PEOPLES' DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF DJILLALI LIABES

FACULTY OF LETTERS, LANGUAGES AND ARTS

DEPARTMENT OF ENGLISH

SIDI BEL ABBES

DEVELOPING AUTHENTIC ORAL INTERACTION IN THE EFL ORAL EXPRESSION AND COMPREHENSION CLASSROOM

A Case Study of First Year Students

at Djillali Liabes University of Sidi Bel Abbes

THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN FULFILMENT OF THE DEGREE OF DOCTORATE IN DIDATICS OF SPECIALISMS

Presented by:

Miss. Soraya CHERRAD   **Prof. Belabbes OUERRAD**

Board of Examiners

Prof. Mohammed MELOUK (President)	University of Sidi Bel Abbes
Prof. Belabbes OUERRAD (Supervisor)	University of Sidi Bel Abbes
Prof. Zouaoui MERBOUH(Internal Examiner)	University of Sidi Bel Abbes
Dr. Mohammed GRAZIB(External Examiner)	University of Saida
Prof. Habib YAHIAOUI(External Examiner)	University of Mascara
Dr. Azzeddine BOUHASSOUN(External Examiner)	University of Temouchent

Academic Year: 2019:2020

ACKNOWLEDGMENTS

First and foremost, I would like to thank Allah for everything.

I also wish to express my sincere gratitude and appreciation to the following people:

- o My supervisor Prof. Ourrad for accepting me as his PHD student and for his continuous support and invaluable help and advice.

- o My teachers, Prof. Merbouh Zouaoui and Prof. Melouk Mohammed for their continuous support, assistance and advice.

- o All external examiners, Dr. Grazib Mohammed, Dr. Bouhassoun Azzeddine and Prof. Yahiaoui Habib for accepting to read my work and provide me with their constructive comments.

- o My mum and dad for their help and words of encouragement, patience and perseverance.

- o All students who diligently answered my interview and who participated in the present study.

- o My brother, my sisters, my brothers in law, my sister in law, my nieces and nephews for their help and support.

- o All my teachers, family members, colleagues and friends for their encouragement.

Abstract

It is commonly accepted that the primary goal of foreign language learning is to be able to communicate orally and in writing. The aim of the oral expression and comprehension classroom is to develop learners' ability to communicate orally. Learners' oral communicative skills are aroused and satisfied if they produce the language they are learning as well as raise awareness on their learning. Moreover, learners need to be provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the full. Related to this aim, the present work tends at providing a simple but a powerful tool for improving EFL local and non-local learners' authentic oral interaction in the EFL oral expression and comprehension classroom. The respondents involved in this study were first year EFL learners of the academic years 2014-2015/ 2015-2016/ 2016-2017. For this purpose, the main instruments used were classroom observation, an interview and an authentic oral interaction measurement scale. The chosen classes were observed in order to explore learners' attitudes before and during training based on adaptive instruction. The interview was conducted with six non- local learners, aged between seventeen (17) and twenty six years old (26). The purpose was to detect the hindrances these learners frequently encountered in the EFL oral expression and comprehension classroom. The scale was held with one hundred forty five (145) first year learners of the academic year 2016/ 2017. The purpose was to assess the teaching results after training learners based on adaptive instruction method. The present study results showed that non-local learners' reticence in the EFL oral expression and classroom was individual differences in nature. Such differences included; learners' social and educational backgrounds. Thus, teachers are required to adapt their instruction on their learners' varied needs and challenges. Adaptive based instruction enables learners to respond flexibly to tasks, develop their communicative skills, improve their sense of cooperation and thereby assume control over their learning.

List of Acronyms

ADSR: Arabic Democratic Sahraoui Republic

CUP: Cambridge University Press

DLU: Dijllali Liabes University

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

L1: First Language

LMD: Licence , Master , Doctorat

MCQ: Multiple Choice Questions

OUP: Oxford University Press

SAT: Standard Assessment Task

TEFL: Teaching English as a Foreign Language

TPR: Total Physical Response

T/FQ: True False Questions

TL: Target Language

List of Figures

List of Tables

List of Tables

Table of Contents

Table of Contents

Chapter one
The learning Situation

Table of Contents

Chapter Two
Literature Review

Table of Contents

Chapter Three
Data Analysis

Table of Contents

Chapter Four
Suggestions and Recommendations

Table of Contents

Table of Contents

General Introduction

One of the primordial aims of foreign language education is to prepare learners to communicate both orally and in writing. Learning how to communicate with people is a task that could only be achieved with both time and practice. Nowadays, with the rapid changes happening in the field of science and technology, the walls between societies vanish, the distance between countries diminishes, and the contact between individuals increases at an unprecedented scale. People are connected to one another not only in their homes and offices, but also while walking in the street, driving a car, shopping, or taking an airplane. Thus, learning a foreign language becomes very substantial.

Each learner is a unique individual, different in cognitive and affective development, social maturity, motivation, aspiration, learning styles, needs, interests and learning abilities. Apart from these, there are other factors underlying learners' differences, such as their past learning experiences. In the EFL classroom, as we teach oral communication, learners are meant to be provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the full. Learners' oral communicative skills are aroused and satisfied if they produce the language they are learning. The aim of the EFL oral expression and comprehension classroom is purposefully designed to help learners communicate their knowledge and understanding using the language.

It is commonly accepted nowadays that classroom interaction can facilitate learners' language development. The most common proposition of the role of classroom interaction is its contribution to language development simply by providing target language practice opportunities. Classroom interaction requires from learners to answer and ask questions, make comments, and join in discussions. Learners who do not participate in classroom interaction are often considered to be passive. Classroom interaction allows learners to build on their

knowledge, develop confidence as well as improve understanding and relationships. It triggers learners to think critically and engage in discussions with their peers, their teachers and people outside the classroom.

Interaction is a natural phenomenon as children acquire language through social interaction with their parents. In the English language teaching enterprise, interaction has a prominent role in both language acquisition and learning processes. In addition, it contributes significantly to learners' academic success as well as future career. Hence, the factors which have an impact on learners' interaction have to be well identified so that appropriate methods could be well planned to reduce learners' reluctance. To help learners improve their speaking proficiency, their interaction in the classroom conducted in English has to be taken into account. This is due to the fact that even though learners are exposed to a wide range of English input in the form of listening materials, television programmes, radio broadcasting, and internet, not all learners are able to communicate effectively in English. Therefore, learners have to be encouraged to apply their language knowledge in real life situations, and with a lot of practice, they could possibly be proficient English language communicators.

Although different language teaching methodologies vary greatly on how to make actual use of the target language in order to achieve communicative competences. They indeed, all recognise the primary importance of classroom active interaction since the latter provides opportunities for learners to use and practise their linguistic and communicative skills. Basically, learners who actively participate in classroom interaction tend to have better academic achievements compared to learners who do not participate. By producing and using the language as frequently as possible, one can gain fluency. Therefore, EFL class must inevitably be of a communicative nature because EFL learners often lack 'the informal linguistic environment' and thus have little chance to use the target language in their daily life. They have to depend entirely on classroom

activities. For most of them, the classroom is the only environment in which they can practise communicating in the target language.

Although the oral expression and comprehension classroom seems to be the suitable place where all learners find the opportunity to produce their English language, some learners are most of the time passive to engage into classroom discussions. This is the case of first year non- local learners studying English at DLU of Sidi Bel Abbes. They are learners coming from different countries such as the Congo, the Comoros, Chad, Angola and Sahrawi Democratic Republic. The difference in origin among local and non-local learners caused a prominent unbalance in classroom interaction. As a consequence, the latter was the researcher's motive to raise the following problematic.

How can the teacher make a balance in interaction among local and non-local learners in the EFL oral expression and comprehension classroom?

In order to get a reliable answer to this question, the researcher felt the need to ask the following sub-questions in order to detect the difficulties non-local learners face in the EFL oral expression and comprehension classroom as well as tempting to find solutions that could help them overcome their difficulties for the sake to create a balance in interaction and cooperation among them. These questions are as follows:

1-What are the reasons that make non-local learners reticent in the EFL oral expression and comprehension classroom?

2-How can the EFL oral expression teacher best support local and non-local learners to develop their authentic oral interaction?

Consequently, out of these research questions have sprung the following hypotheses:

1-The reasons of first year non-local learners' reticence in the EFL oral expression and comprehension classroom are individual differences in nature.

2- Local and non-local learners' authentic oral interaction could be developed through implementing an adaptive teaching method.

Best classroom discussion involves classrooms where individuals actively participate, learn, listen, respect and understand each other. Although there were various studies on what influence local learners' classroom interaction, there was a lack in studying non-local learners' critical learning situations as well as the value of adapting teaching to learners' differences. Local and non-local learners do sometimes differ in their educational, life experiences and even their personality characteristics. EFL learners are meant to further their education in order to grow and build on their knowledge and skills so that they can ultimately apply this in their career and succeed. In order for them to receive the best possible educational experience, it is important for educational institutions and educators alike to identify ways in which they can ensure that these learning outcomes are met.

This study aims to assist educators in determining what factors could contribute to non-local learners' demotivation, so that to provide further research on how to make them overcome their communication difficulties and be able to reach success in their learning. Moreover, the present research provides insight on the difficulties non-local learners face in the EFL oral expression and comprehension classroom in the host country. If the latter is well considered by the teacher, this will benefit non-local learners in the long run by ensuring that they are receiving the best possible educational experience in the host country as well as increase cooperation, assistance and interaction among them and their local peers in the EFL oral expression classroom.

The respondents involved in this study were first year EFL learners of the academic years 2014-2015/ 2015-2016/ 2016-2017. Both qualitative and quantitative approaches were applied to collect data for the present research. For this purpose, the main instruments used were; classroom observation, an interview and an authentic oral interaction skills measurement scale. The chosen

classes were observed in order to explore learners' attitudes before and during training. The interview was conducted with six non-local learners, aged between seventeen (17) and twenty six (26) years old of the academic years (2014-2015/ 2015-2016/ 2016-2017). The aim was to detect the challenges they frequently encountered in the EFL oral expression and comprehension classroom. The authentic oral interaction skills measurement scale was held with one hundred forty five (145) first year learners of the academic year (2016/ 2017) to assess the teaching result after training learners based on adaptive instruction method. After gathering the data, the results were analysed in order to obtain statistics about the real challenges that learners were facing as well as the results of the training sessions.

As far as the organisation of this study is concerned, the latter is structured into four foremost chapters. In Chapter One, light is shed on the learning situation under study, tackling its diverse connected issues and definitions of intricate research tools used in the study so far to analyse the data collected. The second chapter reviews theoretical issues associated with communication in general as well oral communication and interactions as the focusing concern of the study and their related issues. Chapter Three; that is practical in nature, treats data collected from non-local learners' interviews and from classroom observation and the authentic oral interaction measurement scale. It probes into analysing classroom discourse, detecting the difficulties non-local learners' face in the oral expression and comprehension classroom in the host country as well as assessing the result of the training sessions held for the present study. As for chapter four, it exposes pedagogical recommendations for both teachers and learners that may serve them to improve classroom interaction. Recommendations are given in the light of the practical side of the present thesis.

All in all, the present study attempts to probe into the difficulties non-local learners face in the EFL oral expression and comprehension classroom, since they study in an educational setting different from the one they were in, but more

specifically the relationship between their challenges and their educational achievement. Both pedagogical practices and perspectives originate from the researchers' personal experience in teaching oral expression and comprehension to first year EFL local and non-learners.

The result of the study found it necessary for teachers to adapt their instruction to meet their learners' varied needs. Adaptive instruction method aims at achieving a common instructional goal with learners whose individual differences, such as prior achievement, aptitude or learning style and social background differ. It requires the use of both common and individualised instruction. Common instruction focuses on the whole class or group of learners in the same classroom, while individualised instruction focuses on group of learners whose membership differs according to their ability.

It is believed that the dynamic nature of successful classroom interaction necessitates the adoption of adaptive teaching. The latter helps language teachers to take care of their learners' individual differences. Adaptive instruction requires the inclusion of teaching strategies such as; creating an environment in which learners feel their contributions are valued, encourage an exchange of ideas by maintaining equal responses among learners, develop attentive listening while sharing viewpoints on an issue, allow learners to make personal decisions on various issues....etc.

All in all, the present study attempts to investigate the factors influencing the balance in interaction among local and non-local learners in the EFL oral expression classroom. It aims at inviting EFL teachers to adapt their instruction to meet their learners' varied needs. Moreover, the present study concludes that this attention to this side can promote foreign language learning and teaching.

Chapter One

1.1 Introduction

It is commonly accepted nowadays that the primary goal of foreign language learning is to be able to communicate orally and in writing. Despite the fact that oral interaction is one of the basic aims of learning foreign languages, there are different parameters that go into play when being adopted in the EFL oral expression classroom, like situational factors which sometimes cause learners' reticence. Before looking for remedies necessary to solve this problem, the first chapter is allotted to describe the learning situation as well as the motivation pertinent to the present research. The present chapter aims at pointing out an overall view of the different facets of education, language and foreign language education in Algeria as well as underlying the research methodology used for validating the present study. It begins with a general conception of education, and then it provides a definition of language and its importance. Next, it highlights the case of foreign language education in the Algerian context. Moreover, this chapter provides an explanation of the methods used to investigate the present research questions. In this chapter also, some key features of the approach applied in this study are discussed, including study design, background participants as well as study setting. Finishing this chapter, the reader will have a clear idea on the context of this study in a conclusion that summarises the major facets tackled in it.

Chapter One: The Learning Situation

1.2 Understanding Education

Education means preparing the individual to absorb knowledge and skills via teaching or gaining knowledge via other sources such as reliable documents. It is a continuous cycle moving from one generation to the other. It is the nature of education that could shape the individual in society. Thanks to education that civilisations have been progressed materially and scientifically. This can best be depicted in the current blossom in science and technology. Moreover, education implies more than absorbing new information. It could help us to partake in today's world by developing humanistic interaction skills (Cambell, 2006). It helps the individual attain positive attitudes, behaviours as well as materials welfare. The quality of education is dependent on many parameters, being environmental or educational. Thus, the learner is at the center of the educational experience, in a context also characterised by respect for others and for the environment (UNESCO Institute, 2006).

We live in a society which expects us to go to school, to work hard and to get a better job....etc. In fact, education helps individuals become useful members able to serve their community. Well educated members could positively contribute to their nations' progress. Education helps in building a successful society capable to create a change towards leading a happy life and enjoying the good things the world has to offer. Having a job for financial reason is one of the many benefits of being an educated person. Moreover, education participates in developing confidence and building successful personalities. In such a progress the world is witnessing, education has to be the right of every individual in society.

There are many facets of education such as school education and self-education. School education generally starts from a person's childhood being a member in society; however, not all societies guarantee similar rights to education. This sense

of education differs from one country to another depending on the policy adopted. For example in Norway, school education is less formal and is dependent on the learners' direct experience with the environment; however, in England, education is still taking a formal documented shape (Wood, 2011). School education plays a great role in everyone's life and this is depending on the level of awareness within individuals in a given society.

School education is categorised into three divisions; primary education, secondary education and higher education. In some societies it is free of charge, while in some others, a person has to pay to get educated. Each stage of education has its own importance and benefit. Primary education prepares the terrain of the individuals' educational life. Secondary education paves the way for further study and higher education allows the entry to professional life. On the one hand, self-education is a self-directed type of learning. On the other hand, it is an education made by ones' effort and is not characterised as formal and less valued. What is stated in here reflects that education is not a matter of going to school and being taught a set of curriculum, and then take an examination and a formal test. It is also a practice of both acquiring or imparting knowledge and skills (Ibid) necessary to handle our life successfully.

All in all, the importance of education is becoming of great necessity in making the individual strong mentally, socially and intellectually. It is a motive to increasing our technical skills as well as social and intellectual status. Better education is very necessary for all to go ahead in life and get success. Thus, we have to realise its importance in nowadays, by making it "influential, exalted and brilliant" (Cambell, 2006). In fact, every successful educational institution in the world such as Oxford, Harvard, Cambridge...etc, is providing a great value to the three previously mentioned components to education (ibid). Children's education is a generation preparation. Children are future entrepreneurs, doctors, scientists, engineers….etc.

Chapter One: The Learning Situation

Through preparing a suitable environment that estimates education from a young age, we are setting up ourselves and our children for growth, success, security and prosperity. Focus on women's education has not to be taken for granted since the knowledge and empowerment of woman's education can bring about a change in society as a whole.

1.3 Understanding Language

We live in a society that is fascinated by the power of language – how it works, how it differs across individuals or changes over their lifetimes, and how it makes us different from other species such as animals (Bloomfield, 1994). And over the years, how languages have held facts about the relationship between individuals. Thus language in any case is exposed to different variables. Language was and still is an emblem of every individual or a group of people reflecting a given civilsation. It is the means of communication between individuals who share the same linguistic symbols and the stamp that may reflect their identity, based on their cultural reality. What makes a language dying is its non-function in real life. When a language is no longer used in present communities, it risks not to survive and inevitably will be classified among the dead languages like Greek and Latin and many other tribal languages.

There are two types of languages we use to communicate; receptive and expressive. The first type of language involves understanding what people mean when they would like to speak and the latter concerns speaking in such a way that people can understand each other in real life situations. There are different languages used by people in different regions of the world, such as Arabic, English, French, German, Spanish.....etc. Every language has its own characteristics, like for example the Arabic language with its unique characteristics, including symbols,

word formation as well as its starting manuscript direction. Adjectives in English for example have one form for use. They modify nouns as in: the big man, the big woman, the big tree, the big tables, and so on. However, in some other languages, adjectives are having different endings based on gender and number (singular or plural) of the noun and even the case of the noun (Leaver, Eherman & Shekhetman, 2005).

The most common feature that characterises every language is its effect by time and people which might greatly influence its usage. Anthropological science had also proven the interrelatedness among languages and people. The latter went further to finding similarities among many languages as a result of people past co-existence**.** Some languages revealed their kinship merely by their similarities in articulation, grammatical foundation, as well as morphology and root formation. An example that could be given is the similarities resulting from borrowing in French words like the word vision[vi'zijon], taken from Latin [wi:si'o:nem], and then passed to medieval English with some slight substitutions, given the word stressed on the first syllabus ['viʒn](Bloomfield,1994).

Like many previous dominant languages, English is the language that imposed its status as a result of its success in science and technology. It is this power which remains the main parameter of the widespread of any language throughout human civilisations. If we take a deep insight on world succession of civilisations, we understand that each powerful civilisation took benefits from the previous powerful one; whether in terms of science, technology or business via the means of translation from one language to another.

As individuals, we communicate with each other to express our needs using symbols, and these symbols are interpreted into messages. In all languages there exists meaning of words used to form speech. There is a close relationship between

language signs and their meaning. Thus, acquiring a language necessitates knowing the meaning of each word in this language. For example the meaning of "house" in an image is represented differently in other languages, thus in French it is "maison" and in Spanish is "Casa". Moreover, languages are not only constructed of symbols, and since there is no regular relationship between symbols in a given language, grammar was found to manipulate these symbols to arrive to forming comprehensible expressions and communications.

The importance of learning foreign languages nowadays is a primordial step toward openness. We use language in a variety of situations; business, travel, education, work....etc. However, everyone has his/her own reasons for learning a language, but there is one thing that all people share in common which is providing a sense for living. In the present time, mastering a language foreign to us may help us to a great extent build connections with other people, widening our vision of the world around us, in addition to providing a vision of who we are.

Although some people show more creative tendencies to languages, and others may have a greater aptitude to science and mathematics, there is no established basis for the claim that one can learn languages and others not except for people with physical or mental deficiencies. Chomsky (in Lightbrown & Spada, 2013) challenged the behaviourist explanation for language acquisition. He argued that children are biologically programmed for language and that language develops in the child in just the same way our biological functions develop. Learning a foreign language is commonly estimated and encouraged. The prominent example we might provide is that of language being a part of the different stages we pass through in our life, starting from the day we begin learning to use it as infants. In this period, we generally start to collect thoughts that make us understand messages that may later on identify the world around us. This might reflect that we are mostly born with the capacity of learning and acquiring languages. However, our research area is not

interested to delve onto the cognitive speech processing, the only thing can do is to highlight the benefit of this process in both language teaching and learning and which in turn necessitates communication and interaction among people.

We learn language symbols to be able to use them for specific purposes in our communications, and it is only through using the language that we can access the world of knowledge which is diversified and multilingual. This inextricability between language and learning is a fundamental characteristic of language learning, and language learning can only take place via the practice of the use and the usage of language. Since we are human beings and that our predominant characteristic is confined to sociability; meaning sharing living with each other, communicating with each other, working with each other, studying with each other, thinking about each other and helping each other, language remains a sign that may indicate who we are, who is the other and what is the world like around us. In this respect, it is of great necessity to be aware of the reality of our existence being social creatures.

Language is the basic means of our survival in a society that is shaped by miscellaneous types of communication. Learning a foreign language opens up various opportunities for work which can be a source of income to the individual. In business, if both business partners are sharing a common language, this could help in developing and sustaining the easygoing of the latter. Most companies nowadays are looking for candidates with foreign language competency. Knowing a foreign language may lead to special recognitions or promotions in the field. Employers possessing foreign tongues could find it easy dealing with foreign partners, enlarging more services and thus helping increase revenue of their company.

Apart from the financial gain, learning a foreign language can offer a unique experience to travelers. People, who love to explore different parts of the world, can learn a lot from the use of foreign languages. Knowing the local language of the

community we are visiting can offer us a life changing experience. We could thus easily find the places we would like to go to, easily ask for directions, and even order food or do shopping. Speaking a foreign language could give us the opportunity to explore new thoughts, new experiences as well as new behaviours. They are experiences that make us think more humanistically and logically about people after meeting and communicating with them. They could even make us enjoying life based on the idea of establishing relationships with other people in the world.

Another reason why we have to learn foreign languages is that of enhancing our cognitive and analytical abilities, because learning a foreign language is thought to be involving a lot of mental exercises. On the individual level, it improves personality and increases our sense of self-worth. Our language faculties could only be developed by the growing interest to learn foreign languages. Foreign languages help greatly governmental services to work with diverse countries and nationalities, as it facilitates communication among them. In addition, it enables many learners to enlarge their knowledge in the field they are studying as well as providing them with new opportunities to openness that may lead them to discovering the world surrounding them.

Whether we learn a language for intrinsic or extrinsic reasons, learning a foreign language could lead to a long-term success. We are greatly in need to learn languages. It is impossible that one can travel the world and expect all the mankind to understand his/her native tongue. Whether for business or travel, communicating with people using a language is necessary. It is impossible to adapt and get along with new people if there is no way to communicate with one another. Languages could open up new experiences and opportunities for us. The more languages we know, the better we can express ourselves, learn new things and even know other people. Learning foreign languages is primordial for successful teacher as well as

learners. Languages facilitate communication and understanding among individuals of different regions and personalities inside and outside classroom borders. They help in creating understanding and cooperation among learners of different personalities as well as among teachers and their learners.

Nowadays, learning a foreign language is much more than just achieving proficiency in a foreign tongue. Learning a foreign language has evolved to be extremely essential for our living. Whether viewed from a financial or an interpersonal aspect, being able to communicate in a foreign language could help in exploring the world. People speaking two different languages does not mean that they think differently. Language is largely predetermined by the context of its usage. Every language is unique in its characteristics, meaning and purpose. A language helps people carry out information that seems important to them to fulfill their needs.

1.4 Foreign Language Education in Algeria

The existence of the French language in Algerian education dated back from the French colonial period in Algeria. The Algerian schools at that time were all under the ruling of the French. As a result of the contact between the Algerian and French people, Algerians acquired the French language out of practising speaking with and listening to French people. At that time, they were holding a conviction that Arabic was their first language.

After gaining independence, the Algerian government started to include Arabic in Algerian institutions and administrations. The authorities named this transitional period "Arabisation". Its adoption touched primary, secondary and tertiary education. The government altered the hours allotted to that of Arabic and French by increasing course hours of the official language as well as decreasing the hours

allotted to teaching the French language. During that period and since most Algerians did not have the opportunity to persevere in their educational life, the lack of proficient teachers required from the authority to seek help from countries like Syria and Egypt. As a consequence, Arabisation Policy in Algeria was able to introduce the Arabic language in the Algerian media, press and public holidays.

With regard to foreign language education in Algeria, many efforts had been made to evolve it. As a result of the Algerian educational reform, French as a foreign language was integrated early in the third year of primary educational level. As for the middle and the secondary school, both French and English were included in the curriculum as compulsory foreign languages to be learnt. However, Spanish and German were exceptionally integrated in foreign language stream depending on a preconceived choice.

During the period before independence, the integration of English as a foreign language in Algerian educational institutions was different from the present. During French colonization, English was taught as a first foreign language; in the first grade of the intermediate cycle. However, nowadays, it is holding the same title with French, Spanish and German being foreign languages in Algerian education. Moreover, other changes were the result of the Algerian educational reform in terms of the arranged periods of education for each level. For example,   the primary level consisted of five years of study and the intermediate level of four years. Thus, pupils started learning English in the intermediate school. After the Baccalaureate, English as a subject matter began to be studied as a specialty through registrations in foreign languages section at the university level.

Both primary and secondary education in Algeria are directed by the ministry of education, whereas higher education is managed by the ministry of higher education. People learn foreign languages at the university for different reasons; whether for specific purpose such as using English to enlarge their knowledge in a specific field,

becoming an English language teacher or a specialist in other English language related professions.

Learning foreign languages seems increasingly important in Algerian education. The Algerian educational authorities have shifted from one approach/method to another in order to improve the teaching/learning of foreign languages. Despite these educational procedures to maintain success in foreign language teaching/learning, pupils as well as students still encounter difficulties using them and display low achievement particularly in different language skills, namely; writing and speaking. This is the reason that obliges most incompetent learners to resort to extra private language learning sessions to improve their level notably in English and French.

In the university realm, we find that most technical and medical courses are held in French, as a result of the absence of translation in the field. English language teaching is generally provided to this category of learners via some ESP courses related to the specialty studied, whether it is scientific, technical or medical. In such fields, the number of hours allotted to learning English is not sufficient to arrive to the mastery of the latter. Thus, we find most of these learners barely know some technical or scientific terms in English related to their specialty, which could not serve their need that of enlarging their knowledge and competencies in their field.

