for any specific information.

Technology is shaping more and more EFL classes today. Almost all teachers are showing support for Internet integration in the classroom but its application is demanding in terms of equipment, Internet connectivity and pedagogical material design. Teachers differ in their attitude towards technology and also their level of access to computers and internet (Ibid). Teachers may face situations where only few computers are available at school. Therefore, teachers need to have an equal access by a booking system or a schedule. Another possible solution is to download and print out materials to be used after. One more question frequently asked by teachers is whether learners have technical skills, here the teacher needs a questionnaire to find out about their experiences and level of mastery of these skills and, thus, group work can help the less experienced learners by their cooperation with more experienced ones (Ibid). Teachers may also need to know what type of tools and internet applications are suitable for their learners; they can just start by assessing their learners' experiences with the internet or the tools they already know like chatting tools, email and blogs. In this way, teachers can encourage online interaction and distance learning by arranging communication between classes via email, blogs, chat rooms or by using web quests and ready-made materials and both online and offline activities.

Besides all the challenges, digital technologies still present potential benefits if parents, schools and authorities settle safety issues and promote internet use for more creative skills in education and language learning. It is common now that second or FL learners grow up in digital homes with all the digital tools and devices such as smart phones, tablets, computers and video games so language teachers need just to explore these digital skills to increase L2 and FL learning and use. Internet enhances synchronous and asynchronous communication of ESL and EFL learners and help them to use language in authentic situations. Furthermore, these digital technologies can help learners to use English in everyday situation and offer functional communicative interactions with native speakers and thus allow learners to

practise particular skills such as negotiation of meaning. Additionally, various internet websites give occasions for knowledge construction and assessment, can develop writing and oral competencies, teach culture, develop higher thinking skills and stimulate high quality speech discourses compared to traditional classroom environment leading to student-centred instruction as a dominant aspect of online classes. Indeed, internet technology is a good source of opportunities and a means for creativity and encourages cooperation and socialization in classes especially through web quests and social networking.

1.2-Authenticity in Foreign Language Learning

The twentieth century saw an exceptional progress and interest in FL and English language learning. This gave birth to new language methods. However, the natural approach to language learning that came in the late sixties advocated the learning of language through communication. The communicative approach is dominating language teaching today and is recently consolidated by the revolution in new information technologies (ICTs) and made possible the concept of communication and at the same time allowed an easy access to authentic texts and videos and brought the concept of authenticity to the forefront again although it was never ignored by syllabus designers of FL textbooks in both material selection and pedagogical practices throughout history. In this section, a wide- range of interpretations of authenticity- centred approach in terms of material, language, task, assessment are examined. Furthermore, a link between basic concepts as culture, literature, and media is highlighted as they represent the new aspects of the new authentic web learning movement.

1.2.1. Historical Overview

Authentic materials (AMs) are, fundamentally, accepted standard language materials nowadays. The search for authenticity or the “cult of authenticity” started with the Communicative Language Teaching (CLT) movement of the late 1970s, and is mostly considered as good pedagogic practices (Day & Bamford, 1998:54). However, this idea of innovation and principally the common interest for authentic texts and their use in teaching materials had, in fact, been a major concern a long time before the 1960s as this can be illustrated with the following comment:

The great advantage of natural, idiomatic texts over artificial ‘methods’ or ‘series’ is that they do justice to every feature of the language [...] the artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of vocabulary, certain combinations of words to the almost total exclusion of others (Sweet 1899: 178, cited in Mishan, 2005:5).

The linguistic theories, which prevailed before, engendered a multitude of methods such as the “New Method” and the ‘Audiolingual Method’ that generated a lot of controlled language patterns or contrived materials and pre-arranged or mechanical behaviours on both teachers and learners (Richards and Rodgers, 1986). In fact, Sweet (1899) supported the use of context in language learning through “connected text” (s) or natural texts as he called them. To defend the use of authentic texts, he outstandingly argued, as in modern language pedagogy “If we try to make our texts embody certain definite grammatical categories, the texts cease to be natural: they become either trivial, tedious and long-winded, or else they become more or less monstrosities” (Sweet, 1899: 192, cited in Mishan, 2005:4). For him, authenticity can be introduced even with lower level learners by a very careful selection of simple genres as descriptive pieces can be very suitable (Sweet 1899, cited in Ibid). The coming of the Communicative Approach, with its basic component which is Communicative Competence, language instruction went beyond knowledge of language structures to include contextualized communication so the issue of authenticity appeared with the need to introduce authentic texts because of their rich cultural input rather than their linguistic structures. Consequently, appeals for greater authenticity in language learning did not stop till now.

The debate over the role of authenticity, as well as what it means to be authentic, has become increasingly sophisticated and complex over the years and now embraces research from a wide variety of fields including discourse and conversational analysis, pragmatics, cross-cultural studies, sociolinguistics, ethnology, second language acquisition, cognitive and social psychology, learner autonomy, information and communication technology (ICT), motivation research and materials development (Gilmore, 2008:68).

1.2.2 Explaining Basic Concepts

Gebhard (1996), to explain authentic materials, gives examples of different materials ESL and EFL teachers use in their courses.

1.2.2.1 Authentic Listening, Viewing Materials : TV advertisements , quiz shows, animated films, news bulletin, murder mysteries , funny sitcoms, movies, soap operas, good quality audio –taped short tales and works of fiction , radio and internet short commercials , songs ,and documentaries, etc.

1.2.2.2. Authentic Visual Materials: slides, pictures, maps.

1. 2.2. 3. Authentic Printed Materials like newspapers

1.2.2.4 Realia (true Objects) used in classrooms like money, food items, cooking tools, etc.

1.2.2.5. What is Authenticity

There is a general undisputed agreement on the use of authentic materials and their importance; however, the term authenticity, is still elusive to many. Breen (1985) makes a distinction between authenticity of language, authenticity of tasks and authenticity of situation. Taylor, pointing to this confusion says “In many discussions it is not clear whether we are dealing with authenticity of language, authenticity of task, or authenticity of situation” (1994, p : 01). According to Tatsuki (2006:1), “Genuineness, realness, truthfulness, validity, reliability undisputed credibility and legitimacy” are all such words that can be associated with authenticity. As said earlier, authenticity is a constantly evoked and enthusiastically discussed issue that came with genuineness of Communicative Language Approach.

1.2.2.6. The Meaning of Authentic Language

In language learning, authentic language is the communication of real messages or expressing real thoughts. In relation to texts, the language of any passage is authentic if it “is unedited, unabridged text that is written for native speakers” (scarcella & Oxford , 1992:98,cited in Day , 2004) . Day & Bamford (1998:54), in defending the same position, argue that it is a “genuine discourse”; similarly, For Gilmore(2008:69) it is “the language produced by native speakers for native speakers” in a real context. In other words, it is the language production of a “speaker or writer for a real audience, conveying a real message”.

(Ibid). It significant to point out that this real language has a significant value for language learners and everyday classes.

Accordingly, authentic language refers to spoken or written language that people generally produce in the course of everyday communication, and not specially produced for language teaching (Nunan, 1999. As a language teacher, David Nunan always encourages his students to bring into the class samples of authentic materials taken from real world contexts.

1.2.2.7. Text Authenticity and Learner Authenticity

Text authenticity is defined in terms of the origin of the materials, while learner authenticity refers to the learner interaction with them, in terms of appropriate responses and positive psychological reaction. For Widdowson, this has nothing to do with the quality of the text; “authenticity...is achieved when the reader realizes the intentions of the writer” (1976, p.246). According to Widdowson(1980), real interaction between learners and texts can only happen if there is a suitable response on the side of the learner to the material . In other words, an agreement between the writer’s intention and the learner’s interpretation will lead to learners’ engagement.

According to Breen (1985), the nature, type, and topic of a text decide whether it is authentic, not just its authentic quality because poets use language to stimulate readers’ interpretation of their messages. Furthermore, authentic materials are motivating, interesting and useful with content that doesn’t cause them culture shock or discomfort. Krashen(1981) suggests that the linguistic features should be just a little beyond the learner’s current linguistic competence. Generally speaking, when teachers cannot find commercially published materials to meet their learners’ needs they start to produce their own materials according to local events to enhance authenticity.

One questions remains: how can teachers make materials really authentic to learners? Breen (1985, cited in McCoy,n.d :19) makes a concrete suggestion by claiming that there are four factors in establishing text and learner authenticity :

- What is an authentic text?
- For whom is it authentic?
- For what authentic purposes?
- What is authentic to the social situation of the classroom?

Here the author is drawing the attention to the fact that, apart from the materials themselves, there are five other aspects to consider in order to facilitate an interaction between learners and materials. These aspects are:

- Text factor (material selection.)
- Learner factor (individual differences)
- Task factor (task design)
- Learning setting factor (learning environment).
- The teacher factor (the teacher's attitude and teaching approach), if he does not assume an authoritarian role (Ibid: 20).

Therefore, a careful and wise selection of materials focused on learner's needs is a 'must' if teachers want to obtain a positive response from them. The following are suggested guiding principles for making textually authentic materials learner authentic.

- Is the material textually authentic?
- Does it possess a communicative potential?
- Does it have a realistic situation?
- Is the content relevant to learner's life experiences and future communicative needs?
- Is the materials compatible with the course objectives?
- Does it have a content and construct validity, i.e. can it really improve the language skill (s) we want our learner to practise ?(Ibid)

12.2.8. Authentic Tasks

A task is considered as 'authentic' when students are asked to build their own answers rather than choosing from the ones presented in a list and when it replicates real world contextual communication problems. It is "an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges" (Mueller, 2018, para 1). In other words, linguistic knowledge is not given a primary focus. Moreover, the authentic task is totally different from meaning-focused language activities because complete autonomy is never achieved in these class assignments as they perform from the selected and not completely genuine conditions.

Therefore, teachers' attention should be on meaningful and relevant assessments, whenever it is, possible, and not on traditional assessments.

1.2.2.9. Authenticity with Pedagogic Tasks

Pedagogic tasks provide a means of giving learners opportunities for production and to bring attention to form in the target language. If this is the case, it might be useful to consider whether the notion of authenticity can be applied to pedagogic tasks. First, authenticity can be achieved through a genuine purpose. In defending this point, Willis (1996) identifies these kinds of tasks from activities where the language learners are simply producing language forms correctly in grammar exercises and drills, etc. In authentic tasks, on the other hand, the emphasis should be on meaning and communication, and this is something which replicates the process of communication in the real world. The second criterion is through real world targets; for this reason, Long and Crookes (1991) argue that pedagogic tasks must be similar to real world tasks as buying a train ticket and renting an apartment. The third aspect of authenticity is through classroom interaction; that is why Breen (1985) gives priority to the choice and sequence of tasks that need to be negotiated, and it is this very process of negotiation which is authentic but learners should be given a role in selection. The last point is engagement, a learner is engaged if he is genuinely interested in a topic and its purpose and understand its relevance.

1.2.3. Advantages of Authentic Materials

Authentic materials can reinforce for students the direct relationship between the language classroom and the outside world. For Gerbhard (1996), authentic materials are ways to contextualize language learning. Students, while watching TV weather report, for example tend to focus more on content and meaning rather than the language itself. In addition to this, authentic materials enhance motivation to learn as well as a renewed interest in the subject matter.

Other advantages of using authentic materials are:

- They provide authentic cultural information.
- They relate more closely to learner's needs.
- They support a more creative approach to teaching
- Since the learners are exposed to real language they feel that they are learning real language.

124 Disadvantages of Using Authentic Materials

Richards (2001) cited in Kilickaya(n.d.) says that authentic materials often is full of unclear language, unnecessary words, and complex linguistic constructions that are mostly inappropriate for the level of the pupils .In addition to this ,

- Themes are irrelevant.
- They are not adapted to specific use.
- They are not adapted to students' learning styles.

125 The meaning of Authentic Oral Communication

It is very important to analyse the characteristics of an authentic oral communication in order to highlight the specificities that characterize genuine oral conversation .When people interact orally, spontaneity is the rule .Unlike writing, speaking happens in real time (Davies, 2000).Speakers, within a short time, have to listen to their interlocutor, understand his message, and answer immediately . When people interact, they also convey messages nonverbally. Speakers have to recognize the meaning of , as an example , sudden rise of pitch of the voice ,constant shift of topic (Brown and Yule, 1983), in addition to “ false starts, repetitions, pauses and hesitations” (Bygate , 1998 b:21) , speakers should also Know how to take the floor, when and how to interrupt. He highlights the characteristics of an authentic communication in the classroom in the following way:

Genuine communication is characterized by the uneven distribution of information, the negotiation of meaning (through, for example, clarification requests and confirmation checks), topic nomination and negotiation by more than one speaker, and the right of interlocutors to decide whether to contribute to an interaction or not. In other words, in genuine communication, decisions about who says what to whom and when are up for grabs. (Nunan, 1987:137, cited by Seedhouse, 1996:17)

126 Adapting Authentic Materials

Teachers throughout the world agree that authentic materials are beneficial to the language learning process, but there is less agreement on when they should be introduced. Some teachers argue that low level learners or beginners may get confused when exposed to authentic listening materials and this can lead to frustration .They advocate the use of a pedagogical support even with post intermediate learners such as using, for instance ,

written language in listening situations (kilickaya,n.d.). It is also assumed that with post intermediates, authentic materials can be used because, at this level, most students master some basic vocabulary and all the necessary grammatical knowledge (Guariento & Moly, 2001). Martinez (2002, cited in kilickaya,n.d.) indicates that these materials are too culturally overloaded and some language constructions are combined together , causing difficulties for learners when trying to decode them: so there is a need for adaptation . Therefore, it is recommended to use authentic materials to listen for the general idea (Ibid). Matsuta(n.d.,cited in Ibid asserts that audio –visual materials as popular songs and traditional melodies help student’s comprehension , avoid frustration among beginners ,and create a relaxed atmosphere. Guariento & Moly (2001) suggest that authentic materials should suit students’ abilities and tasks can be given to learners in which total understanding is not necessary. For a successful adaptation, converting them into workshop activities and adjusting their length, by simplifying and explaining language elements, can help their good integration. Besides, converting them into a variety of exercise types also can help the learners to notice language functions. Conversely, the listening materials which have been slowed or altered can only have negative effects on learners because the normal speech in real life situation is not slow. Teachers, however, can repeat such recorded materials as many times as they like.

127. Authentic Materials and Culture

Definitions of the word culture have evolved over time. The word culture derives from the Latin "colere," "cultura" which means to cultivate, or nurture. Culture was used commonly in agriculture to refer to the process of growing crops and rearing animals. In the early sixteenth century, culture referred to the process of human intellectual and social development or the cultivation of the soul or mind. This broad concept acquired later on modern meanings especially in the writings of the 18th-century by the German thinkers who were much entirely influenced by Rousseau’s modern political and social thoughts. Referring to the work of English anthropologist Edward B. Tylor entitled “Primitive Culture” (1871:1) culture “is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society”. A more inclusive notion appeared later on in the statement that completes more the meaning of the term culture as “a whole way of life, material, intellectual and spiritual” (Williams, 1958, p.xvi). In other words, culture is viewed in terms of human development (“intellectual, spiritual and aesthetic”) and habitual lifestyle in addition to artistic activities (Williams,

1976:80). Thus, nowadays culture encompasses religion, food, clothes, language, marriage, music, beliefs (right or wrong), table manners, greetings, and behaviours, etc.

To sum up the word culture, three levels should be considered: The first level is clear and visible through explicit products and behaviours. The second level refers to values and norms which are the foundations of these products and behaviours. The third level concerns the assumptions and beliefs as a basis for what a cultural group accepts as right and appropriate. Thus, a distinction was made between “culture with capital C which includes literature and arts and culture with (small) c and this involves attitudes, values, beliefs, and everyday lifestyles” (Richards & Schmidt, 2002, p. 138). Generally, culture diversity in schools or in working places creates the best opportunities for creativity, tolerance and collaboration.

1.27.1. Culture in the Language Classroom

Language and culture are co-dependent so they should be acquired together. The first evidence comes from first language acquisition process, as it is known, children acquire both language and the cultural features of their community as one. For Byram, Gribkova, & Starkey (2002), the organization of different social groups, cultural and political ideologies, moral values, cultural beliefs, and different sorts of knowledge and their meanings are all acquired through the language. Moreover, attitudes, views and assumptions are all transmitted through verbal communications. “The symbiotic nature of the culture-language relationship means that neither can be understood if studied in isolation” (Mishan, 2005: 46). Therefore, culture is acquired and shared with the medium of language.

1.27.1.1. The importance of Cultural knowledge in Communication

Lack of cultural knowledge can interfere with learners’ ability to understand a text or a message in communication. The importance of cultural knowledge in the use of language for communication is what Hymes (1968) deals with in his discussion of ‘the ethnography of speaking’ that highlights the role of context in language use in relation to culture. Moreover, Sapir sustains that, to understand any simple poem, the reader needs not only the “meaning of the single words . . . but a full comprehension of the whole life of the community” (Sapir, 1985 [1929]: 162). Therefore, in the classroom cultural aspects would serve as a support

for the grammatical features of the TL language that will provide a real context for language structures through politics, education, social studies , geographical information ,etc.(Byram & Morgan, et al. 1994). One, therefore, needs to be as concerned about the cultural context within which language communication takes place, as with the actual linguistic structures employed.

1.27.12 Integrating Culture in Language Skills

Generally speaking, culture knowledge helps mutual understanding in language use. Hence, a widely supported point is that culture should not be considered as a fifth skill that will be taught independently from the other four skills -listening, speaking, reading, and writing (Kramsch (1993, cited in Mishan, 2005). Peterson and Coltrane (2003:2) argue that language learners need to know “the culturally appropriate ways to address people”, as an example, intonation patterns of one speech community may be inappropriate in another. Therefore, language learners need to know that “in order for communication to be successful, language use must be associated with other culturally appropriate behaviour” (Ibid). However, all cultural features should be integrated as essential components in all the stages of language teaching/learning.

1.27.2. Toward a more Intercultural Communicative Competence Approach in the Age of Technology

Valdes (1990: 20, cited in Corbett, 2003:33) argues that any method of language teaching and learning is inevitably cultural;

From the first day of the beginning class, culture is at the forefront. Whatever approach, method or technique is used, greetings are usually first on the agenda. How can any teacher fail to see the cultural nature of the way people greet each other in any place in any language? The differences made in formal greetings, casual greetings, in greetings of young to old and vice versa, of employee to employer, in who shakes hands, bows, or touches the forehead, who may be called by first names, etc. are certainly not universal and serve as an excellent introduction to the culture of the people who speak the language, as well as to the language itself.

Therefore, teachers need to know how to deal with culture in their classes by settling all the divergences to be accepted as new knowledge.

12721. Approaches to Teaching Culture

The history of culture pedagogy in EFL can be reviewed through the four main approaches: knowledge-based approach, contrastive approach, Communicative Language Teaching (CLT) and intercultural communicative competence approach.

12721.1. Early Approaches in Culture Teaching

For a long time, the teaching of culture was reduced to the exchange of realistic information of highbrow (as literature) and lowbrow knowledge (like talking about traditions and lifestyle (Thanasoulas, 2001 cited in Liaw, 2006). However, meaning was totally neglected in this approach (Huebener, 1959, cited in Ibid); therefore, in regard to the limitations of the knowledge-based approach in teaching culture, the cross-cultural contrastive approach gained foreground in language pedagogy . However, it was highly criticized for “oversimplifying the richness and variety of a culture by reducing it to a few salient principles. It might have also misrepresented a culture or even fossilized stereotypes and hyper-sensitized language learners to cross-cultural differences” (Guest, 2002, cited in Ibid: 50). This resulted in the ignorance of distinctive variations within each culture.

12721.2. Communicative Language Teaching and Culture

In the 1980s, the communicative approach ,while acknowledging the role of language as a means of communication ,gave prominence to culture too (Canale & Swain, 1980).Therefore, learners have to gain a better understanding of the values and meanings of the foreign culture (Byram & Morgan et al. 1994). However , in regard to the process of imitation of native speakers (by learners) and thus FL learning can turn to a sort of an “enculturalization” process (Alptekin, 2002; Widdowson, 1994, cited in Liaw,2006:50).For this reason, teachers need to proceed with caution in cultural learning and including the diversity of target culture varieties in the learning process.

12721.3. Intercultural Communicative Competence

The age of globalization and technology increased the need for intercultural interactions in business, international communication and worldwide education and this resulted in

the rejection of the enculturation consequences of CLT. Accordingly, FL students need to become intercultural speakers without stereotypes or prejudgments. They need to understand what is a culture and the value of their own culture to appreciate, explore and gain a better understanding of both their own culture and the foreign culture, as well as an awareness of the meeting of cultures (Kramsch, 1993). In developing the intercultural competence learners need to be able of identifying, explaining and distinguishing cultural and linguistic aspects between the two languages in question and use these skills in communication (Byram & Risager, 1999, cited in Corbett, 2003). Moreover, they need also to understand and accept people from other cultures and interact with them and see these exchanges as enriching experiences (Byram, et al., 2002). To explain the concept clearly, a distinction is made between cultural competence and intercultural competence. While cultural competence refers to knowledge, skills, beliefs and attitudes about a given culture, intercultural competence “involves attitudes skills and knowledge at the interface between several cultures” (Sercu, 2005, p.viii). In the same way, Romanowski, 2014:6 uses the term “intercultural competence or intercultural communicative competence”. Therefore, students gradually acquire the ability to use appropriate language in all social situations.

1.2.7.2.3. The List of ‘savoirs’ in culture learning

In other words, intercultural instruction involves the following ‘savoirs’ or a set of knowledge and skills in culture learning. These cannot be limited only to an imitation process; on the other hand, intercommunicative communicative competence (ICC) allows learners to acquire a series of critical thinking skill to “value” the home culture and any other new culture.

Thus Byram (1997b: 34, cited in Corbett, 2003:33) presents the following list that can be used as guiding lines when adopting an intercultural approach in education:

- Knowledge of self and other; of how interaction occurs; of the relation-ship of the individual to society.
- Knowing how to interpret and relate information.
- Knowing how to engage with the political consequences of education; being critically aware of cultural behaviours.
- Knowing how to discover cultural information.
- Knowing how to be: how to relativize oneself and value the attitudes and beliefs of the other.

Therefore, EFL teachers should help learners to understand their own cultural world and engage them in situations to develop talents to deal with cultural difficulties and dilemmas to inculcate cultural interest and curiosity (Abrams, 2002). All things considered, the language learner's own culture is accepted since learner's interpretation of the target culture is done through his cultural background and knowledge. Culture learning is understanding how the two cultures interact.

128 The Use of Online Authentic Materials in the language classes

128.1. Difference Between Media and Material

Before enumerating different authentic materials that can be used in the language classes, a distinction should be made between media and material. The term media, which is the plural form of medium, refers to all means of communication like television, radio, and newspapers. In relation to computing, the word digital media encompasses all the different types of data storage tools. Unlike the computer, that is qualified as hard drive, CD-ROM, DVDs, USB drives are variety of detachable drives. In other words, media refers to all the pedagogical "equipment" that helps in the presentation of the learning materials to the learners (Hamada, 2007:159). There are three main types of media: Aural/oral media like tape-recorder, language laboratory, written media as handouts magazine visual and audio-visual media like pictures, video (Hamada, 2007:207). However, materials as a term in the field of language teaching is "anything which can be used by teachers or learners to facilitate the learning of language" (Richard & Schmidt, 2002: 322), a more clear definition is needed here to explain more what is meant by "anything" and the word "facilitate". Hamada (2007:158) defines material as "all aspects of language usage and language use, all what the learners are exposed to inside or outside the classroom, in terms of speech, writing and visual paralinguistic-meaning, represent materials that the learners work on, in order to improve their proficiency level in that language". Similarly, three types of materials can be distinguished: Aural materials as conversations reading material like newspaper articles, letters paralinguistic materials like charts and maps. To make it simple, various materials can be presented to the learner through technical and nontechnical media.

There are two sorts of media: Nontechnical media and technical media. All the teaching materials used in schools in general and EFL classes in particular like chalkboards, flashcards and posters are considered as nontechnical media ; technical media ,however , includes film projector, and technical gadgets (Brinton ,2001).

Non-technical media	Technical media
<ul style="list-style-type: none"> ▪ chalkboards/white boards ▪ cartoons/line drawings ▪ magnet boards/flannel boards/pegboards ▪ objects/realia ▪ flashcards/index cards ▪ pamphlets/brochures/flyers/menus ▪ wall charts/posters/ maps/scrolls ▪ equipment ▪ board games ▪ operation manuals ▪ mounted pictures/photos ▪ puppets ▪ newspapers/magazines 	<ul style="list-style-type: none"> ▪ record player/audiotape player ▪ filmstrip/ filmprojector ▪ CD player/recorder ▪ opaque projector/slide projector ▪ radio/television/video player/recorder ▪ computer/language lab ▪ telephone/tele trainer ▪ computer lab/multimedia lab ▪ overhead projector ▪ self-access center

Table 1.2. Non-technical and Technical Media (Bergeron,2015:20)

1.2.8.2 Fairy Tales as Online Authentic Materials

There is a range of fairy tales on various Internet websites to be explored by language teachers as they attract both children and adults. It is widely recognized that the term “fairy tale” originated in 1697 from Madame d’Aulony’s fantasy stories that she called “Les contes des fees” (Ashliman, 2004). These French fairy tales were the first to be collected and written down. Fairy tales involve heroes or heroines and their supernatural adventures resulting in their fortunes and misfortunes usually with a happy ending. Generally, the main characters struggle against evil and magic spells, beauty and human values are major ingredients of such stories (Cuddon, 1998). Despite of the diversity of the definitions mentioned, they all have common features which involve fairy creatures and magic.

Although fairy tales are still arguably the most powerful formative tales of childhood and permeate mass media for children and adults, it is not unusual to find them deemed

of marginal cultural importance and dismissed as unworthy of critical attention. Yet, the remaining power of these stories and their widespread and enduring popularity suggest that they must be addressing issues that have a significant social function—whether critical, conservative, compensatory, or therapeutic (Maria Tatar, 1999 cited by Weeks, 2011).

Classical fairy tales in Western and Eastern literature are available online as “Cinderella, Little Red Riding Hood, Sleeping Beauty ,Hansel and Gretel, the Frog Prince, Snow White, Bluebeard, Beauty and the Beast ,Jack and the Beanstalk, The Little Mermaid, The Ugly , Aladdin and the Magic Lamp, Ali Baba and the Forty Thieves”, and so on (zipes,2006:1). Fairy tales , generally, result in the improvement of learners’ knowledge and teach moral values and they are, generally, known for their simple structure of sentences and comprehensible plot . They can be adapted more to suit the level of beginners, intermediate levels or learners with language difficulties.

Generally speaking, fairy tales belong to the oral old cultural patrimony that passed from old generations and were written down after in modern times. A deeper literary analysis of these stories revealed the existence of many versions of the same plot and what differ are the cultural elements and the telling ways. For Mishan (2005), there are more than one version of these stories across universal cultures, so she argues that fairy tales share a common schemata or universal schemata. “Little Red Riding Hood wears a red coat or a red cape”. Cinderella or Cendrillon or the mistreated heroine will be recognizable in other cultures where the main character is physically wonderful and exceptional who is abused by his/her family or another person of great social status and animals ,knights , shoes, magic, fairy godmothers act as atypical variables. Additionally, the heroine may be passive in one version or active in another, coward or brave, clever or unintelligent – all these features may vary compared to the key plot events although one or two plot events might be inverted, the story remains recognizable (Lwin, 2015) .Nowadays, new versions of these fairy tales are created by modern authors who are inspired by many cultures because of the cinema industry.

1.283. Folktales

A folktale is another sub-form of literary works that learners can use online. It is a traditional story that has been passed on by words of mouth before writing systems were developed. They “include fables (i.e. tales with animals as the main characters and an explicit moral lesson), fairy tales (i.e. tales with some magical elements), myths (i.e. tales which are considered sacred)”, among many other sub-types (Taylor, 2000, cited in Lwin, 2016:169). Besides, folktales turn around common human issues and themes that are highly important for all age categories and deal mostly with psychological and educational themes like sincerity, compassion, altruism, envy, modesty, greed, and so forth (Talyor, 2000, cited by Lwin, 2016). Accordingly, [a] “knowledge of folk literature is of prime importance for a fuller understanding of human behaviour and culture” (Eugenio, 1995:1 cited in Lwin, 2016:3). Folktales can only bring both learning benefits and amusement to language classes.

1.284. Literature (Online Short Novels through Audio Books)

The use of literature in second and FL classes goes back to over one century ago. At the time of Grammar Translation Method, Students used to translate literary texts from the second/FL to their native language. With the coming of the new methods, as Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach the emphasis was on structure and vocabulary, but literature was given secondary importance. For about the past two decades, literature has returned to EFL classes with force. Teachers are more aware now that it provides best materials in teaching the four skills (listening, speaking, reading, and writing). Scher (1976, cited in Erkaya, 2005) insists on the fact that even beginners and intermediate levels students can practise language through literary texts by reading comprehension activities. “Giving learners an early taste for TC literature can ultimately impact on all the affective factors associated with learners, helping to build confidence, encourage curiosity and spur motivation” (Tomlinson 1998: 88, Freeman 1999: 29, cited in Mishan (2005:110). At the same time, advanced students can explore the world of literature by reading novels and learning literary concepts, genres, and terminologies. Furthermore, students discover through literature a world that can be new to them due to the cultural features of stories to interpret ideas and gain critical thinking skills.

In contemporary writings, a distinction is made between ‘literature with a capital L’ and ‘literature with a small ‘l’. ‘Literature with a capital L refers to classical authors’ works like Shakespeare, Dickens Victor Hugo; literature with a small ‘l’ on the other side, comprises popular tales, fables, legends and song lyrics. According to Merriam Webster dictionary, literature is “writings in prose or verse; especially :writings having excellence of form or expression and expressing ideas of permanent or universal interest or writings valued for their beauty of form, especially novels and poetry and plays etc.” (Oxford Paperback Dictionary, 1983 edition cited in Ibid: 95). For that reason, original and simplified or abridged versions of literary writings can be introduced in the language classroom. Certainly, short stories and other literary texts that include simple poems, short novels, familiar plays and insightful song lyrics, written intentionally for EFL learners, grant multi-sensorial materials and are suitable for all the various learning styles. Obviously, they can be accompanied with audiobooks, films, to create rich sensory input to enhance receptivity and deepens their appreciation of the writer’s composition process and sensitivity for vocabulary learning and turn into constant and habitual deeper interest and develop greater analytical ability. Literature, generally, elicits a deeper engagement from the learner to achieve more authenticity, “the teaching of literature is an arid business unless there is a response” (Long, 1991: 42, cited in Ibid: 106). All these types of literary works that suit both level and interest are available online.

Mishan (2005:105) provides the following reactions:

Affective responses to literature may range from anything from mild amusement or interest to deep engagement, pleasure, outrage or tears. Whatever form it takes, response to literature is essential for learning; ‘the development of a personalized reaction to texts - i.e. one which engages not only the intellect but also the feelings.

Literature is a rich source of linguistic input which helps learners to practise the four skills. Literary texts offer the best context to exemplify grammatical structures and vocabulary. Therefore, they can help learners to understand other cultures and gain an awareness of social differences to teach tolerance because literature can deal with universal themes such as love, war, death, hope, and change, etc. McKay (1982) maintains that “literature presents language in discourse” (p.530). Moreover, Maley (1989:12, cited in Bobkina & Dominguez, 2014:251) strongly advocates the use of literature because of its

“universality non-triviality, personal relevance, variety, interest, economy, suggestive power and ambiguity”. For Lazar (1993, cited in Mishan, 2005), literature contributes to language and cultural enrichment, it is also motivating with great educational value, they are very enjoyable high quality authentic materials, they can stimulate learners involvement and language output. The use of literature as an authentic task can only let learners travel to imaginary world of novels and authenticity.

Accordingly, literature constructs outstanding connections between readers and authors as explained in the following: Literary works,

involve such a personal interaction between the reader and the text, they retain a freshness that these others do not. The work ‘comes alive’ anew, as it were, for each new reader: ‘Literature is a form of art with two creators, one being the author, who, with his linguistic competence and his subtle, creative power of words, sparks the imagination, the creative power of the other, the reader’ (Bouman 1996:29 ,cited in Mishan ,2005::105)

Therefore, a variety of good audiobooks that are available online as (Robin Hood, Tom Sawyer, Alice in Wonderland, etc.) can be a rich source of authentic input to EFL learners in oralclasses via literature.

1285. Poetry

Poetry is defined as “the spontaneous overflow of powerful feelings” : it takes its origin from “emotion” recollected in tranquillity (“William Wordsworth's Preface to Lyrical Ballads”). Poetry, like all literary works , generally deals with common themes: love, life, death, and nature. Therefore, these universal themes always have a great affective connection on readers or listeners. Their trans-cultural character suits perfectly the needs of language learners as they can be used as efficient vehicles of precious cultural aspects .Moreover, poetry is highly controlled by certain aesthetic “constraints of phonology; assonance, alliteration, structure and, of course, rhyme”(Mishan ,2005:104). Furthermore, this literary genre portrays any ordinary everyday events and things in an aesthetic way. They are generally excellent starting point for class discussions. Depending on what type of poems, teachers select for their classes, different images of real world can be brought to life in the class .Thus, historical or social events ; political issues ;emotional concerns ; personal appreciation or descriptions of nature ; grief lyrics; loss, great sufferings and pain and human wisdom can be vividly displayed.

Referring to the nursery rhymes in L1 acquisition , rhythmic language of the poems can be explored in language learning both for beginners and advanced levels because of their natural “instinctive” and “innate” responses to them resulting from childhood memories of elementary schools. Thus, drawing from L1 acquisition that contained some typical contexts that were “poetic” and “rhythm” based that can bring nostalgic feelings and this sensitivity and receptivity ,combined to the rhythm of music can affect deep memory skills. Poems are, principally, shorter, practical and loaded with idiomatic expressions and meaningful images as other literary genres. Therefore, many simple poems, that are free from archaic language or they deviate just a little from everyday colloquial English concerning vocabulary and grammar (Sweet, 1899, cited in Mishan, 2005), can be selected for young learners. However, advanced learners, especially adult learners, “should not be left hungry for material on themes and subjects” (Lazar 1994: 116, cited in Mishan ,2005:110). In other words, they can be initiated to more abstract themes and complex language.

1.286. Film in Foreign Language Classes

The use of films for language learning generates various affective reactions that can be exploited in language classes. Teachers need to keep a balance between enjoyment and learning and avoid passivity that can result from over-excitement by a good preparation of the tasks and the learners themselves who need to know the underlying principle for using them (Ibid). In other words, learners need to be emotionally engaged in the film while its language learning power is well explored by the material designers for language classes.

Any teacher who has used a film with learners will have felt the thrill of excitement in the class, the learners’ anticipation of entertainment and enjoyment at the sight of the VCR It is designed to appeal most directly and fully to our emotions. It is also the one most clearly entrenched in learners’ minds as a medium of entertainment (Ibid: 216).

Film is almost certainly the most challenging of all the cultural products to be used creatively for language learning. The over-preparation of the film can spoil its “suspense and its sense of discovery” (Ibid: 216). An extensive pre- instruction in vocabulary, should, however, be avoided although it is considered as the most excellent audio-visual medium for illustrating the meaning of new words. The selection of some vocabulary items at the

beginning can also encourage learners to memorize them and help the general understanding of the film itself. When non overemphasis occurs and if learning is carefully programmed, curiosity for the film will be intensified and maintained (Summerfield 1993, cited in Ibid). All these aspects of authenticity can be achieved first in the class and they can be maintained by learners themselves for lifelong learning.

The first viewing tasks or activities that accompany the film should be simple so that they do not interfere with the learner's pleasure while watching. Therefore, "authentic questions or intuitive", as Mishan calls them that the learners themselves can ask, like 'why do they want to kill him' 'is she going to marry him?' can be suitable and after that the learners' answers will stimulate good class debates at the end of the film (Ibid: 217). If learners are asked to take notes of certain language items or actions, however, mainly on the first viewing, this can lead to misunderstanding and loss of excitement. It is sometimes more beneficial to let down some learning opportunities to avoid boredom in the class (Ibid). Summerfield (1993) points out the impact of the size of the screen, low-light setting, and, most remarkably, the audience in the enjoyment of a film. Watching a film with other classmates is a very special experience because of the influence of others' reactions (Summerfield, 1993: 30, cited in Mishan, 2005:217). These intense shared emotions can be directed towards learning if it is directly followed by class discussion.

One way of collecting responses to the film is via some form of an 'image-sound skim' or scan (Lacey 1972, cited in Mishan, 2005:217). With this language activity, learners are asked to report their feeling and emotions and narrate and describe some particular scenes that marked them. This technique can enhance authenticity in many ways; by "recreating and, to an extent, externalizing in the pedagogical environment, the sort of gut reaction to a film that is heard in the remarks of an audience leaving a cinema" (Lacey, 1972, Stempleski and Tomalin, 2001:41, cited in Mishan, 2005:217. After this emotional excited reaction, more targeted analytical language tasks can be introduced. In other words, this content-based approach exploits the input (the film) not to "teach language but to release it" (Ibid). A key aspect of this approach is that it retains the authentic purpose of films.

12.87. Other Authentic Materials and Media

There are many examples of authentic materials that can be successfully explored in language lessons for a variety of purposes. In this section, the focus is on short authentic texts like proverbs and sayings, songs, riddles, TV commercials and other favoured media as pictures and how to include them as culture into FL teaching is a pertinent question throughout the last decades. There is always a constant need to practically apply language and culture as two “interwoven” components and linking them to classroom communication and, thus, resulting in cultural awareness of the target language community. Using authentic texts as proverbs can help teachers achieve this aim and “secure bridges into the real world as they are usually very short with an easy language and contain a specific point of wisdom and “common sense” in the form of pieces of advice” (Homolova, 2010, para 4). These materials can give learners a deep understanding into the lifestyle of people in a progressively more integrated and new “multicultural” global world (Ibid). All things considered, understanding the way of thinking and habits of some countries in the world is nowadays seen as part of communicative competence and can bring the target language culture into the classroom.

What is applicable to authentic texts in general is suitable to proverbs and sayings too and there is a number of positive reasons of their insertion in the language classroom: meaning comes first before language, and they are short and easy to use. Learners are more or less accustomed with their text style from their mother tongue culture and proverbs as they can easily guess the type of information they contain. Such useful materials bring authenticity and customs into the language classroom and they can be used as a “springboard” for other useful and interesting activities. Actually, “alliteration, parallelism, rhyme and ellipsis”, as important stylistic features of proverbs (Arora, 1984, cited in Homolova, 2010: para 6), can cause misunderstanding at first (Ibid). Therefore, the way how the teacher deals with it in task design is more significant than the content of the proverb itself.

Additionally, language teachers should include songs in their language classes due to many reasons. Besides, their availability on the internet they are almost always strongly linked

to the native-speakers' everyday language so they are rich with modern-day vocabulary, idioms and expressions (Lynch, 2005). They can provide students with a natural input as almost all songs have themes, stories, cultural aspects and grammatical structures. An excellent fact about songs is that the FL class is exposed to many different types of English, either British English or American English, in addition to other English accents varieties. In other words, songs have been used to illustrate historical struggles as civil wars, social classes' protests for rights and equality and can bring the reality of prisons in addition to a number of unrevealed truths. They deal with ecology, crimes, politics, economy, and social identities (Ibid). Their only inconvenience is they can contain sometimes unsuitable and offensive language to be simply solved by a careful selection of song types (Ibid). These materials can bring rhythm and enthusiasm to classes and they can be used after in regular home practice.

Pictures and images, as accessible visual materials, can be essential speaking stimuli in the language classroom. It is important to know that images can be found anywhere on the internet or they can be taken from magazines and newspapers to be used as starting points for class discussions, as a warmer or a filler during a lesson to encourage fluency (Deane, 2012). Another outstanding point is that both teachers and learners can also take pictures of objects, natural landscapes, dramatic or comic scenery using their mobile phones. In relation to their class use, students can be given a picture to study for few minutes and can be asked to write some notes or express opinions, organize their ideas, and then present its content both individually or in groups in front of the class (Ibid). In general, various task-based language teaching techniques are used, such as providing useful language before or after, to arise students' awareness of their gaps in lexical knowledge and grammatical structures.

Conclusion

As it has been explained throughout the present chapter, authentic web learning presents itself as a good alternative in EFL classes today. Therefore, all internet applications and tools are enumerated. Furthermore, the concept of authenticity is, thus, explained in relation to material design and Internet technology. What needs to be retained, is that when teachers decide to use such good support as online authentic materials in the lesson, they have to consider their aims. The teacher should orient learners to all categories and let them suggest and share other ones. All the materials mentioned can be used at any step of the lesson (as

warm up activities and for presenting and practising vocabulary, structures, functions, pronunciation, stimuli for a class debate, subjects for project work or essay writing or to build cultural awareness). These texts are of diverse lengths and types; moreover, they are enjoyable and they can make the learning process stimulating and more effective. One should not ignore the opportunities to develop imagination and critical thinking of all learners according to their different learning styles.

CHAPTER TWO

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CHAPTER TWO

Task Design for Authentic Web Learning

Introduction

The application of Internet technology is a widely debated topic in various fields in the world today. Its integration in EFL pedagogy today raises many issues on the types of materials that are available online and ways to be applied in the language classroom. Technology requires new challenging professional skills for its better exploration in education by both teachers, syllabus designers and academic officials and authorities. In this continuous struggle to adopt the innovations in EFL courses and adapt daily practices to the unstoppable changing world, one pedagogical belief remains is that the role of the teacher is still undeniably indispensable and the various findings of scholars, and EFL theories are still the foundation of online learning and teaching today. This chapter explores the relationship between task design, task based approach, the teaching and assessment of the speaking skill and how strategy training can be used to enhance communication skills among learners in authentic web learning.

2.1. Teaching of Speaking Skill

Language learning methodologies and approaches to teaching speaking skills have relied considerably on theories of language in general and L1 and L2 acquisition and learning in particular. Before evaluating briefly the basic methods and approaches, a brief account of the selectivist and constructivist foundations of language learning is necessary as two different prototypical models. The selectivist model is associated with Chomsky and it depends on internal causation or internal factors. Chomsky's basic argument is based on an innate language acquisition device, a neural brain part that allows children to acquire languages. He assumes the existence of a genetically determined system of rules, which he refers to as universal grammar that underlie all tongues. According to Chomsky, a language template is set up in this special language part and this pre-organized mould in the neural structure of the brain functions in accordance with its innate construction. In other words, the fact of being an integral part of a given environment the individual neuronal constructions are stimulated according to its internal organization, which pre-exists (Danchin, as cited in Lee, 2010). Conversely, the constructivist model puts focus on external causation as a basis of language acquisition.

To explain this model more, the constructivists follow the lines drawn by behaviourists such as Skinner. This model assumes that language is built up from an interaction with the environment. Other researchers, including (Jakson, as cited by Lee, 2010:4) have hypothesized that language learning results from general cognitive abilities and the interaction between the child and his surrounding community. No child would ever talk unless he was taught; and no child could be taught unless he already possessed, by inheritance, a particular series of nervous arrangements ready for training. Lock refers to these empirical facts to support the selectivist model. “Language development does not begin with the child’s first effort to learn material that is linguistic” or in other words, he is endowed with the innate capacity to learn the language before birth (Locke, 1997: 267, cited in Lee, 2010:4). To sum up, the above mentioned approaches have significant implications on FL classes.

In line with the two prototypal models the teaching of the speaking skill in FL classes had greatly expanded thanks to the behaviourist, cognitivist and sociocultural theory. The behaviourists theory sustains that the language is learned by “forming good habits through reinforcement” (Thornbury, 2005:38). This implies a direct automaticity in new habit formation as learners were mainly exposed to listening materials and to their teacher and, principally, reduced to memorisation and repetitions of various drills. In other words, the behaviourists applied the Presentation, Practice, and Production (PPP) stages in both speaking and listening courses (Ibid). On the other hand, the cognitive theory emphasizes information processing, awareness-raising, proceduralisation, and autonomy stages. The sociocultural theory comes to include monitoring, appropriation, and self-regulation stages to be practised with interaction.

2.1.1. The Teaching of the Speaking Skill under Authenticity Centred Approach

The communicative approach has greatly emphasized the communicative competence as a main component of communicative ability. Furthermore, conversational analysis, discourse analysis, psychology, and linguistics studies provided supportive frameworks for language pedagogy that consider the teaching of the speaking skill in terms of contextual appropriacy and fluency and highlighted the primary role of interaction in developing oral skills.

2. 1.1.1.TASK Design to Teach Speaking Skill

Teaching the speaking skill requires a full understanding of the ‘task’ and its origin.

2.1.1.2 Early Approaches to Course Design

The coming of the three new approaches to syllabus design in the 1980’s (the procedural syllabus, the process syllabus, and the task syllabus) contributed greatly to the development of Task-Based Language Teaching (TBLT). It is worth mentioning that two types of syllabuses: synthetic and analytic, prevailed before (Wilkins, 1974, 1976, cited in Long & Crookes, 1991). The first type is called also grammatical and type A syllabus that “segment(s) the target language into discrete linguistic items for presentation one at a time” (Ibid: 2). To understand clearly the name “synthetic” comes from the role of the learner as “re-synthesizing” the “broken elements” to make his learning process more effective to be used in communication. In other words, “Lexical, structural, notional and functional” are examples of synthetic syllabuses, they are also called “topical and situational syllabuses” (Ibid). The analytic syllabuses, on the other hand, orient the attention of the learner directly or indirectly, to recognize the linguistic components of the language behaviour he is acquiring, by using analytic skills (Ibid: 3), “in molar rather than molecular units” (using Wilkins’ words) (Wilkins 1976: 14, cited in Ibid: 3). It is significant to know that the early task syllabuses were in accordance with the analytic syllabuses.

2.1.1.2.1. Types of Task-based syllabuses

Three types of syllabuses were proposed in relation to task design approaches. Since the task gained more recognition in language learning studies as a “viable” unit in language teaching courses and linguistic elements (“such as word, structure, notion, or function”) were no longer accepted as the unit of analysis but need to be integrated in tasks. The first syllabus to task design is the procedural syllabus that is mainly associated with Prabhu’s Bangalore Project (Ibid). For Prabhu (1987) communicative language teaching is teaching “through communication not for communication” (Ibid: 10) (the Western slogan for communicative approach), the second syllabus to task design is the process syllabus. As the name implies, it highlights negotiation processes that arise in the process of teaching the language (Ibid). Finally, the task syllabus or (TBLT) which is the third approach to course design emphasizes

the absolute necessity of completing the course with the valuable advantages of a deliberate focus on form in Task-Based Language courses.

21.12 Task-based Language Teaching

TBLT is learner-centred and it owes its development to the communicative approach. A task is its central unit that mainly focuses on using language in meaningful situations, i.e. a language context that is not different from everyday activities and real life actions and tasks like visiting the doctor, going to the gym, sharing a recipe, finding the way and or asking question about health problems. The main focus of TBLT is on linguistic strategies that are needed to perform tasks in a spontaneous and natural language use, spoken or written. Its second emphasis is on skills like asking questions, negotiating meaning and interacting. With different tasks, designed by the teacher, learners can solve problems and learn how to take decisions and give personal opinions rather than memorizing grammatical structures to achieve accuracy.

The basis of TBLT are the following principles:

- The focus of instruction is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks.
- Activities and tasks can be either:– those that learners might need to achieve in real life
- Activities and tasks of a task-based syllabus can be sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the degree of support available (Richards and Rodgers, 2001:224)

21.13 Fluency and Accuracy in Task-based Language Teaching

Fluency is a central component in communicative tasks and less attention is given to accuracy and complexity. It is notable to know that a focus on form and grammar is a controversial topic through many decades in language learning. Nunan (1987) advocates the use of grammar in language classes but only for communicative purposes. “There is value in language activities which require learners to focus on form [and that] grammar is an essential

resource in using language communicatively”(Long and Robinson (1998 :23). Undoubtedly, form presented in context in TBLT is mainly approved in language research. In other words, students’ attention should be directed to language forms as they occur in a meaningful language situation (Ibid). Therefore, they define focus on form as “consists[ing] of an occasional shift of attention to linguistic code features ... triggered by perceived problems with comprehension or production”(Ibid).Furthermore, the model of task ,defined by Prabhu ,1987; Nunan,1987;Willis ,1996; Oxford,2006 ,is an illustration of meaning focused language teaching that let form-based teaching on another level of instruction. Finally, both form and meaning are essential constructs in TBLT but with variations in focus according to stages of learning.

Accordingly, a task is an important element in syllabus design, language teaching, assessment and should be in accordance with learners’ needs. This gave the go-ahead of different considerable research studies mainly in EFL classes. For Richards and Rodgers (2001: 228), “tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation” that are considered as fundamental skills of language learning. Significantly, task-based language teaching has enhanced the pedagogical principles and practices as needs analysis before any course or syllabus design or materials selection. Thus, this focus on interaction and real communication and authentic texts that should be part of the learning process and the learners’ life experiences have a considerable role in making a link between the classroom learning and the outside language use .

2.1.1.4 The meaning of ‘Task’: Definitions and Applications on Online Learning

The concept of task, as it is known nowadays, originated from the Communicative Approach to language teaching around the mid 1980s. It is used in all language lessons to teach the four skills and enhance the learners’ communicative abilities. It is the main unit in Task-based language teaching (TBLT) that presents language in context to stimulate the acquisition of cognitive processes. Besides, this unit is used by teachers to integrate technology in their classes. In other words task-based learning can help both teachers and learners in content selection and create a bridge between classroom Learning and online learning through videos, recordings, texts, etc.

TBLT offered various definitions of task:

The first definition came from Long's approach to task-based language teaching in terms of "target tasks" or everyday tasks or activities or what people do in real life. For him it is "a piece of work undertaken for oneself or for others, freely or for some reward" (1985: 89). Examples include "taking a bus or finding a way in London, etc." However, Nunan (2004:2) argues that Long's definition is "non-technical and non-linguistic". It illustrates the different things people do outside the language classroom, but sometimes without language, so not necessarily with a linguistic outcome. He presents another definition, which is more pedagogical, and more restricted in nature to language learning rather than to realworld tasks. For him it is "an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape..." (Crookes 1986: 1, cited in Long & Crookes 1993: 39). In a nutshell, TBLT promotes real world language use rather than form focused tasks.

Breen (1987: 23) presents an outstanding definition of a pedagogical task that gives birth to aspects like "objective ,content ,procedure and outcome" that characterize any modern language task .He sustains that it is "any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task". This definition is too general but less effective to some scholars as it describes anything learners do in the classroom as a task. Therefore, more restricted and more precise terms are used by Willis (1996), cited in Willis and Willis (2001): "a classroom undertaking ' . . . where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome'..." (p. 173). Overall, all task's key components are apparent in the above mentioned definition to be integrated in courses by syllabus designers.

Skehan (1998, cited in Nunan, 2004:3), using a number of research findings, suggests "five key features of a task":

- Meaning is primary
- Learners are not given other people's meaning to regurgitate
- Related to comparable real-world activities
- Task completion is a priority
- Assessment of the task is in terms of outcome.

Bygate et al. (2001) argue that the way we define a task will depend to a certain extent on the purposes to which the task is used.

Finally Ellis (2003: 16) gives the following definition:

A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed.

Nunan(2010:137) presents another definition of a task that he calls “a pedagogical task as a piece of classroom work” that engages learners in understanding, using, communicating or interacting in the target language as their focus is on meaning by employing their language forms to convey messages .

Globally, these definitions differ to some extent but they all share some common points. The pedagogical tasks underline communicative language and the central focus is on meaning rather than grammatical form. For Nunan (2010) the grammatical knowledge is deployed to express meaning. This is to illustrate the fact that meaning and form are extremely interconnected. In few words, grammatical exercises cannot be considered as tasks because learners are not free to use many language structures to accomplish a language outcome.

2.1.1.4 Task Components

For Nunan (1987), any learning task should constitute of six components: goals, input, activities, teacher role, learner role and settings.

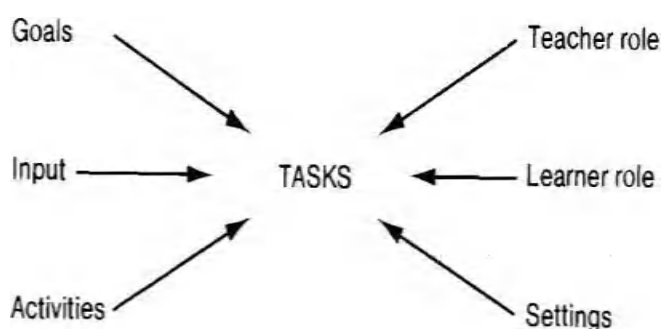


Figure 2.1.A Framework for Analysing Communicative Tasks (Nunan, 1989:10)

2.1.1.5.1 Goal The first component, which is the language learning “Goal” refers mainly to the general purpose that lies behind the performance of any class assignment. The learning Goals vary according to the general aims of a curriculum. Nunan (1987) enumerates a number of goals as examples to be used by teachers in an effective task design as building confidence of the learners, negotiating meaning, developing interaction, etc. Moreover, a relationship is established between the general outcomes (“communicative, affective or cognitive”) and the specific goals of tasks. Accordingly, the learning goals may simply be formulated by describing “the teacher or learner behaviour” (Ibid: 49) as drawing a map, completing a table or giving synonyms, etc. Thus, some tasks can have more than one goal and stating them can help teachers in being effective in controlling the desired behaviours (Ibid). It is noteworthy to know that various goals can stay implicit as many sub-categories of goals as scanning for details, developing stress and intonation while listening to an audio recording, etc.

2.1.1.5.2 Input

The second component is “Input” that represents the language that forms the foundation or the basis of a given task. It is clear that many materials, pedagogical or online ones, can play the role of the input as movies, stories, ads, speeches, recipes, etc. In other words, task designers can rely on the internet to provide a meaningful input for a variety of communicative tasks. As stated before, TBLT is in accordance with online authentic learning and is increasingly supplied with infinite authentic input to be explored by teachers. The real-world is directly brought to the classroom as learners perform real life activities (Ibid). For that reason, the step of training learners to use the authentic language of the native speaker in the real world can largely start in the class.

In relation to the third component of task, ‘Activity’ deals with the learners’ manipulation of the input that was introduced to them at the beginning. Nunan (1987) proposes three general ways of characterizing activities: “authenticity, skill getting and skill using, and fluency/accuracy”. For that reason, many teachers can gain from these implications as developing debating skills, expressing point of views, informing, convincing, etc. In skill-getting and skill-using, for Rivers and Temperley (1978, cited in Ibid) a number of processes are involved while learning to communicate and these latter fall globally under two main types of skills. The first process, skill-getting, is concerned with cognition and production rather than real language use for communication. Pseudo-communicative skill-

getting activities are used to learn elements of the linguistic system (structure-manipulation activities and exercises to memorize grammar rules for example) and practise message formulation. The second category, skill-using, is about genuine communication. Another classification of activities is suggested by Littlewood (1981:86) who differentiates between “pre-communicative and communicative activities”. The “pre- communicative is a kind of structural activities and quasi-communicative activities” like dialogues. The communicative activities are purely interaction activities.

2.1.5.3 Activity Types

Although tasks and activities are used interchangeably in EFL and ESL literature Nunan(1987) prefers to include it as a component of a task and gives a complete list of different types of activities. Information gap activities is the first category proposed that can be in pair or group assignment in which learners get one part of information so he should interact with the other participant to obtain the other (Ibid). Doughty and Pica (1986,cited in Nunan,1987)have used this type of activity in various experiments and reported that two-way task helps the rehearsal of some language skills such as using grammatical knowledge and pronunciation which will help them outside the class. In addition to information -gap activity that engages learners in information transfer, Nunan also reported another category, reasoning gap and opinion -gap activity (expressing feelings, opinions, and attitudes in a given situation as story completion, discussing any social problem). These three types of activities were proposed by Prabhu, Clark and Pattison, in the Bangalore Project (see table 62). Examples of such activities as discussions about an incomplete picture or a map, a tabular representation by taking information from a text. Reasoning gap activity “involves deriving information from given facts through the process of inference, deduction, practical reasoning, or a perception of relationships or patterns” (Ibid: 66) like deriving a teacher’s time table from the school one or taking a decision according to a particular problem .To sum up, these tasks are also appropriate for online courses according to learners’ needs and interests to create meaningful negotiation. Clark (1987,cited in Ibid)-suggests 7 types of activities ;for him, learners should solve problems ,read a story and discuss it , look for information ,establish and maintain relationships with others ,listen or read to get information and communicate in a spoken or written form of language .

Pattisson (1987, cited in Ibid) proposes other types as:

- Questions and answers (these activities are mainly around a hidden information (information gap activities) and let the rest of the class discover it through questions, (for example who is this famous singer by hiding a picture or writing his name on the other side of the board) .
- Dialogue and role plays ;
- Matching activities;
- Communication strategies they are designed to practice paraphrasing and borrowing
- Picture and picture stories. Many activities can use pictures to encourage discussion or ordering them to tell a story.
- Puzzles and problems. Learners are required to use their imagination and logical reasoning to solve problems and deal with puzzles.
- Discussions and decisions: Group discussion and are used to take a decision about any situation in regard to a list of items to be selected or chosen if they find themselves in a desert island (as an example).

2.1.1.5.4. Roles and Setting in the Language Class

Roles refer to the part that learners and teachers are expected to play in carrying out learning tasks. This also includes “the social and interpersonal relationships between participants”. In other words, this component includes also the setting which refers to the “classroom arrangements” and whether the whole class in the activity is involved or just small groups or individuals (Ibid: 92). Generally, teachers have many roles to play, as to name just few, they facilitate the learning process and they guide and motivate learners; thus, the learners’ role is directly influenced by the type of role executed at a particular moment. As far as the second component is concerned (the setting) the traditional communicative tasks take place generally in the class; however, with authentic web learning the setting goes beyond the walls of classes.

2.1.1.5. Integrating Listening and Reading in Speaking

The integrated-skill approach, as opposed to an entirely “segregated” approach, increases exposure to authentic language and encourages them to interact spontaneously in the target language. Learners become aware of the nature of the English language as used for real communication. Furthermore, this approach gives the real picture of the English

language as being an object of a real means of communication where teachers evaluate students' learning in different skills at the same time (Oxford ,2001:5). Finally, skills integration allows all forms of language manipulation and helps the learning of real content not just isolated forms in a highly motivating atmosphere to all levels and needs.

On the similar basis both content-based language instruction and TBLT belong to the integrated-skill instruction. For the first type, language content is primordial, while the second, as explained before, emphasizes communicative language uses through tasks (Ibid). In addition to this, the task-based model allows the measurement of learning strategies because pair work and group work are good tools to enhance interaction. Consequently, listening and speaking can be integrated together in communicative activities. This integration of tasks that encourages negotiation are good and effective language-learning situations for learner's focus on form.

This idea of skill integration is also supported by the four strands approach to language learning. Nation & Newton (2009:1) summarize this idea in four main points: “meaning-focused input, meaning-focused output, language-focused learning, and fluency development”. In other words, good language course should reach a balance of these four strands. The first strand which is “Learning through meaning-focused input concerns the two receptive skills”, listening and reading and the exposure to meaningful sources of language as videos, short stories ,speeches ,etc. Additionally, the second point defended is “Learning through meaning-focused output”. The productive skills, speaking and writing , are essential too where the learners communicate ideas and interact with others .The language forms are not completely ignored since the third “strand gives a particular attention to language items and language features” and Nation & Newton (2009) explicitly illustrate this point by reference to “vocabulary, grammar ,sounds ,spelling , discourse features and even strategies that should be taught and learned deliberately through exercises”(Ibid). Finally, fluency was added as the last strand since its development, in both the four skills and language features, is vital with the already acquired language and knowledge.

2.1.1.5 Guidelines for Authentic Task Design

Generally speaking, an authentic task is any everyday activity or action that people generally do, of course, implying the use of a language in everyday life. Therefore, authentic

tasks stimulate real context for communicative goals such as conversations at the restaurants, meeting new friends, speaking about traditions, etc.

To design authentic tasks for language teaching, Mishan (2005:17) recommends the following authenticity criteria (that teachers can use as a checklist):

The tasks should

- Reflect the original communicative purpose of the text on which they are based.
- Be appropriate to the text on which they are based.
- Elicit response to/engagement with the text on which they are based.
- Approximate real-life tasks.
- Activate learners' existing knowledge of the target language and culture.
- Involve purposeful communication between learners.

2.1.1.7.1. Guideline 1: Communicative Purpose

What should be known by course designers, to preserve authenticity in task design, is that the communicative purpose, of a text as an example, is the aim behind any language use (Wilkins 1976, cited in Mishan, 2005). It mainly refers to the genre of a text. The communicative purpose of a news broadcast can be informative and persuasive. Furthermore, the text can have many communicative purposes. Starting from the two basic functions of oral language, transactional and interactional functions but another function is added, especially in the field of literature which is the reactional function (Duff and Maley 1990: 10, cited in Ibid: 76). The different speech acts such as “advising, ordering, warning, threatening and permitting” have a transactional function as a communicative purpose. Wilkins (1976 also mentions personal emotions as a reaction to an authentic text as an “emotive relation”. The difference between these two types is in terms of “internalization or externalization” of feelings (cited in Ibid: 77). Therefore, motions such as satisfaction where the feelings are internalized (they are just feelings) or exteriorized as in the expression of empathy or appreciation and this is called engagement and provocation (in the form of verbal or physical response). Accordingly, this last reaction is an “interactional response”; whereas, “engaging” is also reactional in terms of response as explained on Table 2.3p.60.

Nomenclature	Communicative purpose of text is:	Basic Communicative Function
Informative	Transmit information	Transactional
Persuasive	Persuade (re.purchase, opinion, action, etc.	Transactional
Soliciting	Interact or transact (business or personal	Transactional
Instructional	Give instruction for implementing a process	Transactional
Provocative	Provoke emotive/intellectual or kina aesthetic	Interactional
Interactive	Interact or transact (business or personal)	Interactional
Engaging	Engage imagination/emotions (including humour)	Reactional

Table 2.3. The Different Types of Communicative Purposes (Mishan, 2005:79)

2.1.1.7.2 Guidelines 2 and 3: Appropriacy, Response and Engagement

Appropriacy, response and engagement constitute important factors in authentic task design in addition to the communicative purpose. It needs to be emphasized that appropriacy can be achieved in two different ways. In other words, the interaction between the learner and the selected text (spoken or written) is strongly related to the text it-self in terms of “discourse type” that generates the feelings or attitudes as a form of “reaction/response” as a level of engagement with the text. Therefore, Mishan (2005) sustains that appropriacy cannot always be achieved with comprehension questions or yes/ no questions which are, generally, characterizing EFL pedagogy. It should be noted that their application in real life tasks or actions is rare; additionally, they “blinker” language learners as their complete attention lay on comprehension only because native speakers do not give a deep attention to all the language structures like vocabulary and grammar of songs, transcripts of movies or when they hear a joke, although they are naturally mostly appreciated in all cases. Nevertheless, people use scanning and skimming skills while reading news, novels, a poem, a weather forecast but the natural purpose is to get the information. While selecting anecdotes, jokes or riddles in activities, targeting grammatical structures as tenses or irregular verbs or after any picture

illustrating any painful event or scenery cannot be appropriate and surely this will alter the authentic reaction and any sensitivity to them leading to the loss of their “emotive potential” (Mishan, 2005:80). Therefore, the laughs that can be heard after jokes are appropriate reactions as they involve comprehension and are all forms of analyses reflecting personal “satisfaction and inferences”. Moreover, appreciation of a melody and lyrics of songs, humour and the discussions that follow the fearful scenery of horror movies, are manifestations of engagements.

21173 Guideline 4: Approximate Real-life Tasks

Real life tasks (such as making holiday plans or calling friends) in addition to “specialized” tasks (creating commercial ads, preparing a presentation for a business meeting) are all examples of authentic tasks .Furthermore, transforming written texts into charts and tables and all learning tasks that involve breaking down information as native speakers normally do are authentic tasks too . For example, taking notes while listening to news broadcast about details, such activities are unconscious as they “ externalize” and “rationalize” the natural and internal actions of the native speaker like the conversations on nonverbal behaviour in interviews and dialogues(Ibid:81) . Generally speaking, authentic tasks bring real communicative demands that trigger the natural flow of language.

21174 Guideline 5: Exploit Learners’ Existing Knowledge

This guideline deals with learners’ background knowledge. It gives emphasis to the importance of being aware of cultural aspects in material design. Both teachers and learners need to know some cultural aspects about “factual things” as hobbies, social occasions , “deeper levels of social structures” of social classes , political systems, freedom of expression, gender issues, taboos, in addition to other social conventions (Ibid:82).This awareness helps understanding and making the social conventions of the target culture. Learning tasks should create a balance between the learners’ knowledge and the new points of culture presented to them. Thus, teachers should prepare students for the cultural knowledge and idiomatic expression (if included) as a primary stage explicitly or implicitly by warm-up activities which require the deployment of this prior knowledge.

21175 Guideline 6: Promote Purposeful Communication

Tasks in authenticity-centred approach should have a purposeful communication. Many activities that belong to the communicative approach as completing a map from a listening material, listening to an audio description, ordering text parts, drawing a map from an audio description and transforming written texts to other discourse types cannot be qualified as authentic tasks. The principal reason is that communication in the activities mentioned is mainly limited to task completion. Consequently, such so called communicative activities are purely pedagogical tasks because they lack the original communicative purpose. However, the real communicative purpose in a questionnaire to report opinions conducted inside or outside the classroom after watching a political discussion or conceive commercial surveys is crystal clear. Finally, Internet technology can provide a huge amount of materials to have authentic tasks with purposeful communication like inviting friends, voice chatting, applying for a job, and exchanging information on various social media.

21116 Task Types

The above mentioned guidelines, including the communicative purposes, constitute useful criteria in authentic task design. Furthermore the following set of task types are necessary in implementing authenticity-centred approach in EFL classes:

21181 Prabhu Classification

The Bangalore Project (Prabhu, 1987) came as a reaction against the traditional EFL instruction both in India, and Europe. Prabhu's project applied the principles of task-based instruction in India. Therefore, he designed a list of tasks for an experimental project called the Bangalore Project that aims at the development of communicative competence in L2 by tasks that create contexts to enhance real life language use in the classroom.

The tasks in the Bangalore Project were classified using authentic materials or authentic texts (e.g. charts, schedules, road maps) resulting in a set of eight task types:

Task type – skill or process	Examples
1. Following and giving descriptions, instructions (in oral, written, graphic form)	Naming parts of a diagram Placing numbers, letters in given formats Drawing figures, formations Constructing/completing maps, plans, timetables Giving directions Writing a CV Form-filling
2. Extracting information	Drawing up teacher timetable on basis of class timetable Extracting relevant information from a CV
3. Drawing inferences	Drawing up programmes / itineraries / timetables / maps, making appointments based on: Routines Narrative accounts, descriptions Statements of needs, intentions Work, travel requirements Descriptions of travel Identifying 'odd one out' in sets of objects, lists Inferring quantities bought from money spent Relating individual needs to age requirements e.g. school enrolment, voting rights, driving
4. Making calculations	Time (from clock-face) Durations (from calendar) Age from year of birth/vice versa Expenditure (from shopping lists, price lists) Checking calculations Comparing pricing, income, expenses Comparing distances (on route maps)

5. Interpreting and extrapolating	Interpreting/extrapolating Information from tables/timetables Rules / anomalies from sets of regulations Generalisations from tables Classifications Personal information from a CV
6. Analysis	Making decisions/plans on basis of information (e.g. best route, best form of transport, best siting for school, based on given factors (e.g. cost). Analysis of the postal system (based on post codes)
7. Extension	Completing stories/dialogues
8. Reformulation	Interpreting telegrams Composing telegrams Reorganising a CV for given audience

Table 2.4. Task Types Used in the Bangalore Project (Extrapolated from Prabhu 1987: 138-43 (Mishan,2005:84-85)

2.1.1.82 Willis Classification

Willis' classification includes a set of tasks. The first type is "Listing" that necessitates brainstorming skills, in which learners use their knowledge and experience in ordering and sorting of items, actions or events or ranking objects, according to their values or defined criteria. Another type involves "comparing" of texts, events, characters, regions to find common points and/or differences. The following type engages learners in "problem solving" tasks, this category requires intellectual and reasoning powers, and are challenging, and enjoyable in nature depending on the complexity of the problem. Real-life problems are the most favoured ones where learners make hypotheses, refer to real life experiences, find alternatives and negotiate to reach an agreement. Moreover, the following category of tasks turns around sharing personal experiences where learners share their real life concerns with others after reading a short text where familiar topics are involved. For the last category, "creative" tasks, they are more complex and also exciting as they require an in depth analysis of many criteria, and lead to fact-finding and investigations (in the form of projects). They can be real based on reason or virtual and they are based on imagination in the form of out-of-class research where organizational abilities and teamwork interactional skills are needed.

Task	Process	Outcome	Samples
1. Listing	brainstorming fact-finding	List, Poster, Mind-map	Words, things, abstracts, activities, questions
2. Ordering, Sorting	Sequencing, ranking categorising	Ordered set of data	Instructions, strategies, generic lists
3. Comparing	matching, finding similarities/differences	Matched items, groups of similar/different items	Descriptions, visuals, versions (of texts/accounts), cultures
4. Problem-solving	Analysing real or hypothetical situations, reasoning, decision-making	Solution to problem and evaluation	Puzzles, real-life problems, case studies
5. Sharing personal experiences	Narrating, describing, exploring attitudes, reactions	Personal: expansion of socio-cultural knowledge	Anecdotes, opinions, personal reactions
6. Creative tasks	brainstorming, factfinding, ordering, problem-solving	Product, project	creative writing, model, experiment, magazine, recording, video

Table 2.5. Typology for TBL Task Design (Based on Willis 1996: 149-54) (Mishan, 2005:85)

21183 Maley Classification

Maley's (1993) list of task types are called also 'twelve generalizable procedures', i.e. tasks based on any authentic text and are mostly serving authenticity purposes. This taxonomy has common task types with the previous ones like comparing and ranking task type. The first task "expansion", where clauses, sentences, or paragraphs can be added to a text. The second type is "reduction" by which students are asked to reduce any text by removing some items and write it in another format like transforming it into a table. Malley's classification also includes media transfer where the form or genre of a text can be changed to another form or genre (for example a prose into poem or a text into a graph or a picture, etc. Similarly to previous taxonomies, comparisons, or finding similarities and differences, between two texts is also included, as an example, in terms of vocabulary or ideas. Another type, which is "reconstruction" (of a text and it can be a video) it means completing it with words, proverbs and adverbs ,etc. "Reformulation" on the other hand refers to paraphrasing or reformulating a text and keeping the same meaning (like retelling jokes or stories). Likewise, "interpretation" task type enhances opinion sharing and exchanging, such task gives importance to personal interpretations and valuejudgements to enhance critical thinking skills. Text "creation" requires learners to create another form or a genre from a text like creating a speech from an article or a story on a different topic and using a different vocabulary. Malley also includes the "language analysis" of a text as another task where students can notice language structures and the breath and depth of words. Finally, Malley ends his taxonomy with "project work" to boost creativity by some distinguished activities like including advertising campaigns and surveys in language classes.

Task type	Process	Examples
1. Expansion	Add something to the text	Add clauses, sentences, paragraphs, comments, specified items (e.g. adjectives)
2. Reduction	Shorten the text	Remove specified items (e.g. adjectives), clauses or sentences, Combine sentences, Rewrite in a different format e.g. telegraphese. See also # 3 Media Transfer and # 8 Reformulation
3. Media Transfer	Transfer the text into a different medium, format or genre	Transfer: Prose into visual form (e.g. pictures, graphs, maps, tables), poem or screenplay. Letter into a newspaper article (or vice versa). Headline into a proverb (or vice versa). Poem into prose/an advertising slogan (or vice versa)
4. Matching	Find a correspondence between the text and something else	Match text with a visual representation, a title, another text, a voice, music
5. Selection/Ranking	Select or rank a text or texts according to some given criterion	Choose the text that is - most suitable for a given purpose (e.g. inclusion in a teenage magazine). - the most/least (difficult, formal, personal, complex ...) - most/least like the original version. Choose words from a text to act as an appropriate title
6. Comparison/Contrast	Identify points of similarity/difference between two or more texts	Identify words/expressions/ideas common to or paraphrased in both texts. Compare facts or grammatical/lexical complexity (See also # 11 Analysis)

7. Reconstruction	Restore coherence/completeness to an incomplete or defective text	Insert appropriate words/phrases into gapped texts. Reorder jumbled words, lines, sentences, paragraphs etc. Reconstruct sentences/texts from a word array. Reconstitute a written text from an oral presentation (various types of dictation) Remove sentences/lines which do not 'belong' in the text
8. Reformulation	Express the same meaning in a different form	Retell a story from notes/memory/keywords Rewrite in a different style, mood or format (e.g. prose as poem) (See also # 3 Media Transfer)
9. Interpretation	Engage with the text relating it to personal knowledge/experience	Relate text to own experience Associate text with ideas, images Formulate questions for the text's author Assess the truth, likelihood, possible omissions of the text
10. Creating Text	Use the text as a springboard for the creation of others	Write a parallel text on a different theme Use the same story outline/model/title to write a new text Quarry words from text A. to create a new text B Reshape the text by adding lines/sentences. (See also # 1 Expansion and # 8 Reformulation) Combine these texts to create a new text
11. Analysis	Linguistic analysis of the text	Work out and list the number/ratio of: - One-word verbs/two-word verbs - Different tenses - Content/function words - Different ways in which the word X is referred to in the text (anaphoric reference) Put words into semantic groups e.g. the sea, movement, ecology etc.)

12. Project Work	Use text as springboard for a product	Use the text as the centrepiece of an advertising campaign: decide on product, design campaign posters, jingles etc., present the product as a TV commercial. Use a text about a specific problem: design & distribute a questionnaire on this problem (to other groups). Tabulate & present results Use text presenting a particular point of view: prepare and then display a short magazine article supporting/disagreeing with this point of view

Table 2.6. Twelve Generalizable Procedures (Based on Maley 1993: xi) (Mishan, 2005:86-87-88)

21184 Implications for Authentic Task Design

Teachers can use all the above mentioned materials in designing authentic tasks for EFL classes using communicative purposes and aims according to each discourse type.

Discourse type			Tasks				
Novels	Communicative purpose	Engaging	The teacher can choose any good audio book and read a short passage and ask students to visualize the characters of the story ,setting and ask them to draw them and then describe them to the class through class discussion				
	Authentic TaskType	Response					
	Aim	Introducing a story -Visualise oral input					
News bulletin	Communicative purpose	Informative	Students listen to a news bulletin and are asked to take notes that they are going to reproduce in a short written article and then present it orally as journalists				
	Authentic TaskType	Transference					
	Aim	To take notes of main points and reproduce through a different medium					
Advertisement	Communicative purpose	persuasive	The teacher can choose any good advertisement or different short online ads and ask students to take notes on how the target culture is illustrated in a life style, family life, community ,etc, as drinking tea, sharing a meal in a birthday party or Halloween .They are asked to compare it to their own culture and discuss this with their friends.				
	Authentic TaskType	Inferencing					
	Aim	Identify cultural aspects of the target culture and compare it to the local one					

Song	Communicative purpose	Engaging	Students listen to a song containing socio-cultural/historical events and are asked to discuss the themes and facts in groups
	Authentic TaskType	Inferencing	
	Aim	Retain important facts narrated in the song	
Films	Communicative purpose	Engaging	Students watch a film and are asked to discuss their feelings, the themes and facts in groups.
	Authentic TaskType	Response	
	Aim	Discuss natural feelings after watching a film	

Table 2.7. Authentic Task Design (Adapted from Mishan, 2005)

21.17. Developing Fluency

Speech production holds a special position in language teaching and developing fluency presents great challenges for language teachers and learners. Additionally, it is generally agreed that one of the main goals of most FL learners is to acquire not only language but also gain the smoothness and confidence while expressing oneself. Understanding fluency is crucial in designing fluency-building activities. According to the Oxford dictionary, fluency is “the quality of being able to speak or write a language, especially a foreign language, easily and well”. The word fluency came from the Latin word “fluere” that means “to flow” and its adjective is “fluent”. Skehan’s definition of the concept puts emphasis on the aspect of easiness or “facility” of language processing “the learner’s capacity to produce language in real time without undue pausing or hesitation” (1996, p.22). Similarly for Nation & Newton (2009), quoting from Schmidt (1992), fluency in language use means real time language processing. They sustain that fluency requires an already learned language and knowledge. Moreover, they maintain that learners can be fluent with a small “quantity of language”. Skehan’s definition concerns spoken language; however, fluency definitions involve all language skills (1996). Generally speaking, fluency is not limited only to task performance; its meaning is expanded to general communication.

Taking into consideration the above mentioned definitions, fluency can be developed if the teacher includes the following main elements when designing speaking tasks. First, learners need to participate in meaning-focused activities with speed and no difficulty and without breaking the flow of discussion. Second, the learners work with common topics and types of discourse making use of familiar words and structures named “experience tasks”.

Third, learners should be put under time pressure or particular fluency activities to be pushed deliberately to the higher level of performance (Nation & Newton, 2009:162). In other words, receptive and productive language use and rapidity should be encouraged to enhance fluency.

The following tasks are suggested to develop fluency:

21191. Task Repetition

Research indicates that task repetition has positive effects on speech production and, principally, on fluency improvement. Gass et al.(1999) published the same results after the different studies on participants, involved in the task repetition with the same content where their general language proficiency, accuracy and lexical complexity was significantly better than their performance in tasks with new content. Bygate (2001) also investigated task repetition and reported impressive results mainly in the second performance concerning the good choice of verbs, irregular past tense forms, cohesive devices, more elaborated lexical items with less incorrect lexical collocations and at fluency and complexity levels. Similarly, task rehearsal study done on the same basis by Bygate and Samuda (2005) was another evidence, as the speech production of three students improved because the repetition facilitated a transition from a confused piece of narration to a well- structured and rapidly articulated good story. Therefore, it is argued that learners' first attention is on the content or the meaning involved in the task. After finding the basic language to convey the message, learners select appropriate vocabulary and grammatical structures to communicate the message swiftly and clearly.

21192 Task Planning

Many studies have investigated general aspects of language use as input, interaction, meaning negotiation and how they affect both fluency, complexity and accuracy of L2/FL production. Therefore, task planning is reported to affect task performance as more fluent and more complex speech is produced. Planning is another factor that influences spoken and written language use even with unprompted and habitual discourse. Clark and Clark (1977,

cited by Ellis, 2005:3) argue that planning as a cognitive skill happens at all levels, “resulting in discourse plans, sentence plans and constituent plans, all of which have to be interwoven” to produce the desired message in a desired way. Many studies (by Ellis, 2005) explored the positive effects of unpressured on-line planning which is fundamental and is a natural process in the selection of language that the situation requires. Planning is considered as one of the main conditions in task performance. Furthermore, Ellis(2004) investigated the effects of planning on (L2) learners' written narratives, exploring Kellog's (1996) results. Consequently, he noticed improvements in all aspects of written production of his participants.

Two types of task planning can be distinguished

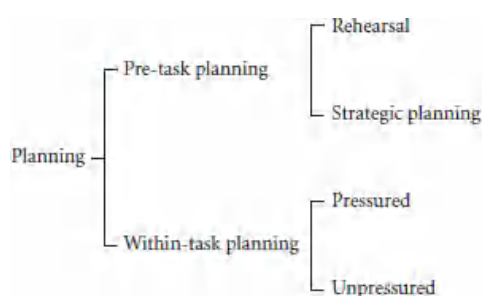


Figure 2. 1: Principal Types of Task Planning (Ellis, 2005:4)

As illustrated above, two types of task planning can be distinguished: pre- task planning and within-task planning. These types refer to the time of planning (either before or during task performance). Moreover, pre-task planning involves “rehearsal” and “strategic planning”. Rehearsal and task repetition fall within this category, it can be done as a form of a preparation for a final class performance. “Strategic planning” involves clear plans on the content of speech and how to deliver it. This pre-task planning should not be confused with brainstorming as far as the learner’s knowledge of the content. The second category which is within task- planning entails both unpressured and pressured online planning referring to time pressure. Therefore, unpressured performances result on ‘planned language use’ and pressured planning leads to ‘unplanned language use’ (Ochs, 1979, cited by Ellis, 2005). There is no doubt to say that the two cases involve planning; however, the difference lies in

the type of discourse produced as the unpressured planning produce generally structured language form compared to the pressured performances.

2.1.19.3 Characteristics of Good Speaking Activities

Successful speaking activities should contain the following criteria. According to the list provided by Thornbury (2005) the first one is productivity to help autonomous language use in the classroom. The second one is purposefulness is another characteristic where a language task should have a clear outcome like achieving an agreement or convincing the second interlocutor. The third point is interactivity, in other words, all learners have a chance to speak and ask questions in the case of presentations. The task should be challenging to stimulate the communicative resources, and authentic to prepare learners for real life language use. Safety in the language classroom is necessary and it depends largely on the kind of challenges raised in the task, learners cannot reach a sense of achievement and feel excitement if they do not feel secured. This refers to the general relaxed classroom atmosphere and the necessary help they can get while taking risks.

2.1.1.8 Teaching Negotiation of Meaning

Negotiation of meaning as a process begins when a communication breakdown occurs in any conversation between two interlocutors. One of them asks a question, indicating that he or she does not understand the message. In the following move, this is followed by a reply and with the necessary adjustments on his message to overcome this obstacle. In regard to this situation, Gass and Varonis (1985: 74-75) present an elaborated model of negotiation of meaning to explain it more. They sustain that “there are four components in the model: a Trigger (T), an Indicator (I), a Response (R), and a Reaction to the Response (RR)”. Pica (1994: 494) defines it as “the modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility”. To explain more the concept, Ellis (1999:3) uses the word “impasse” that is a consequence of these conversational difficulties and causing also many “interactional modifications due to differences in culture, age, gender”. Thus, negotiation of meaning helps the learning of pronunciation, vocabulary and grammar, as well as understanding messages, and feedback on form enhances clarity and encourages new efforts in language production.

The process of communication implies two types of knowledge. When people make sense of texts, as an example, they relate it to their knowledge of the world, “the ideational and interpersonal schemata that represent the customary and conventional ways in which their socio-cultural reality is structured”. This is referred to as “schematic knowledge” (Widdowson (2007:110). In addition to this, people also need a knowledge of what is semantically encoded in the language so that this schematic knowledge can be pragmatically activated as appropriate, it is also called “systemic knowledge” (Ibid). To say it differently, these two types of knowledge are not fixed and they are starting points in making meaning.

According to Widdowson (2007) “Communication is always a matter of negotiation, one kind of common agreement between parties interaction” (Ibid). He claims that the first person party or the sender (P1) communicate a message by using both systemic and schematic knowledge, and the second person party or the receiver P2 brings similar knowledge so that some convergence can be achieved. According to Widdowson (2007), problems might arise if P1 uses items of language outside P2’s competence, or refers to an ideational framework that P2 does not know about, or follows interpersonal conventions that P2 is unfamiliar with. Where the communication is enacted through the immediately reciprocal interaction of conversation, such problems can be resolved by negotiation of meaning ‘on-line’: P2 can ask for clarification, or elicit additional information, or let the problem pass in the hope it will get sorted out as the conversation develops, seeking perhaps to steer the interaction towards that end. P1, if sensitive to the problem, may try to resolve it by subsequently elaborating on the message, or reformulating it in different terms. In the end, convergence is never complete and mutual understanding cannot be perfect, it is only approximate to purpose.

For communication to take place P1 and P2 have to reach an agreement. They have to cooperate in the negotiation of a convergence, a meeting of minds, or a mutual understanding. Meaning can be achieved as required by their purpose of communication. P1, however, may intend more or less, than P2 understand. P2 may know just partially what P1 is referring to. “There are different pragmatic meanings that are to be negotiated in communication” (Ibid: 110). The two parties involved in such verbal exchange may negotiate one successfully but

not another. So P2 may understand what P1 intends to refer to by saying something, but not grasp what “illocutionary force” is intended, or may recognize the intended force but not grasp what effect is meant to have (Ibid). Bringing both “systemic and schematic” knowledge so as to converge on agreed meaning is a complex process (Ibid). It is necessary to be prepared for such co-operation and we need also to know the accepted procedures or rules that are necessary for the co-operative negotiation of meaning.

Negotiation assists language development in many ways (Long, 1996: 445–454, cited in Nation & Newton, 2009:98).

Negotiation:

- makes input understandable without simplifying it, so that learnable language features are retained
- breaks the input into smaller digestible pieces
- raises awareness of formal features of the input
- gives learners opportunities for direct learning of new forms
- provides a “scaffold” within which learners can produce increasingly complex utterances
- pushes learners to express themselves more clearly and precisely “pushed output”
- makes learners more sensitive to their need to be comprehensible.

In language classes, negotiation is qualified as is a booster of learning. In other words, it is an effective technique to make input “comprehensible and manageable” (Gass (1997: 131–132, cited in Ibid :98-99). Certainly, this critical ingredient helps language learning but it depends on what is negotiated and “how far the negotiation takes the learner through comprehending, noticing, comparing and using unfamiliar words” (Ibid). Furthermore, negotiation takes place in conversations for different purposes. First, they need to reach an agreement. In addition, they ask for clarification of various unclear items or structures or task instruction because of inattentiveness. It is significant to point out that not all these situations contribute fully to language learning so the teacher should observe negotiation to judge its quality (Ibid). Strategy training affects considerably the effective development of speaking skills. Training can involve the following: The teacher can explain discourse strategies like “how to hold the floor, how to” negotiate meaning by asking for clarification if the learner does not understand an item, as an example; in the second step, both the

teacher and his learners can observe conversations using a checklist and at the end feedback can be provided. Finally, recordings of some selected conversations can be transcribed and learners can evaluate them with the help of their teachers.

All forms of input can be used to encourage negotiation through different activities. As an example the agony column, taken from newspapers and online websites provides teachers with useful materials like letters that readers write about various personal problems. Both letters and answers can be used for class discussion. Hall (1971, cited in Ibid: 100) proposes the following stages: The teacher reads the letter to the learners without the answer. Unfamiliar words and other difficulties need to be explained. Practice can take many forms like taking notes while listening to their friend or teacher reading the letter, they can ask questions, etc. The reading stage is followed by a discussion where solutions can be suggested to the writer. In the final phase, the teacher presents the advice written in the newspaper by the professionals. Obviously, learners can discuss this advice and compare it with their own.

Group work is mostly used in oral classes. There are four types of group work according to how the information of a given task is distributed among the learners. In the first case, all learners have the same information (“a cooperating arrangement”) (Ibid, 2009:101). In the second situation, each learner has a different part of the information (“a split information arrangement”) (Nation, 1977, cited in Ibid: 101). In the third case, only one learner who has the information (“a superior inferior arrangement”). In the last case, the learners share the same information but each one has a different role to play in the activity (Ibid). As an example of this type of cooperating tasks “a ranking task” where learners are provided with a list of items to arrange according to a certain criterion or they are asked to choose two or three items according to a situation (Green, 1975; Thomas and Nation, 1979, cited in Nation & Newton, 2009:104). In general, these good instructional tasks can be supplemented by communicating strategies to be used in group assignments to achieve learning goals.

A wide range of good authentic tasks can be designed for meaning negotiation : First, “problem-solving tasks” can be done in the following way: First, the situation is presented as whole to all learners. The learners then are asked to find individually a possible solution. After that, they need to work in groups to reach an agreement. Finally, all the students discuss and compare their rankings with the help of the teacher. Second, “modify the statements tasks”

are controversial statements that are presented to be modified through discussion (Gower, 1981, cited in Ibid: 105). Third, In “complete the map task” each learner has a partial version of a map or diagram and each learner has an information that other learners do not have. They need to ask questions to combine and communicate their piece of information to make a complete map. Fourth, in “strip story Tasks” the teacher uses a story with many sentences, if possible, according to the number of learners of a given group. Each sentence from the story is written on a different piece of paper. Each learner will have one sentence to memorize and then the teacher has to collect all the sentences and they need to know that “The solving of the problem is less important than the communication that needs to take place in order to solve the problem”. (Ibid: 106). Generally, after exchanging their sentences, the learners arrange the story through discussion.

2.1.1.11. Factors Affecting the Amount and Type of Negotiation

The factors that affect the quantity and quality of negotiation are:

- Pair work is more effective than group work (Fotos and Ellis, 1991).
- Cooperating tasks are better than information gap tasks (Newton, 1995).
- Information gap tasks generate a lot of negotiation.
- The signals made by learners affects the output like asking for clarification or repetition leading to the use of CSs.

2.2. Testing Speaking Skill

In general, terms as 'language proficiency' and 'oral proficiency' are widely associated with speaking tests.

2.2.1. Defining Language Proficiency

Language proficiency in a second or FL refers to knowledge of language that allows a person to communicate with others as well as native speakers of that language. Proficiency involves also knowledge in various skills as speaking, writing, listening and reading and basic or acceptable knowledge of Academic English. Therefore, academic syllabuses focus on the language skills needed in academic settings (school or university). Additionally, Cummins' iceberg theory about language learning views language proficiency not only in terms of the skills used in simple communication exchanges (BICS) but also in terms of Cognitive Academic Language Proficiency (CALP) (1991). Therefore, literacy knowledge, critical thinking skills and cultural skills are included.

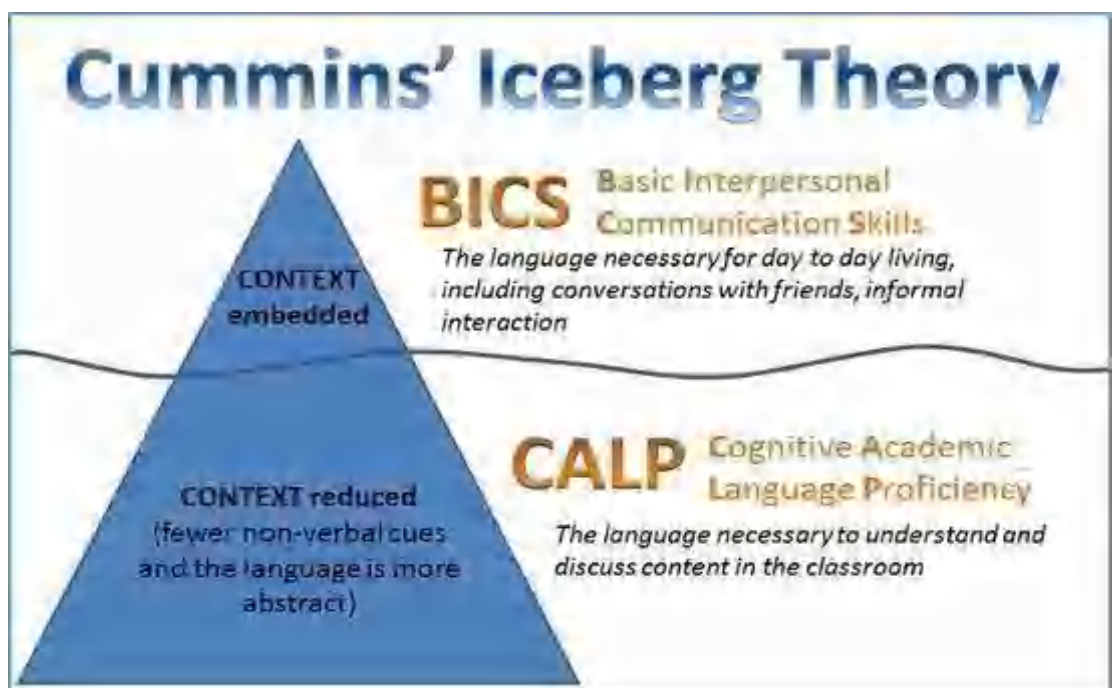


Figure 2.3. Cummins' Iceberg Theory (Adapted by (Aukerman, 2007: 626)

Understanding language proficiency leads to validity and reliability in its measurement and also in knowing levels of achievements. Valdés & Figueroa (1994:34) offer a deeper explanation of language proficiency but fail in giving precise criteria of reliable and valid measurements as they argue that knowing a language is not limited to pronunciation, grammar, “rules of politeness” (Valdés & Figueroa (1994:34). To know a language and to know how to use it includes also high command of various interrelated “components and elements that interact with one another and that are affected by the nature of the situation in which communication takes place” (Valdés and Figueroa (1994:34). A more recent definition comes from the U.S Department of Education(2006) that defines language proficiency as the degree to which the student exhibits control over the use of language. This includes the measurement of expressive and receptive language skills in the areas of phonology ,syntax, vocabulary, and semantics and including the areas of pragmatics or “language use within various domains or social circumstances” (Grassi , Barker & Bulmahn 2010:77). Therefore, all language proficiency tests are not dependant on particular course achievements but test the general command in the target language regardless of the background acquired before .

2.2.2. The Meaning of Oral Proficiency

The term oral proficiency is always ambiguous; the concept may be used in different ways by many researchers. For Thornbury (2011), oral language proficiency is simply the ability to communicate orally accurately and fluently in the target language. With high level of oral proficiency EFL learners can achieve high level control of the extralinguistic knowledge(topic and cultural knowledge) ,sociocultural knowledge (social values and norms of behaviour of society)and linguistic knowledge that imply genre(in terms of transactional function or interpersonal function), discourse(turn taking discourse markers). , pragmatic (context of use language and speech act knowledge) grammar vocabulary phonology and speech conditions in terms of new contexts, topics, and situations.

Fisk’s definition of oral proficiency (1969: 65, cited in Garbati & Mady, 2015) is a not a definition of the concept of oral proficiency it is rather a question that seeks to understand its main components .It is

the ability to express one’s thoughts, limited only by vocabulary and knowledge of [language] structure or merely the ability to imitate accurately the spoken sounds of the second language and to respond with an appropriate dialogue line if one is asked a familiar question.

Generally speaking ,in everyday language classes speakers who are considered as “proficient” are most of the time referred to ,according to Iwashita(2010:1), as “good, fluent, knowledgeable, bilingual, competent” and so on .The definition, throughout many decades stayed elusive though its importance.

Bachman (1990), however, uses oral communicative competence, which is another term with almost the same meaning, and has two main components: organizational competence and pragmatic competence. The first one includes grammatical competence, knowledge of the structure of the language, and textual competence that refers to the knowledge of principles for cohesion and coherence and rhetorical organization. It is also concerned with language use such as how to start, how to maintain, and ways of closing conversations. An additional part is the pragmatic competence, which deals with communicative acts and their functions, it includes the illocutionary competence that refers to the ability to understand the message behind the words and sociolinguistic competence or using socially appropriate language (knowledge of the variations of language register and dialects).

Hymes(1972,cited by Hedge,2000) ,distinguishes between linguistic competence and communicative competence . He adopted the concept of communicative competence on his part but prefers to analyse it into four levels of in language use that are necessary to understand any communicative act. The first level refers to the language as a system (i.e. the grammatical level), the second one is concerned with time and processing constraints. The following level is the social dimension in terms of appropriacy and it is related to social conventions. Similarly, for Canal (1983) there are four components that characterize the communicative competence: grammatical, strategic, socio-cultural and discoursal competences. Grammatical Competence: It is mainly knowledge of the language code as said earlier. Discourse Competence relates individual parts of a discourse. Sociolinguistic Competence that deals with social dimension of the language. - Strategic Competence refers to ways to manipulate language in order to achieve communicative goals.

2.2.3. Assessing Speaking Skill

A distinction should be made between the following concepts: Assessment, Evaluation, Measurement and Testing

2231. Defining Basic Concepts

The terms ‘assessment’, ‘evaluation’, ‘measurement and ‘testing’ are widely used in education throughout the world. They are sometimes used interchangeably to see how well students are learning and whether students and teachers are achieving their goals and objectives. Assessment is the gathering of information about various performances of learners using different techniques .It gives both teachers and learners information about learning and teaching (Moreno, 2010). Assessment is not only a basis to validate a score or grade, it also assesses and guides school instruction. Therefore, classroom assessment is a fundamental part of the educational system (Ibid). It helps in decision making in terms of grades, level and progress of skills, abilities, aptitudes, and competences.

‘Evaluation’ is concerned with an instruction as a whole or a curriculum, or an educational system. The word evaluation means simply to give a general opinion of something. In academic setting, when we evaluate any instruction, this term is always associated with its quality or effectiveness and its value. To clearly understand the meaning of evaluation , and referring to Cambridge dictionary ,it is particularly the process of “judging or calculating the quality, importance, amount, or value of something”. Both teachers and students are involved in the evaluation process when they see the results of a new teaching method .Thus evaluation is a broader term that involves an analysis of strengths and weaknesses of any school instruction and decision making about a curriculum on a basis of some criteria .

The third concept, ‘testing’, encompasses all standardized devices that are used to measure knowledge or ability to perform any kind of task (e.g., a quiz) to get quantified information .Testing is viewed as a type of assessment ,for this, it should be valid and reliable. Different types of tests can be used like Placement Test that helps teachers to place a learner into a particular stage in the learning process. Diagnostic tests used to determine the previously acquired knowledge of learners and both strong and weak pointes of a given programme or instruction .Proficiency tests, however, are concerned with the level.

Finally, achievement tests measure achievements in terms of skills and knowledge at the end of school instruction.

When teachers give scores to students to quantify progress and any change in performance it is called measurement. "Measurement is the quantification of students' knowledge and skills using some type of scales (i.e., score)" (Moreno, 2010, 451). Any linguistic development is generally measured through language tests taking into account the complexity of any spoken language. Accordingly, in L2 acquisition research, various quantitative measurements of any oral performance of learners were developed to quantify fluency, accuracy and complexity (Czwenar, 2011). Oral proficiency is a complex construct; the measurement of its development must be precise in terms of its basic elements to identify clear and exact criteria.

2232 Speaking Tasks for Assessment

The coming of Communicative Language Teaching (CLT) brought considerable changes on both teaching /learning and assessment of L2 and FL today. The speaking and assessment tasks of the pre-communicative era were limited to mechanical repetitions of words, sentences patterns, multiple answer questions, and substitution drills. Therefore, direct tests of oral proficiency, which involve an examinee and one or more examiners, are widely used nowadays in different academic settings (Luoma, 2004). Drawing from this analysis, assessment designers should find appropriate tasks with the appropriate context, function, instructions to be given to the examinees, and the required materials such as pictures or role-play cards, etc.

Task design for assessment affects directly test scores so they should explicitly include the following elements (Luoma, 2004:29):

When we are assessing speaking, we guide the examinees' talk by the tasks that we give them. These outline the content and general format of the talk to be assessed and they also provide the context for it...language use varies by purpose and context, so task design is a very important element in developing assessments.

As sustained by Luoma (2004) context should not be ignored by task designers because it includes all the aspects of the speaking situation, it refers to the place, the cognitive and experiential aspects and the goals of the conversation. Context directs the speaking situation, and by its features (context), assessment designers can orient the conversation of their test,

although talk cannot be predicted in exact terms (Douglas, 1998 cited by Luoma, 2004:30). It covers “the linguistic, physical, psychological and social dimensions of the situation in which language is used”. Hymes (1972, cited by Luoma, 2004: 30) argues that context controls the language of the conversation, i.e. the roles to be taken by both test taker and the examiner and the linguistic and non-linguistic aspects of the situation. During real life conversations context involves culture, mutual interpretation of meanings related to the interlocutors’ background knowledge. Therefore, people use appropriate language elements according to the situation.

Bygate (1987, cited in Luoma, 2004) points out another key decision in assessing speaking in relation to language use purposes. He makes, thus, a distinction between factually oriented talks and evaluative talks. Bygate (1987, cited in Luoma, 2004) listed different assessing tasks; for him, it is very practical to test the types of talk separately to have different information about the learners’ skills. Like Brown and Yule, he argues that it would also be helpful to compare learners on the basis of the same talk type.

<p>Factually oriented talk</p> <ul style="list-style-type: none"> • description • narration <p>Instruction</p> <ul style="list-style-type: none"> • comparison 	<p>Evaluative talk</p> <ul style="list-style-type: none"> • explanation • justification • prediction • decision
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Table 2.8. Task Types for Assessing Speaking (Luoma, 2009:32)

Additionally, task design for assessing speaking should involve sequences of speech acts and functions as another aspect to evaluate spoken English. The linguistic philosopher J. L. Austin (1962,cited in Luoma,2004), used the concept of speech acts for actions like apologizing, instructing, menacing, explaining something, etc. speech acts are simply actions people perform through language. People use utterances to perform actions as well as to convey messages. The purposes of language use also attracted the attention of van Ek (1975, cited in Luoma, 2004) and Wilkins (1976, cited in Luoma, 2004) in notional/functional syllabuses design. The principle was that language is always used for real-life purposes, and so test and syllabus designers should include the functions and the required language.

The Council of Europe (2001: 125) (Luoma, 2004:71) elucidates the concept of functional competence because language use for real-life purposes is completely linked with language functions. It distinguishes between two types of functions: Macro functions and Micro functions. Macro functions are used in either written or spoken language for such functional purposes as description, narration, etc. (see table below). Micro functions, however, mostly represent personal actions used in an interaction, such as inviting, thanking, etc. The Test of Spoken English (TSE), a tape- based test introduced by the Educational Testing Service (ETS), uses them as a main design principle (ETS 2001b: 7)(Luoma,2004).

Macro functions	Micro functions
<ul style="list-style-type: none"> • description • narration • commentary • exposition • exegesis • explanation • demonstration • instruction • argumentation • persuasion etc. 	<ul style="list-style-type: none"> ○ imparting and seeking factual information: ○ identifying ○ reporting ○ correcting ○ asking ○ answering ○ expressing and finding out attitudes. ○ factual (agreement/disagreement) ○ knowledge (knowledge/ignorance, remembering, forgetting, probability, certainty) ○ modality (obligations, necessity, ability, permission) ○ volition (wants, desires, intentions, preference) ○ emotions (pleasure/displeasure, likes/dislikes, satisfaction, interest, surprise, hope, disappointment, fear, worry, gratitude) ○ moral (apologies, approval, regret, sympathy) ○ suasion: ○ suggestions, requests, warnings advice, encouragement, asking help, invitations, offers ○ socializing: ○ attracting attention, addressing, greetings, introductions, toasting, leave-taking ○ structuring discourse: ○ (28 micro-functions, opening, turn taking, closing, etc.) ○ communication repair (16 micro-functions)

Table 2.9. Macro and Micro Functions of Language Tasks (Council of Europe (2001: 125) (Luoma, 2004:71)

2233 Task Types to Test Speaking

Different types of tasks are used in testing speaking skill.

2233.1. Description Tasks

Description tasks are frequently used in speaking tests. Their aim is to know whether examinees can give comprehensible and detailed descriptions about familiar topics. The tester ask a simple short question to be answered with a long description. The objects that can be described can be selected according to the level and test specifications and description can come with the answers if needed by the testers. Of course, the criterion for evaluating the quality of any oral performances is the suitability of the language to give vivid images on

what is being described. In case the examiner decides to direct the context of the descriptions, pictures are a good support to reach this aim so all the learners will give the same description and use the same language. As another alternative, two different pictures can be used to stimulate a real communication. Therefore, description tasks are useful and test designers need to select appropriate pictures if needed mainly in pair tasks to let the examiners have a good control of the task discourse in terms of duration and precision.

22332 Narrative Tasks

Narrative tasks are good language tasks to be used in speaking tests. They illustrate the skills of any language learners in telling series of events generally the target is the correct use of the past tense and irregular verbs. Usually, the tasks are accompanied with picture sequences to guide the answers. As another option, the examinees are asked their life experiences especially if something happened to them although real life stories are hard to share because of delicate and intimate or subtle facts. In general, picture series and their selection require some criteria as they need to stimulate language production and demonstrate control of some language aspects especially in narration (the characters, the setting, the events, and narrating them in a logical order). Accordingly, they need to be tried out before using them in the test to evaluate their efficacy (Ibid). The answers can take the form of monologue or interaction or information gap activity, as an example, to stimulate negotiation.

22333 Explaining and Predicting Tasks

Explaining a graph or a process are very good tasks in academic settings. Examinee has to identify the information or the stages in the process to be put in order. They can deal with their importance. It can be used in tape-based testing since “explaining is a fairly monologic function” done clearly by one main speaker (Ibid: 149). This type of task involves prediction, explanation as well as analysis and can stimulate good interaction, negotiation and speculations in a face-to-face dialogues due to the uncertainty of the situation. In any enjoyable predicting task students predict plans using the future simple and conditional. In any graph the scope of the interpretations can be unlimited, the participants can deal with significant issues related to different fields and different parts of the world like economy, ecology, etc. they can be used to test spoken English with adults or as university entrance tests, by making the task “cognitively demanding”. Generally, in school tests “the cognitive

complexity of graphs and graph- related tasks” pose a certain difficulty, and the aim of the task is to evaluate language and not necessarily to include their cognitive skills in interpreting graphs. Examiners take into account all these aspects while designing appropriate graphs ,their explanations and preparation time needed for understanding the information in the graph before questioning the examinees. Graphs should be updated and can be found in magazines, books or blogs (Ibid). In regular oral tests teachers design new tasks and complexity should be adjusted to make it easy enough to interpret.

22334. Comparing and Contrasting Tasks

These tasks necessitate the skills of comparing and contrasting that are more challenging than descriptive and narrative tasks since the students can analyse and discuss similarities and differences and use various grammatical structures and comparative forms. They can compare and contrast menu items, videos, books, stars or personalities, movies, etc. Moreover, abstract topics can be used and examiners can influence significantly the length of the talk by adding ‘what’ and ‘why’ that increases the level of difficulty of the task, in combination to an effective use of pictures to help the students to deeply answer all categories of questions. However, not all comparison tasks require the use of pictures, concepts like urban and rural life can be compared as well. In such task, it is necessary to maintain the interest of the examinees. In paired testing the examinees can choose two pictures and then compare them from different angles. The Cambridge Certificate of Advanced English and the Norwegian test abounds with such tasks. As a second element, usually done for fairness consideration, the examinees need equal chances in terms of time, turns and level of difficulty to show their abilities. The identification of similarities and differences can lead to comparative analysis skills, can reinforce students' focused attention on all details and contribute to the development of higher order skills and comprehension (Ibid). In addition, they achieve more control, flexibility of the language and organisation abilities while dealing with the information.

22335. Decision Tasks

Decision tasks generally turn around an issue and the examinee needs to take into account the various perspectives and take the right decision. “In speaking tests, the issues that need to be decided are usually not clear-cut, so that arguments for and against different solutions are needed” (Luoma, 2004:151). The examinee can share their opinions and give

explanation and reasons for their choices in order ,in case it is a pair work and a different viewpoint is given negotiating can follow to achieve an agreement. Debating the issue as a whole, the examinees take part in the discussion and take turns according to the questions of the examiners. Decision tasks are basically interactive; therefore, if this task is used in tape-based testing the examinee can express a given opinion according to a certain context and is required to defend his position. Additionally, task designers have to select issues according to the examinees' background, needs and level to stimulate discussions and sharing of viewpoints .The content and cognitive complexity of the task need to be adjusted according to the test takers. Different topics can be used like giving advice to a young person who suffers from a given problem, taking a decision about holidays and destinations, survival decision in Desert Island after a plane crash. The different prompts are necessary to guide the examinees throughout different stages till they reach a conclusion.

2.2.3.6 Instruction Task

It aims generally at giving directions and instructions to make sure that the message has been understood. These type of tests take the form of an exchange between the instruction giver and the listener. The instruction-giver can usually initiate the conversation, he is usually the main speaker, and the listener apply the instruction. However, in some interactive tasks, in case of non- understanding the listener asks for clarification so also the instructions can be repeated; therefore, the instruction-giving sequence is a good starting point for meaning negotiation (Luoma, 2004). These type of tests are appropriate for direct testing as well as tape-based tests because ,while giving directions on maps, the aim in this case, is not to just to assess interaction between partners, it is also to assess comprehension. In interactive tasks both questions and answers are included in the evaluation.

2.2.4 Test Formats

To obtain a valid diagnostic information of learners' overall oral proficiency many oral test formats like direct tests and semi-direct tests can be used:

2.2.3.4.1 Direct, Semi-direct and Indirect Speaking Tests

Unlike indirect tests, that belonged to the 'pre-communicative' era, where test

takers are not required to speak fluently. Thus, in pronunciation tests the examinees can just indicate the words that are pronounced differently. However, a direct speaking test is a face to face conversation with human interlocutors. These tests were first used in the 1950s during the period when the Oral Proficiency Interview (OPI) was introduced in USA by a Foreign Services Institute (FSI) (O’Loughlin, 2001). This procedure was widely used all over the world since the 1970s as the best model for oral proficiency assessments in L2. Indirect tests, simulations, group discussions, seminars, pictures, and oral interviews can be used. Taped exams are used in a semi-direct test, which is a feasible solution for teachers who do not have time for direct or face to face tests and they can score the results after.

2.3.4.2 Simulations

Both role plays and simulations can be used in language testing; however, Simulations are slightly different from role plays because real objects can be used to create a real life situation. Both are types of “games mirroring a slice of reality” (Klippel, 1984:126). Simulations are well structured with a rich content and require background information. Their entertaining and motivating role and their positive effect on self-confidence can inhibit hesitation of the test taker. Learners can benefit from the complex language of social dilemmas crises, problems solving situation, both in imagined and hypothetical situations. They are good authentic successful assessment tools in education as they involve a deeper analysis of any situation that represents conflicting views and arguments; however, modifications to suit any level are fundamentally required. Teachers should be familiar with the material, the context and all the eventualities. Brookfield (1990) argues that a simulation involves the entire intellectual, emotional, and physical engagement on the part of the learner. It gives multi- dimensional deep experiences and long term retention of language. These activities can lead to a strong emotional connection and increase real communication in EFL classrooms.

In using simulations, a teacher selects real life situation and the students need to act out their roles according to the requirements of the task. These tasks can be defined as “the process of abstracting some aspect of reality and concretely representing it in the form of a specific task that examinees are expected to perform” (Jones (1985:19, cited in Pan & Pan, 2011:4). Shohamy and Reves (1985, cited in Ibid) affirm that simulations generate oral

language without any assistance from the teacher. This is believed to be the ideal assessment task because they can represent all patterns of interactions and social contexts. Thus, their effectiveness in the assessment of sociolinguistic appropriateness is also acknowledged (Ibid). For this reason, the tester must skillfully manage the situation to make it as authentic as possible.

In contrast, the spoken language, generated in simulations, does not totally resemble real language. Shohamy and Reves (1985, cited in Ibid) state that a number of aspects of the spoken language of the simulations can make it different from natural or real language, for example, the setting, and the time limitations. Although the spoken language, obtained by simulation techniques or by role play, partly resembles real language, it is more genuine than the language generated in oral proficiency tests that use such formats as filling the gaps, matching items, pronunciation exercises and translating sentences, or reading and listening activities of the indirect tests.

22343 Role Plays

With Role Plays also knowledge, language skills and abstract concepts can be demonstrated in a profoundly overloaded form of expression of feelings to portray situations that allow interaction (Ibid). The necessary time should be given to organize information. As an example, the role of a character, a historical or political figure can generate easily a fluid language using verbal and interpersonal skills on the part of the learners.

22344 Picture-Stimuli Procedures

Pictures, maps, and diagrams are the best tools to elicit and test oral language. Pan & Pan (2011) sustain that they are efficient tools to elicit forms such as various tenses as well as interactional skills. Furthermore, images, of celebrities as favourite topics, can be used in language tests to assess fluency or accuracy. Some steps can be followed: First students are first given a picture to study for a short time to organize their ideas about the content, after they can write some notes (such as giving opinions or preparing arguments to debate an issue, etc.) and thus various skills can be tested effectively.

22345. Group Discussion

Group discussions provide good occasions for speaking assessment through different types of language exchanges involving decision making, providing facts on a given topic (for or against capital punishment as an example of a problem solving situation). Therefore, functional sub-skills can be practised also like analysing, persuading or convincing and using a list of phrases, to interrupt politely or ask for clarification, can be included in the criteria. In addition to this, the use of functional language (like causes and effects, agreeing and disagreeing, etc.) can be tested as well. Before starting any discussion, teachers need to give students a short planning time to understand the topics (that can be brainstormed before). Another important detail is that teachers need to vary group size and should provide feedback at the end. Besides, monitoring students for peer feedback whether on group or individual performances for future improvements is beneficial (about, for example, the participants' intervention during discussion, and the quality of persuasion skills of an individual). Another useful technique, that consists of video-taping the group discussion -so that it can be played back later on for this type of analysis. For Benson et al., (2013) group discussion is a good pedagogical technique to test the use of communicating strategies and to involve test takers into a direct meaningful discussion of any debatable problem because students interact and react to the views and arguments given by other students in these debates and save testing time and for timid and introvert students it gives them planning time to process personal information before any intervention.

22346. Oral Interviews

The oral interview (OI) is a test that measures many speaking skills in a FL or L2. It is commonly a structured dialogue between an examiner and the learner. The ACTFL and Oral Proficiency Interview (OPI) are widely used in academic setting. As an example, the OPI has four stages that have been “designed with consideration of psychological, linguistic, and evaluative factors” (Clark & Clifford, 1988). The test taker starts, in the warm-up stage, with very simple questions mainly aimed to make the test taker feel relaxed. On the linguistic side, the warm-up is an opportunity for the tester to get an idea about the level. The following phase, called also the level check, where the tester tries to diagnose the level of the language produced when the test taker maintains correct, fluent and appropriate answers. The level check phase allows the interviewer to verify his hypothesis to adjust the level of his questions upward or downward to get an exact idea of the real proficiency level of the student. The teacher, in the

third phase, attempts to validate the test by indicating the upper limit of test taker's oral English level. In the final stage, the test taker is helped by the interviewer to finish on a positive note.

22347. The Semi-Direct Tests (Taped Tests)

Taped exams are qualified as semi-direct tests so that many other oral tests can be administered with the help of language laboratory recording facilities. The semi-direct tests, for Clark (1979: 36, cited in O'Loughlin 2001:5) are "those tests which elicit active speech from the test taker... by means of tape recordings, printed test booklets, or other 'non-human' elicitation procedures, rather than through face-to-face conversation with a live interlocutor". Consequently, the audio-recording of the candidate's performance is rated by one or more trained raters after, unlike the direct testing procedures. Semi-direct tests were first used in the 1970s and became popular over the last 25 years, particularly in USA as a way to standardise oral proficiency assessment by keeping the communicative objectives of the OPI (Shohamy 1994, cited in Ibid). Furthermore, they are more practical in terms of money and time than direct tests, especially when groups of test takers are involved and recording instruments like language laboratories are available, and offer a best alternative to cases where direct tests are impossible (Pan & Pan, 2011). A Test of Spoken English is an example of such tests, it is used by the Educational Testing Service (TSE, 1990) in America.

2235. Assessment Criteria

Teachers generally use analytic rubrics that contain assessment criteria that are a basis on which students are given feedback. Furthermore, they are useful tools that help both students and teachers to evaluate all oral performances in the class or outside as they identify clearly strengths and faults to be used as learning objectives both for remedial works and further practice.

The following list can be used with all types of speaking tasks including interactive ones:

Assessment criteria
<p>1 GRAMMAR</p> <ul style="list-style-type: none"> a. range b. accuracy <p>2 VOCABULARY</p> <ul style="list-style-type: none"> a. range b. accuracy <p>3 PRONUNCIATION</p> <ul style="list-style-type: none"> a. individual sounds (esp. phonemic distinctions) b. stress and rhythm c. intonation d. linking/elision/assimilation <p>4 FLUENCY</p> <ul style="list-style-type: none"> a. speed of talking b. hesitation while speaking c. hesitation before speaking <p>5 CONVERSATIONAL SKILL</p> <ul style="list-style-type: none"> a. topic development b. initiative (inturn taking, and topic control) c. cohesion: i) with own utterances ii) with interlocutor d. conversation maintenance (inc. clarification, repair, checking, pause fillers, etc.) <p>6 SOCIOLINGUISTIC SKILL</p> <ul style="list-style-type: none"> a. distinguishing register and style (e.g. formal or informal, persuasive or conciliatory) b. use of cultural references <p>7 NON-VERBAL</p> <ul style="list-style-type: none"> a. eye-contact and body posture b. gestures, facial expressions <p>8 CONTENT</p> <ul style="list-style-type: none"> a-coherence of arguments b-relevance <p>Task design in testing speaking</p>

Table 2.10. Assessment Criteria (Knight, 1992:295-296)

226 Defining Reliability for Speaking Assessments

Validity and reliability are key concepts in language testing. Thus, reliability refers to the “consistency” or the stability of the results. To make it simple, if the test is administered to the same learners a second time and under the same conditions would it give the same scores? In other words, the test is trustworthy, real, true, constant, correct, and dependable in decision-making. In other words, reliability signifies “score consistency” (Luoma, 2004, 176). It is an essential criterion of a good language test. Unreliable tests can be due to

wrong testing criteria rather than the examinees' level, and they would change considerably on another testing occasion .

Accordingly, two types of reliability are fundamental in oral examination .The first one is inter-rater reliability or the consistency of scoring between two or more raters. The second one is intra-rater reliability that signifies the consistency of scoring within the same rater.

2237. Defining Validity for Speaking Assessments

Validity is a crucial criterion in oral testing. It concerns “the meaningfulness” or the accuracy of the results (Ibid, 184). In other words, the validity of speaking scores is “grounded in the purpose that the scores are intended to serve” (Ibid:185). To explain it more, validity refers to the content of the test in terms of linguistic forms ,communicative ability and interactional skills or “whether a test measures what it is supposed to measure” (Ibid). However, it (validity) depends on the approaches adopted: The linguistic approach focuses on language forms (vocabulary, grammar, pronunciation and fluency. The communicative approach's centre of attention is on skills and strategies required in that particular activity. Therefore, Linguistic criteria and communication criteria become the aims of the tasks. As said before, the task-based approach identifies the skills in terms of the situations and roles selected for assessment. Thus, criteria should be identified clearly; as an example, “A doctor's conference about cancer” where the criteria can be easily outlined in terms of content, functions and language forms as a communication activity.

2238 Speaking scales

Rating scales are generally used in EFL classes to assess performances in various skills especially productive skills to obtain quantifiable results .Therefore, raters should be trained in the evaluation process using rating scales to prepare them to rate real spoken language of official tests. There are various well known oral proficiency tests as IELTS tests, for example, that are using different types of rating scales as useful pedagogical instruments (Ibid). Language learners, in using a rating scale, can help self-assessment and peer- assessment and help them to know how to progress to higher levels.

When assessing speaking rating scales or speaking scales can be used. These assessment tools are composed of levels, thus North (1996 ,cited in Ibid:59) in defining rating scales as “trying to describe complex phenomena in a small number of words on the basis of incomplete theory” referring to their practicality and simplicity of use (Ibid). Oral proficiency is assessed using global scales that would range from difficulties in using the language on the part of language learners from beginning stages to advanced levels or from lower levels to the native like use of the English language. An example is presented below: “The National Certificate scale” that is also called “The Finnish National Certificate scale” which is a global scale with six levels.

- 6 Speaks fluently with few if any non-native features, such as a foreign accent. Is capable of expressing even subtle nuances of meaning with precision, and also makes varied and appropriate use of idiomatic expressions. Is able to describe even a complicated topic and to include sub-themes in the description, to develop different viewpoints and to bring the presentation to an appropriate conclusion.
- 5 Speaks fluently without frequent obvious need to search for an expression. Delivery characterised by naturalness, coherence and appropriate length. Is able to present a clear and detailed description of even a complex topic. Can use idiomatic expressions and everyday expressions, and is able to express nuances fairly well.
- 4 Copes fairly well even in less familiar speech situations. Makes a distinction between formal and informal registers, at least to some extent. Is able to present and justify an opinion comprehensibly. Is able to talk about and describe sights, sounds and experiences. Is obliged only rarely to use circumlocutions in everyday communication because of inadequate language proficiency.
- 3 Copes with the most familiar speech situations and is able to take the initiative in everyday language-use situations. Speech may be quite slow but there are few unnatural pauses. Is comprehensible despite transferring native or foreign language structures and vocabulary to the target language. Pronunciation may clearly deviate from target language standards.
- 2 Copes with routine speaking situations that require a simple exchange of information. Nevertheless, the speaker's language proficiency considerably restricts the range of matters that can be dealt with. Successful communication of a message presupposes that the interlocutor is willing to help the speaker in forming the message. Pronunciation may deviate clearly from the target language norm, thus requiring special effort from the interlocutor and impeding successful communication.
- 1 Is able to ask and reply to simple questions dealing with immediate everyday needs. Can make use of simple polite forms. Copes with the very simplest speaking tasks, but communication is slow and very fragmented. Often obliged to resort to nonverbal means in order to be understood

Table 2.11. The National Certificate Descriptive Scale (National Board of Education, 2002) (Luoma , 2004:61)

These are evaluating guidelines to be used by both examinees and teachers. The descriptions of the different levels are made in a very simple language. As explained before, 'The National Certificate Scale' describes the different language abilities from early beginner to very advanced levels. This scale is very practical as it ends up with one score from a rater's side and results in a rapid rating process because the criteria are easy to remember. Holistic scales offer a certain flexibility as they provide an image of all the strengths and weaknesses

in one particular level. However, individual learners' differences are totally ignored in such holistic scales. So critical comments are highly recommended to complete such scales.

2.2.3.1. The American Council for the Teaching of Foreign Languages (ACTFL)

This global speaking scale (ACTFL, 1999) is mostly applied in academic settings, particularly in colleges and universities in America. The ACTFL Proficiency Guidelines are explanations of what can be done with language in real- life situations using natural and spontaneous language and non-prepared or memorized dialogues. The scale is divided into 10 levels: Beginning, Intermediate, Superior, and Advanced stages of language learning to give an idea about where language learners are. The three main levels -Advanced, Intermediate, and Novice contain sub-levels which are: High, Mid, and Low. The ACTFL Proficiency Guidelines describe various levels of speaking ability in terms of highest performances to the worst ones in functional language ability. They are just evaluating tools of interactive and communication skills and they seek to give a detailed account of the various communicative tasks that can be performed at a particular level with a description "of content, context, accuracy, and discourse types" of the task (Ibid). In general, the ACTFL scales provide internationally acknowledged standards of FL proficiency levels.

2.2.4. Introducing Complexity, Accuracy, and Fluency (CAF) Measures

Many investigations in both language assessment and L2 acquisition have explored the different aspects of oral proficiency to identify its dimensions to control areas of improvements and gain more insights on minor differences between performances belonging to the same level by the use of quantitative measurements. Accordingly, complexity, accuracy, and fluency (CAF measures) are gradually accepted by applied linguists as three components (or triad) of language learners' performances and developments. The term oral proficiency was approached qualitatively using rating scales and quantitatively through objective and scientific measurements. It is widely recognized that CAF research started around the 1970s in L2 studies in grammatical complexity and accuracy, influenced mainly by L1 acquisition research aiming at enhancing proficiency in L2' (Larsen-Freeman, 1978)

and measuring development technically .Therefore, these three components were already given approximate operational definitions, which are still valid in today's research. Primarily, complexity refers to the sophistication of structures and vocabulary in the L2, accuracy counts the number of errors in l2 production, and fluency is defined as the natural or a near native like flow of language. Thus, the overall aim of these measurements (CAF measures) is to achieve validity and reliability.

2241. Basic Units

Discourse analysis played a prominent role in FL research methodology. Its method and application is nowadays well spread and progressively more recognized and standardized. The initial stage in the discourse analysis of the oral language is the identification of units of analysis (Chaudron 1988, Long 1980; Larsen-Freeman, 1980, cited in Crookes, 1990). Therefore, discourse analysts rely mainly on basic procedures by a reproduction of the basic grammatical entities (as sentences, words, clauses, etc.) and conversational features that were used in interaction analysis as turns and moves. Thus, these basic units were used in different analytic systems (Ibid). This section is concerned with the definition, origins and functions of the common units of analysis: The utterance, the T-unit, the turn, the tone unit, idea unit and As- unit.

Crookes (1990:1), in defending his claim on the necessity of defining a unit of analysis, argues that;

The selection of a base unit is an important decision in the process of discourse analysis. A number of different units form the bases of discourse analysis systems designed for dealing with structural characteristics of second language discourse.

Since any natural communication always puts the speaker in time constraints, of course this does not give him time to construct complex structures that contain main and subordinate clauses. Generally, the FL speaker's language is a series of clauses; therefore, structural discourse analysis of oral data requires, not a sentence as a unit that characterizes written data, the spoken mode of language necessitates a new unit that is supposed to properly meet the demands of the complex nature of oral language. For this purpose, different units have been proposed and are clearly different from the sentence (Ibid). It is significant to point out that little comparative studies have been done on them.

22411. The Utterance

The utterance, as a common unit of analysis, is very familiar in general language use and is initially used in first language acquisition research. It is defined “intentionally as a unit into which the stream of speech could be separated” (Ibid: 186). In short, an utterance includes the following features: intonation contour, pause boundaries, and semantic unity.

22412 The T-unit

This unit was used to assess the syntactic development in first language writing \ and L2 learners' written English and in the analysis of L2 oral output in English and language development in general. In practice this unit can easily be identified as “one main clause plus whatever subordinate clauses happen to be attached or embedded within it” (Hunt, 1966: 735, cited in Ibid: 184).

Example: “Mary hit John” (one T-unit).

“I love her because she is my best friend” (One T-unit).

I cannot survive without her help (one T-unit).

22413 The C-unit

The c-unit (communication unit: Loban 1966, cited in Crookes,1990) is strongly linked to the T-unit, but the isolated phrase or language fragments ,which have a communicative value but do not contain verbs are considered as communicative units . They mainly occur in answers to questions in different conversations and accommodate interactional data.

Q: “Where's my hat?”

A: “On the table”

(Ibid)

22414 The Idea Unit

The grammar of the different idea units is simple compared to the written language where professional writers use compound and complex sentences constituting of dependent and subordinate clauses. In spoken language FL learners mainly, in spontaneous and

unprepared speeches and conversations , try “to communicate ideas that listeners need to comprehend in real time, as they are being spoken, and this means working within the parameters of the speakers’ and listeners’ working memory” (Luoma, 2004:12). Kroll, unsatisfied with the T-unit and c-unit shortcomings to be applied on speech production, developed the “idea unit” (Ibid). In other words, their grammatical nature do not reflect the psychological processes of the communication and the oral data she was working with (oral monologues). Therefore, the idea unit added new aspects of speech production and was defined in the following way:

- (1) a subject and verb counted as one idea unit together with (when present) a (a) direct object, (b) prepositional phrase, (c) adverbial element, or (d) mark of subordination
- (2) full relative clauses counted as one idea unit when the relative pronoun was present
- (3) phrases which occurred in sentence initial position followed by a comma or which were set off from the sentence with commas were counted as separate idea units
- (4) verbs whose structure requires or allows a verbal element as object were counted with both verbal elements as one idea unit
- (5) reduced clauses in which a subordinator was followed by a non-finite verb element were counted as one idea unit
- (6) post-nominal-ing phrases used as modifiers counted as one idea unit
- (7) other types of elements counted as idea units were (a) absolutes, (b) appositives, and verbals (c). (1977, p. 90, cited in Crook; 1990:184)

In order to measure accuracy, fluency and complexity of any spoken language of both native and non-native speaker discourse analysts relied on the units defined above. Despite the clarifications provided by Crookes (1990), Foster et al. (2000:365) sustain that the definition provided was not “comprehensive and accessible”; furthermore, no precise boundaries have been identified on how to apply them when segmenting oral data. Consequently, the AS-unit (Analysis of Speech unit) as a “reliable” and “comprehensively” defined unit was proposed because of the limitations of the c-unit to cover the complexities and inadequacies of the different transcriptions of spoken language.

Foster et al. (2000:3005) present a clear definition that was accompanied with lengthy explanations about its use in speech analysis: (The AS-unit).

22415 The AS-unit

The AS-unit is “a single speaker’s utterance consisting of an independent clause(s) or sub-clausal unit, together with any subordinate clause (s) associated with either”.

An independent clause is generally composed of a subject and a verb, and can stand alone. For example, “I have a job”. However, a sub-clausal unit is a fragment that cannot stand alone, although it can be transformed into a complete clause by adding its missing elements. For example, (‘fine’) for an answer (‘I m fine’)

- A subordinate clause is “a sub clausal unit” that consists of a subject and a verb. For example, (‘Because I malone’) logically it can be regarded as a sentence fragment.

22415.1. Other examples of four-word AS-units

1. / It is not yours/ (four-word AS-units)
2. /I love America / (three-word AS-units)
3. /And she saw me as I arrived / (seven-word AS-units)
4. /I mnot English/(four-word AS-units)

2242 Complexity, Accuracy, and Fluency Measures

2242.1. Accuracy

Accuracy is defined according to Oxford dictionary as “the condition or quality of being true, correct, or exact; freedom from error or defect; precision or exactness; correctness”. Accuracy refers to how correct is the learners' language (L2 or FL) in terms of grammar, pronunciation and vocabulary. In relation to Syntax, accuracy refers to the language rule system or the right word order in a sentence .Therefore, accuracy is error free language (spoken or written) in regard to the degree of conformity to target like (or native like) language use. Accuracy is most of the time wrongly associated to fluency when dealing with either speaking or writing.

2.2.4.2.1.1. Measuring Accuracy

Accuracy of any oral production can be accurately measured by counting the number of errors or the number of error-free units produced of any oral performance. There are many types of accuracy according to the function of the word in the sentence (subject, verb forms or adjective, etc.)Furthermore self-repair “attempts” can be counted “a number or a

percentage of Self-corrections” when measuring accuracy (Vercellotti, 2012:21). There is a notable agreement on ‘Accuracy’ definition as the easiest components among all the (CAF) measures as it is widely accepted as “error-free” speech. However, ambiguities and disagreements still prevail on accuracy measurements. All (CAF) measures are illustrated in the table below (Ibid):

Measure	Recent source
<i>Fluency</i>	
No. of words per minute [F1]	Freed, Segalowitz, & Dewey (2004)
No. of words per unit [F2: unit length]	Freed et al. (2004) ^{A, B, C}
No. of clauses per minute [F3]	Takiguchi (2004)
No. of syllables per minute	Kormos & Dénes (2004)
No. of syllables per unit	Kormos & Dénes (2004) ^{A, C}
No. of pauses per minute	Kormos & Dénes (2004)
No. of pauses per unit	Bygate (2001) ^D
No. of pauses per word	Freed (2000) ^B
Length of pauses / the total No. of pauses	Kormos & Dénes (2004)
Length of time spent speaking / length of total delivery time (including pause time)	Kormos & Dénes (2004)
No. of dysfluency markers per minute [F4]	Kormos & Dénes (2004)
No. of dysfluency markers per word [F5]	Freed (2000)
No. of dysfluency markers per unit [F6]	van Gelderen (1994) ^E
No. of clause containing dysfluency markers per clause	Wigglesworth (1998)
<i>Accuracy</i>	
No. of error-free clauses per clause [A1]	Kormos & Dénes (2004)
No. of error-free units per unit [A2]	Robinson (2001) ^F
No. of errors per word [A3]	Takiguchi (2004)
No. of errors per unit [A4]	Bygate (2001) ^D
Proportion of correct target features	Yuan & Ellis (2003, verbs)
No. of definite articles / No. of definite and indefinite articles	Wigglesworth (1998)
<i>Syntactic Complexity</i>	
No. of clauses per unit [SC1]	Yuan & Ellis (2003) ^G
No. of subordinate clauses per unit [SC2]	Mehnert (1998) ^B
No. of S-nodes per unit	Mehnert (1998) ^B
No. of words per unit [SC3: unit length]	Ortega (1999) ^H
<i>Lexical Complexity</i>	
Type token ratio: No. of different word types / No. of words	Dalier, van Hout, & Treffers-Daller (2003)
Guiraud index ^I : No. of different word types / the square root of No. of words [LC1]	Dalier et al. (2003)
Mean segmental type-token ratio (MSTTR)	Yuan & Ellis (2003)
Index of lexical diversity (D)	Kormos & Dénes (2004)
Lexical density: No. of lexical words per word [LC2]	Vermeer (2000) ^E
Weighted lexical density: ([No. of sophisticated lexical words] – [No. of basic lexical words] x 0.5) / No. of words [LC3]	Mehnert (1998)
No. of sophisticated word types per word [LC4]	Dalier et al. (2003)

Table 2. 12. Summary of Speaking Performance Measures Used in the Previous Studies (Koizumi, 2005:3)

2.2.4.2.2 Definition of Fluency

Fluency is wrongly used to refer to the overall language proficiency. Defining and measuring fluency requires necessarily to review its most important aspects that are strongly related to the nature of the speaking skill. In other words, the spoken language is “dynamic, interactive”, and context dependant (Nation & Newton 2009: 151). In addition to the spontaneity aspect of oral language, speakers, when taking part in a discussion and thus are involved in a continuous process of conveying messages, have no time for planning and rehearsal and they are involved in a quick processing of the information in face to face communication. Therefore, Fluency, in oral language use is seen as “the processing of language in real time” (Schmidt, 1992: 358, cited in Ibid). These features of oral performances are essential criteria to help professionals understand and measure fluency. Referring to the difficulties of language learners, Ellis defines fluency as “the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation” (Ibid). There are many cases where the native speaker’s fluency is used as a model to be achieved in language learning; thus, ‘native like rapidity’ of L2 processing is provided by Lennon (1990:390) as another aspect of fluency. All things considered, fluency is the natural language that does not call for much “attention and effort from the learner” (Ibid). Finally, understanding fluency and measuring its components is a prerequisite in achieving validity and reliability in testing speaking.

2.2.4.2.1. Measuring Fluency

The quantitative measurements of fluency are very sensitive to language gains of EFL learners and characterize the smoothness of their oral performances. Therefore, two fluency features can be distinguished: The macro-level of fluency features called also global temporal features that consist of counting the number syllables, words, pauses, fillers, etc. However, the micro –level features involve fluency and disfluency aspects as pauses type and patterns (length and repair (“pause recovery” and pause position) (Czwenar, 2011:235). Various types of measurements are proposed (as seen in table 2.12).

For example, the following are widely used as simple reliable and valid quantification of fluency (Ibid).

- (a) rate of speech, defined as the number of words per minute;
- (b) frequency of pauses, that is the number of silent and filled pauses per 100 words;
- (c) mean length of a pause.

The temporal aspects of fluency can be measured manually or by Praat electronic software online developed by Boersma & Weenink in 2004. The Praat package can be downloaded and installed on personal computer. It is mostly used in phonetics and speech analysis

2242 Syntactic Complexity

Linguistic complexity refers to learners' use of well-structured sentence patterns displayed in the use or the recurrence of sophisticated grammatical structures and an elaborated vocabulary. In general, Complexity can simply be quantified "by the extent of subordination" (Housen and Kuiken, 2009, cited by Vercelloci, 2012:2). The T- unit is the most used unit in measuring grammatical complexity that consists mainly of a main clause and a subordinate clause (Ibid). "The extent of subordination" can easily be measured by counting the number of subordinate clauses or a number dependent or independent clauses per unit of analysis. This main component cannot be ignored when measuring oral proficiency. Lexical choices and varieties have been measured differently and for a variety of purposes. Therefore, lexical complexity can be measured by a range of specific syntactic forms. For example verbs (can be counted for tenses or modality), Connectors adverbials, subordinating conjunctions, etc. The common second measure of lexical complexity is "the type –token ratio or TTR" (the number of word type divided by the total number of words). Because TTR is greatly affected by the length of speech a complex and reliable formula is added (Malvern & Richards, 1997, cited in Vercellotti, 2012:19). Another formula of TTR came from Guiraud cited in Vercellotti, 2012 to adapt the TTR to the.

2243 Lexical Complexity

length of texts that can be applied "by substituting the number of tokens ...with the square root of the tokens (types/ $\sqrt{\text{tokens}}$ " (Ibid). Another solution is also adopted in relation to text length effects that needs to be determined by "the mean segmental TTR

(MSTTR)” (Vercellotti, 2012:20). Therefore, calculating the mean TTR of just a certain number of words considered as parts of the oral production (40 word or 20 word, for example) can be adopted in research.

2.2.5. Strategy Training and the Teaching of Oral Skills

In the past few decades, the focus has mainly been on L2 materials and teaching methods. It was believed that teachers are totally responsible for the students’ learning process. However, it was assumed that some learners are not learning, this may not be due to the teaching methods. For this, learner’s based instruction emerged to improve language teaching methodology. FL teaching is more and more becoming learner-based and interactive and the emphasis is on helping students take more responsibility for meeting their own language learning needs. Students are encouraged to become autonomous in the language classroom but the lack of awareness of the importance of the different strategies may hinder the learning process (Cohen, Weaver, & Li(1996). Therefore, L2 teaching is no longer strictly teacher-controlled, especially with the development of the new modes of interaction , during the last decade, the language learner will be in need of a new kind of support that traditional FL class cannot provide to express himself as he would in real situations(Cohen et al. ,1996). Therefore, this will require the necessity to use the naturally acquired strategic and discourse competence and to be aware of some basic skills when conducting face to-face interaction and improve all language proficiency aspects through a strategy- based instruction.

For that reason, recent research attempts to introduce new variables that would contribute efficiently to successful language learning like learning style and strategies to help the learning process and make it easier, quicker, more pleasurable, more self- oriented, more effective, and more practical and affect the learning rate and achievement. Learning styles (cognitive styles) or differences affect the way people process information coming from the world around them. Additionally, learning strategies have gradually gained importance in the field of education, over the few last, decades to be explored by learners in storing and retrieving information.

2.2.5.1. Defining Learning Strategies

The term strategy, a word applied in the military field, used to refer to the application of a set of maneuvers for achieving a goal. Many studies supported the use of such

learning devices because they help learners to become autonomous and develop their proficiency (Oxford (2001)). In brief, learning strategies help active learning and self-oriented engagement, which is indispensable for developing communicative competence.

Different definitions were proposed for learning strategies, the most comprehensive one was provided by Oxford (1999b:518, cited by Dörnyei, 2005:163) who sustains that they are:

specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second language or FL. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.

Another definition was offered by Anderson (2005: 757) who considers them as “conscious actions that learners take to improve their language learning”. For Dörnyei, (2005:164) it is a “goal-oriented, intentionally evoked, and effortful behaviour”. Some strategies are apparent, but others represent mental processes. Anderson (2005) compared learner’s list of strategies to an orchestra, with different musical instruments working together to produce a nice music. Good learners seem to use more strategies than low-level learners. Macaro (2006: 332) also offers new insightful comments. For him, “strategies do not make learning more efficient; they are the raw material without which L2 learning cannot take place”. So language learning strategies (LLSs) are specific actions taken by the learner or they are different devices that help learning (Oxford, 1990). This term shouldn’t be confounded with learning styles that are inner personal constant characteristics that are most of the time unconsciously used by learners; Conversely, the learning strategies are external and consciously used skills.

2.2.5.1.2. Categories of Learning Strategies

LLSs classification reflects a common agreement on the following categorisation made by O’Malley et al. 1985b; Rubin, 1987; Oxford, 1990).

Rubin (1987) gave the first category: cognitive and metacognitive learning strategies that directly contribute to the learning process. The second type is the communicative strategies that are involved in talk and conversations. The third group are the social strategies that are used when learners are doing any task that necessitates social skills. Similarly, O’Malley et al (1985) also highlighted three categories: metacognitive, cognitive, and

socio-affective strategies. Meta-cognitive ones are concerned with planning, thinking about and monitoring the learning process. The cognitive strategies are used when dealing with the learning material like repetition and elaboration. The last category is the socio-affective strategies used in any interaction like: Asking for clarification, cooperation, rephrasing and self-talk, etc.

The last classification comes from Oxford (1990) who provided the direct and the indirect strategies. Direct strategies are used directly while manipulating language and they are divided into three subcategories: memory, cognitive, and compensation strategies. Memory strategies, such as grouping or using imagery to help the storage and retrieval of new information. Cognitive strategies, such as summarising or reasoning deductively used to understand and transform it to produce new language. Compensation strategies, like guessing or using synonyms to compensate the lack of knowledge. The second group is the indirect strategies which are divided into metacognitive, affective, and social strategies. Metacognitive strategies, as said earlier, are used to manage the learning process by the use of such strategies as centring, arranging, planning, and evaluating. Affective strategies help students to control emotions, motivations, and attitudes. Social strategies are used through interaction with others.

It is noteworthy that the goal of any learning strategy may affect the way in which the learner selects, acquires, organises, or integrates new knowledge. Teachers should, thus, enter the classroom not only with teaching the “what” but teaching the “how” as well, that is to say, how to learn, how to remember, how to think, and how to motivate themselves. Hence, the explicit teaching of learning strategies can aid teachers in helping students attain aims rapidly. Thus, the goal of teaching learning strategies is to help students to consciously control how they learn so they can be efficient motivated, and flexible language learners. In addition to this, students need to be aware of the strategies that lead to their success. Ehrman, & Oxford (1995:311) give a list of factors that can affect strategy selection and use: “aptitude, motivation, anxiety, and self-esteem, tolerance of ambiguity, risk taking, language learning styles, age, and gender”. Moreover, LLSs are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, LLSs give language teachers valuable clues about how their students assume the situation, plan, relate appropriate skills so as to understand, learn, or remember new input presented in the

Language classroom. As a conclusion, teachers as well as learners should be aware of LLSs and the various ways they can be used to facilitate learning instruction.

2252 Communicating Strategies

The ultimate goal of EFL learners is to improve their communication skills and to interact meaningfully in real situations even if they have a limited knowledge of the English language. It is widely recognized that some people can use effectively an L2 or a FL with a limited number of words because they can use their hands (as a body language) when they produce new words and they give examples when they don't know a word (Dornyei,1995).When they communicate under time pressure they mostly rely on their strategic competence that has been generally accepted as a one of the main components of communicative competence. In general, Learners need to start and maintain a conversation and compensate for the deficiencies of the linguistic system in order to communicate effectively by the use of communication strategies.

2.2.5.2.1.A Brief Historical Account on the Origin of Communicating Strategies

According to the historical account of CS, presented by Dornyei & Scott (1997), Selinker was the first to use the term CS in 1972 to refer to strategies of L2 communication and learners' interlanguage. Shortly after, Savignon (1972, cited in Ibid) gave a detailed account of CS but she used the term coping strategies. Varadi(1973, cited in Ibid) contributed to this field by a first systematic analysis of the strategic adjustment of the message during communication and described the notion of strategic verbal behaviour in the European conference. In 1976, Tarone and her associates were the first to define CS and published a first, but still significant, taxonomy in CS history (Ibid). Research flourished with Canale and Swain (1980) reference to the communicative competence and thus strategic competence was clearly defined as the speakers' efforts to deal with a breakdown in communication. Therefore, Faerch and Kasper (1983) published a complete analysis of "Strategies in Interlanguage Communication" to include in one collection all the published papers on CS of the period (Ibid). From the 1980s, the newly published studies were on the identification of the CS, their classification and their teachability.

22522.Definition of Communication Strategies (CSs)

Communication strategies can be verbal or nonverbal devices and are mostly displayed in realcommunication situations. Generally speaking, CSs are defined differently by many

researchers but they agreed broadly on one standard definition is that it is a “systematic technique employed by a speaker to express his [or her] meaning when faced with some difficulty” (Corder, 1983:16). Therefore, the common components of this explanation are the device and the communication obstacle. Studies have found that they are automatically used in the first language so they can be unconsciously transferred to the L2 or FL or explicitly taught to students to improve their accuracy and fluency (Dörnyei, 1995). Therefore, raising learners’ awareness about the CS should be the primary focus of any teacher so that all the linguistic knowledge can be used to deal with all communication problems.

Gradually, definitions sought to include new aspects in relation to the complexity of the CSs and the multi-dimensional real language use. As it can be noticed, for Canale and Swain (1980:30) the focus is on the limited language capacities of the learners or the poor interlanguage. CSs are defined as “verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”. Therefore, “consciousness” and “problem orientedness” of CS are taken into account in the next definitions. Thus, for Tarone (1977) and Faerch and Kasper’s (1983b cited in Dörnyei & Scott, 1997:177) “Conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thoughts”. In the same way, for Faerch and Kasper 1983b:36, cited in Ibid) “CSs are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. Therefore, CSs have to do with management efforts when facing a difficulty at the planning stage, this aspect makes them different from other problem solving devices like meaning negotiations and repair mechanisms while dealing with problems in a conversation.

22523. Meaning Negotiation and Communication Strategies

Yule and Tarone (1991 cited in Ibid) argue that research literature related to meaning negotiation in L2 communication were totally independent from CSs investigations. By dealing with this perspective, Tarone (1980) offered a new conceptualization that points out that CSs “relate to a mutual attempt of two interlocutors to agree on a meaning where two requisite meaning structures do not seem to be shared” (cited in Ibid: 178). Moreover, Dörnyei (1995) draws attention to the interactional aspects of CS. In other words, these

repair mechanisms involved in negotiation of meaning are considered as CSs provided that the goal of the interlocutors is the message but not the form.

22524. Trouble-coping Devices and Communication Strategies

Additionally, psycholinguistics and L2 studies have significantly investigated the different stalling devices and the temporal phenomena of any spoken production but they were not included in CS research. Focussing on these verbal occurrences Dornyei (1995) extended the definition of CSs to include time gaining strategies as problem solving devices such as pause fillers and hesitation gambits since the principal cause of L2 speaker's problem is time pressure. However, Faerch and Kasper (1983c, cited in Dornyei&scott,1997) argue that "pause fillers" are simply temporal variables rather than communication strategies. Consequently, Dornyei and Scott (1995a, 1995b cited in Ibid) tried to apply all the findings of previous research, to enlarge the scope of CSs, and included any deliberate effort to cope with any problem of which the speaker is conscious in conversation. This extended view of CSs included all the various types of communication trouble-coping devices.

22525. Communication Strategies and Social goals

Other studies offered a broader definition of the word CS as being techniques of accomplishing social goals. The first attempt to provide more explanations about the concept of CS comes from Canale (1983:11) by including any effort that contributes to an effective communication, for example, using the "slow and soft speech for rhetorical effect". Savignon (1983:1) also broadens more the term Cs and defines them as "wilful planning to achieve explicit goals". For the most common signification of the concept, strategy "is a plan of action to accomplish a communication goal" (Ibid). Even ways of coping with difficult discourse situations, e.g., interrupting, holding the floor, closing conversations are called communication-enhancing strategies.

22526. Indicators of Communication Strategies

CSs findings seek to highlight the notion of signals that are related to the two dominant aspects "problem-orientedness or problematicity and consciousness". These components are underlying the imbalance between communication intention and linguistic resources (Váradi, 1992:437 cited in Dornyei&scott, 1997 :182). Generally, signals or indicators precedes the

communication difficulty in the following way: CSs are used to “overcome communication problems related to interlanguage deficiencies”. In other words, CSs are used only when the speaker encounters a problem that can cause communication breakdowns or language deficit and they are recognized through gaps or pauses that might prevent the speaker from transmitting the intended message. Therefore, language signals precede the use of CSs: The first is the person’s own-performance trouble or the perception that something said is incorrect, this leads to self-repair mechanisms. The second type is the interlocutor’s performance problem or the realization that something said by the interlocutor is incorrect or not understood (Ibid:183) and this is related to meaning negotiation strategies. Processing time pressure, is the third type of indicators of CSs being used that include all types of fillers, pauses, hesitation mechanisms and self- repetition devices .

22527. Consciousness and Communicating Strategies

Qualifying CSs as consciously used devices leads to a different interpretation: The speaker can be conscious of the problem and the different CSs that can be applied to achieve that goal. The term “Consciousness” has different meanings :Schmidt (1994 , cited in Dörnyei and Scott ,1997) ,to clarify the term, suggests four main explanations: “Intentionality,attention, awareness ,and control” .Bialystok (1990, cited in Ibid) defines “Consciousness”as the speaker’s control over the different types of strategies so that the bestones can be selected and applied to achieve a desired goal. Gass and Selinker (1994 cited in Ibid) questions the consciousness aspect because the main characteristic of language use is automaticity .Therefore, the limited number of strategies used in different situations can be routinized or automatized so they are no longer conscious devices.

22528. Classification of Communication Strategies

The different lists of strategies and their taxonomies reflect the divergences of the different studies stated above and their conceptualizations of CSs.

Table 2.13 presents a list of the strategies with their definitions and examples on how they are used with retrospective comments by the speaker.

Dörnyei's classification of CSs is based on the work of Váradi(1973), Tarone (1977), and Færch and Kasper (1983). He classified CSs into three types:

1. Avoidance or reduction strategies

1. Message abandonment: leave a message unfinished because of language difficulty
2. Topic avoidance: avoiding talking about a topic because of vocabulary or structure difficulty

2. Achievement or compensatory strategies

3. Circumlocution: describing the properties of the target object or action
4. Approximation: using an alternative lexical item which shares semantic features with the target word
5. Use of all-purpose words: extending a general, 'empty' lexical item to contexts where specific words are lacking
6. Word coinage: creating non-existing L2 word by applying a supposed L2 rule to an existing L2 word
7. Use of non-linguistic means: mime, gesture, facial expression, or sound imitation
8. Literal translation: translating literally a lexical item, idiom, compound word, or structure from L1 to L2
9. Foreignizing: using a L1 word by adjusting it to L2 phonology
10. Code switching: using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2
11. Appeal for help: asking for aid from the interlocutor either directly or indirectly

3. Time-gaining strategies

12. Use fillers or hesitation devices- using filling words or gambits to fill pauses and to gain time to think

Table 2. 13. Dörnyei's Typology of Communicating Strategies

22529. Teaching Communication Strategies

EFL language instruction could include the specific teaching of communication strategies when dealing with problems and communication breakdowns. Major views diverge widely on the teachability of strategies. Since the 1970s, when (CSs) were a new field of research within applied linguistics, Savignon (1972, cited Ibid) was the first to initiate the early studies on strategy training. Therefore, teachers should teach their learners to use skills they have already acquired spontaneously in their L1 due to the unpredictable nature of the real communicative situation, as how to "describe or approximate concepts and words they

do not know ...to implicitly or explicitly ask their interlocutor for help, etc.” (Willems, 1987:1). However, the efficiency of such training programme is still under investigation and is a subject of controversy among scholars.

Communication strategies train learners in the flexibility they need to cope with the unexpected and the unpredictable...communication strategies encourage risk-taking and individual initiative and this is certainly a step towards linguistic and cognitive autonomy (Mariani, 1994, cited by Lewis, 2011:46)

225291 Early strategy training Studies

O'Malley, Chamot, Stewner-Manzares, Russo, and Kupper (1985, cited by Murray, 2010) investigated whether metacognitive, cognitive, and social/ affective strategies could be included in training programmes. They designed tasks involving the different strategies and, for them, the strategy training had considerable effects on performance in a speaking task, but almost no results were reported on performance in vocabulary and listening tasks. Dornyei (1995) investigated the use of these three types of communication strategies: “topic avoidance and replacement, circumlocution, and using fillers and hesitation” in order to avoid communication breakdowns. An important progress was noticed among the learners in the strategy training group; in addition to this, the participants demonstrated a favourable attitude during the programme and improved their conversation skills.

Cohen et al. (1996) also attempted to introduce metacognitive strategies in a strategy training programme, where students were taught how to use particular strategies for oral interaction, such as preparation, self-monitoring, and self-evaluation. The students who received strategy training partially improved their oral test scores significantly. But the results of the strategy checklists didn't prove that good learners always use more strategies than less successful ones. The programme aimed at improving the learners' communication skills, but the training instruction did not include interaction strategies as negotiation of meaning.

225292 Teachability Controversy

The teachability of CSs has been a source of disagreement in the past decade and its success and efficiency was questioned due to practical concerns. First, Tarone (198, cited

in Dornyei, 1995:60) holds the view that strategic competence already exists in the speaker's L1 and is "transferable" to target language use. This means that most adult language learners already have a fairly developed level of this competence with a repertoire of applicable CSs, regardless of their L2 proficiency (Bialystok & Kellerman, 1987, cited in Ibid). For that reason, no need to teach the strategies since the learners are using them in their L1 and "there is no justification for providing' training in compensatory strategies in the classroom ...Teach the learners more language and let the strategies look after themselves" (Bialystok & Kellerman, 1987:158 cited in Ibid: 60). Furthermore Bialystok (1990, cited in Ibid) confirms Kellerman's argument that communicative strategies are indications of the "underlying psychological processes and focusing on surface structures will enhance strategy use or the ability to communicate". In other words, the more the learner learns about the language system the more possibilities he will acquire and the more flexible he will be in the target language. The learner, for Bialystok (1990) and Kellerman (1991 as reported by(Dornyei,1995 :60),needs language not strategies. Canale and Swain (1980) also accept as true that CSs can be acquired outside in real communication and not inside through strategy training programmes. Generally, the above-mentioned authors defend the opinion that all types of strategies are acquired naturally with language.

Accordingly, all the arguments, presented before, emphasize the lack of evidence concerning the favourable results of CSs instruction. For Bialystok "there is little empirical research investigating the pedagogy of CSs, so descriptions and evaluations of any procedure are somewhat speculative" (1990: 149, cited in Ibid). This view is shared by(Dornyei, 1995) who argues that the teachability issue is not supported by well-founded evidence or did not follow pure scientific experimental research methods and he points out that some studies investigated the effects of the specific training of some CSs so they were too limited in scope to be generalized . Supporting natural exposure and natural immersion as a way to develop CSs, Bialystok (1983, cited in Ibid) argues that people who had travelled abroad and spoke other languages proved to be excellent in their L2 strategy use. Moreover, learners who are exposed to more natural input (such as immersion classes) tend to improve their strategic competence than students in traditional classes, who tend to use only few and simple CSs.

2252921. Arguments for

Many other studies supported the validity of strategy training and sought to demonstrate its efficiency. Færch and Kasper (1986) and Tarone and Yule (1989)(as cited inDörnyei (1995) reported different classroom studies that successfully tested strategy training in FL classes . First Rost (1994, cited in Ibid) provided a strong evidence in favour of conversational fillers. For him, it is a way to let the learner to activate their limited interlanguage and make them achieve a certain level of language fluency. Besides, Wildner-Bassett (1986, as cited in Ibid) recognized that their findings showed that explicit instruction of CSs can boost significantly the number of time-gaining strategies and their efficiency in learners' speech production.

EFL learners' complex cognitive abilities and cognitive processes are another argument for theteaching of CSs. In order to manage all the troubles faced in any interaction pattern EFL learners need to use different strategies. Schmidt's (1990) focus is on the input as being an important factor together with learners' awareness .He argues that "the degree to which target language data are integrated into a learner's schematic system depends on the learner's awareness of the learning process". However, when uttering a spoken language, learners have to immediately identify a communicative goal and use their insufficient interlanguage system to communicate by a conscious use of strategies.

2252922 The Teaching of Achievement Strategies

In general, reduction strategies seem to be used by EFL speakers who are concerned more about accuracy or who are not really risk takers in the classroom but an over use of avoidance strategies can certainly result in "learner's interlanguage becoming fossilized"(Lewis,2011:48). In contrast, some learners who value fluency have a tendency to privilege achievement strategies and are ready to take risks while using the language. It is the only way to "compensate for deficiencies in a learner's interlanguage" principally in the early phases of FL learning (Lewis, 2011:48). Consequently, the best way to prepare learners to face all challenges is by the teaching of achievement strategies.

I believe that we should be enabling our students to use appropriate achievement strategies right from the beginning of their language learning experience .By enabling our students to use communication strategies we are helping them to take more risks with the language, become more autonomous with the language and deal more confidently with the unpredictable nature of speech (Lewis, 2011:48).

2252923 Stages of Strategy Instruction

Strategy training instruction should be direct, in other words ,teachers should clarify the goals of a strategy instruction to their students and should make them aware of the strategies they are learning in the programme .This element of directness is not dissimilar to Oxford’s (1990) and Wenden’s (1991) focus on “informed training” . As Oxford indicates that findings reveal that direct strategy training which fully explains to the learner the importance of the strategy, their transfer to other tasks, and the evaluation of their success is efficient .Therefore, explicit learning strategy training is more effective (cited in Dörnyei , 1995:65).In practical terms , this Strategy instruction can be accomplished through the following stages .The first step consists of raising learners’ awareness of the strategies they use in their L1 making them conscious to the context where they could be used , and making them understand that these strategies function really when needed . The value of “conscious attention”, in the “learner’s internalization process”, in general, is emphasized by Schmidt (1990, cited by Dörnyei, 1995:65). The second phase involves risk taking and encouraging learners to imitate native speakers to be used as models in the use CSs through listening materials, videos, demonstrations, and helping learners to recognize, classify, and evaluate their efficiency. In the third level, teachers also need to explain the cross-cultural variations in strategy use because in some languages some specific CSs may be interpreted as signs of bad Style. As a fifth step, Dörnyei (1995:65) advocates the direct teaching of CSs by presenting sentences on how to use them through tasks. Knowing these strategies in L1 is not enough to use them successfully in the target language so they need to be ‘automatized’ through practice.

Conclusion

This chapter suggests innovative and, specifically, significant perspectives to the field of communication in language learning and teaching. It clarifies the meaning of ICT and the new concerns of authentic web learning environment that teachers should introduce in both middle and secondary school and also in-service teacher training through seminars. Besides,

it discusses the possibilities that online learning adds to the traditional teaching methods that were applied before in higher education. Moreover, the apprehensions over the use of technology to only reproduce traditional teaching methodologies are clearly settled issues and the horizons to form a new curriculum and a new pedagogy are investigated by the use of ICTs in teaching and testing. Therefore, the chapter draws upon key issues as ICTs, EFL pedagogy, testing and curriculum design. It further presents the relationship between the increasing consciousness of the new roles of ICTs in Algerian society and the immense challenges they present to local cultures and to classical pedagogy. Thus, ICT will only support learning and teaching and alter the topics presented in previous curricular. Thus, the role of language teachers is to explore the online setting and all the new technologies that have significantly changed over the last decades. Besides, they should constantly scrutinize the field of authentic web language learning for good materials as autonomous learning offers itself as the most convenient alternative and partners are not rare on any website through Internet applications. Therefore, language learners, not necessarily just in English, realize that they make noticeable progress in such unplanned experiences and independent learning. In addition to this, the learning experiences are agreeable and encouraging for both partners.

CHAPTER THREE

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CHAPTER THREE

Research Methodology

This chapter is concerned with the methodology as it seeks to clarify the methods and research instruments adopted in this research. It begins by advancing the research questions, hypotheses and explains the sampling technique and population. Then it sheds light on the nature of the present investigation; in addition to this, it discusses the research methods used as it combines both qualitative and quantitative approaches for data collection and data analysis. This chapter also describes the research design and presents the data collection instruments and data analysis procedures. It starts with the exploratory phase by the use of students' and teachers' questionnaires. Moreover, it gives explanation about the one group pretest posttest quasi-experimental design. Furthermore, it deals with discourse analysis that examines students' answers, in both pretest and posttest, and classroom discourse. Thus, the choice of the unit of analysis of oral performances and how (CAF) measures (fluency, accuracy and complexity) are operationalised are discussed. Finally, the present chapter also addresses the main ethical considerations that are generally associated to experimental investigations. .

3.2 . Research Questions and Hypotheses

3.2.1. Research Questions

This research work investigates the effects of authentic web learning on students' oral proficiency. This research seeks also to train students to solve their communication breakdowns by a strategy training instruction.

The present work explores the field of oral expression sessions with advanced level at the Algerian university and attempts to answer the following research questions:

RO1: What are the students' needs in studying the module of 'Listening and Speaking'?

RQ2: What are the effects of an authentic web learning instruction on students' oral proficiency in terms of complexity, accuracy and fluency?

RQ3: How would a strategy instruction affect students' fluency and their strategy use in oral productions?

RQ4: What are the effects of authentic web learning on students' attitudes?

3.2.2 Hypotheses

The present research seeks to verify through this investigation the following hypotheses:

- **H1:** authentic web learning would improve Students' oral proficiency as they would score better in IELTS tests in terms of complexity, accuracy, and fluency (using CAF measures).
- **H2:** Teaching communicating strategies would help students to reduce the number of pauses.
- **H3:** Authentic web learning would enhance classroom interaction in terms of accuracy and vocabulary.
- **H4:** Teaching communicating strategies would help students to overcome their communication breakdowns in classroom interaction and enhance their strategy use.
- **H5:** Portfolio learning would help students to take responsibility of their learning process and thus achieve systematicity and autonomy to get better outcomes.

3.3. The Research Participants

3.3.1. Students' Participants

The sample selected for the study is a group of 40 first year LMD students at the Department of FL, Division of English at Biskra University. All the participant studied English since the middle school. Since our research is a one group pretest- posttest quasi experimental design and thus convenience sampling is adopted since the groups are already formed by the administration. The choice of first year LMD students is because it is the first time they have a module called oral expression and the effect of this web-instruction on students' oral proficiency would be noticeable. It is significant to point out that "Teachers with predetermined or intact classes cannot randomly assign students

to a control or experimental group” (Griffiee ,2012:75). Therefore, convenience sampling is commonly used in educational research, it is also called availability sampling, “non-probability” or “non-random sampling” technique, it is generally used for practical considerations (Bhat, 2019).

3.3. 2.Teachers’ Participants

First year teachers participated in the exploratory phase to report their viewpoints concerning the teaching of the module of ‘ Listening and Speaking’ at the University of Biskra. Essentially, the sample of 15 teachers is concerned only with the preliminary questionnaire. It is composed of part time and full time teachers. As explained before, the selection of the participants from the whole population was done on the basis of convenience sampling technique. The teachers (4 males and 11 females) selected are the ones who taught first year students during the academic year 2017/2018. Furthermore, most of them had an acceptable teaching experience of the module with the same level. Their age range varies from 25 to 50 and their teaching experience varies approximately (from 1 years to 10 years).