1.5 The English Department at Djillali Liabes University

The English department at DLU is an administrative setting, responsible for adequate functioning of both teaching and learning of English to EFL learners. The duty of the English department is also to facilitate the task of these two processes to be handled adequately by planning and providing suitable materials. It is aiming at making learning as well as teaching more effective by providing assistance and organisations. All university departments are headed by a nominated person, whose

job is to manage it. This person is called the head of the department. Most heads of departments at the university are chosen among teachers teaching in the same field. It is to be noted also that in Algerian universities, heads of departments are struggling to be successful managers, despite of the fact that they are not receiving any training to fulfill their managing task.

The responsibility of a department in every field at the university level is to allocate; firstly, teachers capable to train learners according to the objectives of the curriculum. Secondly, a plan to organize studies time and an appropriate place where to study such as amphitheaters or classrooms. Thirdly, it provides the necessary components to facilitate both the teaching and the learning processes such as teaching materials, time scheduling as well as facilitating learners' registrations and transfers. Moreover, a department is responsible of the arrangement of educational events that are so beneficial for learners to enlarge their knowledge and educational skills.

The English Department at Djillali Liabes University of Sidi Bel Abbes was first established in the nineteen eighties in the central faculty of Sidi Bel Abbes. In the same faculty, all university studies fields were gathered including; Medicine, Biology, Mathematics, Literature and Foreign Languages. In the nineteen nineties, it was replaced by a new faculty allotted specifically to the education of Letters and Human Sciences. Then, it was lately changed place to a new campus "Djillali Liabes", which is now considered as the hugest campus in Algeria. In the present time, the campus is composed of different faculties and departments including; electronic, social and human sciences as well as languages and arts, in addition to learners' residency and other facilities. The English department at DLU of Sidi Bel Abbes is located in the faculty of Foreign Languages and Arts, exactly in the ground-floor. In the same flour, we can find nine classrooms, six offices, and a faculty yard surrounded by six amphitheaters.

Chapter One: The Learning Situation

The English Department offers EFL students a range of modules aiming at developing their proficiency in the English language. The modules offered in this department are different according to each level. For example, first year EFL learners study nine (09) modules which consists of all the subjects that are essential to reach the objective fixed for their first year of English study. These modules are divided into Units which are arranged according to their educational values and purpose. Firstly, the fundamental unit consists of subjects such as ;"Written Expression", "Oral Expression", "Grammar," "Linguistics", "Phonetics», "Introduction to Literature" and "Introduction to Civilisation". Secondly, the methodological unit consists of the module "Research Methodology" . Thirdly, the discovery unit consists of the study of a foreign language which is generally "French". Lastly, the transverse unit consists of the module "Computer Science".

All the above mentioned modules are divided according to the fixed curriculum objectives of each academic year. The first two academic years, learners take common core courses, which are designed to develop and strengthen learners' language competence. They also aim at improving learners' retention of cultural, methodological as well as linguistic knowledge necessary for EFL learning. Oral expression and comprehension module is thus introduced to improve learners' speaking and listening skills. For the teaching of listening, it is generally done through practising listening comprehension activities. Whereas for speaking, learners are meant to practise their speaking through oral expression activities such as debates, dialogues, group works, simulations, plays..etc.

Beside the above mentioned module, written expression as a module is suggested to EFL learners to master the writing skill necessary for the improvement of their written communication as well as for their career and educational continuity. It is a module where learners are meant to learn writing, starting by learning how to write

correct and well-structured type of sentences, to writing different types of paragraphs and essays. In this module, reading is also integrated for comprehension. EFL learners have to generally enlarge their knowledge of the language through practicing reading comprehension texts, in order to be competently able to express themselves via writing.

There is another module which can be seen as a support to both "oral expression and comprehension" and "written expression and comprehension" modules. Grammar is considered as a sub-skill that foreign learners need to develop in order to reach language accuracy. In learning this module, learners are acknowledged with rules showing the way the English language is structured. Subjects such as articles, pronouns, verbs, adjectives, tenses are all primordial for foreign language learners to master since they constitute the skeleton of any given language. In this module, learners are meant to be aware of all grammatical forms of the language through practising their use via grammatical-based introductions as well as exercises which are generally consisting of questions deducing what they retained as competencies from studying the latter.

As for the linguistic and the methodological purposes, different modules are suggested such as "Linguistics", " Phonetics" and "Research Methodology" to enlarge learners' linguistic and research writing competency. The first two mentioned modules tend to provide learners with language theories, theories of language acquisition and learning, in addition to language use. The second is suggested to EFL learners in a kind of phonetic synthesis enabling learners to pronounce the English language appropriately. It is accomplished through the learning of English phonetic transcriptions which is in turn supported by the practice of phonetic exercises. As for research methodology, EFL learners are meant to learn how to do academic researches, as they are required to provide one

at the end of each stage of their graduation, being "Licence Proposal", a "Master Dissertation" or a "Doctoral Thesis .

In addition to the above mentioned modules and their specific purposes, "Literature", "Civilisation" and "Cultural Studies" modules are of different educational objectives. These modules are generally introduced to enlarge EFL learners' awareness of the British and American life style, customs, traditions and history. It is through the study of the past and the present of the suggested population that learners can construct background knowledge of the target language history and civilisation.

1.6 The Educational System

Higher education is a level of education that encompasses the provision of superior learning, teaching as well as superior degrees. The university or higher institutions are locations where learners handle their higher education. In any given society, the success of its higher education can best be manifested in its economic development as well as its population welfare. Recently, world universities felt the need to adapt their pedagogy according to the necessary requirements and progress in business and technology. Thus, university programs are structured in order to allow learners acquire competencies necessary to meet these exigencies. As a result a new system called LMD was adopted in response to these new challenges.

The three letters LMD are abbreviations of three university levels that learners have to attain at the end of each cycle of their study journey, they are; **L**icence, **M**aster and **D**octorates. The LMD cycles are as following :

❖ Cycle One: the first cycle that learners have to pass through is the licence degree. Learners have to study three years where they have 180 credits to acquire, otherwise they are not allowed to pass to the next cycle. The 180 credits are divided into six semesters which means that learners have to attain

30 credits for each semester. This cycle is considered transitional since it opens the door to learners to persevere to reach the next degree.

❖ Cycle Two: The second cycle consists of studying two years to get a master degree. This cycle requires from learners to achieve 120 credits along 4 semesters, which gives 30 per semester. In this cycle learners are meant to be introduced to the professional life. All modules provided for learners in this cycle are aiming to empower their competencies to be ready to adequately fulfill a career demanding an English language competency as well as being skillful to do academic researches.

❖ Cycle Three: This cycle is called Doctorate. Not all learners are allowed to reach this cycle until they succeed in a doctorate competition organized by the faculty. It is within three years that learners are able to obtain their Doctorate degrees. For having this degree, learners are required to study six semesters, in addition to preparing a dissertation which is an obligatory stage for the finalisation of this cycle.

In what follows is a diagram summarising the LMD system. It is adopted from the source underlined below.

Licence Six semesters =180 credits	→	**Master** Four semesters=120 credits	→	**Doctorate** Six semesters +research work
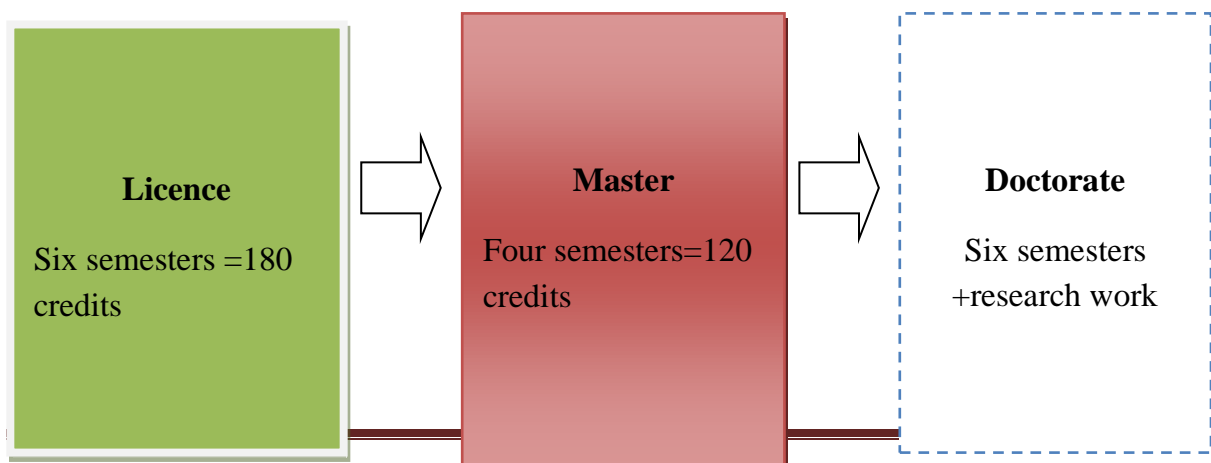
Chapter One: The Learning Situation

Figure 1.1: The LMD System Structure adopted from (the LMD guideline)

Generally, this system is based on three essential pillars. They are semestralisation, teaching units and credits which are clearly explained as follows.

- ❖ **Semestrialisation:** This system is based on semesters allotted for teaching, learning and evaluating. The first cycle consists of six semesters. The second cycle is composed of four semesters. As for the third cycle, it includes six semesters, in addition to the presentation of a research work to finalise it. A semester is composed of fourteen to sixteen weeks.

- ❖ **Teaching Units:** There exist four main teaching units in the LMD system; "The Fundamental Unit" which corresponds to compulsory courses. "The Methodological Unit" which allows students to develop autonomy and "The Discovery Unit" which tends to help learners access to professionalisation in the field . In addition, "The transversal Unit", is designated to give necessary tools to learners like additional foreign language and computer science as being very useful in their life and future career.

- ❖ **Teaching Credits:** Each teaching unit in the LMD system corresponds to a number of credits that can be capitalised and transferred. A credit is equivalent to hour volume which vary from 20 to 25 hours for each semester and which encloses the teaching hours and students' personal work. The total number of credits for each semester is equal to 30 (180 for Licence degree and 120 for master degree). After studying six semesters, learners could obtain their doctorates after their realisation of a research project (ibid).

Chapter One: The Learning Situation

Based on the information provided in the LMD guideline, a summary of the LMD system is mentioned in the following table:

Semestrialisation	Teaching Units	Credits
. ❖ The first cycle = six semesters. ❖ The second cycle= four semesters. ❖ The third cycle = six semesters+ research project.	❖ The fundamental unit (UEF): contains necessary elements learners have to study. ❖ The Methodological Unit (UEM); consists of elements necessary to improve learners' research writing. ❖ The discovery Unit (UED): composed of elements that prepare learners for professionalisation. ❖ The transversal unit (UET): suggested to provide learners with tools necessary for work like; computer science and additional foreign language.	❖ Licence degree=180 ❖ Master degree=120 ❖ Doctorates= research project.

Chapter One: The Learning Situation

Table1.1: The LMD System Structure (adapted from the LMD Guideline)

According to the above mentioned information (adapted from the LMD guideline), we can conclude saying that the main aspects of this system are as follows:

- Courses are organised by semesters.
- Courses are designed along study units and credits.
- The study units are made up of a combination of necessary elements used for achieving a purposeful and adequate learning.

It is commonly known to both teachers and researchers that the LMD system is an Anglo-Saxon educational system that has been lately adopted by many countries in the world. The Algerian university as many other world universities felt the necessity to reform its educational system because of the changes and rapid progress the world is witnessing in science and technology. This might be the reason why the Algerian government decided to put higher educational institutions in harmony with the trends of global higher education. As a result, Algerian universities began to apply a new nationwide curriculum based on the guidelines set by the Algerian Ministry of Higher Education and Scientific Research. The adoption of the LMD system was firstly discussed through meetings with responsibles about its application in the terrain, and then it was directly applied. The reached step in its application was holding some deficiencies as the lack of seeking consultation from the overall concerned population.   According to its nature, it could be easy to detect the logical purpose of its application by the ministry of higher education in Algeria,

which could be concluded as:

- To adapt the quality of the Algerian diploma with that of successful world universities.

- To improve the competency of Algerian diploma holders, so that to succeed in their future career.

- To enhance learning through cooperation, competitiveness and training.

- To be able to follow the flow of scientific research evolutions.

In this regard, the Algerian university is currently under many challenges resulted from the overall reconstruction of its higher educational system. Thus, many Algerian learners as well as teachers are facing many challenges from the day of its implementation. Being new and different from the previously implemented system, a lots of university teachers, for example in "the 3 [rd] International British Council Conference" held in Oran (2015) stated that they were feeling lost between the what and the how to deal with the subjects they were accustomed to teach many years ago in the old system and the way of its adaptation to the new LMD system. This might be the consequence of the lacunas that were not taken into consideration before the implementation of the latter in the field and which negatively affected on its outcome.

The non-adequate preparation of the terrain was probably the reason of both teachers and learners persistent struggle with the LMD system. The clearly manifested examples were the results of the lack in raising awareness among the concerned population about this system, which in turn engendered a lack in consultation, cooperation and collaboration among them. Moreover, there was also a lack in the preparation of adequate infrastructure and suitable materials relevant to achieving successful implementation of the LMD system, as well as the learner . In

this respect, it is necessary mentioning that a successful policy is the one that takes into consideration parameters such as youth and experience. The latter could possibly engender a great force within the teaching quality (UNESCO Institute for Statistics, Montreal, 2006).

1.7 EFL Teaching Method (CLT)

As teachers and researchers, we believe that the method used in class is one of the prerequisites for initiating teaching. A method is defined by educationists as a procedure the teacher has to follow to attain the teaching/learning objectives in a specific subject. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process" (Richard and Rogers, 2001) .A variety of methods were invented for teaching since the human being started to get interest to the value of knowledge and education ; one method requires students to master grammatical rules and learn lists of vocabulary to use them in translating literary texts, another emphasises the value of having students practise a set of drills. Some methods stress the importance of encouraging 'natural' communication among learners as they engage co-operatively in tasks or projects while using the new language (Lightbrown and Spada, 2013). It is only through knowing the history of each method that we could discern the benefit from the lacuna of its application in the classroom. An example that could be stated is that of the Grammar Translation Method which was able to make learners structure correct form of the language, but lack the functional interesting part of the language.

After the rise of CLT, there were many gaps about its practical application in the classroom. For example, based on classroom observation of English language teachers applying CLT in China. The finding revealed a gap between teachers' perceptions of CLT and their practices in the language classroom. Teachers were not perfectly adopting CLT in their English classes. However, benefit was found in their

resort to the traditional approaches for making communication more effective (Lixin, 2011).

The changes in the requirement of the Algerian individual led the Algerian education to adapt itself to each imperative situation. This was clearly manifested in the history of Algerian education which was characterised by clinging from one teaching method to another. The teaching method that is currently used is called the "Communicative language Teaching Method". The adoption of CLT in the Algerian context was out of purpose to innovate the Algerian education. It was a step towards eliminating the earlier structural approach, which was believed to be of little benefit to language teaching. In the field of ELT, great attention had been oriented towards the communicative properties of the language. The concept of communicative methodology was assigned to develop communicative competencies. It was assumed that it is only through practising communication that a language can easily be learnt.

It is commonly known that communication is the fact of sending and receiving messages. It is a functional use of both verbal or nonverbal signs able of transmitting thoughts and feelings. Foreign language learning adopted this method based on the assumption that communication is constructed of the interplay of essential functional skills able to successfully lead to language proficiency. Byram and Mendez (2009, cited in Galajda, 2017:25) call communicative language teaching a "fashion term" and emphasise the need for understanding CLT as an "umbrella term" . The language syllabus based on CLT emphasises "the real language needs of the students". Language learning is meant to focus on meaning rather than the structure which is generally believed to come afterward(Weideman, 2016).

The advent of CLT was a response to the Audio-Lingual Method and an extension of the Notional-Functional Syllabus. Communicative Language Teaching placed great emphasis on helping learners to successfully function in the target

language community. Unlike the Audio-Lingual Method, the primary focus of CLT was on preparing learners to easily function in the target language community. Learners were thus meant to learn a foreign language spontaneously via the practice of interaction and communication. Moreover, successful foreign language learning could be assessed in terms of how well learners could develop their communicative competence. Communicative Language Teaching was basically defined according to a list of general principles or features.

- The emphasis on learning how to communicate through interaction and negotiation of meaning in the target language.

- The introduction of authentic materials to facilitate language learning.

- The provision of opportunities for learners to focus, not only on language but also on the learning management process.

- The enhancement of learner's own personal experiences as important contributing elements to language learning

- The introduction of language activities outside the classroom

- The teacher's role is that of a facilitator rather than a controller.

- The language classroom has to be learner centered fixing the objective that of instilling autonomy among learners.

Moreover, CLT makes use of real life situations that generate communication. The teacher has to adapt his/her teaching to situations that learners are likely to

encounter in their real life situations. Learners' motivation and competence to learn comes from their desire to communicate in meaningful ways about interesting topics. The teacher has to prepare a well-organised and balanced plan of classroom teaching/learning procedures based on interaction and cooperation among learners. As a result, learners could be able to master different components related to the target language. The focus of communicative language teaching is communicative competence, which means skills necessary to communicate in a given situation. These skills could best be developed through interaction and cooperation among learners in the classroom. To achieve the latter, teachers are encouraged to develop activities in the classroom which could enable learners to practice communicating in different ways, for example; through communicative tasks like dialogues, group and pair works and presentations.

From the teachers' perspective, the introduction of CLT was welcomed as it reduced the burden imposed by earlier approaches in which the teacher was always the only responsible in the classroom . The integration of communicative tasks and activities enabled learners to play a major role in class while the teacher acts only as a 'monitor' or a 'facilitator'. The introduction of CLT enhanced learners' motivation and autonomy as it focused on a lively and realistic use of the language. It was able to create ample opportunities for learners to participate in various interesting activities such as oral discussions and presentations.

The oral expression classroom seems the convenient environment to easily implement this method, since it encompasses all the parameters that goes hand in hand with the principles of communication and interaction. Being a focus of our research, CLT in oral expression classroom is seen of great help for both language teachers and learners to develop their communicative competencies via oral natural communication, interaction and cooperation.

Chapter One: The Learning Situation

1.8 EFL Syllabus and Curriculum in the Algerian University

Successful language teaching /learning does not only depend on the teacher's pedagogical ability or learner's mental efforts and predispositions. There are actually other parameters to be of great influence on this process and which might determine the outcome of the latter. In what follows are the characteristics that might affect language learning based on the learning situation under study, starting from the factors that goes beyond learners' will to the factors that learners engender for learning.

1.8.1 The Syllabus

The term syllabus refers to "the form in which linguistic content is specified course or method" (Richard and Rodgers, 2001:25). In other words, it is a descriptive content of topics to be covered in an educational or a training course. The syllabus generally provides information of what needs to be taught in the classroom. It is often drafted by the instructor, even before instruction is taking place. A common definition of a syllabus therefore seems impractical, since different educational theories and approaches differ on stating a common definition, goals and functions of the latter. In foreign language teaching, a syllabus tends to be representations, reflecting ideas on foreign language learning content.

A typical syllabus contains an outline of what will be covered in the course, a schedule of test dates and the due dates for assignments, specific classroom rules and activities…… etc. The syllabus can serve students to understand what is required from them in the duration of their learning process. The varying purposes of a syllabus can be summarised as follows:

- Setting clear expectation of the competencies to be achieved as learning outcomes.
- Providing a roadmap of course organization and objectives.
- Setting expectations of learners' behaviours in class.
- Fixing activities to be used in class.

Nowadays with the widespread use of the English language in schools and institutions, the main concern of teachers, syllabus designers, and policy makers is to design course materials which can fulfill learners' needs appropriately. However designing such a course material is a daunting task if there is no common decisions among the concerned individuals. After the changes the Algerian higher educational system have witnessed, no common official syllabus exists to deal with different tertiary subject matters. Different syllabuses are used by teachers for teaching the same matter within the Algerian university. This reflects the non-existence of cooperation and collaboration in teaching among Algerian faculties. Taking an example of oral expression and expression, within the same faculty, we find teachers using different materials, tasks, methods and procedures for teaching this subject. In addition, some languages faculties are using materials like a laboratory for achieving the purpose of the syllabus they personally designed while others are compelled to teach their subject in a traditional manner.

1.8.2 Curriculum

A curriculum refers to a guideline fixing both teaching and learning objectives. The term, 'curriculum' is derived from the Latin word "Currere" which means "to run". Literary, it is defined as the course of one's life. The term was firstly used in English as a Latin word since 1630s in Scottish universities. Dictionary.com defines curriculum as:

- The aggregate courses of study given in school, college, university, etc.:
- The regular program or plan or a particular course of study in a school, college, university, etc.:

Moreover, a curriculum is the main goal of education, or a rational for educating learners (Karavas, 2014 :06) . It is generally concerned with making general statements about language learning, learning and the relationship between teaching and learning. All in all a curriculum has to necessarily provide the following information:

- A goal of education
- A subject to be taught.
- The nature of activities learners have to engage in.
- The nature of methods and materials to be used for achieving learning.
- Allocation of time and resources.
- Students' assessments procedures.

In language teaching and learning, it is widely known that a curriculum is a theoretical document depicting the program or a plan used for study. The latter is generally used as a guide to arrive to the necessary objectives set by educational institutions. It deals with the abstract general goals of education which reflects the overall educational, cultural, and political trends as well as a theoretical orientation to language and language learning. A curriculum may also refer to a defined and prescribed course of study that students have to fulfill at the end of their learning process. Teachers are meant to strictly apply the curriculum to ensure that their lessons are covering all its listed intents. Since our study concerns first year EFL learners, a description of the curriculum provided to the concerned population seems necessary to make the reader aware of its different facets. This is clearly manifested in the following table.

	First Year Subject Matters	**Time Allowance**
S1	Oral Comprehension and Expression	Three hours
	Written Comprehension and Expression	Four hours and a half
	Grammar	Three hours
	Phonetics	One hour and a half
	Introduction to Linguistics	One hour and a half
	Introduction to Literature	One hour and a half
	Civilization	One hour and a half
	Research Methodology	One hour and a half
	Translation	Three hours
	Foreign Language(French)	One hour and a half

Table 1.2: EFL First Year Curriculum Subject Matters (First Semester)

	First Year Subject Matters	Time Allowance
S2	Oral Comprehension and Expression	Three hours
	Written Comprehension and Expression	Four hours and a half
	Grammar	Three hours
	Phonetics	One hour and a half
	Introduction to Linguistics	One hour and a half
	Introduction to Literature	One hour and a half
	Civilization	One hour and a half
	Research Methodology	One hour and a half
	Translation	Three hours
	Foreign Language(French)	One hour and a half

Table 1.3: EFL First Year Curriculum Subject Matters (Second Semester)

Chapter One: The Learning Situation

Since our study concerns first year EFL oral expression classroom, providing a curriculum description of the latter is of necessity to understand what first year EFL learners are meant to develop as skills in this module. Depending on what is suggested in the curriculum, both oral expression and comprehension course objectives need to be achieved at the end of each semester. It is necessary to be noted that the stated aims of this course has been issued by the governing body after the adoption of the LMD system. It lists topics that must be undertaken by the student for both listening and speaking skills. These topics are divided into two parts, the first part composed of all the skills that must be dealt with in the first semester, while the second part concerns the skills necessary to be achieved at the end of the second semester. In the following table we are going to present the general objectives of teaching oral expression and comprehension provided by the ministry of higher education to all English departments in Algerian universities.

	Listening comprehension	**Oral expression**
Semester One	❖ Understand broad lines of intonations ❖ Form a sense of oral messages ❖ Build a selective attitude while listening ❖ Understand everyday used English	❖ Be able to communicate in a limited number of topics in correct simple English ❖ Understand different types of oral messages linked to everyday activities. ❖ Take part in a discussion ❖ Take part in a brief communicative exchanges

	vocabularies.	

Table 1.4: EFL First Semester curriculum Objectives

	Listening comprehension	Oral expression

Semester Two	❖ Learners could be able to understand simple and clear messages in English. ❖ Understand expressions in English. ❖ Understand the essential of audio or video messages	❖ Take part in the discussion of current topics. ❖ Briefly express an idea and tackle current topics using simple and coherent sentences. ❖ Be able to express themselves spontaneously with sufficient fluency when tackling personal and familiar topics. ❖ Understand different types of oral messages linked to everyday activities.

Table 1.5: The Second Semester Curriculum Objectives

1.9 Foreign Language Learning Hindrances

Chapter One: The Learning Situation

Essentially, the language classroom consists of a teacher who provides language knowledge and learners who absorb that knowledge. The nature of foreign language could be influenced by a number of factors, either external or internal ones. The amount of time and effort spent in a classroom is worthless unless the learning terrain is well prepared. English language teaching in most Algerian universities is nearly facing similar kinds of problems. These problems could inevitably engender negative teaching and learning outcomes if they are not properly treated. In what follows, we will discuss the major hindrances that seem to negatively affect the learning situation. The following mentioned problems are unfortunately able to contribute to the deterioration of language learning and teaching outcomes in the Algerian university. Moreover, it may with time engender many deficiencies when learners access the world of employment.

1.9.1 Large Classes

The effect of class size on teaching and learning is a great problem and a sincere issue which is worrying teachers of all levels. It is undeniably true that teaching a large number of learners within one class is a prime impediment of efficient teaching and learning. In Djillali Liabes University, and exactly in English classrooms, the problem seems to expand with more demand for English as foreign language. As a matter of fact, a large number within a class is not an issue to look at with no interest. Admittedly, it requires a great intention and careful decisions from responsibles before any teaching is taking place.

All foreign language teachers hold a conviction that having many students in one class can cause some problems that affect them and their students in a bad sense. When the language class is so crowded, there would inevitably be a lack of learners' attention and involvement in classroom activities. It is thus very difficult or

impossible for the teacher to concentrate on all students and therefore not enough reinforcement will be made to encourage all of them to participate in classroom discussions. Teachers could not have enough time to pay attention to each student or even be able to give everyone in class a chance to speak and participate. In other words, such a classroom situation results of the students, especially the shy or weak to be neglected and left behind and which could negatively influence their learning achievements.

Moreover, it is difficult to overcome all that occur in class when the number of students exceeds a certain limit. On the contrary, teachers in small classes are able to pay great attention to their students. The benefit from the activities used in class is considerably higher. It is abundantly evident that English teachers encounter great challenges when teaching large classes as they encounter difficulties in knowing all students in the class, having time for every individual after class or presenting effective activities. If the teacher tends to control the class by calming students who distract their classmates from concentrating with the lesson, such action from the teacher will block learning at that moment and demolish the capability of others to get involved in class. In addition, more time will be needed for classroom management and discipline.