3.4. The Nature of the Present Research

The present research takes place in a language laboratory and investigates the teaching and learning processes as it combines classroom teaching with a virtual instruction and thus can be called classroom research. Moreover, it can be qualified as an action research study as a new variable, in the form of a new teaching method, is introduced to influence the students’ oral proficiency as a way to link research and practice.

3.4.1. Classroom Research

Classroom research is defined byDornyei(2007:176) as follows:

Classroom research is a broad umbrella term for empirical investigationsthat use the classroom as the main research site .Thus, the term concerns any study that examines how teaching and learning take place in context.

For Dornyei (2007), many teaching spaces such as language labs seminar room or any other academic setting are not classrooms by definition. Therefore, he considers a classroom “any physical space in which scheduled teaching takes place” (Ibid). However, with the spread of the ICTs the notion of virtual classrooms came into existence as highlighted by Nunan (2005, cited in Ibid) . In fact, online learning is not included in Dornyei’s analysis but it can be categorised as classroom research. It is significant to point out that it is not easy to get an easy access to these spaces as highlighted by Dornyei(2007:171)when referring to “the blood ,sweat ,and tears that go into getting permission to undertake” this type of research. For the present research work, the researcher is herself a teacher so she had an easy access to her classroom.

3.4.2 Action Research

Action research allows reflections on classroom practices and thus identifies problems that can affect teaching outcomes. It is a classroom-based research that is carried out by teachers; thus, it is also called teacher research as it takes place in their own classroom to gain insights about teaching and learning and reflections, generally, lead to changes in classroom teaching practices. These “systematic, documented” studies investigate particular variables related to teaching and learning of a particular group or individuals. Action Research helps reflective teachers to find answers to their questions that are part of their daily routine. Therefore, it contributes to the process of “systematizing” these type of informal inquiries. Thus, teachers’ experiences and with all these forms of “training and support” become academic research (Chamot, Barnhardt, Dirstine, & Kevorkian,1998 : 1). Therefore, all the data gathered can be shared with other teachers and, thus, can contribute to an effective pedagogy in education ,in general, as explained in the following passage:

Foreign language teachers develop insights into their students’ learning from observing their behaviour. Reflective teachers analyse the students’ behaviours, identify potential problems, modify their teaching practices, and evaluate the results. Some ideas succeed; others fail—sometimes surprisingly. This process is called action research (Chamot et al., 1998:1).

Griffiee (2012) prefers to use the term Action Research Design (ARD) and he traces its roots to teaching research movements and more specifically to the work of John Dewey, “early20thcentury”, and more precisely its certified origin goes back to Lewin(1946). This type of research, qualified by Dornyei as “viable and having a powerful impact” (2007:191), creates a bond between research and teaching and is normally carried out by or “in cooperation with teachers to gain a better understanding of their educational environment and improving the effectiveness of their teaching”. It is significant to mention Field’s definition (1997, 192, cited by Griffiee, 2012:109) who says, the term “action research” was adopted to describe a small-scale investigation undertaken by a class teacher.

According to McBee (2004), “classrooms that become laboratories are better classrooms” (p.157, cited in Cohen, Manion and Morrison, 2007:3). By laboratories it is meant that action research is an instrument that teachers can use to test strategies for professional purposes; they represent practical and real efforts by designing new curricular or new teaching method, trying them and evaluating the already applied ones (Burns, 2005). Therefore, both action and research as a disciplined investigation is conducted by teachers at their level to diagnose issues, develop and transform practices (Hopkins (1985: 32,cited in Cohen et al., 2007). It is also a “self-reflective enquiry” (Kemmis ,1986: 162,cited in Cohen et al., 2007:298). Action research is designed to bridge the gap between research and practice (Somekh1995: 340,cited in Ibid :298), in this manner, it attempts to triumph over the prevailed assumptions of malfunction of research and practice (McCormick and James, 1988, cited in Ibid). Additionally, it identifies, reflects and then investigates problematic issues with a purpose of finding solutions and this can lead to progress and innovation.

Educational action-research is a term used to describe a family of activities in curriculum development, professional development, school improvement programmes, and systems planning and policy development. These activities have in common the identification of strategies of planned action which are implemented, and then systematically submitted to observation, reflection and change. Participants in the action being considered are intricately involved with all of these activities. (Educational Research and Development Council, 1981, n.p.) (Burns, 2005:62).

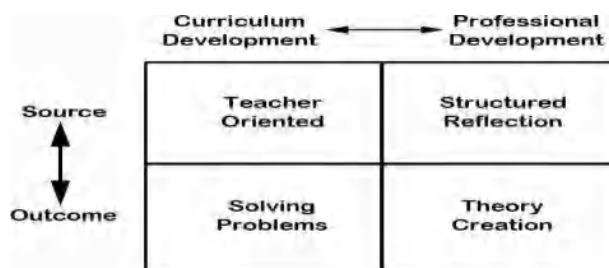


Figure 3.4. Focal points of action research showing the relationship between curriculum and professional development (Griffie, 2012:110).

3.5. Research Design

The design of any research presents a clear plan or a general framework that relates all parts and procedures of the investigation to test hypotheses and provide answers for the research questions.

The main research designs adopted in the present research are the following:

- The one group pretest-post-test design
- Case study research design
- Triangulation research design
- Survey research design

3.5. 1. The One Group Pretest-post-test Design

The significance of any new teaching method or a new curriculum can be determined by the one-group pretest-posttest design. This quasi-experimental research design is based on two main aspects: The use of one group of participants that the researcher puts under the same conditions to receive the same treatment and the second aspect is the assessment of the effect of a treatment. For Colman (2015:527) “it is the most frequently used quasi-experimental research designs in which a single group of research participants or subjects is pretested, given some treatment or independent variable manipulation, then post-tested”. In our quasi- experimental investigation, authentic web-based teaching is the experimental treatment and the pretest and post-test differences in scores refer to the effects of this manipulation.

The dependent variable -Students ‘oral proficiency- (O1) is measured before and after the introduction of the independent variables –Authentic web learning -(x) Students ‘oral proficiency(O2)

01	x	02
Students ‘oral proficiency(01)	Authentic web learning	Students’ oral Proficiency(02)

Figure 3. 6. A Visual Representation of an Experimental Research Design

3.5.2. Case Study Research Design

Case study research is widely used as a research method in educational research and many disciplines. As its name implies this type of research adopts a single unit in its investigation that can be a person, a group , a community or a class as in the case of EFL and ESL research , i.e. “it is a strategy for doing social inquiry” (Schwandt, 2007, p. 28 ,cited in Griffin ,2012 :96). Case studies contribute to educational research in various ways: They are accessible and practical, easy to understand and they report many details that can be ignored in large scale studies. Moreover, they are sources of valuable insights of the inquired cases, and can be carried out by a single researcher and mostly they report cause effect relationships of both controlled and uncontrolled variables (Cohen et al., 2007) through its different types: exploratory ,descriptive explanatory, interpretative or evaluative (Merriam, 1988,cited in Cohen et al.2007). Moreover, Robson (2002: 182, cited in Ibid: 255), in supporting case study research, argues, “that the extreme and the unique case can provide a valuable ‘test bed’”. All things considered, this research approach is common in many disciplines, predominantly in the social sciences, and can engender a deep analysis about complex issues.

It is generally acknowledged that case study research presents limitations in terms of validity and reliability. The results cannot be generalized and some studies do not make cross-checking feasible in some cases, so they might be biased. In general, case study research and its generated data were not much favoured in scientific fields because they were not considered as objective (using the recurring argument is that both the researchers and participants can be biased in all stages (Hamel, 1993, cited in

Griffee, 2012)). Adding to this, more particularly, they are not “representative of phenomenon under study” and they can present inaccurate analyses. “The inductive, bottom-up theorizing of case studies was discredited in favour of a deductive, top-down confirmatory research approach that used statistics and an accompanying large N-size” (Hamel, 1993, cited in Griffee, 2012:101). Thus, triangulation represents the last recourse for researchers to compensate for the limitations of single method research.

3.5.3. Triangulation Research Design

Nowadays, educational research is gaining significance as it relies on systematic research methods and tools to gain insights in education and particularly in language classes. Thus, various research problems have been investigated with the use of more than one research method to gain more and more in validity. For Griffee (2012: 132), triangulation is (a) “combination of methodologies in the study of the same program” (Patton, 1990, p. 187). In other words, triangulation is mainly the use of multiple theories, more than one researcher and multiple methods in addition to multiple processes in both data collection and analysis and the use of different modes of assessments to understand learning processes and outcomes in one single research (Allwright & Bailey, 1991). All things considered, triangulation is a way to validate the final results and limit bias effects that characterize single-method studies

Triangulation is the

Gathering two or more aspects of something in which one is interested. In most research designs, triangulation refers to multiple forms of data collection (more than one kind) or collection of data over time (on more than one occasion). Triangulation is attempted mainly for validating and strengthening the interpretation. The rationale is that multiple occasions of data are more likely to reveal underlying structures and involve less bias than single occasions. Triangulation applies to all sorts of designs, but is especially popular in case study design (Griffee, 2012:132).

In view of that, four types of triangulation are enumerated: triangulation of methods, triangulation of sources, analyst triangulation (using many analysts), theory or perspective triangulation (using more than one theory or perspective) to interpret data (Ibid). Moreover, Cohen et al., (2007) suggest other types like time triangulation, space triangulation and

and combined levels of triangulation (social studies that combine individual, social and interactive level of any phenomenon. In brief, this method combination or triangulation serves validity as a way to confirm results obtained from the same participants and the treatment.

3.5.4. Survey Research Design

Both questionnaires and interviews are used in survey research as well-structured methods to gather information “about people and their preferences, thoughts, and behaviours” (Pelz, 2012:para1). Moreover, survey research is frequently employed in “descriptive, exploratory, or explanatory” studies .i.e., surveys are good instruments to obtain “unobservable data” as large populations are hard to observe. Their unobtrusive nature offer the possibility to be answered easily at any time and allow researchers to analyse all complex outcomes coming from a combination of many variables at a time at different stages. Besides, “survey research is economical in terms of researcher time, effort and cost than most other methods such as experimental research and case research” (Pelz, 2012, para3). The present research survey falls within group-administered questionnaire survey type where a group of participants answer questions and the researcher can provide further help in clarifying more words and questionnaire items to ensure great number of responses.

A questionnaire is one of the main research tools that are frequently used in survey research .It has gained more and more prominence in social science research. A questionnaire is simply composed of questions or items that are carefully prepared by the researcher to get answers or facts from informants. “Questions should be designed such that respondents are able to read, understand and respond to them in a meaningful way” (Pelz, 2012, para 6). In survey research questionnaires, unlike the interviews, do not have a personal contact and data can be obtained from many respondents in a short period and this makes them effective and very practical tools. The following principles can be followed while designing questionnaires: Coolican (2014) asserts that researchers should only seek for the needed information and the questions should be simple to be answered easily .The ultimate goal is to ensure that the questionnaires would be accepted and not rejected by the respondents.

3.6. Research Method

This research adopts the following quantitative and qualitative research methods:

3.6.1. Quantitative research and Qualitative Research

Dornyei(2007) distinguishes between Quantitative research and Qualitative research. He sustains that the difference doesn't only involve numerical versus non- numerical data and statistical and non- statistical data methods as it refers to all aspects of research as "the ideological orientation" of the study ,the data collection and data analysis methods .Thus, he gives these two operational definitions:

Quantitative research involves data collection procedures that result primarily in numerical data, which is, then analysed primarily using "statistical" methods, typical example survey research using a questionnaire analysed by statistical software as SPSS (Dornyei, 2007:24).

Qualitative research involves data collection procedures that result primarily in open-ended non-numerical data, which is then analysed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis (Ibid)

This dichotomy, although apparently clear, is a subject of controversy according to many. For Dornyei this "qual-quan contrast" as he calls it can be well explained as follow: the numerical aspect of quantitative research cannot be taken as criteria as in questionnaires where researchers refer, for example: to the age, the duration of the course, how much experience do the informants have? (Richard ,2005 ,cited in Dornyei, 2007:25) .On the same basis, even in quantitative research scholars use non-numerical data as an example (occupation ,or the quality of the product or its nature in their analysis). For Richards (2005:36, cited in Dornyei, 2007:25) "they are different ways of recording observations of the same world". In other words, human experiences can be reported both quantitatively and qualitatively.

Dornyei(2007:25) lists three main differences between quantitative research and qualitative one :

- A contrast in ideology
- A contrast in categorization
- A contrast in the perception of individual diversity

For the first aspect, schwandt (2000:190, cited in Dornyei, 2007:25) qualifies qualitative research as a “reformist movement” that rejects the “the blend of scientism”. In relation to the second aspect, he argues that research involves categorization as a way to organise the collected data. Therefore, the two approaches adopt different categories in classifying the data and both the categories and the process differ in the two cases. The quantitative research starts with “clear-cut coding tables”; however, the ‘qual’ categories, as they are “not numerical but verbal amounting to short textual labels” are not restricted to include the fine distinctions and details(Ibid :26). For the third aspect, “a contrast in the perception of individual diversity” the ‘qual’ method does not ignore the individual and wonders why preparing coding schemes for larger groups and the real meaning is with the individual. On the other hand, the quantitative research deals with larger groups and the meaning is in the whole population.

For Dornyei(2007:24) these two approaches are not “exclusive” as they can be combined to form mixed method research and he defines it in the following way (Morse and Richards, 2002:27,cited in Ibid:163): A mixed method study combines both quantitative and qualitative data in data collection and data analysis processes . It is significant to “note that there is no gap” in these two methods (qualitative and quantitative). Their use is due to the nature of the data. In other words, “many qualitative projects involve counting at some stage, and many questions are best answered by quantification” (Ibid: 163).Thus, many names are given to this combination such as “multi-trait-multimethod, interrelating quantitative and qualitative, methodological triangulation” and mixed method research as a common term (Ibid). Dornyei (2007) assumes that most researchers use mixed method research as a way to understand the complex aspects that are inside the classroom.

Mixed method research involves different combinations of Qualitative and Quantitative research either at the data collection or at the analysis levels (Dornyei, 2007:24).

According to Dornyei (2007) mixed method approach contributes to research in many ways; however, he mentions some weaknesses of the combination of the two paradigms:

- Researchers can select the best tools and techniques from the two paradigms
- By these two paradigms both numerical data and all the details of the qualitative approach contribute to the understanding of the complex issues of research or the phenomenon under study. Therefore, qualitative analyses explain the obtained numerical data
- It increases the validity through “convergence and corroboration of the findings” (Ibid: 45).
- All the obtained evidence can lead to external validity or the findings can be generalized to other populations and settings.
- If the study is clear multiple audiences can understand it.

Mixed method research has received support from many as they consider it as an inspiring approach; however, Mason (2006, cited in Ibid) holds an opposite view together with (Hess-Biber and Leavy 2006 cited in Ibid) as they question the capacities of researchers in mixing the two methods.

In a nutshell, all the adopted methods generated both quantitative and qualitative data in all the stages of the research.

They are explained in the following way:

- Teachers and students’ preliminary questionnaires (Exploratory stage)
- One group pre-test and post-test experimental design (Main study)
- Classroom observation /recording classroom discourse and oral tests (Main study/ (Data collection methods and techniques)
- Post-experiment survey (Evaluation of the study)
- Discourse analysis (interaction and oral tests analysis) (data analysis)

3.7. Data Collection Instruments

Different instruments are adopted throughout the different stages of this research

3.7.1. Preliminary Phase

37.1.1. Teachers and Students Preliminary Questionnaires

The researcher needs to start with piloting this data collection tool

37.1.1.1. Piloting Teachers and Students Preliminary Questionnaires

The teachers and students' questionnaires were piloted with a group of 20 students and 3 teachers to check comprehensibility and applicability and eliminate biased questions and probable problems and deficiencies. "All data collection instruments including questionnaires must be piloted since the creator can't be sure of the respondents' interpretations of the questions" (Griffiee, 2012:142). Therefore, this pilot study indicated a need to simplify various concepts for first year students like feedback, assessment, etc. Besides, some questions and statements in the students' questionnaire need to be reworded like the one about authentic materials and was replaced by precise statements referring to examples (like movies, songs...etc.) so that students understand distinctly the different material and the frequency of their use as part of home practice. The piloting stage also allowed the use of items related to students' abilities in oral skills so pronunciation, fluency, content, knowledge and grammar as statements to be crossed out by the respondents. In addition to this, an open-ended question about communicating strategies was replaced by a close-ended question offering different statements illustrating them to be unambiguous to all students. The teachers' questionnaire revealed that some items need to be changed where some survey questions are replaced by open ended questions and some yes/No questions necessitate clarifications and need to be followed with 'why' question. Furthermore, many items were deleted to avoid redundancy from the teachers' questionnaire. Overall, the piloting stage offered a constructive feedback to refine both students and teachers' questionnaire and the final version was available for the whole population.

37.1.1.2. General Description of the Teachers' Questionnaires

Teachers preliminary questionnaire is composed of three main sections: The first one is devoted to 'Personal information' and contains four questions: **Q1** was addressed to a sample of 15 teachers who generally teach the module of "Listening and Speaking" to obtain the first demographic information about their gender. **Q2** was asked to know the age of the same sample. Therefore, a multiple – choice type of question is selected for this purpose

that includes three age ranges for each category because some participants might feel an embarrassment and cannot reveal their exact age. **Q3** deals with teaching experience .It is represented with a multiple -choice question. The first option is between 1-5years,the second one is between 5to 10 and the third class is for the most experienced teachers that have more than 10 years in teaching English at the University of Biskra. Moreover, another sub-question is added and teachers are supposed to specify whether theyare part time or full time teachers. **Q4** (closed ended question) is included to know whether teachers are motivated to teach ‘Listening and Speaking’ or not .Therefore two main options are offered to them as they have to answer with ‘yes’ or ‘no’.

The second section which deals with ‘Teaching and Testing Speaking Skill’ contains the following questions: **Q1** (an open ended question) gives an opportunity for all the informants to share their experiences in teaching speaking skill. **Q2** is aimed to know whether teachers use a unified syllabus when theydeal with the same level of students .For this reason, two options are provided for them as they can answer with ‘Yes’ or ‘No’. Besides, the informants are askedto explain more bygiving more details in case ofa negative answer. (**Q3**) (an open ended question) seeks to know the mode of evaluation followed by teachers at the University of Biskra. **In Q4** the teachers are asked whether the oral exams at the University of Biskra are reliable and valid. **Q5** seeks to know whether the informants use diagnosis tests in their classes. **Q6** aims to collect data about the general background of the study by asking teachers if they use oral proficiency tests with their students .Three options are given :one for ‘Yes’ ,the second for ‘No’ and the third one is for ‘no answer’. **Q7** deals with the use of portfolios so the participants are asked whether they use them in oral classes and thus three options are provided: ‘Yes’, ‘No’, ‘No Answer’. In the following sub question they have to give more explanations for the ‘Yes’ and ‘No’ responses. **Q8** is devoted to self and peer assessment so the informants need to provide answers about whether they encourage these teaching strategies withtheir groups so the ‘Yes’ and ‘No’ option are added and iftheir answer is positive they need to explain more. In **Q9** the teachers’ questionnaire also includes a question about the level of students. This closed-ended item includes three main answers to be selected (“Good/Acceptable/Low”) and for the last option the informants should provide more explanations. **Q10** is about the frequency of pauses in students’ oral performances. It is aimed to know whether learners make pauses when they use English. They can answer with these three choices ‘Yes’ or ‘No’ or ‘No answer’; moreover, the positive answer need to

be followed with more explanations. In **Q11** the informants are asked about whether they teach their students communicating strategies to overcome the communication breakdowns; therefore, three alternatives are included: 'Yes'/'No'/'No Answer'. **Q12** is an open-ended question, it is selected for this item so that all teachers can express themselves about the obstacles they generally encounter when they teach speaking.

Section three deals with 'The use of technology in teaching of speaking skill': **Q1** is about the use of language labs in oral testing. In this open-ended question teachers can answer either positively with 'Yes' or negatively with 'No' and to justify in both cases. (**Q2**)(a closed ended question) is included in order to have an idea about the integration of online authentic materials in oral classes (with three choices: 'Yes', 'No' and 'No Answer'). Furthermore, they have to explain how they orient their students to use them outside in a very systematic way. (**Q3**)-This question deals with technical skills that are integral part of authentic web learning and E- learning in general. It seeks to know whether teachers teach their learners the use of internet or computing skills or not .So three main choices ('Yes'/'No'/'No Answer') are offered to them. In **Q4** the participants are asked whether they use chatting tools in their classes and the 'Yes' and 'No answer' are inserted with more explanations if the 'Yes' is chosen. **Q5** is about the quality of E-learning courses that students receive at the University of Biskra. Thus, they can choose from these options ('Yes'/'No'/'No Answer') and explain in all cases.

37.12 Students Preliminary Questionnaire

37.12.1 General Description of the Students' Preliminary Questionnaire

Students preliminary questionnaire is composed of 3 sections: Section one is for personal information (age, gender and learning Experience).The first question (**Q1**) in students' questionnaire concerns gender and the participants have to put a tick on the right box (one for males and the second for females). The second question (**Q2**) is designed to identify the age of the participant; therefore, three main age ranges are offered to them (- from 20 to 30 –From 30 to 50 and the third for those who are over 50). In (**Q3**) the informants are asked whether English is their first choice or not; therefore, they can choose from the options ('Yes', 'No', or 'No Answer'). Moreover, they have also to justify their answers. The following question (**Q4**) seeks to know the learning background of the participants by asking them whether they have studied English since middle school or not, they can respond with

Yes ,No ,No answer . Besides, the fourth question (Q4) aims to know the mother tongue of the participants so the respondents have to select from three choices: “Arabic”, “Berber” and “Other” (any other language). Q5 -this closed-ended question aims to get a general idea about previous practice in speaking skill; therefore, they need to choose either Yes or No with an explanation in these two cases.

Section Two deals with ‘Need analysis and language difficulties’: In Q1 the participants are asked whether they have difficulties in speaking or not .They can answer with Yes or No and in the second part of this question they need to identify the areas of language difficulty : “Fluency, Vocabulary, Grammar ,Pronunciation, Knowledge on various topics”. They can also select all the areas if needed or ‘No Answer’ if they feel any embarrassment. (Q2) Learners’ needs, which is a central theme in language research, is included in this item. The informants are asked to identify their needs among the ones provided in the following list: ‘to travel abroad’, ‘teach English’, ‘work in companies’, ‘for business’ , ‘use it in conferences’, ‘working as a tourist guide’, ‘doing research in language teaching’ , ‘in literature’ or ‘in other scientific fields’. (Q3) : This item is concerned with learners’ needs interms of language skills. It takes the form of a closed-ended question that lists all the languageskills: pronunciation ,grammar ,fluency and knowledge and interaction skills . In Q4 the participants are asked about the use of CSs while speaking English so they have to tick a boxcorresponding to these useful oral skills (“keep silent for a short time, asking for help, using translation, using examples, using characteristics of words ,using fillers, and using all purpose words” .

The third section , devoted to ‘Language practice’ is composed of the following questions :Q1 is about the use of the internet ,it starts with a ‘Yes’ / ‘No’ question and then in the second open-ended question the informant can choose from a list their favourite internet applications and web browsers as “Facebook, YouTube, Twitter, Blogs , ELT websites, Skype, Google and Yahoo” . Q2 deals with the regular use of internet but with thepurpose of developing oral proficiency .Three answers can be selected (‘Yes’, ‘No’, ‘No Answer’) and explanations need to be added with both the ‘Yes’ and ‘ No’ responses. Q3 asks about ways to improve oral proficiency; therefore, the informants ,in this closed-endedquestion need to select from the various learning activities as reading books ,watching videoschatting with friends, watching news, reading proverbs ,reading stories ,listening to audio books ,talking with friends and listening to songs. (Q4) is concerned with home practice,

it contains two main elements. In the first part they have to answer first a 'Yes'/'No' question about the involvement of teachers in oral home works. In the second one they need to give their agreements to teacher's evaluation and guidance of students' home work. In (Q5) the informants need to talk about their feelings during the pre-test; therefore, this question asks whether it was a stressful experience and they have to answer either with Yes or No .The last question (Q6) of the questionnaire deals with students' use of learning portfolios. This closed-ended question includes two responses ('Yes' / 'No').

37.13 Administering Teachers and Students' Questionnaires

This questionnaire is administered to the participants of the study at Mohamed Khider University of Biskra to identify their general perceptions concerning the module of 'Listening and speaking'. The teachers' questionnaire was distributed just at the beginning of the academic year (2018) and was answered and returned during the first week. The students received their questionnaire after the beginning of the experiment (the same year) just after the pretest and it was distributed during the session and handed back at the end.

3.7.2. Pre-Experimental Phase

37.21. Testing Instruments: This stage starts with piloting the oral test

37.21.1. Piloting the IELTS Oral Test

The first oral test was piloted with 12 volunteers from first year LMD students who accepted to be interviewed individually and to be recorded using a video recorder. Students were informed about the objective of this step in our research and were instructed about the way they should answer questions and show how good they are in the speaking skill by not giving short answers .They should provide details and examples without interruption. The test contains three main parts. The students were not tutored in any way for the tests, and yet they did not find the tasks problematic; consequently, different performances on the test among students were recorded during the lab session.

37.21.2 Description of the Oral Test

An oral test (see appendix 4) was applied to know the exact level of the learners. The Oral Proficiency Test was conducted in one complete testing session

with two raters from the University of Biskra. The oral proficiency pretest is designed to elicit language. Pronunciation, fluency, grammar, vocabulary are the main areas to be rated.

There are three parts in the speaking test:

The oral test is a about 15-minute testing session. The first 2 minutes are mainly aimed to explain the test procedures. The remaining time is composed of two parts: The first part, lasts about 4 minutes. It takes the form of an interview with questions about the student's background, and other familiar and simple topics: family, friends, home, place where they live, hobbies, holidays, the second part elicits long turns. It lasts about 3 to 4 minutes (plus 2 minutes for preparation). Students, in this part, are asked to talk about activities. In Part 3, students are asked to describe an important person for them and the type of influence he had on their lives.

The Speaking tasks are selected to elicit a variety of language aspects like - verb tenses functions (explaining, describing, narrating, comparing); and grammatical structures (cause/effect, and comparatives). The examinee is supposed to demonstrate his use of different sentence types (in regard to the level of complexity and logic in addition to appropriacy and coherence of answers). Pronunciation, accuracy and fluency are also evaluated.

3.7.2.2 Pilot Study Rationale

The pilot study of the current research is a vital stage in educational research. According to Collins English Dictionary it is "a small-scale experiment or set of observations undertaken to decide how and whether to launch a full-scale project". It is a study that is accomplished before the programmed research, particularly to examine aspects of the main research (such as variables, resources for the research, materials that will be employed) to make the necessary changes before conducting the main research. They are also called feasibility studies which are "small scale version[s], or trial run[s], done in preparation for the major study" (Polit et al., 2001: 467, cited in (Van Teijlingen & Hundley, 2001)). The pilot study helps the researcher to have clear ideas about the topic, the hypotheses, the cost of research, the tools to be used and research methodology, etc.

It might be helpful to do several pilot studies, each more complicated and thorough than the next. The first pilot could consist of only three or four students, who are reasonably articulate and willing to help, and who are in circumstances similar to those the target respondents will be in, (Gay & Airasian, 2000, cited in Griffiee, 2012 : 142).

3.7.2.1. Conducting the Pilot Study

The researcher conducted the pilot study before the full-scale one to determine the effectiveness of authentic web-based teaching on the spoken English of EFL students. The different instruments and procedures are put under investigation to provide valuable insights for the researcher from his observations to improve all its aspects to make a workable experiment and verify its feasibility in terms of time, financial means and technical equipment. The pilot study lasted about 12 weeks, beginning from the second week of September till the second week of December 2017 with 38 first year students at the University of Biskra. The pilot study was conducted in the language lab at the faculty of letters and languages. The pilot treatment focused mainly on authentic web-based teaching that aimed to develop students' oral abilities. Furthermore, strategies are also taught to learners. After the pretest and the pilot treatment a posttest was administered at the end of the course (the second week of December 2017)

3.7.3. The Experimental Phase: This stage is concerned with the main experiment

3.7.3.1. Description of the Main Experiment

The experimental design is adopted in this research as a main component of the triangulated research method. This experimental exploration is a valuable tool in finding out evidences and proofs for the variable under-investigation. This quasi- experimental research investigated to what extent an authentic web-based programme could improve students' oral proficiency. Forty students were selected through convenience sampling technique to participate in various designed tasks both indoor and outdoor learning. It is significant to point out that strategy training was part of the treatment. Students were taught by one instructor with various designed tasks and online authentic materials. The experiment lasted for 10 weeks, and the effects of the instruction were investigated by the use of inferential statistics to examine the effects of the designed materials.

3.7.3.2 Objectives of the Experiment

The purpose of this experiment is to find out the effects of authentic web-based teaching on learners' oral proficiency. Since speaking is basically considered as the most fundamental skill to acquire so the concept of oral proficiency in FL should be clearly defined and understood by both teachers and learners using simple criteria. It was observed that some learners do not feel prepared to take part in the classroom activities. These challenges and troubles are the result of lack of practice both outside and inside the classroom despite the myriad of speaking opportunities available on the net today.

Because of the importance of the speaking skill at the university level the following objectives of this experiment are

- 1- An intensive course is necessary by the selection of the suitable types of spoken discourse to include sociocultural knowledge and discourse and speech act knowledge for classroom practice to meet the needs of the learners.
- 2- Applying valid and reliable oral tests to improve learners' speaking abilities in the target language and train them in self and peer evaluation ,
- 3- Overcome the difficulties that usually occur in the language classroom and that are related to individual differences like personality and attitudes to speaking.

3.7.3.3 Course Description

This authentic web learning course aims at developing student's oral proficiency in pronunciation, vocabulary grammar, content and fluency and strategy use .Therefore, students went through an intensive course to improve the ability of expressing their ideas correctly in communication. They need to be able to produce the phonological features of the language in a comprehensible speech, use grammatical rules accurately and acquire the ability to monitor their language in practice and assessment and improve their lexical resources in relation to the adequacy and appropriacy of words.

Taking into account the various English language resources provided by the current trend of globalization and the developments in ICT each lesson is designed to teach students cultural knowledge and oral language skills. The course is designed to meet students'

general needs of academic language requirements as a way to prepare learners for various courses and real life language use .This short instruction is composed mainly of 6 main units on topics of general interest such as food ,fashion, celebrities', violence, etc. Skills involved in each unit are discussion skills, presentation skills, group seminars macro functions like description, narration, exposition, explanation demonstration, instruction, argumentation, persuasion, etc. The micro functions are also involved like asking for information ,answering requests , reporting speech ,expressing empathy ,inviting, and introducing new friends, expressing and finding out attitudes: agreement/disagreement) obligations, necessity, ability, permission) expressing likes and dislikes, etc.

The general objectives of the course are:

- Enhance authentic web learning
- Recognize and use academic English
- Use learning strategies in various skills to avoid communication breakdowns and enhance lifelong learning and autonomy,
- speak for a variety of purposes and audiences
- Use correct oral English and vocabulary in real life situations and academic context.
- use idiomatic expressions and English collocations
- Use critical thinking

37331. Timing

Tasks generally last 15mns to ensure variety and interest and a smooth transition between the various stages of the course

3.7.3.3.1. Skills

Listening: Students listen to various authentic videos, audio files, and their own oral performances to be evaluated by themselves and their peers. Reading: It generally turns around stories , news , texts and short novels as part of a speaking course so that students get immersed completely . Writing: The writing skill is also involved in oral sessions as students can write down notes to be discussed with their classmates, also in presentations and vocabulary as students write synonyms of new words, etc.

The theoretical criteria of authenticity are applied on the different tasks of the course to elicit authentic reactions, engagement and respect the original communicative purposes of the materials designed.

The course was taught by the researcher and she tries to be a manager, a motivator, an assessor, facilitator, etc. to direct and guide the learner gradually to achieve systematicity in an autonomous personalized learning. For that reason, learners are encouraged to discover their own learning interests after each learning task is presented to them by independent reading and listening; thus, this method links classroom learning and authentic web learning. Therefore, homework is included in this research and learners are guided in their home practice by creating personal portfolios to keep records of their daily access to stories, songs, movies, audiobooks, pdf books...etc. Therefore, various authentic texts and videos are stored to be used for repeated practice, vocabulary consolidation, or evaluation of their audio or video files of their oral performances of various regular oral tests. Self and peer assessments were also adopted as everyday strategies to monitor progress and get each time a wash back effect on the learning process.

The course also focuses on virtual learning environment (VLE) which is the use software tools and application like blogs, Skype, YouTube to support academic instruction via the Internet to ensure autonomy and continuity. The different activities and websites addresses to electronic videos, texts, pictures and all types of media are arranged on a platform according to topics and functions to help them discover the potentialities of the web and encourage student-centred pedagogy. Chat rooms are also created according to interests to enhance interaction outside the walls of the classroom with the involvement of the teacher so this constant guidance and presence consolidates the learning process. Mobile learning is part of the virtual learning environment as it increases the frequency of internet access for learning purposes and creates a learning vicious cycle or a mental learning map by completing the classroom instruction to ensure systematicity in each new learning experience.

3734. The Rationale for Classroom Observation

Classroom observation is also adopted during the experimental phase of the research. This method allows an attentive exploration of teaching and learning. It is an efficient procedure for gathering data for careful examination (Bailey, 2001). It provides teachers with a variety of research tools to be used by researchers in their classes "it is a method of

directly observing teaching practice as it unfolds in real time, it is widely used for professional development, and to evaluate teaching quality” (Hora & Ferrare, 2013:1). Classroom observation is a research method that enables teacher researchers to consistently observe and record the learning process and learners’ behaviour. This method can complete the experimental design with a systematic description of the situations by including all the main events of the research. Regular observations are the only way to make researchers not miss any event that can affect the results. Besides, the regular contact with the participants is a source of data to elucidate more the context of the present research in terms of tasks, assessment, the materials used students’ reaction to oral tests, students’ language improvements, etc. to explore all aspects of the classroom. Besides, the participant observer, or the teacher researcher, is himself part of the research and transform the regular activities of the class into insightful data to be adjusted if necessary according to the perceptions of the learners’ field notes to get access to all non-verbal data. Therefore, “students are not threatened by outside observers, and can do their best work” (Fradd & McGee, 1994, p. 43). Undoubtedly, teachers need to know that “an interpretation based on observation data and analysis is not adequate for most research purposes. In estimating student improvement, observation alone is usually not sufficient, and other data collection instruments, such as tests, will be needed” (Ibid:216). Consequently, to get a complete view of the present research, the participants were informed that they were part of the research and were encouraged to record personal feelings, reactions, and reflections at various stages of the experiment.

3.7.3.4.1. The Choice of the Recording Technique

There is no doubt that videos offer a better image of the speakers but the audio recording can complete the observation process by a clear sound for transcriptions and also presents many benefits. Video recording can be an ideal tool in classroom observation; however, although it is very practical now with all the applications on the smart phones but its use still presents some difficulties in relation to ethical issues because participants’ consent is needed. Another problem is the literal blind spot, which means that the camera cannot provide a full picture of the whole setting or of all the participants; therefore, a sophisticated equipment can be brought to the class. Consequently the camera can cause distraction or may affect the natural behaviour of the teacher and the participants.

Therefore, the audio recording is the last resort for the researcher who is an active participant as a way to be unobtrusive as possible in the research setting.

3.7.4. Post-experimental Phase: This stage is limited to the evaluation of the study that was conducted through a post-experiment survey.

3.7.4.1. The Rationale for the Post-experiment Survey

Survey research is considered as quantitative and qualitative research method. On one hand, it is a “means for gathering information about the characteristics, actions, or opinions of a large group of people” (Kraemer, 1993: 77, cited in Glasow, 2005:1). A survey is composed principally of closed ended questions and in some studies some open ended questions can also be included. “The term survey is an umbrella term that allows for many data collection procedures including questionnaires, interviews, and observations” (Griffiee, 2012:52). Moreover, there are different types of surveys : First descriptive surveys that simply describe data generated by intended variables .The second type are analytic surveys that are based on hypothesized variables and their impact on dependent variables and the last type are confirmatory survey that supplement other research methods (Cohen, et al., 2007). Besides surveys allow researchers to “diagnose a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events”. For Cohen et al. (2007 :205) Surveys are also valuable and practical data gathering tools to obtain information “on attitudes and preferences, beliefs and predictions, behaviour and experiences” (Weisberg et al. 1996,cited in Ibid:206). The survey was administered to the same experimental group hence convenience sampling is also applied in this stage of research, and, thus, the generalization of the results is not possible; therefore, the data collected represents only the research sample of the present research.

3.7.4.2. Piloting Survey

Researchers need to run on smaller-scale survey studies to know respondents’ reactions to the questions, identify errors in its wording, make necessary adjustments to suit goals of the research work and to enhance its construct validity. This pre-survey design revising stage improves the quality of the answers and thus of the findings. This small scale study conducted with some volunteers from general population necessitates a think aloud

technique that gives direct access to the researchers to valuable data while questions are interpreted and answered by the respondents and assist the final survey design(Van Teijlingen, & Hundley 2002).All problems related to accuracy, appropriacy ,order of the questions , decipherability, unambiguity must be adjusted before editing the actual survey.

3.7.4.3. Description of the Survey

The post-experiment survey is presented with 13 questions in the following way: In (Q1) the participants are asked to give their opinions about the implemented course and by the use of Likert scale they are able to express their levels of agreement and disagreement. This item contains five statements that ask the following: “The course has clear objectives”, “it suits learners’ needs”, “the tasks suit my level”, “they initiate me to authentic web learning and “they arouse my interests”.

(Q2) According to the second item of the post-experiment survey where the participants are asked about their attitudes concerning the oral tasks like presentations, two minutes speech, task repetition, four minutes debates, and class discussion.

(Q3)In this part of the survey, the students were asked to which extent they agree with the following: The teacher “manages the course effectively”, “she builds students’ self-confidence”, “she guides them to discover new personal interests”, “she is at students’ disposal both inside and in an online learning environment” and “she maintains our motivation throughout the instruction”.

In (Q4)The frequency of the language practice need to be verified in this post-experiment survey as the following tasks were proposed (reading books, watching videos, chatting with friends ,watching news and political debates, reading proverbs- jokes - riddles, reading stories and listening to audio books accompanied with the frequency items .

In (Q5)Strategy training received a strong emphasis in this research ;therefore, the list of communicating strategies are suggested(keeping silent for a short time, asking for help, translating from Arabic or French ,giving examples –approximation- using the characteristics of the word ,using fillers, using all purpose words) as substitute skills in

communication breakdowns. The different adverbs of frequency are presented for each statement.

(Q6): This item of the survey deals with the frequency of strategy use in meaning negotiation in interaction. Different CSs are presented for the surveyed respondents: checking comprehension, asking for confirmation, checking for confirmation, gaining time by repeating what was said before and abandoning the conversation.

(Q7): Self-assessment and peer assessment are integral parts of the research; therefore, the participants were asked to express their attitudes about the extent to which they agree or disagree with their benefits throughout the experiment. Thus, four statements were included: "Self-assessment helped me to know my errors, with self-assessment I turn my weaknesses into learning objectives, Self-assessment was useful in improving my oral skills, Peer assessment was useful in improving my oral skills".

In (Q8) the list of the different statements are presented in the following way:

"Teacher's correction of my errors is beneficial", "The teacher's correction is done regularly", and "Teacher's correction is necessary". Moreover, the participants need to choose from the four options offered to them with levels of agreement and disagreement.

In (Q9) home practice of oral skills is a vital part in the learning process for a complete immersion of students in an English language environment. Therefore, three statements are included in this survey to assess the application of this learning strategy: "The teacher's guidance of my home practice is regular and effective", "Home practice helps me to improve my oral skills", "Home practice helps me to be an autonomous learner".

(Q10): In this item, the participants are asked whether they agree or not with the seven statements that are aimed to collect data about students' attitudes in regards to oral tests: (They) "Reduce my anxiety", (they) "help me to know my level and language difficulties at each learning stage", (they) "help me to improve my oral skills", (they) "prepare me for real life situations", (they) "Help me to reduce the duration and frequency of my pauses", "The teacher presents clear assessment criteria", "The instructions to the tests are clear and at the level of all students".

In (Q11) to see whether portfolios have significantly gained the attention the participants of the present research, the following item, that contains seven statements,

is administered to the participants: “Portfolios help me to organize my home practice”, “Portfolios encourage me to learn more and assess my progress”, “Portfolios pave the way for autonomous learning”, “With my personal portfolio I set up clear learning objectives”, “With my personal portfolio I discover new interests and become active and creative”, “Portfolios keep evidences of my own learning steps”, “With my portfolio I can improve my oral proficiency and score better in oral tests”.

Q12: The participants surveyed are asked to express agreement or disagreement with the following statements about the effectiveness of the authentic web -learning materials. Web authentic Learning offers opportunities for challenge, currency and novelty aspects that were part of everyday learning. The course includes materials dealing with mysterious or exotic phenomena that enhanced more motivation, All the funny stories, jokes, riddles add humour and fun to the learning process. Opportunities to compete and cooperate with peers prompt more efforts and tangible outcomes are regularly evaluated at pre-defined learning stages.

Q13: To succeed in their career, students need to become independent thinkers to achieve their goals in this new changing world. To evaluate the application of critical thinking skills two main statements are administered to the participants to express either agreement or disagreements onthem: “The course encourages critical thinking skills and high order skills”. “The course trains students to assess the credibility of information and recognize biased arguments and fake news”.

3744Administering the Survey

The last data gathering instrument used in this research is a survey (also called a survey questionnaire). This last exploratory stage is necessary and is mainly completed after the post-test to allow the evaluation of all the data obtained from the final semester. In other words, the thirteen questions survey was administered after the end of the course to collect opinions about teaching and learning quality in terms of learners’ accomplishments and improvements, quality of instruction and assessment, ways for more engagements, strengths and weaknesses of the testing instruments, etc. The effectiveness of the classroom instruction can be demonstrated through the achievement of the course objectives related mainly to an awareness of all online resources and an achievement of systematicity in authentic web learning and oral skills improvement even with an increasing class size.This is a wayto

safeguard the quality of e-learning at higher education and achieve excellence in teaching the module of 'listening and speaking' leading to responsibility in the learning process.

3.8. Data Analysis Procedures

3.8.1. Discourse analysis :It deals with oral tests and classroom interaction

3.8.1.1 Analysing Oral Tests

Discourse analysis is adopted in this study in different stages of the present research. In other words, this research method is aimed at investigating the students' pretest and posttest answers in oral tests. Furthermore, it explores classroom interaction or students' verbal exchanges. Additionally, it reports students' language problems and how do they use communicative strategies before the training stages and after as a result of the new teaching approach or a new teaching syllabus based on authentic materials and new testing methods. Actually, investigators can use a discourse approach in different disciplines but they differ in their purposes of use. For Edwards and Potter, 1993, cited in Cohen et al. (2007:389) the collection and the transcription of discourse "is a kind of psychological 'natural history' " of the phenomena under study. For Olshtain & Celce-Murcia (2001), discourse analysis is of great help for both teachers and researchers and it should be included while training language teachers as it helps to understand areas of improvements. However, it has been disapproved as it lacks systematicity and also for its focus on linguistic items and the shift of attention from "what is being analysed and towards the analysis itself" (Cohen et al. (2007). Finally, a good knowledge of language functions and cultural aspects of discourse, by training learners to transcription analysis, contributes to learning awareness and improvements.

3.8.1.1.1. Dividing the Oral Data into AS-unit

In order to count the number of errors, subordinate clauses, lexical words and pauses researchers must identify a unit of analysis to divide their oral data. Compared to writing skill that already offers clear defined grammatical structures like phrases, clauses or sentences based on punctuation, the problem with speech production is characterised by spontaneity, fluidity and while speaking both native and EFL speakers use speech units or utterances. The word "utterance" is vague as a concept in speech analysis. It is generally considered as a basic unit of analysis like c-unit, t-unit, etc. or it is generally left without any definition (Foster et

al., 2000). For Vercelloci (2012:6) an utterance is generally “defined by pause boundaries” because pauses generally mark the end of the answer, but this can lead to confusion because of the long pauses related to breakdown in communication or fluency problems. In addition to this, intonation cannot be used by EFL learners’ speech because it is badly applied while speaking. Vercelloci (2012) also highlights another important criteria in speech analysis is that EFL learners, in any oral production, use rather various sub-clausal units linked to a main clause or subordinate one . For Foster et al. (2000) a sub-clausal unit or an utterance with missing parts are considered as fragment in writing skill ,they can become complete clauses by its completion with appropriate elements like short answers or short utterances as (thank you ,fine, etc.) Nevertheless these utterances with their missing parts can be coded as As-unit and not as error-free clauses when measuring accuracy; nevertheless, they still convey meaning and can contain both lexical words and function words.

3.8.1.1.2. The Use of As-Unit

The students’ recorded answers were transcribed and coded using symbols. As explained before, the unit of analysis used in this investigation is AS-unit.

The example above illustrates the different symbols used:

- Slashes(/) are used to separate the different AS-units
- Pauses (long pauses are coded with 3 dots(...)) medium ones with 2(..) dots and very short ones with 1 dot(.).
- A subordinate clause was coded as (S-C) letter.
- An utterance that doesn’t contain a verb is accepted as As-unit
- -As-unit can be an independent plus a dependent clause.
- -As-unit can also be a dependent clause alone according to pause boundaries.
- Thus, this example of students’ oral answer has 20 AS-unit and 10 subordinate clauses.

/My name is xxxxxxxx xxxxxxxx/. / I have 18years old /. /I m from small town which is Biskra in Algeria/. /... Honestly, my childhood was admirable and unforgettable/. /I have a nice memories with my family and specially with my friends/. /... / I have many adventures with them in our school and... /Yes it changed

completely since I was child /... Mmmm when I have free time I like very much cook cakes and watching TV/. / sometimes I like read books or just a short stories in English or in French /... I think I have been interested in these activities since 2 or 3 years ago/. .mm mm when I am reading books I like to be alone / .../ by contrast with cooking or watching TV , it's preferable to be with my family or my friends // Yes I believe that in my country they have enough time /... Because they work or study about 6 or 7 hour per day/.../ also they have two days at the end of the week // I have someone that I was really influenced with her which is my mother/... /she is lovely mum/.. /and she strong and honest women /./She has had an influence on me because she was like my friend/ .../ when I need help or something else I find her always with me/ ./ And of course I have known her when I was child/ .../ I mean when I was born/

3.8.1.1.3. The Use of CAF Measures

3.8.1.1.3.1. Fluency

In order to measure the participants' fluency, one operational definition need to be selected at this stage of research. Relying on Lennon (2000) fluency refers globally to easiness of expressing personal thoughts through correct and clear verbal language in a natural speed under the time constraints of a given context and the speaker's cognitive processing ability. Therefore measures of fluency try to consider three main different components of any verbal performance: speech rate or speed fluency, breakdown fluency (interms of the number of pauses and their length), and repair fluency (reformulations and repetitions) (Tavakoli and Skehan, 2005). In other words, low level speech rate affects significantly students' fluency as they make improvements the number of words per minute increases. Thus, the oral data obtained from both pre-test and post-test is mainly characterized by hesitations, repetitions, reformulations and communication breakdowns displayed through both short and long pauses. Some students speak slowly, some of them make long pauses and the majority of the participants use filled pauses such as "*ah, uh* and *um*". Another a high percentage of the sample makes short as well as long silent pauses. Therefore, the number of As-units and the number of pauses are the two measures of fluency that are used throughout the present research.

381132 Complexity

Two types of complexity can be distinguished syntactic complexity and lexical complexity. The former is operationalised in the present research by counting the overall number of subordinate clauses and the later (lexical complexity) is measured by calculating the total number of lexical words uttered in each student's answers. Due to this, they need to be defined clearly to identify them in students' utterances. Lexical words as adjective, noun, verb and adverb can be distinguished from grammatical word (words as articles, pronouns, prepositions and joining words) that represent the grammatical structure of a language and express various grammatical functions as they link the lexical words.

An example can be given from students' posttest:

Yes / I enjoy reading and I like watching movies.

/ The last book I have read was (young prince) and of course I like it /.

*/ I do not go to the cinema because we do not have cinema here, / I watch movies
in my pc /.*

*/ The movie is the 'pursuit of happiness'. / I read it many years ago may be before
two years /.*

*/ It influenced me so much because it is a biography / it talk about a man . / he has
nothing but after hard work and patience he got a job and change his whole life /.*

*No / cinema are not popular because all people watch movies through the
internet /.*

*/ They are so useful but the traditional one are more real they make you really fall
love with reading especially their smile /.* (55 lexical words/134).

381133 Accuracy

There is a variety of measures for accuracy. The quantitative data of accuracy can be obtained through various ways: by counting error-free clauses, or the number of errors, or error free AS-unit or any other unit of analysis selected by the researcher like t- unit or c- unit...etc. However, less divergences are noticed on the operational definition of accuracy compared to other CAF measures since the target language provides the norms to be achieved by EFL learners. What need to be retained from the literature review presented in this thesis is that accuracy refers simply to an error-free language. In other words, accuracy as a main

component of oral proficiency is the capacity to monitor speech production by not making language errors and avoid wrong choice of sentences or words that can lead to errors or communication breakdowns . To put it briefly, it signifies the correctness of the grammatical structures produced by the learners; thus, accuracy can be measured by counting the number of errors in students' speech production.

3.8.1.1.4. Statistical Measurements of the results: Some values are needed to confirm or disconfirm hypotheses.

38.1.1.4.1. Hypothesis Testing and Statistical Significance of the Obtained Results

To reject the null hypothesis and accept the results of the experiment obtained from the calculated difference between the pretest and posttest as being significant and not include any other effect that occurred by chance and thus exclude all the uncontrolled factors that might have altered the scores. The following values are calculated:

38.1.1.4.1.1. T-test

It is one of the basic concepts in inferential statistics to measure the difference between two sets of score values. The **t-test** is a necessary tool used for hypothesis testing. Calculating a **t-test** necessitates the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

38.1.1.4.1.2. Alpha Level

By the alpha level the researcher in different experimental studies seeks to reject the null hypothesis and thus eliminate the probability of any random errors or unreasonable doubt and avoid an erroneous inference. The alpha level ranges from 0 to 1.

Alpha decision level (or α level, also called significance level) should be set to delineate the statistical significance. In educational research $\alpha=.05$, it identifies the level of statistical errors to be admitted to accept or reject the null hypothesis.

The present test is one -tailed or directional since the first claim of the research expect an improvement of students' oral proficiency.

3.8.1.1.4.1.3 The Effect Size

Any reliable research requires the test's significance of the results and validate them to exclude any effect that might have occurred by chance and thus demonstrate the effects of the independent variable statistically. This concept is calculated by subtracting the mean of the posttest from the mean of the pretest group and dividing it on SD pooled (referring to the sum of their standard deviation).

$$\text{Cohen's } d = (M_2 - M_1) / SD_{\text{pooled}}$$

$$\text{where } D_{\text{pooled}} = \sqrt{((SD_1^2 + SD_2^2)/2)}$$

3.8.1.1.4.1.4 Degree of Freedom

From the results obtained the degrees of freedom need to be calculated and identified. Therefore, the number of values that are accepted as being free to vary or to change and thus contribute to the validity of the study depends on the sample.

The formula used to calculate the degree of freedom is the following:

The degrees of freedom = the number of values - 1 or (df = N-1), where (n = the number of values)

The sample of the study is composed of 40 students

$$df = 40 - 1 = 39$$

3.8.1.1.4.1.3. Critical Value

It refers to a decisive point in which the t-value can be accepted

$$t_c = 1.687 \text{ (with DF=39)}$$

3.8.1.2. Interaction Analysis

3.8.1.2.1. Coding and Analysing Classroom Discourse

This data analysis section deals with Classroom discourse that has taken place during the experiment. The first spoken language was produced in the pre- test and post-test and the second oral language that is of great interest to this research is classroom interaction that was recorded at the beginning and the end of the study. As it is already known from early studies on classroom discourse, it “encompasses the linguistic as well as the non- linguistic elements of discourse” (Tsui, 2008:2). It is generally approved that FL research on classroom interaction were motivated by the need to “evaluate” the new teaching methodologies” (Ibid). As all classrooms are particularly multifaceted and not easy to understand, Tsui (2008) argues that studies that are exploring classroom discourse should be ‘descriptive’ (Ibid). Therefore, the present research analyses the students’ answers in both pre-test and post-test using (CAF) measures. Furthermore, it also seeks to know the different improvements in grammar, vocabulary and strategy use. Therefore, the various student- student discussions were transcribed and coded using letters (TSSD A, B, C, etc.) (see Appendix 3) for after- pretest and after - posttest transcripts).

3.8.1.2.1.1. Error Analysis

3.8.1.2.1.1.1. Grammatical Errors

Error analysis is adopted in this research to evaluate the effectiveness of online authentic English language courses on the participants’ oral skills while interacting with their friends in the classroom. For this reason, the efficiency of such intensive programme can be demonstrated by a global identification of the most recurrent grammatical errors. The following step is their classification into categories which is followed by an analysis of the most common errors that hinder the communication process leading most of the time to communication breakdowns. Consequently, knowing students errors is an important step in providing the appropriate feedback for each learner and for each learning stage. Therefore, the most frequent errors that were spotted from the first pre-test and post- test (TTSD) were counted and compared to see any language improvement. By the use of interaction analysis various errors made by the participants in their exchanges concerns the verb tense errors

as students have difficulties with the auxiliaries, present tense, the past, irregular verbs, first language interference, mainly from Arabic. A quantitative and qualitative analysis at the end of the experiment indicates a noticeable improvement in the accuracy of the recorded transcripts.

3.8.1.2.1.1.2. Vocabulary Errors

Vocabulary learning is one of the most important challenges students face while learning a FL. "Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning" (Ghazal, 2007:84). The important role of vocabulary in language learning has been acknowledged by many researchers. Nation answered the question 'what does it mean to know a word'? By referring to the importance of knowing the form and meaning of the word, its associations, its affixes, its use, its grammatical function, its collocation, etc. A classification of errors was used by Ander & Yildirim (2010:5300) in their research where they identified seven categories of errors: Errors of "wrong word choice": Errors of "literal translation": 3. "Errors of omission or incompleteness": "Errors of redundancy" 4. "Misspelling": Errors of "collocation": Errors of "word formation": The present research is concerned with lexical errors related to oral production; therefore, the fourth category will not be included in this analysis.

3.8.1.2.1.1.1. Strategy Use

This research focuses also on the most effective CSs and how they can be taught both explicitly and implicitly and whether they can improve classroom interaction. The fourth hypothesis seeks to confirm or disconfirm an improvement in strategy use after the training programme. Quantitative and qualitative analysis of the transcribed data and post-study survey seeks to compare the various student-student discussions (TTSDs) to search for any improvements in strategy use by counting the number of strategies used in both pre-test and post-test transcripts to see whether the participants gained an awareness of the usefulness of these communicating devices.

3.9. Reliability and Validity in Experimental Research

Reliability and validity are basic foundations in experimental research. Generally speaking reliability refers to the consistency of the results. In other words, this notion explains whether the results would be the same in case a second researcher replicates the study a second time. Furthermore, validity refers to the credibility of the research or whether the final findings are real or not. There are two types of validity: Internal validity refers to the causal relationship between the treatment and the findings. In other words how can a researcher affirm that the results of his experiment are caused by a given instruction or treatment. Therefore, all possible threats to validity should be controlled to be excluded to ensure validity. For external Validity it refers to the generalization of the results to other populations and settings which is not a central concern in case study research.

3.9.1. Threats in Experimental Research

The notion of a threat is specific to experimental design because it relies on variables and analysis. They are also called ‘extraneous variables’ that can involve uncontrollable factors that may intervene in relation to participants, treatment or a setting. A threat is defined as “any condition which blinds or misleads researchers when they interpret their results” (Griffie, 2004:75). In any experiment various threats can be identified and controlled completely or partially from the beginning of any research. A number of threats are given in the following list (Ibid):

- ***The Hawthorne Effects.*** They are very common now and they originated from a study in the Western Electric Hawthorne Works, Chicago (Ibid). If participants are aware that they are receiving any treatment, this may cause a new behaviour as doing unusual or extra efforts. To control this threat teachers can do their research in a very discrete way. This can easily be achieved if the experiment is conducted by the teacher applying a new treatment to his students.
- ***The threat of history.*** It refers to all events that can take place between pretest and posttest and thus generate new variables or effects. To Control it researchers need to take notes of all actions and events and mention them (as in the case of classroom observation).

- **Maturation effect** .They are mainly related to the natural physical and psychological changes that may affect the results due to maturation or developmental factors .They can be controlled by the selection of participants who are nearly at the same age range or at the same developmental stage to result in the same maturation process for a short period of time.
- **Test effect**. It is another important issue as participants pass the first test so this leads to better scores in the post-test. Therefore, the solution is to design two forms of the same test.
- **Reactivity**. In some cases some data collection tools change the results as in questionnaires where respondents understand the issue and give new opinions. Therefore, all data collection instruments need to be supplemented by other methods as in triangulation or mixed method research.
- **Instrumentation**. It refers to errors in the testing instruments. The researcher can pilot the test instrument to eliminate this threat of instrumentation.
- **Regression**. Also called as statistical regression that occurs if good students did not take part in the pretest and the posttest.
- **Selection**. This threat is related to the level of the groups selected; consequently, random assignment is the best solution, but when randomization cannot be applied the researcher should report all the variations among participants and compare it with the new improvements.
- **Mortality** or the death of participants. Apart from death, that is rare in general, some participants prefer to leave sometimes in large numbers. If many students opt for a complete withdrawal ,the researcher need to know the reason or conceal the experiment.
- **Researcher expectancy**. The researcher cause some results to happen. For this threat of researcher expectancy, an explicit grading criteria should be made.

available for both the informants and colleagues (other teachers) to grade some performances in both pretest and posttests.

- ***Teacher effect.*** It occurs when a researcher is using two different teachers, for the control group and the experimental group. The best solution is to select teachers randomly or to opt for one teacher only.
- ***Ecological representativeness.*** (external threat to validity) or the generalization of the results). Teachers can replicate the research to other classroom settings and study the results in such new cases.

3.9.2. Implications for the Present Research

- The teacher applied himself the new instruction with her own students. Classroom observation is also adopted to report all the possible factors that might have contributed to the pretest and posttest results
- The participants are almost at the same age range to avoid all maturation processes that can affect the results.
- Two forms of the same test are designed for pre-test and post-test.
- Triangulation is adopted in the present research to cross validate the research findings.
- All the instruments are piloted to eliminate the threat of instrumentation.
- All the participants took part in all stages (no withdrawal was reported).
- Random assignment was not possible; therefore, all the scores are reported and a comparison was made to infer the effects of the treatment.

3.10. Ethical Considerations in Educational Research

Ethical issues are primary concerns in all stages of research. In fact, when teachers engage in educational research they are confronted to a number of ethical dilemmas. The first issue is related to the role of the teacher in his classroom. Another question that needs to be considered is the nature of research or the project itself (by avoiding racial issues, for example). Furthermore, ethical issues may stem from the data collection tools that are used and the process (by not causing harm such as high stress and anxiety to the participants). Moreover, issues related to the selection of participants and the nature of data collected (intimate issues, for example) are also main central concerns for the teacher researcher.

Finally, how the data is going to be used (such as publishing without consent, denigrating participants) is another ethical preoccupation in academic research.

3.10.1. Ethical Considerations in the Present Research

To sum up the ethical dilemmas that need to be addressed are the following:

- The role of the teacher in his classroom
- The duties of the teacher researcher
- Ethics and research
- Ethical issues in testing

3.10.2. Ethical issues in Research

Many principles have been initiated in the past 2,500 years by philosophers to understand ethical issues in general terms. This field was mainly known as normative ethics. All the approaches to normative ethics are normally arranged under three main types: “deontological ethics, consequentialist ethics, and virtue ethics”. First the deontological, or the duty-based approach was instigated by great philosophers as Kant (1964) Rawls (1971) (cited in Ibid: 665). For them “people’s or teachers’ decisions and actions should be guided by considering their own rights and duties and the rights and duties of others”. Specifically, teachers’ actions can be qualified as moral if they act in line with their responsibilities and duties that respect individuals’ values or social order. The second approach is “Consequentialism, or the Outcome-based Approach” that views actions according to their “positive or negative consequences” (Ibid: 665). For the third approach is Virtue-Based or it gives priority to values and norms. In other words, it attempts to describe what characteristics of a virtuous person that are needed to live in harmony with society. Among them “Intellectual honesty” that refers to the capacity to inculcate knowledge and truth, and to create and build trust and friendly relationships in his class. In addition to this, courage, care, fairness practical wisdom and many other virtues are all required in both classroom and society.

3.10.3. A Code of Conduct for the Teacher Researcher

Drawing from the three approaches the teacher researcher's duties can be summarized as in following (Cohen et al., 2007):

- Educational researchers should not publish false documents and falsify data about the setting, the participants, results, or conclusions.
- Teacher researchers should not intentionally or deliberately use their positions for falsified investigations.
- Educational researchers should report their results to decision makers and local authorities, and should avoid from hiding or partly reporting their final results.

Additionally, the most common ethical issues that are of great concern for any research work are listed by Cohen et al. (2007:318) that are in line with the above mentioned approaches as in the following:

- ***Informed Consent.*** This aspect concerns issue of taking part of the research or it concerns the voluntary participation of students.
- ***The rights to withdraw.*** The participant need to be informed that at any stage of research they can leave or not answer questions in the questionnaire.
- ***The potential of the research to improve their situation (the issue of beneficence).*** The aim of the research should improve their learning skill and not cause any short or long term deficiencies.
- ***The guarantees that the research will not harm them.*** It should not cause any physical or psychological injury for the participants.
- ***The guarantees of confidentiality, anonymity and non-traceability in the research.*** All the research tools shouldn't reveal the identity of the participants by a reference to a place or any information provided
- ***The degree of threat or sensitivity of the questions.*** In other words, the nature of the questions which may cause inhibitions to participants or an unclear reaction or a threat to their privacy.
- ***The reactions of the respondent.*** The researcher should allow the participants to give their opinions if any question or "*item is offensive, intrusive, misleading, biased, misguided, irritating, inconsiderate, impertinent or abstruse*" (Ibid).

3.10.4. Ethical issues in preparing for Pretest and Posttest

Reliability also is strongly related to test design and whether students receive a good preparation or not. Therefore, the issue lies in either providing explicit or implicit training or no preparation at all and in both cases the final findings can be modified. Taking into account the emergent needs for professional oral tests and oral proficiency tests in academic setting, this comprehensible demand to prepare students for tests is a challenging and lead to backwash effects of tests on learning and teaching. Another level of ethical issues is involved in the process of preparation (Mehrens and Kaminski 1989; Gipps 1994, cited in Ibid)

- The teacher researcher prepares students globally and makes sure that his participants' exposure to a complete programme according to objectives
- Limiting the instruction and the training courses to the functions and language structures that appear in tests.
- Preparing the participants with other similar tests.
- Give the questions and answers to students to train themselves before the test.

3.10.5. Implication for the Present Research

There are several recommendations that can be retained after reviewing these ethical issues.

- Respondents are not forced to complete a questionnaire. They can just be kindly advised to do it for research benefits ,
- Generally, the present research does not represent any mental or physical harm to the respondents ; conversely , they would benefit from the investigation since it aims at improving their oral skills and the choice of the materials does not cause any cultural shock to them,
- Privacy among participants is respected and they have the right to withdraw or answer questions in surveys or questionnaires and also the right to stay anonymous as a way to preserve their privacy to the high level.
- Names are not revealed especially if the data is transcribed and everything is arranged to make sure that intimate information do not lead to traceability or identification of the participants.

- Another particular problem is data storage and the risk of falling in other hands especially if they contain audio and visual recordings; therefore, the data should be destroyed as recommended (the audio recording are not left in the MSU data storage of the lab).
- The regular testing of the participants as part of their preparation cannot be a threat to internal validity because it is among the teaching strategies in the treatment.

3.11.A General Framework of the Present Research

In order to evaluate internet use at the University of Biskra a preliminary questionnaire was administered to a group of first LMD students and teachers who teach generally this level to assess the teaching and learning of the module of listening and speaking to get a general overview about the background of the research. Therefore, the preliminary questionnaire revealed that web-based authentic materials and tools were used in oral classes but not in a very systematic way as to enhance autonomous learning. As a second step, a pilot study was carried out and a preliminary assessment is also administered in the preliminary stage of the research to assess the actual level of the participant. This pretest was necessary in order to assess students' prior knowledge and determine what types of activities the students would be able to accomplish. As a final stage of the experiment a posttest was also administered to assess the outcomes of the pilot study.

In the same way the main research work investigates the impact of authentic web learning materials designed and strategy training in an experimental design and the data obtained was analysed both quantitatively and qualitatively. This stage is devoted to the different web authentic materials designed that occurred directly after a need analysis and the preliminary assessment stage. For this phase, there was a total of forty sessions taking into account the holidays and exam periods that occurred during the beginning of the second semester of the academic year (2018/2019) starting from January. Each session lasted for one and a half hour, in addition to after school home practice, over a period of 5 months. In general, the sessions amounted to a total of 60 hours of instruction time. The final session was allotted for the final assessment. The total research was completed over a period of nine months with the pilot study that took place at the beginning of the academic year. Each lesson had at least one or two authentic materials and different web tools incorporated into

the lesson plan. Thus, it was essential to use materials such as (videos, pictures, games, etc.) in the target language to suit the needs of the majority of the students because they have difficulties when using English language in speaking according to the results provided in the preliminary assessment. Also, many of the participants could not understand the general idea while listening to some authentic videos, according to the answers given in the teacher and students' questionnaire, so the materials are adapted to their different levels.

Stages	Research method adopted	Benefit for the present research
September 2017	Pilot study	Small scale study (sample of 38 students)
January 2018	Teachers and Students' Preliminary questionnaire First week (just after the pre-test).	Background of the study Need analysis Sample of this stage of research (40 students).
January 2018	<u>Main Research</u> First week –Pretest Course Application –Second Semester) Authentic Web learning and strategy training)	(Sample of the experiment (40 students)
June 2018	Students' Posttest Survey Questionnaire	Evaluation of the study (the same participants are used) -Sample of the experiment = 40 students)

Table 3.14. Stages of the Present Research

Conclusion

To sum up, this chapter presents a work plan of the present research that applied an innovative method of teaching as a new variable on EFL students at the University of Biskra. Thus, a quasi-experimental design was adopted with a sample of 40 students

to provide answers for research questions and test the hypotheses. Moreover, to achieve validity and reliability of the obtained data, qualitative and quantitative methods were combined in data collection and data analysis. Consequently, all the three stages (the exploratory phase the experimental phase and the post-experimental phase) generated quantitative and qualitative data. Finally, a thorough analysis of the obtained results are interpreted and discussed in chapters 6-7 to claim the efficiency of authentic web learning on students' oral proficiency. Finally, ethical considerations are enumerated in relation to methods of inquiry, testing instruments and participants and the adopted solutions are presented.

CHAPTER FOUR

Teachers and Students Preliminary Questionnaires

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CHAPTER FOUR

Teachers and Students' Preliminary Questionnaires

Introduction

Teachers and students preliminary questionnaires provide the background of this research that starts with a brief presentation of a general view of the context together with the controversial issues surrounding the teaching of oral communication skills in higher education in the current digital age. This introductory stage is essential to diagnose all the gaps and problems that Students face in oral classes at the University of Biskra. In regard to this purpose, the research design is both qualitative and quantitative by the use of both students' and teachers' preliminary questionnaires to collect data about the teaching of the module of oral expression , students' level ,internet integration ,assessment of oral skills ,the use of language labs, etc. The researcher used convenience sampling technique and the group selected is the one taught by the researcher. Moreover, all first year teachers participated in this preliminary stage.

4.1. General Findings

4. 1. Teachers Preliminary Questionnaires

4. 1. 1. Section One

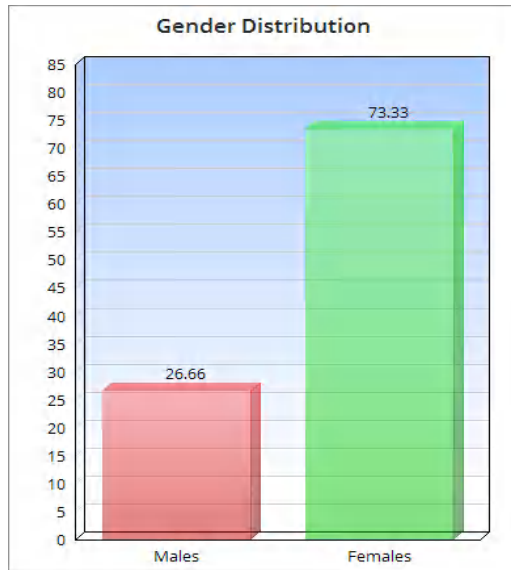
4. 1. 1.1. Personal Information

A-Gender Distribution

Q1:Specify your gender

Response	Male	Female
Participants	4	11
percentages	26,66	73,33

Table 4.15. Gender Distribution



Graph 4.1. Gender Distribution

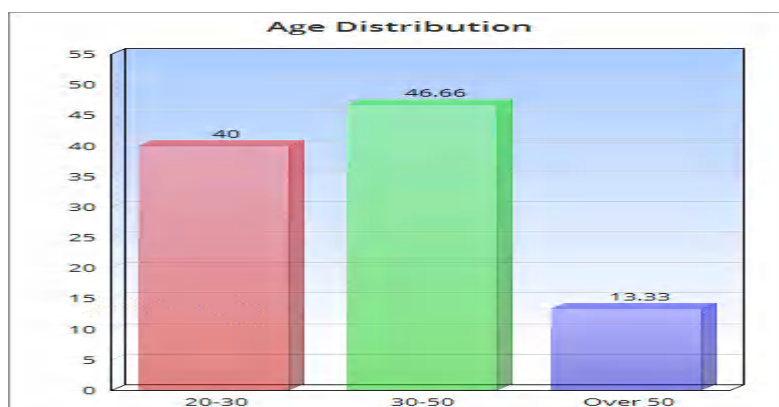
The results on graph 4.1 show the gender of the informants. Accordingly, (26.66% are males and 73.33 % are females). This information is significant for the present research as gender can affect roles, attitude and preferences in the choice of materials.

B.Age Distribution

Q2: Specify your age

Response	20-30	30-50	Over 50
Participants	6	7	2
percentages	40%	46,66%	13,33%

Table 4.16. Age Distribution



Graph 4.2. Age Distribution

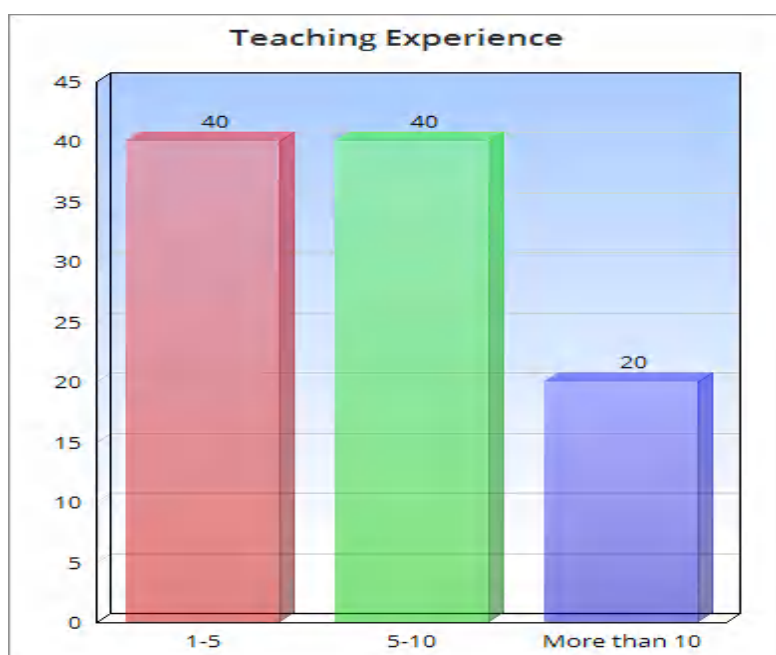
Concerning the participants' age, as illustrated on table 4.16 and graph 4.2, 40% of the informants belong to first age range, which is between 20-30 years old. The second group belongs to the second age range and represents 46, 66 % of the participants. Moreover, the third group, that represents an age group, which is over 50 years old, is the minority with a percentage of 13.33. It is very important to know the age of the teachers as this variable affects teaching in general.

C-Teaching Experience

Q3: Specify your teaching experience

Response	1-5	5-10	More than 10
Participants	6	6	3
percentages	40%	40%	20%

Table 4.17. Teaching Experience



Graph 4.3. Teaching Experience

For the participants' teaching experience, according to graph 4.3 and table 4.17, 40% of the informants have between 1-5 years in teaching English. Furthermore, the same percentage (40%) has between 5- 10 years of teaching experience. The third portion (more than 10 years) represents only 20% of the sample. This last group has normally a long professional background.

D-Type of Teaching Experience

Q4: Specify the type of teaching experience.

Response	Parttime	Full time
Participants	9	6
percentages	60%	40%

Table 4.18 Type of Teaching Experience



Graph 4.4.Type of Teaching Experience

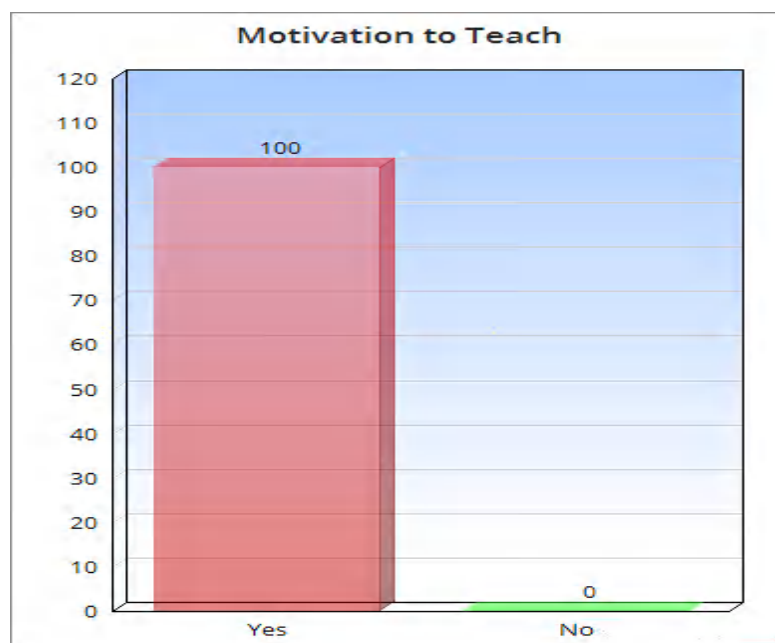
The type of teaching experience of the sample is illustrated on graph 4.4 and table 4.18. Therefore, (60%) of the sample are part time teachers and 40% are full-time ones. Part time employment is allowed in Algerian universities and many newly graduated students are regularly recruited on the basis of their results and they work with a constant coordination with more experienced colleagues. This teaching certificate is a necessary condition in doctoral research to become full-time university teachers. It is important to mention that both part time and new teachers need constant training and assistance in their teaching task .This situation can be counted as an obstacle to the teaching of ‘oral expression’.

E-Motivation to Teach the Module of ‘Listening and Speaking’

Q5: Are you motivated to teach the module of ‘Listening and Speaking’?

Response	Yes	No
Participants	15	0
percentages	100%	0%

Table4.19. Motivation to Teach the Module of ‘Listening and Speaking’



Graph 4.5. Motivation to Teach the Module of ‘Listening and Speaking’

The results of the questionnaire revealed also teachers’ motivation to teach the module of ‘Listening and Speaking’. According to graph 4.5 and table 4.19, the majority of the teachers (100%) are motivated. One needs to mention this information for the present research because if teachers are motivated they deploy all the necessary efforts in their classes.

4. 1. 2. Section Two: Teaching and Testing the Speaking Skill

4. 1.2.1. The Teaching of the Speaking Skill

Q1: How do you teach the module of ‘Listening and Speaking’?

As far as the teaching of speaking skill is concerned, according to the answers collected, 100% of the teachers affirmed that they integrate both listening and reading skill in their oral classes. Furthermore, all teachers (100%) admitted that they design their own

activities using both internet and some classical books. In addition to this, the majority of the teachers revealed that class discussions, role playing and presentations are regular classroom activities and almost all of them assumed that they like to bring a data show to their classes to be used by them or their students ;moreover, they use their mobiles and loud speakers when they present some listening materials .

4. 1.2.2. The Use of a Unified Syllabus when Dealing with the Same Level

Q2: Do you work with a unified syllabus when dealing with the same level?

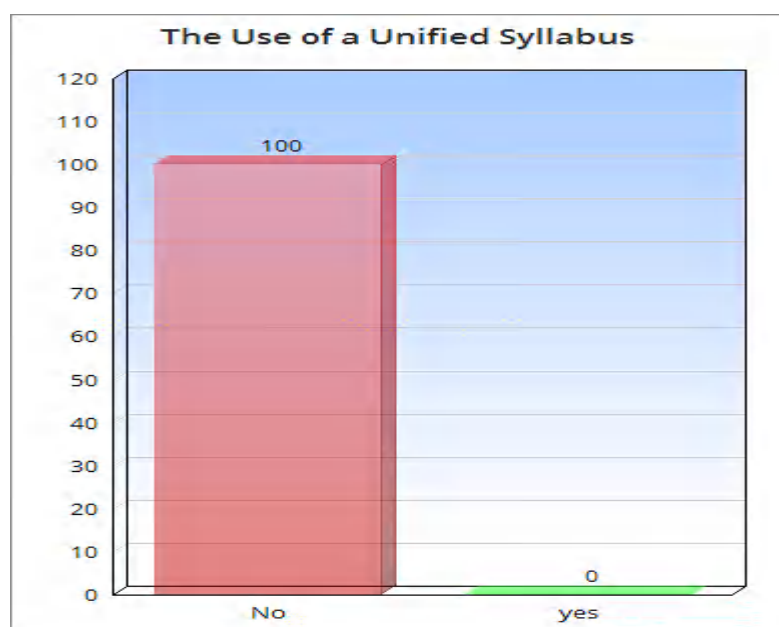
-yes

-No

-If you provide a negative answer would you please explain why?

Response	Yes	NO
Participants	0	15
percentages	0%	100%

Table4.20 .The Use of a Unified Syllabus when Dealing with the Same Level



Graph 4.6 .The Use of a Unified Syllabus when Dealing with the Same Level

Knowing about whether the teachers work with a unified syllabus when dealing with the same level is important for the present research. According to the data displayed on both table 4.20 and graph 4.6, all the teachers (100%) answered negatively as they admitted that

they work with no unified syllabus with clear objectives that each one will adapt in accordance with their students' learning needs. Furthermore, all of them argued that no programme was provided by the ministry of higher education and this module did not receive enough consideration as the writing skill where many doctorate research were done to improve its teaching and assessment. According to the answers provided, the teachers generally design tasks based on reading comprehension and listening comprehension. These answers present a real problem for teachers in the teaching of the module of 'listening and speaking' which is the absence of a well-designed teaching programme for each level. Therefore, the teachers will not have very clear aims and objectives and learning outcomes.

4.1.2.3. The Evaluation of the Module of 'Listening and Speaking'

Q3: How do you generally evaluate your students?

The present question tackles the evaluation of the module of 'Listening and Speaking'. Thus, the total number of answers revealed that the ongoing evaluation is mostly applied in oral classes by almost all the teachers (100%). In other words, students' scores are obtained on the basis of their participation and general efforts during the sessions. 100% of the teachers' answers point out that in exams students prepare topics, or a presentation or a play with friends and this leads to a high level of memorized language. Although, as they revealed, they ask questions to check understanding of words but they are still limited. Therefore, the evaluation of speaking skill needs to be in accordance with its nature. In general, oral tests have to be valid and reliable, many sorts of tests can be used like placement tests to know each student's learning stage. Diagnostic tests can be adopted to have an idea about their background knowledge. Proficiency tests are necessary to know their general level according to academic standards. Besides achievement tests measure accomplishments after an instruction. Consequently, all these forms of tests should be part of the teaching process.

4.1.2.4. The Validity and Reliability of Oral Exams

Q4: Are your exams reliable and valid?