An overcrowded classroom is not a suitable setting to foreign language teaching. This may negatively affect the teachers' physical capacity causing them to feeling tiresome or even suffering other diseases because of alleviating their voice and be exposed to fatigue. In addition, instead of concentrating on the achievement of their teaching objectives in terms of its pace, depth, and success, teachers lose much of their time and effort calming down students and asking them to pay attention. This situation can also decrease the amount of learning opportunities, since it could not

permit teachers to work with all learners equally, and being inclined to work with learners of great interest, concentration and motivation.

All in all, large class size is causing many problems negatively influencing both teaching and learning. A crowded EFL oral classroom may inhibit learners to do their best, distort small group due to noise level and lack of space in the classroom. Sometimes classroom noise is a result of students' boredom, vague instructions to activities presented in class as well as teachers' fatigue. The problem of large number of learners is widening in Algerian classes and is creating discipline problems. It is thus becoming more demanding from the teacher to control the situation. This fact is having a negative influence on the teaching-learning processes as a whole, because large number of learners in class could inevitably produce disturbance that could prevent learners from learning appropriately.

1.9.2 Learners' Concentration on Grade

Another drawback which is having a direct negative impact on English language learning in the Algerian universities is learners' concentration on marks. It is a mis-conceptualisation of successful outcome that learners build for their learning. Nowadays, most learners think that their learning success is all about mark. It is completely a poor perception from learners to run after marks irrespective of their efforts, capacities and learning situations. Unfortunately, this problem affects negatively the value of education since learners are only intrinsically motivated to learn without making the necessary effort to reach adequate competency that prepares them to reach proficiency in their future job. The great interest given to mark regardless of its real sense and value in education has many drawbacks:

a) It makes learners concerned with exams and marks rather than the value of learning.

b) It decreases learners' curiosity and thirst to learn things apart from the syllabus.

c) It may cause weak learners to underestimate their learning level.

d) It transforms education from a precious thing necessary for an individual to seek for in life into that of numbers and scores.

The objective of a mark has to be that of providing learners with the results of the effort they are making to empower their competencies in a specific subject. At the end of each semester, the evaluation of learners' achievement is a primordial step that helps the concerned individuals to pass to the next level which may lately determine their degree. Learners' evaluation outcomes may even reflect the nature of teaching, whether it is good or poor. Thus, the teachers' teaching aim has to match with making learners well prepared to achieve good grades, in addition to being armed with the necessary competencies.

1.9.3 Teachers' Training

Teachers are professionals who come to the classroom to provide learners with knowledge. The first thing required in the teacher is to be empowered with all the necessary competence to teach effectively. It is important to note that teaching is an evolving skill because a good teacher is a good learner at the same time. Teachers who keep learning, collect new information to meet their learners' overall purpose of learning are successful in doing their job. Teaching and learning goes hand in hand

which makes it necessary for every educational institution to provide training for teachers before initiating any teaching no matter its nature or kind.

Teacher training aims at preparing professional teachers through immersing them into formal course work and practices in teaching. They are sessions able to inform teachers on the how, the why and what to teach a specific subject. A good teacher training program needs to be well knit with all what is found beneficial to teaching a subject matter adequately and purposefully. It is thus needed to train teachers on how to apply any educational system, syllabus or curriculum. Teachers need to be informed about what to use as suitable materials and strategies to fulfill success in language teaching, given that teacher quality is generally made up of a range of skills, competencies and motivations (UNESCO Institute for Statistics, Montreal, 2006). Teachers training is needed to be a support for teachers to cater for all the teaching and learning demands in convenience with the system imposed by authorities, so that to make it run effectively.

As it was reported by a large number of teachers in the EFL British Council Conference (2016) held in Oran, for example teachers seemed to face different challenges with the coming of the "LMD" system. The difference found between the classical system and the "LMD" made it difficult for teachers to get easily accustomed to reaching their teaching objectives. The conflict between having a large experience with the old system and no experience in teaching with the new system created a hindrance for EFL teachers to arriving to easiness in fulfilling their job. Thus, new approaches are required to make a balance in the gap existing between the quantity and the quality of teachers (UNESCO Institute for Statistics, Montreal, 2006).

1.10 Background of the Study

Chapter One: The Learning Situation

In studying English as a foreign language in Algerian universities, EFL learners are meant to attend many modules essential to enlarge their knowledge in the target language they are studying. The oral expression module is one of the components that learners are exposed to in order to fulfill the latter. Studying this module requires practising both listening and speaking. This module combines both skills in the aim of reaching communicative ability based on the reception and the production of the English language. However, teaching these two skills consists of including different activities such as answering questions based on listening passages, practising simulations, debates and dialogue……. etc. Oral expression is considered as primordial in foreign language learning and teaching, since it helps learners communicate effectively in real life situations. The study of EFL in general and oral expression as a component is meant to pave the way to EFL learners to realise their objectives that of becoming English language teachers in the middle or high schools, translators in private or public companies or simply be able to speak this language appropriately when they feel the need to do so. For some learners whose English is their second diploma, studying this language is complementary to their studies due to its usefulness in different scientific fields.

Students are introduced to the oral expression module in their first and second year licence. Its coefficient is three for both years, which means that learners have to do well in this module to deserve a pass mark to their second and third year. This manifests the importance of this module in the first two years of licence studies characterised by its higher coefficient. However, its practice remains the same for both years. It necessitates the introduction of different oral and listening activities for the sake of training learners to develop their speaking and listening abilities. At Djillali Liabes University, learners study this course once a week; meaning one hour and a half per week which is insufficient to reach the target of this module. In this module, teachers are meant to teach their learners how to practise using and

understanding the English language. In other words, they are meant to pave the path for their learners to communicate using this language in real life situations and this can only be reached with much time and effort on the part of both the teacher and learners.

Doing research means looking for information to widen our knowledge about a specific theme or finding solutions to a specific problem. Through the application of research methodology theories, the researcher will be able to make a good research following the appropriate research procedures that engenders its reliability and validity. The present research focused its primary interest on developing learners' authentic oral interaction in the EFL oral expression classroom. Learners who participated in this research formed two main cohorts: local and non-local learners. The specific concern of the study was to analyse first year EFL learners' challenges in oral expression and comprehension setting; what aspects might impact on their current language learning. Moreover, it considers how differences in the participants 'origin, goals, experiences or personal backgrounds may impact on their responses to language learning. In addition, this study aims to examine what type of instruction is much suitable for developing interaction and cooperation among individuals in the EFL oral expression classroom.

This study is mainly analytical and descriptive in nature. Descriptive research aim is to "describe a state and thus the researcher has no control over the variables. He can only report what had happened or what is happening"(Kothari, 2004).In analytical research, on the other hand, the researcher has to use facts or information already available, and analyse these to make a critical evaluation of the material(ibib). The present research aims at providing a description of the reasons behind learners' non-equal participation in the EFL oral expression classroom as well as understanding the relationship between the effect of those reasons and foreign language learning. Consistent with its nature, this study makes a network of

relationships between learner(s), their learning engagement, and the learning context. This study is action research in nature aiming at exploring the feasibility of the present research questions and hypotheses depending on the application of adequate research tools and procedures.

The training sessions introduced were aiming at developing learner's authentic oral interaction and communication in the EFL oral expression classroom via the use of adaptive teaching. The goal of these sessions was to enlighten learners' awareness on the skills necessary to maintain successful interactions inside and outside classroom borders. The research was firstly initiated with the observation of first year non-local learners of the academic year (2014- 2015).

Out of classroom observation, the concerned individuals chosen as a sample of the present study seemed lacking enthusiasm to participate in the EFL oral expression classroom and that they were in need for help from the teacher. They were not able to communicate to the extent that they were not daring to utter a complete sentence in English. After the observation of the suggested sample, the application of adaptive teaching seemed important by the research as a step toward altering the critical situation of learners' withdrawal in the EFL oral expression classroom.

1.11 Participants

The population of the present study consisted of first year learners enrolled in English as a Foreign Language (EFL) studies at Djillali Liabes university of Sidi Bel Abbes. The concerned population was taught by the researcher during the academic years (2014-2015), (2015- 2016), (2016-2017). The selected population of the study was composed of both boys and girls of different African countries, such as Algeria,

Chapter One: The Learning Situation

Comoros, Chad, Congo, Angola and ADSR (Arabic Democratic Sahraoui Republic). This engendered a prominent diversity among learners, in terms of their differing origins, personalities, age, educational background and life experiences. These differences might result in multiple learning challenges, styles as well as miscellaneous learning preferences that seemed worthy of investigation by the researcher.

The average age of the chosen participants was between (17) and (26) years old. As for their background study, the addressed population was having two different educational backgrounds; some of them were of a literary background, whereas others were of scientific one. The literary stream some learners used to follow gave more importance to literary studies like literature, languages and philosophy, whereas the scientific stream focused more on scientific studies like science, physics and mathematics. In high school, the first year is generally considered as "the common core" where learners study subjects related to their field. At the end of their third year, learners have to succeed in a Baccalaureate exam to be able to access university. It is based on their average to have the opportunity to choose their specialty. Thus, Baccalaureate graduates have to get good marks in subjects related to the specialty they are aiming to study in the university. As for EFL learners for example, they have to do well in English to be able to have their choice that of studying English as a foreign language at the university.

The teaching of English along with other subjects such as Arabic, science, history and geography is necessary in the Algerian educational curriculum. The teaching of EFL to Algerian first-year learners is based on a program extended from the middle school. Learners have to be in touch with the basics of this language for along four years. The syllabus used to fulfill the latter is generally based on the needs and interests of the concerned population. It aims at promoting learners

communication in daily life situations. Whereas for non-local learners, and as it was stated by some of them, the instruction they received was grammatically based. The latter seemed to affect the pace and the quality of their learning comparing to their Algerian peers who received a communicative based instruction. Moreover, non-local learners were accepted to study EFL in Algeria according to the mark obtained in their Baccalaureate exam. Thus, their educational background which is not similar to that of their Algerian peers seemed to greatly influence their learning in the host country. This could even make a clear contrast in their level in English.

There were two factors influencing the researcher's choice of first year EFL learners. Firstly; they were learners whom the researcher was in contact with in the classroom being their oral expression teacher, and who was aware of their different personalities and educational background as well as their challenges and difficulties. Secondly; the first year of university studies is the most sensitive year where learners start modeling their perceptions about things around them. In other words it is an important transitional period for learners as they have just left secondary school, which is totally different from the university, wherein they are expected to be more autonomous. Quite often first year learners leaving secondary school tend to carry their previous attitudes to the university. This is the reason why diversity among learners need to be cautiously detected and it is within this year that measures have to be taken into consideration to alter any negative hindrance that may seriously influence learners' foreign language learning achievement.

1.12 Some Basic Ideas on Quantitative and Qualitative Methods

Qualitative research is a type of research used to gain an understanding of a specific underlying problem, and is involving quality or kind (Kothari, 2004). It provides insights into a given problem and helps to develop hypotheses, reasons, opinions, and motivations for specific investigations. It "requires extensive

observation and insightful interpretation" (Lightbrown and Spada 2013: 222). This type of research serves to dive deeper into the problem by uncovering its reality. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and observations. The sample size is typically small, and respondents are selected to fulfill the objective of research.

Quantitative research is used to detect a problem based on measurement or amount, by means of generating numerical data with the help of statistics (Kothari, 2004. It requires "careful selection of the measurements that will be used to represent the variable being studied" ((Lightbrown and Spada 2013, 222). Quantitative research is used to evaluate quantitatively peoples' attitudes, opinions, behaviours and other defined variables from a larger sample of population. Quantitative research uncovers facts and patterns using various forms such as questionnaires, scales, tests...etc.

Both quantitative and qualitative methods are the major research approaches used to collect data in social and human science. They are both useful in providing credibility to research. For those reasons, both qualitative and quantitative approaches were selected as methods used in the current study. Thus, different tools were employed, namely; classroom observation, interview, and teaching measurement scale. Following the order of the methods stated, classroom observations were used to collect data on classroom learning situation, taking a large consideration to both the teacher's and learners' discourse before and after training sessions. Data was collected in the form of remarks taken by the researcher during training courses. The semi-structured interview consisted of a list of open-ended questions. The use of open-ended questions encouraged the interviewees to opine their own thoughts with more explanation as well as using the French language in case of some communication breakdowns. The measurement scale was targeted to

evaluating the teaching training results through learners' responses. It enabled the researcher to validate the finding as well as test the value of the proposed hypothesis.

1.12.1 Types of Instruments Used in the Study

Generally, there are various procedures of collecting data. The most common research instruments used for investigating a subject are; observation, interviews, questionnaires and scales. These different ways of gathering data can supplement each other if they are used together and hence boost the validity of research. In general, the quantitative data are generally obtained through for example questionnaires and the qualitative data through interviews and classroom observations. The items of research tools used in the present study are mainly developed based on research objectives and problematic. They are classroom observation, an interview, and a scale

1.12.1.1 Classroom Observation

Observation is the process of watching and listening a real situation. The information obtained from doing an observation "relates to what is currently happening and is not complicated by either the past behaviour or future intentions or attitudes of respondents" (Kothari, 2004: 17). Classroom observation is considered as a suitable means of collecting systematic data on individual behaviours and interactions as well as the method and materials used in real classroom setting. Classroom observations are very helpful in detecting classroom dynamics and learners' communicative behaviours (Gatajda, 2017). In language research, observations are very important means for gathering data such as language, activities, interactions, instructions and events that occur in a language classroom.

Moreover, they help in the study of behaviour within a range of contextual existing variables (Gass & Mackey, 2005).

The purpose of the present study is to describe the typical features of learners' interaction in the EFL oral expression classroom. As a result, methods like an observation seemed necessary to be utilised. In this sense and in order to provide a rich description of this particular setting and the nature of classroom interaction, the researcher went to learners' world by observing their attitudes and at the same time keeping taking notes to arrive to an answer to the related research question.

The main use of classroom observation for collecting data is to observe individual attitudes and behaviours in the EFL oral expression classroom. The observer task has first to take place in the real situation and then to start listening, watching and depicting what is happening in the context**.** The researcher in the present study observation focused mostly on how oral communication and interaction was taking place in the oral expression classroom. It aimed to observe the effect of the type of instruction used during training sessions. The observation procedure demanded from the researcher to see, listen and depict what happened in oral classroom discussion. In this study, the researcher played a double role in the classroom: first; to control classroom discussion and second; to take notes about what was happening in the classroom.

1.12.1.2 Learners' Interview

The interview is generally described as a process of asking and receiving information. This process is generally held with the use of a common language between an interviewer; the one to ask question and the interviewee; the one to respond to questions. In research, it could be defined as a means of collecting data through verbal interaction between the researcher and the participant based on the

purpose of the study. When investigating individuals' challenges, attitudes or experiences, the interview seems a suitable means to be chosen to fulfill research objectives.

Interviews are characterised by their formality and are of different forms such as structured, semi-structured unstructured. In the first type, a set of questions are prepared in advance by the researcher. In the second type, the interviewer has a set of ideas in mind to be used when interviewing without any predetermined list of questions. As for the last type, the interview questions come out of the interviewer responses (Nunan, 1990).

The interview used in the present research was conducted in the EFL classroom at Djillali Liabes University of Sidi Bel Abbes. Based on the preferences and expectations of the study, non-local learners were selected as participants in the interview. They were made up of learners coming from two different African countries; the Congo and the Comoros. The participants were learners the researcher used to teach oral expression in the first year of their licence studies, during the academic years 2014/2015- 2015/2016-2016-2017.

The pilot interview was conducted in the aim of investigating non-local learners' communicative difficulties in oral classroom discussion. The interview used was semi-structured in nature. The interview was chosen as a first sample of study, aiming at collecting information from non-local learners on the nature of the problems they encountered in oral expression session as well investigating whether these difficulties were the elements causing their non-involvement in classroom discussion. In interviewing non-local learners, the use of French was allowed by the researcher for some communication breakdowns and this because of the participant's difficulties to express themselves freely in the target language.

In the process of interviewing non-local learners, the researcher was keen to hear

the responses of her students stating their challenges. She kept her mind open and probed further for more particular details. The researcher prepared psychologically the learners in order to put them at ease. Then, she started asking questions, which were all open-ended in order to get learners to provide as much data as possible.

In what follows is a comprehensive outline of the types of questions that were presented to the respondents. The interview was basically composed of three sections:

The introductory part: solicited permission of the participants to use their responses as a help for research investigation.

Part One: included personal details of the participants used in the study.

Part Two: requested the participants' to answer questions involving their motivations and   perceptions of the content   provided to them in oral expression sessions.

Questions 1 and 2 , focused on demographic information of the participants. The purpose of the first two questions was to know the diversity among respondents namely their age, and origin.

Questions 3, 4 and 5: related to the participants' experience and goals of studying English. Question (3) aims to ask the participants about the duration they spent in learning English in their home country and question (4) asks the participants about their goal of choosing English as a specialty for their studies, while question (5) aims to know who is in charge for their studies in the host country.

Questions 6, 7 and 8: focused on learner's motivations to learn English as a foreign language as well as their interest to speaking as a skill in this language. In particular question (6) asks about learners satisfaction with the courses provided to them in the English faculty. Question (7) asks about learner's degree of motivation to study English, whereas question (8) seeks to know their willing to improve their speaking skill.

Question 9: asked about what learners prefer as activities in oral class. The aim of these two questions used by the researcher was to be aware of the extent of the influence of the activities used in class on learners' motivational attitudes in oral class.

Questions 10: focused on determining the nature of oral communicative challenges the participants faced in oral classroom discussion. The intention behind asking question (10) was to find solutions to the participants' stated problems, so that to help them overcome them and be able to achieve positive learning achievements.

In the process of doing a questionnaire, ethical procedures seem a primordial stage for the success of data collection, since the latter creates a sense of cooperation and mutual understanding between the researcher and the participants. For this to be achieved, the researcher used to solicit help from the participants as a first step, then to inform them on the purpose of the study as being a prerequisite for the researcher to carry out a research project. The participants were also informed that the participation in this study was on a voluntarily basis.

1.12.1.3 The Authentic Oral Interaction Skills Measurement Scale

A scale as a research tool can generally be described as a set of statements, paralleled with responses as choices to help the participants providing adequate answers. It requires from the participants to give their point of views by ticking the right answer provided as options. A scale is considered as a sort of survey, since it leads to the similar target that of asking multiple choice questions. It usually demands from the participants to decide on one choice such as «to agree" or "to disagree" with the statements stated for investigating an issue. Using a scale in doing research may facilitate the task for the researcher to collect a large quantity of information in a very short period of time. Unlike ordinary questionnaire which necessitates reading and forming sentences to arrive to answering research questions, the scale requires from the participants to read and tick the right answer provided as options. The options are generally ranging between different extremes such as (agree, disagree, strongly agree or strongly disagree). The scale is mostly used in psychology researches as well as in training course evaluations to measure peoples' perceptions or attitudes.

The authentic oral interaction Skills Measurement scale used in the present research aimed at evaluating training courses outcomes, depending on the skills learners maintained after training. Based on the stated research objectives, the statements used in the latter were formed and then organised in a form of list, stating the skills necessary to handle authentic oral interactions and communications. The researcher opted for this procedure in purpose to obtain a reliable data. The scale used was composed of seven (07) statements. It required from the participants to pick one of the options (agree) or (disagree) to validate the findings. The objectives of the statements used in the present research scale were as following:

- The first statement sought to know the degree of learners' awareness on the values of communicating with people as their basic aim of learning English.

- The second statement sought to know learners' awareness on the value of self-confidence in maintaining successful communication with others.

- The third statement sought to explore learners' awareness on the importance of flexibility and respect in communication.

- The fourth statement aimed to know the degree of learners' awareness on the importance of listening while communicating with others.

- The fifth statement sought to know the degree of learners' awareness on the effect of negative judgments in communication.

The authentic oral interaction skills measurement scale was answered by one hundred forty five (145) first year learners of the academic year 2016/2017 enrolled in the English department at Djillali Liabes university of Sidi Bel Abbes. Before distributing the scale, learners were told that they needed to answer the questions individually, because the latter required the participants' personal viewpoint regarding the skills they developed in oral class. In addition, the participants were informed about the aim of the scale to make sure they understood its purpose, for they can provide valuable answers.

1.13 Conclusion

As it is clearly manifested, this chapter identifies both the characteristics of the learning situation as well as the methodology used in the present investigation. Thus, areas like, general perceptions of education and language, in addition to the status of foreign languages in Algeria are clearly explained. Meanwhile, the researcher throws light on some hindrances of language learning success, such as large classes, learners' concentration on mark and lack of teaching materials. In this chapter also, research methodology used in this study is described including the setting, the participants, research background as well as data collection and analysis procedures. In what follows and before considering the results and testing the research hypotheses addressed in the general introduction, it seems necessary to shed light on the review of literature related to the theme of the present research. The latter will best be clarified in the following chapter.

Chapter Two

2.1 Introduction

The study of communication in language learning is very important, because every formal or informal function and activity involves some forms of direct or indirect communication. EFL learners need to be competent communicators able to handle successful conversations with people of all walks of life using the target language. It is the purpose of our study to find ways to develop EFL learners' interaction in the EFL oral expression and comprehension classroom. Thus, it is an important step to frame our study objective theoretically through highlighting the theoretical tenets of different scholars. The present chapter firstly aims to provide a general view on language acquisition and learning as well as the different theories related to foreign language learning, namely; Behaviourism, Cognitivism, Humanism and Interactionism. Secondly, the present chapter tends to reveal perceptions on oral communication, in addition to focusing on the different kinds and functions of the latter. Thirdly, it describes the constituent elements of communication namely the speaking and the listening skill, oral interaction and communicative competence. Fourthly, factors influencing communication such as the affective filter, anxiety, motivation, age difference, learning strategies, learning styles, intelligence and culture with its related issues are all described. At the end, a conclusion is presented which purpose is to set out the relevant connections and interrelationships across these theoretical underpinnings as well as stressing the most powerful justifications existing in the present theoretical chapter .

2.2 Language Acquisition Vs Language Learning

According to the Acquisition Learning-Hypothesis, there are two ways of learning a language; acquisition and learning. The purpose of researching language acquisition in language pedagogy is to help formulating the principles that language teachers can adopt in their teaching (Rost, 2011). Language acquisition refers to "the subconscious process used by children developing their first language", whereas learning refers to a "conscious process which results in a separate system of simple grammar rules or knowledge about the SL"(Larsen-Freeman and Long, 2014).

The terms acquisition and learning are often used interchangeably by many researchers (Ellis 1992; Pinker 1995) . A lot of literature was written about acquisition and learning conceptualisations (Ellis1992, Krashen, 1982, Lightbrown and Spada 2001, 2013; Selinker and Gass 2008, Laeon and Sato 2017...etc) . Lightbown and Spada (2006) observe that acquisition occurs during the formative years of one's life usually commencing in early childhood before age three as being a fascinating aspect of human development. For Chomsky, the child is developing the language the same as other biological functions develop (Lightbrown and Spada 2006). In addition, Krashen (1982) suggested that:

> *"Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language-natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding"*
>
> Krashen (1982:01).

Language acquisition is generally taking place without any conscious effort. The scope of language acquisition includes both formal and informal context (Troike, 2006). Errors could easily be discerned even if the acquirer does not know the grammatical rules (Krashen 1982). Lightbrown and Spada (2013) stated that:

> *"Very young language learners begin the task of first language acquisition without the cognitive maturity or metalinguistic awareness that older second language learners have. Although young second language learners have begun to develop these characteristics, they will still have far to go in these areas, as well as in the area of world knowledge, before they reach the levels already attained by adults and adolescents"*

<div align="center">Lightbrown &Spada (2013:36).</div>

According to Troike (2006) the natural ability (innate capacity) to learn languages is generally based on five predispositions:

- Children begin to learn their L1 in the same way and at the same age.
- Children get acquainted with basic phonological and grammatical operations in their L1 by the age of about five or six.
- Children are not operated to repeating what they have heard, they can create new utterances.
- There is a cut-off age for language acquisition. Thus it can never be complete.
- L1 acquisition is not simply related to intelligence

Generally, there are five main stages recognised in the child language acquisition literature (Kent & Miolo, 1995; cited in Singleton & Ryan, 2004):

Stages	Acquired Language

Birth–1 month	Crying and reflexive vocalisations such as grunts, belches and coughs.
1–2 months	Vocal play, cooing or phonation. The child starts producing vocalisations with a vowel-like quality.
2–6 months	Vocal play with an increasing degree of supralaryngeal articulatory behaviour.
6 months +	Multisyllabic babbling known as repetitive, reduplicated or canonical babbling. The child starts combining vowel like and consonant-like sounds.
9–12 months	More complex babbling or jargon babbling. These utterances can be highly complex in their phonetic and acoustic structure

Table 2.1: Stages of the Child Language Acquisition (Kent & Miolo, 1995; cited in Singleton & Ryan, 2004)

The Monitor hypothesis assumes that acquisition and learning are used in very specific ways. As for acquisition, it "initiates" our utterances in a second language and is responsible for our fluency. However, learning can only be with one function that is as a Monitor or editor. Thus, learning could make changes in the form of our utterance, after being produced by the acquired system. This can happen before we speak or write, or after (self-correction). In what follows is a model of both acquisition and learning processes structured by Krashen (1982).

Learned Competence(the monitor)

Acquired

Output
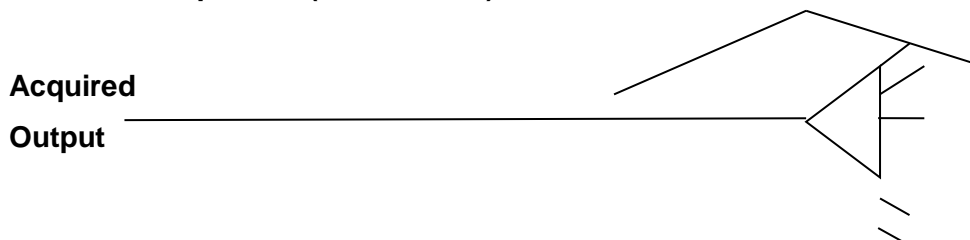
Figure 2.1: Acquisition and Learning in Second Language Production (Krashen 1982: 16)

Basically, the Monitor hypothesis "implies that formal rules, or conscious learning is available only as a "Monitor", which can alter the output of the acquired system before or after the utterance is actually spoken or written. It is the acquired system which initiates normal as well as fluent speech utterances" (ibid).