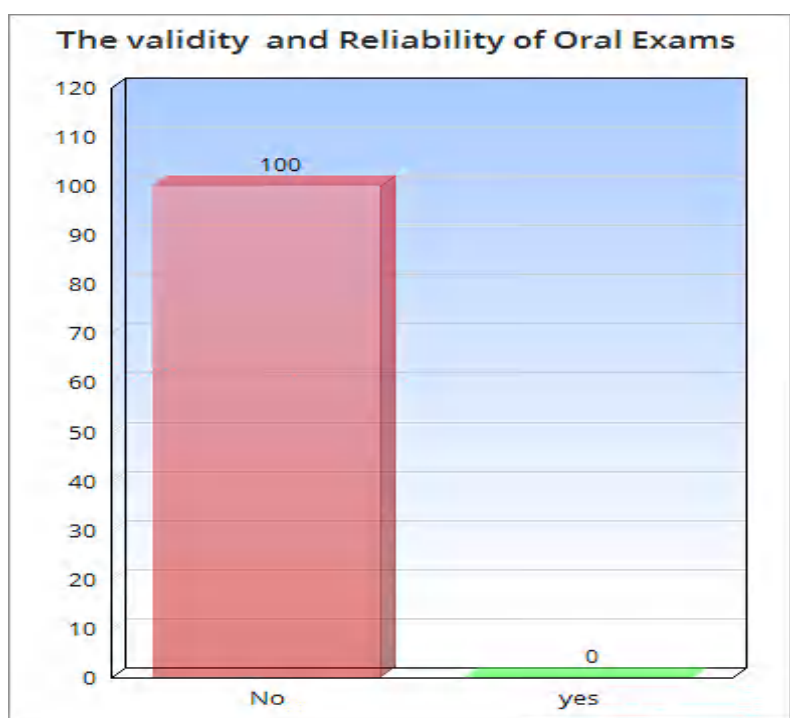
-Yes

-no

If you provide a negative answer please justify why?

Response	Yes	No	No Answer
Participants	0	15	0
percentages	0%	100%	0%

Table4.21. The validity and Reliability of Oral Exams



Graph 4.7. The Validity and Reliability of Oral Exams

This question deals with the validity and reliability of the oral exams .The teachers' answers (100%), as shown on table 4.21 and graph 4.7, are negative because the oral tests are not reliable and valid. The teaching of speaking skill requires attention especially in relation to the validity and reliability of testing methods, measurable outcome and the unified criteria that distinguish a good student in one group from another good student in another class if taught by another teacher. The teachers estimate that a high percentage of memorization is included in both teaching and testing of speaking which does not characterize the speaking situation. As the most used activities as role playing and presentations call only for already prepared talk and not for spontaneous speech. They all admit that even in class discussions students rely on some memorized passages in their answers. Therefore, the choice of good tasks for testing and the selection of criteria is necessary in all forms of tests to achieve objectivity and consistency.

2.5. The Use of Diagnosis Tests in the Measurement of Improvements

Q5: Do you do diagnosis tests at the beginning of the semester and do you measure improvements in oral skills?

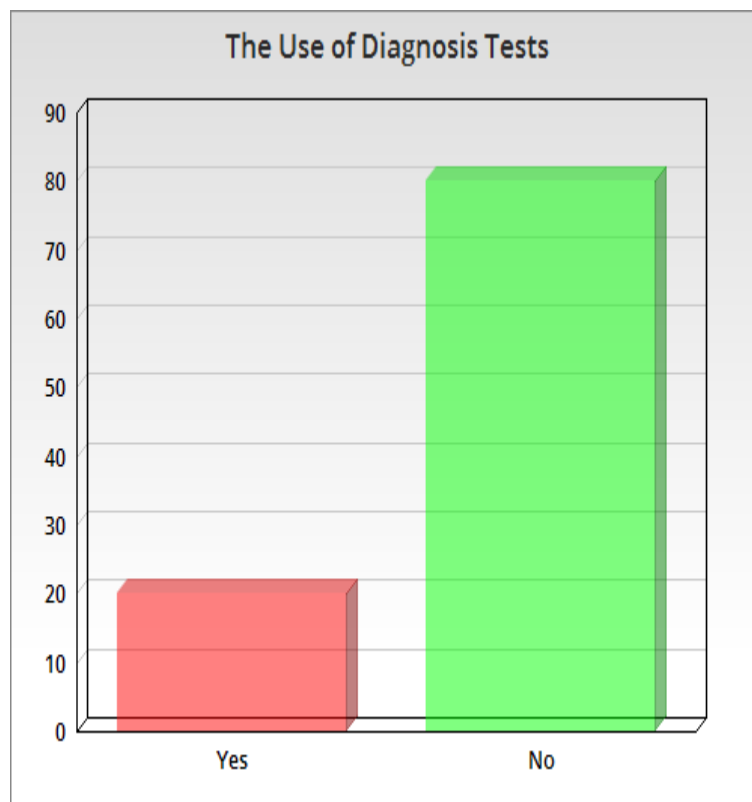
Yes

No

-In the two cases explain.

Response	Yes	No	No Answer
Participants	3	12	0
percentages	20%	80%	0%

Table 4.22. The Use of Diagnosis Tests in the Measurement of Improvements



Graph 4.8. The Use of Diagnosis Tests in the Measurement of Improvements of Oral Skills

The present question is about the use of diagnosis tests; consequently, the displayed results on table 4.22 and graph 4.8 demonstrate that little attention has been paid to diagnosis oral tests as 80% of the answers are negative and 20% are positive. Diagnosis tests are

useful to know the students' oral skill level so that teachers can make more efforts to help students overcome language difficulties. Measuring improvements by the teachers and learners both globally and quantitatively is a sign of efficiency in teaching and learning but this aspect has not a substantial place in oral classes in Biskra University according to the questionnaire. Although it is a necessary teaching strategy for success and motivation maintenance still the process of its application is not clearly applied and its mechanisms are ignored. So, teachers need to design diagnosis tests with clear criteria and help students understand them, by enumerating them like pauses, fluency, accuracy, etc., and use each learning stage as a motivator for learning growth and improvement.

4. 1.2.6. The Use of Oral Proficiency Tests with students.

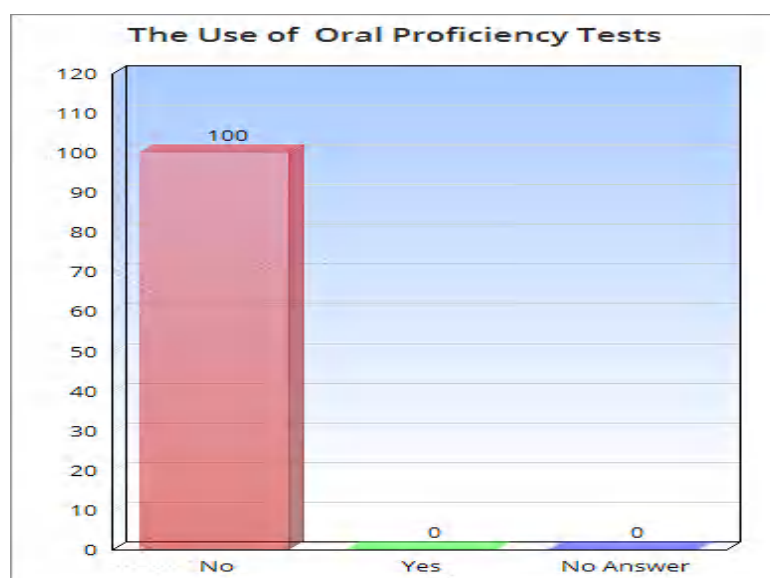
Q6: Do you use oral proficiency tests with your students?

Yes

No / Please explain why in both cases.

Response	Yes	No	No Answer
Participants	0	15	0
percentages	0%	100%	0%

Table 4.23. The Use of Oral Proficiency Tests with Students



Graph 4.9. The Use of Oral Proficiency Tests with Students

The results concerning the use of oral proficiency tests with students are displayed on Graph 4.9 and table 4.23. Thus, 100 % of the respondents opted for the ‘No’ as a dominant answer and no one gave the second and third one. In addition to presentations and role plays, students need to take true oral proficiency tests as the ones that language learners take in private institutes or on online professional websites to which they do not know either the questions to be asked or topics to be tackled to avoid the habit of memorizing reading passages. This is an appropriate test to train students in an efficient use of language in spontaneous and in unpredictable situations. Teachers need to be aware of their students’ levels of proficiency and all assessment techniques to be able to use them to make the learning process demanding and challenging.

4. 1.2.7.The Use of Portfolios in Oral Classes

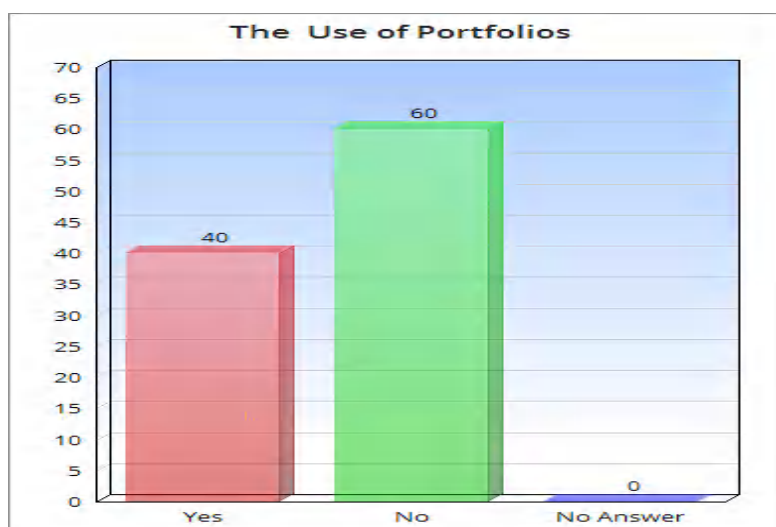
Q7: Do you use portfolios in your oral classes?

yes

No /Explain in both answers

Response	Yes	No	No Answer
Participants	6	9	0
percentages	40%	60	0%

Table 4.24.The Use of Portfolios in Oral Classes



Graph 4.10.The Use of Portfolios in Oral Classes

The integration of portfolios in the learning process is the main focus of the present question. As indicated by the teachers' answers, illustrated on Table 4.24 and graph 4.10, the use of portfolios in oral classes is limited due to many reasons. 60% of the informants who answered with 'No' assumed that their evaluation cannot be included at all and they are not feasible because of the overcrowded classes as the number of students can attain 60 or more in one group. Accordingly, students abandon them just after a short time of their creation as they usually give reasons of lack of time and many modules to prepare, etc. This question also brought many clarifications as another group of teachers (40%) answered with 'Yes' and they admitted that their responsibility is evident in material selection, learning objectives, language functions to be included in the portfolios and the criteria of their evaluation. At least they should assist their students in the first stages to check understanding and efficiency in their choice of materials to suit learning needs and assess them in terms of measurable skills. Finally, more emphasis should be put on portfolios as suitable learning and assessment tools for speaking skill.

4. 1.2.8. Self and Peer Assessment

Q8: Do you encourage self and peer assessment in your classes?

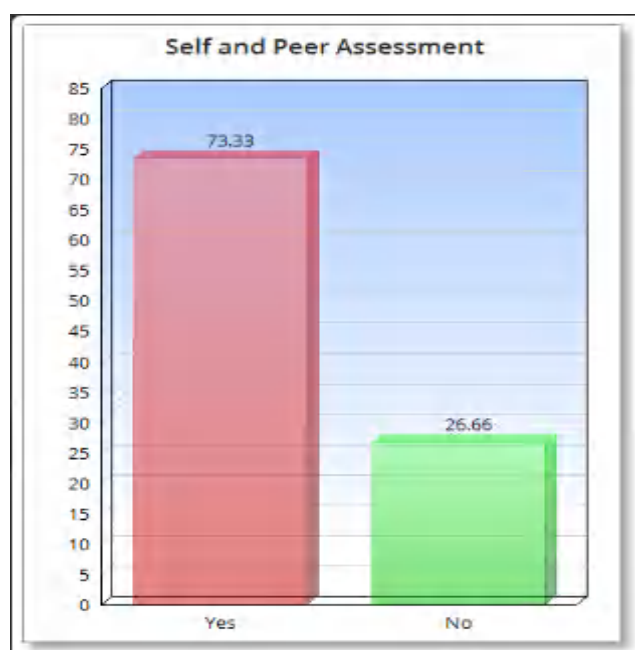
Yes

No

If you give a positive answer, explain how?

Responses	Yes	No
Participants	11	4
Percentages	73,33	26,66

Table 4.25. Self and Peer Assessment



Graph 4.11. Self and Peer Assessment

Self and peer assessment is another concern in this stage of research. This question seeks to know whether they are encouraged in oral classes or not. Thus, both table 4.25 and graph 4.11 indicate that 73, 33% of the responses are positive and 26, 66 are negative. In other words, the majority of the teachers recognized the importance of self and peer assessment and all of them agreed that errors should be corrected and should be given more consideration as they provide information about teaching and learning. They admitted that students need to be given a choice about when and how their errors should be corrected. Therefore, all such language problems should be carefully dealt with to reduce their number throughout different teaching stages. However, the majority failed in going beyond error correction and providing practical suggestions and useful mechanisms on how they can be applied in classes. According to the majority of answers, the correction of the errors is left at the end of the task where important ones are corrected. Therefore, students are asked to correct themselves the errors before passing to peer assessment and at last teacher' s correction to gain time. All things considered, the use of self and peer assessment should receive more consideration in EFL classes.

4. 1.2.9. Students' Level in Speaking

Q9: How do you qualify the students' level this year?

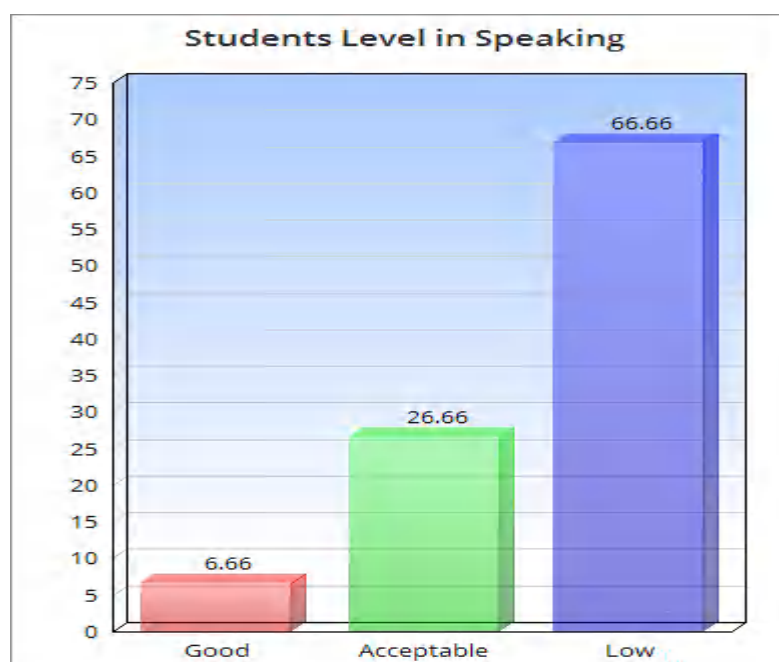
Good

Acceptable

Low/If you choose this answer give reasons or more explanations.

Response	good	acceptable	low
Participants	1	4	10
percentages	6,66	26,66	66,66

Table 4.26.Students' Level in Speaking



Graph 4.12.Students' Level in Speaking

Getting information about Students' level is a crucial aspect for the present research. According to table 4.26 and the graph 4.12, 6, 66% of the teachers said that the level is good, 26, 66 % of them affirmed that it is acceptable and 66, 66 % assumed that that students' level is low. For them, they have many problems in pronunciation, grammar, vocabulary, knowledge and their language difficulties are due to mother tongue interference and the lack of exposure to the English language. Therefore, Students need to read books, watch movies, watch videos. There is no doubt that teachers have a role to play in this process as they can

ask their students to practise the language by reading for leisure and listening to news, etc.

4. 1.2.10. The Frequency of Pauses in Students' Oral Production

Q10: Do your students make pauses frequently when they speak English?

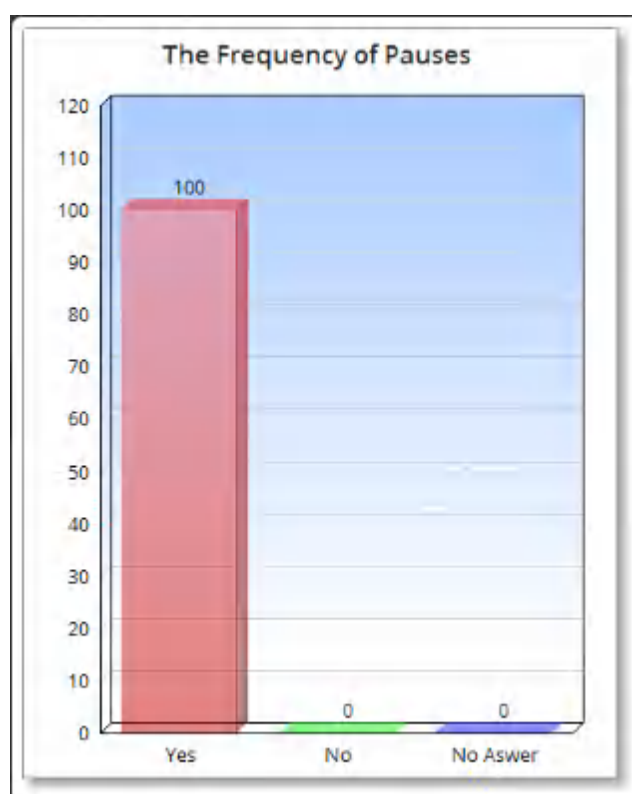
yes

No

If you give a positive answer explain.

Responses	Yes	No	NoAnswer
Participants	15	0	0
percentages	100%	0%	0%

Table 4.27. The Frequency of Pauses in Students' Oral Production



Graph 4.13. The Frequency of Pauses in Students' Oral Production

The answers to the question that deals with the frequency of pauses in students' oral production are shown on Table 4.27 and graph 4.13. In view of that, the majority of the

teachers (100%) answered with ‘yes’ and they explained this phenomenon by language difficulties due the lack of exposure to the English language and psychological factors as they suffer from lack of self-confidence. As a final remark, special teaching strategies and solutions should be adopted to reduce these language dysfluencies.

4. 1.2.11. The Teaching of Communicating Strategies

Q11:Do you encourage your students to use communicating strategies to avoid such pauses or communication breakdowns?

Yes

-No

-If you give a positive answer, explain.

Responses	Yes	No	No
Participants	3	12	0
percentages	20%	80%	0%

Table4.28 .The Teaching of Communicating Strategies



Graph 4.14 .The Teaching of Communicating Strategies

The present question deals with the teaching of communicating strategies. According to the percentages on table 4.28 and graph 4.14, 80% of the teachers gave

negative answers and only a minority (20%) teach them these language skills as approximation, giving examples and giving them time to find words to train them to face difficulties . Generally, teachers orient their students to practise their English as they ask them to read books and watch videos, etc.

4. 1.2.12.The Teachers’ Difficulties when Teaching Speaking Skill

Q12:What are the difficulties that you face when you teach speaking skill?

The majority of teachers enumerated the following difficulties when they teach speaking like the overcrowded classes as a major obstacle because some students do not even get real opportunities to talk. Besides, many sessions are generally lost when students pass the oral exam as they pass one by one, they mentioned also the problem of internet connection in classes and language laboratories. Some of them also raised the issue of the lack of qualified engineers for equipment maintenance and the lack of more additional audiovisual means in the laboratory. In addition to this, the labs are insufficient according to the huge number of groups. Another obstacle mentioned by a majority is the lack of a syllabus as the ministry of higher education did not provide teachers with some guiding lines for task design.

4. 1. 3. Section Three: The use of Technology in Teaching of Speaking Skill

4. 1.3.1. The Use of language Labs for Testing Purposes

Q1:Do you use language labs for testing purposes?

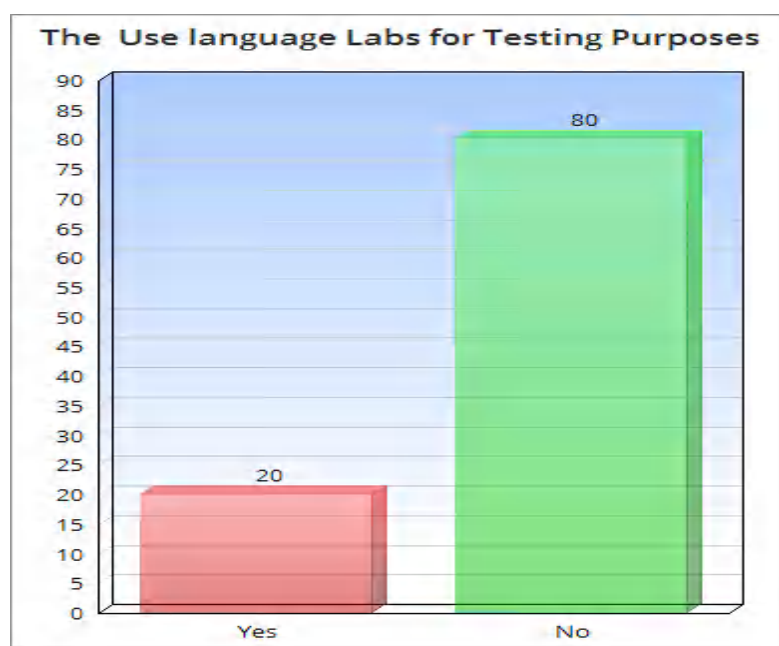
Yes

No

Justify your answer in both cases.

Response	Yes	No
Participants	3	12
percentages	20%	80%

Table4.29 .The Use of language Labs for Testing Purposes



Graph 4.15 .The Use of language Labs for Testing Purposes

Inquiring about the use of language labs for testing purposes is highly significant in this preliminary stage of the research. According to teachers' answers, as illustrated on graph.4.15 and table 4.29 only 20% selected the ('Yes') option and (80%) answered with ('No') as they do not use language labs for testing purposes. As said before, the variety of options these technological instruments offer would normally contribute significantly to achieve fairness and equity in final exam results. Teachers justified their answers by their ignorance of such a technical equipment and non-availability of language labs at their university (according to some answers). In addition to this, another category of the teachers assumed that many breakdowns occur during classes so they cannot rely on them (laboratories) during the exam period. The minority(20%) who affirmed that they use them they justified this answer by the fact that language labs facilitate the recording process and results can be obtained rapidly as the data can be taken home and evaluated carefully , individually or with other colleagues. For the present research language labs need to be used in both teaching and testing of speaking skill.

4. 1.3.2. Internet Authentic Materials Integration in Everyday Courses

Q2: Do you integrate web authentic materials in everyday classes?

Yes

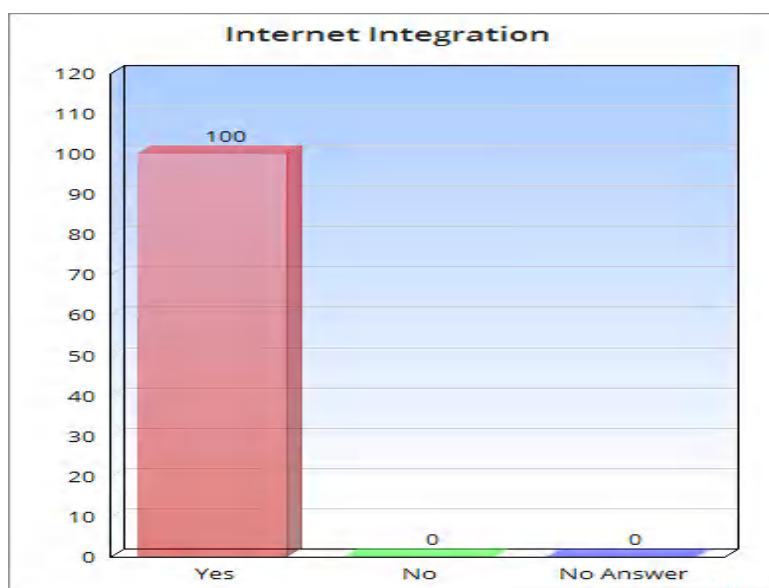
No

No Answer

If the answer is 'yes' explain how do you orient your students to use them outside the class in a systematic way?

Response	Yes	No	No Answer
Participants	15	0	0
percentages	100%	0%	0%

Table 4.30. Internet Authentic Materials Integration in Everyday Courses



Graph 4.16. Internet Authentic Materials Integration in Everyday Courses

In regards to online authentic materials integration, the teachers' answer was adequate on one hand as they all agreed that a variety of such good resources are regularly used in their oral classes(100%). On the other hand, their orientation of their students to systematically explore them was unexpected. According to the answers provided, their role as teachers is limited to giving them advice, preparing role plays or watching movies for class activities or exams and they just ask their students to read books, watch videos and listen to songs, etc. What students do outside the walls of the classroom as language practice is left without an effective evaluation. This crucial assistance is necessary to pave the way for successful autonomous learning and student centred learning as some aspects are left unexplored in the class leaving space to confusion and uncertainty?

4. 1.3.3.The The Teaching of Computing Skills to EFL students

Q3: Do you teach your students technical skills related to both internet and computing?

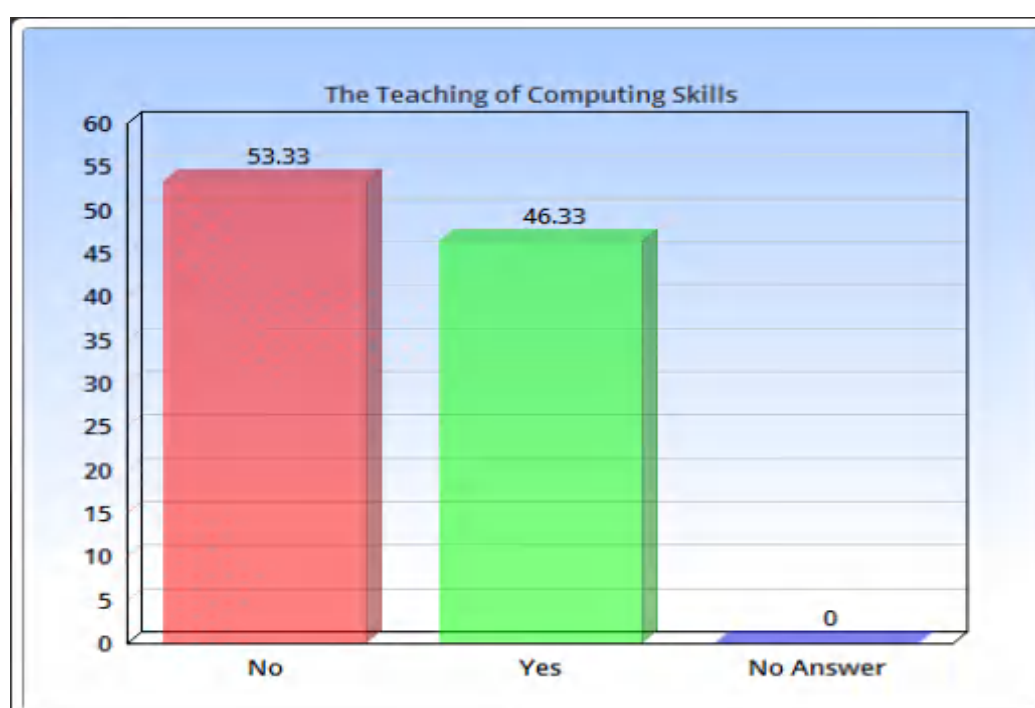
Yes

No

Explain in both answers.

Response	Yes	No	No Answer
Participants	7	8	0
percentages	46,66	53,33	0%

Table4.31.The Teaching of Computing Skills to EFL students



Graph 4.17.The Teaching of Computing Skills to EFL students

As a response to the question on teaching computing skills, 46, 66% of the teachers answered with 'Yes' and 53, 33% answered with 'No'. The justifications provided pointed to students' needs. However, those who supported a negative position, assumed that computing and internet skills are not new for anyone. It is significant to draw teachers' attention to the fact that a majority of students are from isolated rural areas where such technological tools are not easy to manage for this category of learners. The teachers' answers seem not to take into account that some students are in such delicate situations and are unwilling and embarrassed to share their difficulties with their friends or talk about them in class. A relaxed atmosphere is the appropriate solution since sharing skills and exchanging

information about some simple tasks like downloading files ,the best applications that can be used for all types of purposes and solutions that can be adopted if there are cases of students who do not have personal laptops, mobiles or good internet connection at home. Of course, the solution is in the spirit of cooperation through constant verification on the part of the teacher and making the learning process a team work through cooperation and fair competition.

4. 1.3.4. The Use of Chatting Tools in Oral Classes

Q4: Do you encourage your students to use chatting tools to improve their oral proficiency?

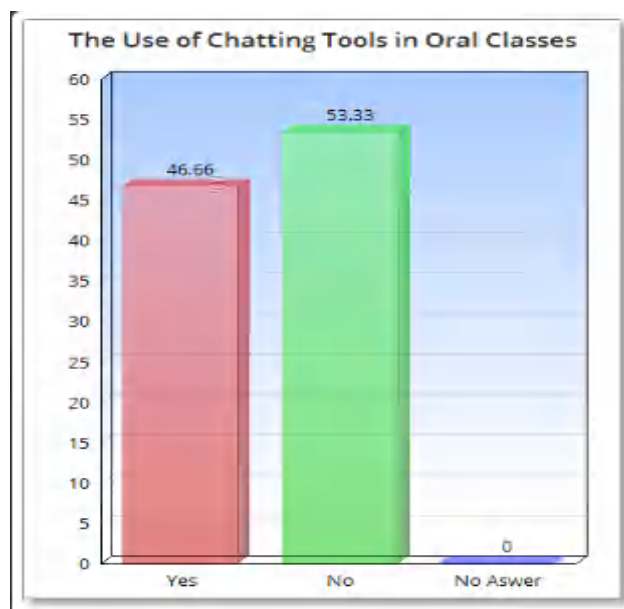
Yes

No

If you give a positive answer, please, explain how?

Responses	Yes	NO	No answer
Participants	7	8	0
Percentages	46,66	53,33	0%

Table 4.32. The Use of Chatting Tools in Oral Classes



Graph 4.18. The Use of Chatting Tools in Oral Classes

The present question is devoted to the use of chatting tools in oral classes. Statistically, 46, 66% gave a positive response; however, 53, 33% of the informants did not integrate it in classroom activities. Therefore, this teaching tool is left unexplored by most of them according to their answers. Generally speaking, the first group of the teachers are familiar with all various chatting tools and are aware of the importance of voice chatting in developing the speaking skills. To explain their positive answers, they admit that they give advice to chat with friends and foreigners but their frequency and efficiency and including them with classroom learning objectives is totally ignored by them. Thus, the new era in the teaching of speaking skill is left to individual decision without motivating all the learners to the resources of online communication and teaching them strategies to achieve high quality of interaction in the comfort of their homes.

4. 1.3.5. E-learning in EFL instruction in Biskra University

Q5:Do you think that students receive a good E-learning instruction using all the modern visual means in oral sessions in the University of Biskra ?

-Yes

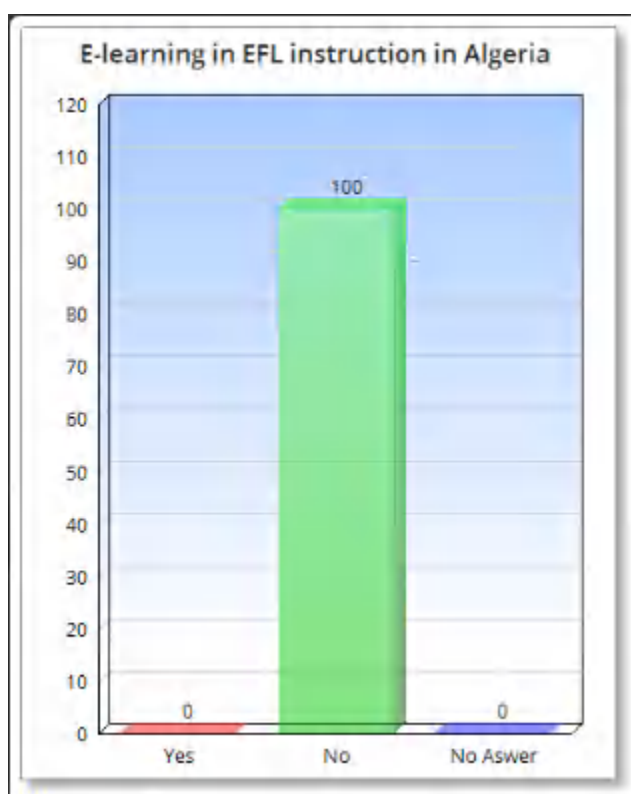
-No

No Answer

Justify your answer in all cases.

Responses	Yes	No	No Answer
Participants	0	15	0
Percentages	0%	100%	0%

Table 4.33. E-learning in EFL instruction in Biskra University



Graph 4.19. E-learning in EFL instruction in Biskra University

The participants were required to provide their opinions about E-learning in EFL instruction in Biskra University. Thus, table 4.33 and graph 4.19 display the data obtained, as it is shown, all the teachers' answers (100%) were negative as they qualified the oral classes in Biskra University as being far from the modern changes in the world of EFL teaching in the age of technologies. They justified their answer by the fact that the reality imposed certain limits to such achievements. The problem of the number of students was mentioned as an obstacle to aspire for such modern oral classes and many technical equipments are needed for that purpose. Many teachers also mentioned the level of motivation as being very low among some students as they do not invest totally in this module and prefer to devote more time to the writing skill or not study at all as the level of concentration is inadequate compared to the previous years. Additionally, students spend more time on social media but not with the exact purpose of improving their oral proficiency. Finally, oral classes can easily be taught according to the new era of e-learning and everything is just in the orientations of the teachers and all issues can be settled down since they are dealing with adults at higher education. These positive views are beneficial and they need only to be spread to all Algerian classes.

4.2. Students' Preliminary Questionnaire

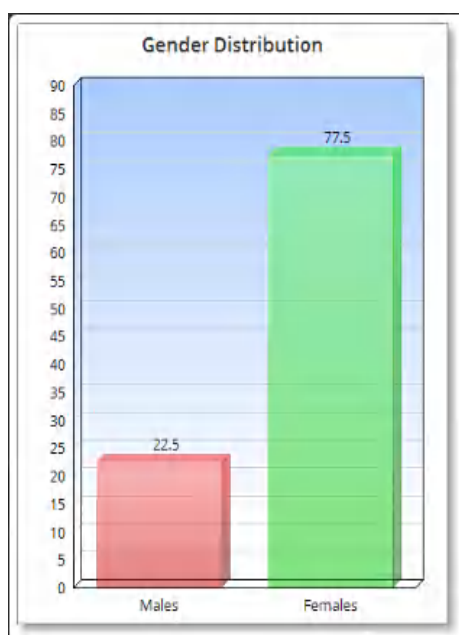
421. Section One: Personal Information(Age ,Gender, Learning Experience)

A. Gender Distribution

Q1:Please specify your gender.

Response	Male	Female
Participants	9	31
Percentage	22,5	77.5%

Table 4.34 .Gender Distribution



Graph 4.20 .Gender Distribution

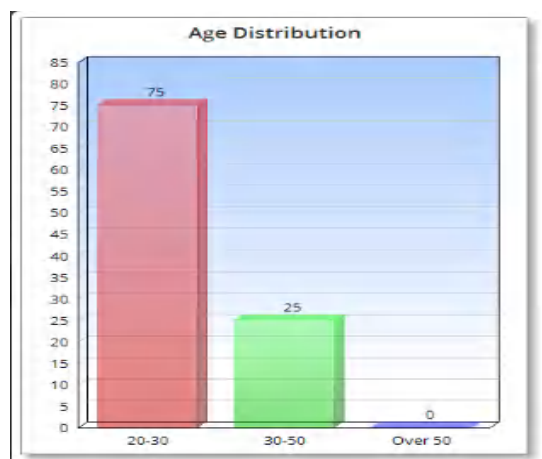
Concerning the gender of the participants, from the sample of 40 students that was selected for this background study 77.5% % of the informants are females and 22, 5 % are males. Gender is an important factor while doing research in terms of interests, needs and attitudes.

B. Age Distribution

Q2:Please specify your age.

Response	20-30	30-50	Over 50
Participants	30	10	0
percentages	75%	25%	0%

Table 4.35. Age Distribution



Graph 4.21. Age Distribution

According to the obtained answers about the age of the sample, as illustrated on table 4.35 and graph 4.21 all students(75%) are young and have nearly the same age. According to the questionnaire 25% of students are more than 30 years old because English attracts many graduated students from different branches. Age is a significant demographic factor in research in terms of learning background, life experiences, opinions and abilities.

C .Students' Choice of English

Q3:Is English your first choice?

-Yes

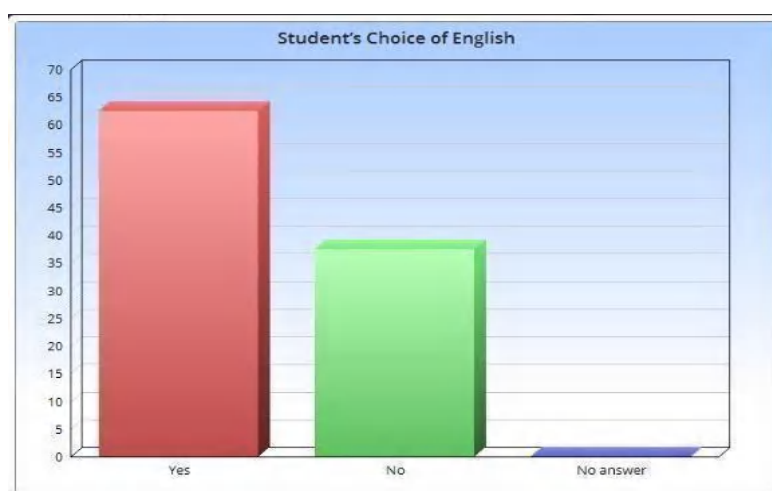
-No

No Answer

Justify your answer

Response	Yes	No	No Answer
No	25	15	0
Percentage	62,5	37.5	0%

Table 4.36.Students' Choice of English



Graph 4.22.Students' Choice of English

The students' answers on their choice of English are illustrated on graph 4.22 and table 4.36. Accordingly, 62, 5% of the participants consider English language as their first choice since it is an international language and is needed in various fields all over the world. However, the rest of the sample consider English language as not their primary choice and their enrolment in it is temporary since they are trying to resit the baccalaureate to get their first choices the following year.

D. Learning Background

Q4: Have you studied English since middle school?

Yes

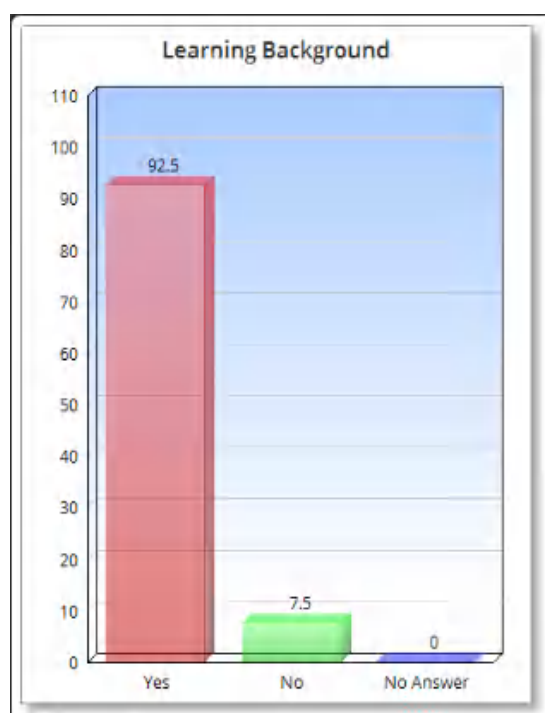
No

No Answer

If you provide a negative answer explain.

Response	Yes	No	No Answer
Participants	37	3	0
Percentage	92.5%	7,5%	0%

Table 4.37 .Learning Background



Graph 4.23 .Learning Background

For the participants' learning background, table 4.37 and graph 4.23 show that the majority of the participants (92, 5%) studied English since middle school except for 3 students (7, 5%) who are from Niger, they studied English since secondary school. For these three Nigerian students English is not their first choice and their enrolment in the English branch is because of the lack of teachers in their country.

E. Students' Mother Tongue

Q5: What is your mother tongue?

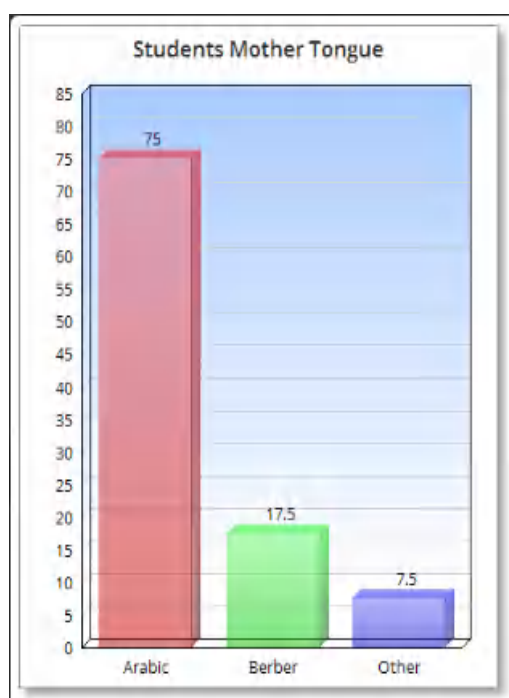
Arabic

Berber

Other /Please explain.

Response	Arabic	Berber	Other
Participants	30	7	3
Percentage	75%	17,5%	7,5%

Table 4.38.Students' Mother Tongue



Graph 4.24.Students’ Mother Tongue

The displayed data illustrates students’ answers about their mother tongue: The majority of the participants (75%) selected “Arabic”, (17.5%) opted for “Berber”, and for the three Nigerian they wrote Haoussa. It is significant to know that French is the official language in Nigeria. It is necessary to have an idea about the mother tongue of learners to identify the sources of errors in their language production.

F- English speaking Practice in both Middle School and Secondary School

Q6: Did your teachers (in middle and secondary schools) train you to speak English in oral sessions independently from other skills?

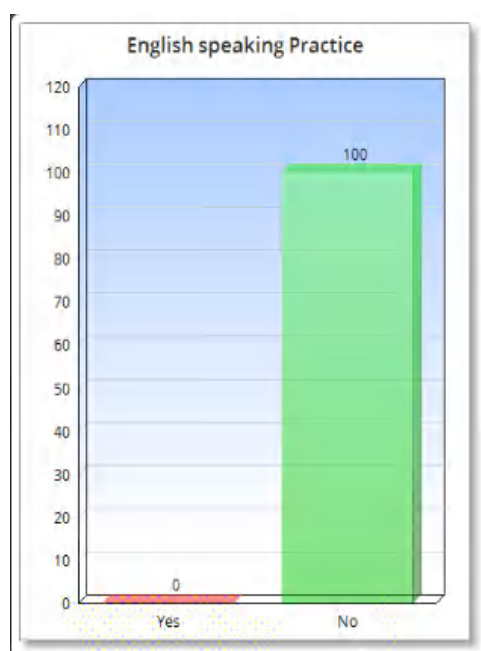
Yes

No

Please explain in both cases.

Response	Yes	No
Participants	0	40
Percentage	0%	100%

Table 4.39.English speaking Practice in both Middle School and Secondary School



Graph 4.25.English speaking Practice in both Middle School and Secondary School

The present question deals with English speaking practice in both middle school and secondary school. According to table 4.39 and graph 4.25, the majority of the students (100%) admitted that both in the middle school and secondary school their teachers did not train them to speak English in oral sessions and they used English when they answer questions in warm up stages of the lesson and listening and reading activities, etc. Furthermore, according to their explanations, in the middle school, they were trained to repeat dialogues but the majority are incapable of taking part in real conversations with their friends and teachers.

4.2. Section Two/Assessing Needs and Language Difficulties

4221. Students' Difficulties in Speaking English

Q1: Do you have difficulties in speaking ?

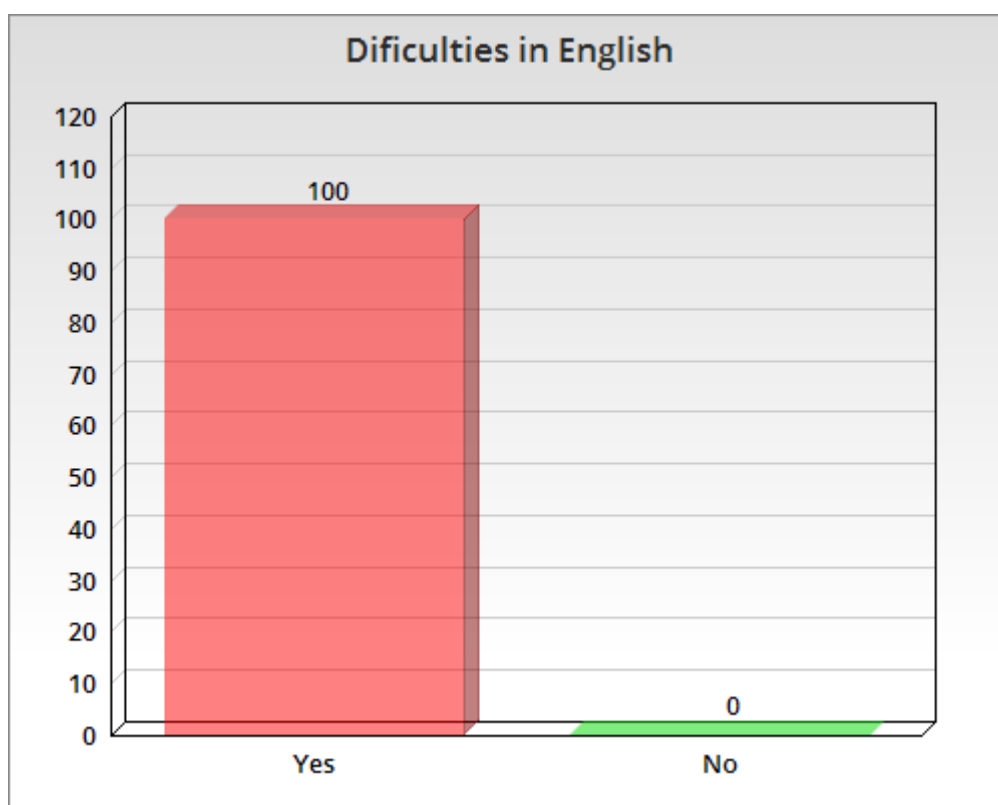
-Yes

-No

If your answer is 'yes', please select the difficulty according to the following areas: (N.B. Select more than one if needed).

Response	Yes	No
Participants	40	0
Percentage	0%	100%

Table 4.40. Students' Difficulties in Speaking English



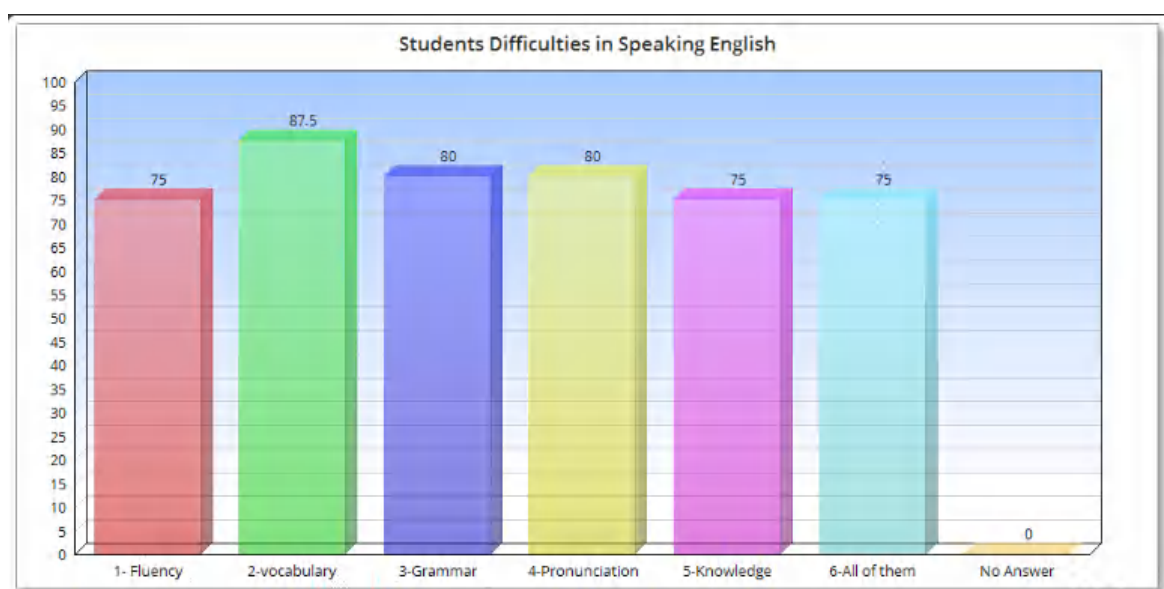
Graph 4.26. Students' Difficulties in Speaking English

For the students' difficulties in speaking English, the results that are displayed on table and graph above show that all the informants (100%) assumed that they have many problems in using English in everyday conversations .

4.2.2.1.1. Students' Areas of Difficulties in Speaking English

I have difficulties in	Number of answers	Percentages of answers
1- Fluency	30	75%
2-vocabulary	35	87,5
3-Grammar	32	80%
4-Pronunciation	32	80%
5-Knowledge On various topics	30	75%
6-All of them	30	75%
7-No Answer	0	0%

Table 4.41. Students' Areas of Difficulties in Speaking English



Graph 4.27. Students' areas of Difficulties in Speaking English

Table 4.41 and graph 4.27 demonstrate students' areas of difficulties in speaking English. Therefore, 75% of the participants surveyed admitted that they are not fluent when they use English and 87.5% of the participants have serious problems with vocabulary. The same portion approximately 80% face problems in pronunciation and 80% of the sample think that grammar is another obstacle because they make many errors while using English in class. Besides, a large portion (75%) also think that their cultural background is not sufficient to communicate effectively in English especially while interacting in the class or with friends.

4.2.2.2 Students' Needs in Studying English

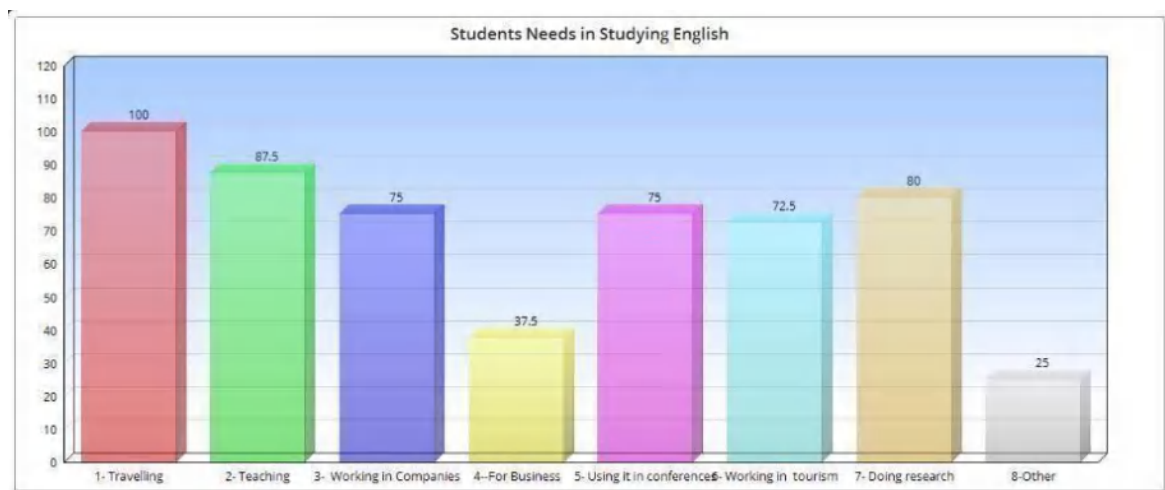
Q2: Why do you need to study English ?

Select the appropriate statement (You can select more than one)

I need English to	N	%
1- To travel abroad	40	100%
2-To work as a teacher	35	87.5
3-To work in different companies	30	75

4-For business	15	37.5
5-To participate in conferences	30	75%
6-To work in the field of tourism	29	72.5%
7-Doing research in language teaching ,in literature or in other scientific fields	32	80%
8-Other(please specify)	10	25%

Table 4.42 .Students’ Needs in Studying English



Graph 4.28 .Students’ Needs in Studying English

Students’ needs in studying English is a central concern for the present research .Thus, table 4.42 and graph 4.28 illustrate the results related to students’ various choices offered to them in the question. Consequently, the first Statements that the participants selected are “to travel abroad” (100%) and “to work as a teacher” (87.5%) as the first favoured options. The other statements “I need English to work in different companies, I need English for business and to participate in conferences and to do research in language teaching, literature and in other scientific fields” got the highest percentages too with more than (50%). Only a minority of the participants (25 %) offered other objectives as working abroad, working as translators, opening a school for English language, etc. Generally, this shows the level of motivation among our students as they are aware of all horizons that are offered to them in this branch.

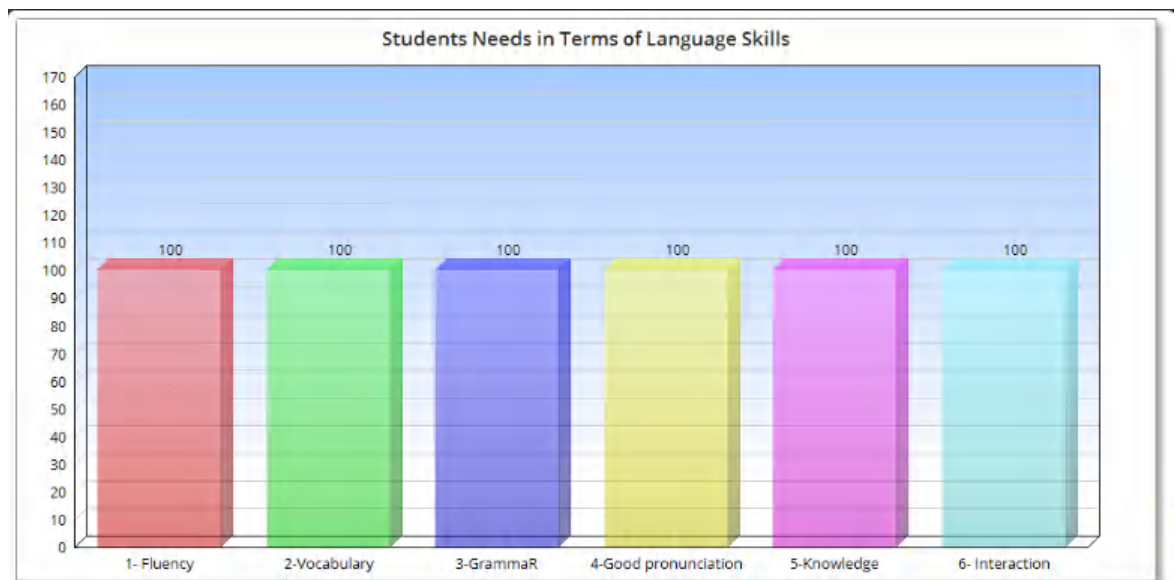
4.2.2.2. Students' Needs in Terms of Language Skills

Q3: What do you need to speak a good English? Please select one of the following statements.

(You can select more than one if needed)

<u>I need English</u>	N	M
To speak fluently	40	100%
vocabulary	40	100%
Grammatically correct sentences	40	100%
Good pronunciation	40	100%
Knowledge in various topics	40	100%
To interact in various situations	40	100%

Table 4.43. Students' Needs in Terms of Language Skills



Graph 4.29. Students' Needs in Terms of Language Skills

The overall results of this pre-experiment questionnaire explain the students' needs in terms of language skills. As shown on table 4.43 and graph 4.29 almost the totality of the participants are aware of their language problems; therefore, they are aware of their needs in terms of language skills and want to improve them. Besides, most of the students selected all the statements referring to oral skills like "pronunciation" (100%), "grammar" (100%), "fluency" (100%) and "knowledge" (100%) and "interaction skills" (100%). Therefore, they selected all the above statements.

4.2.2.3. The Use of Communicating Strategies

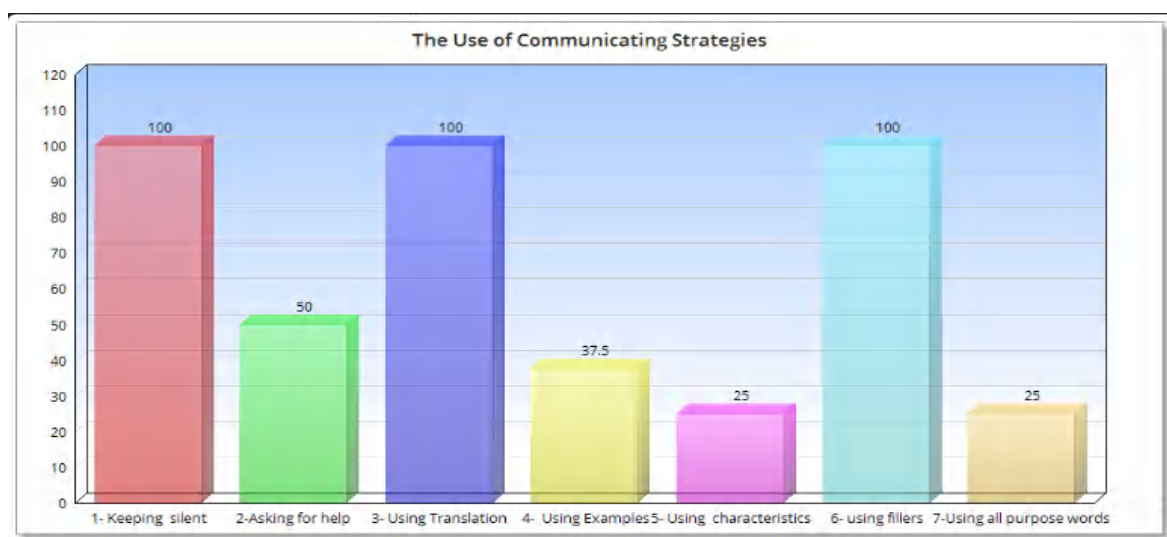
What are the strategies that you use when you do not find words in oral performances?

Tick the appropriate box(You can select more than one).

The communicating strategies I use when I do not find words	Number of Answers	Percentages
1-I keep silent for a short time	40	100%
2-I ask for help	20	50 %
3-I translate from Arabic or French	40	100%
4-I generally use examples	15	37.5%
5-I use the characteristics of the word.	10	25%
6-I use fillers to gain time like <i>umm</i> , <i>uhh</i>	40	100%
7-all purpose words in the case of not having in mind the exact word. (using the word	10	25 %

<i>thing</i> or repeating any other word)		
---	--	--

Table 4.44. The Use of Communicating Strategies



Graph 4.30. The Use of Communicating Strategies

Both table 4.44 and graph 4.30 clearly illustrate strategy use among our participants. All the participants mostly selected three main statements “When I do not find words, I keep silent, I translate from Arabic or French or I use fillers to gain time”. On the other hand, the other strategies were selected by few students only. This shows that a total ignorance of these strategic devices. This certainly explains the pre-tests results that revealed a high frequency of long pauses and the use of fillers by almost all learners. The minority selected the other statements referring to the strategies of approximation (“all purpose words in the case of not having in mind the exact word” (using the word “thing” or repeating any other word) with percentages of 25%.

Section Three: Internet Use and Students Language Practice

4231. Internet Use by Students

Q1: Do you use internet?

yes

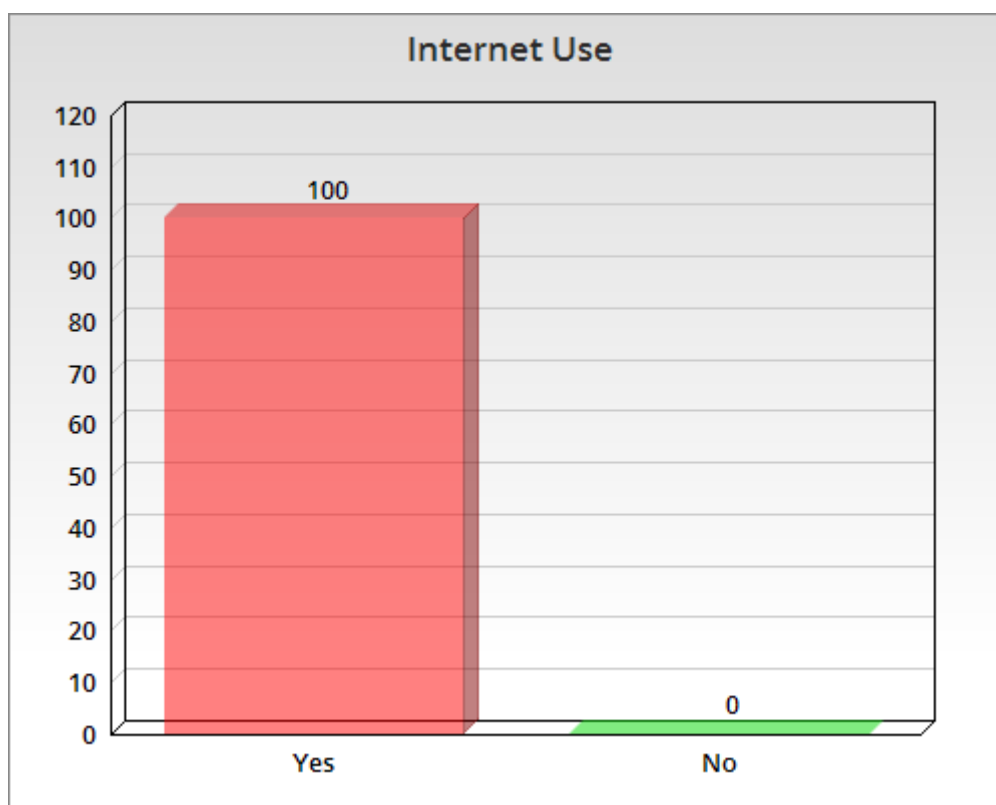
No

If you provide a positive answer, select the internet applications and web browsers that you use mostly.

You can select more than one option.

Response	Yes	No
Participants	40	0
Percentage	0%	100%

Table 4.45. Internet Use by Students



Graph 4.31. Internet use by Students

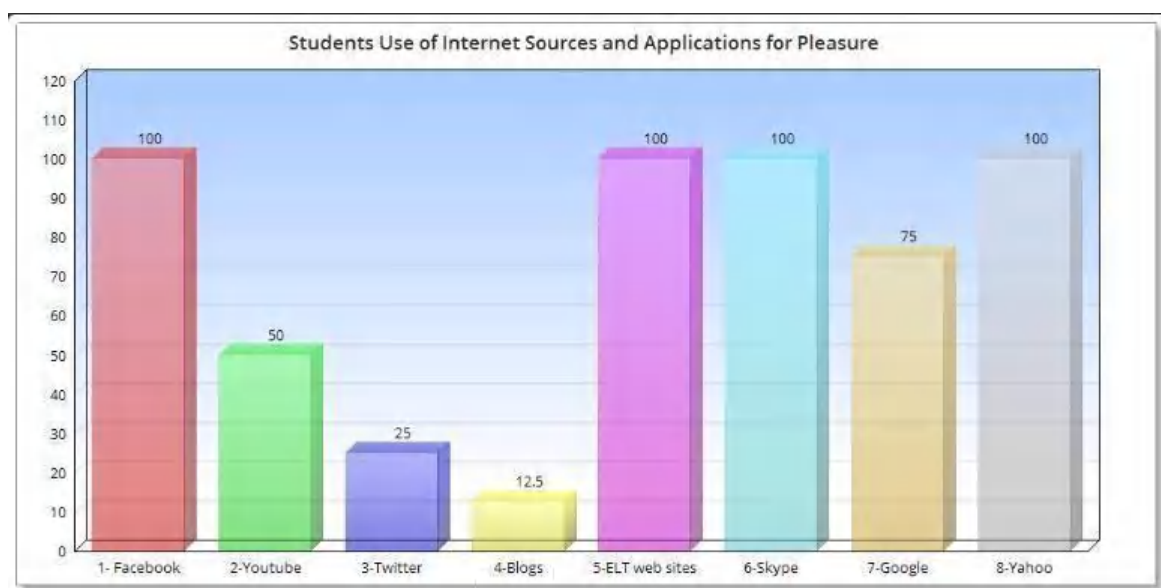
The first part of the question deals with internet use by the students. As it is shown on table 4.45 and graph 4.31 the majority (100%) of the participants use internet.

42311. Students' Use of Internet Sources and Applications for Pleasure

Students' use of the internet Applications and Browsers	Number of Answers	Percentages
1- Facebook	40	100%
2- Youtube	40	100%

3-Twitter	20	50%
4-Blogs	10	25%
5-ELTweb sites	5	12.5
6-Skype	40	100%
7-Google	40	100%
8-Yahoo	30	75%
9-Messenger	40	100%

Table4.46.Students’ Use of Internet Sources and Applications for Pleasure



Graph 4.32.Students’ Use of Internet Sources and Applications for Pleasure

The results that are displayed on table 4.46 and graph 4.32 point out students’ general use of Internet sources and applications. So all the participants (100%) admitted that they use internet; accordingly, social networking is a mostly favoured activity among students as these mobile applications are accessible easily everywhere. Therefore, a sizable majority (100%) use “Facebook, google, messenger and skype”. According to students’ answers the same portion use YouTube to watch and share videos but a notable exception concerns twitter that is used only by 50 % of our informants. Generally speaking, social media is so popular among students and youth in Algeria. On the contrary, as displayed in the table above “ELT websites” are only used by 12.5% of the whole population, in addition to blogging that does not hold the centre of attention by the participants as only 25% use them.

4.2.3.2- Students' Regular Use of the Internet to Improve their Oral Proficiency

Q2: Do you use internet regularly to improve your oral proficiency?

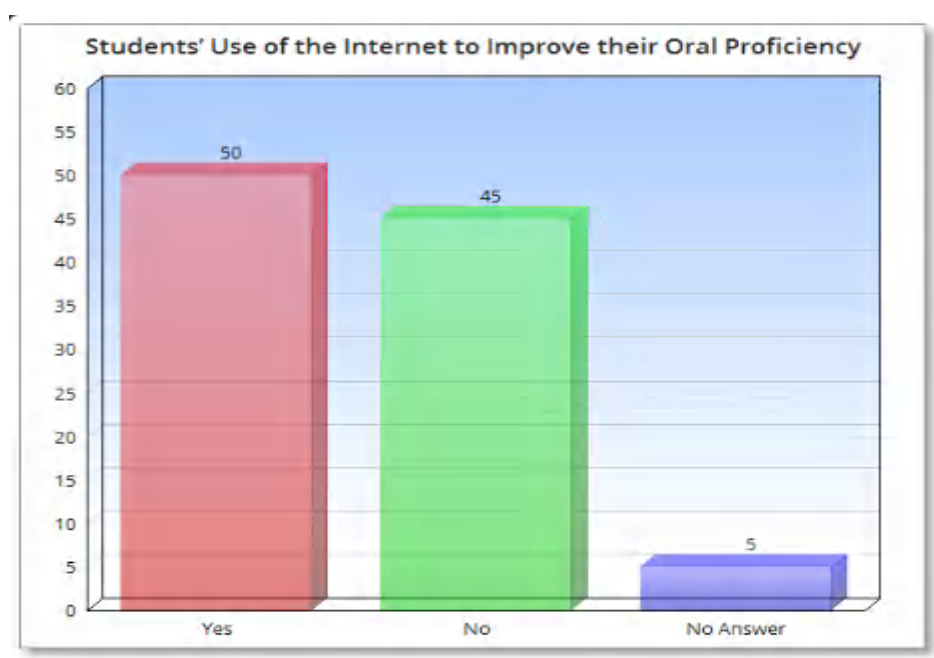
Yes

No

Explain in both cases.

Response	Yes	No	No Answer
Participants	20	18	2
Percentage	50%	45%	5%

Table 4.47. Students' Regular Use of the Internet to Improve their Oral Proficiency



Graph 4.33. Students' Regular Use of the Internet to Improve their Oral Proficiency

Table 4.47 and graph 4.33 represent the collected data on the students' regular use of the Internet to improve their oral proficiency. As it is shown, 50 % of the sample use internet on a regular basis to practice the English language; however, 45% of the group do not use it regularly with a precise aim of improving their oral skills and 5% did not give any answer. They justified their answer by the fact that they do not have a good internet

connection as they live in isolated areas (from Tolga, Makhadma ,Bordj Ben Azouz, etc). In addition to this, their financial means are limited and they cannot afford sophisticated mobiles, tablets or laptops that need to be equipped with a 4th G internet which is very expensive too. Another important issue raised by some girls is that their parents do not allow them to use internet at home since they are from conservative families. Some of them also mentioned their lack of technical skills to download songs, movies, etc.

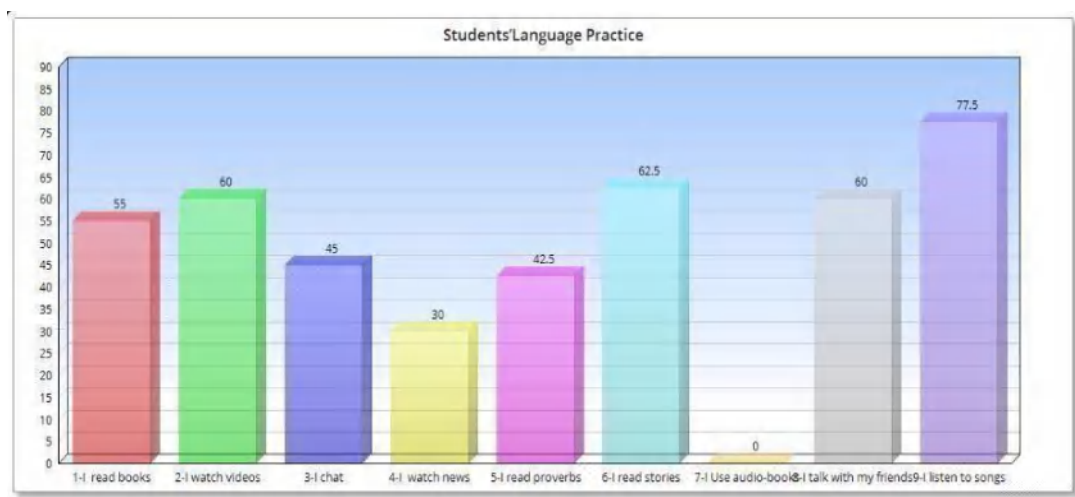
4.2.3.3 Students' Language Practice

Q3:What do you do to improve your oral proficiency?

Choose from the following:

To improve my oral proficiency	N	%
1-I read books	22	55%
2-I watch videos	24	60%
3-I chat with my friends on the net	18	45%
4-I watch news	12	30%
5-I read proverbs	17	42.5%
6-I read stories	25	62.5%
7-I listen to audio-books	0 %	0%
8-I talk with my friends	24	60%
9-I listen to songs	31	77.5%

Table 4.48 .Students' Language Practice



Graph 4.34 .Students’ Language Practice

This part of the students’ questionnaire gives a clear view on the students’ language practice. According to the answers provided on Table 4.48 and graph 4.34, about 55% of the sample revealed that they read books to learn new words and thus improve their oral proficiency. Another portion (60%) also assumed that they watch videos. Furthermore, 45% of the sample affirmed that they chat with friends on the net. Reading stories and listening to songs as favourite options are selected by a majority of learners. On the contrary, the statement “I listen to audiobooks” was not selected by students due to their ignorance of this learning tool. Generally, these results demonstrate students’ level of awareness about the best ways to improve their language skills so the teacher needs just to guide them more to explore perfectly all internet resources.

4.2.3.4 Teacher’s Role in Students Home Practice

Q4: Do you think that teachers can play a significant role in home practice to make it more effective in improving students’ oral proficiency?

Yes

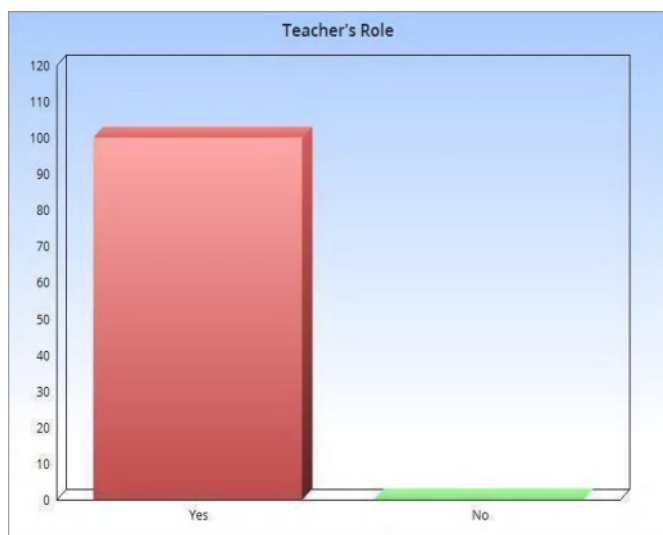
No

If your answer is positive, explain why and how?

Select one of the following statements (You can select more than one).

Response	Yes	No
Participants	40	0
Percentage	0%	100%

Table 4.49. Teacher's Role in Students Home Practice



Graph 3.35. Teacher's Role in Students Home Practice

4.2.3.4.1. Students Home Practice

I accept my teacher to	N	%
1-Guide me in my Homepractice	40	100%
2-I accept my teacher to Evaluatemy home practice	40	100%

Table 4.50. Students' Home Practice



Graph 4.36. Students' Home Practice

The obtained data on table 4.50 and graph 4.36 show students' home practice. It is clear that all the students (100%) agreed on the positive role of teachers in students' home practice even at the university level and the majority (100%) selected the two statements and accept their teacher's involvement in their home practice as a fruitful task to learn English. Although they are adults, they still need the help of their teachers to show them how they can work outside the classroom to improve their language skills and also they want their teacher to evaluate it so they can stay motivated throughout the process of learning. They highlighted the problem of wasting time while surfing on the net aimlessly .Sometimes they can start reading any article on any blog but rapidly they abandon it for another insignificant activity like playing video games , listening to songs or chatting with their friends or with foreigners but not with any learning goal.

4235. Students anxiety during the Pre-test

Q5: Was the first oral test a stressful experience?

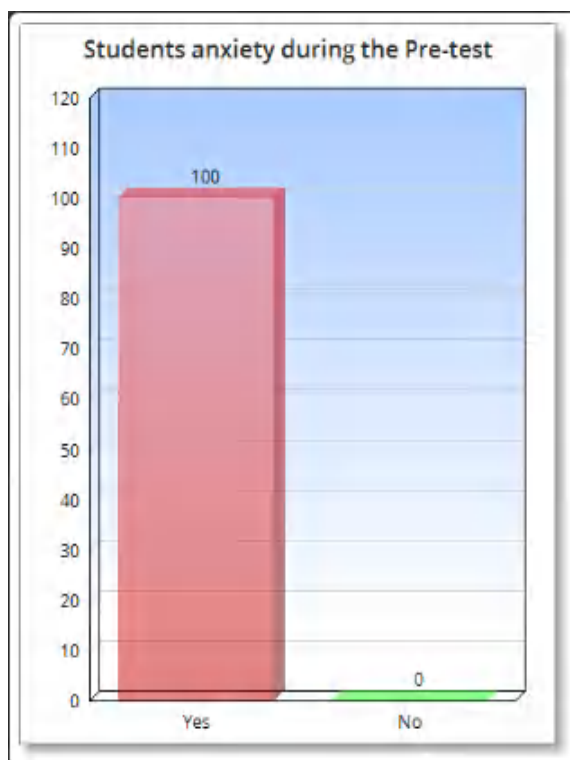
Yes

No

Please, explain in all cases.

Response	Yes	No
Participants	40	0
Percentage	100%	0%

Table4.51 Students’ anxiety during the Pretest



Graph 4.37. Students’ anxiety during the Pretest

Students’ anxiety during the oral tests was an important concern during the experiment. Although all the participants were prepared for the oral tests the majority of students’ answers (100%) revealed that they were so anxious before the test since it is the first time they had such experience (as shown on both table 4.51 and graph4.37). During the test students described their struggle to find suitable words or ideas according to the questions although the test was easy. Besides, some students said that they have not started answering the questions after the teacher’s signal because they had strange feeling to speak alone through the headphones. After the test they had a negative feeling about their level in English especially in regard to the number of pauses they have made and their length promising to do their best to improve it. They also revealed that they had many ideas but they were incapable to express them in English so they preferred to abandon them for other ones.

4.2.3.6 .Students' Use of Learning Portfolios

Q6: Have you ever used portfolios before?

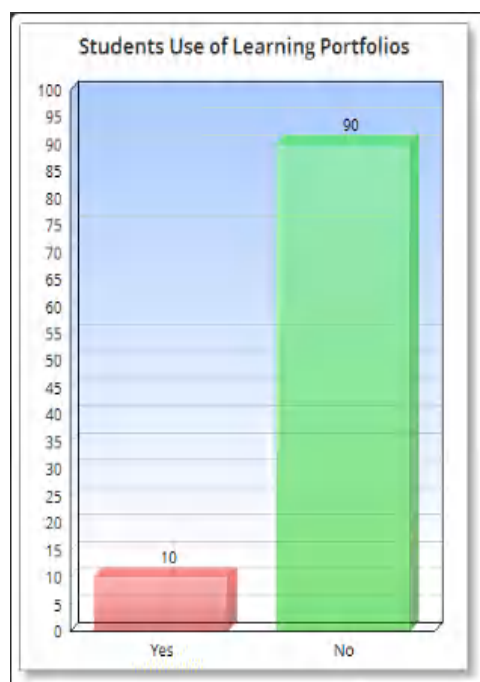
Yes

No

Explain in both cases.

Response	Yes	No
Participants	4	36
Percentage	10%	90%

Table4.52. Students' Use of Learning Portfolios



Graph 4.38.Students' Use of Learning Portfolios

The information about students' use of learning portfolios is necessary in this exploratory stage of the research. As indicated on table 4.52 and graph 4.38, almost all informants (90%) answered with 'No' as they do not know what is a portfolio and recognized that they did not use them before. However, some of them admitted that in the secondary school some teachers asked them to have a copybook where they can write poems ,recipes , their favourite songs , biographies of their favourite stars or writers , interesting topics, news

and stories (especially their teachers of French). For them, it was a constructive technique to build their vocabulary and enrich their cultural background. Therefore, as they find any interesting event on any everyday newspaper they enclose it in it. These participants consider it as a hobby more than a learning activity.

Conclusion

The present chapter represents the exploratory phase of the research. In this first stage, the data was collected by means of the questionnaire with 15 EFL teachers and 40 first year students selected by convenience sampling at the University of Biskra in Algeria. To sum up, the questionnaires have been informative in that they provide a clear description of the profile of the participants, the situation and the assessment tools, attitudes, the teachers' difficulties, students' level. Thus, both teachers and students' responses helped the research in understanding the nature of the module and how it is taught. Besides, these research findings uncovered the situation and the serious difficulties that the students face while communicating in English. Thus, the teaching of speaking skill at the university level calls for more consideration as it needs to follow the technological development. Additionally, this phase draws attention to the reality of internet integration in oral classes as both students and teachers lack consistency and systematicity in using online authentic materials.

CHAPTER FIVE

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CHAPTER FIVE

Experimental Design

The main part of this research is the experimental design that investigates the effects of web authentic learning on students' oral skill. It consists of three sections. The first one presents the results of the pilot study. The second section deals with the main research: It starts by explaining the nature of the module of listening and speaking and how it was taught during the experiment with the use of language labs to enhance exposure to an authentic input. It also clarifies portfolios learning and enumerates its criteria, as a learning and an assessment tool. This chapter describes the learning process and students' use of self-assessment and peer-assessment strategies in their daily home practice to improve their oral skills. This part ends with a strategy training instruction as part of the course with the use of tasks and a checklist to assess awareness raising and their use to affect learning achievements.

5.1. The Results of the Pilot Study

Both pretests and posttests (of the pilot study) were recorded and evaluated using the rubric (see appendix 5) and the results are, thus, presented as follows:

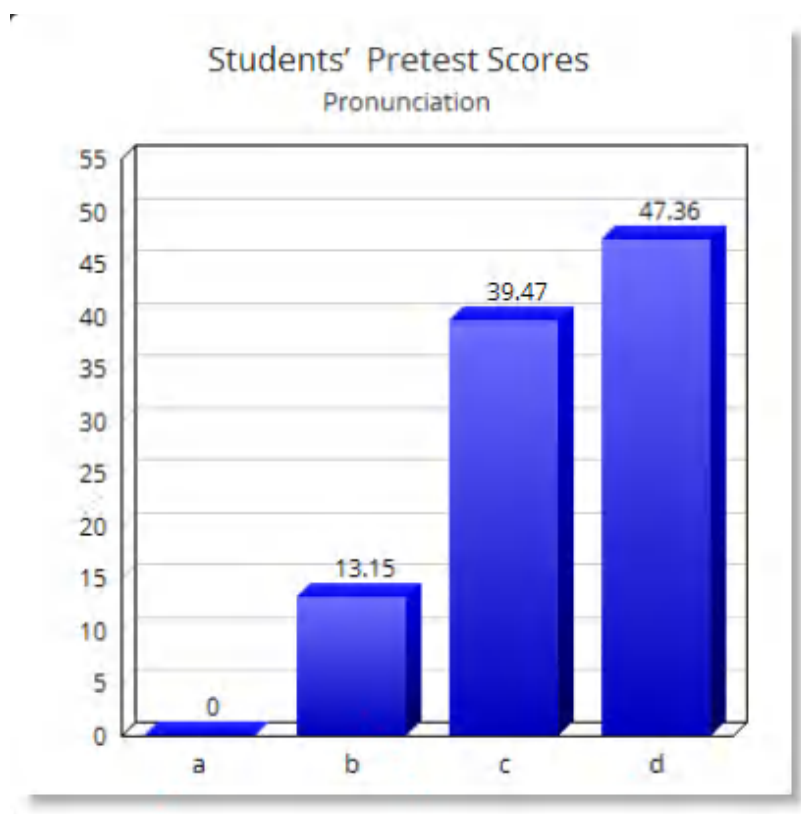
5.1.1. The Results of the Pre-test

The general results are presented in the following section:

5.1.1.1. Pronunciation

As illustrated on Table 5.53 and the graph 5.40 the pretest results reported only 13, 15% of the informants who gave well pronounced answers with minor errors (they are graded also as B category). The second portion of the sample (39, 47%-graded also as c category) displays an acceptable correct pronunciation but still makes many errors. The third group 47,36 % (graded also as D category) of the students have serious deficiencies with pronunciation of the English language mainly due to mother tongue interference. To mention only few of them many common difficulties were noticed among the participants at the University of Biskra. Generally, Students tend to mix between the American and British pronunciation and some of them use colloquial American English as norms of good pronunciation and fluency. Concerning the suprasegmental features that are hard to enumerate in the present research, globally, students have many difficulties in adopting the English tone and rhythm and tend

to stress the wrong word or the wrong syllable. In other words, both intonation and stress are affected by Arabic pronunciation. In addition to this deficiency, errors in segmental features are very frequent in all their oral performances like differentiating between the sound /p/ as voiceless sound and /b/ as a voiced one .i.e., instead of pronouncing /p/ some students pronounce it /b/ since /p/ does not exist in Arabic. It is significant to draw attention to the fact that some learners either from Berber or from Arabic origin do not have this difficulty. Another noticed problem is with the sound /tʃ/ pronounced /f/ as in the word child because the /tʃ/ does not exist in Arabic. Similarly, the /v/ sound does not exist in Arabic so some students pronounce it /f/ but in some rare cases only. Moreover, they confuse between short vowels /a, i, u /, and their three long corresponding long vowels are /a:, i:, u:/) in many contexts . More frequently, silent letters are pronounced like in the word ‘to know’ the k is pronounced and the English light /r/ is pronounced like the Spanish /r/ because of the influence of the French pronunciation of some Algerian male teachers. Moreover, a s revealed by pretest results, students usually confuse between some vowels like /i//e//ɜ//æ/ and they also have problems with /dʒ/ sound pronounced /g/.



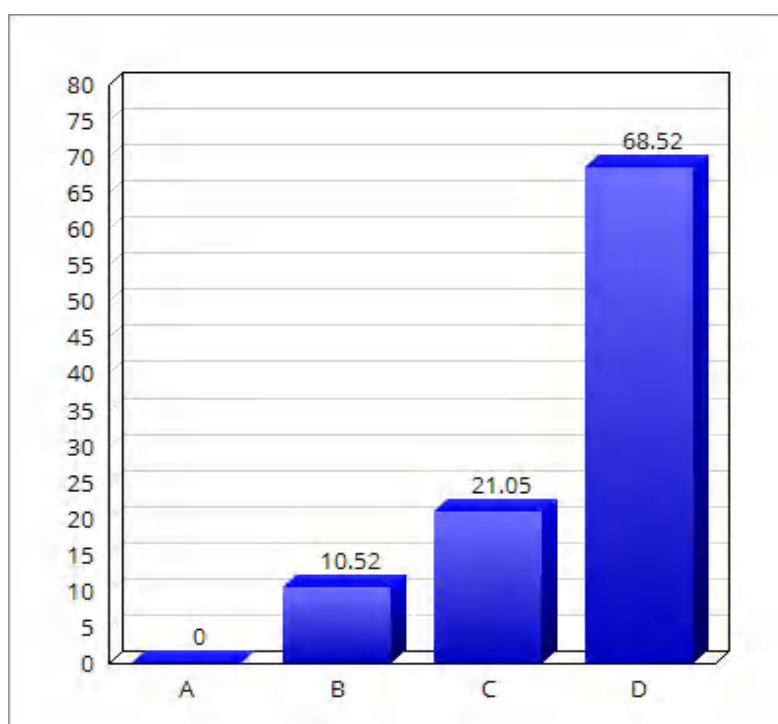
Graph 5.39.Students'Scores in Pronunciation

Number of students	Scores		%
18	D	1	47,36
15	C	1+2	39,47
5	B	1+2+3	13,15

Table 5.53. Students' Scores in Pronunciation

5.1.2 Grammar

Graph 5.40 and Table 5.50 demonstrate that only 10, 52% of the sample answered correctly with few occasional errors but their language is far from native speaker's accuracy and complexity. 21, 05 % of the participants responded in correct sentences but still some errors were reported. A great portion of students (68, 42%) faces problems with the grammar of the English language that was noticeable in the less complex structures of their oral performances. Different types of common grammatical errors are noticed in the various speech patterns in the recorded oral performances of the pretest concerning subject-verb agreement, prepositions, articles, word order, singular /plural form, verb tense and form and auxiliaries, etc. making their language hard to comprehend.



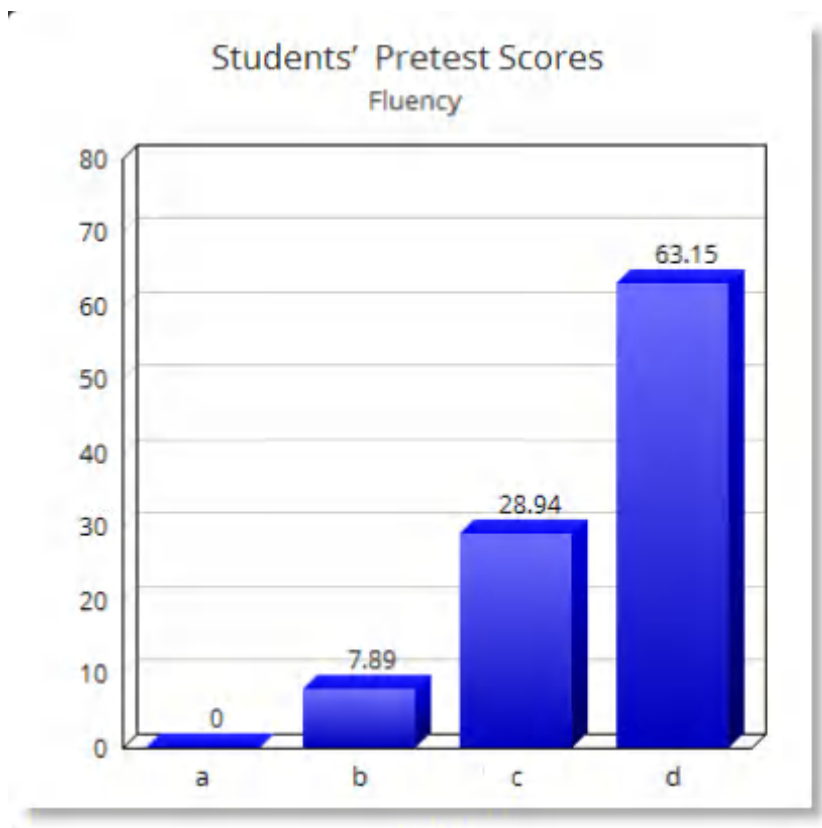
Graph 5.40. Students' Score in Grammar

Number of students	Scores	%
26	D 1	68,42
8	C 1+2	21,05
4	B 1+2+3	10,52

Table 5.50.Students' Scores in Grammar

5.1.3. Fluency

As shown on Graph 5.41 and table 5.55, only 3 students or (7, 89%) displayed an acceptable natural flow of communication with minor pauses and can be considered as fluent speakers with low and natural frequency of reformulations in their answers. On the other hand, 28, 94% of the participants have less hesitant repetitions and corrections and they have significantly acceptable fluency scores. Due to the lack of exposure to the English language a high percentage of students (63, 15) faced difficulties while taking the pretest resulting in an influent speech. The lack of vocabulary and ideas are among the main causes that hindered the participants' fluency level in English. Consequently, frequent disfluencies are noticed in their recorded answers in the form of short and long pauses, filled pauses (like "uh", "er", and "um"), word repetitions, and false starts. As mentioned before, two types of silent pauses can occur in any speech: The first type is related to natural pauses that signal syntactic boundaries between clauses, sentences, phrases and As-units. However, uncertainty or indecision or ignorance pauses occur inside these syntactic boundaries (they take place between words of the different phrases and As-units) and sometimes students are not able to speak again after the pauses and abandon the intended message for another one. This high frequency of pauses and their long duration confirm greater degree of disfluency diagnosis in their oral production and a high percentage of the sample uses fillers to gain time for language processing or transitory planning for the following utterance, such time- gaining devices are so frequent that the speaker seems to use them unconsciously.

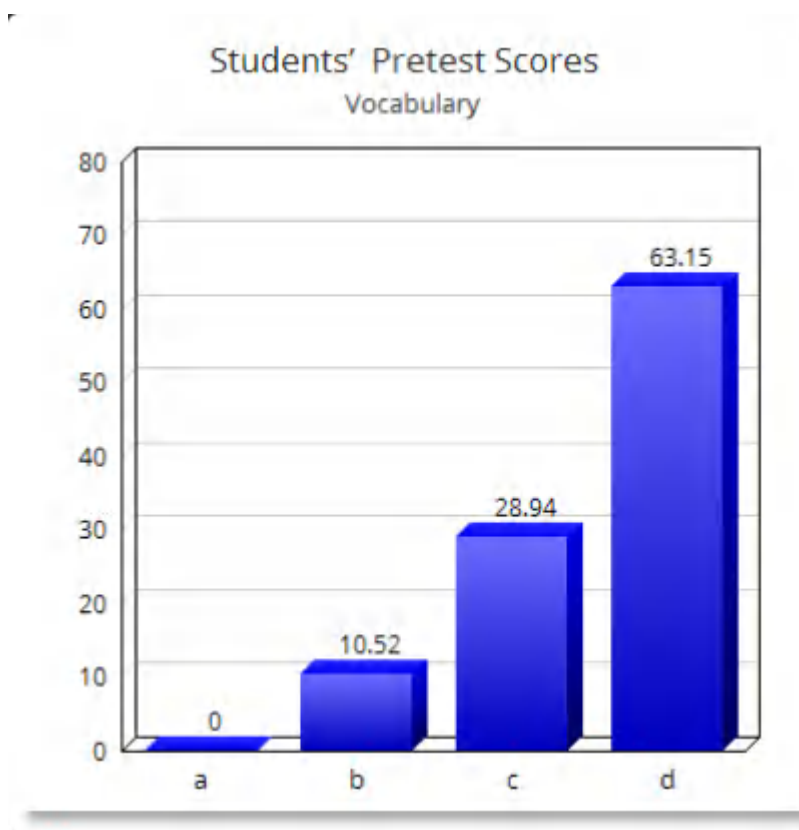


Graph 5.41. Students' Scores in Fluency

Number of students	Scores		%
24	D	1	63,15
11	C	1+2	28,94
3	B	1+2+3	7,89

Table 5.55. Students' Score in Fluency

5.1.1.4 Vocabulary



Graph 5.42. Students' Score in Vocabulary

Number of students	SCORES		%
24	D	1	63,15
11	C	1+2	28,94
3	B	1+2+3	7,89

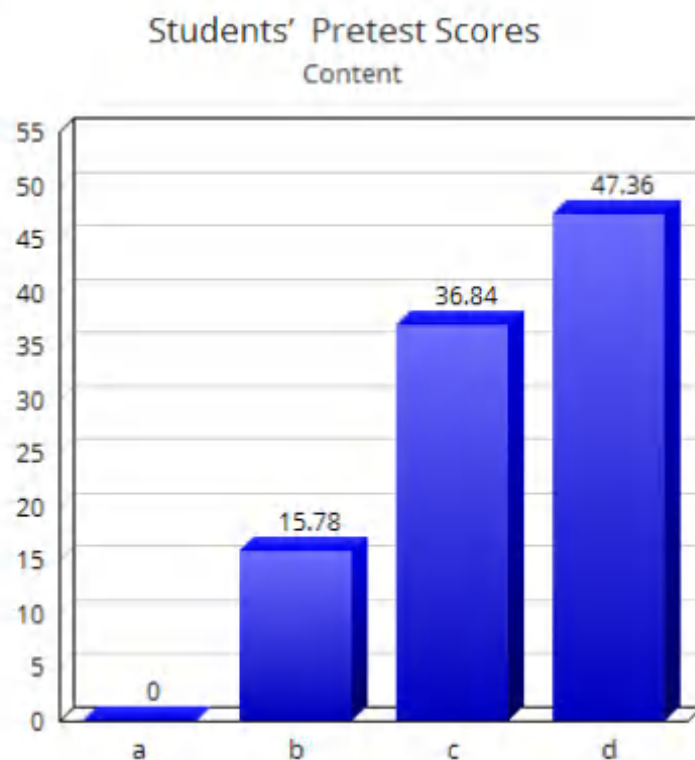
Table 5.56. Students' Scores in Vocabulary

Vocabulary knowledge is a significant aspect of oral proficiency of EFL learners. Acquiring sufficient vocabulary is a key for a good communication with others to understand and express ideas and feelings. However, the pretest results, as displayed on Graph 5.42 and Table 5.56, revealed that only a minority of the participants (7, 89%) have a good control of language and word choice. Besides, 28,94% of the participant use an acceptable level of simple and correct words but fail to demonstrate varied vocabulary and a good combination of language expressions and correct collocation and to provide enough details in their

answers. The last category (63, 15%), that represents the majority of the participants, suffer from usage errors and mother tongue interference that mostly hinder the meaning conveyed as they rely mainly on translation techniques from mother tongue or the French language and their use of dictionaries to build their vocabulary. In other words, students' vocabulary is very limited and their answers are short in addition to a frequent recurrence of inappropriate words resulting in severe language deficiencies.

5.1.15. Content (knowledge /Details /Information)

In any oral test, students are required to communicate and comment successfully within the time limits of a given context about topics according to their previously acquired knowledge. According to Graph 5.43 and Table 5.57, a small percentage of the participants (15, 78) demonstrated an acceptable level of familiarity with the topic and succeeded in including interesting details in their answers and a good understanding of the topic. On the other side, 36, 84 % gave simple answers and included simple details and the lack of information prevented them from performing the different speaking task successfully. The rest of the participants (47, 36) displayed a highly unsatisfactory level of background knowledge in terms of descriptions or details provided and are not familiar with the topic discussed.



Graph 5.43. Students' Scores in Content

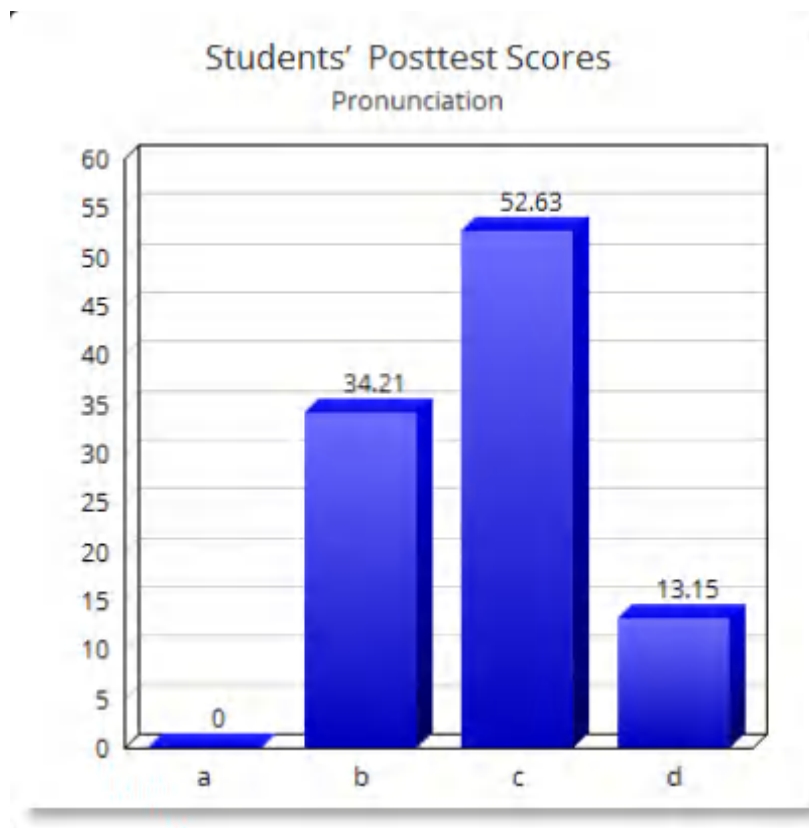
Number of students	Scores		%
18	D	1	47,36
14	C	1+2	36,84
6	B	1+2+3	15,78

Table 5.57. Students' Scores in Content

5.1.2 Posttest Results

This section presents the general results of the posttest.

5.1.2.1.Pronunciation



Graph 5.44: Students' Posttest Score in Pronunciation

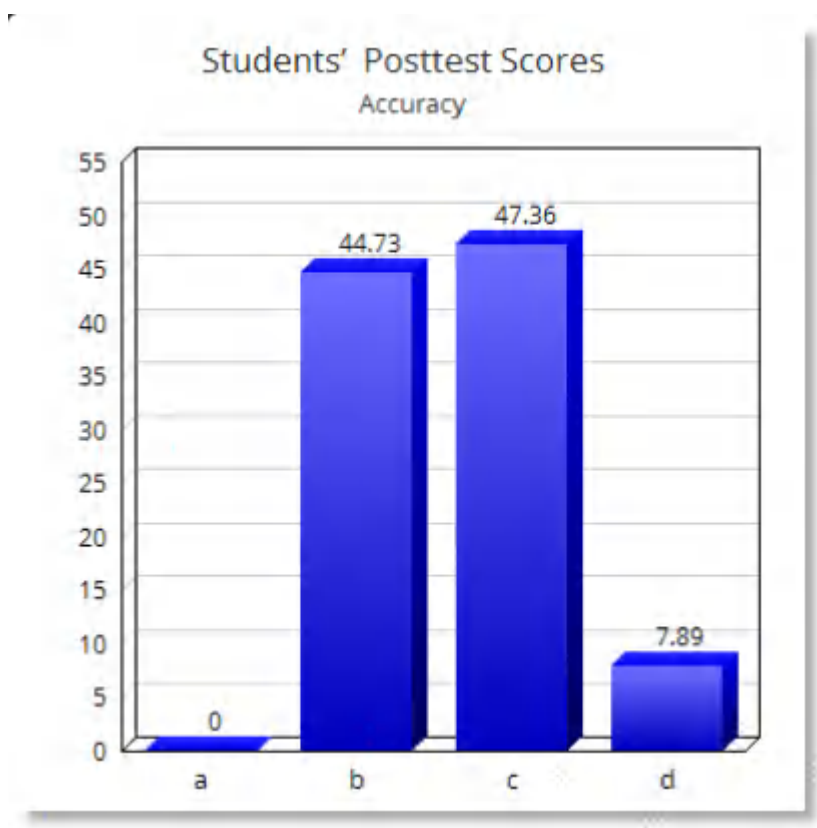
Number of students	Scores	%
5	D	13,15
20	C	52,63
13	B	34,21

Table 5.58. Students' Posttest Scores in Pronunciation

Post-test results revealed a significant improvement in pronunciation due to the extensive exposure to the English language and constant teacher and peer-feedback. A majority of the students are now aware that they need to adopt either the American pronunciation or the British one and realize the disparity between formal and informal settings and let their favourite American slangs like 'Wanna' (want to) and 'Gonna' (going to) to particular contexts and adopt the academic English as a priority in their practice. Moreover, many students gained familiarity of the English accent, intonation and flow of English and the speed and articulateness, clarity in stressed and unstressed words. Therefore, as illustrated on Graph 5.44 and Table 5.58, 52, 63 % of the students improved significantly their pronunciation although they still make some errors but these inaccuracies do not hinder the

communication flow. 34, 21 % of the participants displayed few or minor errors and only 13,15% still have a high rate of pronunciation errors and sometimes their language is not clear so they need more practice.

5.1.2.1 Grammar/Accuracy



Graph 5.45. Students' Posttest Scores in Accuracy

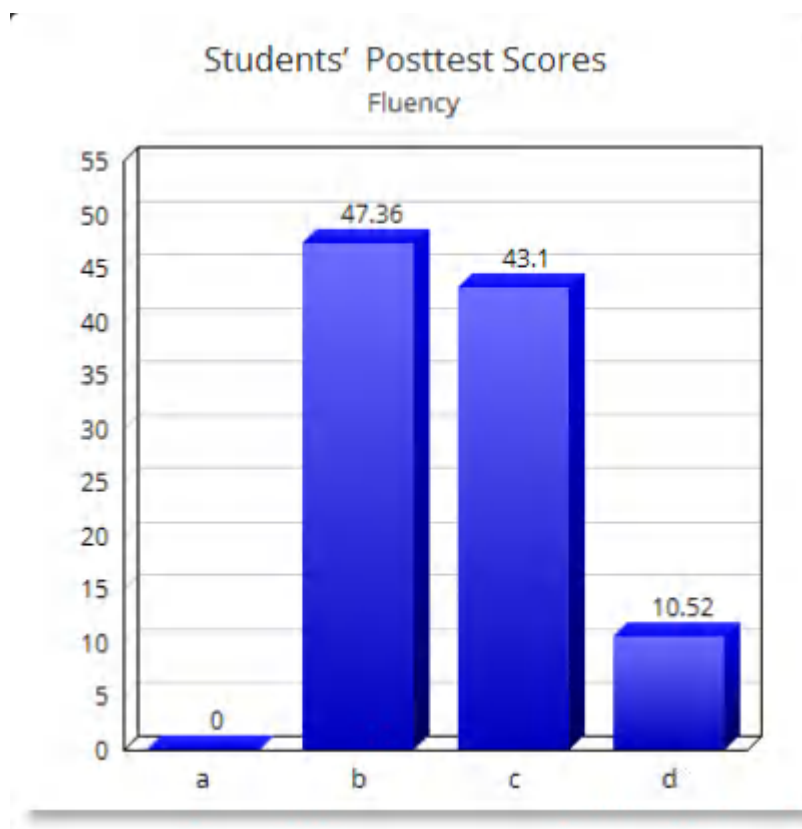
Number of students	Scores		%
3	D	1	7,89
18	C	1+2	47,36
17	B	1+2+3	44,73

Table 5.55. Students' Posttest Scores in Accuracy

Graph 5.45 and Table 5.55 illustrate the results of the posttest that show an improvement concerning the number of grammatical errors made by the students after the language course implemented during the experiment. 44, 73% of the participants have reduced their grammatical errors to a minimum and apparently, they have benefitted from

their immersion in an authentic web learning environment due to frequent practice and exposure by gaining an awareness about the grammatical rules of English concerning word order, articles, gerunds, etc. Although grammar was not central to the instruction; however, an explicit grammatical explanation are made occasionally while giving feedback in some self-assessment and peer-assessment situations. 47, 36% of the sample have many errors in the post-test but they still can convey meaning and their language is comprehensible compared to the third category of students (7, 89%) who gave answers with many errors and breakdowns in communication and still face troubles while speaking.

5122 Fluency



Graph 5.46. Students' Posttest Scores in Fluency

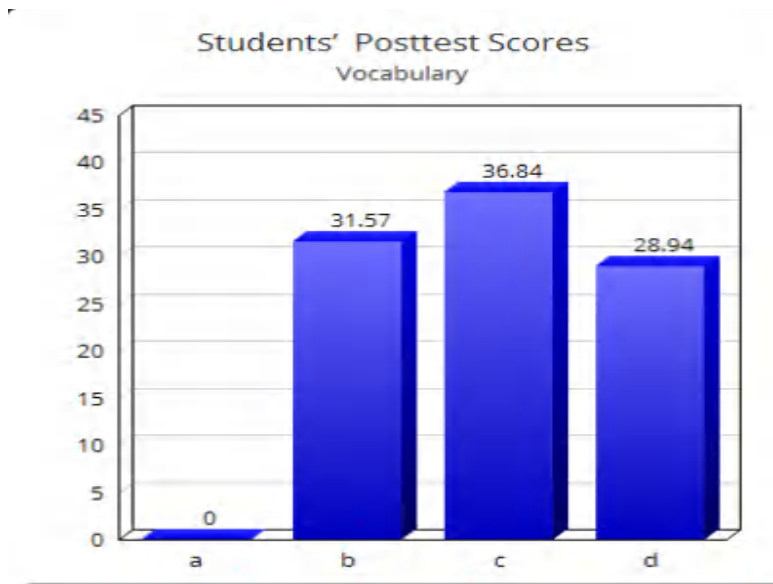
Number of students	Scores		%
4	D	1	10,52
16	C	1+2	42,10
18	B	1+2+3	47,36

Table5.60. Students' Posttest Scores in Fluency

After the treatment, as seen on Graph 5.46 and Table 5.60, 47, 36 % of the participants displayed a very natural language with minor pauses because they gained vocabulary and knowledge on different topics that allow them to talk easily and correctly the English language. It was noticed a significant decrease in hesitation phenomena, self-repair and pause patterns in addition to a quite natural flow of ideas and their errors do not hamper the message. In general, their answers are characterized by automaticity and smoothness. The second category of students 42, 10% still make pauses but their duration and frequency decreased compared to their first performances in the pretest. 10,52% of the participants still have long pauses and frequent hesitations, demonstrating their inability to use the language proficiently in communicating a given message.

5.12.3 Vocabulary

Vocabulary learning represents a challenge for EFL learners. Consequently, an acceptable level of proficiency and fluency was displayed by a great number of the participants of the pilot study. Thus, according to Graph 5.47 and Table 5.61, 31, 57% of the participants have achieved a good comprehension and use of a wide range of words. In other words, their answers illustrated both vocabulary size and lexical variation and manifest less usage errors, wrong word choices and literal translations and responded much more confidently to the posttest questions. Besides, 36, 84 of the participants presented an average level of vocabulary but with minor recurrences of literal translation. However, 28, 94 of the sample still have problems with words and their use.

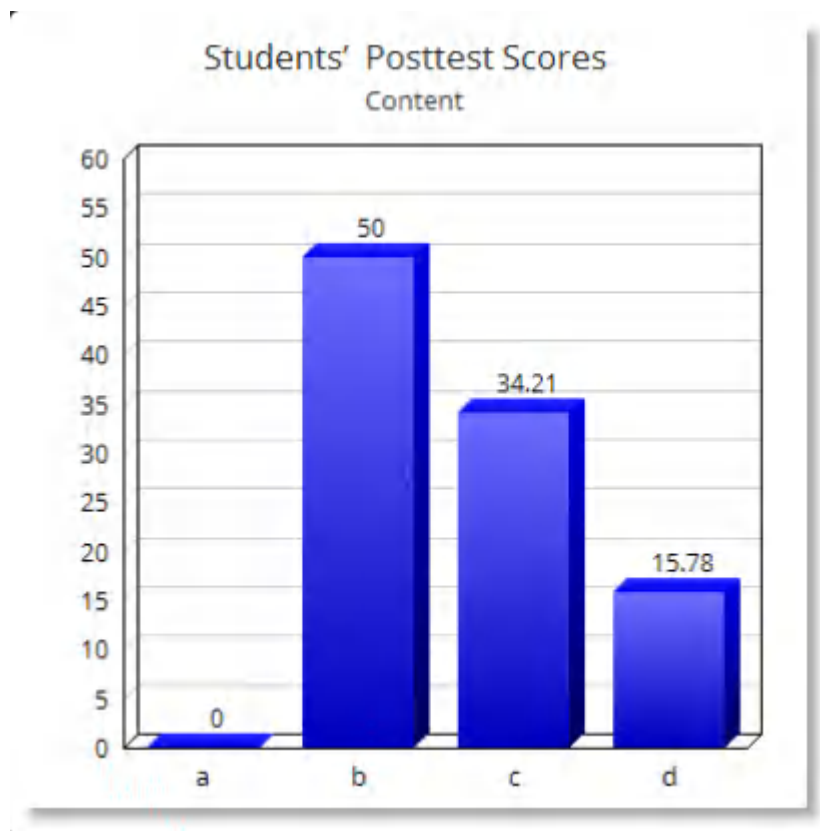


Graph 5.47. Students' Posttest scores in Vocabulary

Number of students	Scores		%
11	D	1	28,94
14	C	1+2	36,84
12	B	1+2+3	31,57

Table 5.61.Students' Posttest Scores in Vocabulary

5124 Content



Graph 5.48. Students' Posttest Scores in Content

Number of students	Scores		%
6	D	1	15,78
13	C	1+2	34,21
19	B	1+2+3	50

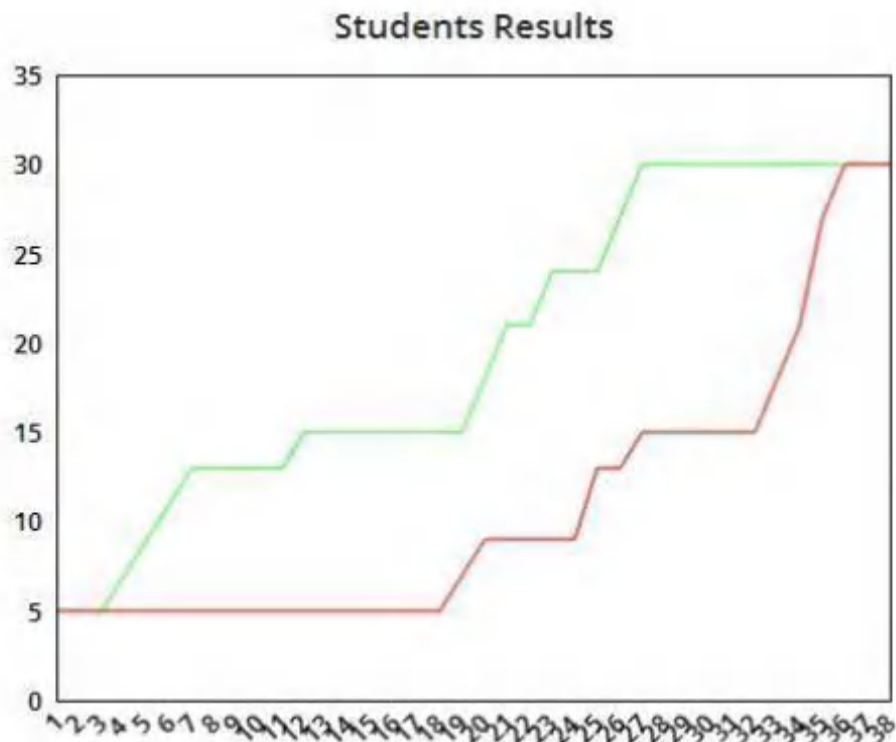
Table 5.62. Students Posttest Scores in Content

Knowledge or background knowledge or cultural background knowledge are all general terms used in oral expression courses to refer to information related to different topics that learners need to know while learning any language. Although the participants of the study have a good cultural background in the Arabic Language they fail to use it correctly while interacting on various topics in the English Language. The various transcribed conversations after the post-test revealed a significant gain in terms of knowledge, facts, and discussion skills. Background knowledge is the basis of all academic achievements and the positive correlation between students' background knowledge and oral proficient is widely recognized. A constant exposure to various authentic materials helped students to gain ideas and information on various topics and stimulate their curiosity to learn more. Eventually, background knowledge helps in comprehending questions and answering them. Both exposure and language use helps in activating prior knowledge and construct new one. Graph 5.48 and Table 5.62 show that 50% of the sample had presented a very satisfying level of information concerning the questions asked in the post-test. On the other hand, 34, 21% of the participant did not include the necessary details required in each questions. On the similar basis, 15, 78 of the participants presented only minor details.

513 The Final Results

Pretest score	Frequency	Total scores		Posttest scores	Frequency	Total scores
Pretest score accuracy				Posttest scores accuracy		
1	6	26		1	3	3
3		X38		3	18	X318
6	4	4X6		6	17	6X17
Pretest score fluency				Posttest scores fluency		
1	24	24		1	4	4
3	11	3x11		3	16	X316
6	3	6x3		6	18	6x18
Pretest score vocabulary				posttest score vocabulary		
1	24	24		1	11	11
3	11	3X11		3	15	15x3
6	4	6X4		6	12	6x12
Pretest score pronunciation						
1	18	18		1	5	5
3	15	3X15		3	0	3x20
6	5	6x5		6	13	6x13
Pretest score /content				Posttest score /content		
1	18	18		1	6	6
3	14	3x14		3	13	3x13
6	6	6 x 6		19	6	19x6

Table 5.63. Students' General Results

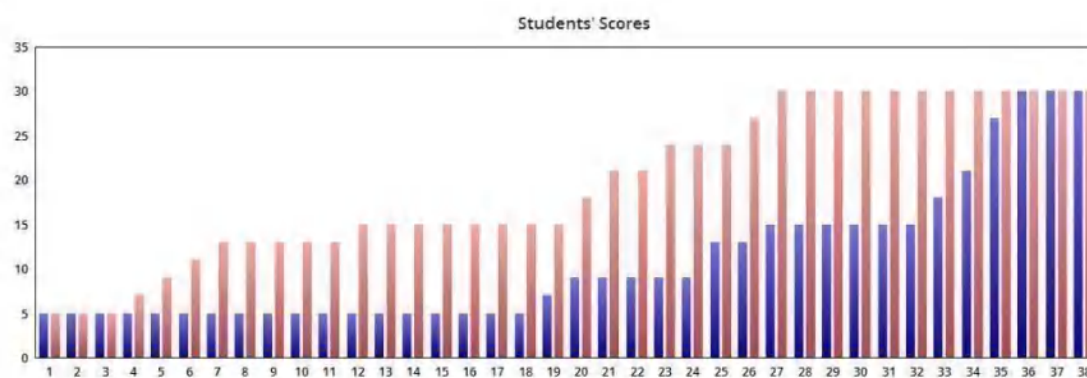


Graph 5.49 .Line Graph of the Differences between the Pretest and Posttest Scores of the Participants

The Analysis of oral proficiency pretest and posttest of the recorded performances, as shown in the line graph above, reveals a significant improvement in students' oral proficiency in terms of pronunciation, fluency, vocabulary, accuracy, and knowledge. The most noticeable alteration is in the overall results where students 1,2,3,4,5 displayed high scores ;whereas, students 8,9,10,11 remained relatively stable and did not show any increase in their oral proficiency. In contrast, the line graph illustrates that nearly more than half of the participants scored better in the posttest in proficiency levels in all language skills and moved from level (D) to level (B)

	Pretest Scores	Posttest Scores	The difference
1	5	5	0
2	5	5	0
3	5	5	0
4	5	7	2
5	5	9	6
6	5	11	6
7	5	13	8
8	5	13	8
9	5	13	8
10	5	13	8
11	5	13	8
12	5	15	10
13	5	15	10
14	5	15	10
15	5	15	10
16	5	15	10
17	5	15	10
18	5	15	10
19	7	15	8
20	9	18	9
21	9	21	12
22	9	21	12
23	9	24	12
24	9	24	12
25	13	24	11
26	13	27	14
27	15	30	15
28	15	30	15
29	15	30	15
30	15	30	15
31	15	30	15
32	15	30	15
33	18	30	12
34	21	30	9
35	27	30	3
36	30	30	0
37	30	30	0
38	30	30	0

Table 5.64. Students' Final Results



Graph 5.50. Students' Improvements in Posttest Scores

The graph 5.50 illustrates the significant scores of the participants and their remarkable improvements in overall speaking proficiency (vocabulary, pronunciation, fluency, accuracy and content). The improvements of the sample is calculated by a subtraction of each students' score in the pretest score from his / her posttest score. Therefore, the students' speaking ability received considerable gains from authentic-web teaching course conducted over a term as they make less errors in grammar and pronunciation, and less pauses. Moreover, they use a quite wide range of vocabulary and exhibit an acceptable level of knowledge compared to students' level at the beginning of the experiment. Additionally, Students' mean score of oral test at the beginning of the study was 10.89 compared to Students' mean score in the end of the study was 19.63. Similarly, the totality of all the scores in the pretest was 414 and in the posttest was 746. Therefore, these results confirm the non- validity of the null hypothesis.

5.14 Describing the Score Distribution of Students' Overall Proficiency

Pretest score	Frequency		Posttest scores	Frequency
5	18		5	3
7	1		7	1
9	5		9	1
13	2		11	1
15	6		13	5
18	1		15	8
21	1		18	1
27	1		21	2
30	3		24	3
			27	1
			30	12

Table 5.65. A Frequency Distribution of the Final Scores

The frequency distribution of the obtained results of the current language classroom experiment can be calculated by counting the number occurrences of a given score in a set of data of the experimental group in both pretest and posttest. This step is necessary to examine precisely the minor alterations in the two sets of scores as part of descriptive statistics. The score value in the pretest ranges from 4 to 30; however, in the posttest it ranges from 5 to 30 with the pretest score of 4 as a dominant final score in the obtained results in the pretest and 30 is the dominant score in the posttest.

Occurance(X)	Frequency (f)	Freq*X	(X-mean)	(X-mean) ²	f*(X-mean) ²
4	18	72	-6.421	41.23	742.139
7	1	7	-3.421	11.704	11.704
9	5	45	-1.421	2.019	10.097
13	2	26	2.579	6.651	13.302
15	6	90	4.579	20.967	125.801
18	1	18	7.579	57.44	57.44
21	1	21	10.579	111.914	111.914
27	1	27	16.579	274.861	274.861
30	3	90	19.579	383.335	1150.006
Total ->	38	396	-		

5.15. Post-test Results

Occurance(X)	Frequency(f)	Freq*X	(X-mean)	(X-mean) ²	f*(X-mean) ²
5	3	15	-14.632	214.083	642.249
7	1	7	-12.632	159.557	159.557

9	1	9	- 10.632	113.03	113.03
11	1	11	-8.632	74.504	74.504
13	5	65	-6.632	43.978	219.889
15	8	120	-4.632	21.452	171.612
18	1	18	-1.632	2.662	2.662
21	2	42	1.368	1.873	3.745
24	3	72	4.368	19.083	57.249
27	1	27	7.368	54.294	54.294
30	12	360	10.368	107.504	1290.05
Total ->	38	746	-	-	2788.842

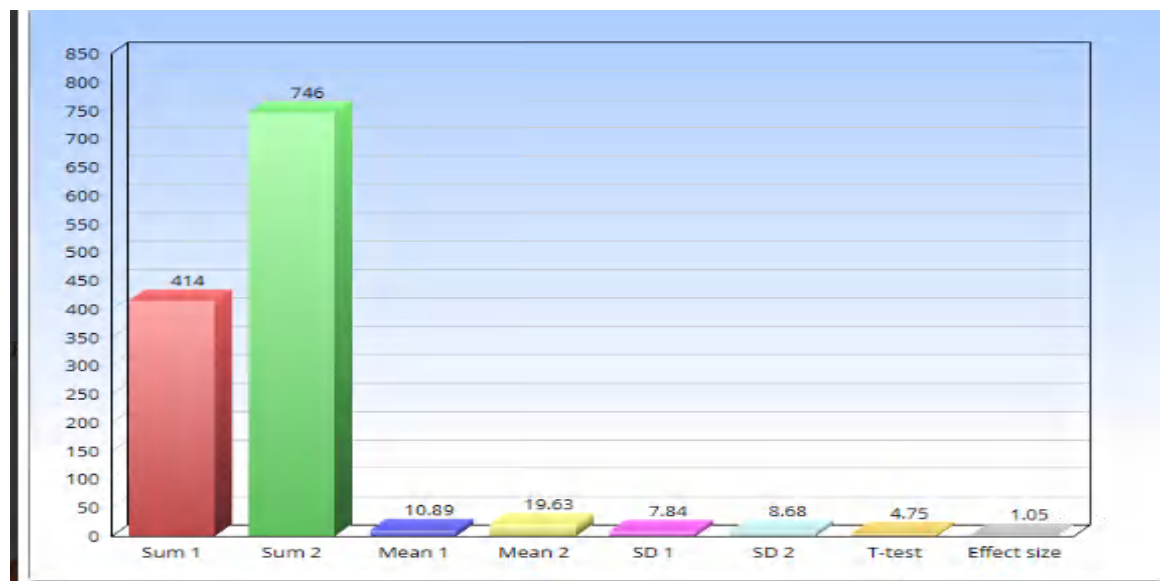
	Sample Numbers (n):	Sum	Mean (Average):	Sample Standard Deviation	Standard Error(SE _x):
Pre-test results	38	414	10.8947368	7.84232961	1.272193854 3
Post- test results	38	746	19.63	8.68	1.40

	t-test	Degree Of freedom	Alpha level	Critical Value	Effect size
Pilot Study Results	-4.75	37	$\alpha=.05$	tc=1.68	1.05

Table 5.66. Pilot Study Results

The t -value is -4.75017. The p -value is $< .00001$. The result is significant at $p < .05$

The result is significant



Graph 5.51: Students' Final Scores

5.2. The Main Research

This section deals with the process of the instruction; therefore, it starts by an overview on the background of the participants and the main teaching strategies used in the experiment and ends up with portfolio learning.

521. Background of the Participants

521.1. Speaking Skill in the Secondary School Textbooks

The Students' preliminary questionnaire conducted at the beginning of this research revealed a total neglect of the speaking skill especially during the last year in the secondary school, i.e. it was not given importance as writing and grammar because of the absence of the oral tests in official examinations. For example, in *New Prospects* (the Algerian textbook) learners are familiarized with Baccalaureate examination tasks to meet learners' needs for the examination requirements. Another possible factor that was also revealed is the Algerian cultural aspect that value less talk in both family and social life in addition to the abbreviated language of texting used in social media instead of understandable, fluent and direct social exchanges. Therefore, an awareness about the status of speaking should be raised not just in EFL learning but even in national education. In other words, the four skills are part of the national curriculum throughout the secondary school and the main objective is to encourage learners to be able to speak fluently and accurately in common situation and an effective communication is the ultimate goal of the secondary school course books. However, the reality shows the opposite because teachers concentrate on reading comprehension, grammar, pronunciation, vocabulary and writing.

All the three textbooks designed for the teaching of English to secondary school students in Algeria act in accordance with the recommendations of the Ministry of National Education (2006). They share the same procedures and competencies: Interaction, interpretation and production. The first course book "At the Crossroads" consolidates the different competencies acquired during the Middle School courses. This book seeks to develop the different learning strategies and autonomy through practice in all skills through grammar language use and social skills, self-assessment and project accomplishment at the end. Their main principle is Communicative Language Teaching, which enhances learners' meaningful communication. By authentic situations, we refer to the different opportunities that learners get in their classes to use the acquired language and structures to talk about their real life experiences to improve more language skills as fluency, accuracy, pronunciation, vocabulary and cultural knowledge.

The “*New Prospects*” considers language learning as a “developmental process” and learners’ errors are natural and part of that process. Secondly, grammar is essential for a good mastery of English language, although it is “not an end in itself, but a means to an end particularly through a constant ‘translation’ of grammar rules into language functions” (Rich et al., 2005:9) to develop learners’ competencies. The learning tasks provide different opportunities for learners to interact in the target language and negotiate meaning. It is supposed that “The cumulative effect of the diversity of tasks will enable students to gradually automatize their knowledge and recall the language acquired with greater control and ease during production” (Ibid). As with the previous course books the aim is to stimulate students’ exchanges and make them use complex utterances fluently and accurately.

Generally, teachers can adapt the textbooks and they can design their own tasks but since the general focus is on the bac exam so everyday practice turns mostly around vocabulary grammar, reading comprehension and writing of paragraphs and compositions and the previously studied aspects of language, skills and strategies are revised, practised. Accordingly, the course book, with all its units, also includes different levels of the “complexities of the English language in terms of lexis and discourse”. In general terms, authenticity is not neglected through different types and styles of texts :the examples given are : “radio interviews, dialogues, news reports, encyclopedia entries, newspaper and magazine articles, excerpts from works of fiction, poems, etc.” (Rich et al., 2005:10).

Therefore, the secondary school learners are supposed to interact in real life language situations besides the emphasis on language structures.

Similarly, the second Algerian textbook “*Getting Through*” is also a good material for both teachers and learners to enhance both authenticity and autonomy. It presents various themes to develop learners’ competencies through its different rubrics. In the first one, “Discovering Language”, the students discover the topics and the language, which are necessary for their learning strategies. In the second one, “Developing Skills” rubric, the designed tasks for the language use stimulate and develop intellectual and social skills to play the role of a true linguistic bath or through authentic contexts. At last, the above stages

pave the way for the accomplishment of a project, a good opportunity to allow students to demonstrate their achievements and knowledge . Overall, these rubrics foster self-accomplishment and self-evaluation throughout the rest of the units.

5.2.3. The meaning of ‘Oral Expression’

Oral Expression refers to a module that is taught in the LMD system in Department of English in Algerian universities. To teach the module of “Listening Comprehension” or ‘Oral Expression’ one needs to understand it. The field of language teaching abounds with studies on speaking skill, oral skills, communicative competence and communication, but the term of oral expression is rarely defined and studied.

A search through some reference works and dictionaries for a definition of this long used collocation in the department has yielded nothing for it seems that the two words never collocate in the jargon of modern linguists and applied linguists writing in English. On the other hand, the literal equivalent in French, ‘expression orale’, is very often used in works of pedagogy using the tongue of Molière (Beghoul, 2016:1)

For Beghoul (2016:1), the term was translated literally from French by “the ‘syllabus designers’ at the Algerian Ministry of Higher Education and Scientific Research of the seventies” Ibid. He explains that the module of ‘Oral Expression’ and ‘Listening Comprehension’ and how it was taught since the early eighties to the present time. He presents a critical analysis of the officials’ syllabi of the classical system and LMD system. In an attempt to explain the concept, O’Malley (n.d.) offers a complete definition of ‘Oral expression’ to refer to oral skills acquired by children in general education and apparently it is not different from the definitions of communicative competence, oral proficiency that are frequently used concepts in the field of didactics of languages. “Oral expression is a person’s ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures”(Ibid).

The allocated time for the module of Oral Expression or Listening comprehension (called also ‘listening and speaking’) is 3 hours per week, taught in two separate sessions. The situation analysis of the present research work revealed that teachers generally tend to focus principally on role plays as a dominant activity and tend to use them in tests and according to the questionnaire some students can use one good role play with different teachers and with different levels. In addition to this, some teachers tend to focus on dialogues, grammar structures or reading and listening activities.

Besides, heavy head projectors are also brought to classes by some volunteers on the part of teachers and students especially the most motivated and enthusiastic ones but this results in a terrible waste of time because language laboratories are not equipped with such technical tools from the beginning for such purposes. Teachers also affirm that students generally keep silent or do some presentations that are mainly based on memorized language, changing the nature of oral expression class to undervalue it completely. Occasions to know the real level of learners are really rare as no diagnosis oral test is taken by learners at the beginning and thus, oral sessions are mainly conducted with a total ignorance of the language difficulties. Therefore, the majority of students do not take part in classroom discussion because of the fear of making errors and mistakes and the fear of being evaluated on them.

Students generally prepare short texts to participate and most of the time they read from them and they prefer to hide themselves and stay behind the best ones instead of taking opportunities to interact and negotiate meaning in meaningful interaction with their friends or classmates. Taking into consideration the context of the research, we have started the course by giving importance to the self-confidence of the learners, positive learning and friendly atmosphere that are necessary ingredients for the success of the present course.

5.2.4-The Use of the Language Laboratory

The University of Biskra was equipped with a language laboratory (Sanako Language Laboratory) since 2012. This new multimedia language laboratory is totally different from conventional labs that are limited to tape recorders and audio cassettes. The different components and operations of Sanako Labs are designed to meet the needs of the teaching and learning process of both learners and teachers for flexible manipulations and high quality headsets to block sounds and disturbances. It consists mainly of the dashboard on the teacher's PC which is connected to a Media Storage Unit (MSU) which is a separate software storage apparatus to store recordings and learning materials. Besides, the User Audio Panel (UAP) with its different recording and volume options in addition to many other keys allow the student to monitor his learning process with any kind of audio material chosen by themselves or by their teachers with an easy Self-access for independent learning. The word session, in Sanako Lab programme, is an entry or a section, thus, different materials for each session can be used so as to let students choose learning materials and activities according to their level and

level and interests. On the teacher's side, by the use of the dashboard, different sessions can be initiated simultaneously or the whole class can be involved in one session (see figure 5.6 that represents the main components of Sanako Language Lab).

The language labs pave the way for independent learning and ensure efficient and flexible teaching as they offer the following:

- Tests can be done and recorded easily and both learners and teachers can play back the recordings for self and peer and teacher assessment
- All Students can do the activities or take oral tests simultaneously without disturbances by the use of headsets.
- Teachers' laptop can be connected to internet to download new teaching materials or for online use and easy access.

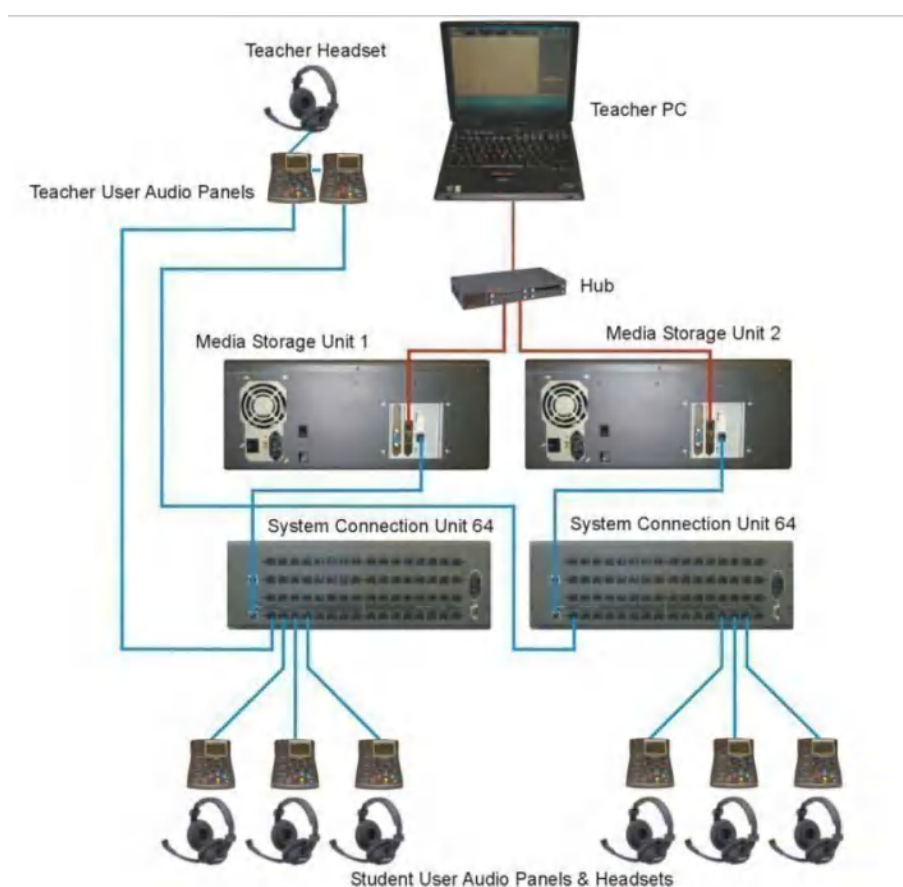


Figure 5.51. The main Components of Sanako Language Lab

The Sanako language lab is a useful tool in teaching speaking skill in higher education. This multimedia training tool had contributed to the efficiency of both teaching and assessment processes of the present research work. Throughout the study, the researcher used it to initiate students to authentic web learning. The recording options were efficient keys that allowed learners to pass oral tests and record their performances and thus self-assessment and peer-assessment was possible under the supervision of the teacher. In addition to this, interaction was a daily activity and learners' interaction was also recorded for analysis and for setting new learning goals for future improvements.

5.2.5.-Home Practice

Home assignments are rarely mentioned in the university context especially when referring to speaking skill although language exposure and language practice are well recognized by ELT scholars (input hypothesis, output hypothesis and interaction hypothesis). The easy access to internet and the wide range of technological tools made possible language practice both inside and outside the walls of the classroom and internet resources are available to learners to be explored under the guidance of their teachers.

For an effective homework in oral expression courses teachers need to be aware of the following:

- Different types of tasks can be included :Preparation tasks (presentations), extensive tasks (reading books, listening to audiobooks, watching movies, reading news and books, etc.),real-world tasks(voice chatting ,watching movies, listening to songs, watching videos), and project work tasks (working on different topics (British council))
- Students are motivated to see homework as a critical ingredient for their success by giving brief explanations about the various theories of language learning and convince them about their entire responsibility in the improvement of their level and the allocated time of oral sessions is for general guidance.

- Objectives of homework should be made clear and learners are involved in the choice of the tasks to reflect their interests, needs, learning style and strategies and level.
- Classroom practice is the starting point to stimulate students' interests to autonomous language practice.
- Homework practice in oral skills should be discussed, assessed and checked in a consistent way and feedback must be given individually.
- Learner involvement and motivation may be checked so that students can be oriented to other tasks or other authentic materials depending on their time, means and the facilities they have at home.
- Real-life tasks enhance autonomy and lifelong learning and learners should understand that home practice should be a regular study habit as language learners and an ongoing process and should keep records of the learning material to be stored in an electronic portfolio.
- Asking questions and showing interest in what students learn outside the class is a way to encourage them more to make more efforts to gain approval and appreciation.

526 Voice Chat

The real challenge of all the participants of the research is to achieve native-like fluency in speaking. With the progress in internet technology, the foreign language learning is expanding beyond the classroom, i.e. out of class language practice is made possible by voice chat through a software program called Skype which is used for video and audio communications. Our participants are oriented to practise regularly with their classmates or other learners (or native speakers) using a myriad of online websites(as Englishspeaking24) where hundreds of EFL speakers are available but it necessitates a good internet connection and applications or softwares as Skype , MSN Messenger, Yahoo that should be installed on their laptops or their mobiles. In such chatting settings all participants should register and enter a virtual chat rooms where a list of their interests, in terms of topics to be discussed,

are clearly stated, together with age, sex, and nationality, so they can talk with other members anonymously.

The screenshot displays the 'people online' section of the English Speaking24 website. It features a list of user profiles, each with a name, a level indicator, and a 'Contact' button. The profiles are as follows:

- Dr. Murad**: Level 6, LL. User comment: **I want to meet people who want to learn English with me.**
- L.HNG**: Level 4, LL. User comment: **I just want to chat in English for a while to improve my speaking skills.**
- uyka**: Level 2, ALL. User comment: **I want to talk to someone in English to prepare for an exam.**
- cong nguyen**: Level 0, LL. User comment: **I just want to chat in English for a while to improve my speaking skills.**
- Speak 24.Net**: Level 0, TOEFL, FCE, CAE, job interview, working in UK, working in USA, ALL. User comment: **I want to talk to someone in English to prepare for an exam.**

At the top, there is a 'people online' header with a 'Show me only people on my level' checkbox. To the right, there are icons for 'Topics' (working in UK, working in USA, ALL, my school, my family, my country, music, movies, travel, health, shopping, clothing) and a 'Contact' button.

Figure 5.52. English Speaking24 Website

- For an effective oral English home practice using voice chat the participation of their teacher was necessary to encourage them more
- The real participation to this activity was higher during the holidays and students participated almost daily in chat sessions and video conferencing

sessions. Group members were put together according to their interests and asked to discuss various general topics.

- The different participants were asked to prepare the topics and they were free to use dictionaries if needed and were instructed on how to use communicating strategies, for example on how to maintain conversations or how to ask questions etc.

527. Self and Peer Assessment

They are useful teaching strategies in EFL instruction and ensure effective learning and improve all aspects of oral language proficiency. Introducing self and peer assessment and reflection pieces on the learning process help students to monitor their improvements so learners benefit from the identification of their language problems by turning them into learning goals. Accordingly, students were divided into groups for training purposes in developing clear criteria and scoring standards for assessing oral tests. Some oral performances were assessed individually (self-assessment) and collectively (peer-assessment) and the results were discussed then the teacher gives the final comments as a form of feedback on the assessment process. Students are encouraged to use rubrics or a checklist after their oral performances and their attitudes were very positive and become more and more aware of their strengths and weaknesses and end up their evaluation with reflection pieces in the form of diaries. It is necessary to assist completely the early stages of their application to encourage them to talk freely and objectively on their difficulties to draw their attention to the process of learning and final improvements rather than immediate grades. For an effective self-assessment, rubrics are fully completed and sent regularly by email to the teacher after regular oral tests, debates and important oral performances like five minute speeches and debates where students talk freely or defend a position about any randomly selected topic. Of course, the purpose of this stage is to train students to rely less on memorisation and help them identify their language problems in these constructive opportunities. Teachers' guidance, clear criteria and simplified rubrics or checklists help students avoid subjectivity. In addition, students are also prepared to accept their peer feedback as part of the learning process (Appendix 5 provides information about the rubric and a simple checklist and how scores are obtained).

5.2.8. Creating Language Portfolios

Portfolios have significantly gained attention these last decades due to the worldwide internet expansion in teaching practices. Thus, educational portfolios came to support both learning process and assessment. In education, the portfolio includes not only students learning materials and achievements but also assessment of the learning process and reflections (Cheng& Chau 2013). Therefore, well-organized language learning portfolios with clear learning goals can effectively enhance autonomy and lifelong language learning and ensure decisions making; additionally, a meticulous selection and organization of the good authentic materials under the teacher's guidance will promote creativity and active learning. Gradually the responsibility of the learning process can be transferred from the teacher to the learner. Since evidences of improvements are needed at each learning stage with self-reflection practices as a way to know and control what is learned outside the walls of the class; consequently, the number of entries should be limited and criteria of evaluation need to be provided from the beginning to ensure reliability and validity.



Figure 1. The iterative self-directed learning process

Figure 5.8. The interactive Self-directed Learning Process (Reinders & Balcikanli, 2011 :20)

Learners are encouraged to include the following tasks and materials in their portfolios:

	<p><u>Learners' biographies</u></p> <p>Background/language and intercultural experiences/level</p> <p>It includes a letter or a video to explain the needs, language problems ,and learning goals and clear strategies to achieve them.</p> <p><u>Blogs</u> (topics/tasks website address to internet materials</p> <p><u>Authentic Learning materials (texts/audio/video)</u></p> <p>Stories</p> <p>pictures</p> <p>movies</p> <p>songs</p> <p>news</p> <p>speeches</p> <p>superstitions</p> <p>jokes</p> <p>zodiac signs</p> <p>quotes</p> <p>proverbs</p> <p>recipes</p> <p>weather forecasts on a localregion or ofthe world</p> <p>pictures</p> <p>classroom activities</p> <p><u>Achievements (work samples)</u></p> <p>interviews /debates</p> <p>(presentations</p> <p><u>Interaction/recorded debates</u></p> <p><u>Voice chat/text chat</u></p> <p><u>oral tests</u> inside the lab/outside</p> <p>in independent setting</p> <p>graded by learners or by peers</p> <p><u>Communicating strategies</u></p> <p>journals/reflections /diaries</p> <p>checklists</p> <p>project works</p> <p>audio and video recordings</p> <p><u>Peer /self-assessment evaluation rubrics</u></p>

Table 5.67 .Portfolios' Content

5281. Language Portfolios and the Learning Process

5281.1. Portfolio Evaluation

The content of students' portfolios can be evaluated objectively by making the following clear criteria :presentation style and organisation , identifying learning goals evidence of learning ,self-reflection , for each stage and evidences of learning and finally ensure that the learning objectives identified before are achieved or not yet .

The following criteria are verified in each learning stages:

- Is your portfolio well organised and does it contain a variety of authentic materials of your choice?
- Does your portfolio contain clear objectives?
- Does your portfolios contain evidences of your learning improvements?
- Are your self-reflections precisely done to report serious language difficulties?
- Do your recorded oral performances demonstrate clear achievements in terms of grammar, vocabulary, pronunciation, fluency, knowledge and interactional skills?
- Do your recorded oral performances reveal any use of communicating strategies?

5281.2. Content of the Learners' Portfolios

Portfolios learning requires good presentation of the authentic material so learners personalized them by using pictures of their most preferred actors ,biographies of famous stars ,videos of favoured movies and songs to motivate them to collect each day more and more materials . Accordingly, the majority of participants (100%) stored the latest world news in politics, cinema, music, fashion, life style, cooking tips, proverbs, Zodiac signs, superstitions and powerful inspirational quotes in specific files. Furthermore, they have downloaded many audio books on their smart phones from the audio library on YouTube to enhance reading for leisure and to be used everywhere. Some selected scenes of American or English series or movies are included in their portfolios with their own comments on them. Some learners devoted another corner to oral performances as evidences of their improvements with self and peer evaluation and directly followed with self-reflections. Almost all Students have started with simple materials first and then they were free to monitor and regulate their choice of authentic materials in terms of language difficulty to facilitate understanding and, thus, focus on content learning and enjoyment.

52813 Setting Clear Objectives

Learners are encouraged to start their portfolios with a short videos or paragraphs to introduce themselves and here they can talk about their previous experiences with the English language and oralexpression module .This stage was done after the students' pretest,as shown in the following:

I am A.W.S , I first year LMD student .I study English and I work hardto have a scholarship to England .My problem in speaking is that I m not courageousenough to start a conversation in English and also I have someproblems in pronunciation because of my tongue it doesn't help ,for example when I pronouncethe letter 'r'.

Another student's portfolio also revealed the following language difficulties:

I admit that I have some issues (referring to problems)with my accent, pronunciation ,vocabulary and grammar while speaking because I didn't get used to speaking English anywhere else but here (referring to the classroom),also while speaking you have to concentrate on your pronunciation ,grammar vocabulary that should be suitable to the topic , that makes me confused sometimes...

Here the student is clearly stating his/her language difficulties referring to the nature of the skill that requires immediate processing of language while talking to someone.

Talking about the learning objectives identified by the same student he /she wrote the following:

I shall read everything in English that is how I will gain more vocabulary and will correct some of wrong pronunciation. Speaking as much as it is possible in English with my colleagues (referring to classmates) and teachers too.

The student is clearly aware of the importance of language practice. Another participant, at this stage of learning linked his learning goals to the number of pauses and repetitions and suggested the following solutions to better her English.

When I talk in English I find myself do long pauses and repeating the same words so I think the solution of my problem is to try to talk and read in order to get a new vocabulary ...and use the social media like getting a new friend from other countries and speak with him in English .

Generally speaking, students' learning goals turn around the following:

- Improve pronunciation problems
- reduce the number of pauses and their length
- eliminate the number of grammatical errors
- improve their vocabulary
- Learn new information and acquire knowledge in various fields

52814 Including Self-reflections

Self-directed learning involves continuous critical self-reflections on the learning process, assessment, learning materials and achievements. First, learning from mistakes and errors is encouraged by self-critique. Secondly, Students are involved in material design process through inquiry-based learning to explore all the benefits of the modern digital era. While choosing their learning materials they reflect on what they have learned and the amount of information acquired and the way they discover their new interest as they share them in the classroom or on chat rooms via the internet. Third, reflections on the assessment process are insightful opportunities for new learning starting points; thus, oral proficiency rubrics are used to evaluate their oral performances to measure accomplishments and progress. Self-reflections are helpful when students are put in situation of need like oral tests and one minute talk or 5 minutes debates activities, etc. Thus, each time they are asked to reflect on the difficulties they have encountered while answering questions and let them diagnose individually the main cause of their short and long pauses as they struggle to find suitable vocabulary or expressions or the lack of ideas. Consequently, these critical moments are necessary to make them discover the value of reading and Listening to the English language and learn suitable strategies like paraphrasing, repeating or asking for help as a

way to gain time and transform all learning experiences into new learning goals .

These are reflections of one of the participants made just after the pre-test:

...sometimes I have problems in pronunciation especially with new words that I have never heard before and I make pauses when I talk because I try to find the correct word and I try to make correct sentences in that moment .I have also problems with comprehension, sometimes I just don't have enough knowledge about the subject maybe because I do not read books or newspapers or even I do not Watch TV and mainly American movies on Mbc2 or Dubai One. I don't have a good vocabulary I think because of the same reason but I will try to read to memorize new words from the movies or when I chat with native speakers

Another student reflecting on his errors also wrote the following:

I have problems with pronunciation for example allow / ə'laʊ/ and the sound / /aʊ/ doesn't exist in the Arabic language .When the topic of discussion is new I make long pauses ...I usually translate from Arabic to English. I have problems in grammar for example I mix the passive and active voice and also I do not have much vocabulary about different topics...

Self-assessment is so beneficial and students accurately evaluate their recorded performances in the following way:

For my fluency I think I can reach B because it is not so slow and I do not have many long pauses

Honestly my vocabulary is not so good and many words are inappropriate so I give myself c

Actually my pronunciation I give it B I have some errors but they do not affect the meaning

Comprehension I give the c because I have limited knowledge about the topic

Finally about grammar I will reach B because the number of errors is so limited

52815. Evidence of Learning

Portfolios should contain authentic web materials chosen by students in addition to evidences of the learning process by both teachers and learners. Therefore, they need to

select their best performances as evidences of their oral proficiency progress by recording oral tests, presentations, debates, etc. as a regular activity using the language lab ,smart phones or any personal recording software device. Additionally, regular reflective practices and pedagogical discussions done after the evaluation of the recorded performances as a form of feedback have significant effects to turn any language problem into new learning goals by interrelating language learning, continuing assessment and motivation. Communicating strategies are also presented to them to reduce communication breakdowns and for further improvements.

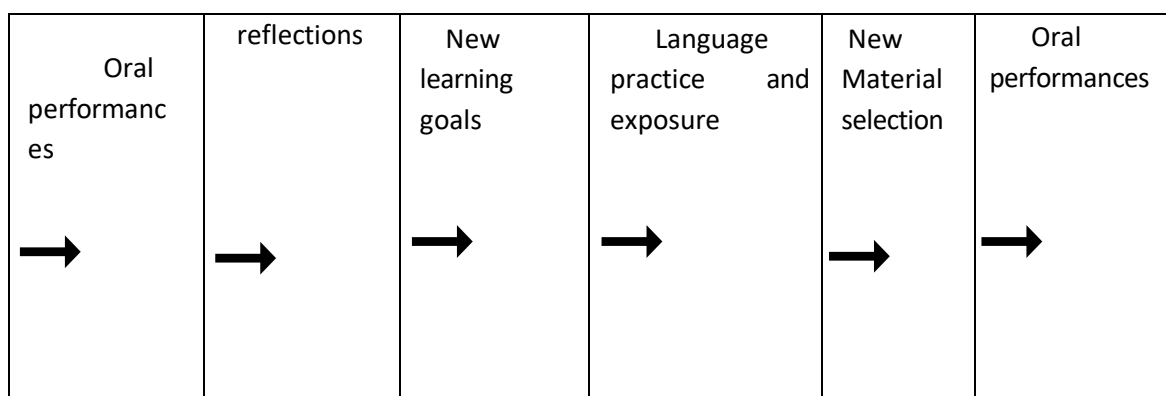


Table 5.68. Language Portfolios Learning Cycle

52816 Linking Portfolios to the General Learning Objectives

In general, the present Oral Expression course, designed by taking into account students' learning needs, has general and specific objectives to be achieved by the end of this research in terms of communicative functions and communicative goals. It seeks to apply second and FL theories- reception-based theories and production-based theories -and different hypotheses like Frequency Hypothesis (Ellis ,1990:96), Discourse Hypothesis (Givon, 1979 ,cited by Ellis ,1990) and the Topicalisation Hypothesis (Ellis, 1984 & Long, 1983a,cited by Ellis,1990) and Collaborative Discourse hypothesis. This theoretical foundation gives importance to comprehensible input, negotiation of meaning through classroom interaction and language practice in a variety of contexts and produce both planned and unplanned discourse types and allow them to initiate topics of their interest in classroom or in chat rooms.

529 Teaching Communication Strategies

To meet learners' needs communication strategies (CSs) are taught in the class because many communication breakdowns were noticed in their oral performances. Strategy training is part of the research and is aimed to improve their fluency in the English language. Obviously, teaching the communication strategies independently from the intensive course wouldn't give any result so the aim of strategy training is to help the students gain an awareness and train them to use them. A safe learning environment has a role to play since they can take risks and help them to take these strategies in good and challenging way and try each time to see whether the number of pauses can be reduced or not. Moreover, using these strategies by EFL learners could improve their motivation in learning English, enhance their communication skills and also lessen their anxiety level during communication.

The communication strategies are explained to the students to gain an awareness and activities were designed to train them to strategically avoid breakdowns in conversations if they do not know a word. For example a word is written on a paper or the board and students are asked to describe or explain the term to train them to use paraphrasing strategies or mentioning a function of something. For the same purpose, a picture of an object can also be used to teach paraphrasing, circumlocution, approximation and exemplification). Simple crosswords can also be used to teach strategies where students complete them by asking questions like clarification requests, comprehension check and confirmation check.

Conclusion

This chapter deals with the experimental design. It starts, first, with the presentation of the results of the pilot study as many improvements were reported in the posttest in pronunciation, grammar, fluency, vocabulary and content. This was an encouragement for the researcher to implement the main experiment. The different components of Sanako Lab that were used in the present experiment are explained. This chapter also clarifies how this technical equipment was used to test students and enhance a continuous exposure to authentic web learning environment by its different options to record the different classroom interactions to be used by the students in self-evaluation and peer-evaluation of their oral performances. Moreover, home practice received attention throughout the experiment

under the guidance of the teacher. Besides, voice chat was also encouraged by the use of applications or softwares such as skype and Messenger by providing topics according to general interests. This chapter also presents the benefits of creating language portfolios to transfer the responsibility of the learning process from the teacher to the learner through a cycle of learning and teaching in setting clear objectives , linking students' centred learning to the general learning objectives of the designed course and including communication strategies .

CHAPTER SIX

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CHAPTER SIX

Analysis of the Results

Introduction

This research generated both pre-test and post-test oral data as main outcomes of the experimental design that investigated the effects of web authentic learning on students' oral proficiency. This chapter is concerned with learners' final achievements; therefore, it starts with the analysis of the participants' speech production during the pretest and posttest so their answers are transcribed and coded using the AS units. It also deals with both quantitative and qualitative analysis of classroom interaction to explain any improvement in the learners' interaction skills in terms of grammar, vocabulary and strategy use. The final section presents the results of the survey questionnaire that was presented to the sample to evaluate the effects of the treatment after the experiment.

6.1. Analysis of the Results

6.1.1. The Results of the Oral Tests

6.1.1.1. Pre-test Results

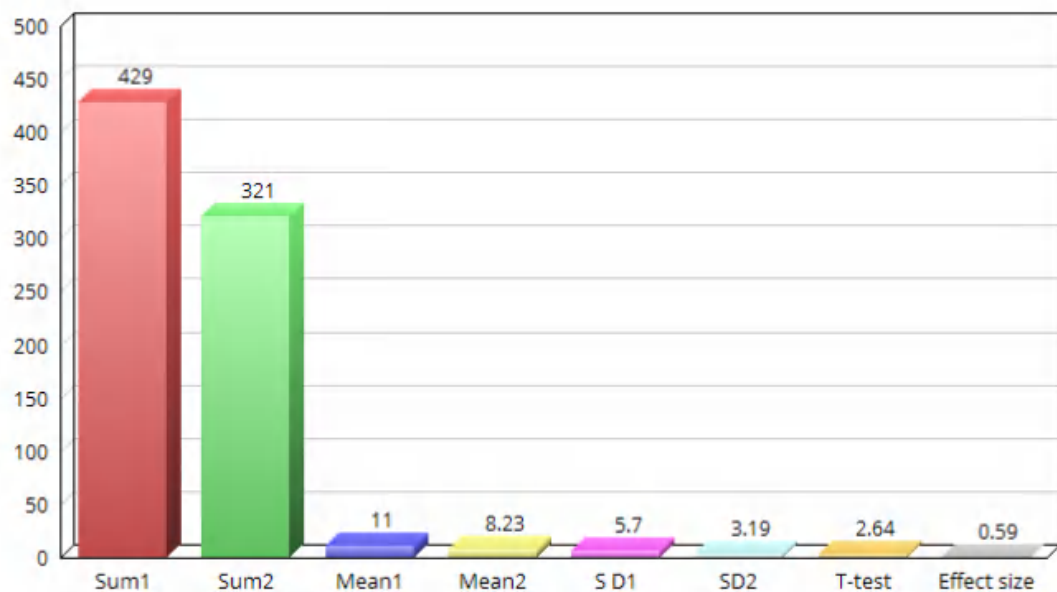
6.1.1.1.1. Accuracy

	Sample Numbers (n):	Sum	Mean (Average):	Sample Standard Deviation	Standard Error (SE _x):
Pretest results	40	429	11	5.70	0.91
Posttest results accuracy	40	321	8.23	3.19	0.51

	t-test	Degree Of freedom	Alpha level	Critical Value	Effect size
accuracy	2.64	n-1=39	$\alpha=.05$	tc=1.687	0.59

The *t*-value is 2.64302. The *p*-value is .004987. The result is significant at $p < .05$.

Table 6.71. Statistical Measurement of Accuracy



Graph 6.52 .Statistical Measurement of Accuracy

The quantitative measurement of accuracy , provided on Table 6.71 and Graph 6.52, shows an improvement in the level of proficiency as the number of errors decreased and the t-test is significant (2.64) with $\alpha=.05$ and the effect size is 0.59. The total number of errors made by the students in the pretest transcripts is 429 and the mean is 11 with a standard deviation of 5.70 and taking into account the standard error of 0.91 with Df=39. However, the total number of errors in the posttest is 321 and the mean shows a considerable regression with the total amount of 8.23 to clearly indicate that the participants reached an accepted level of accuracy and authentic web learning offers exposure and good immersion to learners.

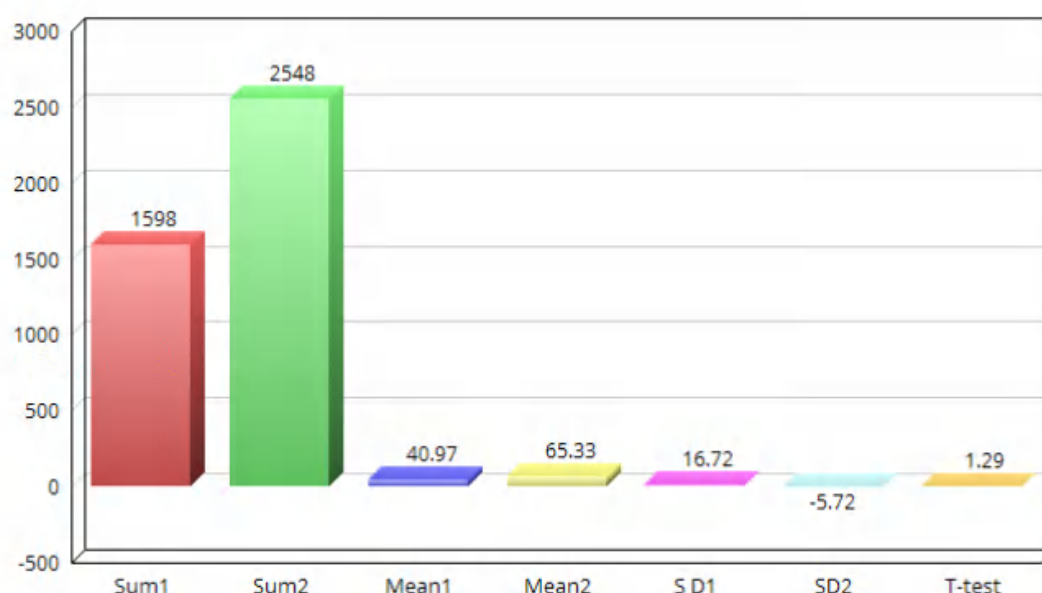
6.1.1.1.2. Speed Fluency

	Sample Numbers (n):	Sum	Mean (Average):	Sample Standard Deviation	Standard Error (SE _x):
Pretest results	40	1598	40.97	20.63	3.30
Posttest results Speed fluency	40	2548	65.33	16.72	2.67

Statistical Measurement	t-test	Degree Of freedom	Alpha level	Critical Value	Effect size
Speed fluency	-5.72	n-1=37	$\alpha=.05$	tc=1.687	1.29

Table 6.72. Statistical Measurement of Speed Fluency

The t -value is -5.7265. The p -value is $< .00001$. The result is significant at $p < .05$.



Graph 6.53. Statistical Measurement of Speed Fluency

Table 6.72 and Graph 6.53 display speed fluency final results as fluency is measured by counting the overall number of As-unit per performance. Thus, the sum of all As - units is 1598 with the mean of 40.97 compared to the number of AS-unit in the posttest that improved significantly to reach a total sum of 2548. In view of that, other satisfactory results and statistical indicators as the standard error of the pretest (3.30) and the standard error of the posttest (2, 67) contributed to the significance of the t-test of -5.72 and a high effect size of 1.29 to provide an evidence to reject the null hypothesis and accept the positive role of the treatment or the authentic web-based instruction on the language production of the learners.

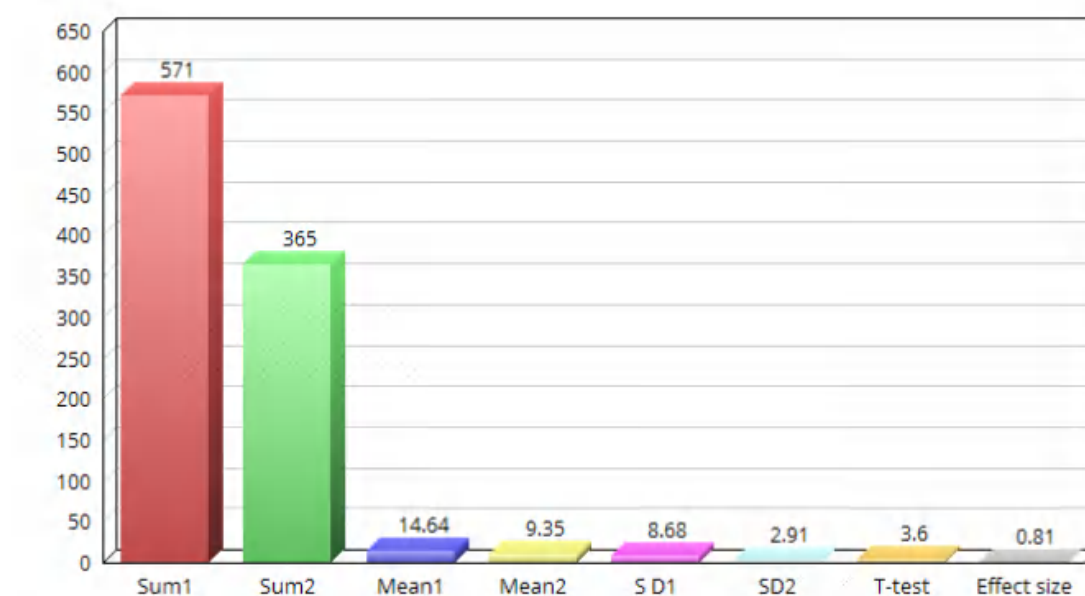
6.1.1.1.3. Breakdown Fluency

	Sample Numbers (n):	Sum	Mean (Average):	Sample Standard Deviation	Standard Error(SE _x):
Pretest results	40	571	14.64	8.68	1.39
Posttest results Breakdown Fluency	40	365	9.35	2.91	0.46

Statistical measurements	t-test	Degree Of freedom	Alpha level	Critical Value	Effect size
Breakdown Fluency	3.60	74	$\alpha=.05$	tc=1.687	0.81

The t -value is 3.6014 the p -value is $< .00001$. The result is significant at $p < .05$.