Saville Troike (2006) distinguishes between first language and second language by stating that:

> *"For a variety of reasons, the majority of people in the world know more than one language. The first language is almost always learned effortlessly, and with nearly invariant success; second language learning involves many different conditions and processes and success is far from certain. This may be partly because older learners no longer have the same natural ability to acquire languages as do young children, and because second language learning is influenced by prior knowledge of the first and many individual and contextual factors"*
>
> Troike (2006:29)

Language learning is essentially an abstract psycholinguistic process, but one that always takes place in concrete social contexts (Rost, 2011). A second language is considered by many researchers (Mitchell, Myles & Marden, 2013) as any language learned after the first language. It may indeed be the second language the learner is working with in a literal sense, or it may be his / her third, fourth or fifth language. Moreover, Mitchell, Myles & Marden (2013) stated that:

> *" Second languages....... encompass both languages of wider communication encountered within the local region or community(for example, in educational institutions, at workplace, or in the media) and truly foreign languages which have no substantial local uses or number of speakers. We include "foreign" languages under our more general term of "second" languages because we believe that the underlying learning processes are essentially the same for more local and for more remote target languages, despite differing learning purposes and circumstances (And of course such languages today are likely to be increasingly accessible via the internet, a means of communication which self-evidently cuts across any simple local/foreign distinction"*

<div align="right">

Mitchell, Myles and Marden (2013:01)

</div>

1

Stephen Krashen, Professor of Linguistics at the University of Southern California, believes that there is no fundamental difference between the way we acquire our first language or other languages. He claims that humans have an innate ability that guides their language learning process. Infants learn their mother tongue simply by listening attentively to spoken language that is made meaningful to them. Thus, foreign languages are acquired in the same way (Krashen, 1982). The scope of L2 learning is both formal and informal. Informal L2 learning takes place in naturalistic contexts, whereas formal L2 learning takes place in a classroom context (Troike, 2006).

2.3 Language Learning Theories

There are some basic theories advanced to describe how languages are acquired, learnt and taught. Behaviourism, Cognitivism, Humanism and Interactionism are some of these theories that are mainly applicable to the study of first and foreign language acquisition and learning. These fundamental theories are the most interesting elements that hugely affected past and present language learning. They are mainly inspired to find ways to language competence and the manner to easily and effectively grasp it. They are

furthermore very much complementary to each other, serving different types of learners and at the same time representing various types of language learning and teaching.

All learning theories are important to understand. When deciding which teaching to apply in the classroom, it is important to consider the principle of each theory, which eventually leads to creating techniques to teach a foreign language effectively. Thus, language theories guide the teacher to select and follow an approach appropriate to the teaching of language. Foreign language teaching is based on moves around the following basic theories; behaviorism, constructivism, cognitivism and structuralism. All the mentioned theories tried to provide an explanation to language learning as well as answer the different subjects' related questions.

2.3.1 Behaviourism

Behaviourism stems from the word behaviour. It was firstly based on the perception that animals can do everything if they are trained via conditioning their behaviours. Training goes over three stages; stimulus, response and reinforcement. The psychologist Skinner constructed a conditioning theory called 'operant conditioning' (Shunk, 2012; cited in Lightbrown & Spada, 2013). He applied the theory of conditioning holding the conception that learning is a habit formation. In early childhood, the infant is forming "habits" of correct language use via imitation and practice. The behaviorists are having the opinion that infants learn oral language from the environment. According to this view, child learning depends on the quality and the quantity of the language received as well as "the consistency of the reinforcement offered by others in the environment" (ibid). Pritchard (2009) defined behaviourism as"... a theory of learning focusing on observable behaviours and discounting any mental activity. Learning is defined simply as the acquisition of new behaviour" Pritchard (2009: 06).

According to behaviourism, the fundamentals of language are essentially developed through conditioning and the formation of good language habits (Mitchell, Myles & Marsden, 2013).This table shows clearly the basic principles of this theory.

Principle	Description
Conditioning	Learning is seen as a process of developing connections between events; connections between a stimulus and a response. This process is called conditioning.
Habit formation	An individual responds to a stimulus by behaving in a particular way. If the behaviour is reinforced (i.e. rewards or punishment) then the likelihood of that behaviour occurring on a subsequent occasion will be increased or decreased. As the behaviour is reinforced, habits are formed.
Importance of the environment	Learning is a result of environmental rather than genetic factors. The child is born as a clean slate and the environment writes its messages on this clean slate.

Table 2.2: The Basic Principles of Behaviourism (Adopted from Dendrinos, 2014:07).

Skinner maintained that rewards and punishments control the majority of human behaviours, and that the principles of operant conditioning can explain all human learning. Moreover, Skinner advises educators to focus on reinforcement

and success in their teaching rather than on punishing failure (Pritchard, 2009). The basic aspects of operant conditioning according to Pritchard (2009*)* are:

- Reinforcement: is basically anything that strengthens a particular behaviour and makes it likely to happen again. In the context of classrooms, praise, house points or the freedom to choose an activity are all used as rewards for desirable behaviour.

- Shaping: the notion of shaping refers to a technique of reinforcement that is used to teach humans' behaviours that have never been performed before. When shaping, the trainer begins by reinforcing a simple response which the learner can easily perform. Gradually more and more complex responses are required for the same reward. Shaping can be used to teach progressively complex skills, and more obviously to ensure the desired behaviour from learners in the classroom.

Although there is a place for learning in classrooms that relies on the principles of behaviourism, there are difficult problems that could be encountered and that need to be highlighted in setting out such philosophies of teaching and learning that depend on this approach. The fact is that behaviourism gives little importance to mental activity, concept formation or understanding.

2.3.2 Cognitivism

Cognitivism came out as a reaction to Behaviorism. The reason was that cognitivists felt that behaviourists did not take into consideration the role thinking plays in the learning process. Cognitive Psychology was initiated in the late 1950s as a dominant learning theory and its influence was seen in language learning in the 1970s. According to Cognitivists, second language acquisition was seen as a conscious and thinking process. Whereas, language learning was seen as a mental activity (Jabir, 2018). Moreover, Cognitivist study:

> *"……how people learn, remember and interact, often with a strong emphasis on mental processes and often with an emphasis on modern technologies. Cognitive science investigates 'intelligence and intelligent systems, with particular reference to intelligent behavior''*

(Posner, 1984; cited in Pritchard, 2009: 17)

Pădurean (2014; cited in Sanal, 2017) indicated that Chomsky maintained that language is not a form of behavior. On the contrary, it is an intricate rule-based system, and a large part of language acquisition is based on the learning of the system. There are a finite number of grammatical rules in the system and with the knowledge of these, an infinite number of sentences can be formed in the language. It is competence that a child gradually acquires. Language teaching has never adopted a methodology based on Chomsky's work or strictly upon cognitivist theories"(ibid). In what follows is a table stating the basic principles of the cognitive approach.

Principle	Description
Understanding how language works	It is of utmost importance to understand how language works to convey or create meaning(s) in speech and writing –whether meaning is understood as autonomous or socially situated. When the language learner knows about the language (form, meaning [and use]), s/he will be able to use it meaningfully.
Learning is both inductive and deductive	By working with language, coming into contact with texts and exercising with particular elements of language to be taught and learnt (i.e., experiencing them), the learner comes to understand how it works and may be asked to articulate that understanding or simply to exhibit the knowledge acquired by putting it into practice. However, since knowledge is linguistically mediated and is frequently passed on by others, the learning process requires the transmission of knowledge about how the language operates; therefore, rules of language use and/or usage are explained, before or after language practice.
SequentialLearning	Since learning is often considered to be a linear process, teaching is usually organised so as to move from easy to difficult; i.e., from that which is linguistically and cognitively easier to understand, to that which is considered harder. Spiral learning processes, however, are not excluded in which case the organization of knowledge to be transmitted is based on other factors.

Table 2.3: The Basic Principles of Cognitivism (Adopted from Dendrinos, 2014:08)

2.3.3 Humanism

The word 'humanism' refers to "an attitude to life, which enphasises the autonomy and dignity of man and the value of 'humane' relationships between men" (Henrik, 1977). According to Stevick (1990), there are five different components of Humanism:

- Feelings: Humanism rejects whatever causes people to feel bad or whatever destroys enjoying esthetics.
- Social Relations: Humanism encourages friendship and cooperation, and rejects whatever may reduce them.
- Responsibility: Humanism accepts the need for public scrutiny, criticism, and correction, and disapproves whoever or whatever denies the importance of such issues.
- Intellect: Humanism rejects whatever interferes with the free use of mind, and is doubtful about whatever cannot be tested intellectually.
- Self-actualisation: Humanism believes that the search for realising one's uniqueness leads to liberation.

The emphases of "Humanism" include both the development of certain qualities and contribution for achieving human potential in language learning (Kemp, 1994). Moreover, Humanistic principles make highly valuable contributions to foreign language teaching and learning. In what follow are the main characteristics of "Humanistic Teaching", according to Dendrinos(2014):

Main Characteristics of Humanistic Teaching
Facilitating achievement to learners' full potential.
Recognising the importance of learners' feelings for the learning process and outcome
Recognising the importance of establishing positive relationships with all members of the class.
Striving for learners' affective and cognitive growth.
Recognising the importance of discovering things about oneself during the learning process and developing a growing self-esteem.

Table 2.4: Main Characteristics of Humanistic Teaching (Adopted from Dendrinos, 2014:09).

2.3.4 Interactionism

Interactionism is a theoretical approach which considers language acquisition as an interplay between the learners' experience, the environment as well as the contribution of the innate learning abilities (Kwam, 2017). The interaction hypothesis (Gass, 1997, 2003; Long, 1996; Pica, 1994, cited in Lightbown & Spada, 1993) suggests that second language development is facilitated when learners interact with other speakers. Interaction provides learners with opportunities to receive comprehensible input and feedback (Gass, 1997; Long, 1 996; cited in Lightbown & Spada, 1993) as well as make changes in their own linguistic output (Mackey, 1999, cited in ibid). Long believes that what makes input to be comprehensible is 'modified interaction', or negotiation of meaning. In Krashen's input hypothesis, comprehensible input remains the main causal variable, while Long claims that a crucial element in the language acquisition process is the modified input that learners are exposed to and the way in which other speakers interact in conversations with learners. (Lightbown & Spada, 1993).

Merrill Swain (1985) proposed what she called 'the comprehensible output hypothesis'. She observed that learners could go ahead and see their language ability if they are able to produce language that their interlocutors can understand. The demands of producing comprehensible output, she hypothesised,

pushed learners toward the development of their language learning (Lightbown & Spada, 2006).

Main principles of Interactionism approaches to FL teaching
The teacher must try to create a classroom atmosphere which is conducive to real communication.
Real communication involves learners who have a say in what is to be learnt (and how), during classroom interaction to which they have the right to make basic contributions.
In order for interactional modifications to occur in the classroom there must be a two-way flow of information where both the teacher and the learner have unknown information to exchange.
It is important to use activities that involve an information gap and have an obvious communicative purpose so that learners feel the need to communicate.
In order for learners to feel motivated to communicate they must be involved and interested in what is being talked about, in the activities being carried out. Furthermore, they should be given opportunities to initiate class activities.
Teachers must utilize contributions made by the learners. This will create in learners a feeling that their personality and what they have to say is accepted.

Table 2.5: Main principles of Interactionism Approaches to FL Teaching (Adopted from Dendrinos, 2014:10)

2.4 Communication Conceptualisation

Communication is a process of transmitting messages from one person to another (Deresky, 2008). It is a human action by which one mind can affect another. It is one of humanity's most highly developed talents. In her book "Persuasive Communication Skills", Steinberg revealed that the aim of communication is to arrive to understanding (Steinberg, 2006).In addition, Tomasello(2008) found that:

> "*Human communication is thus a fundamentally cooperative enterprise, operating most naturally and smoothly within the context of (1) mutually assumed common conceptual ground, and (2) mutually assumed cooperative communicative motives*"

> (Tomasello, 2008:06)

Moreover, communication is the starting point of all our learning opportunities (Herazo , Jerez, & Arrellano, 2009). In addition, , Ballesteros (2003) clearly defined communication as:

> *"Communication is derived from the latin word common which means belonging to many or equally and communicate to confer with others. It is the mutual exchange of information; ideas and understanding "*

Ballesteros (2003: 04)

Communication happens when understanding is shared among individuals. It is generally a process of "presenting a comprehensible message to the user, as well as understanding people's use of language"(Kukulska –Hulm, 1999). It generally consists of two types; verbal and non-verbal communication.

2.5 Types of Communication

When communication occurs, it is typically shaped in two forms; verbal and non-verbal. The purpose of every communicator is to give or receive information. These give/take information processes help communicators exchange their ideas, thoughts and feelings with the help of both verbal and non-verbal signals. Understanding the verbal and the non-verbal method of exchanging information is important for building awareness on the necessary skills for successful communication.

2.5.1 Verbal Communication

The word verbal means oral or written signs characterising a particular language. Understanding could be possible if communicators share the same language as they ascribe similar meanings to words (Steinberg, 2007). Verbal communication implies the use of language symbols to transmit messages. Krauss (2002), a professor of psychology at Columbia University, affirms that

signs and symbols are the major components that make up our verbal communications. Words act as symbols, and signs are secondary products of the underlying message and include things like tone of voice and facial expressions. As stated by Krauss (2002).

> *"At a fundamental level, verbal messages convey meanings the speaker has encoded into the words of an utterance, but a listener who has understood the utterance has gone beyond the literal meaning of the words and grasped the particular sense in which the speaker intended them to be understood. In order to do so, communicators must make their co-participants' perspectives part of the process of formulating and interpreting messages. Thus any communicative exchange is implicitly a joint or a collective activity in which meaning emerges from the participants' collaborative efforts"*
>
> (Krauss, 2002:01)

There are many components that have to be present in successful verbal communication including; the tone of the voice, rate and volume of speech, words articulation, rhythm, intonation, facial expressions, the amount of eye contact we make, gestures, touch, body language and posture....etc. Research by Mehrabian (2007) shows that only a small percentage of our overall communications is verbal; 7% of our message is conveyed by the words we use, 55% of our body language (especially from movements of the small muscles around the eye which can convey shock, disbelief, doubt or disgust), and 38% of our message comes from tone of the voice.

2.5.2 Non-verbal Communication

Non-verbal communication refers to all human communications that are not written or spoken (Steinberg, 2007). Usually, non-verbal communication complements verbal one through sending or receiving speechless messages such as a smile or a nod of the head. Wordless messages entails the use of body language such as gestures and facial expressions. Calero (2005) stated that:

"*Whenever we perceive information that is not written or spoken, we comprehend something that is non-verbal. Humans have the capability of receiving information besides what is written or spoken. Our senses of touch, taste, seeing, hearing, smells, signs, symbols, colors, facial expressions, gestures, posture, and intuition are the primary sources of the non-verbal messages we receive. It is a silent language not formally taught, and which has existed before language was invented*"

Calero (2005:01)

Communication between two or more individuals is accomplished in many ways. Words are only one of these ways. Gestures and body language are sometimes even more important than words and can sometimes convey the opposite meaning to one's words – making understanding difficult (Leaver, Ehrman &Shekhetman, 2005).

2.6 Oral Communication Conceptualisation

Oral Communication is a transmission of understanding from the sender to the recipient of the message. The overall purpose of our oral communications is mainly the exchange of meaning in our daily life through speaking and listening (Steinberg, 2007). Basically, there are four basic elements shape the skeleton of our oral communications (ibid). They are: the channel (the medium by which the message is delivered and received), the context (the setting and situation in which communication takes place), the noise (anything that interferes with the accurate expression or reception of the message), and the feedback (a response from the receiver indicating whether the message has been received adequately). The four components interplay and as a result, oral communication is engendered among individuals (ibid).

Effective oral communication necessitates correct and pleasant speech. It implies an adequate language to be easily understood and appropriate meaning to be diligently received. It is the art of conveying one's personal ideas and

information as well as perceptions about life (ibid). The following figure displays the necessary components of oral communication as stated in Steinberg, (2007).
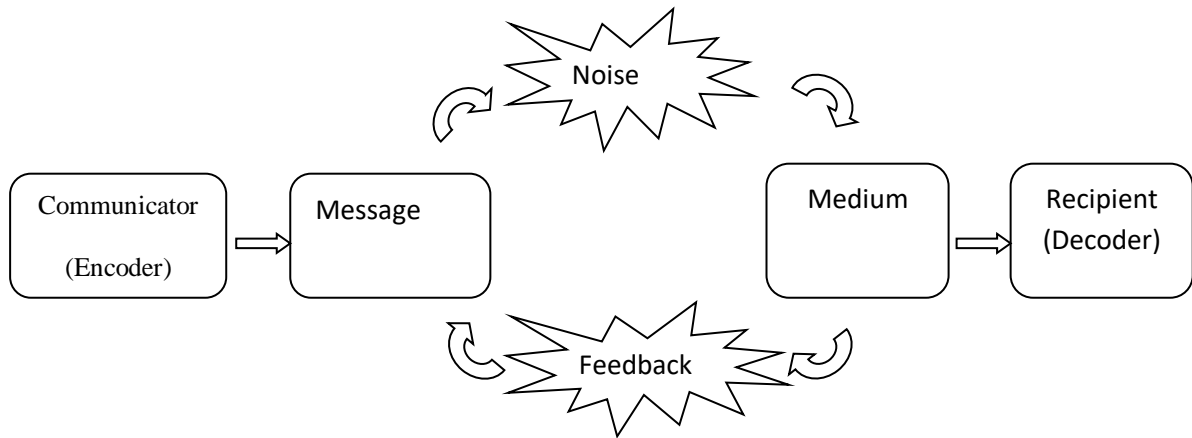
Figure 2.2: Oral Communication Process (adopted from Steinberg, 2007: 45)

2.7 Oral Communication Functions

Before highlighting the different functions of communication , we first have to understand the meaning of the word "function". Anything that functions means works and is used to achieve a specific goal. Oxford dictionary identifies this term as "a practical use of purpose in design". In this respect, it is clear that communication is dependent upon the target desired to be achieved. According to Harmer (1991), people communicate because they want to say something. He explained, the word "want" by referring it to intentional desire the speaker has for conveying messages to other people. Generally, people communicate because they are having some communicative purposes in mind. Harmer (1991) added that:

> *"It is generally agreed that we communicate with some purposes in mind and that the most important purpose is to satisfy a personal or social need. Theorists in many disciplines have established the idea that needs are the driving force behind human behaviour. Needs are generally described as requirements for life , which can range from the physical need for food and shelter to the overall sense of wellbeing that is derived from knowing , for instance, that you have achieved success at work in an examination"*
>
> Harmer (1991:46)

There are different kinds of needs we want to fulfill in our communication purposes. Maslow (1943), hierarchy of needs manifests five basic elements that are necessary to motivate behaviours. Survival, is the most important need for human being. It is placed in the basic of the pyramid, for example comparing to self-esteem, the need to survive is more intensive and more sustained by defense. It includes the need of food, water and sleep and may also include earning money. The second need is safety, for example when we are in danger, messages about safety are emerging for self-protection. The reason is that human being is in need to feel protected from any kind of harm. If all these needs are satisfied, human being will become more interested in building relationships. This is the reason why social need is taking the third level in the pyramid. It is the nature of human being to feel accepted by others, to have friends and to be loved (Steinberg, 2007). The following Pyramid includes human basic needs suggested by Maslow (1947):
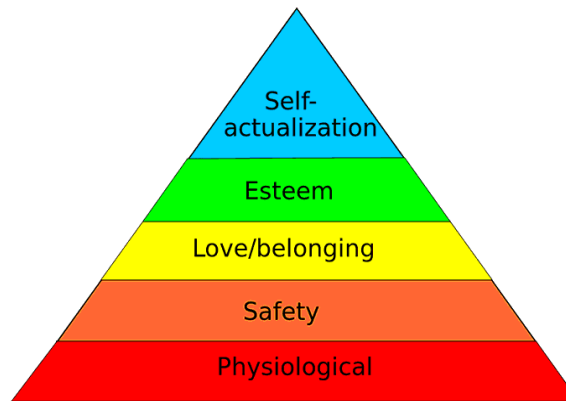
Figure 2.3: Basic Needs(Maslow 1943; cited in Steinberg, 2007)

Steinberg (2007) divided needs into two kinds; physical and psychological. The former refers to needs that are necessary for human survival like (food, water, air, and shelter), whereas the latter is the need to contact socially with other people , which is the same as the physical need that is difficult to live without since it causes problems like hallucinations, and loss of our sense of time and space. All in all, one of the primordial aim of communication is to maintain good relationship with people (ibid).

Having some communicative purposes means that speakers want something to happen as a result of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do them a favor. Thus, two things are important in communicating: the message speakers wish to convey and the effect they want it to happen. When people communicate, they select from their language store appropriate expressions to get messages across to other people (Harmer, 2001).

Halliday proposed a list of seven functions of language commonly known as "Halliday's 1972, in Vilhjálmsson 2009). The seven language functions are listed in the following table:

Function	Used for	Demands language of
Instrumental	Expressing needs Getting things done	Asking Requesting Explaining
Regulatory	Influencing the behaviour, feelings/attitudes of others	Setting tasks Managing Negotiating, Instructing Directing Controlling
Interactional	Getting Along with others	Initiating Sympathising Reconciling Arguing Encouraging Empathising
Personal	Expressing individuality and personal feelings	Stating Opinions Confronting Expressing thoughts and feelings Recounting experience
Heuristic	Seeking and learning about the social and physical environment	Interrogating Discussing Asking, Querying, Investigating Clarifying
Imaginary	Creating stories, games, new words and new texts	Storytelling Anticipating Predicting, Imagining Playing Experimenting
Representational	Communicating Information	Telling Lecturing Stating facts Sharing skills Commenting Imparting knowledge Informing

Table 2.6: Language Function (Vilhjálmsson, 2009)

In what follows is a figure revealing communicative function adapted from Vilhjálmsson , 2009).

Meaning Function,
Discourse Function,
Intent Goal

Sign,
Behaviour
Discourse
Device
Realization
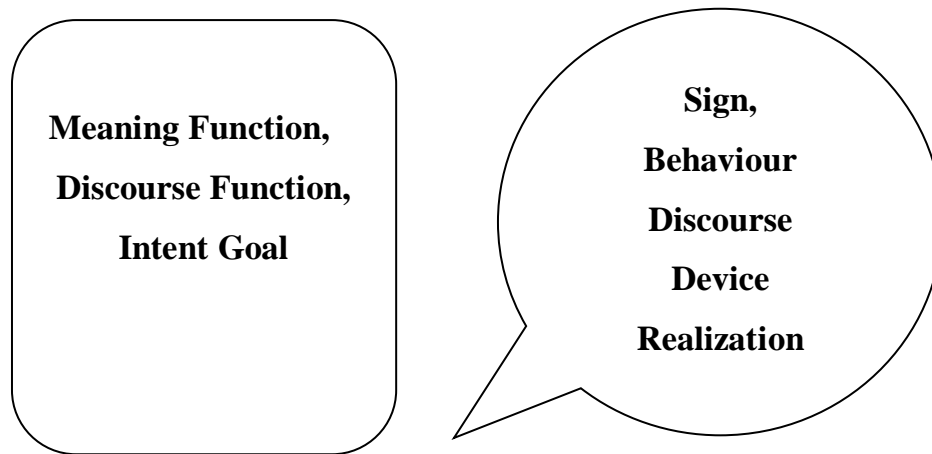
Figure 2.4: Terms used to Describe Communicative Function (adapted from Vilhjálmsson, 2009).

If we want to compare ordinary communication with classroom communication, we find them completely different. Classroom communication is composed of two important elements; the teacher and learners. The process of this type of communication is handled in a specific setting which is the class where the aim is achieving both learning and teaching. However, the teacher is "the representative of the institution" and most of the time " is the person institutionally invested with the most talking rights " (Gill 2002: 277; cited in Strobelberger, 2012). In this context the meaning of dominance is not being authoritative over learners but as asserted by Widdowson (2001), "…..to be able to teach, to make the transaction successful in respect to its specified objectives". In this case there is no assertion of right but a claim to knowledge ; not ' Do this because I tell you and I'm the teacher , but ' Do this because I'm the teacher and I know what is best for you (Strobelberger, 2012).

We can understand from Widdowson (2001, cited in Stroberberg 2012) that there is no equal roles between the teacher and learners in class. This inequality in roles may create a balance in class for the purpose of reaching an effective

learning and teaching. It could be manifested in the different tasks both parts play in class. Thus, classroom communication has to be based on both the teacher's and learner's different communicative roles in class. In fact it is a collectively built enterprise between the teacher and learners where meanings of different types are constructed moment by moment (Gill 2002, cited in ibid)

2.8 Constituent Elements of Oral Communication

Nunan (1991) argues that success in language learning is measured in terms of learners' ability to carry out a conversation with interlocutors in the target language . Listening and speaking are two elements of communication. They are prerequisites to both academic and professional life. The two elements are taking an important part in EFL classroom instruction, however, deficiencies in one of these may lead learners to fail in communicating in the target language. Additionally, learners who do not practise their speaking and listening are more likely to become reticent as they progress very slowly in their learning.

2.8.1 Speaking

One of our basic aims in teaching a foreign language is to prepare learners to be able to use the language. How this learning process is done, and how successful it is, depends very much on how teachers understand their aims. For instance, for this to be successfully achieved, it is important to confess that in addition to grammar and vocabulary, there are other things involved in speaking that need to be tackled as well as integrated in language teaching (Bygate, 1987). Moreover, Rost (2011) stated that:

> *"Among linguists, psychologists, and philosophers, language is regarded as the most complex of all human behaviours. And within the modalities of language use, speech processing may be the most intricate. At any given moment during language processing, we may be engaged simultaneously in speaking, hearing, reading, formulation and comprehension. Each of these individual component skills requires the involvement of large areas of the brain and a complex interplay of neural health, attentional readiness, local neural processing, coordination of functional neural circuits, and high-level strategic organisation"*
>
> <div align="right">(Rost, 2011:22)</div>

Speaking according to Bygate (1987) is closely related to listening. It is a productive skill that differs from writing as it distinctively shows pronunciation which plays a great role in language use. In foreign language learning, the speaking skill is considered as a benchmark since it can be the easiest means to judge the progress or the level of ones' oral communication (ibid). Speaking has a great value in language learning and thus it needs a diligent care as stated by Bygate (1985):

> *"Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then the teaching of speaking merits more thought".*
>
> <div align="right">(Bygate, 1985:07)</div>

The speaking skill is one of the basic means helping a person to establish real life conversations with other people sharing a common language. As stated by Brown and Yule (1986), there is a distinction between spoken and written language production. Speakers could use voice, facial expressions, postural and gestural systems that may help them overcome the effect of the word they utter. Giving an example of a person who would like to say "I'd like to...". If this

expression is supported by a warmth smile, it could carry a strong meaning that might positively be interpreted by the receiver. The use of this paralinguistic language is unexisted in the written language.