Table 6.73 .Statistical Measurements of Breakdown Fluency



Graph 6.54: Statistical Measurement of Breakdown Fluency

A notable improvement also reported in this research is the effect of the designed programme on the number of pauses or breakdown fluency problems made by the learners in the pretest. As said earlier, breakdown fluency measures have reported substantial changes both in the length and the frequency of pauses in the pretest and posttest

recordings. The participants achieved 571 as a total sum of pauses and the mean of 14.64. Thus, the corresponding standard deviation (8.68) and the standard error of (1.39) were registered. The same participants improved this aspect of oral proficiency by decreasing the number of pauses and their use of communicating strategies had an explicit effect on the total sum of pauses (365), the mean (9.35), the standard deviation (2.91) and standard error (0.46). At last, the table above also points out to the t-test and the considerable amount obtained from the t-test equation which is 3.60 with a good effect size of 0.81.

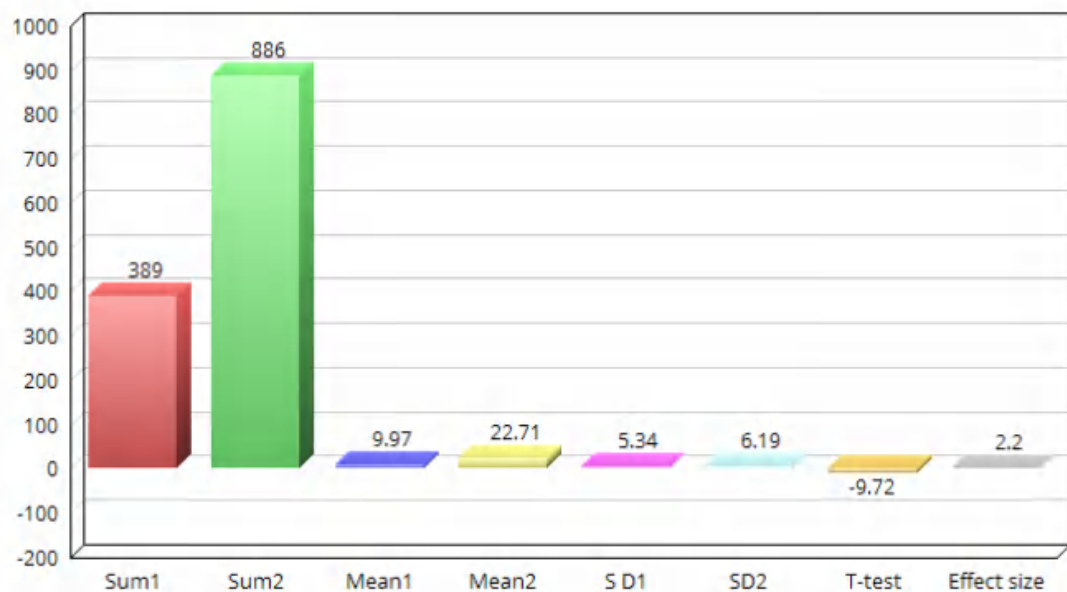
6.1.1.1.4. Syntactic Complexity

	Sample Numbers (n):	Sum	Mean (Average)	Sample Standard Deviation	Standard Error (SE _x):
Pretest results	40	389	9.97	5.34	0.85
Posttest results Syntactic Complexity	40	886	22.71	6.19	0.99

The t-value is -9.72103. The p-value is < .00001. The result is significant at $p < .05$.

Statistical measurements	t-test	Degree Of freedom	Alpha level	Critical Value	Effect size
Syntactic complexity results	-9.72	74	$\alpha=.05$	tc=1.687	2.20

Table 6.74. Statistical Measurements of Complexity



Graph 6.55: Statistical Measurement of Complexity

Syntactic complexity refers to the total number of subordinate clauses uttered by the students in both pretest and posttest. As a considerable remark, students used a total sum of 389 subordinate clauses in their spoken language (mean = 9.97, standard deviation = 5.34, standard error = 0.85); however, the level of complexity increased to reach the total amount of 886 (mean = 22.71, standard deviation = 6.79, standard error = 0.99). Thus, the t-test registered is highly considerable as it attained the sum of -9.72 and a large effect size of 2.20 suggesting that authentic web-based teaching of the module of 'listening and speaking' had a good effect on learners' use of more elaborate language.

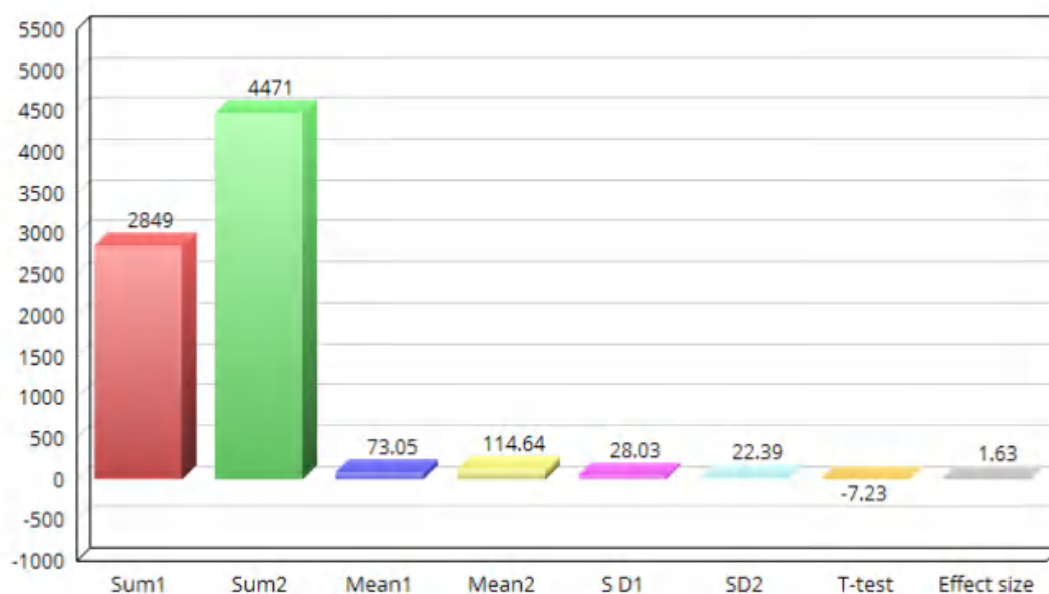
6.1.1.1.5. Lexical Complexity

Statistical measurement	Sample Numbers (n)	Sum	Mean (Average)	Sample Standard Deviation	Standard Error (SE _x)
Pretest results	40	2849	73.05	28.03	4.48
Posttest results lexical complexity	40	4471	114.64	22.39	3.58

The *t*-value is -7.23963. The *p*-value is < .00001. The result is significant at $p < .05$.

	t-test	Degree Of freedom	Alpha level	Critical Value	Effect size
Lexical complexity Results	-7.23	74	$\alpha=.05$	tc=1.687	1.63

Table 6.75. Statistical Measurement of Lexical Complexity



Graph 6.56. Statistical Measurement of Lexical Complexity

The table above displays the Lexical Complexity results of both pretest and posttest performances. A comparison of the two sums obtained shows an increase in the number of lexical words, as the first sum is 2849 and the second is 4471. This indicates a growth of 1622. An important difference is noticed in the two means registered (73.05-114.64) and the two standard deviations (28.03- 22.39) and the standard errors (4.48-3.58). All these statistical measures made the t-test score (-7.23) and the good effect size (1.63) as excellent indicators of the success of the experiment and proved its efficiency in affecting the quality level of words used by the learners.

6.1.2. Students' Improvements in Classroom Interaction (Analysis of Students' Pre-test and Posttest Transcripts)

Interaction is the key element in EFL instruction and an integral part of speaking skill; eventually, developing communication skills to take part in conversations and negotiate meaning is the aim of any teacher and learner. As such, teachers' assistance, choice of topics, appropriate feedback, and positive attitude tend to encourage learners to talk and improve the quality of classroom interaction. All students were informed before the experiment that some sessions will be audio-recorded and were assured that the collected data will be used confidentially and anonymously. Therefore, the language laboratory facilitated the recording process and the students also recorded their performances using various recording devices. Thus, data was collected during the first week and the last week of the second semester of the academic year 2017-2018 and the majority of the participants have taken part in the activity. After the obtention of the audio- recordings, some conversations were selected randomly to be transcribed, coded and analysed.

Using classroom discourse can also reveal any language improvements by listening to some excerpts of the transcripts based mainly on students-students verbal exchanges on various topics selected by students themselves from a long list given at the beginning of the semester to meet their needs. In regards to new interest that arise along with the courses, some of new topics are added and some others are suggested by students themselves. Thus, some students-students data excerpts are analysed in this chapter in order to evaluate the positive effects of an authentic web learning on students' interaction by observing any alterations on levels as grammar, vocabulary, and strategy use. As said before, the researcher acted as an active participant (a teacher) in this action research work and his role is to employ all the necessary skills, teaching strategies and tools that can contribute to the success of this quasi-experimental research.

6.1.2.1. Qualitative Results of Classroom Observation

6.1.2.1.1. Students Participation in Class Discussions

The students' level of participation at the beginning of the research (just after the pre-test) was unsatisfactory. Most of the time almost all the participants needed to be stimulated and persuaded to take part in class discussions. They displayed a lack of the appropriate expressions to communicate clearly and accurately in many situations. Their contribution

to class debates was minimal and the majority failed in making comments ,expressing opinions or asking questions, etc. Although the topics of class discussion were given a week before the regularly planned sessions the participant were generally almost unwilling to talk, even when they were questioned by the teacher. Almost all of them suffered from lack of self-confidence and they had considerable difficulties in understanding central points and displayed on a regular basis language problems in pronunciation, grammar, and vocabulary and general background knowledge. Their involvement from prepared topics was limited to reading from written texts or from their mobiles or memorizing whole complex passages from different websites and failed to respond to the required spontaneity of the classroom discourse. It was observed from the recorded classroom interaction discourse many cases of mother tongue / L1 interference(mainly from Arabic) , complete ignorance of the English sentence patterns , non-application of grammatical rules and lack of linguistic knowledge as common obstacles throughout this research and were major causes in many communication breakdowns.

6.1.2.2. Quantitative and Qualitative Results of Interaction Analysis

6.1.2.2.1. After Pretest Transcripts

Almost all after pretest TSSD revealed a significant number of language problems. (As illustrated on appendix 4) nearly all excerpts of pretest TSSD contain many examples of grammatical errors of different types so they are coded using symbols, as shown in Table 6.68. This section discusses the different interactional problems that were reported as a total ignorance of cultural norms of oral discourse as ways of starting and closing conversations as principal parts of discussion skills. Moreover, the students manifested many instances of lack of background knowledge as no information is communicated throughout different turns as they answered very briefly using yes or no instead of elaborating more and deal with the topics very deeply. Still incomplete exchanges are frequent in pretest transcribed discussion .Besides, there are many cases of inappropriate interpretations of messages .Furthermore, a special embarrassment when students cannot finish their messages or they are not able to find the desired word; however, they cannot be taken into consideration in addition to many segmental and supra-segmental aspects of the conversations that are hard to report here in this research. The transcripts also demonstrate that some participants made comparatively long turns but explicitly they generated many errors, both filled and unfilled pauses and many repetitions.

<u>Irregular verbs</u> I have growed up there with all my family and brothers. she was with me from the moment I camed to this life	
<u>Auxiliaries : have /has</u> ... yes it have changed thebuildings has changed I have practice this activity	
<u>Singular /plural and with /irregular plurals</u> there is so many buildings and many peoples	
<u>Gerunds</u> the type of activities I like to do in my free time is read books Sometimes I like read books or just short stories in English or in French.	
<u>Articles</u> my mom is teacher of Arabic I'm from small town which is Biskra in Algeria. My mom is very kind women and great women she is lovely mum I have a nice memories with my family and specially with my friends	
<u>Verbs/CORPULA OMISSION</u> shestrong and honest women it used to be a small village called M'chounech it's where I born..	
<u>Tenses</u> it's how to say this..it's a small village it's ...aa... not far from Biskra.....and I doesn't live there for a longtime because we have moved to biskra	<u>Double use of subjects and pronouns</u> this place it has changed because it became almost like a big city
<u>Noun form of verbs</u> I have changed my interesting	
<u>Confusing between adjectives /past participle</u> I like languages then a newlanguage it's so interested	

Table 6.74. Students' Grammatical Errors

Additionally, the recorded conversations show problems of lack of vocabulary that the participants face both in language comprehension and production. Besides, the participants generally face difficulties in using appropriate English words according to context in addition to the problem of literal translation or a word for word translation from Arabic into English mainly from Standard Arabic. Therefore, mother tongue interference is mainly a source of wrong collocations. Moreover, they use American colloquial English like *wanna* and *gonna* instead of being consistent in one academic English (either American or British) due to the influence of American movies and internet videos. In addition to this, they constantly confuse noun and the verb forms and the noun and adjective forms like *interesting* / *interests* and *effect/affect*, etc.

An error analysis of the students' transcripts reveals many grammatical errors at many levels as it is illustrated in the excerpt below. Almost all patterns of exchanges show students' struggle to communicate despite their problems in grammar as shown in questions and answers in line 1 2 3 4 of the following excerpts making messages unclear so these grammatical errors occur at many levels of their utterances. As a starting point, in line 1 the participant's utterance *I think the illegal immigration mean* should be said in the following way: *I think that illegal immigration means*. Generally, students should be careful with other language aspects, for instance participant A1 uses the article *the* instead of Ø article and the final *s* of the third person singular for the verb *to mean* is omitted. In addition to articles, a common obstacle to the majority of the informants concerns the use of tenses as the verb *is* and the article *an* are missing in in line 3 *this in unlawful way* instead of *this is unlawful* or *this is in an unlawful way*.

Excerpt 1 from TSSD A .Illegal Immigration

- 1 A1: /I think the illegal immigration mean /
- 2 /a group of peoples who went to another country and/
- 3 /this in unlawful way. and person who do that, he will be
- 4 /risk and he will limits their chance for life/
- 5 / yes and people who dreamto eat fish, fish eat them or peoples who/
- 6 /arrive in this place they eaten from garbage. /

41 / I mean...so, why I don't make risk /

42 A1 He lost. I don't like it ,even in their death they loss their right to burial/

43 A2 / but I will bedied in general so here or there I am died/

44 A1 / but..... /

45 A2: / from the hunger there I am died in the sea/

46 A1 /but if died there you get your right to 6 min to burial /

47 A2 /yeah, it's okay , they can get me from my place/

48 A1 / often we heard they burned them

48 /because they don't find their parents to sent the bodies to them

49 /and this shame on us/

A2 /Thank you /

On Excerpt 2 problems with prepositions and the omission of subjects are also noticed. For instance, in line (10) the statement *okay, but if you stay at your country is better* should be corrected as *okay, but if you stay in your country it is better*. Furthermore, there are many cases where the language is not clear and the cause is due to mother tongue interference like in the following sentence *because your personality will be crash* instead of *You will feel inferior* and in another statement *when look at the Western looking at you like a lowely* and the correction is *When you feel the foreigners lookingat you as being inferior to them*. In addition to this, many errors related to the use of articles and prepositions and the omissionof the verb are also frequent in the recorded data *No, this wrong idea , because the personality is not what the people say about you* instead *No, this is a wrong idea because personality is not what people say about you*

There are many factors that hinder an effective communication due to cultural barriers that were displayed through students' body language signals and behaviour during the experiment. Thus, instances of students' hesitations and fear of risking an opinion such as in initiating discussions and defending a given position in relation to some particular topics related to religious beliefs were common in different classroom situations. Thus, various transcripts show instances of a total ignorance of rules of inviting a person to take part in conversations, as in the excerpt below (TSSD B about euthanasia), where the two students

are against euthanasia since, in our religion (Islam), it is totally forbidden and the two students cannot imagine themselves defending it although they were given time to prepare the topic and the arguments and the instructions were well explained before .

TSSD B .Euthanasia should be Legal

- 50 B1 To put such a law legal, it's a big mistake what I want to say is
51 /we must spent and use each every single second in our lives ,
52 / we must be positive/
53 / maybe will be cured... everything will change/
54 / because in our religion Allah say /
55 it forbidden thing to do this .we can't.
56 B2 ok but he is free to choose his opinion everyone .eh..
57 /she have the right to decide/

Learners instead of expressing opinions and giving arguments to respond to their interlocutors, as in the following excerpt taken from pre-test transcripts, preferred to abandon the conversation due to serious language problems.

- 58 B1 ok as you said.. he is free what about his dear people?
59 What about his friends? His family? I mean he is not alone there are
 people care about
60 him
61 / they would see him more days and seconds/
62 B2 /he doesn't have the right to do that to them.they can't see him during in front
 of them in this way.

In Excerpt1 concerning accuracy the two participants made the same errors. Participant 3 misused the term euthanasia and the student should be careful about the term and use it in the following way: *To put such a law legal* or *Euthanasia should be illegal*. Thus, the suggested Correction is *The laws should prohibit euthanasia*. The previous statements are clear illustrations of insufficient prior knowledge about the topic to correctly use it in an appropriate way. Similarly, the following noun clause sounds odd *each every second in our lives in our lives* and the recommended correction is *every second in our lives* or *each second in our lives* or *each and every second in our lives*.

Throughout the various excerpts, students also displayed many instances of mother tongue interference and ignorance of the English sentence pattern as in the following:

we must be positive maybe be cured many everything in one second will single change because in our religion Allah say it forbidden thing to do we can't... we must be positive maybe we will be cured in one second because in our religion Allah says it is forbidden ... Participant 4: *ok as you said...He is free what about his dear people? What about his friends? His family?I mean he is not alone there are people care about him, they would see him more days and the proposed correction is, ok as you said... . He is free what about his dear people? What about his friends? His family? I mean he is not alone there are people who care about him, they would see him for more days and...*

TSSD C .War is Never an Option for Solving International Disputes

- | | | |
|----|----|---|
| 63 | C1 | In my opinion. I totally agree with this idea which is the war is solution/ |
| 64 | | /because without war people didn't <u>understood</u> with clever attitude/ |
| 65 | C2 | I disagree that the war is solution/ |
| 66 | | /because it make people homeless and can make disaster consequences / |
| 67 | C3 | Yes , but not only this result there are others / |
| 68 | C4 | /the best solution in international dispute/ |
| 69 | | / because in the war we show our power to the world and other countries / |
| 70 | | /and that's why other countries will fear to come to our border again / |
| 71 | C5 | / in my opinion I don't think that war is the best solution to solve international disputes/ |
| 72 | | /because that are something which we call peace/ |
| 73 | | /which why there is such many communities that support peace in the world. |
| 74 | C1 | / actually I'm against your opinion |
| 75 | | /because I think that there is some disputes and some problems that will not solve with peace we have to use power/ |
| 76 | S8 | / also we can use peace to solve many other problems because...many years |
| 77 | | /because... many years ago we used or people have used peace to solve their problems / |
| 78 | C2 | / you are wrong because many years ago there was worldwide wars / |
| 79 | | /and there is so many wars and that's why the world is divided today/ |

- 80 C3 /ah.. I think that... war can such a harmful, dangerous way to take people's
life/
81 /and destroy families and ...it can destroy many countries worldwide /

As seen on TSSD C the non-application of grammar rules is the most frequent error, as in the following instance uttered by participant 2 *I disagree that the war is solution because it make people homeless and make disaster consequence* and the accurate form is *I disagree that the war is a solution because it makes people homeless and can be devastating on the environment or can cause a disaster.*

6.1.2.2.1.1. Vocabulary

The second hypothesis of the thesis seeks improvements in vocabulary knowledge as an important component in any classroom interaction. Generally, students struggle while trying to learn new words and while using them in communication. The seven groups of errors are observed in both pre-test and post-test transcripts: Errors of wrong word choice: Errors of literal translation: 3.Errors of omission or incompleteness: Errors of redundancy 4. Misspelling: Errors of collocation: Errors of word formation: The fourth type is not dealt with in the present research since our focus is with lexical errors in oral production.

Exerpt 2 TSSD A. Illegal Immigration

- 31 A2 /but if here is homeless , so thereas... there is the same /
32 /I am homeless in my country /
33 /why I can't to go to another country and to be homeless./
34 A1 but I prefer to stay in my country and be homeless /
35 /what about 2000 people died in the sea /
36 A2 /yes, they died but .died.
37 /you know why because people they fight to live /
38 A1 / because they pass the sea by a small boat
39 /and their life are not safe completely/
40 A2 / I know. when I live in poverty and employment in any things in problems

The following are examples from the transcribed student-student discussions (Excerpt 2 TSSD1) about Illegal Immigration (line 31-32) */but if here is homeless, so there as... there is the same/ / I am homeless in my country*. The participant made an errors of word formation (instead of homelessness). Another example of errors of the same category (word formation) has occurred in (line 40) *I know... when I live in poverty and employment in anything instead of 'unemployment'*. In line (36-37) *yes, they died /you know why because they fight to live* the errors is of wrong word choice category and the word *struggle* is more appropriate for this utterance. In another line (38) *because they pass the sea by a small boat*. Here the error type is literal translation as the word *cross* should be used instead of *to pass, give our lives* instead of *sacrifice our lives*.

TSSD D .Marriage is Outdated

- 93 D 1 / I agree with the idea of the woman got happy if she is not married/
 94 / because if she isn't married she got Free and practice her life easily
 without complexied
 95 /and I think the man.
 96 /maybe if she married she live . ah. many family problems and she get
 sad and ah.ah/
 97 D2 / Now in my opinion in ... this idea... it not true
 98 /because the woman need the marriage and not man in many cases /
 99 /she needs a good family/
 100 /and the marriage it not mean the problems or anything bad/
 101 D 1 / yes, maybe but if she not married /
 102 /do what. she.like/
 103 / and .she have no children/
 104 D3 /okay this is your opinion/
 /but I think she can do anything she likes with her husband or her children /
 105 / she is a free woman also/

TSSD E. A woman's Place is in their Homes

- 124 E1 / you are women and you should stay at home /
 125 E2: /we should have equivalent between man and women /
 126 /because the Islam never says that the man not live the women or
 don't /
 127 /says also the women can do her own work , if she want to work/
 128 /they should to work /

Mother tongue interference errors are very frequent in students' oral production and almost all pretest transcripts abound with literal translation and wrong collocations

as in the following statements that demonstrate serious language deficiencies. In line (91) *I agree with the idea of the woman get happy if she is not married , because if she isn't married she gets Free and practice her life easily without complexied and I think the men ... maybe if she married she live ...aaaaa .many family problems and she get sad and aaaa .* Thus, the participant's utterance *she live many family problems* is a literal translation that can be corrected by using the *verb to face* (to face problems). Similarly the next utterance *when she become a strong woman she can do all the dreams* is another Literal translation error (*do* instead of *fulfil*) and at the same time it is an error of redundancy (the verb *to do* is overused in many cases). In Excerpt TSSD E (A woman's place is in the home) In line (125) *we should have equivalent between man and women ,the error type is word formation so the terms equality ,justice ,fairness or equal opportunities can be more appropriate in this context.*

Collocation errors are very common in EFL learners' production and called also wrong word combinations. According to Oxford dictionary the term collocation means *The habitual juxtaposition of a particular word with another word or words with a frequency greater than chance*. Collocation errors are generally caused by interlingual transfer and the lack of exposure to the English language. Therefore, 4 errors of wrong collocations occurred in pretest transcripts and only 2 errors were counted in posttest ones because, as revealed by students' preliminary questionnaire, almost a majority of students revealed that they usually learn English through Arabic (by translation). Thus, an awareness of the dangers of literal translation and the necessity to guide students to the importance of exposure to learn the English collocations was a priority in the new designed programme. Woolard (2005) sustains that Fluency does not necessitate a knowledge of many words; therefore, it needs only good skills to deal with some essential words. For this reason, acquiring common collocations and elementary skills on how to use them can help in achieving fluency in reading, writing and speaking to be able identify them rapidly while listening to authentic videos.

6.1.2.2.2. After Posttest Transcripts

6.1.2.2.2.1. Grammar and Vocabulary

According to the results of the analysis of the transcripts, there is a noticeable difference between both pre-test and posttest exchanges in terms of accuracy, vocabulary and strategy use. A qualitative analysis of the students' performances clearly shows improvements

especially in accuracy where less errors are observed in the post-test recorded conversations compared to the pre-test transcripts. Generally, almost with all groups of participants the rules of turn taking are well respected. In TSSD N about ‘Islamophobia in France’ participant one starts the discussion with a complete idea and gives opportunities to his interlocutors to present their own views. Here he/she initiates the discourse with this statement *We are going to discuss about Islamophobia in France. I think that Muslims in the world deserve what is happening to them since they have not preserved the real image of tolerance*. This statement is addressed to the informants participating in the task (line 302). Thus, the student in line (308) and line (309) says: *Consider the 11th of September in America and all the troubles done in the name of Islam. Do you think that Americans will love us after all the disaster* as a way to give the floor to them. Hence, the discourse is further prompted by his friends answering him. *In France it is the same people ask for Halal meat and ask for mosques and pray in the street and wear strange Djellabas* offering more than one direction to the new information involved and what can be noticed is that the answers are appropriate to the context indicating a good level of reception and production. Furthermore, more turns in different transcripts are noticed where responses are aimed at holding the floor and discussing the issues involved as a way to defend a point of view, listening to a partner’s argument, accepting a certain point and rejecting another one but the flow of words is done in a smooth way. Many similar cases are also found throughout the post-test transcribed discussion presented in appendix 3.

TSSD N. Islamophobia in France

- 301 N1 We are going to discuss about Islamophobia in France.
- 302 I think that Muslims in the world deserve what is happening to them since they have not preserved the real image of tolerance
- 303 N2 No I do not agree with you my friend because Islam is pure and the behaviour of some Muslims in the world is not Islam
- 304 How can I say this? ... We need to stop considering Islam as the behaviour of some Muslims.
- 305 Is Islam the cause of troubles in the world today is this what you want..to say?
- 306 N3 Can I interrupt you please. The responsibility of Muslims is important. ?Let me explain
- 307 I have just to explain it in another way.
- 308 Consider the 11th of September in America and all the troubles done in the name of Islam
- 309 /.Do you think that Americans will love us after all the disaster/

- 310 N4 /You are right I agree totally with you I will not consider all Muslims as
Ben Laden/
311 N1 .In France it is the same people ask for Halal meat and ask for mosques and
pray in the street
312 and wear strange Djellaba and do not care that they need to adapt to the new
world/

TSSD H. In the following excerpt, the first participant's suggestion about death penalty is that it should be applied in Algeria. As a response the second participant accepts to give a counter argument despite the prevailed religious beliefs about death penalty that is considered as a punishment for murder or other crimes. This shows students' general background of the topic and their tolerance to defend a position as part of classroom activities as can be seen in many lines of the transcripts (line 172, 175, 177) and respectively their partners giving rebuttal and adding new ideas (173,176).

TSSD H .Death Penalty

- 172 H1 /About death penalty I guess this is not a solution/
172 because the criminal have the right to live .../
173 H2 /I agree with you that everybody has the right to live/
174 /what about the victims they also have the right to live... the criminal took
his life/
175 H3 /But you will do the same he killed someone and you will kill him and its
continuing/
176 H4 /I' m not going to kill him the law.../
177 H1 /Do you think it is right to kill someone because he killed someone else
this is not logical/

TSSD K. In the case of the various turns about cloning the participant k1 and the participant k2 try to make clear their positions from the beginning although it is not a conventional way to start a conversation. As the following line can illustrate *K1: Today we are going to talk about cloning Im going to be against it and my friend is for*. Participant 2 starts defending his/her idea referring to some scientific evidence to extend more the point and generate new thoughts on the part of his/her interlocutors (as line 242 and line 244). Thus, a new explanation followed as the second participant prefers to dig deeper and clarifies the signification of his friend's answer (line 261,line 262,line 263) .To elaborate more, the Participant K3 expresses his agreement with his partner's intervention (line 266)and starts another sub-topic about cloning organs . Thus, they finish their debate with a general sum up which is in accordance with the main rules of opening and closing conversations (line 268,line 269).

TSSD K.Cloning

- 240 K1 /Today we are going to talk about cloning.. I'm going to be against it and
my friend is for ../
- 241 K2 /cloning is the process of producing similar population of genetically identical
individuals/
- 242 /it's also the processes used to create copies of DNA../
- 243 K3 /In my opinion i think that cloning has bad effect on us more than good
ones /
- 244 First of all , to make a cloned organ you have to use the embryo of a
human and that is totally wrong ...
- 245 k1 sorry for interrupting but i think that cloning doesn't effect badly on
human health

6.1.2.2.2. Strategy Use

Building Learners knowledge on various topics requires also the teaching of communicating strategies. According to the students' questionnaire they were totally ignorant of the existence of these useful learning techniques. After the indirect and direct strategy training, they gained an awareness and they started using them whenever they face communication breakdowns. Thus the number and the length of the pauses were reduced as demonstrated earlier .The present analysis seeks to highlight the categories of communicating strategies and the identified turns in which they were used by the students (see appendix 1 for the complete transcripts).

As seen on the transcripts ,the participant (in line 177) does not agree and suggests a new idea and uses a clarification request as a communicating strategy *Do you think it is right to kill someone because he killed someone else this is not logical*. When examining the different transcribed discussions communication breakdowns become rare, compared to the first transcripts, and students use various strategies to avoid long pauses and breakdowns. Avoidance strategy is hard to notice while analysing the conversations; however, other strategies are used such as asking for help *How can I say this?*

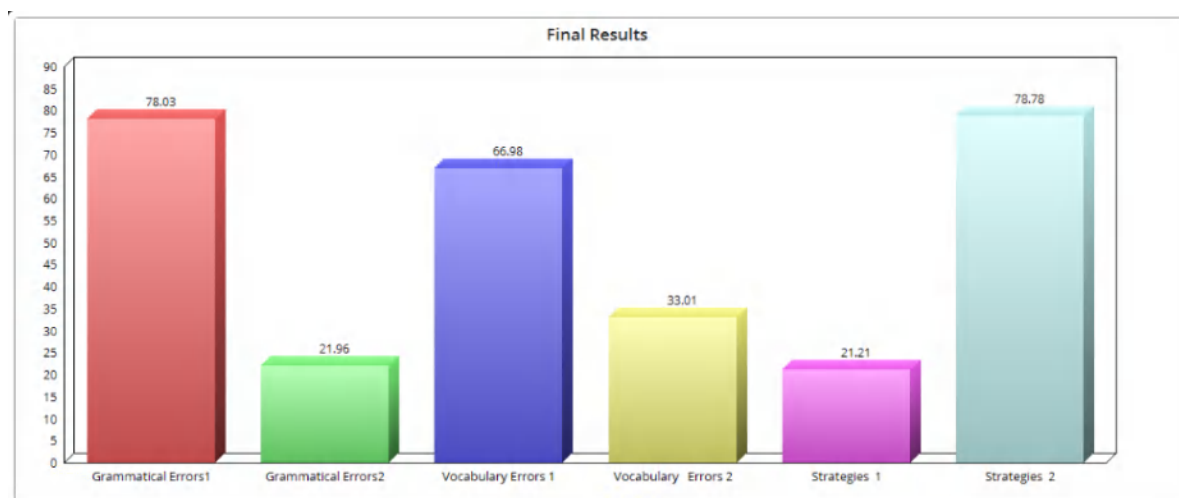
(line 304) code switching like in the term *medicament* used in line (287) instead of the word *medication*, an example of approximation is also shown in line(283) *euthanasia or the killing of sick people by doctors*. Moreover, empty lexical items like *in fact, I mean, I think* in many lines of the transcripts are observed. Eventually the teaching of these communicating strategies couldn't be effective if they are taught outside the context and without practice. So checking comprehension coded as [Comp-check] is used in many instances where the students check comprehension in many lines of the different transcripts. As(in line 272), where the participant asks whether the other members of the group are following his/her idea and getting his/her message as he/she wants to be understood : *Death penalty is a practice imposed by the government relying on the killing or the execution of the killer and death penalty is important for preserving law and order and is allowed for stopping crimes. Do you understand what I mean?* Other cases where questions like *Do you understand? Are you getting my message?* Do you understand what I mean. Generally, the aim is to check comprehension of a given word or a given point or information line (183), line (221) and line (307).

Negotiation of meaning is an essential ingredient in classroom interactions and students can use communication strategies acquired before to help in making the information communicated clear to avoid confusion and communication breakdowns. Accordingly, qualitative and quantitative data obtained clearly illustrate the frequency of these strategies in students' interventions where students ask for clarification to understand in line (282) *Yes completely I understand your point of view and I respect it but what did these persons do to be killed in that horrible way .What was their fault?* using clarification request strategy in line 296-297. Another student asks about clarification *I cannot understand why you refuse* as a way to prompt more the discussion and asks his/her friend to explain more his/her opinion about euthanasia. Another statement referring to the same type is in the following line (318) and line 320 *Explain me what you mean and Which countries in Africa I do not get what you mean* uttered by the fourth participant in TSSD N dealing with Islamophobia in France.

Confirmation check strategy is generally employed by a listener to make certain that that was said before he understands it appropriately and the aim is for meaning negotiation. Throughout the transcripts the following questions were asked as *what you mean. Are you saying that sick people should die?* (line297) Here the participant checks his understanding of what he has just heard before. Here the speaker is asking for further information about the topic so it helps in understanding better the message. In line (305) another question is asked to check meaning and defend more a point of view *Is Islam the cause of troubles in the world today is this what you want to say? Are you for violence in the world? Is it what you are defending now*(322).

Grammatical Errors	Before	After	Vocabulary Errors	Before	After	Strategies used	Before	After
Irreg- verb	39	5	Word-choic:	21	14	App- help	/	2/
Aux	5	0	Lit-trans:	21	8	Approx-	/	4
sing/plu /irreg- plu	33	4	Omiss-incomp	3	2	Co-switch	2	/
Art	39	5	redund	15	4	Emp-lexic	4	7
Tens/Verbs/CORP-OMISs/Ger	31	8	Colloc.	4	2	Avoid-strat	/	/
Doub- subjects / pro /Sub-omiss	20	20	Word-form	7	5	Conf-check	/	2
Noun- form - verbs (supress	5	5				Comp-check	1	7
Confus- adj /pas particip (suppress)	6					clarificatio n request	/	4
Total Results	78.03%	21.98%		66.98%	33.01%		21.21%	78.78%

Table 6.75. Pre-test and Post-test Transcripts Final Results



Graph 6.57. Pre-test and Post-test Transcripts (Final Results)

6.2. Post- experiment Survey (General Evaluation of the Research)

After the post-test, the survey was administered to collect data about the effects of the new instruction. Thus, this feedback from the participants can help the evaluation of the following introduced aspects of the experiment (the implemented course, the tasks, the role of the teacher, oral practice, strategy use, self-assessment and peer-assessment, teachers' feedback, home practice, oral tests, portfolios learning, authentic web-learning materials and critical thinking skills).

6.2.1. Students' Perceptions towards the Implemented Course

Question One: What are your perceptions towards the implemented course?

Number		Answers	N	%
1-	The course has clear objectives	Agree	8	20%
		Strongly agree	32	80%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
2-	The course suits my learning needs	Agree	20	50%
		Strongly agree	20	50%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
3-	The tasks suit my level	Agree	10	25%
		Strongly agree	30	75%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

4-	The tasks initiate Students to authentic web-learning	Agree	0	0%
		Strongly agree	40	100
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
5-	The tasks arouse my interests.	Agree	24	60%
		Strongly agree	16	40%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

Table 7.76.Students’ Perceptions towards the Implemented Course

As explained in the table above, in regard to the course and the tasks designed by the teacher, the students selected agree (20%) and strongly agree (80%) on the statements “The course has clear objectives”. The second statement “The course suits my learning needs” and “The tasks suit my level” gained support as the following options are selected (agree 50%-strongly agree 50%). Moreover, the participants also showed a strong agreement with the fourth “The tasks initiate Students to authentic web-based learning”. As far as and fifth statement is concerned “The tasks arouse my interests” the first two options were also crossed with the amount of 60% and 40% respectively.

The significance of need analysis in course design received a constant approval in EFL pedagogy. This authentic web learning course applies the theoretical issues in relation to syllabus design as learners’ needs, level and interest as basic principles that can challenge the teacher in the new virtual programme.

All things considered, the different needs can be summarized in few words: real language use in reference to the target situation analysis and language learning needs in terms of skills and strategies that are the main objectives of authentic web learning (Hutchinson & Waters, 1987). The previous findings of the students’ preliminary questionnaire revealed the need for academic English to be included during the language instruction in addition to an emphasis on fluency, vocabulary, grammar and pronunciation. Moreover, teachers’ views regarding the utility of transforming the Algerian oral classes to follow the current trends is also not ignored with less reliance on traditional perceptions as some new horizons are opened to learners and almost all modern tools can be used at any time. Moreover, language needs are also related to tasks that should suit abilities and level as mentioned previously. In other words, the aim of English language course was not limited to classroom tasks; however, it seeks also to orient the learners to all opportunities on the net

by performing activities and providing skills to engage, in a personalized way, in all types of interaction between them and EFL learners all over the world and in an unlimited way if desired. For that reason, skills, functions were proposed in advance in the syllabus posted on the teacher's blog.

6.2.2. Oral Tasks

Question Two: To what extent do you agree that the following tasks enhanced your fluency?

Number	Tasks	Answers	N	
1	Presentations	Agree Strongly agree Disagree Strongly disagree NA	8 32 0 0 0	20% 80% 0% 0% 0%
2-	Two minutes speech	Agree Strongly agree Disagree Strongly disagree NA	10 30 0 0 0	25% 75% 0% 0% 0%
3-	Task repetition	Agree Strongly agree Disagree Strongly disagree NA	10 30 0 0 0	25% 75% 0% 0% 0%
4-	Four minutes debates	Agree Strongly agree Disagree Strongly disagree NA	0 40 0 0 0	0% 100% 0% 0% 0%
5-	Class discussion	Agree Strongly agree Disagree Strongly disagree NA	00 40 0 0 0	0% 100% 0% 0% 0%

6-	Web-quests	Agree	16	40%
		Strongly agree	24	60%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
7-	Role playing	Agree	8	20%
		Strongly agree	32	80%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

Table7.77.Students’ Attitude Towards oral tasks used in the Implemented Course

Almost all participants expressed positive attitudes to the use of presentations as they selected the two first options ‘agree’ and ‘strongly agree’ : “Presentations” (‘Agree’ 20%- ‘Strongly Agree’ 80% , “two minutes speech” (‘Agree’ 25% - ‘Strongly Agree’ 75%) “task repetition”(‘Agree’ 25% - ‘Strongly Agree’ 75%) , “Web-quests” (‘Agree’ 40% - ‘Strongly Agree’ 60%), “Role playing” (‘Agree’ 20% - ‘Strongly Agree’ 80%) . Additionally, “class discussion” and “four minute debate” gained more appreciation in developing fluency and 100% of the participant expressed their strong agreement in their answers.

Practically, communicative language teaching approach is applied in this research and fluency received a considerable attention so that students can achieve the required speed while speaking English. To put it briefly, to support fluency development different classroom tasks were performed regularly to help them acquire the necessary knowledge and abilities to communicate effectively in academic setting and in society. In general the above mentioned fluency-building activities are very effective as topics of interest are selected so that students use the newly acquired knowledge ; moreover, task repetition, two minutes speech and four minutes debates offered challenging opportunities to work on speed and rehearsal.

6.23. The Role of the Teacher

Question Three: Do you agree with the following roles of the teacher in the course?

	The teacher	Answers	N	
1	Manages the course effectively	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
2-	builds students' self-confidence.	Agree Strongly agree Disagree Strongly disagree NA	10 30 0 0 0	25% 75% 0% 0% 0%
3-	guides us to discover new personal interests	Agree Strongly agree Disagree Strongly disagree NA	10 30 0 0 0	25% 75% 0% 0% 0%
4-	is at students disposal inside and in an online learning environment.	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
5-	maintains our motivation throughout the instruction	Agree Strongly agree Disagree Strongly disagree NA	10 30 0 0 0	25% 75% 0% 0% 0%

Table 7.78. Students' Attitudes towards the Different Roles of the Teacher in the Course

As shown on table 7.78, all the students agreed on the different roles played by the teacher in the authentic web learning instruction. They all agreed that the researcher manages the course effectively ('Agree' -50% and 'Strongly Agree'-50%) and she constantly builds students' self-confidence effectively ('Agree' -25% and 'Strongly Agree'-75%). Besides, the same percentages are observed on the third statement

(‘Agree’ -25% and ‘Strongly Agree’-75%) and the fourth one ‘Agree’ -50% and ‘Strongly Agree’-50%. The surveyed participant also agreed (25%) and strongly agreed (75%) on the last role of the teacher which is the maintenance of motivation throughout the experiment.

Generally speaking, the teacher should play the role of trainer, coordinator, consoler guide, supporter, motivator, evaluator, facilitator, manager, booster, and resourceful. Throughout the study the researcher supported the students by turning each time their weaknesses into new learning objectives; in addition to this, she contributed to the evaluation of students’ improvements and she played the role of intermediary between students as she offered occasions of sharing interests and objectives. The teacher was also accessible for the students during the course in outdoor practice and in comforting them in stages of high stress and anxiety to help them do the best performances and take pleasure in the learning process.

6.24. Oral Practice

Question Four: How frequently do you do these tasks to improve oral proficiency?

Number	Statements	Answers	Number	%
1-	I read books	Always	28	70%
		Often	7	17,5%
		Sometimes	5	12,5%
		Never	0	0%
		NA	0	0%
2-	I watch videos, movies and songs	Always	40	100%
		Often	0	0%
		Sometimes	0	0%
		Never	0	0%
		NA	0	0%
3-	I chat with my friends	Always	15	37,5%
		Often	13	32,5%
		Sometimes	8	20%
		Never	4	10%
		NA	0	0%
4-	I watch news in English and political debates	Always	11	27,5%
		Often	6	15%
		Sometimes	18	45%
		Never	5	12,5%
		NA	0	0%

5-	I read proverbs, jokes and riddles	Always Often Sometimes Never NA	16 12 12 0 0	40% 30% 30% 0% 0%
6-	I read stories	Always Often Sometimes Never NA	30 10 0 0 0	75% 25% 0% 0% 0%
7-	I listen to audio-books	Always Often Sometimes Never NA	20 10 10 0 0	50% 25% 25% 0% 0%

Table 7.79. The frequency in Students' Practice of Tasks to Improve Oral Proficiency

As displayed on table above the results clearly indicate the answers to this fourth question. As all statements from one to seven had positive answers as the majority of the participants are constantly using internet sources and recognize the various authentic materials as playing a vital role in improving oral skills. The other participants (a minority) affirmed that they 'sometimes' use them to practice oral skills. Hence almost all of the participants (between 25% and 100%) selected 'always' or 'often' to statement 1, 2, 3, 4, 5, 6, and 7. This signifies that the students gained an awareness about the resources of the internet and are greatly immersed in an authentic web learning environment.

6.2.5. Strategy Use

Question Five: How frequently do you use these strategies to avoid communication breakdowns?

Number	<u>Statements</u> When I do not find words	Answers	Number	%
1-	I keep silent for a short time	Always Often Sometimes Never No answer	8 10 15 7 0	20% 25% 37,5% 17.5% 0%
2-	I ask for help	Always Often Sometimes Never NA	15 13 12 0 0	77.5% 32,5% 30% 0% 0%
3-	I translate from Arabic or French	Always Often Sometimes	8 10 16	20% 25% 40%

		Never NA	6 0	15%
4-	I generally use examples (Approximation)	Always Often Sometimes Never NA	16 116 8 0 0	40% 40% 20% 0% 0%
5-	I use the characteristics of the word.	Always Often Sometimes Never NA	9 14 9 6 0	22,5% 35% 22,5% 15% 0%
6-	I use fillers to gain time	Always Often Sometimes Never NA	13 7 16 4 0	32,5% 17,5% 40% 10% 0%
7-	Using 'all purpose words' like I mean, actually, in fact, etc.	Always Often Sometimes Never NA	12 14 8 6 0	30% 35% 20% 15% 0%

Table 7.80. The Frequency of Strategy Use in Communication

The table illustrates the results concerning strategy use. Concerning the first Statement, “When I do not find words I keep silent” a small number of students selected the first choices (‘always’-20% and ‘often’ -25 %.). Similarly, with the other statement “I translate from Arabic or French” that was not a favoured strategy by the majority (‘always’-20% and ‘often’ -25%, ‘sometimes’ 40% -‘never’ -0%. However, with the other statements “I use all purpose words” (‘always’-30% and ‘often’ -35%, ‘sometimes’20% - ‘never’ -15% -“approximation” (‘always’-40% and ‘often’ -40%, ‘sometimes’ 20% -‘never’ -0% . and “fillers” (‘always’-32% and ‘often’ -17%, ‘sometimes’ 40% -never - 10% . Therefore, it can be deduced by a high percentage of the sample that it clearly shows that students gained an excellent understanding of the different strategies and how to use them to avoid breakdowns in communication.

6.2.6. The Use of Communicating Strategies in Meaning Negotiation

Question Six: How frequently do you use the following communicating strategies in meaning negotiation?

Number	Statements	Answers	N	%
1	I check comprehension	always often sometimes rarely NA	9 12 13 14 0	22,5% 30% 32,5% 35% 0%
2-	I ask for confirmation	always often sometimes rarely Never NA	11 12 11 6 0 0	27,5% 30% 27,5% 15% 0% 0%
3-	I check for confirmation	always often sometimes rarely Never NA	10 9 9 8 4 0	25% 22,5% 22,5% 20% 10% 0%
4-	I try to gain time by repeating what was said before.	always often sometimes rarely Never NA	12 14 13 1 0 0	30% 35% 32,5% 2,5% 0% 0%
5	I abandon the conversation	always often sometimes rarely never NA	0 0 0 40 0 0	0% 0% 0% 100% 0% 0%

Table 7.81. The frequency of Strategy Use in Meaning Negotiation in Interaction

The table clearly shows the overall results: Statistically, 22, 5 % and 30 % and 32, 5 of Students selected respectively ‘always’, ‘often’ and ‘sometimes’ for the statement “I check comprehension”. Almost the same amount of participants selected correspondingly ‘always’-27,5%, ‘often’-30% and ‘sometimes’ 27,5% ‘rarely’-15% for the second statement .The third statement scored the following percentages ‘always’-25% ‘often’-22,5% and ‘sometimes’ 22,5% ‘rarely’-20% ‘never’ 0% .The fourth strategy gained these good results (‘always’-30% ‘often’-35% and ‘sometimes’ 32,5% rarely-2,5% ‘never’ 0% . However, the last statement was not selected by the students as they prefer to find immediate solutions instead of abandoning the conversation. The present course offered many opportunities either implicitly or explicitly so that students acquire the ability to overcome language difficulties and disfluencies while interacting with others and be able to use them to maintain a conversation and negotiate meaning and avoid communication breakdown.

6.27. Self-Assessment and Peer Assessment Strategies

Question Seven: What are your attitudes to self and peer assessment?

Number	Statement	Answers	N	%
1-	Self-assessment helped me to know my Errors	Agree	20	50%
		Strongly agree	20	50%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
2-	With self-assessment I turn my weaknesses into learning objectives	Agree	24	60%
		Strongly agree	16	40%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
3-	Self – assessment was useful in improving My oral skills	Agree	18	45%
		Strongly agree	22	55%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
4-	Peer– assessment was useful in improving My oral skills	Agree	17	42,5%
		Strongly agree	23	57,5%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

Table 7.82. The Importance of Self-Assessment and Peer-Assessments in Improving Oral Proficiency

As seen on this table, high percentages (50%, 60%, 40%, 45%, 55%, 42%, 57,5%) selected 'agree' and 'strongly agree' with the four statements and 0% selected 'disagree' and 'strongly disagree'. With these learning strategies students are accepting errors as being part of the learning process and they are tolerant and willing to talk about their errors and language problems. The participants were trained to listen to their recorded performances and correct their errors alone or with their friends in regular group work activities.

6.28. Teacher's Feedback

Question Eight: What is your attitude towards teacher's feedback?

Number		Answers		%
1-	Teacher's correction of my errors is beneficial	Agree	21	52,5
		Strongly agree	19	47,5
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
2-	The teacher's correction is done regularly	Agree	23	57,5%
		Strongly agree	17	42,5%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
3-	Teacher's correction is necessary	Agree	13	32,5%
		Strongly agree	27	67,5%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

Table 7.83. Students' Attitudes towards Teacher's Feedback

In regards to all the statements, the students' positive attitudes were evident as all the selected answers point at 'strongly agree' and 'agree' (52,5%, 47,5%, 57,5%, 42,5%, 32, 5% and 67, 5) and no one selected "disagree" and "strongly disagree". These statistics show clearly that all the participants recognized the importance of the teacher's feedback in relation to error correction to enhance students' linguistic development. The teacher's intervention should be done regularly and in the right time to avoid any confusion.

6.29. Home Practice

Question Nine: What is your attitude on home practice?

Number	Statements	Answers	N	%
1-	The teacher's guidance of my home practice is regular	Agree	20	50%
		Strongly agree	20	50%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

	and effective			
2-	Home practice helps me to improve my oral skills	Agree Strongly agree Disagree Strongly disagree NA	16 24 0 0 0	40% 60% 0% 0% 0%
3-	Home practice helps me To be an autonomous learner	Agree Strongly agree Disagree Strongly disagree NA	12 28 0 0 0	30% 70% 0% 0% 0%

Table 7.84 .Students’ Attitudes towards Home Practice of Oral Skills

Statistically speaking, as illustrated on the table above, the informants all agreed or strongly agreed (50%, 40%, 60%, 70%and 30%) with the teacher’s evaluation of what they learn outside as a best way to foster autonomy and help them to improve their oral proficiency in a continuous process of research, learning and evaluation. As said before, all the students accepted the teacher to guide them in this learning task .What can be deduced from this question is that the teacher’s evaluation of the outside school learning gave more value and efficiency to the instruction implemented.

6.2.10. Regular Oral Tests

Question Ten: How do regular oral tests improve your oral skills?

Number	Statements : Regular oral tests	Answers	N	%
1	Reduce my anxiety	Agree Strongly agree Disagree Strongly disagree NA	22 18 0 0 0	55% 45% 0% 0% 0%
2-	help me to know my level and language difficulties at each learning stage	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
3-	help me to Improve my oral skills	Agree Strongly agree Disagree Strongly disagree	12 28 0 0	30% 70% 0% 0%

		NA	0	0%
4-	prepare me for real life situations	Agree Strongly agree Disagree Strongly disagree NA	12 28 0 0 0	30% 70% 0% 0% 0%
5-	Help me to reduce the duration and frequency of my pauses	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
6-	The teacher presents clear assessment criteria	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
7-	The instructions to the tests are clear and at the level of all students	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%

Table 7.85. Students' Attitudes towards Regular Oral Tests

As represented on the table above the highest percentages (50%.70%, 30%.70%, etc.) were reported with the option 'strongly agree' and 'agree' by all students and no one expressed his disagreement concerning the role of frequent oral tests in the learning process. Moreover, the last two statements received also a good agreement and with the same percentages as these options ('agree' and 'strongly agree') are crossed on the following statements "The teacher presents clear assessment criteria" ('agree' -50% and 'strongly agree'-50%) and "The instructions to the tests are clear and at the level of all students" ('Agree' -50% and 'strongly agree'-50%). Although the first oral test was a source of anxiety among students; however, their attitudes rapidly changed as displayed in the table above. Therefore, the majority took the advantage of this teaching strategy to become a motivational tool. Learners used each test to set up new learning goals according to their progress.

6.2.11. Portfolios

Question Eleven: How do portfolios help your learning process?

Number		Answers	N	%
1-	Portfolios help me to organize my home practice	Agree Strongly agree Disagree Strongly disagree NA	8 32 0 0 0	20% 80% 0% 0% 0%
2-	Portfolios encourage me to learn more and assess my progress	Agree Strongly agree Disagree Strongly disagree NA	9 31 0 0 0	22,5 77.5% 0% 0% 0%
3-	Portfolios pave the way for autonomous learning	Agree Strongly agree Disagree Strongly disagree NA	10 30 0 0 0	25% 75% 0% 0% 0%
4-	With my personal portfolio I set up clear learning objectives	Agree Strongly agree Disagree Strongly disagree NA	5 35 0 0 0	12,5 87,5 0% 0% 0%
5-	With my personal portfolio I discover new interests and become active and creative	Agree Strongly agree Disagree Strongly disagree NA	4 36 0 0 0	10% 90% 0% 0% 0%
6-	Portfolios keep evidences of my own learning steps	Agree Strongly agree Disagree Strongly disagree NA	8 32 0 0 0	20% 80% 0% 0% 0%
7-	With my portfolio I can improve my oral proficiency and score better in oral tests	Agree Strongly agree Disagree Strongly disagree NA	4 36 0 0 0	10% 90% 0% 0% 0%

Table 7.86. The Role of Portfolios in the Learning Process

All the students almost selected ‘strongly agree’ and ‘agree’, among the options offered to them , with all the statements as reported in table 7.88 1-20%,80%;2-22,5%,77,5%;3-25%,75%;4-12,5%87,5%;5-10%,90%;620%,80% ,710% , 90%) and this indicates a solid recognition of the role of portfolios in organizing their learning process and assessment. Generally, portfolios are useful learning tools in organizing students’ home practice and in motivating them to learn more and assess their progress to become autonomous learners. Additionally, creating personal portfolios is a best way in setting up clear learning objectives, discovering new interests and becoming active and creative since portfolios keep evidence of their learning steps so they help them to go forward.

6.2.12. Authentic Web Learning Materials

Question Twelve: How effective are the authentic web learning materials?

Numbers	Statements	Answers	N	%
1	- Web authentic Learning offers opportunities for challenge	Agree Strongly agree Disagree Strongly disagree NA	8 32 0 0 0	22%8 80% 0% 0% 0%
2-	- Currency and novelty aspect was part of everyday learning	Agree Strongly agree Disagree Strongly disagree NA	9 31 0 0 0	22,5% 77,5% 0 % 0% 0%
3-	- The course includes materials dealing with mysterious or exotic phenomena that enhanced more motivation	Agree Strongly agree Disagree Strongly disagree NA	9 31 0 0 0	22,5% 77,5% 0 % 0% 0%
4-	- All the funny stories, jokes, riddles add humour and fun to the learning process.	Agree Strongly agree Disagree Strongly disagree NA	0 40 0 0 0	0% 100 0% 0% 0%
5-	- Opportunities to compete and cooperate with peers prompt more efforts	Agree Strongly agree Disagree Strongly disagree NA	0 40 0 0 0	0% 100 0% 0% 0%

6-	- Tangible outcomes are regularly evaluated at pre-defined learning stages.	Agree	0	0%
		Strongly agree	40	100
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

Table 7.87. The Effectiveness of the Authentic Web -learning Materials

All students selected either ‘Agree’ or ‘Strongly agree’ on all statements : 1- 22%,78%;2-22,5%,77,5%;3-22,5%,77,5%;4-0%,100%,5-0%,100% ;6-0%, 100%) and no one selected ‘Disagree’ or ‘Strongly disagree’. This authentic web learning course sought to integrate challenge and novelty, along with the intriguing, exotic, and personal elements that were prevalent pedagogical foundations of the course (Dörnyei, 2001). Besides, tasks dealing with jokes and authentic videos added humour and fantasy. It is significant to point out that concrete outcomes were measured at different learning stages to enhance a positive competition among learners. In general, the internet is inundated with such significant authentic materials; therefore, the teacher has just to constantly orient learners to discover them in a personalized learning process.

6.2.13. Critical Thinking

Numbers	Statements	Answers	Number	%
1-	The course encourages critical thinking skills and high order skills	Agree	8	20%
		Strongly agree	32	80%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%
2-	The course train students to assess the credibility of information and recognize biased arguments and fake news	Agree	00	0%
		Strongly agree	40	100%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	0%

Table 7.88 .Students’ Practice of Critical Thinking Skills during the Course

Statistically 20% agreed and 80% of Students strongly agreed with the first statement. The second statement gained approval as the majority selected ‘strongly agree’ option (100%). Critical Thinking skills are complex processes that teachers need to inculcate

to his students to stimulate their intelligence to solve problems and take right decisions and achieve objectivity in all types of reflections.

Conclusion

To sum up, this chapter presents the analysis of the main findings obtained by the use of data collection instruments (classroom observation and post-experiment survey). Therefore, pretest and posttest oral productions provide a strong evidence on the improvements of students' oral proficiency. Thus, great attention is given to accuracy, fluency, and complexity and the numerical data is carefully observed to validate the first hypothesis using the t-test. In the second stage, the various language exchanges that were selected randomly after the pretest and posttest, using audio recording technique, are examined. Thus, the qualitative and quantitative analysis of various transcripts allow the deduction of possible changes at different levels including grammar, vocabulary and strategy use. Finally, the collection of students' views by the use of a post-experiment survey evaluates the effects of authentic web learning and reports their learning experiences and attitudes.

CHAPTER SEVEN

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CHAPTER SEVEN

Interpretation and Discussion of the Results

This chapter interprets and discusses the final results that provide answers to the research questions to confirm or disconfirm the hypotheses. Therefore, it starts with the preliminary questionnaires and discusses their implications to the present research. The following step assesses the experimental stage that presents the overall scores obtained from the pretest and posttest oral productions. Moreover, interaction analysis highlights the different changes that occurred on students' interaction skills. Additionally, the general perceptions of the participants obtained from the survey questionnaire evaluate the effects of the designed instruction. In the end, some pedagogical recommendations, in addition to some insightful suggestions, are provided for teachers, students and researchers.

7. Interpretation and Discussion of the Results

7.1. The Preliminary Stage

Both teachers and students' questionnaires have the following implications on the study:

- Almost all the participants have the same educational background and the same age as all of them have studied English since the middle school with a special attention to students from scientific streams and specific needs and the three Nigerian students ;consequently, an authentic web learning course could only meet their needs in terms of oral skills and academic achievements
- From the two questionnaires, the criteria of the evaluation are clear and can be included each time in the evaluation process in the form of rating scales or checklists.
- Students are aware of the value of portfolios but they do not know how to use them; so they need to be assisted by their teacher to be used as both learning and assessment tools.
- A majority of students admit that their level is below the average and thus an intensive course would take into account their language problems and will

personalize the learning process to build their oral proficiency.

- The teacher should lower the anxiety and build the self-confidence of the students and help them accept their level and be aware at each learning stage that errors are part of the learning process.
- The level of memorization should be reduced in the teaching of speaking skill and help both teachers and students rely less on presentations and role play as the only tasks for both teaching and assessing speaking. Therefore, the course should include a variety of tasks and guide them to use and train themselves with online IELTS tests or any other proficiency test and take part in real and meaningful situations to help them build their oral proficiency. Teachers should also work on test design as a serious task to be included in the teaching of the module of 'listening and speaking' as in the case of writing skill.

7.2. Experimental Phase Results

7.2.1. The Results of the Oral Tests

Discourse analysis generated quantitative and qualitative data to verify improvements in the post-test results. Therefore, the participants' answers in oral tests are transcribed and coded using the AS units (Foster et al., 2000). The operational definitions that are selected for complexity, accuracy and fluency (CAF) are presented in Chapter Three to be summarized in the following way in relation to the obtained data: The first component is complexity; consequently, the number of subordinate clauses are counted ($t=-9.72$). Another improvement is observed with lexical complexity; thus, lexical words and functional words are also quantified in both the pre-test and the post-test ($t=-7.23$). Similarly, the accuracy of language refers to the number of grammatical errors made by the research subjects. For this reason, this aspect engendered numerical data to calculate statistically any improvement and the obtained t-value is ($T=2.4$). The last set of findings are obtained from the third constituent of oral proficiency which is fluency. It is important to point out that two aspects are measured (speed fluency ($t=-5.72$) and breakdown fluency ($t=3.60$) to validate the effects of authentic web learning on students' oral proficiency.

7.2.2 Interaction Analysis

7.2.2.1. After-pretest Transcripts

Discourse analysis is adopted in this phase of research; thus, the various after-pretest TSSD display the following language difficulties:

- Language problems concerning grammar, vocabulary and the lack of background knowledge.
- Long turns and short ones are recurrent but respondents do not communicate any information in major cases.
- Many exchanges are incomplete as students abandon the conversation due to language deficiencies.
- Inappropriate interpretations of some messages and ignorance of cultural norms of oral discourse as ways of starting and closing conversations due to cultural barriers.
- Students' hesitations and fear of risking an opinion on some particular topics related to religious beliefs are the reported factors that hindered an effective communication.
- Unusual tones were perceived, as showing misunderstanding or embarrassment of not having ideas or precise words, followed, generally, by filled and unfilled pauses.
- The types of grammatical errors that were reported are the following : irregular verbs, auxiliaries singular /plural ,irregular plurals gerunds, articles, verbs/ corpula omission ,tenses, double use of subjects and pronouns, noun form of verbs, confusing between adjectives and past participle and the failure to apply the English sentence pattern and the grammatical rules due to the mother tongue influence .
- Concerning vocabulary many deficiencies show problems of inappropriate word use according to context, literal translation mainly from Arabic, wrong collocations, the use American colloquial instead of

academic English (either American or British). Students also tend to confuse noun and the verb forms and the noun and adjective forms. Many categories of errors were spotted in the transcripts as wrong word choice, errors of literal translation, errors of omission or incompleteness, errors of redundancy, errors of collocation, errors of word formation.

7.2.2.2. Post-test Transcripts Final Results

After post-test transcripts demonstrated noticeable improvements in terms of interactional skills, accuracy, vocabulary and strategy use.

- Students accepted to give counter arguments despite the prevailed religious beliefs. This gives an idea about students' new background knowledge and a certain broadmindedness to support issues or defending new ideas referring to some scientific facts.
- In regard to interactional skills and strategy use, rules of turn taking are well respected. Besides responses that are aimed at holding the floor are frequent. What can be retained is that they have acquired ways in discussing issues, listening to a partner's argument, accepting or rejecting views with appropriate expressions. Besides, they can close their debate using cultural norms of conversations. Moreover, the frequency of pauses were reduced in various turns.
- In negotiation of meaning, the qualitative and quantitative data demonstrated the frequency of these strategies in students' turns as checking confirmation, checking comprehension, asking for confirmation, and repeating what was said before to gain time.

7.3. Post-experimental Phase Results

7.3.1. Post-experimental Survey

- Almost the majority of students expressed positive attitudes towards the course's objectives as it suits their needs and level.
- All the oral tasks presented gained appreciation by the totality of the informants like presentations, two minutes speech, task repetition, four minutes debates, and class discussion.
- All the students expressed complete agreement on the different roles played by him throughout the experiment.

- The frequency of students' use of web authentic resources for their oral language practice reached a satisfactory level with reading books, watching videos, chatting with friends, watching news and political debates, reading proverbs-jokes - riddles, reading stories and listening to audio books. This indicates that the students gained awareness about the resources of the internet.
- The use of communicating strategies gained highest percentages in the frequency of their use. Almost all students do not keep silent or abandon conversations and do not rely on translation in the reported posttest exchanges.
- The importance of self-assessment and peer-assessments in improving oral proficiency was completely recognized by almost all students in helping them to know their errors and turn their weak points into learning objectives. With these learning strategies, students are adopting constructive views towards their errors in their learning process.
- Students' attitudes towards teacher's feedback was reported by the survey as favourable as it occurs in the appropriate time and in an effective way.
- Students Attitudes towards the teacher's assistance of their language practice of oral skills was confirmed as being positive as this helps them to be autonomous learner.
- A change in students' attitudes towards regular oral tests was also favourable as they lower their anxiety and help them to know their level and language difficulties .Thus, this type of training prepares them for real life situations and other official tests. Another significant remark is that oral testing can reduce the duration and frequency of the pauses; thus, they became motivational tools and not a source of anxiety as before.
- The role of portfolios in the learning process generated positive attitudes because they help them in the organization of their home practice, in encouraging them to learn and to assess any improvement, in preparing them to become autonomous, in setting up new objectives, discovering new interests and becoming active participants and keeping signals of all learning stages .

- The post-experiment survey registered students appreciation of authentic web-learning environment as it provides the elements of challenge, novelty, humour, fantasy, and concrete learning achievements.
- Students' practice of critical thinking skills during the course achieved high level of satisfaction as it trains them in assessing the credibility of the information to identify biased arguments and fake news.

7.2. Hypotheses Testing and Discussion of the results

This section is concerned with a discussion of the results. Thus, the qualitative and quantitative data obtained from the preliminary teacher and students' questionnaires, students' survey in addition to the results of the experiment are examined to identify any change in the learning behaviour of the students. In other words, it highlights the possible new outcomes of the present research to test hypotheses and answer the research questions.

7.2.1. Hypothesis Testing

The different hypotheses of this research are confirmed by the cross verification of the results through the triangulation methods (questionnaires, experimental design, classroom observation and post-experiment survey).

The quantitative results obtained confirm that authentic web learning improved significantly the students' scores in IELTS tests. Thus, the T-test is calculated after analysing the data of the pretest and posttest and the means.

- Thus, the mean of the pretest in accuracy is (11)and the mean of the post- test is (8.23).The T-test was obtained on the basis of the two values .The t- value is (2.64)
- The mean of the pretest in speed fluency is 40.97 and the mean of the post-test is 65.33 and the t-value is -5.72
- The mean of the pretest in breakdown fluency is 14.4 and the mean of the post-test is 9.35 and the t-value is 3.60
- The mean of the pretest in syntactic complexity is 9.97 and the mean of the post-test is 22.71 and the t-value is- 9.72

- The mean of the pretest in lexical complexity is 73.05 and the mean of the post-test is 114.64 and the t-value is 7.23.

The null hypothesis is entirely rejected .Using inferential statistics the results are significant in regards to the p. value which is < 0.5 .

Therefore, the first hypotheses are confirmed.

H1: authentic web learning would improve Students' oral proficiency as they would score better in IELTS tests in terms of complexity ,accuracy, and fluency (using CAF measures).(confirmed)

H2: Teaching communicating strategies would help students to reduce the number of pauses. (Confirmed)

Furthermore, the other hypotheses that seek to verify any gains in students oral production in interaction skills since pre-test and post-test transcripts or final results validate the following : The first improvement is in grammatical errors as 78.03% of errors were reported in the pretest transcripts. A decrease of the errors to the number of 21, 98% is encouraging. As far as vocabulary is concerned , these amounts were scored in view of the fact that before the pretest the total number of vocabulary errors is 66,98 % and this changed to 33.01%.Moreover statistically the number of strategies improved since the first number is 21,21% to attain 78.78% in the posttest. This quantitative data gives value to the hypotheses and maintains that interaction in terms of grammar, vocabulary and strategy use can be affected by an authentic web learning and strategy training.

Consequently, the other two hypotheses are also confirmed

H3: Authentic web learning would enhance classroom interaction in terms of accuracy and vocabulary.

H4: Teaching communicating strategies would help students to overcome their communication breakdown in classroom interaction and enhance their strategy use.

The quantitative and qualitative analysis of the post-test survey responses also reported students' positive attitudes on all the stages of research on the role played by the teacher,

the tasks designed to initiate learners to autonomy ,the strategies taught to help them to gain in fluency scores and the use of electronic portfolios in their learning process in the organization of their home practice and material selection.

The last hypothesis is also confirmed:

H5: Portfolio learning would help students to take responsibility of their learning process and thus achieve systematicity and autonomy to get better outcomes.

7.2.2 Discussion of the Findings

RO1: What are the students' needs in studying the module of 'Listening and Speaking'?

Teaching English must start with an assessment of the students' level, difficulties and needs. This research focuses on oral proficiency; therefore, need analysis is included in the students' preliminary questionnaire .As displayed in the exploratory stage, students aspire to travel abroad, teach English, work in companies or as tourist guides. They need also to use English for business, in conferences, in research (in language teaching, in literature or in other scientific fields). Therefore, the designed course has to meet students' needs according to these particular vocational careers, academic studies in English and real life language use. Consequently, the intensive exposure to authentic input through internet access has also to include the linguistic needs (grammar, lexis, pronunciation, function, topics, learning strategies, texts, language skills, and intercultural skills , idiomatic expressions ,English collocations critical thinking). Thus, the ultimate emphasis is not only on the language skills but also on psychological needs to build students' self- confidence. The general objective is to boost authentic web learning to gain more autonomy or lifelong learning.

According to the post-experiment survey the aims and the objectives of the course were in line with these different learning needs and difficulties. Internet authentic resources presented all varieties of registers and English vocabulary through context .To take into account the language problems students were trained to use specific devices to deal with breakdowns in real time communication to reduce the frequency of the pauses and rely less on literal translation. In addition to this, portfolio learning allowed the students free material selection for their language practice. To deal with students' expectations the main units of

the instruction contain various topics of general English , language skills and macro and micro functions (see portfolio - appendix 5 p.359). On the same basis, the various designed materials correspond to the different auditory and visual learning styles and interests. Besides, the designed tasks to develop their fluency as presentations, two minutes speech task repetition, web-quests, role playing class discussion and four minute debate offered challenging opportunities to work on speed and rehearsal during the experiment.

RQ2- What are the effects of an authentic web learning instruction on students' oral proficiency in terms of complexity, accuracy and fluency?

This research question seeks to verify whether the learners' oral proficiency improved through web authentic materials and tools and evaluates new gains in terms of complexity, accuracy and fluency. To sum up the experiment, the participants went through an intensive online authentic instruction. The results of the experiment demonstrate a significant change at many levels. Therefore, a comparison between pretest posttest results represent the possible effect of the designed course.

. Complexity

The first aspect of oral proficiency is syntactic complexity; it is concerned with the diversification of the linguistic structures of the language used by the learner. It is an essential criterion in speaking because the sophistication of language leads to a better communication through subordination and phrases. From the variety of the designed materials , by reading short stories and short novels , and listening to audio books the learners improved their oral proficiency by clearly moving from very simple linguistic structures composed mainly from independent clauses and some basic subordinate clauses. Therefore, the produced repertoire of syntactic structures displays clear gains (The t-value is - 9.72) as it contains complex grammar, and thus, this implies a certain control of the language that leads to a better organization of ideas by an appropriate language choice.

.Accuracy

Through the same quantitative lens, grammatical accuracy is another index of language level that needs to be examined in pre-test and post-test oral production. The treatment did not neglect this feature in regard to oral proficiency development. During the intervention, the students were not exposed to an explicit grammatical instruction but self- assessment and peer assessment were fundamental tools in portfolio learning. Therefore, as reported in the previous chapter ,the number of errors decreased and students gained in clarity and comprehensibility in communicating ideas according to contexts and language registers (the t-test =2.64). Additionally, accuracy in grammar was also achieved in repetition tasks as students achieved a good command of the grammatical structures as learners could notice grammar. Secondly, another clarification may be provided by the fact that both online and classroom interaction create real and meaningful situations for regular language use. As most students learned to take risks and did not rely on translation or memorization while using English .In other words, they became aware of the communication strategies and their active participation in classroom activities as presentations ,group discussions , storytelling helping the continuous process of language comprehension and production.

Authentic web learning enhanced also pronunciation accuracy as the learners' pronunciation had considerably a statistical shift in the post-test as all materials as movies ,songs , offered the best models to be imitated in all English varieties as it is expected learners discovered that their smart phones ,if well explored ,could be a source of infinite learning opportunities. Recording their oral performances had an impact on their progress as they were to compare their new performances with previous ones to push them to go forward in their learning path.

- **Fluency**

It is a central concern from the beginning, thus many tasks were designed for this purpose as story-retelling tasks, one minute talk or speech, and four minutes debate were specifically designed to help them improve their fluency aspects and the communicating strategies helped in gaining awareness of ways of overcoming breakdowns. A remarkable result is that the number of pauses diminished and thus altered the students' fluency scores (speed fluency t-test = -5.7265, breakdown fluency t-test= 3.60)

RQ3- How would a strategy instruction affect students' fluency and their strategy use in oral productions?

A combination of strategy training lessons with an authentic web learning course can be considered as an alternative technique to build a good strategic competence in parallel with a communicative competence. In fact, the strategy training sessions had a positive effect on strategy use and the reduction of the number of pauses as shown in students' post-test oral productions (-t-test is significant (3.60)).

To be exact, the students' strategic repertoire of the verbal communication strategies was no longer limited to the use of literal translation. This clearly helped the students to select systematically from the verbal communication strategies taught to them to find ways to deal with communication difficulties. The post-experiment-survey also confirmed the above mentioned findings as other strategies were selected by many respondents as "approximation," and "all-purpose words."

The quantitative and qualitative findings also evidenced the positive effects of the strategy training instruction on the frequency of the use of communicating strategies in meaning negotiation. Moreover, the scored percentages, as revealed by the survey "checking comprehension", "asking for confirmation", "checking for confirmation", "gaining time devices" indicated an acceptable rate of recurrence in their use. However, the last strategy "abandoning the conversation" didn't gain any score. These findings that were obtained from qualitative and quantitative research tools are in line with the findings of both qualitative and quantitative results obtained from

interaction analysis (as illustrated on Table 6.77).In other words, a significant shift (from 21.21% to 78.78%) was observed after comparing pre- test and post- test transcripts final results. From these positive outcomes the main implication that can be drawn is the necessity of including CSs in syllabus design. Therefore, they should be part of any lesson plan in addition to web authentic learning so students achieve both flexibility and systematicity while coping with communication problems.

RQ3: What are the effects of authentic web learning on students' attitudes?

By the collected data the present research attempts to present a global image of the type of influence that any teaching programme can have on students' perceptions. Consequently, this research question seeks to compare students attitudes towards internet use and their language practice between the initial stage and the final stage of the research. In view of that, both quantitative and qualitative results, obtained from the two preliminary questionnaires and post- experiment survey, validated students views. As it is revealed from the survey they became aware of all the learning possibilities that are offered to them on their mobiles and computers. In addition to this, many contributing factors as the role of the homework , portfolio learning, teacher's feedback ,oral testing, teacher's supervision helped them in improving their oral skills and being autonomous learners by a good organization of the chosen materials and their systematic usage . A very remarkable finding is that a majority of students displayed positive attitudes to reading books ,watching videos ,movies and songs , listening to audio books as they got the highest percentages in the survey. As with the other activities as chatting with friends, watching news in English and political debates ,reading proverbs, jokes and riddles, this means that their attention shifted to these materials in their learning process and integrated them in their daily practice.

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Another effect of the authentic web instruction that merits an emphasis is the development of an inter-cultural awareness demonstrated in positive attitudes, as examined in the interaction analysis where students were accepting new roles to defend new point of views of the target language even if it is in contradiction with their religious and cultural beliefs.

The qualitative results have additionally brought to light that the designed instruction gave students plenty of opportunities for regular oral testing in the language laboratory or at home. Oral tests are no longer sources of anxiety and students realized the benefits of self-evaluation as an active contribution to maintain a certain level of motivation and to retain some new aspects when they practise language. Furthermore, the present research indicated that students with low level also actively were involved in making efforts to improve their language. Those who were shy and suffered from high anxiety in the pretest, they took part in all the programmed debates as they expressed positive views on the tasks. In parallel with this learning environment, the teacher also played a role in building their self-confidence to accept their weaknesses and became active participants in the class and work for more good results to achieve native speaker fluency.

7.4. Pedagogical Implications

7.4.1. Designing Oral Tests

According to the students' preliminary questionnaire, speaking is the most favoured skill in EFL classes and near-native oral proficiency is the ultimate aim of all language learners. However, "the difficulties in testing oral skills frequently lead teachers into using inadequate oral tests or even not testing speaking skills at all" (Knight, 1992:1). Teachers at the university should participate and work in constant coordination in designing reliable and valid oral tests for all levels. The regular oral tests as fundamental teaching instrument need to be related to teaching objectives taking into account the nature of speaking skill by including speaking interaction and all oral skills that should be assessed reliably. Therefore, the speaking skill need to be understood and oral tests need to be standardised since the ability to speak is highly appreciated although the speaking tests are almost marginalized in language testing Lado (p. 239). Thus, the nature of speaking is aiming at developing students' communicative competence so test designers need to test the accuracy, appropriacy, fluency, pronunciation of their oral productions, the various speech acts and students' ability to use strategic competence and test both planned and unplanned speech (Thornbury, 2005; Luoma, 2004). Thus, test designers can help learners in achieving the goal of acquiring the ability

to communicate clearly, successfully, and fluently in all situations.

7.4.2 Organising ELT seminars

Teachers should organise ELT seminars both at the local and national level on authentic web learning, authentic task design, authentic tests and authenticity in general. For that reason, official educational websites can be created and workshops can also be organised to group both professionals, secondary school, university teachers and policy makers for professional development and learning efficiency. Therefore, Language learners' needs in relation to speaking skill must become a priority by including some simple oral tests, and initiating teenagers to authentic web learning and portfolios assessment. These types of professional programmes will broaden the teachers' views on authenticity- centred approach to create educational blogs (for web authentic materials, authentic tasks and oral tests), supervise voice chatting so that Algerian EFL learners can start early e- learning that must be generalised to all secondary school programmes. The easy access to internet technology and mobile learning can be effective if only the time spent on social media can be directed to the benefit of learning.

7.5. Limitation of the Present Research

The present classroom-based research is carried out in order to gain insights on some teaching practices in the Algerian universities and particularly how the module of 'Listening and speaking' or commonly called 'oral expression' is taught at the University of Biskra. As a teacher of the module, my principal aim is to identify both learning problems, analyse potential variables that would affect positively the teaching course and learning achievements. All the everyday informal reflections with other teachers helped me to gain an understanding of the classroom to achieve gradually efficacy both as a teacher and researcher. Furthermore, the present systematic investigation of one aspect of EFL teaching which is speaking skill in a case study research that used one group pre-test post- test quasi-experimental research design and the findings presented cannot be generalised to all Algerian universities and presented a number of limitations related to the number of the students of the sample. Because of convenience sampling technique adopted the sample cannot be representative of the population. Additionally, a longitudinal evaluation would bring evidence to autonomy. Furthermore, inter-rater reliability was not appropriately adopted in the analysis of the oral tests to achieve reliability in data analysis and it was limited to giving

common approximate estimations. Besides, it was not possible to explore the exact length of the pauses by the use of Praat software to demonstrate reliability and validity of the results.

7.6. Suggestions for Further Research

8.5.1. Teaching Listening Strategies

This thesis has mainly focused on communicating strategies, but further research on strategy training in listening skill is needed. According to the preliminary questionnaires, students do not understand some videos and other authentic listening materials. A very simple strategy was provided to the participant as they are advised to select simple materials that are just beyond their level or choose simple ones or focus on the general idea while listening to ensure a one to one correspondence between input and comprehension. However, listening is a very complex process work, and merits more investigation and consideration. In the learner-centred approach EFL teacher need to facilitate L2 learning by teaching strategies. Listeners use strategies to interpret the meaning and compensate for their insufficient knowledge especially in EFL learning. Moreover, students' listening comprehension difficulties are due to their insufficient competence or to the linguistic difficulty of listening texts. More empirical evidences can help this category of learners and a strategy based instruction in meta-cognitive processes can train less-skilled listeners ,for example ,in planning, and evaluating , inferencing, note taking , and monitoring understanding ,etc. (Vandergrift , 1999) In general, listening practice with the use of listening strategies will help students to take advantage of the oral language input to obtain better results in language learning.

8.5.2. Teaching Vocabulary Learning Strategies

Another significant area of research is strategy training in vocabulary learning in relation to speaking or any other skill. As it was mentioned previously that it is one of the limitations of the present research work because the main focus of this thesis is to provide exposure for students as a way to immerse them in authentic web learning environments. However, students generally rely on rote learning in acquiring vocabulary. Like with all the learning strategies students should be aware of different vocabulary learning devices, mainly those that are used by successful learners, and teachers should teach these skills. Accordingly, research revealed that strategy training is effective, but this has not been systematically proved (O'Malley &Chamot, 1990) . Studies investigating vocabulary

learning strategies, like contextual guessing, keyword method, metacognitive strategies, and semantic mapping can enhance vocabulary retention among EFL learners in E-learning environment. As seen with communicating strategies, both direct approach to vocabulary learning, like presenting all the strategies to learners in the form of checklists or questionnaires, and the indirect approach learning vocabulary through activities can be helpful for less successful students. According to previous research in this field, this category of learners tend to rely only on rote rehearsal instead of deep processing that can enhance long term retention of new words.

Conclusion

This last chapter provides answers to the research questions. Therefore the numerical data drawn by the calculation of t-test values, the mean, standard deviation, the effect size, the p-value, standard error are used to confirm the hypotheses underpinning the present research and provide an evidence to explain that different online authentic materials used in this empirical investigation can make significant changes on students' oral performances in IELTS tests in terms of accuracy, fluency, and complexity. Besides, a quantitative and qualitative comparison of after pretest and posttest exchanges validates the remarkable improvements in students' interaction skills. As a conclusion, the students' oral proficiency improved thanks to the authentic web learning instruction.