The control of the speaker's communication production is distinct from that of the writer since the latter is producing the language in a more demanding circumstances. In their oral production, speakers are tied with rules determining what they have to say, how this could match with their attention as well as with their planning of what utterances they could use to start their conversation and which one comes next. Meanwhile, speakers are generally monitoring what they just said and the way the latter is perceived by the hearer (Brown & Yule 1983). Bygate (1987) stated that**:**

> *"The form of spoken language, then, is affected by the time limitations, and the associated problems of planning, memory, and of production under pressure. Things may not always go according to the ideal plan. At the same understanding, speaking time, the resulting conventions of spoken language are different in certain important respects from those of written language"*

(Bygate, 1987:11,12)

Basically, speakers have no record of the whole speech except of some notes that may enable them to remember what has previously been said. Writers on the contrary have more time to take pauses. They have no fear of what to say in front of their interlocutor. They even have more time in both planning and monitoring their written production. They are able to properly select words to be used and even correct them using the dictionary. They could change their inconvenient utterances and make them better. Unlike writers, speakers are always under the pressure to perform well, to reach properly their speech aim regarding time allotted to them to fulfill their own oral production. They are always under the pressure that any word that passes their lips would never be altered. However, opposite to writers, they could easily observe their

interlocutor, clarify their utterances that are misunderstood by the listener and even receive feedback (Brown &Yule, 1983).

2.8.2 Listening

It is commonly known that listening is an active rather than a passive skill. Brown (2001) believes that listening is a process by which listeners construct shared mutual beliefs rather than shared mutual knowledge. The listening ability differs from one person to another depending on the listeners' behaviours and the tools used in the listening situation. When teaching listening, it is important for the teacher to take into consideration these parameters in order to reach effectiveness in teaching this skill. In addition, learners may not use the same strategies to be good listeners, even though there exist a process to be followed for that reason, and this is perfectly acceptable (Downs, 2008).

> *"As one of the crucial components of spoken language processing – there is no spoken language without listening – listening is also an area that is interconnected with numerous areas of inquiry and development. Listening is quite apparently relevant in humanities and applied sciences such as linguistics, education, business and law, and in social sciences such as anthropology, political science, psychology and sociology. At the same time, the processes of listening are relevant to natural sciences such as biology and chemistry, neurology and medicine, and to the formal studies of computer sciences and systems sciences"*

(Rost, 2011: 01)

The process of listening could be summarised into five steps: attending, understanding, interpreting, responding, and remembering. Many behaviours and processes are involved in this human skill depending upon which type and what kind of behaviours are used to reach listening effectiveness. Which type is used in listening and which behaviours are involved is mostly based on the situation and people engaged in conversation. Thus, it is the teachers' role being a

facilitator to help learners recognise their listening weaknesses in order to help them develop strategies to increase their listening effectiveness (Down, 2008).

There are different types of listening: appreciative, selective, discerning, analytical, synthesised, empathetic and active (Crespo, 2010). Appreciative listening is a type of listening that doesn't demand many effort from the hearer. A person is listening in a totally relaxed condition, even without paying attention to specific points in the message. An example of appreciative listening is listening to the radio where listening is more spontaneous (ibid).

The second type of listening is selective listening where listeners are not just absorbing information but selecting which interest them. Being selective in listening requires paying attention to certain parts which seem important and neglecting the rest. An example of this type of listening is when learners are listening to the lecturer and grasping the most important part of the message being conveyed to them in the classroom or the amphitheater (Crespo, 2010). Moreover, Rost (2011) stated that:

> *"In language teaching, selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In its vernacular use, selective listening is used to refer to 'attending to only what you want to hear' and 'tuning out everything else"*

<div align="right">(Rost, 2011: 187)</div>

The third type of listening is the discerning listening which means getting the main idea from a listening passage. When we are discerning a listening passage, we mainly focus on the background rather than the structure. The good example that could be given for discerning listening in the classroom is when learners are listening to the teacher's idea and then summarising the most important points said in the speech of the latter (Crespo, 2010).

Analytical listening generates the examination of both the message and ideas in terms of the relationship between them. It is a type of listening where we

generally reflect on the message and its relationship with ideas, depending on the order and the meaning of information. We firstly understand the concepts, then we analyze communication to finally be able to come out with logical and correct conclusions. Listening analytically requires asking questions to the interlocutor, so that to be able to discover the motives of the message (ibid).

Synthesised listening is a type of listening where a person is taking the initiative in communication. We generally listen, then direct questions to our interlocutors to reply. An example of synthesized listening is when a salesman is seeking the clients' personal needs through asking them questions to arrive to the appropriate information about the latter (ibid).

Empathetic listening is a kind of listening where we put ourselves in the place of the speaker's situation. We interpret the speakers' message with more understanding of the feelings behind words. Empathetic listening derives from empathy, that is the action of being able to put oneself in the place of another, or in other words being immersed in the other. We generally enter the world of the speaker through perceiving things from his/her own point of view. This type of listening necessitates an understanding of who is the speaker in terms of his/her own benchmark, both emotionally and intellectually. An example that could be given for empathetic listening is when we listen to others' problems like a mother listening to her child (ibid).

Active listening is the ability to understand, interpret, reflect, and respond to what you have heard. It generally reflects the physical and mental effort the listener makes to fully understand the message. It is characterised as complete and so important as it encompasses the elements existing in empathetic and analytical listening as well as variables found in synthesised and discerning listening. Active listening helps in creating more effective communication in a positive atmosphere. It reduces misunderstanding among interlocutors by obtaining relevant information, displaying interest to the other, easily ask for explanation and extension of information. In addition, it helps us appreciate our interlocutors by showing respect and raising self-esteem, empowering

relationships and increasing the chance to influence the other. By active listening , we could reach our communication objectives such as trust, respect and understanding. In what follows is a diagram reflecting the different types of listening adopted from (ibid).

Appreciative	Listening without paying attention but seeking pleasure
Selective	Listening and selecting the interesting information
Discerning	Extracting the main ideas from the message
Analytical	Taking the initiative in the communication
Synthesised	Examining the relationships between the ideas of the message
Empathetic	Interpreting the message by putting ourselves in the speaker's situation
Active	Listening attentively and fully understanding the message

Figure 2.5: Listening Types (adapted from Crespo, 2010:10)

There is a difference between listening and hearing; hearing refers to the actual perception and perception of sound (Linse, 2005), whereas listening is paying attention to what we are hearing and trying to give it adequate interpretation. Hearing is a necessary element for listening and listening is considered as an ability that requires many elements to be successfully achieved. We can be very good listeners, but poor hearers and this is according to what elements used for effective listening (Downs, 2008).

Anderson and Lynch (1988) distinguish between reciprocal listening and non-reciprocal listening. Reciprocal listening refers to "those listening tasks where there is the opportunity for listeners to interact with the speaker, and to negotiate the content of the interaction". Non-reciprocal listening "refers to tasks such as listening to the radio or a formal lecture where the transfer of information is in one direction only; from the speaker to the listener"(Nunan, 1989).

In what follows are the characteristics of an effective listening passage that could be used in foreign language classes.

Length	**Overall Length**: Longer length increases listening difficulty, but the effect is weak and inconsistent across studies. **Redundancy:** Repetition of information consistently improves comprehension, but whether the listener benefits depends on the type of redundancy (eg: exact repetition, paraphrase)and listener proficiency.
Complexity	**Syntactic Features**: Simplifying sentence structure does not consistently improves comprehension. Negative and infrequent vocabulary have a detrimental impact. **Directness and concreteness**: Passages with implied meaning can be more difficult to understand. Research in reading comprehension suggests that texts with more concrete objects or entities may be easier to comprehend, but little research has examined this factor in L2 listening. **Pragmatic information:** The inclusion of L2 pragmatic constructs such as idioms and culturally specific vocabulary decreases comprehention.
Organisation	**Orality:** Passages with higher orality –that is ones more like unscripted conversations have greater redundancy., more disfluencies and simpler syntax. They are easier than passages with less orality. Coherences: Overall coherence of a passage **Coherence:** Overall coherence of a passage seems to have little effect , but only a few studies have examined its effects. Further, coherence may be difficult to define and measure objectively. **Discourse Markers**: words and phrases that signal the relationship between adjacent propositions and the overall structure of the passage improve **comprehension.** However, this effect depends on the type of marker. Position of relevant information: information is most easily recalled when it occurs near the beginning or at the end of a passage.
Auditory Features	**SpeakerAccent**: familiar accents are easier to understand than unfamiliar accents. **Hesitations and pauses**: Disfuencies, like hesitations and pauses, generally aid comprehension, especially for more proficient listeners. **Noise and distortion:** The presense of noise or distortion in the speech signal interferes with comprehension. **Speech Rate**: How quickly someone talks can hurt comprehension, but slower speech rates do not necessarily help. L2 listeners may mistakenly attribute difficulties caused by other factors to a too-fast speech rate.

Table 2.7: Effect of Passage Characteristics on Listening Comprehension (Adopted from Wayland, 2010).

2.9 Oral Interaction in Foreign Language Learning

Cambridge International English Dictionary defines the word " interact" as "to communicate with or react to (each other)". The New Oxford Dictionary of English defines 'interaction' as a reciprocal action or influence. Therefore, interaction is more than action followed by reaction. It includes acting reciprocally. Rivers (1987) gave meaning to this word by referring to its Latin roots: "agere" meaning "to do" and "inter" meaning "among". In addition, interaction shows us the active and the social part that a human being possess. Edelman (1992) suggested that the human brain is exquisitely adapted to be very good at remembering, storing, categorising, and using routines that have proven useful for solving everyday problems (Tomasello, 2008).

Brown (2001) defined interaction as the collaborative exchange of thoughts, feelings or ideas between two or more individuals resulting in a reciprocal effect on each other. He related it to communication by saying:

> *"...interaction is, in fact, the heart of communication: it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings and we collaborate to accomplish certain purpose"*

(Brown, 2001:165)

According to "the Interaction Hypothesis", interaction helps in acquiring a language in three ways: (1) through providing the learner with comprehensible input using interaction adjustments (e.g. requests for clarification which elicit repetitions and paraphrases); (2) by providing negative feedback that incites the learner to see where he or she may be producing errors (e.g. through recasts or reformulations by the conversation partner) and (3) by presenting opportunities for 'pushed output', by making the learner try out new words and structures to get his or her ideas across in a social context (Gass & Mackey 2006; cited in Rost, 2011).

2.10 Communicative Competence in Foreign Language Learning

In various sciences and fields, 'competence' and 'performance' are having different conceptualisations. Generally, 'competence' refers to the theoretical knowledge of a system, while 'performance', is the actual realisation and demonstration of this competence (Brown, 2000). Lighbrown & Spada (2013) defined both competence and performance by stating that:

> " ..... *Competence is usually contrasted with performance which is the knowledge that underlies our ability to use language and performance is the way we use language in listening, speaking, reading and writing* "

<div align="right">Lighbrown & Spada (2013, 221)</div>

Regarding language, Brown (2000) argues that competence is our learning in the system, our comprehension of the rules and the volume of lexical items we have mastered. As for performance, it is the production of language in use, i.e. the manifestation of our language competences, in speaking, writing, listening/comprehending and reading.

Communicative competence is basically regarded as a key part of CLT. It goes far beyond the linguistic competences and involves using language as a tool to achieve a premeditated goal via verbal processing. CLT perceives language as a functional means of attaining a certain aim and succeeding in interpersonal communication (Harmer, 2001). Since the emergence of this approach, more emphasis has been put on the ability of second language learners to effectively communicate in the TL (Brown, 2000).

In the categorisation of language competences, Hymes distinguishes between linguistic and communicative competence. He recognizes the knowledge "about the language" and the ability to use the TL in communication (Brown, 2000). In Canal and Swain's and later in Canal's (1983) four different components or

sub-categories make up the construct of communicative competence (ibid):, they are

- **Grammatical Competence:** Grammatical competence involves the mastery of both lexical and grammatical use. It enables the language speaker to form correct expressions based on rules. Grammatical competence has different facets such as e.g, acquisition of pronunciation, vocabulary, word and sentence meaning and construction of grammaticalsentences.

- **Sociolinguistic competence:** Socio-linguisstic competence involves the mastery of socio-linguistic rules appropriate to a specific language ; that is, how utterances are produced and understood in different sociolinguistic contexts (e.g., understanding of speech act conventions, awareness of norms of stylistic appropriateness as well as the use of a language to signal social relationships, etc.)

- **Discourse competence**: Discourse competence involves the mastery of rules concerning cohesion and coherence of various kinds of discourse of a specific language (e.g., use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topic-comment sequence, etc.)

- **Strategic competence**:Strategic competences involves the mastery of verbal and non-verbal communication strategies. It is used to compensate communication breakdowns to arrive to establishing meaning for communication (e.g., paraphrasing, how to address others when uncertain of their relative social status....etc.)

2.11 Factors Influencing Oral Communication in the EFL Class

In the process of language learning, some language learners succeed, while others fail. We may ask why are some people successful while others do not achieve the same level?. In order to answer this question, foreign language researchers have looked to many factors influencing foreign language learning achievement including; motivation, anxiety, learning styles.......etc.   In what follows are some factors influencing foreign language learning.

2.11.1 Affective Filter

Interest on affective variables of second/foreign language teaching and learning had emerged early in the 1870' s. Dulay and Burt (1977), had proposed the Affective Filter Hypothesis to indicate the influence of emotional states such as the effect of anxiety on the foreign language learning process (Krashen 1982). This idea was then reformulated as the Affective Filter Hypothesis (Krashen, 1981, 1982; Brown, 2000, 2001; Lightbrown and Spada, 2013). Educators, applied-linguists, and second language acquisition researchers (Krashen 1981, 1982; Brown 2000, 2001, Lightbrown and Spada; 2013) had all stressed the the value of positive attitudes on learning success. Krashen (1982) hypothesised that people with attitudes that were not optimal to second language acquisition and thus contributed negatively to an "affective filter", made of them less responsive to language input as well as had a high or strong Affective Filter (Krashen, 1982). As for Rost (2011), he stated that:

> *"The filter is proposed to be a part of the internal processing system that subconsciously screens incoming language based on affect: the learner's motives, needs, attitudes and emotional states. According to the hypothesis, those aspects of the learning experience (including the input itself) that are congruent with the learner's motives, needs, attitudes, and emotions tend to lower this filter, and allow increased learning to take place. Those aspects of the learning experience that are incongruent tend to raise the filter and inhibit learning"*

(Rost, 2011:151)

The diagram bellow shows how Affective Filter could prevent input from being used for language acquisition.
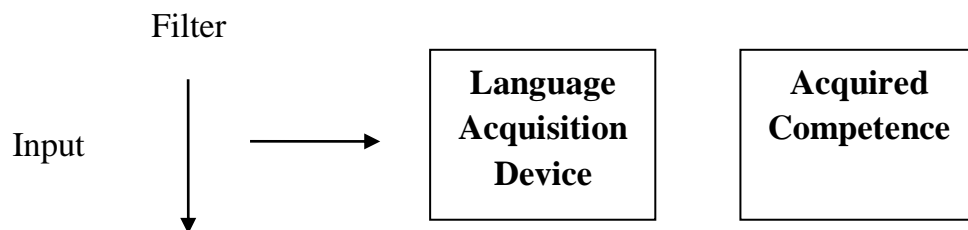
Figure 2.6: Operation of the Affective Filter (Adopted from Krashen, 1982: 32)

One of the issues remarking classroom situation is affect. This issue is more crucial when it comes to language learning, as the language learner have no mastery of tools for expression of the language (Arnold, 2011). The word "affect" is defined as "aspect of emotion, feeling, mood or attitude, which greatly condition our behaviours" (Stevick, 1980: 04, cited in ibid). In the late 1970s, the interest in the affective domain starts to increase with the consequence of the preoccupation with cognition in education (Pawlak, 2012). Eventhough cognition and affect are different, they are inseparable, since one can have an effect on the other as stated by Pawlak (2012):

> *"Affective life and cognitive life, then, are inseparable although distinct. They are inseparable because all interaction with the environment involves both a structuring and a valuation, but they are nonetheless distinct, since these two aspects of behaviour cannot be reduced to one another. Thus we could not reason, even in pure mathematics, without experiencing certain feelings, and conversely no affect can exist without a minimum of understanding or of discrimination"*

(Pawlak, 2012)

Clearly, affect and cognition could not be separated from each other. They complement each other and both participate in human development. This could be manifested in the humanistic method developed in the 1970's and the 1980's as well as in contemporary approaches. For example 'Asher TPR(Total Physical Response) Method' tends to activate human body in the aim of lowering communicative language learning stress as well as improve more momerable acquisition. Similarly, Suggestopedia aims to lower negative emotions through different means such as cosy and comfortable classrooms, changed identities and trust in the teacher-parent...etc. Moreover, more recent learner centered approaches attempt to educate the learner via acknowledging his/ her multiple intelligencies (closely related to affect). All in all, emotions have not to be treated as ephemeral, but rather as an essential part of human mental life and physical well-bieng (Oatley &Jenkins, 1996; cited in Pawlak, 2012).

2.11.2 Anxiety

Another variable that may interfere with learning a foreign language is language anxiety, a factor which has a devastating effect on oral performance. High anxious individuals are more threatened by the environment comparing to low anxious ones (Bar-Haim, Lamy & Glickman, 2005; cited in Morals, 2012). Moreover, Krashen (1981) considers that the student who feels at ease in the classroom and likes the teacher has more intake coming from his/her volunteering.

According to Oxford International Dictionary , the word anxiety was first used in the early 16th century. It is derived from the Latin word "anxietas". It is "A feeling of worry, nervousness, or unease about something with an uncertain outcome". In a research done by Illiris (2018) , anxiety was found to be the most frequent factor touching both girls and boys, particularly in tests and exams. Learners suffering from anxiety constituted (68%), and this due to their fear of failing in SAT (Standard Assessment Task).

Anxiety is divided into three kinds, i.e, trait anxiety, state anxiety, and situation-specific anxiety. According to Speilberger (1983, cited in Toh, 2010: 06), anxiety refers to " relatively stable individual differences in anxiety process, that is, to differences between people in the tendency to perceive stressful situations as dangerous or threatening and respond to such situations with elevations in the intensity of their state anxiety reactions". State anxiety, in turn refers to the "moment-to -moment experience of anxiety" (MacInyre, 1999; cited in ibid) as well as to "transitory emotional states, which according to Speilberger (1983) are characterised by "subjective feeling of tension, nervousness and worry, and by activation or arousal of the autonomic nervous system ".

2.11.3 Age Difference

The issue of age as an affective factor is not new. An example that could be given to make the difference between younger and older language learning is that of Lightbrown & Spada (1999) who distinguish between younger and older language learners by stating that:

"Children under the age of about eight learn language differently from older learners . Younger children use innate language learning abilities and can acquire native-like fluency, including pronunciation . Older learners rely on general cognitive learning strategies . They can learn to speak, read, and write perfectly well; however, after Helping English Language Learners Succeed about the age of 13, they will begin to lose the ability to completely acquire standard English pronunciation"

(Lightbown & Spada, 1999)

A great deal of controversy has been registered among writers about the issue of age and its effect on language acquisition and learning, since planning a language teaching programme necessitates to know the optimal timing for such a programme. For example, is it good to introduce FL in the elementary school or it is better to wait until secondary school and what is the optimal timing for successful bilingual or immersion programme? (Larsen-Freeman & Long, 2014).

2.11.4 Motivation

According to Oxford International Dictionary, motivation is defined as "the desire or willingness to do something. It is a crucial factor in successful language learning". There is evidence that positive motivation is associated with a willingness to keep learning ((Lightbrown & Spada, 2013). It is one of the most important factors which affect the learner's language input and intake. Brown (2001: 34) defined it as "....the extent to which you make choices about goals to pursue, and the effort you will devote to that pursuit." According to Thanasoulas (2002).

> *".......ideally all learners exhibit an inborn curiosity to explore the world, so they are likely to find the learning experience intrinsically pleasant. In reality, however, this curiosity is vitiated by such inexorable factors as compulsory school attendance, curriculum content, and grades_most importantly, the premium placed on them"*
>
> Thanasoulas (2002:04)

There are two kinds of motivation in language learning; instrumental and integrative. The first is "essentially practical, such as the need to learn the language in order to get a better job", while the second is based on a "desire to know more about the culture and community of the target language group" (Lightbrown & Spada, 2013:219). Moreover, Earl Stevick (1989) distinguishes between instrumental and integrative motivation. For the first type of motivation, he stated that it includes "the desire to receive a good mark in the course, or the desire to prepare for a better-paying job, or the need to read scholarly articles". As for the second type it consists of "the desire to become a member of the society that speaks the language" (Stevick ,1989:120).

2.11.5 Learning Styles

Language learning styles refer to cognitive variations in learning a language. It is about the individuals' preferred way of processing, that is, of perceiving, conceptualising, organising, and recalling information related to language learning (Zafar, 2012). Although students' learning styles are different from one to another. It is not a shortcoming, but rather a feature that enriches the learning environment (Kubat, 2018). Moreover, learning styles is considered as "an individual's natural, habitual and preferred way(s) of absorbing, processing and retaining new information and skills(Reid, 1995: 08; cited in Lightbrown & Spada, 2013).

There are some characteristics of learning styles set by Leaver, Ehrman & Shekhtman (2005). They actually are: things we do, relatively easy to change;

different depending on our learning styles; effective or not effective for specific situations; and frequently under some levels of conscious control.

Visual learners achieve learning effectiveness when they are exposed to materials such as textbooks, handouts and board works. However, auditory learners like to learn in an environment embedded with auditory input such as radio, oral instruction, oral communication and audio-tapes (Cutrone, 2011).

Leaver (1998) distinguishes between two types of visual learners: imagists and verbalists. On the one hand, imagists make images of what they read or hear. Information is generally stocked through images in their memory. These images are helpful for them to recall the words or grammar than verbal prompts. On the other hand, verbalists are instead storing letters such in sliel-s.l.e.i.l in their head. In case of difficulty remembering a word, they resort to recalling the initials of the word or some of the letters in it (Leaver, Ehrman and Shektman, 2005).

2.11.6 Learning Strategies

Learning strategy is a term which refers to "any attitudinal plan or behavioural device that students use to acquire knowledge or skills" (Grenfell and Macaro, 2007; Oxford, 2010; cited in Rost 2011:156). Moreover, learning strategies are basically seen as "influential agents in education (Oxford 1990: 08) and effective predictors to language learning (Li, 2017).

Historically, and across a variety of disciplines, the interest on learning strategies was initiated by the behaviourist who thought that they could help in making instructional goals clearer and learning ultimately easier. In addition, learning strategies were inspired to help learners reach learning objectives with less time on task, less practice, and less effort (Rost, 2011).

According to Oxford (1990:9), language learning strategies:

• Contribute to the main goal, that of reaching communicative competences

• allow learners to become more self-directed

• expand the role of language teachers

• are problem-oriented;

• involve many aspects, not just the cognitive ones

• can be taught;

• are flexible;

• are influenced by a variety of factors.

As most learning strategy specialists advise, the goal of integrating language learning strategies into language teaching is not to have students employ as many strategies as possible. Rather, the goal is to incite learners employ plans that could help them overcome language obstacles, as well asdevelop realistic and efficient plans for long-term language learning. Furthermore, language learning strategies are "especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (ibid:01).

2.11.7 Intelligence

Learners possess different characteristics that make them different from each other. Intelligence is one of these characteristics. The term "intelligence" was traditionally referred to performance on certain kinds of tests. These tests are often linked with success in school (Lightbrown & Spada, 2013). However, according to (Janik, 2004: 29) intelligence is "a deceptively simple appearing

idea that has proven especially difficult to define, test and measure" as it includes a number of notions(Brown, 1992).Usually intelligence is defined and measured in terms of linguistic and logico-mathematical abilities. For example one's ability to manipulate language (language ability) or one's ability to solve logic problems (logico-mathematic ability) can be considered as intelligent.

A research done by Fred Genesee (1976, cited in Lightbrown & Spada, 2006) has shown that IQ scores were essential in predicting success in second language learning suggesting that I Q tests may be more strongly related to metalinguistic knowledge than to communicative ability. In a study done with students of French (Immersion Programme) in Canada, Fred Genesee (1976) found that, while intelligence was related to the development of French second language reading, grammar, and vocabulary, it was unrelated to oral production skills. This could reflect that the nature of ability measured by traditional I Q tests may be a strong predictor when it comes to learning that involves language analysis and rule learning. This kind of intelligence' may play a less important role in classrooms where the instruction focuses more on communication and interaction. Indeed, students with lower academic performance experience considerable success in second language learning if they are provided with the right opportunities (Lightbrown and Spada, 2006).

2.12 Culture Definition

In the literature hundreds of many definitions were given to culture. The first English definition of culture was given by Tylor (1871; cited in Muller, 2005), he writes:

> *"Culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, beliefs, art, morals, law , customand any other capabilities and habits acquired by man as a member of society"*

(Muller, 2005:07)

One well-known anthropological consensus definition runs as follows:

> *"Culture consists in patterned ways of thinking, feeling, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional(ie historically derived and selected) ideas and especially their attached values"*

<div align="right">(Kluchon1951; cited in Hoftstede, 2001:09)</div>

Culture has different patterns that can help in understanding its nature, these patterns are as follows (Samovar, Poter & Mc Daniel, 2009):

- ❖ Culture is learned and thought.
- ❖ Culture is a set of shared interpretations.
- ❖ Culture provides a group with part of its cultural identity.
- ❖ Culture involves beliefs, values, and norms.
- ❖ Culture affects behaviours.
- ❖ Culture involves large group of people.

2.13 The Effect of Stereotypes and Prejudices on Communication

A lot of researcher had evidenced strong interest in understanding prejudice and stereotypes (Wolfe & Spencer 1996, Licciardello, Damigella, 2014). Generally, stereotypes and prejudices are based on categarisation (Tajfel, 2013, cited in Licciardello, Damigella, 2014). Categorizations have to be based on primary values and behaviours of a particular group as stated by Samovar, Poter, Mc Daniel and Roy (2012):

> *"When you do make generalizations, they should deal with the primary values and behaviors of a particular culture. It is these core of values and learned behaviours that occur with enough regularity and over a long enough period of time that tend to correctly identify the members of a particular culture"*

<div align="right">Samovar, Poter, Mc Daniel and Roy (2012:19)</div>

In general, both stereotypes and prejudices may limit the thinking of people by making them see things from one angle that might be wrong instead of seeing things from different angles that one of them might be right. A stereotype such as "Asians are good at math" or " woman in the middle east has less status than man" does not provide a complete picture someone needs to understand the real truth about both Asian or eastern cultures(Gully and Philips, 2010. Peter Drucker(cited in Gully and Philips, 2010), the famous scholar of management said that we are ' in an age of social transformation '. He describes it as:

> "*a period of our lives where social order is drastically transforming the human condition and what it means from what we have previously known it to be. This age requires us to reflect differently than before about our relationships, about how we resolve intercultural and social conflicts and the consequences our actions produce when we are not mindful of our intentions*"

(Gully and Philips, 2010:11)

This is the reason why the person needs to be careful about the way to approach intercultural communication. It is thus important to find a middle path (Samovar, Poter &Mc Daniel and Roy) based on sensitivity to cultural differences and awareness of all what might affect cultural interactions.

2.14 Intercultural Communication

Broadly speaking, intercultural communication is a term referring to communication between people from different cultural background (Hase& Orlova, 2014). The term intercultural communication was firstly used by the American anthropologist Edward. T. Hall, in his book "The Silent Language" (1959).

Intercultural communication study involves the understanding of how people from different cultural backgrounds communicate with each other. It is aiming to trace a guideline for successful communication among individuals. Intercultural communicative competence requires the presence of; respect, non-judgmental

attitudes toward other cultures, taking turn in intercultural conversations and empathy towards members of other cultures (Chi, 2016).

2.14 Conclusion

This theoretical chapter intends to provide concepts related to oral communication and interaction. First, it provides a distinction between language acquisition and language learning as well as theories to language learning. Since the focus of this study is more on communication, interaction, listening, speaking, learners, learning and teaching, clarifications of these notions are all mentioned. In addition, learners' different criteria such as age, intelligence, learning styles, learning strategies are provided. At the end of this chapter, definition of culture and its related components with communication; namely intercultural communication and the effect of stereotypes and prejudices on communication are highlighted. The next chapter is allotted to the description of research methodology used in this study as well as the results and interpretations.

Chapter Three

3.1 Introduction

Learning a foreign language is a task that necessitates both time and practice. EFL Learners have very limited opportunities to practise the language outside the classroom. They are in fact in need for a meaningful use of the target language in the EFL oral expression and comprehension classroom. Instilling into them the skills they need for maintaining successful natural oral interaction in class is an important step to reach by an EFL instructor. However, there are different parameters that make it difficult for teachers to fulfill this aim. This is the reason of highlighting EFL learners' communication difficulties, for the sake of reaching some remedies able to change poor classroom condition in a positive way. It is the aim of the present chapter to analyse the data collected to resolve the problematic stated in this research. As procedures used for revealing the latter, this chapter starts by describing the research tools used in this study; namely the observation, the interview and the authentic oral interaction skills measurement scale. This step serves as a prompt to understanding the present research purposes and design. Moreover, this chapter reveals the results after analysing the information gained from interviewing non-local learners and which underlined the difficulties they encountered in the EFL oral expression session in the host country (Algeria). The study draws also on data collected through classroom observation in order to seek learners' interactional attitudes in the oral expression classroom before and after training. Moreover, to test the results gained from the latter, the analysis of the authentic oral interaction skills measurement scale was provided. Lastly, a summary of the information given is provided at the end of this chapter aiming at making the reader have an idea

about the interrelationship between the proposed research questions, the data instruments used and the results obtained.

3.2 Motive of the Study

It is commonly known that EFL teaching is nowadays attaching a lot of importance to training language learners to be able to communicate effectively in the target language. This claim complies with the principle of the Communicative Language Teaching (CLT) which is seen as a key to language teaching (Nunan, 2015) and which is focusing on meaning negotiation for facilitating language learning. In the oral expression classroom, as language teachers, we feel eager to have all our learners participate in class. Learners' reticence, withdrawal, or fear of interacting "not only deprive them sharing what they know, but also deprive the teacher and classmates of benefiting from it"(Li and Liu, 2011). In addition, this reticence causes a real struggle for the teacher to make these learners involved in class (Kelly, 2010). Hamouda, (2013) emphasised that learners' willingness to use the target language could lead to making their language better. In the classroom, when learners provide comments and respond to their teachers' questions, they are participating in both formulating a comprehensible input as well as negotiating a comprehensible output.

It is undeniably true that EFL learners' willingness to participate in the foreign language classroom is a way towards bettering their use of the TL. The linkage between classroom participation and learners' academic achievement is undeniable. This confirms with what Susak (2016) was stating in his research concerning the importance of learners' willingness to participate in class. Willingness means the intention of being involved into something. Willingness to communicate is the act of being interested to communicate with people. In other words, it is a decision-making process influenced by a risk-taking orientation of whether to communicate or not (Galajda, 2017). Moreover, much has been

written about inciting teachers to be interested to this side of learning for the sake of facilitating the language learning process. Studies (Hamouda, 2013) attributed learners' non-participation to different factors such as lack of preparation, poor pronunciation, fear of negative evaluation, fear of making mistakes, negative teacher traits, comparison with peers, lack of vocabulary, grammar and self-confidence.

When given the opportunity to speak, some learners prefer to speak up and express themselves, whereas others choose to remain silent. Why some learners do not voluntarily participate in the EFL oral expression classroom? For both EFL oral expression teachers and learners, it is not a question to be easily answered. What the researcher experienced in the oral expression classroom made her realise that communicating is not just a matter of having some background knowledge about the target language such as grammar, vocabulary and pronunciation. Nevertheless, it is a complex process involving interplay between communicator's intentions and actions, their individual personalities and many other social, linguistic, personal and situational factors.

The issues that could impede the language learning process have to deserve more attention from both teachers and researchers. It is crucial to find out why some EFL learners are less involved with their teachers and peers in the EFL oral expression and comprehension classroom. Learners' limited involvement in EFL oral class is considered to be a reason for their low speaking proficiency which then engenders their anxiety (Rafada, 2017). If this attitude perseveres, this will inevitably make learners lose their interest in learning. Thus, learners will notice that their effort is going in vain and they could not be able to feel such a confidence that may stimulate their willingness to overcome their difficulties and get positively engaged in classroom discussion with their teacher and peers.

Chapter Three: Data Analysis

As for the motive of the present study, the researcher had always been interested on the issue of learners' reticence in oral class. The fact of wondering what caused learners' passive attitudes in oral class and what might be done to reach a successful oral class full of interest, learning, and vivacity opened the door to a problematic that seemed worthy to be investigated. Learners' reticent allure became a major problem that every EFL teacher might face with first year EFL learners, since most of them were still experiencing the new environment being in the university or in case of non-local learners both the university and the host country in general.

EFL learners often lack the informal linguistic milieu. As a consequence, they have little exposure to the target language outside the classroom. Limited exposure to English outside the classroom is one of the reasons of learners' slow development in their communicative competency. In the classroom, learners are exposed to a very short type of discourse. In addition, the nature of the language used in class is more formal (Lightbown and Spada, 2006). For most EFL learners, the classroom is the only environment where they can practise the language they are learning. If they do not take the opportunity to speak in the classroom, they will have no chance to produce the language, and they end up with unsatisfactory level that do not successfully permit them to communicate in English, and thus be unable to establish relationships with other people or even possess a job in the future which generally demands a proficient use of the English language.

Interest on individual differences among learners in the foreign language curriculum is not new. Researchers in foreign language education (Lightbrown. & Spada 2013, Dorney 1998, Brown 2001) were and still are emphasising fostering awareness on individual differences. It is believed that there exist a considerable relationship between learners' individual differences and language learning. A typical keyword to establishing successful communication is

inevitably linked to considering differences among individuals while communicating ideas using the language.

Considering the degree of today's easy contact between people, communicative competence is becoming crucial. Foreign language learners need to successfully be able to communicate with people of different languages, origins and experiences. Communication among individuals is inevitable in many walks of life; in business, politics, education, science, tourism.....etc. This could be the reason why adaptive teaching is tracing the nature of communication among learners in the EFL oral expression classroom.

3.3 Research Procedures

The present stated research procedures are holding a description of every research instrument used, the purpose and the manner of its usage in the present study. The tools that were used in this research were carefully selected in order for answers of research questions to be more reliable. As a consequence, a combination of different tools were undertaken as a means of facilitating data collection, aiming to uncover many hidden realities. For each research tool selected for this study, there was a benefit that needed to be highlighted and which was the reason for its selection.

The combination of tools in this study was well planned and perceived to be purposeful. For example, the interview was found to draw the selected participants' personal information as well as their perceptions, attitudes and emotions toward the communicative difficulties they encountered in oral class. Classroom observations were found to describe the teaching and the learning context. This description aimed at emphasising on both verbal and non-verbal communication between individuals in the classroom. In addition to that, how the classroom was arranged could also give an impression on the nature of classroom

environment. In what follows, the description and the purpose of each tool will be illustrated in order for the reader to clearly understand the analytical part of the study. Thus, Classroom observation will be illustrated firstly. Then, non-local learners' interview will secondly be demonstrated and lastly the authentic oral interaction skills measurement scale will be explained.

3.3.1 Classroom Observations

The preliminary classroom observation was the first step utilised in collecting data. Classroom observation took place at Djillali Liabes University, exactly in first year EFL oral classes of the academic years 2014-2015/2015-2016/2016-2017. The observation was thus chosen with an interest to go in depth to detecting learners' attitudes in the EFL oral expression and comprehension classroom before as well as during training sessions. In this study, the main aim of using classroom observation was to collect data on students' engagement in the classroom, i.e; interaction among learners and with their teacher. The researcher thus observed learners-learners and learners-teacher interactional attitudes during communication activities. Notes were taken by the researcher to help remember what had been manifested as practices in the EFL oral expression and comprehension classroom.

Moreover, the use of this instrument was very helpful to know learners' responses to different types of activities, their preferences, as well as the way they interacted and cooperated with each other and with the teacher in the classroom. The focal target behind this piece of research was to find out non-local learners' interaction attitudes in the oral expression classroom in parallel to local ones. Thus, classroom observations were targeted to reveal these learners' engagement in oral class; how they responded to their teachers' questions, what kind of verbal and non-verbal communication they used for their responses and what might hinder them from getting engaged in class.

Chapter Three: Data Analysis

Additionally, the dissertation in hand also strived for observing the results of the training sessions. The major concern taken into consideration was to perceive whether adaptive teaching was helpful for the development of both local and non-local learners' authentic oral communication and interaction attitudes in oral class. Training sessions were structured with the purpose of offering pedagogical implications hopeful to trigger learners' willingness to engage into classroom discussion regardless of their age, origin, social, educational or personality differences.

3.3.2 The Interview

The interview is the means which a researcher can use to collect information about people' perceptions, experiences and feelings toward a specific subject. An interview is a form of list of questions designed for purpose to make participants provide their thoughts about a particular issue. What makes the interview discerned from other research tools is that it enables the researcher to detect carefully the language of the participants and even to ask spontaneous questions for more clarifications. The present interview has two parts in which the first is for personal information section which serves to provide accurate description of the respondents and the second is the section meant for assessing learners' attitudes towards English in general and speaking as a skill, as well as detecting the challenges non-local learners face in oral class.

The interview used in this study took place at Djillali Liabes University. It was conducted with non-local learners coming from different African countries mainly the Congo, the Comoros, Angola and Chad and who were aged between 17 to 26 years old. These learners were selected as a sample of the present research because of their reticent allure in the EFL oral expression classroom. This attitude posed a lot of questions that needed to be investigated about their real source. In addition, it triggered the researchers' interest to wondering about

some solutions that could solve this critical problem before it traces its negative effect on learners as well as their learning.

The present interview aimed to uncover the challenges non-local learners encountered in the EFL oral class in the host country. It contained different questions stemmed from the purpose of the present research objective. The interview generally tends to answer the first research question of the present study. The participants were chosen by the researcher since they were members of her first year EFL oral classes and who were already observed by her before handling the interview. The interview was conducted in English with some exceptions of using some French for more clarification caused by learners' language incompetency. Then the information was recorded to be later analysed.

3.3.3 The Authentic Oral Interaction Skills Measurement Scale

A scale is a tool that enables the researcher to collect data on participants' attitudes or perceptions. It is according to the nature of the present research that the scale was designed, so that to probe into the participants' background experiences during training sessions. A scale was used as a necessary tool to test the results of the training sessions aiming at developing learners' authentic oral interactions and communication skills in the EFL oral expression classroom through implementing adaptive teaching in this class. To accomplish this aim, EFL first year learners of the academic year (2016-2017) were involved. They were composed of (145) learners the researcher used to teach oral expression in the same year at Djillali Liabes University of Sidi Bel Abbes. The scale assisted the researcher to unveil the skills learners developed during training sessions under adaptive instruction. The selected scale was composed of five (05) statements. It required from the participants to pick one of the options (agree) or

(disagree) to validate the findings. The objectives of the statements used in the authentic oral Interaction Skills Measurement scale were as following:

- The first statement sought to know the degree of learners' awareness on the values of learning English.

- The second statement sought to know learners' awareness on the importance of self-confidence in maintaining successful communication with others.

- The third statement sought to explore learners' awareness on the importance of positive attitudes such as respect in communication.

- The fourth statement aimed to know the degree of learners' awareness on the importance of listening while communicating with others.

- The fifth statement tended to reveal learners' awareness on the effect of critical negative judgments in communication.

3.4 Data Analysis and Interpretations

In what follows, the analysis and interpretations of the data collected through classroom observation and the interview will be presented in an ordered manner. Data gained by the mentioned tools are tied with the research questions stated and their objectives in the present study. Consequently, data collected through the interview will firstly be analyzed, followed by the analysis of classroom observation and lastly the general interpretations.

3.4.1 Analysis of Classroom Observation

The analysis of the observation results yielded important information about the subjects involved in this investigation. These observations sought mainly to reveal non-local learners' attitudes before training based on adaptive instruction

Chapter Three: Data Analysis

as well as the results gained out of these training sessions held in first year EFL classes of the chosen population and which were containing both local and non-local learners. In these observations, the researcher focused on different aspects of the class; learners' attitudes, interaction patterns, strategies provided by the teacher and the materials used in the learning context.

3.4.1.1 Classroom Discourse Analysis before Training

Classroom observation was the starting point of this research journey. The result gained from observing non-local learners' negative attitude in EFL oral classes (year 2014-2015) triggered the researchers' curiosity to know what non-local learners might suffer from since they preferred to remain silent all the time. The first subject that attracted the researchers' attention was two learners from the Comoros. They were the motive of the present research that was designed to look for the causes of non-local learners' withdrawal from classroom discussion and the solutions that might be provided to help them overcome their academic problems, so that they would not negatively influence their learning achievement.

When these learners used to be in whole class, they tended to passively engage in classroom discussion and often failed to transmit their messages properly. Sometimes they preferred not to make any effort to raise their hands to participate. As an initial step, more attention was needed toward this minority learners in order to help them overcome their challenges, since it was of a great necessity for them to communicate feely with their teachers and their peers and adequately with people from all walks of life, so that they could survive in the new host country and be able to go back home with a competency that could serve them in their social and carrier life in their country or in dealing with people outside their country's horizons. In the EFL oral expression classroom,

learners first have to learn how to communicate productively with their teachers and their peers, to speak confidently in class discussion, to listen strategically and to receive information critically. As it is commonly known that learning a foreign language involves developing the ability to use the language effectively, so that to build relationships with people of all walks of life based on understanding. Thus, the latter needs to be the purpose of each individual learning a foreign language.

As soon as non-local learners start classes in campus, it becomes tremendously difficult for them to interact in the new environment due to language barriers. Language ability had a profound effect on the individuals' manner to learn and develop, due to its role in establishing interaction in EFL oral classes and which in turn could open up a new door to learners' language proficiency. An example that could be given is that of non-local learners' poor English. Some non-local learners often find it difficult to communicate in English with their classmates and instructors. They used to feel extremely shy and uncomfortable speaking in the TL due to their accent. This prevented them from completing many of their daily accomplishments such as making friends, comprehending lectures and participating in the classroom where the educational dynamic was different from the one they used to be in. Asking for help was not easy for non-local learners due to the fact that they did not have the ability to express their needs and troubles to others because of the language barrier. Relating to all the difficulties stated, the second part of the interview aimed to seek learners' motivational attitudes, being positive or negative, so that for the researcher be able to detect whether learners motivations had a relationship with their negative attitudes in oral class or not.

It is undeniably true that the way the teacher carried out the discussion session greatly impacted on the way learners participated. Classroom observations before training showed learners' specific preference to certain activities comparing to

others. Non-local learners seemed to be engaged with their friends to a very limited extent when being in group. They might be feeling better comfortable in such kind of activities than when having class discussion. Some non-local learners preferred to work alone or to join and work with their friends of the same country.

The process of dealing with whole classroom discussion was first starting by brainstorming. We mean by brainstorming, collecting and stating all expressions or words related to the topic preferred by learners in order to help them structure their ideas and generating them. After the brainstorming stage, learners were asked to form a definition of the general topic as a first question provided to them. This aimed to prepare them for classroom discussion that was generally based on answering questions related to the topic and adding information to purposefully reinforce the latter.

The first impression got by the researcher in doing this activity was that non-local learners did not dare to raise their hands voluntarily after receiving the first question. They seemed not able to face their friends to state their ideas. These learners showed a reticent allure by avoiding direct eye contact with both their teachers and peers or they resorted to holding a pen and starting writing down what they had in mind before stating it orally. They seemed to be very quiet and hesitated to speak up voluntarily until they were called on. After being called on by their teacher, some non-local learners totally refused to state their ideas in front of their friends and asked the teacher to let them express them at the end of the session, where they could find themselves more comfortable.

Based on the critical situation that the teacher was found in during class discussion, it was necessary to find a solution by providing more time to learners to get ready, starting with non-reticent learners, so that to give more vivacity to the classroom and finishing with aiding reticent learners in class to state what they had in mind with the acceptance of all their communication

breakdowns. This was because learners' behaviours in class were affective to others(Siti, Nick & Melor, 2010). In doing whole class discussion with learners, it was noticed that there was no equal participation among local and non- local learners and only small group of learners dominated the classroom talk. In addition, more time was taken by learners' responses which mostly contained answers to teacher's questions. Non-local learners' refusal to state their mind in public was also due to their hesitation. They often felt frightened to state their thoughts which might contradict with that of their peers.

Moreover, it was clear that there was an undeniable lack of non-local learners' initiated talk and cooperation compared to their Algerian peers in the classroom. Most of classroom time, the teacher initiated conversations with them which mainly included asking them questions, giving them encouragement to participate or providing them with explanation for what was stated by other non-reticent learners to motivate them to get involved in classroom discussion. This finding confirms with the result of the studies of (Sit, Nick& Melor, 2010) who perceived that learners were inclined to participate when their teacher called them by names, asked probing questions, and engaged in non-verbal behaviours. The teacher used also to ask students who often participated in class to explain to their non-local peers in case they could not arrive to understand the discussed meaning. These learners were sometimes switching to use French for making their teacher and peers better understand their thoughts regardless of their negative effect on their EFL learning. The latter was cautiously and moderately allowed by the teacher in her oral classes for avoiding its persistence on learners' speaking habits as well as its negative impact on the target language learning.

As stated by many students in oral class during observation sessions about what reduced their willingness to contribute to class discussion, reticent learners stated that they felt incompetent in the language they would perform. They were

consciously or unconsciously comparing themselves with their classmates who thought they outdid them. This comparison and the feeling of being unable to attain the desired image in front of the teacher and their peers also made them very frustrated. Their self-perception as incompetent speakers prevented them from participating in the classroom. Non-local learners felt afraid of being negatively evaluated by their peers who they thought having a better communication level comparing to them. They used to avoid expressing themselves in English. They even had the habit to use French in order to avoid negative evaluations from their teachers and peers. For them either speaking correctly or keeping quiet for fear that their incorrect performances would lower the opinion others have of them. For this reason they preferred to stay in the safety of their reticence rather than risk to say incorrect utterances and be thought as failures.

3.4.1.2 Classroom Discourse Analysis during Training

The training applied in our investigation was a classroom based research project which was conducted in order to come up with suitable method that could help both local and non-local learners develop a sense of effective oral interaction as well as solve their communication problems inside and outside the classroom. During training sessions, learners were trained in developing their communication skills and strategies based on adaptive instruction hoping that the latter could generate fruitful interactions among local and non-local learners in class as well as resulting in successful oral language learning.

The researcher faced several challenges during training based on adaptive teaching such as incorporating various forms of interactions, achieving lessons goals through such interactions, making sure that all the students engaged in

meaningful conversations and learned from each other as well as from the teacher. In addition, students' varying language abilities, topics that generated conversations among them and matched their potentials needed careful insights. The concerned learners came from diverse social and educational backgrounds. They brought with them their own unique knowledge base. Their varying English language ability was very noticeable in class and which very much influenced how they viewed themselves and others and made them comparing themselves consciously or unconsciously.

The growing emphasis on developing authentic oral interaction via adaptive teaching was based on the researcher's recognition that the latter had to be based on effective course design, since the latter seemed to be the foundation of both effective teaching and learning. Course design was the key to creating a learning environment in which constructive oral communication instruction could possibly be achieved. If the course would not be well structured, this would decrease learners' willingness of developing their communicative competencies and consequently spoils both teacher's and learners' passion to make a considerable progress.

A well-designed authentic EFL oral communicative class is not the one in which learners sit in their seats and remaining reticent. It needs to be a learning environment with a relaxed atmosphere able to provide learners with many opportunities to act as communicators, meaning negotiators and good communication attitudes exhibitors. Thus the major task of the teacher is to manage time and select suitable materials as well as meet learners' communicative needs and involve them into classroom activities. The process of designing oral courses with meaningful authentic oral interactions was based on the following criteria:

Chapter Three: Data Analysis
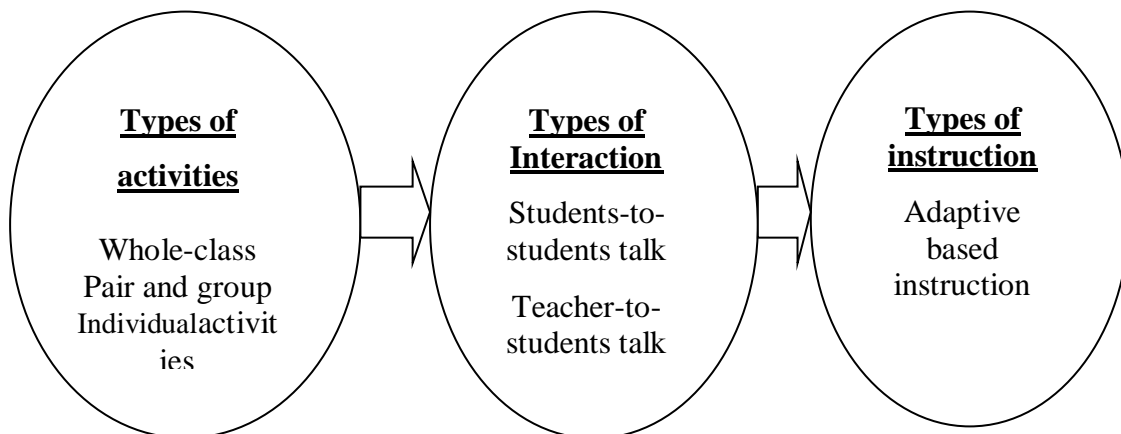
Figure 3.1: Oral Expression instruction Type

The training sessions held in oral classes were based on learners' need to establish effective oral communicative competencies that might help them converse with each other in class and outside the classroom. This could only be possible by first analysing learners' needs depending on the nature of the targeted class. Learners' need seemed to be a primordial step to fulfill before any training would be taking place. It was noticed that both local and non-local learners needed to interact and cooperate with each other, so that to be able to create a motivational classroom helpful for their oral communication practice and learning. In doing this, the teacher had firstly to gather objective information about learners in order to state the kind of instruction required.

Classroom observation proved that learners had different needs. Their differing linguistic level as well as social and personal background required careful thought and decisions from the part of the teacher. Learners were having differences in contextualising what they learned as well as in encoding new information. They each required feeling valued and seen as unique. Although they were receiving similar income, they were achieving different outcomes depending on each ones' specific case. The teacher's solution for solving this problem was to pay attention to the situation of each individual in class. The

teacher used to identify learners' needs before the establishment of training sessions, so that to be able to know what exactly was required in the classroom. Giving learners the opportunity to express their needs in the classroom was very helpful for the teacher to plan what could lead to a successful learning output. This could also encourage language teachers to prepare a "stress-free atmosphere" so that learners would participate actively and be able to achieve effective outputs(Chalak & Baktash, 2015).

Out of the researchers' classroom observations, learners' differing situations were mainly educational, social and personality background in nature. This type of research followed a self-directed learning that actively engages students in the learning process to acquire higher-order thinking skills. It helped learners construct their own understanding and meaning and to reason critically about the content. In self-directed learning, learners went beyond their own information. The teacher used practice exercises, discussions and question-answer technique to shift the responsibility of learning to the learners. This aspect of adaptive teaching enabled learners to identify a problem in the real- life situation, hypothesised solutions, and actually embarked on solving it.

Thinking about learner's differing situations was very helpful to the teacher to have a deeper insight about what to do to teach them adequately. As a consequence varied techniques and strategies to facilitate the learning process seemed to be worthwhile to meet learners' individual differences. An example found by the researcher in the teaching process was a huge difference in learners' English communication levels resulted from the difference in their previous educational background, which was prominently noticed since learners were of different origins gathered in the same class. It was found by the researcher that learners coming from countries like, Niger, the Congo, and the Comoros were better in grammar comparing to their Algerian mates, however, they seemed lacking fluency and pronunciation in speaking English. This was mainly the

Chapter Three: Data Analysis

result of the different teaching style they were exposed to in learning English in high school as well as the nature of their first language and which had an effect on their production of the target language.

The implementation of adaptive teaching was also aiming at creating a suitable classroom environment for learning. It was helpful for maintaining interpersonal relationships among individuals in the classroom. Thus, different essential benefits were generating from the implementation of the latter:

- Establishing and sustaining a classroom environment based on humanistic values such as respect and tolerance.

- Increasing meaningful academic learning and facilitating social and emotional growth.

- Decreasing negative behaviours and encouraging positive ones such as self- confidence.

- Increasing learners' awareness on similarities and differences among themselves and their peers in class; such as differences or similarities in their educational background, origin, life experiences and personality....etc.

- Increasing awareness of negative judgment and its bad effect on communication.