General Conclusion

The present research revolves around one central theme which is authentic web learning and strategy training would improve oral proficiency .It supports the claim that online students' centred learning needs to be initiated, oriented and facilitated by the teacher. Therefore, it explains how autonomous learning can be guided within the walls of the class or outside by the use of web materials and applications. This investigation seeks to inquire, principally, the fundamental role of the teacher in the modern era of online learning that aims to stimulate learners' interests in all internet resources to pave the way for autonomy. It needs to be highlighted that the population of this research was first year students who had previously a competency-based instruction that aimed at developing their communicative competence but they manifested many language problems at the University of Biskra, as revealed by both students and teachers' preliminary questionnaire and pretest scores.

In higher educational context, various decisions are made on final examination scores in relation to graduation, scholarships or further doctorate studies. Thus, teachers need to take into account the concepts of reliability and validity of testing and the criteria of such frequent evaluations which should be principal foundations of their results. Thus, unreliable tests affect the learning process and result in insignificant and inaccurate or inadequate scores. It is worth noting that well designed tests can enhance positive competition in oral classes and help teachers to determine progress and assess achievements. This research seeks to change the prevailed teaching beliefs and practices revealed in the situation analysis in relation to oral test design: For some teachers, it can be easily evaluated with role plays or questions on topics prepared before on the one hand; for some other teachers real oral tests in the proper sense of the term are hard to apply with large classes. For this reason, language laboratories that are available are used in the teaching process; therefore, they can serve the testing purposes too and help in obtaining reliable and valid scores that are be related directly to the course objectives.

Testing speaking skill should go hand in hand with its teaching curriculum and the need to assess the outcomes of any teaching instruction is an indispensable goal of EFL instructors. In this way, learners discover their learning needs and new interests in these various oral tests that the language course should include .Since the course is mainly open to all authentic web materials, so learners are directed toward various language functions and lexis in a continuous process of learning and assessment leading to a self-directed

instruction and evaluation .This intensive process coupled with all the classroom designed activities and testing tasks related to instructional goals promote an improvement in all oral skills like fluency, accuracy, interaction , knowledge and pronunciation.

The teaching of the speaking skill through authentic tasks that can lead to autonomous learning is not enough unless teachers introduce strategy instruction in everyday courses. Teachers can use questionnaires to raise the awareness of their students to the skilful use of communicating strategies after an oral test as a solution to their communication breakdowns that are manifested through long pauses and speech abandonment, or teach them implicitly through different activities. Therefore, the impact of strategy training on students' oral performances has been investigated throughout the present research and the post training effects were measured quantitatively in the reduction of the length and number of the pauses. Consequently, students can achieve autonomy in strategy use and, thus, improve their oral proficiency even if their inter-language is limited. For that reason, the unstoppable lifelong learning journey is, thus, taken by students confidently since they possess all the tools of success and the functional skills of making all opportunities to their benefit.

The pretest in addition to all the regular testing system had a washback effect on both teaching and learning processes. The central aim of this research is the improvement of oral proficiency. However, this classroom assessment system and the use of the rubric that describes carefully the main levels of proficiency in all language aspects like grammar, pronunciation, vocabulary, knowledge fluency and the scales of evaluation helped learners to intensify the language practice in parallel with progress and add new interests to achieve higher scores each time. In addition to measurable gains in oral skills, the regular testing system had ,as reported by the post-experiment survey, also positive washback effects on students' attitude and beliefs as they changed their views of such oral assessments and became less anxious while taking the posttest of the research. Undoubtedly, the course objectives should be related to teaching and testing tasks in addition to all forms of feedback that guarantee efficiency and the quality of learning and teaching.

The history of EFL pedagogy has enriched the present course that implemented the recent findings of EFL and ESL research: self and peer assessment, portfolio learning and feedback .In addition to this, the criteria of authenticity are also included like currency,

challenge and culture, affective filter, and engagement (Mishan, 2005; Krashen, 1988). Besides the level of the learners is not ignored as they are left to select autonomously their learning materials that suit their abilities and interests (Vygotsky's zone of proximal development) (1998). Moreover, Dornyei's (2001:76) motivational strategies as 'novelty, intriguing, exotic, fantasy, and personal elements' are included in addition to 'competition, tangible outcomes and humour' are applied in material design. Furthermore, the course also did not exclude the four strands approach to language learning and made sure that all the materials introduced and the students' oral production have meaning and gave importance to grammar, vocabulary, pronunciation and knowledge (Nation & Newton, 2007:1). All things considered, EFL research findings offers the best supplements to teachers in their exploration of the internet universe using all kinds of digital resources in their instructional goal of improving students' oral proficiency.

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Appendices

Appendix 1

Teachers and Students' Preliminary Questionnaires

4. 1. Teachers' Preliminary Questionnaires

4. 1. 1. Section One

4. 1. 1.1. Personal Information

A-Gender Distribution

Q1:Specify your gender

Response	Male	Female
Participants		
percentages		

B. Age Distribution

Q2:Specify your gender

Response	20-30	30-50	Over 50
Participants			
percentages			

C-Teaching Experience

Q3:Specify your teaching experience

Response	1-5	5-10	More than 10
Participants			
percentages			

D-Type of Teaching Experience

Q4:Specify the type of teaching experience

Response	Part time	Full time
Participants		
Percentages		

D-Motivation to Teach the Module of ‘Listening and Speaking’

Q5: Are you motivated to teach the module of ‘Listening and Speaking’

Response	Yes	No
Participants		
percentages		

4. 1. 2. Section Two: Teaching and Testing Speaking Skill

Q1:How do you teach the module of ‘Listening and Speaking’ ?

Q2:Do you work with a unified syllabus when dealing with the same level?

-yes

-No

-If you provide a negative answer would you please explain why?

Response	Yes	NO
Participants		
percentages		

Q3:How do you generally evaluate your students?

Q4:Are your exams reliable and valid ?

-Yes

-no

If you provide a negative answer, please justify why?

Response	Yes	No	No Answer
Participants			
percentages			

Q5:Do you do diagnosis test at the beginning of the semester and do you measure improvements in oral skills ?

Yes

No

-In the two cases explain.

Response	Yes	No	No Answer
Participants			
percentages			

Q6:Do you use oral proficiency tests with your students?

Yes

No

Please explain why in both cases.

Response	Yes	No	No Answer
Participants			
percentages			

Q7:Do you use portfolios in your oral classes?

yes

No

Explain in both answers

Response	Yes	No	No Answer
Participants			
percentages			

Q8:Do you encourage self and peer assessment in your classes?

Yes

No

If you give a positive answer explain how?

Responses	Yes	No
Participants		
Percentages		

Q9: How do you qualify the students' level this year?

Good

Acceptable

Low/If you choose this answer give reasons or more explanations.

Response	good	acceptable	low
Participants			
percentages			

Q10: Do your students make pauses frequently when they speak English?

yes

No

If you give a positive answer explain.

Responses	Yes	No	No Answer
Participants			
percentages			

Q11: Do you encourage your students to use communicating strategies to avoid such pauses or communication breakdowns?

Yes

-No

-If you give a positive answer explain.

Response	Yes	No	No Answer
Participants			
percentages			

Q12: What are the difficulties that you face when you teach speaking skill?

4. 1. 3. Section Three: The use of Technology in Teaching of Speaking Skill

Q1: Do you use language labs for testing purposes?

Yes

No

Justify your answer in both cases.

Response	Yes	No
Participants		
percentages		

Q2:Do you integrate web authentic materials in everyday classes?

Yes

No

No Answer

If the answer is 'yes' explain how do you orient your students to use them outside the class in a systematic way?

Response	Yes	No	No Answer
Participants			
percentages			

Q3:Do you teach your students technical skills related to both internet and computing ?

Yes

No

Explain in both answers .

Response	Yes	No	No Answer
Participants			
percentages			

Q4:Do you encourage your students to use chatting tools to improve their oral proficiency?

Yes

No

If you give a positive answer, please explain how?

Response	Yes	No	No Answer
Participants			
percentages			

Q5:Do you think that students receive a good E-learning instruction using all the modern visual means in oral sessions in the University of Biskra ?

-Yes

-No

No Answer

Justify your answer in all cases.

Responses	Yes	No	No Answer
Participants			
Percentages			

4.2. Students' Preliminary Questionnaire

421. Section One: Personal Information(Age ,Gender ,Learning Experience)

A. Gender Distribution

Q1:Please specify your gender.

Response	Male	Female
Participants		
Percentage		

B. Age Distribution

-Please specify your age.

Response	20-30	30-50	Over 50
Participants			
percentages			

C. .Student's Choice of English

Q3:Is English your first choice ?

-Yes

-No

No Answer

Justify your answer

Response	Yes	No	No Answer
No			
Percentage			

D. Learning Background

Q4:Have you studied English since middle school?

Yes

No

No Answer

If you provide a negative answer explain.

Response	Yes	No	No Answer
No			
Percentage			

E. Students' Mother Tongue

Q5:What is your mother tongue ?

Arabic

Berber

Other /Please explain.

Response	Arabic	Berber	Other
Participants			
Percentage			

F- English speaking Practice in both Middle School and Secondary School

Q6:Did your teachers (in middle and secondary schools) train you to speak English in oral sessions independently from other skills?

Yes

No

Please explain in both cases.

Response	Yes	No
Participants		
Percentage		

4.2.Section Two/Assessing Needs and Language Difficulties

Q1:Do you have difficulties in speaking ?

-Yes

-No

If your answer is yes , please select the difficulty according to the following areas:(N.B. Select more than one if needed).

Response	Yes	No
Participants		
Percentage		

Specify areas of difficulties in speaking English

I have difficulties in	Number of answers	Percentages of answers
1- Fluency		
2-vocabulary		
3-Grammar		
4-Pronunciation		
5-Knowledge on various topics		
6-All of them		
7-No Answer		

Q2:Why do you need to study English ?

Select the appropriate statement (You can select more than one)

I need English to	N	%
1- To travel abroad		
2-To work as a teacher		
3- To work in different companies		
4--For business		
5-To participate in conferences		
6-To work in the field of tourism		
7-To do research in language teaching ,in literature or in other scientific fields		
8-Other(please specify)		

Q3:What do you need to speak a good English ? Please select one of the following statements.

(You can select more than one if needed)

<u>I need English</u>	N	M
To speak fluently		
vocabulary		
Grammatically correct sentences		
Good pronunciation		
Knowledge in various topics		
To interact in various situations		

Q4: what are the strategies that you use when you do not find words in oral performances ?

Tick the appropriate box (You can select more than one).

The communicating strategies I use when I do not find words	Number of Answers	Percentages
1-I keep silent for a short time		
2-I ask for help		
3-I translate from Arabic or French		
4-I generally use examples		
5-I use the characteristics of the word.		
6-I use fillers to gain time like <i>umm</i> , <i>uhh</i>		
7-all purpose words in the case of not having in mind the exact word.		
(using the word <i>thing</i> or repeating any other word)		

Section Three :Internet Use and Students Language Practice

4.2.3.1. Internet Use by Students

Q1: Do you use internet ?

yes

No

Response	Yes	No
Participants		
Percentage		

-If you provide a positive answer select the internet applications and web browsers that you use mostly.

You can select more than one option.

Students' Use of the Internet Applications and Browsers	Number of Answers	Percentages
1- Facebook		
2- Youtube		
3- Twitter		
4- Blogs		
5- ELT web sites		
6- Skype		
7- Google		
8- Yahoo		
9- Messenger		

Q2: Do you use internet regularly to improve your oral proficiency?

Yes

No

Explain in both cases.

Response	Yes	No	No Answer
Participants			
Percentage			

Q3: What do you do to improve your oral proficiency?

Choose from the following:

To improve my oral proficiency	N	%
--------------------------------	---	---

1- I read books		
2- I watch videos		
3- I chat with my friends on the net		
4- I watch news		
5- I read proverbs		
6- I read stories		
7- I listen to audio-books		
8- I talk with my friends		
9- I listen to songs		

Q4:Do you think that teachers can play a significant role in home practice to make it more effective in improving students' oral proficiency ?

Yes

No

Response	Yes	No
Participants		
Percentage		

-If your answer is positive explain why? and how?.

Select one of the following statements (You can select more than one).

I accept my teacher to	N	%
1-Guide me in my Home practice		
2-I accept my teacher to Evaluate my home practice		

Q5:Was the first oral test a stressful experience ?

Yes/No Please explain in all cases.

Response	Yes	No
Participants		
Percentage		

Q6:Have you ever used portfolios before ?

Yes

No

Explain in both cases.

Response	Yes	No
Participants		
Percentage		

Post Experiment Survey

1. The Implemented Course

Question One: What is your attitude towards the implemented course?

Number		Answers	N	%
1-	The course has clear objectives	Agree Strongly agree Disagree Strongly disagree NA		
2-	The course suits my learning needs	Agree Strongly agree Disagree Strongly disagree NA		
3-	The tasks suit my level	Agree Strongly agree Disagree Strongly disagree NA		
4-	The tasks initiate Students to authentic web-learning	Agree Strongly agree Disagree Strongly disagree NA		
5-	The tasks arouse my interests.	Agree Strongly agree Disagree Strongly disagree NA		

2. Oral Tasks

Question Two: To what extent do you agree that the following tasks enhanced your fluency?

Number	Tasks	Answers	N	%
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1	Presentation s	Agree Strongly agree Disagree Strongly disagree NA		
2-	Two minutes speech	Agree Strongly agree Disagree Strongly disagree NA		
3-	Task repetition	Agree Strongly agree Disagree Strongly disagree NA		
4-	Four minutes debates	Agree Strongly agree Disagree Strongly disagree NA		
5-	Class discussion	Agree Strongly agree Disagree Strongly disagree NA		
6-	Web- quests	Agree Strongly agree Disagree Strongly disagree NA		
7-	Role playing	Agree Strongly agree Disagree Strongly disagree NA		

3. The role of the Teacher

Question Three: Do you agree with the following roles of the teacher in the course?

	The teacher	Answers	N	%
1	manages the course effectively	Agree Strongly agree Disagree Strongly disagree NA		

2-	builds students' self confidence.	Agree Strongly agree Disagree Strongly disagree NA		
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3-	guides us to discover new personal interests	Agree Strongly agree Disagree Strongly disagree NA		
4-	Is at students' disposal inside and outside classroom throughout the instruction	Agree Strongly agree Disagree Strongly disagree NA		
5-	maintains our motivation throughout the instruction	Agree Strongly agree Disagree Strongly disagree NA		

4. Oral Practice

Question Four :How frequently do you use these tasks to improve oral proficiency?

Number	Statements	Answers	Number	%
1-	I read books	Always Often Sometimes Never No Answer		
2-	I watch videos ,movies and songs	Always Often Sometimes Never No Answer		
3-	I chat with my friends	Always Often Sometimes Never No Answer		
4-	I watch news in English and political debates	Always Often Sometimes Never No Answer		

5-	I read proverbs, jokes and riddles	Always Often Sometimes Never No Answer		
----	---------------------------------------	--	--	--

6-	I read stories	Always Often Sometimes Never		
7-	I listen to audio-books	Always Often Sometimes Never No Answer		

5. Strategy use: Question Five: How frequently do you use these strategies to avoid communication breakdowns?

Number	<u>Statements</u> When I do not find words	Answers	Numbers	%
1-	I keep silent	Always Often Sometimes Never No answer		
2-	I ask for help	Always Often Sometimes Never		
3-	I translate from Arabic or French	Always Often Sometimes Never		
4-	I generally use examples (<i>Approximation</i>)	Always Often Sometimes Never		
5-	I use the characteristics of the word.	Always Often Sometimes Never		
6-	I use fillers to gain time	Always Often Sometimes Never No Answer		

Question Six :How frequently do you use the following communicating strategies in meaning negotiation?

Number	Statements	Answers	N	%
1	I check comprehension	always often sometimes rarely NA		
2-	I ask for confirmation	always often sometimes rarely NA		
3-	I check for confirmation	always often sometimes rarely NA		
4-	I try to gain time by repeating what was said before.	always often sometimes rarely NA		
5	I abandon the conversation	always often sometimes rarely NA		

7. Self-assessment and Peer- Assessment Strategies

Question Seven: What are your attitudes to self and peer assessment?

Number	<u>Statement</u>	Answers	N	%
1-	Self-assessment helped me to know my Errors	Agree Strongly agree Disagree Strongly disagree NA		
2-	With self-assessment I turn my weaknesses into learning objectives	Agree Strongly agree Disagree Strongly disagree NA		

3-	Self – assessment was useful in improving my oral skills	Agree Strongly agree Disagree Strongly disagree NA		
4-	Peer– assessment was useful in improving my oral skills	Agree Strongly agree Disagree Strongly disagree NA		

8. Teacher's Feedback

Question Eight : What is your attitude towards teacher's feedback?

Number		Answers		%
1-	Teacher's correction of my errors is beneficial	Agree Strongly agree Disagree Strongly disagree NA		
2-	The teacher's correction is done regularly	Agree Strongly agree Disagree Strongly disagree NA		
3-	Teacher's correction is necessary	Agree Strongly agree Disagree Strongly disagree NA		

Number	Statements	Answers	N	%
1-	The teacher's guidance of my home practice Is regular and effective	Agree Strongly agree Disagree Strongly disagree NA		
2-	Home practice helps me to improve my oral skills	Agree Strongly agree Disagree Strongly disagree NA		
3-	Home practice helps me To be an autonomous learner	Agree Strongly agree Disagree Strongly disagree NA		

9. Regular Oral Tests

Question Ten :How do regular oral tests improve your oral skills ?

Number	Statements :	Answers	N	%
	Regular oral tests			
1	Reduce my anxiety	Agree Strongly agree Disagree Strongly disagree NA		
2-	help me to know my level and language difficulties at each learning stage	Agree Strongly agree Disagree Strongly disagree NA		
3-	help me to Improve my oral skills	Agree Strongly agree Disagree Strongly disagree NA		
4-	prepare me for real life situations	Agree Strongly agree Disagree Strongly disagree NA		

5-	Help me to reduce the duration and frequency of my pauses	Agree Strongly agree Disagree Strongly disagree NA		
6-	The teacher presents clear assessment criteria	Agree Strongly agree Disagree Strongly disagree NA		
7-	The instructions to the tests are clear and at the level of all students	Agree Strongly agree Disagree Strongly disagree NA		

10. Portfolios

Question Eleven: How do portfolios help your learning process?

Number		Answers	N	%
1-	Portfolios help me to organize my home practice	Agree Strongly agree Disagree Strongly disagree NA		
2-	Portfolios encourage me to learn more and assess my progress	Agree Strongly agree Disagree Strongly disagree NA		
3-	Portfolios pave the way for autonomous learning	Agree Strongly agree Disagree Strongly disagree NA		
4-	With my personal portfolio I set up clear learning objectives	Agree Strongly agree Disagree Strongly disagree NA		
5-	With my personal portfolio I discover new	Agree Strongly agree Disagree Strongly disagree NA		

	interests and become active and creative			
6-	Portfolios keep evidences of my own learning steps	Agree Strongly agree Disagree Strongly disagree NA		
7-	With my portfolio I can improve my oral proficiency and score better in oral tests	Agree Strongly agree Disagree Strongly disagree NA		

11. Authentic Web Learning Materials

Question Twelve: How effective are the authentic web learning materials?

Numbers	Statements	Answers	N	%
1	- Web authentic Learning offers opportunities for challenge	Agree Strongly agree Disagree Strongly disagree NA		
2-	- Currency and novelty aspect was part of everyday learning	Agree Strongly agree Disagree Strongly disagree NA		
3-	- The course includes materials dealing with mysterious or exotic phenomena that enhanced more motivation	Agree Strongly agree Disagree Strongly disagree NA		
4-	- All the funny stories, jokes, riddles add humour and fun to the learning process.	Agree Strongly agree Disagree Strongly disagree NA		
5-	- Opportunities to compete and cooperate with peers prompt more efforts	Agree Strongly agree Disagree Strongly disagree NA		

6-	- Tangible outcomes are regularly evaluated at pre-defined learning stages.	Agree Strongly agree Disagree Strongly disagree NA		
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12. Critical thinking

Question Thirteen: Do you think that the course enhances critical thinking?

Numbers	Statements	Answers	Number	%
1-	The course encouraged critical thinking skills and high order skills	Agree Strongly agree Disagree Strongly disagree disagree NA		
2-	The course trained students to assess the credibility of information and recognize biased arguments and fake news .	Agree Strongly agree Disagree Strongly disagree NA		

Appendix 3

The Results of the Oral Tests

Pre-test Results

Participant	accuracy	Speed fluency	Breakdown fluency	Syntactic complexity	Lexical complexity
1	12	69	22	21	111
2	11	51	13	12	88
3	16	55	28	13	96
4	14	86	27	22	92
5	11	23	22	11	76
6	14	58	35	14	102
7	10	48	24	16	99
8	6	54	19	13	94
9	12	78	23	19	146
10	15	58	30	7	96
11	5	19	10	9	57
12	6	49	11	8	78
13	4	20	7	11	37
14	3	38	4	4	59
15	4	23	3	6	34
16	9	21	4	3	42
17	7	25	2	3	51
18	8	27	6	6	63
19	5	29	8	9	57
20	4	22	9	3	44
21	13	47	25	9	84
22	21	46	23	4	93
23	15	37	21	7	98
24	6	11	8	4	32
25	3	9	6	2	29
26	8	21	9	4	33
27	4	9	5	5	27
29	9	15	8	7	43
30	11	17	9	11	41
31	17	61	23	13	98
32	16	48	8	7	82
33	8	72	9	12	75
34	20	63	14	8	99
35	22	54	9	11	74
36	24	69	19	18	82
37	9	53	11	9	110
38	18	49	18	13	89
39	11	35	23	16	71
40	18	29	16	19	67

Posttest Results

Participant	accuracy	Speed fluency	Breakdown fluency	Syntactic complexity	Lexical complexity
1	5	82	7	29	112
2	9	72	9	16	98
3	12	70	7	21	87
4	8	94	12	28	113
5	7	44	13	19	83
6	10	73	12	27	102
7	8	55	9	19	97
8	7	76	13	24	122
9	9	92	6	28	142
10	3	96	15	22	137
11	9	35	12	16	79
12	9	54	8	23	97
13	7	48	9	26	89
14	13	61	7	19	112
15	11	71	5	18	98
16	4	41	6	22	89
17	5	76	4	15	108
18	3	33	8	26	76
19	7	67	12	24	121
20	6	74	8	19	102
21	11	59	14	26	123
22	6	54	8	13	109
23	12	55	12	16	119
24	16	71	11	24	142
25	7	49	8	18	104
26	12	73	7	32	157
27	8	67	11	21	113
29	6	76	12	14	143
30	3	37	11	19	94
31	5	68	12	24	124
32	8	57	2	19	113
33	11	64	7	16	97
34	5	85	9	19	126
35	7	61	8	31	134
36	8	88	12	21	145
37	14	95	11	33	165
38	13	71	7	23	154
39	6	48	12	35	111
40	11	56	9	41	134

Appendix 4

1- Pre-test Transcripts TSSD

A/Illegal Immigration

- 1 A1: /I think the illegal immigration mean /
2 /a group of peoples who went to another country and/
3 /this in unlawful way . and person who do that /
4 / he will berisk and he will limits their chancefor life/
5 / yes and people who dreamto eat fish, fish eat them or peoples... who/
6 /arrive in this place they eaten from garbage./
7 A2: / No, they don't dreamto eat fish or anything, they just dreamt.. o eat or /
8 /to live. If they can't for example in our country... don't have a work or /
9 /what they eat sothey go to another country in order to reduce this
 problem, and find a solution in problem./
10 A1: /okay, but if you stay at your country is better , because your personality
 will be crash/
11 / when look at the Western looking at you like a lowely./
12 A2: / No, this wrong idea , because the personality is not what /
13 /the people say about you, the personality is you it's self , so if you goed/
14 to make your...re...The lost ... to make your personality everyone have
 personality
15 / no one can say that , can give you any information about your
 personality /
16 /because you are the one make it /
17 A1 : / But I need to listen at another person to tell me
18 / what's my wrong to correct /this....

19 A2 /Maybe me .So whatever any one's live unlike his family and friends/
 20 /he will miss them and he will miss their habits./
 21 /I know , did you thought that is not easy to leave your family your
 children your own personality/
 22 / No, but if they leave them to say .. them
 23 /and reduce their poverty and their employment and help as to be equal as
 all the people in the world. So ... /
 24 A1 /yes , in Italy , officials has make shelters but in fact is /
 25 /not a shelters , it's center of torture and detention,/
 26 /the Syrians didn't found food and didn't found the bedding to sleep
he lost.../
 27 A2 / I know but if you leave your country to be better than what you was
 there .../
 28 / the illegal immigration maybe it's will be as a chance /
 29 /you can take it to ..renew yourself , your life /
 30 A1 /but no house no food .how to live there he have nothing /
 31 A2 /but if here is homeless , so there as... there is the same /
 32 /I am homeless in my country
 33 /why I can't to go to another country and to be homeless./
 34 A1 but I prefer to stay in my country and be homeless /
 35 /what about 2000 people died in the sea /
 36 A2 /yes, they died but .died .
 37 /you know why because people they fight to live /
 38 A1 / because they pass thesea by a small boat/
 39 /and their life are not safe completely/

40 A2 / I know . when I live in poverty and employment in any things in
problems/

41 / I mean ..so, why I don't make risk /

42 A1 He lost. I don't like it ,.even in their death they loss their right to burial/

43 A2 / but I will be died in general so here or there I am died/

44 A1 / but..... /

45 A2 / from the hunger there I am died in the sea/

46 A1 /but if died there you get your right to 6 min to burial /

47 A2 /yeah, it's okay , they can get me from my place/

48 A1 / often we heard they burned them

48 / because the don't find their parents to sent the bodies to them

49 /and this shame on us/

A2 /Thank you./

TSSD B /Euthanasia should be legal

50 B1 To put such a law legal, it's a big mistake what I want to say is

51 /we must spent and use each every single second in our lives ,

52 / we must be positive/

53 / maybe will be cured... everything will change/

54 / because in our religion Allah say /

55 /it forbidden thing to do this .we can't./

56 B2 ok but he is free to choose his opinion everyone .eh..

57 /she have the right to decide/

58 B1 ok as you said.. he is free what about his dear people?

59 /What about his friends ? His family?

60 /I mean he is not alone there are people care about him/

61 / they would see him more days and seconds/

62 B2 /he doesn't have the right to do that to them .they can't see him during in
front of them in this way.

TSSD C /War is never an option for solving international disputes

- 63 C1 In my opinion . I totally agree with this idea which is the war is solution/
 64 /because without war people didn't understood with clever attitude/
 65 C2 I disagree that the war is solution /
 66 /because it make people homeless and can make disaster consequences /
 67 C3 Yes , but not only this result there are others /
 68 C4 /the best solution in international dispute /
 69 / because in the war we show our power to the world and
 other countries /
 70 /and that's why other countries will fear to come to our border again /
 71 C5 / in my opinion I don't think that war is the best solution to solve
 international disputes/
 72 /because that are something which we call peace /
 73 /which why there is such many communities that support peace in the
 world .
 74 C1 / actually I m against your opinion
 75 /because I think that there is some disputes and some problems that will
 not solve with peace we have to use power/
 76 S8 / also we can use peace to solve many other problems because . many
 years
 77 /because . many years ago we used or people have used peace to solve
 their problems /
 78 C2 / you are wrong because many years ago there was worldwide wars /
 79 /and there is so many wars and that's why the world is divided today/
 80 C3 /ah.. I think that war can such a harmful, dangerous way to take
 people's life/
 81 /and destroy families and . it can destroy many countries worldwide /
 82 C1 I m with u in this point but we have... u have to know that we have to
 rescue our lives
 83 /and solves to our countries/
 84 / yes but aa... not only with war we can do it with peace or something
 else like.
 85 /there are some communities have solved many problems without war /
 86 C5 /this solution will not contain forever but the war will make aim for
 this disputes forever/
 87 /it can end everything/

88 C4 / nowadays we see wars everywhere but they are not getting to solve
anything in the
right time /

89 you can see that in Gaza or any other place they are just fighting and
fighting
without doing anything /

91 /they are just using power for nothing /

91 C1 / exactly if we don't use the power and we don't go to war
92 /our country and frontiers will be taken and we will just watch/

TSSD D Marriage is outdated

93 D 1 / I agree with the idea of the woman got happy if she is not married/
94 / because if she isn't married she got Free and practice her life easily
without complexied

95 /and I think the man .

96 /maybe if she married she live . ah. many family problems and she get
sad and ah.ah/

97 D2 / Now in my opinion in ... this idea... it not true
98 /because the woman need the marriage and not man in many cases /
99 /she needs a good family/
100 /and the marriage it not mean the problems or anything bad/

101 D 1 / yes, maybe but if she not married /
102 /do what . she.like/
103 / and .she have no children/

104 D3 /okay this is your opinion/
/but I think she can do anything she likes with her husband or her children /
105 / she is a free woman also/

106 D4 I think the life not mean a man, so...

107 D1 /yes but when she married
108 /that not mean that she need a man or something else/

109 D2 / yes I think if she married she get like robot cooking - cleaning the home/
110 /just do the home works/

111 D3 / often she can go with her husband in picnic or many places she can't go it
112 /she can't go it with her family /

113 D3 /yes , in some cases the man destroy the dreams of the woman /

114 D 1 / in some cases but not all the cases/

115 D2 /but what I see in the life and the people who I see

116 /I see many family problems/
 117 D3 /Her dreams are destroyed/
 118 D1 /when she become a strong woman she can do all the ..dreams/
 119 D3 /she can work and travel /
 120 D2 / But the majority of the womens who married live many family /
 121 /they live many family problems in her life after marriage/ .
 122 D1 / this womans they... who choose this situation of life
 123 /there is a..many women choose a good life by their study /

TSSD E/A woman's place is in their homes

124 E1 / you are women and you should stay at home /
 125 E2: /we should have equivalent between man and women /
 126 /because the Islam never says that the man not live the women or
 don't /
 127 /says also the women can do her own work , if she want to work/
 128 /they should to work /
 129 E1 / Islam say ah.ah . the women should be every time in home/
 130 /because you are woman you are girl ah.ah. of thinking /
 131 E2 /women should work/
 132 E3 / I am agree with you that I am girl I am women
 133 and I should stay at home
 133 /but I should to do my own work my project my aim in the life/
 135 E4 / you are a wife and you have only your husband can do every life. things in
 /
 136 I know. that . in our society , the women should stay at home /
 137 /the man is strong than the women , but also /
 138 if the two works .they can built a great family/

TSSD F/ For or against illegal immigration (you can discuss the issue in relation to the
 situation in Algeria)

139 F1 the illegal immigrants.. the illegal immigrants are the people or /
 140 /foreigners who have entered another country unlawfully /
 141 /my view point about it is negative because of many reasons
 142 many of the immigrants ...will be related to criminal activities

143 /and the people who smuggle the immigrants can exploit them
 especially women and children , they can force women
 to do illegal jobs under payment and under their work conditions/
 144 / another problem is diseases/
 145 /because .ah.ah. .the illegal immigrants do not under-take the necessary
 medical testing /
 146 / and moreover the competition between the host citizens of the country
 the citizens of the host country and the illegal immigrants about job
 opportunities /
 147 /because that is happen... /
 148 /because the illegal immigrants accept less than required payment /
 149 /I mean they do the job without asking another benefits /
 150 F2 /yes but that's not the solution.. because when they are behind the seas
 151 /they expecting better life/
 152 F3 everywhere they go they need documents hospitals and schools/
 153 /but facing the death in oceans it is not the solution/
 154 F4 /No it is not ..it is not easy like they think/

TSSD G / Torture can be acceptable in some cases

155 G1 /yes I think torture in. in. in .like in police work
 156 /there is some cases need torture to get answer for their question /
 157 G2 / I think that torture cannot acceptable in some ah .ah.cases /
 158 /because is inhuman behaviour and cant not be used to solve
 something or to behave something.
 159 /it is not possible/
 160 G3 / but in war ah .ah.people need too .ah.need torture to save themselves /
 161 /and get peace in their country /
 162 G1 /but... but we can ... but we can solve this.ah.this problems by peaceful
 ways../
 163 ah. I mean ,for example can encourage to .ah. with. ah. another way/
 164 /and .ah. when person do .ah.criminal activities . /
 165 /when person do criminal activities .. should .ah.. from
 166 /police or the country .. and can do ah.ah.. the torture to him/
 167 /but there is another way aa ...educate ... the criminals the good behaviour
 ... to .ah.
 168 /and give .. and the Islamis aa against theaa torture and .../

- 169 G1 / but if a person kill .ah. another person we should ...we should kill him too /
- 170 G2: /yes there is some cases is better to ..ah. ...
- 171 /in some cases is acceptable but not all the cases we can solve .ah.that is all.../

2- Posttest Transcripts

Transcribed Students-students Discussions(TSSD H) Death penalty

- 172 H1 /About death penalty I guess this is not a solution /
- 172 because the criminal have the right to live .../
- 173 H2 /I agree with you that everybody has the right to live /
- 174 /what about the victims they also have the right to live the criminal took his life/
- 175 H3 /But you will do the same he killed someone and you will kill him and its continuing/
- 176 H4 /I m not going to kill him the law.../
- 177 H1 /Do you think it is right to kill someone because he killed someone else this is not logical/
- 178 H2 /Weas muslims we haveto follow our religion and to follow Allah's plan/
- 179 /Allah said in surat "Almaida " that who killed has to pay the same thing
- 180 / for example ..thefor example the teenager who killed 20 kids you just want to save only one life against 20 lives ..my god This is not humanity /
- 181 H3 /the humanity is to kill who killed these innocents /
- 182 H4 /you pretend that you are humanist ,defending humanity but it is not .../.
- 183 / is it their fault ? Do you understand ? the family of the victims may forgive the killers
- 184 /I am not saying that every killer criminal should be executed To make the criminal feel that he is ../
- 185 H1 /Maybe if we put him in prison he will have another chance to renew himself
- 186 /and try to be in an opposite way/
- 187 H3 /Ok we take this ,ah. a solution if he is not awareas taking medicine or other drugs/
- 188 H2 /If the criminal has taken a decision to commit his crime

188 /I m not going to give him another chance it is irrational/
 190 H2 /So there is racism between criminals/
 191 H3 /No there is no racism as the criminal has the right to live the victim also
 has the right to live/
 192 H1 /I m completely with you but did you think that the world death penalty
 is cruel and unusual
 193 punishment
 194 H3 /It is not cruel some people deserve to be killed because they have killed
 other people /
 195 /they have to be examples for others so they will not ...laughter
 ...they will not how to say that .../
 196 H2 /they will not have the idea of committing a crime ...if they have the idea
 they will stop it /
 197 H1 / excuse me/
 198 H1 /When the body who killed... his family cannot see him executed/
 199 H2 /It is their fault if they didn't raise him well/
 200 H1 /But the family of the victim may forgive the criminal
 201 /Im not saying that every criminal should have a death penalty/
 202 H /:Everyone can do a fault/
 201 H2 A fault differ ...there is a big fault/
 202 H3 /But you do not answer my question/

 203 H2 /A fault differ from another one there is a mistake and a big mistake/
 204 H3 /When you punish the criminal others will take as an example/
 205 H1 / So you will kill the majority of people/
 206 H3 /No no the criminals are a small category in our society but what about a
 killer killing /
 207 /thirty or forty people where is the purpose of what you said/

TSSD I/For or against violence in movies

208 I1 /I m against violence in movies because
 209 /every person has the freedom to choose whatever they want in every
 kind of movies /
 210 /There are many types comedy movies and horror movies and of course
 action movies help to spread violence in society/
 211 I2 /As I see the movies learn children bad behaviour like anxiety and stress
 212 /and try to do what is in the movie/

213 I3 Allow me to interrupt you but in the beginning of every movie /
 214 /they show us the age limit and the category of who shouldn't watch this
 type of movie/
 215 I4 /I m going to argue with you because every person has unique thinking /
 216 /because if you watch movies like action if you have open mind you
 can't try to do ...
 217 /can say that movies make children neglect his studies and watch only
 them/
 218 I2 /Actually before watching movies .../
 219 /we should take into consideration their mental health and the
 environment/
 220 I2 /But violence is not good he can make diseases and troubles in the body
 221 /and also Islam it is forbidden to make someone afraid do you
 understand what I mean?/
 222 I4 /That's for horror movies not for action movies who spread violence
 223 /because there are kinds of movies like we said and
 224 and every person has the right to the movie they want to want to watch
 224 /so it is not the kind of movie that spread the kind of thing you said/
 225 I1 /But children follow anything they do not think that this movie is good or
 bad/

TSSD J/Mother's work

226 J1 /Hello everyone , today we want talk about interesting topic , which is "
 Mother's work "/
 227 J2 In my opinion working mother's are now rule rather than the exception
 228 /women have been moving into the workforce not only for career
 satisfaction but also because they.../
 229 /and their families need the income/
 230 J3 /And you miss ! what is your opinion about this topic ?/
 231 J4 /I agree you in some points but against in other /
 232 /I think the children may feel unique and fall in bad company because
 they get their freedom when they don't see their mothers around
 them/
 233 / let's time for children working woman is not able to devote quality time
 to their kids /

- 234 /then of no helping hand if the husband is not helping the wife is
household chores
- 235 /it may cause difficulty for her as she then has to work 24 hours all alone
without any help /
- 236 J1 /it may effect cooperation and husband wife relationship/
- 237 J2 /Some people still think that a “good mother” is one who gives up work
238 to stay home with her children./
- 239 /However, no scientific evidence says children are harmed when their
mothers work/

TSSD K /Cloning

- 240 K1 /Today we are going to talk about cloning .. I m going to be against it
and my friend is for ../
- 241 K2 /cloning is the process of producing similar population of genetically
identical individuals/
- 242 /it’s also the processes used to create copies of DNA../
- 243 K3 /In my opinion i think that cloning has bad effect on us more than good
ones /
- 244 First of all , to make a cloned organ you have to use the embryo of a
human and that is totally wrong ...
- 245 k1 sorry for interrupting but i think that cloning doesn’t effect badly on
human health
- 246 /actually it has been used to grow healthy cells to replace malfunctioning
ones ../
- 247 K1 / but dear friend haven’t you thought about what could happen to a
248 woman who has donate her eggs to make cloned organs
249 that could cause her cancers , ovarian cysto , pelvic pain , or even death../
- 250 K2 Those things won’t happen if the right persons do this operation/
251 /there are specialist , high qualified scientist to do it and they will make
252 /sure that nothing wrong could effect the donator ../
- 253 K1 / nothing is guaranteed in sciences especially dealing with cloning ../
254 like for animals for example most of cloned animals have genetic defects
and health problems and they die very young
- 255 /we can’t see it only from your point of view ,/
256 /I think that replicating animals could help in research purposes/
- 257 K3 /yes i agree with you but what about cloning organs

258 / if you clone an organ you don't know what side effect it might have / the
 259 organ could have foreign factors and hurt your body, or it couldn't
 function properly..
 260 K4 /I don't see it that way, I think that human cloning could aid in finding
 suitable organs for donation or bone marrow and blood matches /
 261 /is it clear ? also cloned body parts can serve as a backup systems for
 human../
 262 K3 keep that in mind , creating new human beings could be used and abused
 in the name of science
 263 as they have no true origin , once started there's no going back
 264 K1 I don't think so , because cloning could be the solution of infertility /
 265 /and we can be able to test drugs and understand diseases in
 replicated humans/
 266 K3 /well if you see it that way , I don't I think that it was beyond our will to
 created new human beings in the name of science ,
 267 /we can't do the God's job and create new creatures it's against our
 religion/
 268 K1 / I think that we won't understand each other's cloning is so
 complex and I respect your opinion
 269 K2 I think that too

TSSDL/Death penalty

270 L1 Death penalty is a practice imposed by the government relying on the
 killing or the execution of the killer
 271 and death penalty is important for preserving law and order and is
 allowed for stopping crimes/
 272 Do you understand what I mean ?
 273 L2 Yes you are right but everyone deserves a second chance I guess
 274 L3 you know that before when Houari Boumedienne was a president of
 Algeria there were no crimes.
 275 L4 Do you know why? Because death penalty was allowed
 276 but now everyone knows that there is no execution so they kill with cold
 blood and we have a lot of examples here in Algeria

277 and the last one is the terrified crime of a girl called Abir who was killed in a horrible
278 way.

278 L1 That person who killed made a mistake and he regretted what he did so he
 deserve a second chance and we all know human instincts everyone
 makes mistakes

279 and the ones who kill are always under the drugs or something else and
 they are not aware of what they are

280 /doing so they deserve to be forgiven I guess that's my point of view /

281 L2 Yes I completely understand your point of view and I respect it

282 /but what did these persons do to be killed in that horrible way .What was
 their fault?

280 L1 These murderers should be treated the way they treated the ones they
281 killed and these reasons are worth to allow death penalty.

282 You are completely right now I m completely convinced.

TSSDM/Euthanasia is the best solution in some cases

283 M1 H I everybody I want to discuss today in this debate about euthanasia or
 the killing of sick people by doctors

284 Do you think that Algerian government can allow euthanasia in some
 cases in Algerian hospitals?

285 M2 Hi Mxx I totally disagree with you /

286 /I think that in Algeria our religion is Islam and euthanasia

287 /according to the doctors is to kill someone to end his life because of
 some kind of diseases and if there is no medicament . Am I getting
 your message?/

288 M3 I totally disagree with this because I cannot imagine myself as a doctor
 killing someone because he is ill .

289 M4 No it is not a question of killing someone with a weapon or a gun.

290 /No it is to end his life with a medicament to let him die in a peaceful
 way /

291 M1 According to statistics many people in Europe ask for this peaceful death
 they are old

292 they are alone and they do not want to humiliate themselves
 anymore they want to die /

293 /It is their right to choose their death .I cannot understand why you
 refuse/

294 M2 /Islam is the religion of peace ,love ,tolerance and hope and each time
 people suffer they need to pray and God will help them /
 295 / Cancer or any other disease can be treated these last days /
 296 /God can decide for death of people and people cannot choose their
 death. Explain me what you mean
 297 /Are you saying that sick people should die?
 298 M3 But there are many people in hospitals with no cure or treatment /
 299 /they suffer and we just let them sleep days and nights and their
 families suffer too because they cannot help them/
 300 M4 /This is life if they suffer God is going to help them in heaven /

TSSD N/Islamophobia in France

301 N1 We are going to discuss about Islamophobia in France .
 302 I think that muslims in the world deserve what is happening to them
 since they have not preserved the real image of tolerance
 303 N2 No I do not agree with you my friend because Islam is pure and the
 behaviour of some
 Muslims in the world is not Islam
 304 How can I say this? ... We need to stop considering Islam as the
 behaviour of some Muslims.
 305 Is Islam the cause of troubles in the world today is this what
 you want to say?
 306 N3 Can I interrupt you please .The responsibility of Muslims is important
 Let me explain
 307 I have just to explain it in another way
 308 Consider the 11th of September in America and all the troubles done in
 the name of Islam
 309 /.Do you think that Americans will love us after all the disaster/
 310 N4 /You are right I agree totally with you I will not consider all Muslims as Ben
 Laden /
 311 N1 .In France it is the same people ask for Halal meat and ask for
 mosques and pray in the street
 312 and wear strange Djellaba and do not care that they need to adapt to the
 new world /
 313 /it is not their country .Do you understand ?/
 314 N3 In France people are just suffering each day to find a job and be better
 315 than other nationalities

316 in a world based on science and knowledge and sure religion has a role
to play but religion is just peace not wars and disasters /

317 N4 /The problem is not with Muslims .The problem is with the French who
are racist and do
not want Arabs for many reasons.

318 /How can Europeans love us after what happened .Do you understand
what I want to say/

319 N2 /Sorry but they do the same in Africa/


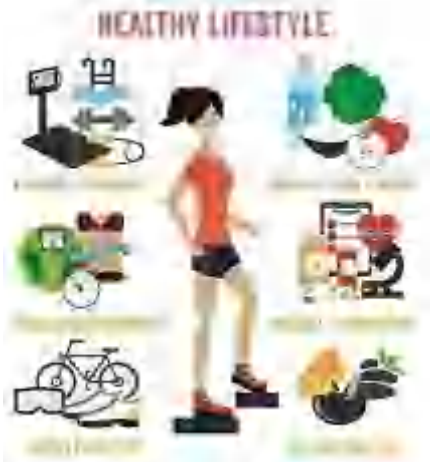


320 N4 /Which countries in Africa I do not get what you mean./

321 N2 /They caused many problems in the past in Algeria and many other
countries/

322 / Are you for violence in the world ?Is it what you are defending now/

APPENDIX 5

Oral Tests (A sample of oral tests)

A	B
<p>Task 1: Tell us about yourself Your name, age, hometown, hobbies, summer holidays, family and plans for the future.</p> <p>Task 2: Compare between traditional farming and modern Farming (use the following notes)</p> <p>the taste of food the production the influence of weather the number of people needed</p> 	<p>Task 1: Tell us about yourself Your name, age, hometown, hobbies, family and plans for the future.</p> <p>Task 2: Your friend follows unhealthy eating habits. Convince him that he needs to change to adopt a new healthy lifestyle.</p>  <p>Task 3: You are lost in an isolated island because of a plane crash. What would you do to survive?</p>
<p>The tools used in 1- Traditional farming and modern farming</p>  	

Task 3: Narrate the story of Titanic Using the following pictures.



2- **Oral Tests/Main Study**(IELTS Test- International English Language Testing System)
available online on www.ielts.org

A	B
<p>Hometown</p> <p>you need to talk about your hometown.</p> <p>What type of place is it?</p> <p>What was it like growing up there?(talk about childhood memories in your hometown)</p> <p>Has it changed much since you were a child?</p> <p>Free Time</p> <p>What type of activities do you like to do in your free time!</p> <p>How long have you been interested in these activities?</p> <p>Do you like to do these activities alone or with other people?</p> <p>Do you think that people have enough free time in your country ? (Why/why not?</p> <p>Describe someone who has had an important influence on your life.</p> <p>Who the person is</p> <p>What qualities this person has</p> <p>Explain why he has had an influence on you</p> <p>How long have you known him/her?</p>	<p>1- Do you enjoy reading?</p> <p>2- Do you like watching movies?</p> <p>3- What's the last book you read ? Did you like it?Tell us the complete story</p> <p>4- How often do you go to the cinema with your friends?</p> <p>5- Describe a book or a film that has a strong impact on you and say why ?</p> <p>6- Do you think cinemas are still popular nowadays? Say why?</p> <p>7- What do you think about e-books? Choose any e-book or audiobook and describe it .</p> <p>8- Do you love stories ? Choose any story and tell it briefly.</p>

RUBRIC FOR SPEAKING TEST

Name	
Group	
Total	

Language Skills/criteria

1- Fluency

A/5	b/4	C /3	d/2 /1
Speech production is very smooth Native like fluency	Speech rate is nearly natural and doesn't cause very long pauses. No one can find a difficulty in understanding it	Speech rate Contains many frequent pauses and many aspects are hard to understand	Speech rate is very slow with frequent long pauses Many difficulties in understanding all ideas

2- Vocabulary

A good choice of words and help listeners' comprehension	Words are mostly appropriate and causing no problem in comprehension	Some words are not appropriate in some context and thus the meaning of many ideas is affected.	Words are all the time inadequate to the topic and nearly no information is communicated
--	--	--	--

3- Pronunciation

Demonstrates Native-like pronunciation	Very few pronunciation, problems in (pronunciation of sounds /word stress /intonation) but they do not alter the meaning	Frequent errors in pronunciation of sounds , stress and intonation making the meaning unclear	Almost all the words are completely pronounced wrongly No correct stress and intonation in almost all sentences
--	---	---	---

4- Knowledge/Information/Details

A good amount of ideas are communicated Demonstration of a good knowledge of the topic	The number of ideas is sufficient and contains enough details.	The number of the details is not sufficient	The speech shows an incomplete knowledge of the topic.
---	--	---	--

5- Grammar

Speech show complete absence of errors in all utterances	Show minor errors that don't affect the meaning of words and sentences	Many grammatical errors cause problems of understanding of few ideas	The frequency of errors make comprehension almost impossible
--	--	--	--

Portfolio Evaluation

I can talk about healthy foods, diets, balanced meals, obesity ,restaurants and Invitations			
I can express mypersonal opinions in a class discussion			
I can agree or disagree with myfriends in different situations			
I can give advice			
I can ask for details			
I can ask for permission			
I can explain quotes			
I can narrate short stories			
I can summarize movies ,plays, documentaries			
I can give main ideas of videos			
I can talk about social occasions			
I can talk about health and different diseases			
I can chat with friends on skype on the previously mentioned topics			

First month/presentations

I Can talk about myself ,my hobbies ,my holidays ,my future plans	achieved	In the process	Not achieved
I Can talk about a typical day and daily activities			
I can describe my family, Friends, my home town.			
I can talk about my career prospects.			

2nd month/Social Issues

I can talk about social issues like violence, crimes ,divorce and delinquency, homeless people			
I can talk about women's day			
I can talk about contemporary figures			

3rd Month/Celebrities

I can express opinions about political leaders and biographies			
I can narrate events a given culture			
I can discuss about education and any educational system			
I can give a brief description about economy and economic crises of some countries like Spain			
I can recognize some wrong literal translations			
I can chat with friends on skype on the previously mentioned topics			

3rd month/culture and traditions

I can talk read and understand some authentic texts			
I can understand authentic listening materials			
I can report main ideas and supporting details of an authentic video			
I can express opinions about traditions			
I can compare local cultural aspects			
I can compare Algerian traditions with foreign ones			
I can describe countries			
I can use google map and indicate the way to a group of tourists			

I can chat with friends on skype on the previously mentioned topics			
I can defend facts reported in a short presentation			
I can give instructions and talk about recipes			
I can explain proverbs			
I can tell jokes			
I can discuss the themes of some songs			
I can compare songs			
I can formal and informal language according to situations			

4th month/Ecology

I can defend facts related to ecology and natural disasters			
I can talk about my religion and compare it with other religions			
I can talk about suicide and give advice for someone in difficulty			
I can tell jokes			
I can discuss the themes of some songs and compare them			
I can talk about drugs, smoking and alcohol and their effects on health			
I can chat with friends on skype on the previously mentioned topics			

APPENDIX 6

Samples of Classroom Activities

Lesson One :Food and obesity

Grammar: Present simple
 Functions: Describing ,giving advice, causes and effects
 Vocabulary: Sequencers,
 Objective: By the end of the course students will be able to
 :
 1- give reasons
 2- List facts
 3- Use discussion skills (Agreeing and disagreeing)
 Time :1h30

Task 1: Read text on the following website and answer these questions

<https://www.nhs.uk/conditions/obesity/causes/>

What are the causes and effects of obesity

<https://youtu.be/-jCd6vIF8Co>

Watch this video and answer the following question:

What are the ten obesity causing foods ?Justify why

More practice

Watch on YouTube other videos and report their content to the class.

Describing pictures

Task Two: Describe the following pictures

Task 3 :comparing texts

School dinner



Task 4

Class discussion

Discussion skills :Agreeing and disagreeing

Agreeing

That's right!
Absolutely!
Exactly!
Me too!
Yes, I agree!
I totally agree!
I couldn't agree more!
I see exactly what you mean!
You're right. That's a good point.

Disagreeing

I don't agree!
I totally disagree!
Absolutely not!
That's not right!
I'm not sure about that.

Partly agreeing

I agree up to a point, but ...
I see your point, but ...
That's partly true, but ...
I'm not so sure about that.

Work in small groups to discuss the following points:

Genetically modified food in Algeria
the best diet to keep fit .
Fast food restaurant and traditional food

Presentations

Plan a short presentation on the following topics:

Bionatural food

The different benefits of different food items

Lesson Two: Narrating short stories
Grammar: Past simple Functions: Narrating Vocabulary: Sequencers,
Objective: By the end of the course students will be able to :
1- give reasons
2- List facts
3- Use discussion skills (Agreeing and disagreeing)
Time :1h30

Students use their mobile with internet connection to find one common website that can provide them with a very short story

<https://www.wattpad.com/385340116-collection-of-islamic-stories-why-women-cry>

Why do women cry?

Students are directed to other websites to find other stories to discuss them one by one , like Cinderella, snow-white and many any other fairy stories

Step 3:Students are asked to retell these stories using their own words

5mns debate
Preparation time :2mns
Objectives defending opinions or a position in a debate Topics:

- Using animals in medical research helps people
-
- Women will never be equal to men in the workplace
- You can't have a happy family life and [a successful career](#) at the same time
- Marriage is outdated
- The death penalty is acceptable in some cases
- Foreigners shouldn't be allowed to vote
- Celebrities earn too much money
- Military service should be obligatory
- War is never an option for solving international disputes
- Torture can be acceptable in some cases
- Curfews keep teens out of trouble
- We are becoming too dependent on computers

- Smoking should be banned worldwide
 - Single-sex schools are evil
 - Homework is harmful
 - A woman's place is in the home
 - Committing suicide should be made legal
 - A man should have a wife for the family and a mistress for pleasure
 - Soft drugs should be legalized.
 - Those who can - do, those who can't – teach
 - You will be happier if you stay unmarried
 - Software piracy is not really a crime
 - We do not really need religion
 - Your race affects your intelligence
 - Euthanasia should be legal
 - Obesity is a disease
 - Video games contribute to youth violence
 - Drinking age should be lowered
 - Steroids should be accepted in sports
 - Cloning has a lot of benefits
- Corporal punishment should be allowed in schools

Task A students are handed cards on different topics to do 2 minutes presentation

Task B (book summary , students prepare their own reading cards and share it with the rest of the class.

Task D (picture description) picture or a series of pictures illustrating a story and caricatures are handed to students to be described and discussed in the class .see index for samples

-Students can describe pictures of their favourite celebrities

Task D(transformation)–Graphs , tables local weather forecast are presented orally to practise intonation and the right pronunciation

Task E: Nature of the task :web-quest

Objectives: Use adjectives, expressing opinions , improving discussion skills using present simple, expressing agreement and disagreement.

Have a look at the following zodiac signs



Nature of the task :web-quest

Stage 1: Present yourself according to your sign (talk about your personality ,likes and dislikes ,positive and negative personal traits and professional carrier).

Stage 2: Describe your family members and your friends according to their signs

Stage 3: Class discussion (group work)

Discuss the different zodiac signs with your friends and say whether you agree or disagree with them.

Stage 4: Present the horoscope of the day, month , year and the whole life

Read to Speak

The nature of the task :Web-quest

Objectives: expressing opinions

Expressing agreement and disagreement.

Use of persuasive skills

The use of communicating strategies

When you do not understand you can use the following expressions:

- I don't grasp/understand what you mean
- Would you clarify /explain that, please?
- I'm sorry, but I didn't get your point.
- Could you just explain it with a clear example?
- Could you repeat please the last point
- What do you mean by _____?

When you want to persuade someone:

- You must accept the fact that _____
- Do you really think that _____?
- Don't you admit that _____?
- You need to see the facts
- Don't you agree that _____?
- You need to believe

Read the text on <https://www.livescience.com/23435-bermuda-triangle.html> about Bermuda triangle and answer the following question.

- What is Bermuda triangle? Do you think that this phenomenon exists?
- Why do many ships disappear in the area and explain whether this phenomenon can be explained scientifically?
- Imagine that all the ships are in another universe, explain this idea with more details.
- Discuss the issue with your friends and use the following expressions and communicating strategies in your different intervention

APPENDIX 7

Index Samples of Pictures to be described and discussed in class discussion activities



Picture One :American foreign policies



Picture Two: Global warming



Picture Three :Women 's rights



Picture Four: Violence against women



Picture five: Death penalty

Résumé

L'Internet devient de plus en plus utilisé dans les classes de langues étrangères. Cette nouvelle technologie offre aux enseignants des possibilités d'obtenir du matériel authentique, et offre des occasions de communication entre les apprenants de langues étrangères partout dans le monde. Sans aucun doute, le grand défi de tous les étudiants Algériens dans l'apprentissage de l'anglais est la maîtrise des compétences orales. Cependant, la disponibilité de toutes ces nouvelles technologies, y compris l'Internet et l'abondance du matériel didactique pose de sérieux dilemmes tant pour les enseignants que pour les apprenants au sujet de la sélection du matériel et le choix des tâches pédagogiques dans l'enseignement et le processus d'apprentissage pour assurer une autonomie efficace. Le but de cette étude est de démontrer dans quelle mesure l'Internet peut fournir un matériel authentique pour le module de l'expression orale. Ainsi, cette étude cherche à confirmer ou rejeter l'hypothèse formulée en se basant sur l'efficacité du programme d'apprentissage conçu à base d'un matériel authentique sur les compétences orales des étudiants. Cette étude est une bonne illustration d'une nouvelle pédagogie qui s'appuierait progressivement moins sur l'enseignant, mais combine à la fois la pédagogie des langues étrangères et l'enseignement des stratégies de communication pour créer un cycle d'apprentissage qui sera systématique à la fois dans la sélection des matériaux et des activités, le processus d'apprentissage et l'évaluation. Pour cela la présente étude a utilisé la triangulation méthodologique qui consiste à administrer d'abord un questionnaire aux participants de l'étude quasi- expérimentale (N-40) pour évaluer les besoins, le niveau et les préférences des apprenants en premier lieux. D'un autre côté un autre questionnaire a été remis aux enseignants de première année LMD pour voir de plus près les pratiques pédagogiques reliées à l'enseignement du module. L'observation est aussi utilisée comme méthode de recherche pour recueillir toutes les données nécessaires liées à l'exploration des facteurs qui auraient contribué aux résultats du test final. En outre, le sondage a été un outil utile pour compléter l'évaluation de l'étude et recueillir directement les points de vue des participants sur leurs expériences au cours de l'étude. Les résultats quantitatifs et qualitatifs de l'étude principale ont prouvé l'efficacité de l'apprentissage authentique du Web sur la compétence orale des apprenants en termes d'exactitude, de fluidité, de complexité grammaticale et lexicale.

ملخص

أصبح الإنترنت ذات أهمية متزايدة في أقسام اللغات لما توفره هذه التكنولوجيا لمتعلمي اللغات الأجنبية من فرصٍ للتعلم والتواصل بين المتعلمين في جميع أنحاء العالم . مما لا شك فيه أن التحدي الكبير لجميع الطلاب الجزائريين في تعلم اللغة الإنجليزية هو إتقان المهارات الشفوية. ومع ذلك فإن الإنترنت ووفرة المواد التعليمية تضع معضلات حقيقية امام المعلمين حول اختيارات مواد تعليمية في عملية التدريس لتحفيز الطلاب للتعلم بشكل مستقل. الهدف من هذه الدراسة هو التحقق من مدى قدرة الإنترنت على توفير موارد تعليمية أصلية قيمة للصفوف التعبير الشفوي. تحلل هذه الدراسة الإمكانيات الهائلة للشبكة ودمجها في تعليم اللغات الأجنبية وتأثير دمج موارد الويب في تصميم الدروس والتمارين في عملية التدريس والمردود البيداغوجي. وبالتالي تسعى الدراسة الحالية إلى تأكيد الفرضية القائمة على مدى تأثير منهج التعلم المصمم بناء على موارد شبكة الإنترنت على درجات الطلاب في اختبارات IELTS كتوضيح جيد للبيداغوجية الجديدة التي ستعتمد تدريجيًا بشكل أقل على المعلم ولكنه سيجمع بين كل من فنيات التدريس، التدريب على استراتيجيات الحوار والتواصل والتعلم الإلكتروني لإنشاء سلسلة تعلم تحقق منهجية آليات فعالة تكون مبنية على اختيار موارد تعليمية وعملية التعلم والتقييم ونتائج التعلم التي تؤدي إلى الاستقلالية والتحفيز المستمر. وبناءً على ذلك، تستخدم الدراسة الحالية طريقة بحث ثلاثية تتضمن أولاً إجراء استبيان لكل من عينة الدراسة (N=40) لتقييم الاحتياجات والمستوى. ويشمل أيضا استبيان مدرسي السنة الأولى LMD للحصول على صورة واضحة حول الأساليب المستعملة في تدريس هذا المقياس. إضافة إلى ذلك تم استعمال المنهج الشبه التجريبي لقياس مدى تأثير المنهج الجديد بطرق علمية، علاوة على ذلك تم اعتماد اسلوب الملاحظة لجمع كل البيانات الضرورية المتعلقة باستكشاف العوامل التي ساهمت في نتائج البحث . وقد تم سبر آراء المشاركين لتقييم الدراسة وجمع ملاحظاتهم مباشرة حول التجربة. أثبتت النتائج الكمية والنوعية للدراسة التأثير الإيجابي للتعلم على شبكة الإنترنت على إتقان المهارات التواصلية للطلاب من حيث الدقة والفصاحة والتعقيد النحوي واللفظي للأداء الشفوي.

(‘Agree’ -25% and ‘Strongly Agree’ -75%) and the fourth one ‘Agree’ -50% and ‘Strongly Agree’-50%. The surveyed participant also agreed (25%) and strongly agreed (75%) on the last role of the teacher which is the maintenance of motivation throughout the experiment.

Generally speaking, the teacher should play the role of trainer, coordinator, consoler guide, supporter, motivator, evaluator, facilitator, manager, booster, and resourceful. Throughout the study the researcher supported the students by turning each time their weaknesses into new learning objectives; in addition to this, she contributed to the evaluation of students’ improvements and she played the role of intermediary between students as she offered occasions of sharing interests and objectives. The teacher was also accessible for the students during the course in outdoor practice and in comforting them in stages of high stress and anxiety to help them do the best performances and take pleasure in the learning process.

6.2.4. Oral Practice

Question Four: How frequently do you do these tasks to improve oral proficiency?

Number	Statements	Answers	Number	%
1-	I read books	Always Often Sometimes Never No Answer	28 7 5 0 0	70% 17,5% 12,5% 0% 0%
2-	I watch videos, movies and songs	Always Often Sometimes Never No Answer	40 0 0 0 0	100% 0% 0% 0% 0%
3-	I chat with my friends	Always Often Sometimes Never No Answer 0	15 13 8 4 0	37,5% 32,5% 20% 10%
4-	I watch news in English and political debates	Always Often Sometimes Never No Answer	11 6 18 5 0	27,5% 15% 45% 12,5% 0%

5-	I read proverbs, jokes and riddles	Always Often Sometimes Never No Answer	16 12 12 0 0	40% 30% 30% 0% 0%
6-	I read stories	Always Often Sometimes Never	30 10 0 0	75% 25% 0% 0%
7-	I listen to audio-books	Always Often Sometimes Never No Answer	20 10 10 0 0	50% 25% 25% 0% 0%

Table 7.79. The frequency in Students' Practice of Tasks to Improve Oral Proficiency

As displayed on table above the results clearly indicate the answers to this fourth question. As all statements from one to seven had positive answers as the majority of the participants are constantly using internet sources and recognize the various authentic materials as playing a vital role in improving oral skills .The other participants (a minority) affirmed that they 'sometimes' use them to practice oral skills. Hence almost all of the participants (between 25% and 100%) selected 'always' or 'often' to statement 1, 2, 3,4,5,6, and 7. This signifies that the students gained an awareness about the resources of the internet and are greatly immersed in an authentic web learning environment.

6.2.5. Strategy Use

Question Five: How frequently do you use these strategies to avoid communication breakdowns?

Number	<u>Statements</u> When I do not find words	Answers	Number	%
1-	I keep silent for a short time	Always Often Sometimes Never No answer	8 10 15 7	20% 25% 37,5% 17.5%
2-	I ask for help	Always Often Sometimes Never	15 13 12 0	77.5% 32,5% 30% 0%
3-	I translate from Arabic or French	Always Often Sometimes	8 10 16	20 25 40

		Never	6	15
4-	I generally use examples (Approximation)	Always Often Sometimes Never	16 116 8 0	40% 40% 20% 0%
5-	I use the characteristics of the word.	Always Often Sometimes Never	9 14 9 6	22,5% 35% 22,5% 15%
6-	I use fillers to gain time	Always Often Sometimes Never No Answer	13 7 16 4	32,5% 17,5% 40% 10%
7-	Using 'all purpose words' like I mean, actually, in fact, etc.	Always Often Sometimes Never No Answer	12 14 8 6	30% 35% 20% 15%

Table 7.80. The Frequency of Strategy Use in Communication

The table illustrates the results concerning strategy use. Concerning the first Statement, “When I do not find words I keep silent” a small number of students selected the first choices (‘always’-20% and ‘often’ -25 %.). Similarly, with the other statement “I translate from Arabic or French” that was not a favoured strategy by the majority (‘always’-20% and ‘often’ -25%, ‘sometimes’ 40% -‘never’ -0%. However, with the other statements “I use all purpose words” (‘always’-30% and ‘often’ -35%, ‘sometimes’20% - ‘never’ -15% -“approximation” (‘always’-40% and ‘often’ -40%, ‘sometimes’ 20% -‘never’ -0% . and “fillers” (‘always’-32% and ‘often’ -17%, ‘sometimes’ 40% -never - 10% . Therefore, it can be deduced by a high percentage of the sample that it clearly shows that students gained an excellent understanding of the different strategies and how to use them to avoid breakdowns in communication.

6.2.6. The Use of Communicating Strategies in Meaning Negotiation

Question Six: How frequently do you use the following communicating strategies in meaning negotiation?

Number	Statements	Answers	N	%
1	I check comprehension	always often sometimes rarely NA	9 12 13 14 0	22,5% 30% 32,5% 35%
2-	I ask for confirmation	always often sometimes rarely Never	11 12 11 6 0	27,5% 30% 27,5% 15% 0%
3-	I check for confirmation	always often sometimes rarely Never	10 9 9 8 4	25% 22,5% 22,5% 20% 10%
4-	I try to gain time by repeating what was said before.	always often sometimes rarely Never	12 14 13 1 0	30% 35% 32,5% 2,5% 0%
5	I abandon the conversation	always often sometimes rarely never	0 0 0 40 0	0% 0% 0% 100% 0%

Table 7.81. The frequency of Strategy Use in Meaning Negotiation in Interaction

The table clearly shows the overall results: Statistically, 22, 5 % and 30 % and 32, 5 of Students selected respectively ‘always’, ‘often’ and ‘sometimes’ for the statement “I check comprehension”. Almost the same amount of participants selected correspondingly ‘always’-27,5%, ‘often’-30% and ‘sometimes’ 27,5% ‘rarely’-15% for the second statement .The third statement scored the following percentages ‘always’-25% ‘often’-22,5% and ‘sometimes’ 22,5% ‘rarely’-20% ‘never’ 0% .The fourth strategy gained these good results (‘always’-30% ‘often’-35% and ‘sometimes’ 32,5% rarely-2,5% ‘never’ 0%. However, the last statement was not selected by the students as they prefer to find immediate solutions instead of abandoning the conversation. The present course offered many opportunities either implicitly or explicitly so that students acquire the ability to overcome language difficulties and disfluencies while interacting with others and be able to use them to maintain a conversation and negotiate meaning and avoid communication breakdown.

6.2.7. Self -Assessment and Peer Assessment Strategies

Question Seven: What are your attitudes to self and peer assessment?

Number	Statement	Answers	N	%
1-	Self-assessment helped me to know my Errors	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0	50% 50% 0% 0%
2-	With self-assessment I turn my weaknesses into learning objectives	Agree Strongly agree Disagree Strongly disagree NA	24 16 0 0	60% 40% 0% 0%
3-	Self – assessment was useful in improving My oral skills	Agree Strongly agree Disagree Strongly disagree NA	18 22 0 0	45% 55% 0% 0%
4-	Peer– assessment was useful in improving My oral skills	Agree Strongly agree Disagree Strongly disagree NA	17 23 0 0	42,5% 57,5% 0% 0%

Table 7.82. The Importance of Self-Assessment and Peer-Assessments in Improving Oral Proficiency

As seen on this table, high percentages (50%, 60%, 40%, 45%, 55%, 42%, 57,5%) selected ‘agree’ and ‘strongly agree’ with the four statements and 0% selected ‘disagree’ and ‘strongly disagree’. With these learning strategies students are accepting errors as being part of the learning process and they are tolerant and willing to talk about their errors and language problems. The participants were trained to listen to their recorded performances and correct their errors alone or with their friends in regular group work activities.

6.2.8. Teacher's Feedback

Question Eight: What is your attitude towards teacher's feedback?

Numbe		Answers		%
1-	Teacher's correction of my errors is beneficial	Agree Strongly agree Disagree Strongly disagree NA	21 19 0 0 0	52,5 47,5 0% 0% 0%
2-	The teacher's correction is done regularly	Agree Strongly agree Disagree Strongly disagree NA	23 17 0 0 0	57,5% 42,5% 0% 0% 0%
3-	Teacher's correction is necessary	Agree Strongly agree Disagree Strongly disagree NA	13 27 0 0 0	32,5% 67,5% 0% 0% 0%

Table 7.83. Students' Attitudes towards Teacher's Feedback

In regards to all the statements, the students' positive attitudes were evident as all the selected answers point at 'strongly agree' and 'agree' (52,5%, 47,5%, 57,5%, 42,5%, 32, 5% and 67, 5) and no one selected "disagree" and "strongly disagree". These statistics show clearly that all the participants recognized the importance of the teacher's feedback in relation to error correction to enhance students' linguistic development. The teacher's intervention should be done regularly and in the right time to avoid any confusion.

6.2.9. Home Practice

Question Nine: What is your attitude on home practice?

Number	Statements	Answers	N	%
1-	The teacher's guidance of my Home practice is regular	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%

	and effective			
2-	Home practice helps me to improve my oral skills	Agree Strongly agree Disagree Strongly disagree NA	16 24 0 0 0	40% 60% 0% 0% 0%
3-	Home practice helps me To be an autonomous learner	Agree Strongly agree Disagree Strongly disagree NA	12 28 0 0 0	30% 70% 0% 0% 0%

Table 7.84 .Students’ Attitudes towards Home Practice of Oral Skills

Statistically speaking, as illustrated on the table above, the informants all agreed or strongly agreed (50%, 40%, 60%, 70%and 30%) with the teacher’s evaluation of what they learn outside as a best way to foster autonomy and help them to improve their oral proficiency in a continuous process of research, learning and evaluation. As said before, all the students accepted the teacher to guide them in this learning task .What can be deduced from this question is that the teacher’s evaluation of the outside school learning gave more value and efficiency to the instruction implemented.

6.2.10.Regular Oral Tests

Question Ten: How do regular oral tests improve your oral skills?

Number	Statements : Regular oral tests	Answers	N	%
1	Reduce my anxiety	Agree Strongly agree Disagree Strongly disagree NA	22 18 0 0 0	55% 45% 0% 0% 0%
2-	help me to know my level and language difficulties at each learning stage	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
3-	help me to Improve my oral skills	Agree Strongly agree Disagree Strongly disagree	12 28 0 0	30% 70% 0% 0%

		NA	0	0%
4-	prepare me for real life situations	Agree Strongly agree Disagree Strongly disagree NA	12 28 0 0 0	30% 70% 0% 0% 0%
5-	Help me to reduce the duration and frequency of my pauses	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
6-	The teacher presents clear assessment criteria	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0 0	50% 50% 0% 0% 0%
7-	The instructions to the tests are clear and at the level of all students	Agree Strongly agree Disagree Strongly disagree NA	20 20 0 0	50% 50% 0% 0% 0%

Table 7.85. Students' Attitudes towards Regular Oral Tests

As represented on the table above the highest percentages (50%.70%, 30%.70%, etc.) were reported with the option 'strongly agree' and 'agree' by all students and no one expressed his disagreement concerning the role of frequent oral tests in the learning process. Moreover, the last two statements received also a good agreement and with the same percentages as these options ('agree' and 'strongly agree') are crossed on the following statements "The teacher presents clear assessment criteria" ('agree' -50% and 'strongly agree'-50%) and "The instructions to the tests are clear and at the level of all students" ('Agree' -50% and 'strongly agree'-50%). Although the first oral test was a source of anxiety among students; however, their attitudes rapidly changed as displayed in the table above. Therefore, the majority took the advantage of this teaching strategy to become a motivational tool. Learners used each test to set up new learning goals according to their progress.

6.211. Portfolios

Question Eleven: How do portfolios help your learning process?

Number		Answers	N	%
1-	Portfolios help me to organize my home practice	Agree Strongly agree Disagree Strongly disagree NA	8 32 0 0	20% 80% 0% 0%
2-	Portfolios encourage me to learn more and assess my progress	Agree Strongly agree Disagree Strongly disagree NA	9 31 0 0	22,5 77,5% 0% 0%
3-	Portfolios pave the way for autonomous learning	Agree Strongly agree Disagree Strongly disagree NA	10 30 0 0	25% 75% 0% 0%
4-	With my personal portfolio I set up clear learning objectives	Agree Strongly agree Disagree Strongly disagree NA	5 35 0 0	12,5 87,5 0% 0%
5-	With my personal portfolio I discover new interests and become active and creative	Agree Strongly agree Disagree Strongly disagree NA	4 36 0 0	10% 90% 0% 0%
6-	Portfolios keep evidences of my own learning steps	Agree Strongly agree Disagree Strongly disagree NA	8 32 0 0	20% 80% 0% 0%
7-	With my portfolio I can improve my oral proficiency and score better in oral tests	Agree Strongly agree Disagree Strongly disagree NA	4 36 0 0	10% 90% 0% 0%

Table 7.86. The Role of Portfolios in the Learning Process

All the students almost selected ‘strongly agree’ and ‘agree’, among the options offered to them , with all the statements as reported in table 7.88 1-20%,80%;2-22,5%,77,5%;3-25%,75%;4-12,5%87,5%;5-10%,90%;620%,80% ,710% , 90%) and this indicates a solid recognition of the role of portfolios in organizing their learning process and assessment. Generally, portfolios are useful learning tools in organizing students’ home practice and in motivating them to learn more and assess their progress to become autonomous learners. Additionally, creating personal portfolios is a best way in setting up clear learning objectives, discovering new interests and becoming active and creative since portfolios keep evidence of their learning steps so they help them to go forward.

6.2.12. Authentic Web Learning Materials

Question Twelve: How effective are the authentic web learning materials?

Numbers	Statements	Answers	N	%
1	- Web authentic Learning offers opportunities for challenge	Agree Strongly agree Disagree Strongly disagree NA	8 32 0 0 0	22%8 80% 0% 0% 0%
2-	- Currency and novelty aspect was part of everyday learning	Agree Strongly agree Disagree Strongly disagree NA	9 31 0 0 0	22,5% 77,5% 0 % 0% 0%
3-	- The course includes materials dealing with mysterious or exotic phenomena that enhanced more motivation	Agree Strongly agree Disagree Strongly disagree NA	9 31 0 0 0	22,5% 77,5% 0 % 0% 0%
4-	- All the funny stories, jokes, riddles add humour and fun to the learning process.	Agree Strongly agree Disagree Strongly disagree NA	0 40 0 0 0	0% 100 0% 0% 0%
5-	- Opportunities to compete and cooperate with peers prompt more efforts	Agree Strongly agree Disagree Strongly disagree NA	0 40 0 0 0	0% 100 0% 0% 0%

6-	- Tangible outcomes are regularly evaluated at pre-defined learning stages.	Agree	0	0%
		Strongly agree	40	100
		Disagree	0	0%
		Strongly disagree	0	0%
		NA	0	

Table 7.87. The Effectiveness of the Authentic Web -learning Materials

All students selected either ‘Agree’ or ‘Strongly agree’ on all statements : 1- 22%,78%;2-22,5%,77,5%;3-22,5%,77,5%;4-0%,100%,5-0%,100% ;6-0%, 100%) and no one selected ‘Disagree’ or ‘Strongly disagree’. This authentic web learning course sought to integrate challenge and novelty, along with the intriguing, exotic, and personal elements that were prevalent pedagogical foundations of the course (Dörnyei, 2001). Besides, tasks dealing with jokes and authentic videos added humour and fantasy. It is significant to point out that concrete outcomes were measured at different learning stages to enhance a positive competition among learners. In general, the internet is inundated with such significant authentic materials; therefore, the teacher has just to constantly orient learners to discover them in a personalized learning process.

6.2.13. Critical Thinking

Numbers	Statements	Answers	Number	%
1-	The course encourages critical thinking skills and high order skills	Agree	8	20%
		Strongly agree	32	80%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA		
2-	The course train students to assess the credibility of information and recognize biased arguments and fake news	Agree	00	0%
		Strongly agree	40	100%
		Disagree	0	0%
		Strongly disagree	0	0%
		NA		

Table 7.88 .Students’ Practice of Critical Thinking Skills during the Course

Statistically 20% agreed and 80% of Students strongly agreed with the first statement. The second statement gained approval as the majority selected ‘strongly agree’ option (100%). Critical Thinking skills are complex processes that teachers need to inculcate

to his students to stimulate their intelligence to solve problems and take right decisions and achieve objectivity in all types of reflections.

Conclusion

To sum up, this chapter presents the analysis of the main findings obtained by the use of data collection instruments (classroom observation and post-experiment survey). Therefore, pretest and posttest oral productions provide a strong evidence on the improvements of students' oral proficiency. Thus, great attention is given to accuracy, fluency, and complexity and the numerical data is carefully observed to validate the first hypothesis using the t-test. In the second stage, the various language exchanges that were selected randomly after the pretest and posttest, using audio recording technique, are examined. Thus, the qualitative and quantitative analysis of various transcripts allow the deduction of possible changes at different levels including grammar, vocabulary and strategy use. Finally, the collection of students' views by the use of a post-experiment survey evaluates the effects of authentic web learning and reports their learning experiences and attitudes.

CHAPTER SEVEN

Interpretation and Discussion of the Results

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CHAPTER SEVEN

Interpretation and Discussion of the Results

This chapter interprets and discusses the final results that provide answers to the research questions to confirm or disconfirm the hypotheses. Therefore, it starts with the preliminary questionnaires and discusses their implications to the present research. The following step assesses the experimental stage that presents the overall scores obtained from the pretest and posttest oral productions. Moreover, interaction analysis highlights the different changes that occurred on students' interaction skills. Additionally, the general perceptions of the participants obtained from the survey questionnaire evaluate the effects of the designed instruction. In the end, some pedagogical recommendations, in addition to some insightful suggestions, are provided for teachers, students and researchers.

7. Interpretation and Discussion of the Results

7.1. The Preliminary Stage

Both teachers and students' questionnaires have the following implications on the study:

- Almost all the participants have the same educational background and the same age as all of them have studied English since the middle school with a special attention to students from scientific streams and specific needs and the three Nigerian students ;consequently, an authentic web learning course could only meet their needs in terms of oral skills and academic achievements
- From the two questionnaires, the criteria of the evaluation are clear and can be included each time in the evaluation process in the form of rating scales or checklists.
- Students are aware of the value of portfolios but they do not know how to use them; so they need to be assisted by their teacher to be used as both learning and assessment tools.
- A majority of students admit that their level is below the average and thus an intensive course would take into account their language problems and will

personalize the learning process to build their oral proficiency.

- The teacher should lower the anxiety and build the self-confidence of the students and help them accept their level and be aware at each learning stage that errors are part of the learning process.
- The level of memorization should be reduced in the teaching of speaking skill and help both teachers and students rely less on presentations and role play as the only tasks for both teaching and assessing speaking. Therefore, the course should include a variety of tasks and guide them to use and train themselves with online IELTS tests or any other proficiency test and take part in real and meaningful situations to help them build their oral proficiency. Teachers should also work on test design as a serious task to be included in the teaching of the module of 'listening and speaking' as in the case of writing skill.

7.2. Experimental Phase Results

7.2.1. The Results of the Oral Tests

Discourse analysis generated quantitative and qualitative data to verify improvements in the post-test results. Therefore, the participants' answers in oral tests are transcribed and coded using the AS units (Foster et al., 2000). The operational definitions that are selected for complexity, accuracy and fluency (CAF) are presented in Chapter Three to be summarized in the following way in relation to the obtained data: The first component is complexity; consequently, the number of subordinate clauses are counted ($t=-9.72$). Another improvement is observed with lexical complexity; thus, lexical words and functional words are also quantified in both the pre-test and the post-test ($t=-7.23$). Similarly, the accuracy of language refers to the number of grammatical errors made by the research subjects. For this reason, this aspect engendered numerical data to calculate statistically any improvement and the obtained t-value is ($T=2.4$). The last set of findings are obtained from the third constituent of oral proficiency which is fluency. It is important to point out that two aspects are measured (speed fluency ($t=-5.72$) and breakdown fluency ($t=3.60$) to validate the effects of authentic web learning on students' oral proficiency.