Adaptive teaching requires the use of both common and individualised instruction. Common instruction focuses on the whole class or group of learners in the same classroom, while individualised instruction focuses on group of learners whose membership differs according to their ability. It is believed that the dynamic nature of successful classroom interaction necessitates the adoption of adaptive teaching to take care of learners' individual differences by assisting learners to use authentic oral interaction skills as well as compensatory strategies when communicating in class. Authentic oral interaction skills consist of being

aware of the value of learning English in communication, being aware of the importance of confidence, as well as moral values and listening attentiveness for achieving successful communication. In addition, being aware of the bad effect of negative judgment and the value of critical thinking in communication.

The application of adaptive teaching in oral class had a direct influence on the learning environment. It changed the manner of how learners interacted with and treated one another, including how learners engaged in what was being taught, their motivations to learn, and their sense of well-being, belonging, and personal safety. The teacher used to plan appropriate instructional units as well as providing clarity about the content of courses and their objectives to learners. Important teacher's actions to achieve this end include:

- Establishing and communicating learning goals at the beginning of a unit of instruction.
- Providing feedback on those goals.
- Continually and systematically reconsidering these goals.

Adaptive teaching does not only focus on what the teacher have to do to help learners meet course objectives but also what learners can do to meet these objectives. It is based on the principle of encouraging and guiding learners to

take responsibility for their learning.

Learners have to engage into classroom activities in order to learn a foreign language(O'Brien, Millis and Cohen, 2008). A variety of classroom activities used to satisfy learners at some points. Classroom adoption of positive attitudes such as respect, tolerance and confidence in interacting with each other was necessary to facilitate their cooperation and involvement in classroom discussion. In this way, learners were able to benefit not only from their teacher and peers' experiences, but also from their individual reflections on the reality of different issues.

Classroom activities adopted during training sessions aimed to prepare learners to use the language naturally inside and outside the classroom. They were designed to provide learners with the basics and the principles to interact in English and to maintain solid social relationships. To reach the latter, being acquainted with the type of activities used in class was an undeniable teaching step. Thus learners used to be aware of the essential principles of each activity applied in the oral expression classroom, so for them to be able to figure out the purpose behind what they were involved in to fulfill in the classroom.

The types of oral interaction activities used in the classroom were:

- d)Whole class(classroom discussion)

- a)Individual work (learners' presentations)

- b)Pair Work (simulations and dialogues)

Chapter Three: Data Analysis

- c)Group work(group discussions)

Generally when dealing with debate in the oral expression classroom, learners used to sit in a U shape arranged by classroom tables and chairs in order to be able to face each other and the teacher. This kind of seating arrangement was suitable for giving the opportunity to each learner to participate. In doing this activity, a topic of discussion was a very necessary and the only element that could generate a classroom discussion in a well-structured manner. Topic selection was not taken into granted by the teacher, it was adequately chosen regarding learners' needs, capacities and teaching objectives. The teacher often asked learners to respond to certain questions related to the general topic or ideas that were emerged as part of whole-class interactions. For the responses, learners were randomly selected regardless of their seating, gender or origin to make sure that they all got represented in the interaction process and did not feel that their contribution was unworthy(Arnold, 2010).

Brainstorming technique was a very useful step before initiating classroom discussion because it gave learners the chance to generate their ideas about the topic. This pre-stage of whole-class discussion course was planned to see learners' ability to communicate their possible ideas about the topic. It also offered the teacher the possibility to guide learners to fulfill the activity where they would feel free to think about the topic and participate. During classroom discussion, learners also used to help each other in anything they needed, especially when trying to address the teacher. If any learner happened not to remember a word, his/her friends supported him or her to say the correct answers. This could demonstrate the interactional collaboration among learners during strategy training(Siti, Nick , Melor, 2010) since the responsibility of learners to be supportive of others was essential and required to be reciprocal.

Chapter Three: Data Analysis

In doing oral presentations, learners used to beasked to prepare a topic assigned to them and to present it in class. This activity was fruitfulin increasing learners' oral presentation skills. Learners used to make formal oral presentations. Each presentation was followed by a question/answer period, and concluded by the teacher's comment. After learners' reading of a topic related to the text, for example an article, they could pick up a concept for discussion. Their discussion could dwell on expanding the practical meaning of the concept, finding solution to a problem or bringing up innovative thoughts to the topic. The use of oral presentations aimed to foster learners' critical thinking with the support of reading articles and then discussing them in class in an active environment. This could confirm with Crone's view of discussion in an active learning environment as being preparing learners to be critical thinkers and in turn less passive(Crones, 1997). This activity seemed to be of great interest to help learners develop such a way of thinking that would enable them to successfully maintain oral interactions with people of all walks of life.

As for group/pair work, learners were firstly asked to form groups of three to five members or to form pairs. It was considered as a first stage of handling the latter whether be group discussion, pair dialogue or simulation. As a part of assigning group roles, learners were required to interact with their friends the selected topic and then to perform individually the discussed elements to the teacher. The teacher often walked around the class to monitor learners' interactions. The teacher used to be careful to insure that all learners were up to the task. Simultaneously, learners were supported by their teacher with the provision of both encouragement and language help.

Moreover, in the process of achieving group/pair activities, the teacher used to ask learners to pay attention to each others' mistakes, as well as provide opportunities for learners with low academic performance to work with their peers. This was helpful to promote leadership and cooperation among them.

Chapter Three: Data Analysis

Organizing learners in both pairs and groups seemed very interesting since learners would have the same mindset on how to approach the task and which in turn allowed them to complete it more efficiently. This made it possible to keep any one from feeling singled out as well as establishing interrelationships, help and understanding among learners. In what follows are guidelines of the different types of courses held in oral expression class:

Chapter Three: Data Analysis

Sample 01

Activity	Whole-Class Discussions
Goal	To lay for a respectful and purposeful whole-class discussions. To create an environment in which students feel their contributions are valued. Allow students to make personal decisions on various issues Encourage an exchange of ideas by maintaining equal responses among students Enhance critical thinking skills Develop attentive listening skills while sharing viewpoints on an issue
Input	Teachers' Knowledge Learners' Knowledge
Learners' Role	Participants
Classroom Setting	Tables are arranged in a U shape The teacher is sitting with the students
Topics	Language Learning: Languages and their importance Psychological topic: stress Social topic: Habits, friendship, ethic Education: Teaching
Teacher's role	Leader: defines the task. Manager: gathers and summarizes materials the class will need, keeps track of time, and collects materials used. Supporter: provides positive feedback for each speaker, makes sure everyone gets a turn, and intercepts negative behaviour.

Table 3.1: Whole Class Discussion Course Guideline

Chapter Three: Data Analysis

Sample 02

Activity	Pair/Group work
Goal	To lay for a respectful and purposeful small-group discussions. To create an environment in which students feel their contributions are valued. Allow students to make personal decisions on various issues. Encourage an exchange of ideas by maintaining equal responses among students Enhance critical thinking skills Develop attentive listening skills while sharing viewpoints on an issue. Give all students an opportunity to share ideas and learn from each other in a cooperative small-group discussion. Extending learners' learning while accomplishing the task.
Input	Learners' readings
Learners' Role	Participants
Classroom Setting	Tables are arranged in groups
Topics	Knowing each other Free time and hobbies Sport
Teacher's roles	Leader: defines the task, keeps the group on task, and suggests a new way of looking at things. Manager: gathers and summarizes materials the group will need, keeps track of time, and collects materials the group used. Supporter: provides positive feedback for each speaker, makes sure everyone gets a turn, and intercepts negative behaviour.

Table 3.2: Pair/Group Work Course Guideline

Chapter Three: Data Analysis

Sample 03

Activity	Oral Presentaion
Purpose	To lay for a purposeful oral presentation and a respectful as well as beneficial oral presentation discussion. To create an environment in which students feel their contributions are valued. Allow students to make personal decisions on various issues Encourage an exchange of ideas by maintaining equal responses among students. Enhance critical thinking skills Develop attentive listening skills while sharing viewpoints on an issue
Input	Learners' Research
Classroom Setting	Tables are arranged in a Ushape
Activities	Oral Presentation
Topics	Articles: science, life style, geography, history (vocabulary worksheet+ written summary)
Strategies provided by the teacher	Leader: defines the task, keeps the group on task, and suggests a new way of looking at things.. Supporter :provides positive feedback foreach speaker, makes sure everyone gets a and intercepts negative behaviour.

Table 3.3: Oral Presentation Course Guideline

In whole class/presentation activities, students practise both their listening and speaking skills. Both students and the teacher work together to negotiate meaning based on a respectful and purposeful whole-class / presentation based

discussions. The following table shows some teaching strategies that could be used to achieve these types of activities.

Teaching Strategies	1. Make sure that students have the appropriate background knowledge on the topic. 2. Negotiate classroom discussion etiquette early in the year based on respectful and productive discussions. 3. Provide multiple opportunities for students to participate in classroom discussions on a variety of topics. 4. Model the rules for class discussion behaviour and the use of inclusive and respectful language at every opportunity in instructional practices. 5. Point out the differences between the kind of informal and formal speech as well as state what is required in class discussion 6. Ask pointed questions. 7. Restate the students' points to confirm and clarify them. 8. Call on other students to extend their classmates' responses. 9. Use praise that gives specific feedback. 10. Limit teacher talk to maximize participation by students. 11. Ask students to wait for their time and do not interrupt their friends. 12. Make students take turn while speaking; one person speaks at a time. 13. Incite students to use supportive gestures and body language, maintain eye contact with the speaker, nod to show they are listening, use encouraging facial expressions, and not to use inappropriate gestures. 14. Encourage students tolisten carefully and attentively to other speakers. 15. Incite students to use phrases for respectful disagreement include:I disagree with... because...,I can't agree with..., because....,On the other hand...,I doubt that because... 16. EncouragePhrases for politely expressing an opinion includes:In my opinion,...I believe,...I think..., Personally, I feel...Not everyone will agree with me, but... 17. Urge students to use phrases for politely making suggestions include:Why don't you/we ...,How about...,Why don't we/you try...,One way would be...,Maybe we could...,I suggest we...

Table 3.4: Whole Class/Presentation Activities

Chapter Three: Data Analysis

In pair/group work Activity, students practise their listening and speaking skills. They have to be divided into pairs or groups and take turns speaking, listening, and retelling information in timed steps. The following table shows some teaching strategies that could be used to achieve these types of activities.

Teaching Strategies	1. The teacher makes sure that students have the appropriate background knowledge on the topic. 2. Divide the class into groups. 3. Vary the composition of small groups, allowing students the opportunity to work with many classmates of various abilities, interests, backgrounds, home languages, and other characteristics. 4. Present the parameters of the task. 5. Time the exercise to keep students focused on the task 6. Circulate around the room, ensuring that all students are fulfilling their roles. 7. Comment constructively on the group process 8. Gather their thoughts about the chosen question or topic 9. Engage in discussion with all group members to arrive at common elements or ideas. 10. Ask students to individually complete anevaluation of the discussion. 11. Provide positive feedback for each speaker, make sure everyone gets aturn, and intercepts negative behaviour.

Table 3.5: Pair/Group Work Teaching Strategies

Chapter Three: Data Analysis

Different roles were played by the teacher during training sessions which were to negotiate with learners the content of the course, ask questions, provide answers, give directions, or justify learners' responses. During training sessions, both the teacher and learners played the roles of speakers and listeners. Learners were trained to listen attentively to each other, to comment on each others' talk and to provide help when necessary. This confirms with the fact that learners are both listeners and receivers of knowledge (Alharbi, 2015). This could support the view that through learning, whether we are acquiring new knowledge, skills and behaviours or modifying the existing one (Mohd, Noor and Maizatul, 2012). Learners were trained to exchange respect in a humanistic manner when maintaining discussion as well as tolerate differences through understanding. Moreover, the teacher used to pay attention to the kind of language learners might or might not understand. The teacher used to provide an output that was comprehensible and which matched with the level of all learners as well as provide explanations whenever necessary .

Different types of interactions were adopted during training. They were taken place during activities where learners needed to negotiate meaning. Classroom interactions during strategy training took different forms. Interactions with the teacher and among learners. They took a form of collaborative work between learners and their teacher. There were many benefits from such oral interactions held in oral class such as developing learners' social, cognitive and educational competencies. Through these types of interactions, learners seemed to establish social relationships, where the sense of learning community was promoted and isolation was reduced in the classroom. Inciting learners to interact with each other based on instilling their awareness on the existence of similarities and differences among themselves was a powerful way to reinforce cooperation based on humanistic values. The following table shows the different types of authentic oral interactions occurred during strategy training.

Chapter Three: Data Analysis

Interaction type Number	Interaction Structure
Type One	Teacher-initiated talk without learners' participation
Type Two	Learner-initiated talk without teacher's or learners' participation
Type Three	Teacher-initiated talk with one learner participation
Type Four	Learner-initiated talk with the teacher
Type Five	Learner-initiated talk with multiple participants including the teacher
Type Six	Learner-initiated talk with one participant(learner)
Type Seven	Learners-initiated talk with multiple participants including the teacher

Table 3.4: Classroom Participation Structure

As for the nature of interactions, both fluency and accuracy were favoured by the teacher. The aim of the teacher from giving this equal interest to both fluency and accuracy was to make learners communicate freely and at the same time be interested to avoid all what could distort the meaning of what they wanted to say, such as the inappropriate production of grammar and pronunciation. The latter was generally caused by learners' poor ability to adequately pronounce or even grammatically structure their language even before producing it. The teacher used to raise learners' awareness to this issue to adopt it, so that to become able to speak the language properly from their first

year of learning English in the university. Fluency was favoured to help learners engage in meaningful interactions as well as to maintain an ongoing communication, whereas accuracy was encouraged to make learners accustomed with speaking comprehensibly.

The role of the teacher during strategy training was that of a facilitator who guided learners' interactions in the oral expression classroom. In addition, the teacher used to make learners thoughtful about differences possible of becoming hindrances able to negatively affect their learning such as learners' differing educational background levels, life experiences, language, thoughts, values and habits. In addition, the teacher used to suggest some remedies through making learners interested in developing their language ability inside and outside the classroom, raising their self-esteem by providing encouragement, using positive language as well as inciting them to reflect on similarities that could build unification able to facilitate their communication and interaction. When learners performed well in class, the teacher expressed genuine delight and offered words of praise. If learners had any difficulty, the teacher showed concern and sympathy and never ridiculed their failure. As a result and depending on what had been noticed during classroom observations, the more learners were given interest and encouragement, the best they got involved in classroom activities.

As a consequence of applying adaptive teaching in oral classes during training, learners used to actively participate in exposing their own knowledge. They used to share them and negotiate meaning with their peers and their teacher in classroom discussions and presentations. They often attempted to answer their teachers' and peers' questions and asked for clarifications when faced with ambiguities. This might be because they felt more relaxed and closer to their teacher and peers. They also seemed enjoying fulfilling their tasks in the classroom.

Chapter Three: Data Analysis

The training sessions held in the present research helped in building cooperation between Algerian and other non-local learners which was helpful for generating a positive classroom community full of vivacity and mutual respect. Out of training sessions, learners used to ideally show positive attitudes among each other. They showed willingness to interact with their peers of the same or different country. In other words, they were able to take responsibility by making communication successful. They even used to share their own experiences that served as a help to others to communicate and share their owns too. Moreover, learners were able to explore themselves. They became aware of the effect of negative judgment like stereotypes and prejudices on interaction. They were able to develop new insights about others, in addition to making connections between their own country and other countries. The training sessions allowed learners to develop a critical eye upon discussing and analysing different issues related to their real life. This confirms with what was stated by (Antika and Richa, 2017) about the different principles to lead to a fruitful atmosphere for learning such as the design of a suitable activity, the connection of problems to real life situations, learners' generation of questions as well as the encouragement of learners to talk about the topic with one another and with the teacher.

3.4.3 The Interview Results

In Algeria, the number of non-local learners coming from different African countries started to increase because of the diplomatic relationships between the Algerian government and these countries. In order for these learners to succeed academically and socially, they first have to feel secure psychologically and for this to happen, they have to overcome all their academic as well as social challenges. Consequently, it was felt crucial by the researcher to identify and understand the difficulties non-local learners encountered in the host country (Algeria) so that to establish a common learning ground between them and their Algerian peers. It was thus necessary "to gain an etic perspective and investigate

Chapter Three: Data Analysis

the problem from the point of view of learners"(Arnold,2010). Such awareness of non-local learners' difficulties might help teachers identify these learners' needs so that to be able to assist them finding solutions to their stressful transitional experiences. Awareness on the source of their challenges might be a critical issue on the part of an EFL instructor aiming at reaching a successful positive classroom environment.

It is in line with the purpose of this study that the present interview was intended to further examine the hardships non-local learners at DLU experience in the process of studying oral communication in EFL classes. The researcher conducted an interview that mainly focused on six (06) non-local learners aged between 17 and 26 years old. The first part of the questionnaire showed the demographic background of the selected participants including their age (Question, 01) their origin (Question, 02), their English educational experiences (Question, 03), as well as their studies income (Question, 04). The second part consisted of questions related to non-local learners' education motivational attitudes. It aimed to determine non-local learners' goal from studying English (Question, 05) as well as the degree of their motivation to learn EFL (Question, 06) and their interest to improve their speaking as being the concerned skill of the study(Question, 07). The third part of the interview was targeted to find out non-local learners' perspectives to oral expression session, including the activities they found interesting (Question, 08) and the difficulties they frequently encountered in real classroom context (Question, 09).

The first part of the interview revealed that the selected participants were from different African countries mainly, the Democratic Republic of the Congo, The Comoros, Angola and Chad. The following table shows the answers to question one and two of the interview. These two questions were structured to know non-local learners' age and origin.

Chapter Three: Data Analysis

Gender	Age /year	Country
Female	19	Congo
Female	17	Comoros
Female	20	Comoros
Male	24	Congo
Male	26	Niger
Male	25	Angola

Table 3.5 : Non-local Learners' Age and Origin

The analysis of question number three made clear that non-local learners were having different educational experiences compared to their Algerian peers. Their educational background reflected differences in the years they were exposed to the English language before accessing the university. Non-local learners' study of EFL ranged from two(02) to seven (07) years, except for one student from the Comoros who stated that she studied English for four (04) years. Another participant from the same country stated that she studied English for just two years. She even indicated that grammar was the focus of the English she learnt in her country around these years. The finding illustrated that learners from the Congo were having longer duration in contact with this language before accessing the university compared to the participants coming from the Comoros. One participant from the Congo stated that he studied seven (07) years while another one stated (08) years before their access to the university. As for the participant from Angola. He replied "I was in a university, second year management (comerciale)". He added that he did not study English in his country.

The difference in the duration among local and non-local learners' exposition to the English language before their access to the university had a serious direct

influence on their level as well as their new transitional life experience being in the host country. This factor negatively affected them to the extent that it caused them to lose confidence in their academic ability in the new environment.

Concerning the fourth question (Question, 04) and which aimed to know who was in charge of those non-local learners' studies in Algeria, the answers differed from one participant to another. Some learners stated that their family and their country were in charge of their studies in Algeria, while others stated that both the Algerian government and their country's government were the responsible for their financial support to study at DLU in Algeria.

As for the results obtained from answering question five (0uestion, 05), and which sought to unveil non-local learners' personal goals from studying English in Algeria, answers to this question revealed a common goal among non-local learners about their purpose in studying EFL in Algeria and which was to have a career after finishing their studies. Some non-local learners stated that they were aiming to be teachersin their countryand only one was aiming to become a translator. One of these learners from the Comoros stated that English was not her choice, she liked to study French and in order not to waste one year and make transfer to study French, she continued studying the field that was selected for her.

Moreover, the interview revealed that non-local learners were aiming to go back to their home country when they would achieve their aim that of obtaining their diploma. They showed a feeling of homesickness while interviewing them. Non-local learners' motivation to learn English and improving their speaking skill was positive. This was clearly manifested in their answers of the sixth and the seventh question. Answers to question number six (Question,06)revealed that non- local learners' perception of the oral expression session was positive.

Chapter Three: Data Analysis

Concerning the activities non-local learners preferred in the oral expression classroom. Answers to question number nine (07) made clear learners' different preferences to some activities adopted in the oral expression classroom. Some of them favoured group work, while others preferred class discussion, but none of them stated oral presentation.

Many of non-local learners are studying in Algerian universities in order to gain an educational degree. Most of these learners left their families back in their countries hence they face great challenges all on their own in a new country. Most non-local learners struggled in the process of adapting to the new life in the host country, encountering new language, new people, new teachers and new teaching style, so it would not be a surprise that most of them might encounter countless difficulties.

Language challenges were thus considered as one of the most difficult challenges that non-local learners used to face based on answers to (Q08) provided by non-local learners. The language problem was able to increase the pressure that engendered these learners' feeling of alienation. Learners' inability to communicate effectively in English complicated their ability to socialise with their teachers and local peers. The majority of non-local learners stated that they were poor English language speakers. This might be the reason why they preferred to keep quiet, or even waited to see first if their friends had an answer. They used to adopt a face-saving strategy by being good listeners in class as much as they could. Their low English proficiency and heavy accent made them unconfident and afraid of making mistakes. Raising their hands in class to answer or asking questions was perceived as losing face.

Usually, non-local learners used to feel at ease as being successful learners in their home country; however, the differences existing in both the social and educational conditions between their country and the host country caused them to

feel uneasiness which made them perceiving themselves no longer the prominent learners in the new environment. In fact, non-local learners might get depressed of not being able to achieve what they were accustomed to in their country and this negative emotional feeling about themselves became a huge burden for them to carry out during their academic journey. In addition, non-local learners stated that they used to learn using a grammar-based teaching method which caused them a confusion in their new academic experience in the host country.

In their home country, non-local learners used to expect more guidance and help from their surrounding, while in the host country they sometimes felt alone in their learning journey. Non-local learners might lack appropriate knowledge that could help them easily find information to accomplish their academic purposes. Carrying all these burdens, non-local learners were not able to know the real cause of their problems and where to turn for help. It seemed that non-local learners needed to be aware of all their difficulties in order to be able to solve them. In this respect, it was the teacher's role to assist them to wisely solve their academic problems. It was the reason that led the researcher to suggest adaptive teaching to solve the problem and thus achieve successful language learning.

Actually, the first question that needs to be asked is whether non-local learners are provided with sufficient help that could enable them to be easily adjusted to the host country and whether our teachers are taking into consideration all the challenges that these minority learners face. The interview revealed the need of non-local learners' social support. Generally, learners were feeling a sense of loss being in a new environment. These losses ranged from perceived loss of family, friends and people who used to support them. This new change of life seemed to affect their perceptions of self and threatened their social and academic functioning. The reason is that people with high level of

interrelatedness with other people are more likely to easily manage their own needs, emotions and achievements.

Learners who came from different countries seemed to experience a big challenge in the host country. The interview showed that some non-local learners had a willingness to build friendships with local ones; however, their psychological state prevented them to do so. They faced difficulty in forming new friendships with local learners due to social differences, language barriers, and heavy study planning which limits time for socialising. Besides these factors, the unwillingness of many local learners to form friendships with non-local ones was the factors that reduced their opportunities to participate socially.

Non-local learners' shyness was another factor for their reticent behaviours in class and which seemed by the researcher resulting from different sources. The best solution to this problem is for students, teachers and universities to work together to take the responsibility of non-local learners' wellbeing in the host country by preparing a host climate able to pay enough concern to these minority learners to get easily adapted to the new challenging environment and to achieve academic success at the end of their journey in the host country.

3.4.4 The Authentic Oral Interaction Skills Measurement Scale

As it was previously mentioned, the suggested scale was meant to measure the training results after training learners on developing their authentic oral interaction based on adaptive teaching. The suggested scale was formed of a series of statements holding beneath the different skills the individual had to posses in order to maintain successful interactions inside and outside the oral expression classroom. The suggested scale was composed of five statements that focused on seven aspects of oral interaction and communication skills. A two-point scale was used to make responses to each item: agree or disagree.

Chapter Three: Data Analysis

This study suggests that adaptive teaching could serve as a foundation for the development of learners' authentic oral interaction skills. Components of communication skills such as; awareness on the value of learning English, the value of self-confidence when communicating, awareness on the importance of positive attitudes such as respect for others in communication, awareness on the importance of listening in communication, in addition to awareness on the bad effect of negative judgment as well as critical thinking for avoiding the latter were all included in the scale. Possessing the present elements that subsume successful authentic oral interaction and communication is important as foreign language learning has the objective of improving the individuals' communication and interaction as well as establishing interpersonal relationships.

Having an interest and concern of the purposeful use of the language is primordial for maintaining successful authentic oral interactions. Demonstrating positive attitudes while communicating with people can lead to acceptance and adaptation. Self-confidence could provide the communicator with the fundamental capacity to engage in effective communications, simply because confident individuals are less defensive and accepting of others. Moreover, individuals could arrive to achieve shared meanings and meet their specific needs as well as arrive to successful communication if insights on similarities and differences between individuals are well taken into consideration. This study suggests that developing these interaction skills could inevitably lead to effective and satisfied social relations among individuals in oral class. Individuals with positive attitudes tend to participate more in their social encounters. As an agent, listening attentiveness is of great help to know others' insights, as well as to enlarge our knowledge. Moreover, it is primordial to give attention to positive attitudes for maintaining successful interactions.

Through quantitative analyses, the authentic oral interaction skills Measurement Scale (Appendix B) revealed positive results reflecting that both

local and non-local learners were able to develop their authentic oral interaction and communication skills, and as a consequence oral interaction and communication had been raised satisfactorily, as well as commitment and understanding had been occurred among learners .

Interaction Skills	Learners' Awareness Percentage
Learners' awareness of the value of learning English.	95,10%
Learners' awareness of the value of confidence for achieving successful communication.	95,58%
Learners' awareness of the importance of moral values such as respect and tolerance in maintaining successful communication.	86,89%
Learners' awareness of the value of listening attentiveness in communication	88,27%
Learners' awareness of the value of individual similarities and differences awareness on communication.	76,55%
Learners' awareness of the bad effect of negative judgment on communication.	86,89%

Table 3.6: Teaching Evaluation based on the Skills Learners Developed in the Oral Expression Classroom.

The study showed that training sessions based on adaptive instruction were able to raise learners' awareness on authentic oral interaction skills in the oral expression classroom. Moreover, the training sessions were able to build cooperation among Algerian and their non-local mates and thus the latter was helpful for building a positive classroom community full of learning and mutual respect. The training sessions were successful in developing learners' interaction as well as their linguistic ability. As a result, learners were able to positively

interact with their local and non-local friends in similar vein. The results also showed that a growing number of learners had more confidence to interact in classroom discussions.