7.2.2 Interaction Analysis

7.2.2.1. After-pretest Transcripts

Discourse analysis is adopted in this phase of research; thus, the various after-pretest TSSD display the following language difficulties:

- Language problems concerning grammar, vocabulary and the lack of background knowledge.
- Long turns and short ones are recurrent but respondents do not communicate any information in major cases.
- Many exchanges are incomplete as students abandon the conversation due to language deficiencies.
- Inappropriate interpretations of some messages and ignorance of cultural norms of oral discourse as ways of starting and closing conversations due to cultural barriers.
- Students' hesitations and fear of risking an opinion on some particular topics related to religious beliefs are the reported factors that hindered an effective communication.
- Unusual tones were perceived, as showing misunderstanding or embarrassment of not having ideas or precise words, followed, generally, by filled and unfilled pauses.
- The types of grammatical errors that were reported are the following : irregular verbs, auxiliaries singular /plural ,irregular plurals gerunds, articles, verbs/ corpula omission ,tenses, double use of subjects and pronouns, noun form of verbs, confusing between adjectives and past participle and the failure to apply the English sentence pattern and the grammatical rules due to the mother tongue influence .
- Concerning vocabulary many deficiencies show problems of inappropriate word use according to context, literal translation mainly from Arabic, wrong collocations, the use American colloquial instead of

academic English (either American or British). Students also tend to confuse noun and the verb forms and the noun and adjective forms. Many categories of errors were spotted in the transcripts as wrong word choice, errors of literal translation, errors of omission or incompleteness, errors of redundancy, errors of collocation, errors of word formation.

7.2.2.2. Post-test Transcripts Final Results

After post-test transcripts demonstrated noticeable improvements in terms of interactional skills, accuracy, vocabulary and strategy use.

- Students accepted to give counter arguments despite the prevailed religious beliefs. This gives an idea about students' new background knowledge and a certain broadmindedness to support issues or defending new ideas referring to some scientific facts.
- In regard to interactional skills and strategy use, rules of turn taking are well respected. Besides responses that are aimed at holding the floor are frequent. What can be retained is that they have acquired ways in discussing issues, listening to a partner's argument, accepting or rejecting views with appropriate expressions. Besides, they can close their debate using cultural norms of conversations. Moreover, the frequency of pauses were reduced in various turns.
- In negotiation of meaning, the qualitative and quantitative data demonstrated the frequency of these strategies in students' turns as checking confirmation, checking comprehension, asking for confirmation, and repeating what was said before to gain time.

7.3. Post-experimental Phase Results

7.3.1. Post-experimental Survey

- Almost the majority of students expressed positive attitudes towards the course's objectives as it suits their needs and level.
- All the oral tasks presented gained appreciation by the totality of the informants like presentations, two minutes speech, task repetition, four minutes debates, and class discussion.
- All the students expressed complete agreement on the different roles played by him throughout the experiment.

- The frequency of students' use of web authentic resources for their oral language practice reached a satisfactory level with reading books, watching videos, chatting with friends, watching news and political debates, reading proverbs-jokes - riddles, reading stories and listening to audio books. This indicates that the students gained awareness about the resources of the internet.
- The use of communicating strategies gained highest percentages in the frequency of their use. Almost all students do not keep silent or abandon conversations and do not rely on translation in the reported posttest exchanges.
- The importance of self-assessment and peer-assessments in improving oral proficiency was completely recognized by almost all students in helping them to know their errors and turn their weak points into learning objectives. With these learning strategies, students are adopting constructive views towards their errors in their learning process.
- Students' attitudes towards teacher's feedback was reported by the survey as favourable as it occurs in the appropriate time and in an effective way.
- Students Attitudes towards the teacher's assistance of their language practice of oral skills was confirmed as being positive as this helps them to be autonomous learner.
- A change in students' attitudes towards regular oral tests was also favourable as they lower their anxiety and help them to know their level and language difficulties .Thus, this type of training prepares them for real life situations and other official tests. Another significant remark is that oral testing can reduce the duration and frequency of the pauses; thus, they became motivational tools and not a source of anxiety as before.
- The role of portfolios in the learning process generated positive attitudes because they help them in the organization of their home practice, in encouraging them to learn and to assess any improvement, in preparing them to become autonomous, in setting up new objectives, discovering new interests and becoming active participants and keeping signals of all learning stages .

- The post-experiment survey registered students appreciation of authentic web-learning environment as it provides the elements of challenge, novelty, humour, fantasy, and concrete learning achievements.
- Students' practice of critical thinking skills during the course achieved high level of satisfaction as it trains them in assessing the credibility of the information to identify biased arguments and fake news.

7.2. Hypotheses Testing and Discussion of the results

This section is concerned with a discussion of the results. Thus, the qualitative and quantitative data obtained from the preliminary teacher and students' questionnaires, students' survey in addition to the results of the experiment are examined to identify any change in the learning behaviour of the students. In other words, it highlights the possible new outcomes of the present research to test hypotheses and answer the research questions.

7.2.1. Hypothesis Testing

The different hypotheses of this research are confirmed by the cross verification of the results through the triangulation methods (questionnaires, experimental design, classroom observation and post-experiment survey).

The quantitative results obtained confirm that authentic web learning improved significantly the students' scores in IELTS tests. Thus, the T-test is calculated after analysing the data of the pretest and posttest and the means.

- Thus, the mean of the pretest in accuracy is (11)and the mean of the post- test is (8.23).The T-test was obtained on the basis of the two values .The t- value is (2.64)
- The mean of the pretest in speed fluency is 40.97 and the mean of the post-test is 65.33 and the t-value is -5.72
- The mean of the pretest in breakdown fluency is 14.4 and the mean of the post-test is 9.35 and the t-value is 3.60
- The mean of the pretest in syntactic complexity is 9.97 and the mean of the post-test is 22.71 and the t-value is- 9.72

- The mean of the pretest in lexical complexity is 73.05 and the mean of the post-test is 114.64 and the t-value is 7.23.

The null hypothesis is entirely rejected .Using inferential statistics the results are significant in regards to the p. value which is < 0.5 .

Therefore, the first hypotheses are confirmed.

H1: authentic web learning would improve Students' oral proficiency as they would score better in IELTS tests in terms of complexity ,accuracy, and fluency (using CAF measures).(confirmed)

H2: Teaching communicating strategies would help students to reduce the number of pauses. (Confirmed)

Furthermore, the other hypotheses that seek to verify any gains in students oral production in interaction skills since pre-test and post-test transcripts or final results validate the following : The first improvement is in grammatical errors as 78.03% of errors were reported in the pretest transcripts. A decrease of the errors to the number of 21, 98% is encouraging. As far as vocabulary is concerned , these amounts were scored in view of the fact that before the pretest the total number of vocabulary errors is 66,98 % and this changed to 33.01%.Moreover statistically the number of strategies improved since the first number is 21,21% to attain 78.78% in the posttest. This quantitative data gives value to the hypotheses and maintains that interaction in terms of grammar, vocabulary and strategy use can be affected by an authentic web learning and strategy training.

Consequently, the other two hypotheses are also confirmed

H3: Authentic web learning would enhance classroom interaction in terms of accuracy and vocabulary.

H4: Teaching communicating strategies would help students to overcome their communication breakdown in classroom interaction and enhance their strategy use.

The quantitative and qualitative analysis of the post-test survey responses also reported students' positive attitudes on all the stages of research on the role played by the teacher,

the tasks designed to initiate learners to autonomy ,the strategies taught to help them to gain in fluency scores and the use of electronic portfolios in their learning process in the organization of their home practice and material selection.

The last hypothesis is also confirmed:

H5: Portfolio learning would help students to take responsibility of their learning process and thus achieve systematicity and autonomy to get better outcomes.

7.2.2 Discussion of the Findings

RO1: What are the students' needs in studying the module of 'Listening and Speaking'?

Teaching English must start with an assessment of the students' level, difficulties and needs. This research focuses on oral proficiency; therefore, need analysis is included in the students' preliminary questionnaire .As displayed in the exploratory stage, students aspire to travel abroad, teach English, work in companies or as tourist guides. They need also to use English for business, in conferences, in research (in language teaching, in literature or in other scientific fields). Therefore, the designed course has to meet students' needs according to these particular vocational careers, academic studies in English and real life language use. Consequently, the intensive exposure to authentic input through internet access has also to include the linguistic needs (grammar, lexis, pronunciation, function, topics, learning strategies, texts, language skills, and intercultural skills , idiomatic expressions ,English collocations critical thinking). Thus, the ultimate emphasis is not only on the language skills but also on psychological needs to build students' self- confidence. The general objective is to boost authentic web learning to gain more autonomy or lifelong learning.

According to the post-experiment survey the aims and the objectives of the course were in line with these different learning needs and difficulties. Internet authentic resources presented all varieties of registers and English vocabulary through context .To take into account the language problems students were trained to use specific devices to deal with breakdowns in real time communication to reduce the frequency of the pauses and rely less on literal translation. In addition to this, portfolio learning allowed the students free material selection for their language practice. To deal with students' expectations the main units of

the instruction contain various topics of general English , language skills and macro and micro functions (see portfolio - appendix 5 p.359). On the same basis, the various designed materials correspond to the different auditory and visual learning styles and interests. Besides, the designed tasks to develop their fluency as presentations, two minutes speech task repetition, web-quests, role playing class discussion and four minute debate offered challenging opportunities to work on speed and rehearsal during the experiment.

RQ2- What are the effects of an authentic web learning instruction on students' oral proficiency in terms of complexity, accuracy and fluency?

This research question seeks to verify whether the learners' oral proficiency improved through web authentic materials and tools and evaluates new gains in terms of complexity, accuracy and fluency. To sum up the experiment, the participants went through an intensive online authentic instruction. The results of the experiment demonstrate a significant change at many levels. Therefore, a comparison between pretest posttest results represent the possible effect of the designed course.

. Complexity

The first aspect of oral proficiency is syntactic complexity; it is concerned with the diversification of the linguistic structures of the language used by the learner. It is an essential criterion in speaking because the sophistication of language leads to a better communication through subordination and phrases. From the variety of the designed materials , by reading short stories and short novels , and listening to audio books the learners improved their oral proficiency by clearly moving from very simple linguistic structures composed mainly from independent clauses and some basic subordinate clauses. Therefore, the produced repertoire of syntactic structures displays clear gains (The t-value is - 9.72) as it contains complex grammar, and thus, this implies a certain control of the language that leads to a better organization of ideas by an appropriate language choice.

.Accuracy

Through the same quantitative lens, grammatical accuracy is another index of language level that needs to be examined in pre-test and post-test oral production. The treatment did not neglect this feature in regard to oral proficiency development. During the intervention, the students were not exposed to an explicit grammatical instruction but self- assessment and peer assessment were fundamental tools in portfolio learning. Therefore, as reported in the previous chapter ,the number of errors decreased and students gained in clarity and comprehensibility in communicating ideas according to contexts and language registers (the t-test =2.64). Additionally, accuracy in grammar was also achieved in repetition tasks as students achieved a good command of the grammatical structures as learners could notice grammar. Secondly, another clarification may be provided by the fact that both online and classroom interaction create real and meaningful situations for regular language use. As most students learned to take risks and did not rely on translation or memorization while using English .In other words, they became aware of the communication strategies and their active participation in classroom activities as presentations ,group discussions , storytelling helping the continuous process of language comprehension and production.

Authentic web learning enhanced also pronunciation accuracy as the learners' pronunciation had considerably a statistical shift in the post-test as all materials as movies ,songs , offered the best models to be imitated in all English varieties as it is expected learners discovered that their smart phones ,if well explored ,could be a source of infinite learning opportunities. Recording their oral performances had an impact on their progress as they were to compare their new performances with previous ones to push them to go forward in their learning path.

- **Fluency**

It is a central concern from the beginning, thus many tasks were designed for this purpose as story-retelling tasks, one minute talk or speech, and four minutes debate were specifically designed to help them improve their fluency aspects and the communicating strategies helped in gaining awareness of ways of overcoming breakdowns. A remarkable result is that the number of pauses diminished and thus altered the students' fluency scores (speed fluency t-test = -5.7265, breakdown fluency t-test= 3.60)

RQ3- How would a strategy instruction affect students' fluency and their strategy use in oral productions?

A combination of strategy training lessons with an authentic web learning course can be considered as an alternative technique to build a good strategic competence in parallel with a communicative competence. In fact, the strategy training sessions had a positive effect on strategy use and the reduction of the number of pauses as shown in students' post-test oral productions (-t-test is significant (3.60)).

To be exact, the students' strategic repertoire of the verbal communication strategies was no longer limited to the use of literal translation. This clearly helped the students to select systematically from the verbal communication strategies taught to them to find ways to deal with communication difficulties. The post-experiment-survey also confirmed the above mentioned findings as other strategies were selected by many respondents as "approximation," and "all-purpose words."

The quantitative and qualitative findings also evidenced the positive effects of the strategy training instruction on the frequency of the use of communicating strategies in meaning negotiation. Moreover, the scored percentages, as revealed by the survey "checking comprehension", "asking for confirmation", "checking for confirmation", "gaining time devices" indicated an acceptable rate of recurrence in their use. However, the last strategy "abandoning the conversation" didn't gain any score. These findings that were obtained from qualitative and quantitative research tools are in line with the findings of both qualitative and quantitative results obtained from

interaction analysis (as illustrated on Table 6.77).In other words, a significant shift (from 21.21% to 78.78%) was observed after comparing pre- test and post- test transcripts final results. From these positive outcomes the main implication that can be drawn is the necessity of including CSs in syllabus design. Therefore, they should be part of any lesson plan in addition to web authentic learning so students achieve both flexibility and systematicity while coping with communication problems.

RQ3: What are the effects of authentic web learning on students' attitudes?

By the collected data the present research attempts to present a global image of the type of influence that any teaching programme can have on students' perceptions. Consequently, this research question seeks to compare students attitudes towards internet use and their language practice between the initial stage and the final stage of the research. In view of that, both quantitative and qualitative results, obtained from the two preliminary questionnaires and post- experiment survey, validated students views. As it is revealed from the survey they became aware of all the learning possibilities that are offered to them on their mobiles and computers. In addition to this, many contributing factors as the role of the homework , portfolio learning, teacher's feedback ,oral testing, teacher's supervision helped them in improving their oral skills and being autonomous learners by a good organization of the chosen materials and their systematic usage . A very remarkable finding is that a majority of students displayed positive attitudes to reading books ,watching videos ,movies and songs , listening to audio books as they got the highest percentages in the survey. As with the other activities as chatting with friends, watching news in English and political debates ,reading proverbs, jokes and riddles, this means that their attention shifted to these materials in their learning process and integrated them in their daily practice.

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Another effect of the authentic web instruction that merits an emphasis is the development of an inter-cultural awareness demonstrated in positive attitudes, as examined in the interaction analysis where students were accepting new roles to defend new point of views of the target language even if it is in contradiction with their religious and cultural beliefs.

The qualitative results have additionally brought to light that the designed instruction gave students plenty of opportunities for regular oral testing in the language laboratory or at home. Oral tests are no longer sources of anxiety and students realized the benefits of self-evaluation as an active contribution to maintain a certain level of motivation and to retain some new aspects when they practise language. Furthermore, the present research indicated that students with low level also actively were involved in making efforts to improve their language. Those who were shy and suffered from high anxiety in the pretest, they took part in all the programmed debates as they expressed positive views on the tasks. In parallel with this learning environment, the teacher also played a role in building their self-confidence to accept their weaknesses and became active participants in the class and work for more good results to achieve native speaker fluency.

7.4. Pedagogical Implications

7.4.1. Designing Oral Tests

According to the students' preliminary questionnaire, speaking is the most favoured skill in EFL classes and near-native oral proficiency is the ultimate aim of all language learners. However, "the difficulties in testing oral skills frequently lead teachers into using inadequate oral tests or even not testing speaking skills at all" (Knight, 1992:1). Teachers at the university should participate and work in constant coordination in designing reliable and valid oral tests for all levels. The regular oral tests as fundamental teaching instrument need to be related to teaching objectives taking into account the nature of speaking skill by including speaking interaction and all oral skills that should be assessed reliably. Therefore, the speaking skill need to be understood and oral tests need to be standardised since the ability to speak is highly appreciated although the speaking tests are almost marginalized in language testing Lado (p. 239). Thus, the nature of speaking is aiming at developing students' communicative competence so test designers need to test the accuracy, appropriacy, fluency, pronunciation of their oral productions, the various speech acts and students' ability to use strategic competence and test both planned and unplanned speech (Thornbury, 2005; Luoma, 2004). Thus, test designers can help learners in achieving the goal of acquiring the ability

to communicate clearly, successfully, and fluently in all situations.

7.4.2 Organising ELT seminars

Teachers should organise ELT seminars both at the local and national level on authentic web learning, authentic task design, authentic tests and authenticity in general. For that reason, official educational websites can be created and workshops can also be organised to group both professionals, secondary school, university teachers and policy makers for professional development and learning efficiency. Therefore, Language learners' needs in relation to speaking skill must become a priority by including some simple oral tests, and initiating teenagers to authentic web learning and portfolios assessment. These types of professional programmes will broaden the teachers' views on authenticity- centred approach to create educational blogs (for web authentic materials, authentic tasks and oral tests), supervise voice chatting so that Algerian EFL learners can start early e- learning that must be generalised to all secondary school programmes. The easy access to internet technology and mobile learning can be effective if only the time spent on social media can be directed to the benefit of learning.

7.5. Limitation of the Present Research

The present classroom-based research is carried out in order to gain insights on some teaching practices in the Algerian universities and particularly how the module of 'Listening and speaking' or commonly called 'oral expression' is taught at the University of Biskra. As a teacher of the module, my principal aim is to identify both learning problems, analyse potential variables that would affect positively the teaching course and learning achievements. All the everyday informal reflections with other teachers helped me to gain an understanding of the classroom to achieve gradually efficacy both as a teacher and researcher. Furthermore, the present systematic investigation of one aspect of EFL teaching which is speaking skill in a case study research that used one group pre-test post- test quasi-experimental research design and the findings presented cannot be generalised to all Algerian universities and presented a number of limitations related to the number of the students of the sample. Because of convenience sampling technique adopted the sample cannot be representative of the population. Additionally, a longitudinal evaluation would bring evidence to autonomy. Furthermore, inter-rater reliability was not appropriately adopted in the analysis of the oral tests to achieve reliability in data analysis and it was limited to giving

common approximate estimations. Besides, it was not possible to explore the exact length of the pauses by the use of Praat software to demonstrate reliability and validity of the results.

7.6. Suggestions for Further Research

8.5.1. Teaching Listening Strategies

This thesis has mainly focused on communicating strategies, but further research on strategy training in listening skill is needed. According to the preliminary questionnaires, students do not understand some videos and other authentic listening materials. A very simple strategy was provided to the participant as they are advised to select simple materials that are just beyond their level or choose simple ones or focus on the general idea while listening to ensure a one to one correspondence between input and comprehension. However, listening is a very complex process work, and merits more investigation and consideration. In the learner-centred approach EFL teacher need to facilitate L2 learning by teaching strategies. Listeners use strategies to interpret the meaning and compensate for their insufficient knowledge especially in EFL learning. Moreover, students' listening comprehension difficulties are due to their insufficient competence or to the linguistic difficulty of listening texts. More empirical evidences can help this category of learners and a strategy based instruction in meta-cognitive processes can train less-skilled listeners ,for example ,in planning, and evaluating , inferencing, note taking , and monitoring understanding ,etc. (Vandergrift , 1999) In general, listening practice with the use of listening strategies will help students to take advantage of the oral language input to obtain better results in language learning.

8.5.2. Teaching Vocabulary Learning Strategies

Another significant area of research is strategy training in vocabulary learning in relation to speaking or any other skill. As it was mentioned previously that it is one of the limitations of the present research work because the main focus of this thesis is to provide exposure for students as a way to immerse them in authentic web learning environments. However, students generally rely on rote learning in acquiring vocabulary. Like with all the learning strategies students should be aware of different vocabulary learning devices, mainly those that are used by successful learners, and teachers should teach these skills. Accordingly, research revealed that strategy training is effective, but this has not been systematically proved (O'Malley &Chamot, 1990) . Studies investigating vocabulary

learning strategies, like contextual guessing, keyword method, metacognitive strategies, and semantic mapping can enhance vocabulary retention among EFL learners in E-learning environment. As seen with communicating strategies, both direct approach to vocabulary learning, like presenting all the strategies to learners in the form of checklists or questionnaires, and the indirect approach learning vocabulary through activities can be helpful for less successful students. According to previous research in this field, this category of learners tend to rely only on rote rehearsal instead of deep processing that can enhance long term retention of new words.

Conclusion

This last chapter provides answers to the research questions. Therefore the numerical data drawn by the calculation of t-test values, the mean, standard deviation, the effect size, the p-value, standard error are used to confirm the hypotheses underpinning the present research and provide an evidence to explain that different online authentic materials used in this empirical investigation can make significant changes on students' oral performances in IELTS tests in terms of accuracy, fluency, and complexity. Besides, a quantitative and qualitative comparison of after pretest and posttest exchanges validates the remarkable improvements in students' interaction skills. As a conclusion, the students' oral proficiency improved thanks to the authentic web learning instruction.

General Conclusion

The present research revolves around one central theme which is authentic web learning and strategy training would improve oral proficiency .It supports the claim that online students' centred learning needs to be initiated, oriented and facilitated by the teacher. Therefore, it explains how autonomous learning can be guided within the walls of the class or outside by the use of web materials and applications. This investigation seeks to inquire, principally, the fundamental role of the teacher in the modern era of online learning that aims to stimulate learners' interests in all internet resources to pave the way for autonomy. It needs to be highlighted that the population of this research was first year students who had previously a competency-based instruction that aimed at developing their communicative competence but they manifested many language problems at the University of Biskra, as revealed by both students and teachers' preliminary questionnaire and pretest scores.

In higher educational context, various decisions are made on final examination scores in relation to graduation, scholarships or further doctorate studies. Thus, teachers need to take into account the concepts of reliability and validity of testing and the criteria of such frequent evaluations which should be principal foundations of their results. Thus, unreliable tests affect the learning process and result in insignificant and inaccurate or inadequate scores. It is worth noting that well designed tests can enhance positive competition in oral classes and help teachers to determine progress and assess achievements. This research seeks to change the prevailed teaching beliefs and practices revealed in the situation analysis in relation to oral test design: For some teachers, it can be easily evaluated with role plays or questions on topics prepared before on the one hand; for some other teachers real oral tests in the proper sense of the term are hard to apply with large classes. For this reason, language laboratories that are available are used in the teaching process; therefore, they can serve the testing purposes too and help in obtaining reliable and valid scores that are be related directly to the course objectives.

Testing speaking skill should go hand in hand with its teaching curriculum and the need to assess the outcomes of any teaching instruction is an indispensable goal of EFL instructors. In this way, learners discover their learning needs and new interests in these various oral tests that the language course should include .Since the course is mainly open to all authentic web materials, so learners are directed toward various language functions and lexis in a continuous process of learning and assessment leading to a self-directed

instruction and evaluation .This intensive process coupled with all the classroom designed activities and testing tasks related to instructional goals promote an improvement in all oral skills like fluency, accuracy, interaction , knowledge and pronunciation.

The teaching of the speaking skill through authentic tasks that can lead to autonomous learning is not enough unless teachers introduce strategy instruction in everyday courses. Teachers can use questionnaires to raise the awareness of their students to the skilful use of communicating strategies after an oral test as a solution to their communication breakdowns that are manifested through long pauses and speech abandonment, or teach them implicitly through different activities. Therefore, the impact of strategy training on students' oral performances has been investigated throughout the present research and the post training effects were measured quantitatively in the reduction of the length and number of the pauses. Consequently, students can achieve autonomy in strategy use and, thus, improve their oral proficiency even if their inter-language is limited. For that reason, the unstoppable lifelong learning journey is, thus, taken by students confidently since they possess all the tools of success and the functional skills of making all opportunities to their benefit.

The pretest in addition to all the regular testing system had a washback effect on both teaching and learning processes. The central aim of this research is the improvement of oral proficiency. However, this classroom assessment system and the use of the rubric that describes carefully the main levels of proficiency in all language aspects like grammar, pronunciation, vocabulary, knowledge fluency and the scales of evaluation helped learners to intensify the language practice in parallel with progress and add new interests to achieve higher scores each time. In addition to measurable gains in oral skills, the regular testing system had ,as reported by the post-experiment survey, also positive washback effects on students' attitude and beliefs as they changed their views of such oral assessments and became less anxious while taking the posttest of the research. Undoubtedly, the course objectives should be related to teaching and testing tasks in addition to all forms of feedback that guarantee efficiency and the quality of learning and teaching.

The history of EFL pedagogy has enriched the present course that implemented the recent findings of EFL and ESL research: self and peer assessment, portfolio learning and feedback .In addition to this, the criteria of authenticity are also included like currency,

challenge and culture, affective filter, and engagement (Mishan, 2005; Krashen, 1988). Besides the level of the learners is not ignored as they are left to select autonomously their learning materials that suit their abilities and interests (Vygotsky's zone of proximal development) (1998). Moreover, Dornyei's (2001:76) motivational strategies as 'novelty, intriguing, exotic, fantasy, and personal elements' are included in addition to 'competition, tangible outcomes and humour' are applied in material design. Furthermore, the course also did not exclude the four strands approach to language learning and made sure that all the materials introduced and the students' oral production have meaning and gave importance to grammar, vocabulary, pronunciation and knowledge (Nation & Newton, 2007:1). All things considered, EFL research findings offers the best supplements to teachers in their exploration of the internet universe using all kinds of digital resources in their instructional goal of improving students' oral proficiency.

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Appendices

Appendix 1

Teachers and Students' Preliminary Questionnaires

4. 1. Teachers' Preliminary Questionnaires

4. 1. 1. Section One

4. 1. 1.1. Personal Information

A-Gender Distribution

Q1:Specify your gender

Response	Male	Female
Participants		
percentages		

B. Age Distribution

Q2:Specify your gender

Response	20-30	30-50	Over 50
Participants			
percentages			

C-Teaching Experience

Q3:Specify your teaching experience

Response	1-5	5-10	More than 10
Participants			
percentages			

D-Type of Teaching Experience

Q4:Specify the type of teaching experience

Response	Part time	Full time
Participants		
Percentages		

D-Motivation to Teach the Module of ‘Listening and Speaking’

Q5: Are you motivated to teach the module of ‘Listening and Speaking’

Response	Yes	No
Participants		
percentages		

4. 1. 2. Section Two: Teaching and Testing Speaking Skill

Q1:How do you teach the module of ‘Listening and Speaking’ ?

Q2:Do you work with a unified syllabus when dealing with the same level?

-yes

-No

-If you provide a negative answer would you please explain why?

Response	Yes	NO
Participants		
percentages		

Q3:How do you generally evaluate your students?

Q4:Are your exams reliable and valid ?

-Yes

-no

If you provide a negative answer, please justify why?

Response	Yes	No	No Answer
Participants			
percentages			

Q5:Do you do diagnosis test at the beginning of the semester and do you measure improvements in oral skills ?

Yes

No

-In the two cases explain.

Response	Yes	No	No Answer
Participants			
percentages			

Q6:Do you use oral proficiency tests with your students?

Yes

No

Please explain why in both cases.

Response	Yes	No	No Answer
Participants			
percentages			

Q7:Do you use portfolios in your oral classes?

yes

No

Explain in both answers

Response	Yes	No	No Answer
Participants			
percentages			

Q8:Do you encourage self and peer assessment in your classes?

Yes

No

If you give a positive answer explain how?

Responses	Yes	No
Participants		
Percentages		

Q9: How do you qualify the students' level this year?

Good

Acceptable

Low/If you choose this answer give reasons or more explanations.

Response	good	acceptable	low
Participants			
percentages			

Q10: Do your students make pauses frequently when they speak English?

yes

No

If you give a positive answer explain.

Responses	Yes	No	No Answer
Participants			
percentages			

Q11: Do you encourage your students to use communicating strategies to avoid such pauses or communication breakdowns?

Yes

-No

-If you give a positive answer explain.

Response	Yes	No	No Answer
Participants			
percentages			

Q12: What are the difficulties that you face when you teach speaking skill?

4. 1. 3. Section Three: The use of Technology in Teaching of Speaking Skill

Q1: Do you use language labs for testing purposes?

Yes

No

Justify your answer in both cases.

Response	Yes	No
Participants		
percentages		

Q2:Do you integrate web authentic materials in everyday classes?

Yes

No

No Answer

If the answer is 'yes' explain how do you orient your students to use them outside the class in a systematic way?

Response	Yes	No	No Answer
Participants			
percentages			

Q3:Do you teach your students technical skills related to both internet and computing ?

Yes

No

Explain in both answers .

Response	Yes	No	No Answer
Participants			
percentages			

Q4:Do you encourage your students to use chatting tools to improve their oral proficiency?

Yes

No

If you give a positive answer, please explain how?

Response	Yes	No	No Answer
Participants			
percentages			

Q5:Do you think that students receive a good E-learning instruction using all the modern visual means in oral sessions in the University of Biskra ?

-Yes

-No

No Answer

Justify your answer in all cases.

Responses	Yes	No	No Answer
Participants			
Percentages			

4.2. Students' Preliminary Questionnaire

421. Section One: Personal Information(Age ,Gender ,Learning Experience)

A. Gender Distribution

Q1:Please specify your gender.

Response	Male	Female
Participants		
Percentage		

B. Age Distribution

-Please specify your age.

Response	20-30	30-50	Over 50
Participants			
percentages			

C. .Student's Choice of English

Q3:Is English your first choice ?

-Yes

-No

No Answer

Justify your answer

Response	Yes	No	No Answer
No			
Percentage			

D. Learning Background

Q4:Have you studied English since middle school?

Yes

No

No Answer

If you provide a negative answer explain.

Response	Yes	No	No Answer
No			
Percentage			

E. Students' Mother Tongue

Q5:What is your mother tongue ?

Arabic

Berber

Other /Please explain.

Response	Arabic	Berber	Other
Participants			
Percentage			

F- English speaking Practice in both Middle School and Secondary School

Q6:Did your teachers (in middle and secondary schools) train you to speak English in oral sessions independently from other skills?

Yes

No

Please explain in both cases.

Response	Yes	No
Participants		
Percentage		

4.2.Section Two/Assessing Needs and Language Difficulties

Q1:Do you have difficulties in speaking ?

-Yes

-No

If your answer is yes , please select the difficulty according to the following areas:(N.B. Select more than one if needed).

Response	Yes	No
Participants		
Percentage		

Specify areas of difficulties in speaking English

I have difficulties in	Number of answers	Percentages of answers
1- Fluency		
2-vocabulary		
3-Grammar		
4-Pronunciation		
5-Knowledge on various topics		
6-All of them		
7-No Answer		

Q2:Why do you need to study English ?

Select the appropriate statement (You can select more than one)

I need English to	N	%
1- To travel abroad		
2-To work as a teacher		
3- To work in different companies		
4--For business		
5-To participate in conferences		
6-To work in the field of tourism		
7-To do research in language teaching ,in literature or in other scientific fields		
8-Other(please specify)		

Q3:What do you need to speak a good English ? Please select one of the following statements.

(You can select more than one if needed)

<u>I need English</u>	N	M
To speak fluently		
vocabulary		
Grammatically correct sentences		
Good pronunciation		
Knowledge in various topics		
To interact in various situations		

Q4: what are the strategies that you use when you do not find words in oral performances ?

Tick the appropriate box (You can select more than one).

The communicating strategies I use when I do not find words	Number of Answers	Percentages
1-I keep silent for a short time		
2-I ask for help		
3-I translate from Arabic or French		
4-I generally use examples		
5-I use the characteristics of the word.		
6-I use fillers to gain time like <i>umm</i> , <i>uhh</i>		
7-all purpose words in the case of not having in mind the exact word.		
(using the word <i>thing</i> or repeating any other word)		

Section Three :Internet Use and Students Language Practice

4.2.3.1. Internet Use by Students

Q1: Do you use internet ?

yes

No

Response	Yes	No
Participants		
Percentage		

-If you provide a positive answer select the internet applications and web browsers that you use mostly.

You can select more than one option.

Students' Use of the Internet Applications and Browsers	Number of Answers	Percentages
1- Facebook		
2- Youtube		
3- Twitter		
4- Blogs		
5- ELT web sites		
6- Skype		
7- Google		
8- Yahoo		
9- Messenger		

Q2: Do you use internet regularly to improve your oral proficiency?

Yes

No

Explain in both cases.

Response	Yes	No	No Answer
Participants			
Percentage			

Q3: What do you do to improve your oral proficiency?

Choose from the following:

To improve my oral proficiency	N	%
--------------------------------	---	---

1- I read books		
2- I watch videos		
3- I chat with my friends on the net		
4- I watch news		
5- I read proverbs		
6- I read stories		
7- I listen to audio-books		
8- I talk with my friends		
9- I listen to songs		

Q4:Do you think that teachers can play a significant role in home practice to make it more effective in improving students' oral proficiency ?

Yes

No

Response	Yes	No
Participants		
Percentage		

-If your answer is positive explain why? and how?.

Select one of the following statements (You can select more than one).

I accept my teacher to	N	%
1-Guide me in my Home practice		
2-I accept my teacher to Evaluate my home practice		

Q5:Was the first oral test a stressful experience ?

Yes/No Please explain in all cases.

Response	Yes	No
Participants		
Percentage		

Q6:Have you ever used portfolios before ?

Yes

No

Explain in both cases.

Response	Yes	No
Participants		
Percentage		

Post Experiment Survey

1. The Implemented Course

Question One: What is your attitude towards the implemented course?

Number		Answers	N	%
1-	The course has clear objectives	Agree Strongly agree Disagree Strongly disagree NA		
2-	The course suits my learning needs	Agree Strongly agree Disagree Strongly disagree NA		
3-	The tasks suit my level	Agree Strongly agree Disagree Strongly disagree NA		
4-	The tasks initiate Students to authentic web-learning	Agree Strongly agree Disagree Strongly disagree NA		
5-	The tasks arouse my interests.	Agree Strongly agree Disagree Strongly disagree NA		

2. Oral Tasks

Question Two: To what extent do you agree that the following tasks enhanced your fluency?

Number	Tasks	Answers	N	%
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1	Presentation s	Agree Strongly agree Disagree Strongly disagree NA		
2-	Two minutes speech	Agree Strongly agree Disagree Strongly disagree NA		
3-	Task repetition	Agree Strongly agree Disagree Strongly disagree NA		
4-	Four minutes debates	Agree Strongly agree Disagree Strongly disagree NA		
5-	Class discussion	Agree Strongly agree Disagree Strongly disagree NA		
6-	Web- quests	Agree Strongly agree Disagree Strongly disagree NA		
7-	Role playing	Agree Strongly agree Disagree Strongly disagree NA		

3. The role of the Teacher

Question Three: Do you agree with the following roles of the teacher in the course?

	The teacher	Answers	N	%
1	manages the course effectively	Agree Strongly agree Disagree Strongly disagree NA		

2-	builds students' self confidence.	Agree Strongly agree Disagree Strongly disagree NA		
----	-----------------------------------	--	--	--

3-	guides us to discover new personal interests	Agree Strongly agree Disagree Strongly disagree NA		
4-	Is at students' disposal inside and outside classroom throughout the instruction	Agree Strongly agree Disagree Strongly disagree NA		
5-	maintains our motivation throughout the instruction	Agree Strongly agree Disagree Strongly disagree NA		

4. Oral Practice

Question Four :How frequently do you use these tasks to improve oral proficiency?

Number	Statements	Answers	Number	%
1-	I read books	Always Often Sometimes Never No Answer		
2-	I watch videos ,movies and songs	Always Often Sometimes Never No Answer		
3-	I chat with my friends	Always Often Sometimes Never No Answer		
4-	I watch news in English and political debates	Always Often Sometimes Never No Answer		

5-	I read proverbs, jokes and riddles	Always Often Sometimes Never No Answer		
----	---------------------------------------	--	--	--

6-	I read stories	Always Often Sometimes Never		
7-	I listen to audio-books	Always Often Sometimes Never No Answer		

5. Strategy use: Question Five: How frequently do you use these strategies to avoid communication breakdowns?

Number	<u>Statements</u> When I do not find words	Answers	Numbers	%
1-	I keep silent	Always Often Sometimes Never No answer		
2-	I ask for help	Always Often Sometimes Never		
3-	I translate from Arabic or French	Always Often Sometimes Never		
4-	I generally use examples (<i>Approximation</i>)	Always Often Sometimes Never		
5-	I use the characteristics of the word.	Always Often Sometimes Never		
6-	I use fillers to gain time	Always Often Sometimes Never No Answer		

Question Six :How frequently do you use the following communicating strategies in meaning negotiation?

Number	Statements	Answers	N	%
1	I check comprehension	always often sometimes rarely NA		
2-	I ask for confirmation	always often sometimes rarely NA		
3-	I check for confirmation	always often sometimes rarely NA		
4-	I try to gain time by repeating what was said before.	always often sometimes rarely NA		
5	I abandon the conversation	always often sometimes rarely NA		

7. Self-assessment and Peer- Assessment Strategies

Question Seven: What are your attitudes to self and peer assessment?

Number	<u>Statement</u>	Answers	N	%
1-	Self-assessment helped me to know my Errors	Agree Strongly agree Disagree Strongly disagree NA		
2-	With self-assessment I turn my weaknesses into learning objectives	Agree Strongly agree Disagree Strongly disagree NA		

3-	Self – assessment was useful in improving my oral skills	Agree Strongly agree Disagree Strongly disagree NA		
4-	Peer– assessment was useful in improving my oral skills	Agree Strongly agree Disagree Strongly disagree NA		

8. Teacher's Feedback

Question Eight : What is your attitude towards teacher's feedback?

Number		Answers		%
1-	Teacher's correction of my errors is beneficial	Agree Strongly agree Disagree Strongly disagree NA		
2-	The teacher's correction is done regularly	Agree Strongly agree Disagree Strongly disagree NA		
3-	Teacher's correction is necessary	Agree Strongly agree Disagree Strongly disagree NA		

Number	Statements	Answers	N	%
1-	The teacher's guidance of my home practice Is regular and effective	Agree Strongly agree Disagree Strongly disagree NA		
2-	Home practice helps me to improve my oral skills	Agree Strongly agree Disagree Strongly disagree NA		
3-	Home practice helps me To be an autonomous learner	Agree Strongly agree Disagree Strongly disagree NA		

9. Regular Oral Tests

Question Ten :How do regular oral tests improve your oral skills ?

Number	Statements :	Answers	N	%
	Regular oral tests			
1	Reduce my anxiety	Agree Strongly agree Disagree Strongly disagree NA		
2-	help me to know my level and language difficulties at each learning stage	Agree Strongly agree Disagree Strongly disagree NA		
3-	help me to Improve my oral skills	Agree Strongly agree Disagree Strongly disagree NA		
4-	prepare me for real life situations	Agree Strongly agree Disagree Strongly disagree NA		

5-	Help me to reduce the duration and frequency of my pauses	Agree Strongly agree Disagree Strongly disagree NA		
6-	The teacher presents clear assessment criteria	Agree Strongly agree Disagree Strongly disagree NA		
7-	The instructions to the tests are clear and at the level of all students	Agree Strongly agree Disagree Strongly disagree NA		

10. Portfolios

Question Eleven: How do portfolios help your learning process?

Number		Answers	N	%
1-	Portfolios help me to organize my home practice	Agree Strongly agree Disagree Strongly disagree NA		
2-	Portfolios encourage me to learn more and assess my progress	Agree Strongly agree Disagree Strongly disagree NA		
3-	Portfolios pave the way for autonomous learning	Agree Strongly agree Disagree Strongly disagree NA		
4-	With my personal portfolio I set up clear learning objectives	Agree Strongly agree Disagree Strongly disagree NA		
5-	With my personal portfolio I discover new	Agree Strongly agree Disagree Strongly disagree NA		

	interests and become active and creative			
6-	Portfolios keep evidences of my own learning steps	Agree Strongly agree Disagree Strongly disagree NA		
7-	With my portfolio I can improve my oral proficiency and score better in oral tests	Agree Strongly agree Disagree Strongly disagree NA		

11. Authentic Web Learning Materials

Question Twelve: How effective are the authentic web learning materials?

Numbers	Statements	Answers	N	%
1	- Web authentic Learning offers opportunities for challenge	Agree Strongly agree Disagree Strongly disagree NA		
2-	- Currency and novelty aspect was part of everyday learning	Agree Strongly agree Disagree Strongly disagree NA		
3-	- The course includes materials dealing with mysterious or exotic phenomena that enhanced more motivation	Agree Strongly agree Disagree Strongly disagree NA		
4-	- All the funny stories, jokes, riddles add humour and fun to the learning process.	Agree Strongly agree Disagree Strongly disagree NA		
5-	- Opportunities to compete and cooperate with peers prompt more efforts	Agree Strongly agree Disagree Strongly disagree NA		

6-	- Tangible outcomes are regularly evaluated at pre-defined learning stages.	Agree Strongly agree Disagree Strongly disagree NA		
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12. Critical thinking

Question Thirteen: Do you think that the course enhances critical thinking?

Numbers	Statements	Answers	Number	%
1-	The course encouraged critical thinking skills and high order skills	Agree Strongly agree Disagree Strongly disagree disagree NA		
2-	The course trained students to assess the credibility of information and recognize biased arguments and fake news .	Agree Strongly agree Disagree Strongly disagree NA		

Appendix 3

The Results of the Oral Tests

Pre-test Results

Participant	accuracy	Speed fluency	Breakdown fluency	Syntactic complexity	Lexical complexity
1	12	69	22	21	111
2	11	51	13	12	88
3	16	55	28	13	96
4	14	86	27	22	92
5	11	23	22	11	76
6	14	58	35	14	102
7	10	48	24	16	99
8	6	54	19	13	94
9	12	78	23	19	146
10	15	58	30	7	96
11	5	19	10	9	57
12	6	49	11	8	78
13	4	20	7	11	37
14	3	38	4	4	59
15	4	23	3	6	34
16	9	21	4	3	42
17	7	25	2	3	51
18	8	27	6	6	63
19	5	29	8	9	57
20	4	22	9	3	44
21	13	47	25	9	84
22	21	46	23	4	93
23	15	37	21	7	98
24	6	11	8	4	32
25	3	9	6	2	29
26	8	21	9	4	33
27	4	9	5	5	27
29	9	15	8	7	43
30	11	17	9	11	41
31	17	61	23	13	98
32	16	48	8	7	82
33	8	72	9	12	75
34	20	63	14	8	99
35	22	54	9	11	74
36	24	69	19	18	82
37	9	53	11	9	110
38	18	49	18	13	89
39	11	35	23	16	71
40	18	29	16	19	67

Posttest Results

Participant	accuracy	Speed fluency	Breakdown fluency	Syntactic complexity	Lexical complexity
1	5	82	7	29	112
2	9	72	9	16	98
3	12	70	7	21	87
4	8	94	12	28	113
5	7	44	13	19	83
6	10	73	12	27	102
7	8	55	9	19	97
8	7	76	13	24	122
9	9	92	6	28	142
10	3	96	15	22	137
11	9	35	12	16	79
12	9	54	8	23	97
13	7	48	9	26	89
14	13	61	7	19	112
15	11	71	5	18	98
16	4	41	6	22	89
17	5	76	4	15	108
18	3	33	8	26	76
19	7	67	12	24	121
20	6	74	8	19	102
21	11	59	14	26	123
22	6	54	8	13	109
23	12	55	12	16	119
24	16	71	11	24	142
25	7	49	8	18	104
26	12	73	7	32	157
27	8	67	11	21	113
29	6	76	12	14	143
30	3	37	11	19	94
31	5	68	12	24	124
32	8	57	2	19	113
33	11	64	7	16	97
34	5	85	9	19	126
35	7	61	8	31	134
36	8	88	12	21	145
37	14	95	11	33	165
38	13	71	7	23	154
39	6	48	12	35	111
40	11	56	9	41	134

Appendix 4

1- Pre-test Transcripts TSSD

A/Illegal Immigration

- 1 A1: /I think the illegal immigration mean /
2 /a group of peoples who went to another country and/
3 /this in unlawful way . and person who do that /
4 / he will berisk and he will limits their chancefor life/
5 / yes and people who dreamto eat fish, fish eat them or peoples... who/
6 /arrive in this place they eaten from garbage./
7 A2: / No, they don't dreamto eat fish or anything, they just dreamt.. o eat or /
8 /to live. If they can't for example in our country... don't have a work or /
9 /what they eat sothey go to another country in order to reduce this
 problem, and find a solution in problem./
10 A1: /okay, but if you stay at your country is better , because your personality
 will be crash/
11 / when look at the Western looking at you like a lowely./
12 A2: / No, this wrong idea , because the personality is not what /
13 /the people say about you, the personality is you it's self , so if you goed/
14 to make your...re...The lost ... to make your personality everyone have
 personality
15 / no one can say that , can give you any information about your
 personality /
16 /because you are the one make it /
17 A1 : / But I need to listen at another person to tell me
18 / what's my wrong to correct /this....

19 A2 /Maybe me .So whatever any one's live unlike his family and friends/
 20 /he will miss them and he will miss their habits./
 21 /I know , did you thought that is not easy to leave your family your
 children your own personality/
 22 / No, but if they leave them to say .. them
 23 /and reduce their poverty and their employment and help as to be equal as
 all the people in the world. So ... /
 24 A1 /yes , in Italy , officials has make shelters but in fact is /
 25 /not a shelters , it's center of torture and detention,/
 26 /the Syrians didn't found food and didn't found the bedding to sleep
he lost.../
 27 A2 / I know but if you leave your country to be better than what you was
 there .../
 28 / the illegal immigration maybe it's will be as a chance /
 29 /you can take it to ..renew yourself , your life /
 30 A1 /but no house no food .how to live there he have nothing /
 31 A2 /but if here is homeless , so there as... there is the same /
 32 /I am homeless in my country
 33 /why I can't to go to another country and to be homeless./
 34 A1 but I prefer to stay in my country and be homeless /
 35 /what about 2000 people died in the sea /
 36 A2 /yes, they died but .died .
 37 /you know why because people they fight to live /
 38 A1 / because they pass thesea by a small boat/
 39 /and their life are not safe completely/

40 A2 / I know . when I live in poverty and employment in any things in
problems/

41 / I mean ..so, why I don't make risk /

42 A1 He lost. I don't like it ,.even in their death they loss their right to burial/

43 A2 / but I will be died in general so here or there I am died/

44 A1 / but..... /

45 A2 / from the hunger there I am died in the sea/

46 A1 /but if died there you get your right to 6 min to burial /

47 A2 /yeah, it's okay , they can get me from my place/

48 A1 / often we heard they burned them

48 / because the don't find their parents to sent the bodies to them

49 /and this shame on us/

A2 /Thank you./

TSSD B /Euthanasia should be legal

50 B1 To put such a law legal, it's a big mistake what I want to say is

51 /we must spent and use each every single second in our lives ,

52 / we must be positive/

53 / maybe will be cured... everything will change/

54 / because in our religion Allah say /

55 /it forbidden thing to do this .we can't./

56 B2 ok but he is free to choose his opinion everyone .eh..

57 /she have the right to decide/

58 B1 ok as you said.. he is free what about his dear people?

59 /What about his friends ? His family?

60 /I mean he is not alone there are people care about him/

61 / they would see him more days and seconds/

62 B2 /he doesn't have the right to do that to them .they can't see him during in
front of them in this way.

TSSD C /War is never an option for solving international disputes

- 63 C1 In my opinion . I totally agree with this idea which is the war is solution/
 64 /because without war people didn't understood with clever attitude/
 65 C2 I disagree that the war is solution /
 66 /because it make people homeless and can make disaster consequences /
 67 C3 Yes , but not only this result there are others /
 68 C4 /the best solution in international dispute /
 69 / because in the war we show our power to the world and
 other countries /
 70 /and that's why other countries will fear to come to our border again /
 71 C5 / in my opinion I don't think that war is the best solution to solve
 international disputes/
 72 /because that are something which we call peace /
 73 /which why there is such many communities that support peace in the
 world .
 74 C1 / actually I m against your opinion
 75 /because I think that there is some disputes and some problems that will
 not solve with peace we have to use power/
 76 S8 / also we can use peace to solve many other problems because . many
 years
 77 /because . many years ago we used or people have used peace to solve
 their problems /
 78 C2 / you are wrong because many years ago there was worldwide wars /
 79 /and there is so many wars and that's why the world is divided today/
 80 C3 /ah.. I think that war can such a harmful, dangerous way to take
 people's life/
 81 /and destroy families and . it can destroy many countries worldwide /
 82 C1 I m with u in this point but we have... u have to know that we have to
 rescue our lives
 83 /and solves to our countries/
 84 / yes but aa... not only with war we can do it with peace or something
 else like.
 85 /there are some communities have solved many problems without war /
 86 C5 /this solution will not contain forever but the war will make aim for
 this disputes forever/
 87 /it can end everything/

88 C4 / nowadays we see wars everywhere but they are not getting to solve
anything in the
right time /
89 you can see that in Gaza or any other place they are just fighting and
fighting
without doing anything /
91 /they are just using power for nothing /
91 C1 / exactly if we don't use the power and we don't go to war
92 /our country and frontiers will be taken and we will just watch/

TSSD D Marriage is outdated

93 D 1 / I agree with the idea of the woman got happy if she is not married/
94 / because if she isn't married she got Free and practice her life easily
without complexied
95 /and I think the man .
96 /maybe if she married she live . ah. many family problems and she get
sad and ah.ah/
97 D2 / Now in my opinion in ... this idea... it not true
98 /because the woman need the marriage and not man in many cases /
99 /she needs a good family/
100 /and the marriage it not mean the problems or anything bad/
101 D 1 / yes, maybe but if she not married /
102 /do what . she.like/
103 / and .she have no children/
104 D3 /okay this is your opinion/
/ but I think she can do anything she likes with her husband or her children /
105 / she is a free woman also/
106 D4 I think the life not mean a man, so...
107 D1 /yes but when she married
108 /that not mean that she need a man or something else/
109 D2 / yes I think if she married she get like robot cooking - cleaning the home/
110 /just do the home works/
111 D3 / often she can go with her husband in picnic or many places she can't go it
112 /she can't go it with her family /
113 D3 /yes , in some cases the man destroy the dreams of the woman /
114 D 1 / in some cases but not all the cases/
115 D2 /but what I see in the life and the people who I see

116 /I see many family problems/
 117 D3 /Her dreams are destroyed/
 118 D1 /when she become a strong woman she can do all the ..dreams/
 119 D3 /she can work and travel /
 120 D2 / But the majority of the womens who married live many family /
 121 /they live many family problems in her life after marriage/ .
 122 D1 / this womans they... who choose this situation of life
 123 /there is a..many women choose a good life by their study /

TSSD E/A woman's place is in their homes

124 E1 / you are women and you should stay at home /
 125 E2: /we should have equivalent between man and women /
 126 /because the Islam never says that the man not live the women or
 don't /
 127 /says also the women can do her own work , if she want to work/
 128 /they should to work /
 129 E1 / Islam say ah.ah . the women should be every time in home/
 130 /because you are woman you are girl ah.ah. of thinking /
 131 E2 /women should work/
 132 E3 / I am agree with you that I am girl I am women
 133 and I should stay at home
 133 /but I should to do my own work my project my aim in the life/
 135 E4 / you are a wife and you have only your husband can do every life. things in
 /
 136 I know. that . in our society , the women should stay at home /
 137 /the man is strong than the women , but also /
 138 if the two works .they can built a great family/

TSSD F/ For or against illegal immigration (you can discuss the issue in relation to the
 situation in Algeria)

139 F1 the illegal immigrants.. the illegal immigrants are the people or /
 140 /foreigners who have entered another country unlawfully /
 141 /my view point about it is negative because of many reasons
 142 many of the immigrants ...will be related to criminal activities

143 /and the people who smuggle the immigrants can exploit them
 especially women and children , they can force women
 to do illegal jobs under payment and under their work conditions/
 144 / another problem is diseases/
 145 /because .ah.ah. .the illegal immigrants do not under-take the necessary
 medical testing /
 146 / and moreover the competition between the host citizens of the country
 the citizens of the host country and the illegal immigrants about job
 opportunities /
 147 /because that is happen... /
 148 /because the illegal immigrants accept less than required payment /
 149 /I mean they do the job without asking another benefits /
 150 F2 /yes but that's not the solution.. because when they are behind the seas
 151 /they expecting better life/
 152 F3 everywhere they go they need documents hospitals and schools/
 153 /but facing the death in oceans it is not the solution/
 154 F4 /No it is not ..it is not easy like they think/

TSSD G / Torture can be acceptable in some cases

155 G1 /yes I think torture in. in. in .like in police work
 156 /there is some cases need torture to get answer for their question /
 157 G2 / I think that torture cannot acceptable in some ah .ah.cases /
 158 /because is inhuman behaviour and cant not be used to solve
 something or to behave something.
 159 /it is not possible/
 160 G3 / but in war ah .ah.people need too .ah.need torture to save themselves /
 161 /and get peace in their country /
 162 G1 /but... but we can ... but we can solve this.ah.this problems by peaceful
 ways../
 163 ah. I mean ,for example can encourage to .ah. with. ah. another way/
 164 /and .ah. when person do .ah.criminal activities . /
 165 /when person do criminal activities .. should .ah.. from
 166 /police or the country .. and can do ah.ah.. the torture to him/
 167 /but there is another way aa ...educate ... the criminals the good behaviour
 ... to .ah.
 168 /and give .. and the Islamis aa against theaa torture and .../

- 169 G1 / but if a person kill .ah. another person we should ...we should kill him too /
- 170 G2: /yes there is some cases is better to ..ah. ...
- 171 /in some cases is acceptable but not all the cases we can solve .ah.that is all.../

2- Posttest Transcripts

Transcribed Students-students Discussions(TSSD H) Death penalty

- 172 H1 /About death penalty I guess this is not a solution /
- 172 because the criminal have the right to live .../
- 173 H2 /I agree with you that everybody has the right to live /
- 174 /what about the victims they also have the right to live the criminal took his life/
- 175 H3 /But you will do the same he killed someone and you will kill him and its continuing/
- 176 H4 /I m not going to kill him the law.../
- 177 H1 /Do you think it is right to kill someone because he killed someone else this is not logical/
- 178 H2 /Weas muslims we haveto follow our religion and to follow Allah's plan/
- 179 /Allah said in surat "Almaida " that who killed has to pay the same thing
- 180 / for example ..thefor example the teenager who killed 20 kids you just want to save only one life against 20 lives ..my god This is not humanity /
- 181 H3 /the humanity is to kill who killed these innocents /
- 182 H4 /you pretend that you are humanist ,defending humanity but it is not .../.
- 183 / is it their fault ? Do you understand ? the family of the victims may forgive the killers
- 184 /I am not saying that every killer criminal should be executed To make the criminal feel that he is ../
- 185 H1 /Maybe if we put him in prison he will have another chance to renew himself
- 186 /and try to be in an opposite way/
- 187 H3 /Ok we take this ,ah. a solution if he is not awareas taking medicine or other drugs/
- 188 H2 /If the criminal has taken a decision to commit his crime

188 /I m not going to give him another chance it is irrational/
 190 H2 /So there is racism between criminals/
 191 H3 /No there is no racism as the criminal has the right to live the victim also
 has the right to live/
 192 H1 /I m completely with you but did you think that the world death penalty
 is cruel and unusual
 193 punishment
 194 H3 /It is not cruel some people deserve to be killed because they have killed
 other people /
 195 /they have to be examples for others so they will not ...laughter
 ...they will not how to say that .../
 196 H2 /they will not have the idea of committing a crime ...if they have the idea
 they will stop it /
 197 H1 / excuse me/
 198 H1 /When the body who killed... his family cannot see him executed/
 199 H2 /It is their fault if they didn't raise him well/
 200 H1 /But the family of the victim may forgive the criminal
 201 /Im not saying that every criminal should have a death penalty/
 202 H /:Everyone can do a fault/
 201 H2 A fault differ ...there is a big fault/
 202 H3 /But you do not answer my question/

 203 H2 /A fault differ from another one there is a mistake and a big mistake/
 204 H3 /When you punish the criminal others will take as an example/
 205 H1 / So you will kill the majority of people/
 206 H3 /No no the criminals are a small category in our society but what about a
 killer killing /
 207 /thirty or forty people where is the purpose of what you said/

TSSD I/For or against violence in movies

208 I1 /I m against violence in movies because
 209 /every person has the freedom to choose whatever they want in every
 kind of movies /
 210 /There are many types comedy movies and horror movies and of course
 action movies help to spread violence in society/
 211 I2 /As I see the movies learn children bad behaviour like anxiety and stress
 212 /and try to do what is in the movie/

213 I3 Allow me to interrupt you but in the beginning of every movie /
 214 /they show us the age limit and the category of who shouldn't watch this
 type of movie/
 215 I4 /I m going to argue with you because every person has unique thinking /
 216 /because if you watch movies like action if you have open mind you
 can't try to do ...
 217 /can say that movies make children neglect his studies and watch only
 them/
 218 I2 /Actually before watching movies .../
 219 /we should take into consideration their mental health and the
 environment/
 220 I2 /But violence is not good he can make diseases and troubles in the body
 221 /and also Islam it is forbidden to make someone afraid do you
 understand what I mean?/
 222 I4 /That's for horror movies not for action movies who spread violence
 223 /because there are kinds of movies like we said and
 224 and every person has the right to the movie they want to want to watch
 224 /so it is not the kind of movie that spread the kind of thing you said/
 225 I1 /But children follow anything they do not think that this movie is good or
 bad/

TSSD J/Mother's work

226 J1 /Hello everyone , today we want talk about interesting topic , which is "
 Mother's work "/
 227 J2 In my opinion working mother's are now rule rather than the exception
 228 /women have been moving into the workforce not only for career
 satisfaction but also because they.../
 229 /and their families need the income/
 230 J3 /And you miss ! what is your opinion about this topic ?/
 231 J4 /I agree you in some points but against in other /
 232 /I think the children may feel unique and fall in bad company because
 they get their freedom when they don't see their mothers around
 them/
 233 / let's time for children working woman is not able to devote quality time
 to their kids /

234 /then of no helping hand if the husband is not helping the wife is
household chores

235 /it may cause difficulty for her as she then has to work 24 hours all alone
without any help /

236 J1 /it may effect cooperation and husband wife relationship/

237 J2 /Some people still think that a “good mother” is one who gives up work
238 to stay home with her children./

239 /However, no scientific evidence says children are harmed when their
mothers work/

TSSD K /Cloning

240 K1 /Today we are going to talk about cloning .. I m going to be against it
and my friend is for ../

241 K2 /cloning is the process of producing similar population of genetically
identical individuals/

242 /it’s also the processes used to create copies of DNA../

243 K3 /In my opinion i think that cloning has bad effect on us more than good
ones /

244 First of all , to make a cloned organ you have to use the embryo of a
human and that is totally wrong ...

245 k1 sorry for interrupting but i think that cloning doesn’t effect badly on
human health

246 /actually it has been used to grow healthy cells to replace malfunctioning
ones ../

247 K1 / but dear friend haven’t you thought about what could happen to a
248 woman who has donate her eggs to make cloned organs
249 that could cause her cancers , ovarian cysto , pelvic pain , or even death../

250 K2 Those things won’t happen if the right persons do this operation/
251 /there are specialist , high qualified scientist to do it and they will make
252 /sure that nothing wrong could effect the donator ../

253 K1 / nothing is guaranteed in sciences especially dealing with cloning ../
254 like for animals for example most of cloned animals have genetic defects
and health problems and they die very young

255 /we can’t see it only from your point of view ./

256 /I think that replicating animals could help in research purposes/

257 K3 /yes i agree with you but what about cloning organs

258 / if you clone an organ you don't know what side effect it might have / the
 259 organ could have foreign factors and hurt your body, or it couldn't
 function properly..
 260 K4 /I don't see it that way, I think that human cloning could aid in finding
 suitable organs for donation or bone marrow and blood matches /
 261 /is it clear ? also cloned body parts can serve as a backup systems for
 human../
 262 K3 keep that in mind , creating new human beings could be used and abused
 in the name of science
 263 as they have no true origin , once started there's no going back
 264 K1 I don't think so , because cloning could be the solution of infertility /
 265 /and we can be able to test drugs and understand diseases in
 replicated humans/
 266 K3 /well if you see it that way , I don't I think that it was beyond our will to
 created new human beings in the name of science ,
 267 /we can't do the God's job and create new creatures it's against our
 religion/
 268 K1 / I think that we won't understand each other's cloning is so
 complex and I respect your opinion
 269 K2 I think that too

TSSDL/Death penalty

270 L1 Death penalty is a practice imposed by the government relying on the
 killing or the execution of the killer
 271 and death penalty is important for preserving law and order and is
 allowed for stopping crimes/
 272 Do you understand what I mean ?
 273 L2 Yes you are right but everyone deserves a second chance I guess
 274 L3 you know that before when Houari Boumedienne was a president of
 Algeria there were no crimes.
 275 L4 Do you know why? Because death penalty was allowed
 276 but now everyone knows that there is no execution so they kill with cold
 blood and we have a lot of examples here in Algeria

277 and the last one is the terrified crime of a girl called Abir who was killed in a horrible
278 way.

278 L1 That person who killed made a mistake and he regretted what he did so he
 deserve a second chance and we all know human instincts everyone
 makes mistakes

279 and the ones who kill are always under the drugs or something else and
 they are not aware of what they are

280 /doing so they deserve to be forgiven I guess that's my point of view /

281 L2 Yes I completely understand your point of view and I respect it

282 /but what did these persons do to be killed in that horrible way .What was
 their fault?

280 L1 These murderers should be treated the way they treated the ones they
281 killed and these reasons are worth to allow death penalty.

282 You are completely right now I m completely convinced.

TSSDM/Euthanasia is the best solution in some cases

283 M1 H I everybody I want to discuss today in this debate about euthanasia or
 the killing of sick people by doctors

284 Do you think that Algerian government can allow euthanasia in some
 cases in Algerian hospitals?

285 M2 Hi Mxx I totally disagree with you /

286 /I think that in Algeria our religion is Islam and euthanasia

287 /according to the doctors is to kill someone to end his life because of
 some kind of diseases and if there is no medicament . Am I getting
 your message?/

288 M3 I totally disagree with this because I cannot imagine myself as a doctor
 killing someone because he is ill .

289 M4 No it is not a question of killing someone with a weapon or a gun.

290 /No it is to end his life with a medicament to let him die in a peaceful
 way /

291 M1 According to statistics many people in Europe ask for this peaceful death
 they are old

292 they are alone and they do not want to humiliate themselves
 anymore they want to die /

293 /It is their right to choose their death .I cannot understand why you
 refuse/

294 M2 /Islam is the religion of peace ,love ,tolerance and hope and each time
 people suffer they need to pray and God will help them /
 295 / Cancer or any other disease can be treated these last days /
 296 /God can decide for death of people and people cannot choose their
 death. Explain me what you mean
 297 /Are you saying that sick people should die?
 298 M3 But there are many people in hospitals with no cure or treatment /
 299 /they suffer and we just let them sleep days and nights and their
 families suffer too because they cannot help them/
 300 M4 /This is life if they suffer God is going to help them in heaven /

TSSD N/Islamophobia in France

301 N1 We are going to discuss about Islamophobia in France .
 302 I think that muslims in the world deserve what is happening to them
 since they have not preserved the real image of tolerance
 303 N2 No I do not agree with you my friend because Islam is pure and the
 behaviour of some
 Muslims in the world is not Islam
 304 How can I say this? ... We need to stop considering Islam as the
 behaviour of some Muslims.
 305 Is Islam the cause of troubles in the world today is this what
 you want to say?
 306 N3 Can I interrupt you please .The responsibility of Muslims is important
 Let me explain
 307 I have just to explain it in another way
 308 Consider the 11th of September in America and all the troubles done in
 the name of Islam
 309 /.Do you think that Americans will love us after all the disaster/
 310 N4 /You are right I agree totally with you I will not consider all Muslims as Ben
 Laden /
 311 N1 .In France it is the same people ask for Halal meat and ask for
 mosques and pray in the street
 312 and wear strange Djellaba and do not care that they need to adapt to the
 new world /
 313 /it is not their country .Do you understand ?/
 314 N3 In France people are just suffering each day to find a job and be better
 315 than other nationalities

316 in a world based on science and knowledge and sure religion has a role
to play but religion is just peace not wars and disasters /

317 N4 /The problem is not with Muslims .The problem is with the French who
are racist and do
not want Arabs for many reasons.

318 /How can Europeans love us after what happened .Do you understand
what I want to say/

319 N2 /Sorry but they do the same in Africa/



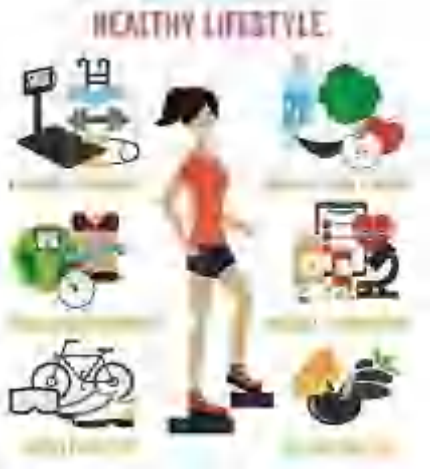

320 N4 /Which countries in Africa I do not get what you mean./

321 N2 /They caused many problems in the past in Algeria and many other
countries/

322 / Are you for violence in the world ?Is it what you are defending now/

APPENDIX 5

Oral Tests (A sample of oral tests)

A	B
<p>Task 1: Tell us about yourself Your name, age, hometown, hobbies, summer holidays, family and plans for the future.</p> <p>Task 2: Compare between traditional farming and modern Farming (use the following notes)</p> <p>the taste of food the production the influence of weather the number of people needed</p>  <p>The tools used in 1- Traditional farming and modern farming</p>  	<p>Task 1: Tell us about yourself Your name, age, hometown, hobbies, family and plans for the future.</p> <p>Task 2: Your friend follows unhealthy eating habits. Convince him that he needs to change to adopt a new healthy lifestyle.</p>  <p>Task 3: You are lost in an isolated island because of a plane crash. What would you do to survive?</p> 

Task 3: Narrate the story of Titanic Using the following pictures.



2- **Oral Tests/Main Study**(IELTS Test- International English Language Testing System)
available online on www.ielts.org

A	B
<p>Hometown</p> <p>you need to talk about your hometown.</p> <p>What type of place is it?</p> <p>What was it like growing up there?(talk about childhood memories in your hometown)</p> <p>Has it changed much since you were a child?</p> <p>Free Time</p> <p>What type of activities do you like to do in your free time!</p> <p>How long have you been interested in these activities?</p> <p>Do you like to do these activities alone or with other people?</p> <p>Do you think that people have enough free time in your country ? (Why/why not?</p> <p>Describe someone who has had an important influence on your life.</p> <p>Who the person is</p> <p>What qualities this person has</p> <p>Explain why he has had an influence on you</p> <p>How long have you known him/her?</p>	<p>1- Do you enjoy reading?</p> <p>2- Do you like watching movies?</p> <p>3- What's the last book you read ? Did you like it?Tell us the complete story</p> <p>4- How often do you go to the cinema with your friends?</p> <p>5- Describe a book or a film that has a strong impact on you and say why ?</p> <p>6- Do you think cinemas are still popular nowadays? Say why?</p> <p>7- What do you think about e-books? Choose any e-book or audiobook and describe it .</p> <p>8- Do you love stories ? Choose any story and tell it briefly.</p>

RUBRIC FOR SPEAKING TEST

Name	
Group	
Total	

Language Skills/criteria

1- Fluency

A/5	b/4	C /3	d/2 /1
Speech production is very smooth Native like fluency	Speech rate is nearly natural and doesn't cause very long pauses. No one can find a difficulty in understanding it	Speech rate Contains many frequent pauses and many aspects are hard to understand	Speech rate is very slow with frequent long pauses Many difficulties in understanding all ideas

2- Vocabulary

A good choice of words and help listeners' comprehension	Words are mostly appropriate and causing no problem in comprehension	Some words are not appropriate in some context and thus the meaning of many ideas is affected.	Words are all the time inadequate to the topic and nearly no information is communicated
--	--	--	--

3- Pronunciation

Demonstrates Native-like pronunciation	Very few pronunciation, problems in (pronunciation of sounds /word stress /intonation) but they do not alter the meaning	Frequent errors in pronunciation of sounds , stress and intonation making the meaning unclear	Almost all the words are completely pronounced wrongly No correct stress and intonation in almost all sentences
--	---	---	---

4- Knowledge/Information/Details

A good amount of ideas are communicated Demonstration of a good knowledge of the topic	The number of ideas is sufficient and contains enough details.	The number of the details is not sufficient	The speech shows an incomplete knowledge of the topic.
---	--	---	--

5- Grammar

Speech show complete absence of errors in all utterances	Show minor errors that don't affect the meaning of words and sentences	Many grammatical errors cause problems of understanding of few ideas	The frequency of errors make comprehension almost impossible
--	--	--	--

Portfolio Evaluation

I can talk about healthy foods, diets, balanced meals, obesity ,restaurants and Invitations			
I can express my personal opinions in a class discussion			
I can agree or disagree with my friends in different situations			
I can give advice			
I can ask for details			
I can ask for permission			
I can explain quotes			
I can narrate short stories			
I can summarize movies ,plays, documentaries			
I can give main ideas of videos			
I can talk about social occasions			
I can talk about health and different diseases			
I can chat with friends on skype on the previously mentioned topics			

First month/presentations

I Can talk about myself ,my hobbies ,my holidays ,my future plans	achieved	In the process	Not achieved
I Can talk about a typical day and daily activities			
I can describe my family, Friends, my home town.			
I can talk about my career prospects.			

2nd month/Social Issues

I can talk about social issues like violence, crimes ,divorce and delinquency, homeless people			
I can talk about women's day			
I can talk about contemporary figures			

3rd Month/Celebrities

I can express opinions about political leaders and biographies			
I can narrate events a given culture			
I can discuss about education and any educational system			
I can give a brief description about economy and economic crises of some countries like Spain			
I can recognize some wrong literal translations			
I can chat with friends on skype on the previously mentioned topics			

3rd month/culture and traditions

I can talk read and understand some authentic texts			
I can understand authentic listening materials			
I can report main ideas and supporting details of an authentic video			
I can express opinions about traditions			
I can compare local cultural aspects			
I can compare Algerian traditions with foreign ones			
I can describe countries			
I can use google map and indicate the way to a group of tourists			

I can chat with friends on skype on the previously mentioned topics			
I can defend facts reported in a short presentation			
I can give instructions and talk about recipes			
I can explain proverbs			
I can tell jokes			
I can discuss the themes of some songs			
I can compare songs			
I can formal and informal language according to situations			

4th month/Ecology

I can defend facts related to ecology and natural disasters			
I can talk about my religion and compare it with other religions			
I can talk about suicide and give advice for someone in difficulty			
I can tell jokes			
I can discuss the themes of some songs and compare them			
I can talk about drugs, smoking and alcohol and their effects on health			
I can chat with friends on skype on the previously mentioned topics			

APPENDIX 6

Samples of Classroom Activities

Lesson One :Food and obesity

Grammar: Present simple
 Functions: Describing ,giving advice, causes and effects
 Vocabulary: Sequencers,
 Objective: By the end of the course students will be able to
 :
 1- give reasons
 2- List facts
 3- Use discussion skills (Agreeing and disagreeing)
 Time :1h30

Task 1: Read text on the following website and answer these questions

<https://www.nhs.uk/conditions/obesity/causes/>

What are the causes and effects of obesity

<https://youtu.be/-jCd6vIF8Co>

Watch this video and answer the following question:

What are the ten obesity causing foods ?Justify why

More practice

Watch on YouTube other videos and report their content to the class.

Describing pictures

Task Two: Describe the following pictures

Task 3 :comparing texts

School dinner



Task 4

Class discussion

Discussion skills :Agreeing and disagreeing

Agreeing

That's right!
Absolutely!
Exactly!
Me too!
Yes, I agree!
I totally agree!
I couldn't agree more!
I see exactly what you mean!
You're right. That's a good point.

Disagreeing

I don't agree!
I totally disagree!
Absolutely not!
That's not right!
I'm not sure about that.

Partly agreeing

I agree up to a point, but ...
I see your point, but ...
That's partly true, but ...
I'm not so sure about that.

Work in small groups to discuss the following points:

Genetically modified food in Algeria
the best diet to keep fit .
Fast food restaurant and traditional food

Presentations

Plan a short presentation on the following topics:

Bionatural food

The different benefits of different food items

Lesson Two: Narrating short stories
Grammar: Past simple Functions: Narrating Vocabulary: Sequencers,
Objective: By the end of the course students will be able to :
1- give reasons
2- List facts
3- Use discussion skills (Agreeing and disagreeing)
Time :1h30

Students use their mobile with internet connection to find one common website that can provide them with a very short story

<https://www.wattpad.com/385340116-collection-of-islamic-stories-why-women-cry>

Why do women cry?

Students are directed to other websites to find other stories to discuss them one by one , like Cinderella, snow-white and many any other fairy stories

Step 3:Students are asked to retell these stories using their own words

5mns debate
Preparation time :2mns
Objectives defending opinions or a position in a debate Topics:

- Using animals in medical research helps people
-
- Women will never be equal to men in the workplace
- You can't have a happy family life and [a successful career](#) at the same time
- Marriage is outdated
- The death penalty is acceptable in some cases
- Foreigners shouldn't be allowed to vote
- Celebrities earn too much money
- Military service should be obligatory
- War is never an option for solving international disputes
- Torture can be acceptable in some cases
- Curfews keep teens out of trouble
- We are becoming too dependent on computers

- Smoking should be banned worldwide
 - Single-sex schools are evil
 - Homework is harmful
 - A woman's place is in the home
 - Committing suicide should be made legal
 - A man should have a wife for the family and a mistress for pleasure
 - Soft drugs should be legalized.
 - Those who can - do, those who can't – teach
 - You will be happier if you stay unmarried
 - Software piracy is not really a crime
 - We do not really need religion
 - Your race affects your intelligence
 - Euthanasia should be legal
 - Obesity is a disease
 - Video games contribute to youth violence
 - Drinking age should be lowered
 - Steroids should be accepted in sports
 - Cloning has a lot of benefits
- Corporal punishment should be allowed in schools

Task A students are handed cards on different topics to do 2 minutes presentation

Task B (book summary , students prepare their own reading cards and share it with the rest of the class.

Task D (picture description) picture or a series of pictures illustrating a story and caricatures are handed to students to be described and discussed in the class .see index for samples

-Students can describe pictures of their favourite celebrities

Task D(transformation)–Graphs , tables local weather forecast are presented orally to practise intonation and the right pronunciation

Task E: Nature of the task :web-quest

Objectives: Use adjectives, expressing opinions , improving discussion skills using present simple, expressing agreement and disagreement.

Have a look at the following zodiac signs



Nature of the task :web-quest

Stage 1: Present yourself according to your sign (talk about your personality ,likes and dislikes ,positive and negative personal traits and professional carrier).

Stage 2: Describe your family members and your friends according to their signs

Stage 3: Class discussion (group work)

Discuss the different zodiac signs with your friends and say whether you agree or disagree with them.

Stage 4: Present the horoscope of the day, month , year and the whole life

Read to Speak

The nature of the task :Web-quest

Objectives: expressing opinions

Expressing agreement and disagreement.

Use of persuasive skills

The use of communicating strategies

When you do not understand you can use the following expressions:

- I don't grasp/understand what you mean
- Would you clarify /explain that, please?
- I'm sorry, but I didn't get your point.
- Could you just explain it with a clear example?
- Could you repeat please the last point
- What do you mean by _____?

When you want to persuade someone:

- You must accept the fact that _____
- Do you really think that _____?
- Don't you admit that _____?
- You need to see the facts
- Don't you agree that _____?
- You need to believe

Read the text on <https://www.livescience.com/23435-bermuda-triangle.html> about Bermuda triangle and answer the following question.

- What is Bermuda triangle? Do you think that this phenomenon exists?
- Why do many ships disappear in the area and explain whether this phenomenon can be explained scientifically?
- Imagine that all the ships are in another universe, explain this idea with more details.
- Discuss the issue with your friends and use the following expressions and communicating strategies in your different intervention

APPENDIX 7

Index Samples of Pictures to be described and discussed in class discussion activities



Picture One :American foreign policies



Picture Two: Global warming



Picture Three :Women 's rights



Picture Four: Violence against women



Picture five: Death penalty

Résumé

L'Internet devient de plus en plus utilisé dans les classes de langues étrangères. Cette nouvelle technologie offre aux enseignants des possibilités d'obtenir du matériel authentique et des occasions d'interaction entre les apprenants de langues étrangères partout dans le monde. Sans aucun doute, le grand défi de la majorité des étudiants Algériens dans l'apprentissage de l'anglais est la maîtrise des compétences orales. Cependant, la disponibilité de toutes ces nouvelles technologies, y compris l'Internet et l'abondance du matériel didactique pose de sérieux dilemmes tant pour les enseignants que pour les apprenants au sujet de la sélection du matériel et le choix des tâches pédagogiques dans l'enseignement et le processus d'apprentissage pour assurer une autonomie efficace. Le but de cette étude est de démontrer dans quelle mesure l'Internet peut fournir un matériel authentique pour le module de l'expression orale. Ainsi, cette étude cherche à confirmer ou rejeter l'hypothèse formulée en se basant sur l'efficacité du programme d'apprentissage conçu à base d'un matériel authentique sur les compétences orales des étudiants. Cette étude est une bonne illustration d'une nouvelle pédagogie qui s'appuierait progressivement moins sur l'enseignant, mais combine à la fois la pédagogie des langues étrangères et l'enseignement des stratégies de communication pour créer un cycle d'apprentissage qui sera systématique à la fois dans la sélection des matériaux et des activités, le processus d'apprentissage et l'évaluation. Pour cela la présente étude a utilisé la triangulation méthodologique qui consiste à administrer d'abord un questionnaire aux participants de l'étude quasi- expérimentale (N-40) pour évaluer les besoins, le niveau et les préférences des apprenants en premier lieu. D'un autre côté un autre questionnaire a été remis aux enseignants de première année LMD pour voir de plus près les pratiques pédagogiques reliées à l'enseignement du module. L'observation est aussi utilisée comme méthode de recherche pour recueillir toutes les données nécessaires liées à l'exploration des facteurs qui auraient contribué aux résultats du test final. En outre, le sondage a été un outil utile pour compléter l'évaluation de l'étude et recueillir directement les points de vue des participants sur leurs expériences au cours de l'étude. Les résultats quantitatifs et qualitatifs de l'étude principale ont prouvé l'efficacité de l'apprentissage authentique du Web sur la compétence orale des apprenants en termes d'exactitude, de fluidité, de complexité grammaticale et lexicale.

ملخص

أصبح الإنترنت ذات أهمية متزايدة في أقسام اللغات الأجنبية لما توفره هذه التكنولوجيا من فرصٍ للتعليم والتواصل بين المتعلمين في جميع أنحاء العالم . مما لا شك فيه أن التحدي الكبير لمعظم الطلاب الجزائريين في تعلم اللغة الإنجليزية هو إتقان المهارات الشفوية. ومع ذلك فإن الإنترنت ووفرة المواد التعليمية تضع معضلات حقيقية أمام المعلمين حول اختيارات مواد تعليمية في عملية التدريس لتحفيز الطلاب للتعلم بشكل مستقل. الهدف من هذه الدراسة هو التحقق من مدى قدرة الإنترنت على توفير موارد تعليمية أصلية قيمة للصفوف التعبير الشفوي. تحلل هذه الدراسة الإمكانيات الهائلة للشبكة ودمجها في تعليم اللغات الأجنبية وتأثير دمج موارد الويب في تصميم الدروس والتمارين في عملية التدريس والمردود البيداغوجي. وبالتالي تسعى الدراسة الحالية إلى تأكيد الفرضية القائلة على مدى تأثير منهج التعلم المصمم بناء على موارد شبكة الإنترنت على درجات الطلاب في اختبارات IELTS كتوضيح جيد للبيداغوجية الجديدة التي ستعتمد تدريجيًا بشكل أقل على المعلم ولكنها ستجمع بين كل من فنيات التدريس، التدريب على استراتيجيات التحاور والتواصل والتعلم الإلكتروني لإنشاء سلسلة تؤدي إلى الاستقلالية والتحفيز المستمر. وبناءً على ذلك، تستخدم الدراسة الحالية طريقة بحث ثلاثية تتضمن أولاً إجراء استبيان لكل من عينة الدراسة (N=40) لتقييم الاحتياجات والمستوى. ويشمل أيضا الاستبيان مدرسي السنة الأولى LMD للحصول على صورة واضحة حول الأساليب المستعملة في تدريس هذا المقياس. إضافة إلى ذلك تم استعمال المنهج الشبه التجريبي لقياس مدى تأثير المنهج الجديد بطرق علمية، علاوة على ذلك تم اعتماد أسلوب الملاحظة لجمع كل البيانات الضرورية المتعلقة باستكشاف العوامل التي ساهمت في نتائج البحث . وقد تم سبر آراء المشاركين لتقييم الدراسة وجمع ملاحظاتهم مباشرة حول التجربة. أثبتت النتائج الكمية والنوعية للدراسة التأثير الإيجابي للتعلم على شبكة الإنترنت على إتقان المهارات التواصلية للطلاب من حيث الدقة والفصاحة والتعقيد النحوي واللفظي للأداء الشفوي.