3.5 General Interpretations

Based on the results of the study, the idea of promoting learners' authentic oral communication skillsthrough adaptive teaching seems to be a great move to promote effective oral classroom interaction as well as to developing learners' English linguistic ability. However, there is a need to consider the difficulties existing among all learners, because in order for the latter to make the most out of their effort, they need to get rid of the negative experiences caused by their anxieties and this is only through being aware of all the factors that could negatively influence their achievements. In this way, they can learn the language in an optimal environment where they can easily develop their oral communication proficiency that could help them maintain successful interactions inside and outside the classroom.

The present research found that there existed many challenges that non-local learners faced in the host country which were strikingly affecting their willingness to involve into classroom discussion. Language is the key to our basic communications and is the one that allows us to learn from one another, to share experiences and express our needs. Non-local learners' inability to communicate adequately with their teachers and peers whether in using the Algerian language or English was causing them a large stress in oral class. They used to feel trapped in their minds due to a lack of expressing their thoughts in the target language as some of them stated that their English was poor. In this study, the learning difficulties of the participants, most of them reported facing problems with "communication ability" such as bad pronunciation, lack of vocabulary, homesickness, and the need for social support.

Chapter Three: Data Analysis

The current study aimed at developing learners' authentic oral interactions via adaptive teaching. The classroom based on such a teaching method is an area where both the teacher and learners have to work cooperatively to maintain successful oral interactions and positive interpersonal relationships. In order to achieve the latter, it is important for the teacher to make classroom activities more cooperative through introducing pair and group work, regarding learners' mixed abilities and origins, as well as deciding on the situations where learners could be spotlighted by being negatively judged. It is important also to reflect on teacher-learners' relationship that need to be based on respect and help so for learners to feel more comfortable and do their best to achieve success. A shift from a teacher- centered classroom to a self-directed learning is primordial in achieving cooperation among learners of the same or different origins and makes learning the centered objective of the classroom social meeting.

Authentic oral class based materials were aiming to fulfill learners' oral communicative needs. The tackled discussion themes were social, psychological, scientific and educational in nature. The training materials chosen by the teacher during training sessions aimed to engage both local and non-local learners in authentic oral interactions. Generally the input was structured to provide some authentic materials to compensate the lack of communication with native speakers in the classroom. Authentic materials were valuable classroom resources which helped in paving the way for effective classroom interactive and communicative situations.

The result of the study found it necessary for teachers to adapt their instruction to meet their learners' varied needs. Adaptive instruction method aims at achieving a common instructional goal with learners whose individual differences, such as prior achievement, aptitude, learning style and social background differ. It requires the use of both common and individualised instruction. Common instruction focuses on the whole class or group of learners

in the same classroom, while individualised instruction focuses on group of learners whose membership differs according to their ability.

It is believed that the dynamic nature of successful classroom interaction necessitates the adoption of teaching strategies such as; creating an environment in which learners feel their contributions are valued, encourage an exchange of ideas by maintaining equal responses among learners, develop attentive listening while sharing viewpoints on an issue, allow learners to make personal decisions on various issues....etc. Thus, teachers are required to adapt their instruction on their learners' varied needs and challenges. Adaptive based instruction enables learners to respond flexibly to tasks, develop their communicative skills, improve their sense of cooperation and thereby assume control over their learning.

3.6 Conclusion

This chapter aims at providing into details a rationale for the use of every procedural aspect in this study, such as how the researcher selected and arranged data, how she actually went about analysing them and what processes were included beneath what got reported in this study. The analysis of the results was highlighted and organised following the same order of their description and then supported by the general interpretations. This chapter will be followed by the last chapter of this thesis, and which will be providing some suggestions and recommendations hoping to alleviate both local and non-local learners' challenges in oral class as well as making them achieve success in their language learning. In addition, it aims at highlighting the necessities of a classroom environment that needs to be full of vivacity and positive outcomes helpful in leading to successful social communications inside and outside the classroom using the target language.

Chapter Four

4.1 Introduction

Learners differ from one another in a wide variety of ways, including their personalities, learning styles, age, educational and social background, life experiences as well as attitudes toward learning. In this final chapter, the researcher will try to provide some suggestions for both teachers and learners for better developing a sense of authentic oral interaction in the EFL oral expression and comprehension classroom. Such suggestions include matching teaching aims with learning requirements, providing feedback, creating motivation, instilling positive attitudes in the classroom, using learning evaluation, as well as using technology and listening and communicative activities . At the end of this chapter, a conclusion is presented indicating all features provided in the latter.

4.2 Matching Teaching Aims with Learning Requirements

The teacher's aim is a broad idea reflecting what is required from learners to achieve in class. It generally reflects the competencies learners have to maintain at the end of the teaching process. In order to reach successful teaching outcomes, teachers need to enter class with an open mind and a willingness to understand and appreciate learners' needs. In addition, they have to state in advance the objective of teaching any subject matter. Fixing teaching aims could help in reaching successful outcomes. Teaching has to necessarily be in relationship with the content to be taught. In what follows is a diagram suggested by (Nunan,1989) revealing the interrelatedness between what is to be learned and taught.

Goals ⟶ Content ⟶ Experiences(Tasks) ⟶ Evaluation
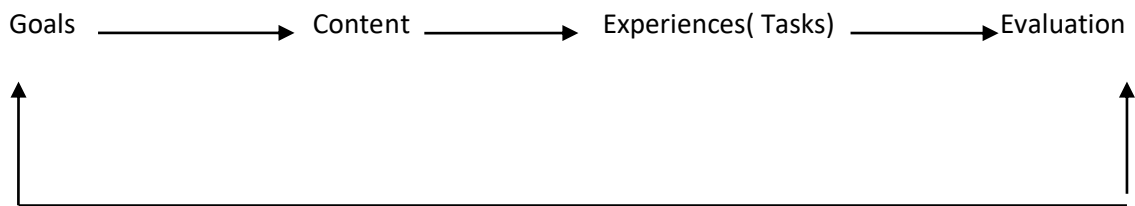
Figure 4.1: The Interrelationship Between What is to be Learned and Taught (Adopted from Nunan, 1989).

In the case of teaching oral expression and comprehension in English as a foreign language class at higher education level, teachers have to concentrate on the following decisions:

• To develop skills necessary for practising oral presentations, group discussions and whole class debates.

• To solve both teaching and learning problems.

• To improve learners' positive attitudes.

• To provide opportunities for learners to be pro-active.

• To prepare an environment suitable for reaching effective learning.

In order to make sure that learners feel comfortable and secure, it is important for teachers to care about their learners' problems and interests, because learners are quite disappointed if little attention is paid to their interests and problems (Badora, 2001, cited in Gataja, 2017). Teachers have to think in advance about what to teach and to whom this teaching is going to be addressed:

❖ Give an overview of the module
❖ Be very clear about their objectives

❖ Give learners clear pointers of where the course is going, what is coming next and where they are going and why.

❖ Be explicit about what they expect them to do.

❖ Provide reasons of everything they do in class.

Other dimensions such as learners' individual differences, attitudes and behaviours need to be taken into account too. This is because these dimensions are very interrelated to learning. Below are some suggestions for achieving the latter.

❖ Administer a short questionnaire that surveys students' hobbies, goals, and general interests.

❖ Adjust how courses are presented based on this knowledge.

❖ Use language in the context of learners' interests and prepare debates, tasks, or other activities that are based on topic interest.

❖ Incorporate topics with the purpose of making English immediately useful for learners and eliminate, when possible, irrelevant topics. For example, including activities that is based on general life perceptions, because learners are more likely to participate freely in English if they are absorbed in the content.

Moreover, learners' need have to be taken into consideration based on the context of:

❖ Their current physical capacity and emotional states.

❖ The classroom and its environment.

❖ The special nature of both their social and intellectual state.

❖ Their educational and social background.

Most first year learners enter the university without having any idea about what they are going to learn. They generally find themselves ignoring the purpose of each subject provided to them. This is the reason of their lack of awareness on how to achieve rapid success in their learning. They often feel at a loss of what to do by facing different challenges encountered in class. In fact, the solution left for them is to receive extracts of knowledge provided by their teachers, memorise them and give them back in the exam. Moreover, Teachers do not acknowledge learners about what they are going to learn and the underlying purpose of every subject provided to them. Thus, before deciding on how to teach, they have to verify pedagogically which content is required to be taught. They have to reflect upon which concepts learners find difficult, interesting and how learners could overcome their challenges.

4.3 Providing Feedback

A feedback is a response to someone's performance. A feedback could either be a teacher, peer, book, parent or self. For example, a teacher can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, and parents can provide encouragement, corrections and so on. Learners could arrive to successful learning by taking into consideration the information given to them and which are necessary and constructive. Generally, feedback is a primordial stage of any learning activity as it shapes what type of learning is expected (Rost, 1990). Oral feedback is different from the written one in terms of their use and effect. Thus, both kinds have to be well discerned and equally concerned in the appropriateness of their usage.

Feedback in the classroom could be defined as information allowing learners to compensate the gap that is evident in their responses. Providing feedback in the oral expression and comprehension classroom is one of the necessary

elements to enhance communication and interaction among learners. Corrective feedback is a kind of feedback that could be provided in the oral expression and comprehension classroom. Giving such kind of feedback in the learning process has been proven to increase learning outcomes. When given corrective feedback, this could guide learners toward the direction they need to reach success in their learning. Feedback given by the teacher sends messages adequate for achieving positive learning outcomes if welcomed by learners. Learners' corrective mistakes after getting feedback could make them more confidence about their language as well as be more engaged in the classroom with their teacher and peers.

   The teacher has to be careful in providing feedback in the oral expression classroom. When feedback is predominately negative, it could inevitably discourage learners to make an effort as well as achieve successful learning. Thus, teachers have to typically collect information about learners' progress through various formative assessments. Formative assessment is done in the classroom during the learning process. It allows the teacher to collect data regarding if learners are relative to the goal of the course. Teachers can then use this information to provide feedback to each individual in class in a way that is specific to each one. Thus, feedback has to be individualized, relevant, and appropriate for where the student currently is in their learning.

   In providing corrective feedback to language learners in an oral class, teachers have to know how to appropriately imply it in the classroom. Different strategies could be used to provide feedback like; formulating, repeating or paraphrasing learners' utterance in a correct form. A balance between not wanting to hurt learners' feelings and providing proper encouragement is essential. Both visual and verbal feedbacks are necessary to include in the oral expression classroom. They could be used solely or both at the same time. They could help in making learners see how much progress they have made and cause them to remain motivated. Short expressions such as *"Great!"* or *"Good job!"*

or even a smile can be used to praise learners for their correct answers. Rather than tell students directly they are incorrect, it is better to ask them to try again to correctly review their answers. The goal is to elicit the correct answer to the whole class. Thus, learners would not be afraid of making mistakes in front of their teacher and peers. The teacher could also pick up and repeat some of learners' correct and adequate answers in purpose of revealing the correction of the mistakes done by other learners as well as a motive to reticent learners to make an effort to state their mind. This way shows that the teacher is actually empathising with learners while still pushing them to do their best. Moreover, providing answers to the following four questions on a regular basis will help provide quality feedback. These four questions are:

- What can learners do?
- What can't learners do?
- How does the learner work compare with that of others?
- How can the learner do better?

   Teachers have to utilise the four questions to guide their feedback. Moreover, there are several variables that must be considered by teachers when preparing to give feedback to their learners. In providing feedback, the teacher is stating what is noticed learners are doing or saying correctly or incorrectly. For fruitful achievements, the focus on feedback has to be based essentially on what learners are doing right. It is very beneficial to provide learners with positive comments about their work. When feedback is given positively and immediately after showing proof of learners' lacunas, learners will respond positively and remember the experience of what they learned with confidence. If teachers wait too long to give feedback, the moment would be lost and learners would not connect the feedback with the action. Regular "check-ins" with learners helps them know their rank. It is, thus vital that teachers have to address learners individually when providing feedback. The reason is that classrooms are full of

diverse learners. Some learners need only encouragement, while others need to be handled very gently, because of their negative psychological state.

4.4 Creating Motivation

Motivating EFL learners is the right path to successful language teaching and learning. In many cases, learners face difficulties in the process of learning languages and are often demotivated. Lack of motivation on the part of learners is one of the most common hindrance negatively affecting both teachers and learners in the classroom. Learners can demonstrate this lack of engagement by withholding effort. However, when learners feel appreciated, this creates a safe learning environment that inspire them to work harder as they will appreciate praise and positive feedback from someone they feel respects them as individuals. In other words, when learners gain a high self-esteem, they will feel more motivated to learn and thus they will improve positive behaviours for learning.

Motivation has always been under attention by many teachers and researchers (Lightbrown & Spada, 2006, 2013; Brown, 2001) because it simply constitutes the backbone of the learning process. Communicating in the classroom is a complicated and dynamic process, and its adequate learning can only get completed through creating motivation. Since the will to learn builds one of the basic elements of learning, learners take an important step on the road to learning through motivation. However, they sometimes lose their willingness and interest in their education as a whole. As a result, a barrier will start to be made between them and their success in both educational and social life as a whole, since success in education could lead to success in social life, especially in the field of interactions.

Therefore, in this respect we are more concerned with highlighting the importance of motivation for successful oral interactions. This meaning is more related to the state of learners' state of mind. Motivation plays a big role in creating a vivacious classroom atmosphere, in addition to determining the level of success in learners' language learning. The fact is that when learners develop positive feelings during the language learning process, the possibility of successful achievements will increase and learners' difficulties will diminish and as a result positive outcomes would take place.

It is clear that learners' motivation to learn is flexible rather than fixed. As teachers, we can directly influence our learners' motivation on learning English through a well organised classroom interactions. To be able to create an effective learning environment, having highly motivated learners necessitates building social interactive individuals as well as their constructive learning environment. The establishment of positive and supportive atmosphere for classroom interaction intensifies learners' willingness to be extremely involved into oral classroom interactions. As a consequence, learners do not inhibit themselves from stating their thoughts freely and get more willing to improve both their personal as well as linguistic situations. Generally, when teachers establish a positive psychological based environment that appeals to students; they could possibly achieve fruitful teaching and learning.

Teachers are required to understand their learners' motivational features. They have to know the nature of their learners' motivation, whether it is instrumental or integrative. This could help them be aware of their learners' cases, and make effort to satisfy their educational needs. Humanistic education is quite linked to motivational patterns as it focuses on the combination of the subject matter to be learned with the feelings, emotions, experiences and lives of learners.

A motivated learner is a dream of every EFL teacher but it is hardly realised, except with hard work. It is also important to note that teachers enjoy and lay a very significant role in EFL teaching and learning process. There exist different roles the EFL teacher could play in motivating their learners in the EFL classrooms. FL teachers have above all to determine course goals and learning objectives, discuss these goals with their learners so they understand them and appreciate their importance as well as showing them the way leading to success. They have to determine the point of difficulty to plan the task applied in the classroom accordingly. They have to capitalise on their learners' existing needs and use examples that are meaningful, interesting, and relevant to their lives and/or future professions.

4. 5 Instilling Positive Attitudes in the classroom

Learners' interaction plays an important role in learning EFL in higher education. In order for the teacher to make learners interaction effective and safe, the first task to do is to create an environment in which learners treat each other with dignity, courtesy and respect. Positive attitudes in the classroom create an ideal environment full of positivity which influences on the success of language learning. A teacher could foster learners' positive attitudes in many ways:

- By paying attention to every individual in class.
- By appreciating respect and tolerance to each other
- By treating learners equally
- By providing help.
- By helping change negative thinking patterns.
- By incorporating a rewards system to encourage positivity at all times.

Overtly planning for and using these behaviours could help learners feel accepted as well as fosters the teacher's insightful thoughts about different teaching issues. The following diagram shows the interrelationship between positive attitudes and oral classroom participation.
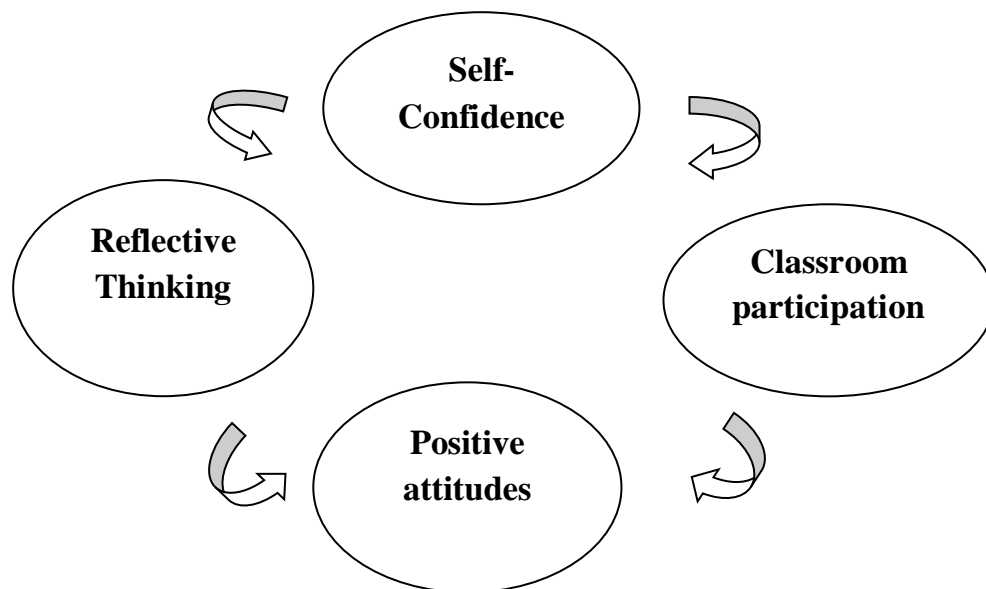
Figure 4.2: Classroom Participation Cycle

Feeling accepted is an important aspect of a positive learning climate. The formal and informal techniques described above could help teachers achieve the latter. Learners need to feel accepted by their classmates as well as by their teacher. Establishing a comfortable language learning environment is not a new idea added to foreign language teaching, their need as well as their positive effect on the teaching/learning success have been popularised with the advent of communicative language learning movements. Moreover, Learners need to learn cooperatively rather than competitively, they also need to feel comfortable correcting each other (Rodgers & Richards, 2001).

4.6 Including Teaching Evaluation

Teaching necessitates arriving at an overall purpose which is effective learning. The close relationship between that of teaching and learning makes teaching a double way process that needs to be handled carefully before any teaching decision is taking place. When we teach, we do not just teach the content. A variety of parameters are putting into play starting from the learners to the method and materials used in class. Teaching is defined as the process of making and implementing decisions, before, during, and after instruction as well as to increase the chance of effective learning. If what a teacher does is consonant with what is now known about cause-effect relationships in learning, and that teacher's decisions and actions reflect awareness of the current state of the learner and the present environment, then learning will inevitably increase. Through their profession, teachers are continuously confronted with different problems and this is the reason why they need from time to time to resort to evaluating their teaching. The purpose of teaching evaluation is to provide information and feedback to instructors in order to improve the quality of teaching and learning. Teaching, like all other professional practices, has to be continuously and systematically examined, reflected on and improved.

Teaching evaluations is of great importance in helping teachers detect their teaching lacunas and to find ways to deal with them in purpose of providing sense and value to their teaching. Moreover, learning outcomes are the result of adequate preparation of teachers' contribution to this aim (UNESCO Institute for Statistics). Teaching evaluation may aid in constructing an educational programme, assess its achievements and improve upon its effectiveness. In addition to teaching values, teaching evaluation is a way to a better learning, since the nature of teaching reflects most of the time the value of learning. Due to the large number of factors that enter into the teaching and learning processes

including instructional variables as objectives, methods and techniques as well as human variables as learners and teachers, it seems fuggy to clearly detect the validity of learners' achievement. There is, therefore, a comparatively large subjective factor in the evaluation of teaching that needs to be taken into account together with the objective ones. It is undeniably true that the evaluation of teaching is an exceedingly complex activity.

However, the efficiency of teaching as well as the growth and achievement of the learners are tightly linked. This is the reason that makes it important to evaluate teaching during the learning course and not at the end of it. To do so, the teacher could make evaluations using different means, for example check lists, rating scales, and tests of different aspects of teaching ability, interview, and questionnaires. Through the use of such tools much valuable data may be gathered relative to the different aspects of teaching and from the nature of the result of these aspects, analysis are to be made. As a coming step enhancements could possibly occur and as a result lead to the effectiveness and success of both teaching and learning. For example, a teacher who would like to apply a new method or technique to teach a topic might need to find out how learners respond to it and how it could later be improved if any deficiencies might appear. Given the purpose of such evaluations, the latter could be done systematically to enable teachers learn more about teaching and what is required to fulfill it adequately. The teacher could select a group meeting with a group of students, asking them to give informal feedback at the end of the class, or video-taping lectures and reviewing them are all means that could be used to provide teachers with useful data helpful for the empowerment of their teaching.

4.7 Developing Learners' Communication Awareness

The most primordial aim of a learner studying another language is to be able to use the language to communicate with other speakers. Their goal is communication, but most teachers and learners approach language teaching and

learning through a "multi-strand process targeting particular areas of language knowledge and skills" (Chapelle & Sauro, 2017:02). As teachers, we can help learners feel more competent communicators by not only making them practice the TL, but also by providing them with the skills they need to find out and check what is going on in themselves and in their interaction words. In a study done by UNESCO Institute consisting of a comparative assessment between teachers' state and quality education the results revealed a close interrelationship between content knowledge and learners achievements (UNESCO Institute).These skills seem to be beneficial for both their social as well as intercultural communications and interactions. To successfully reach this point, it is useful to actively teach both the language and the necessary skills that could lead then to conveniently leading oral interactions, both inside and outside the classroom and with people of their culture as well as people of other cultures. In what follows is a bunch of a collection of skills and strategies, hopefully intending to aid both teachers and learners overcome their interaction hindrances as well as reach success in learning the target language.

4.8 Considering Learners' Individual Similarities and Differences

The oral expression and comprehension classroom is a place where learners meet to communicate to develop their oral skills. Learners might differ from one another in terms of their personality, age, background knowledge, life experiences and even origin. In addition, learners have different levels of motivation, different attitudes to learning, different responses to classroom environment as well as attitudes to the teacher's instructional practices. These differences could create a difficulty for teaching objectives to be easily accomplished because of miscellaneous learners' needs and preferences existing in the learning context. This is a big reason why learners' differences have to be handled very carefully by the teacher. For successful authentic oral interactions to take place in the oral expression and comprehension classroom, teachers have to make a balance between their learners' differing needs when trying to consider

them in their oral courses that have necessarily to be based on organisation and motivation. Considering learners' deferring needs is of great help to achieve both successful teaching and learning in the EFL oral expression and comprehension classroom.

Learning styles are general labels of how learners perceive, interact with, and respond to the learning environment. The concept of learning styles has been applied to a wide variety of learners' attributes. Some learners are visuals, while others feel better communicating verbally. Some learners prefer auditory presentation of information while others prefer physically experienced type of learning. One learning style is neither preferable nor inferior to another, but is simply different, holding different characteristic in both its strengths and weaknesses. The overall goal of language instruction is to equip learners with skills necessary to function effectively in their communicative transactions.

As there are differences among learners within the classroom. There are similarities too. Both represent tendencies that are situationally dependent on learners and their learning. Considering learners' differences does not mean that teachers have to determine their learner' individual learning attributes and teach each learner exclusively in the manner best suited to those attributes. It is impossible for language teachers to discover everything that influences the learner in the classroom, and even if they could, they would not be able to figure out the optimum teaching style for every learner. Moreover, even if teachers knew the optimum teaching style for each individual in class, it would be impossible to implement them simultaneously in a class of more than two students. As a solution to overcome this problem, the teacher has to try to balance the instructional methods based on learners' social, educational and personal statuses. However, this balance could only be achieved if learners make an effort to learn, even though they are exposed to a less favourite approach.

As for the manner of being aware of learners' learning needs and preferences, teachers could use direct observation and experience that consider their learning

styles while teaching. Moreover, teachers have to conduct a survey on their learners' style and preferences at the beginning of the academic year, and upon the answers they could plan their work to apply it in the classroom. In addition, teachers have to consider both their learners' learning styles as well as other parameters that hinder reaching their objective that of teaching effectively. Regardless of the differences existing among learners in terms of their learning style, age, origin.....etc. Both learners and educators have to value the existence of individual similarities and differences and try to consider them as an opportunity of understanding both self and others, which in turn help in maintaining successful social interactions as being the principal goal of learning a foreign language.

When individual differences are viewed as inherited fixed characteristics that limit learners' learning, learners would consciously or unconsciously compare their lacunas with their peers' better achievements as well as accept their unpleasant reality level. On the contrary, if learners highly appreciate the fact that there exist some similarities as well as differences among themselves and be able to see them positively, they consequently could be able to lose sensitivity to their bad effect by placing it with positive thinking that would later bring fruitful changes to their learning. Moreover, learners who seemed to have a particular style in opposition to the teaching method used in class by their teacher, they would probably become involved into learning, even if the method used by the teacher does not suit their style.

Teaching oral expression and comprehension is not an easy task to accomplish. Before any teaching is taking place, language teachers have to take into account their learners' differences. The fact is that learners gathered in one class could possibly be from different environment. The environment learners used to live in may affect to a greater extent on both learners' learning and achievements. For example, in classes taken as a case in our present study, learners were of different origins. They were coming from Algeria, the Congo, Comoros, Arab Sahraoui Democratic Republic, Chad...etc. They were having

different ages from 17 to 26 years old. They were of different personalities, some of them were introverted while some others were extroverted. Moreover, they were having differences in their basic level as well as their perceptions about life due to their previous educational and social experiences. These differences were sometimes creating a hindrance for learners' successful interactions with their teacher and peers. For non-local learners, this caused them to feel alienated being in an environment different from the one they used to live in as well as an educational system and method that they never experienced in advance. As a result, they ended up being uncomfortable opining their thoughts, taking decision for their learning or participating in classroom tasks.

In the classroom, learners are not similar in their personalities. Some of them are introverted, while others are extroverted. Extroverted learners never resist without talking to people. Most of the time, they do not study alone and they prefer to work in groups. They like to exchange ideas about different subjects and are more likely to show enthusiasm by revealing their thoughts. On the other hand, introverted learners are quite and retiring sort of persons, they are more talkative comparing to extroverts. They do not show excitement because of their shyness and this seems to negatively affect their language learning. Introverts choose individual rather than group work activities. The researchers' interactions with learners at the end of oral sessions were sometimes revealing that some learners were having difficult life experiences that were influencing their psychological state and in turn disturbing their learning. These learners were almost withdrawing from interacting in class and mostly preferred to remain reticent.

Learner's attitude is another factor that needs to be taken into consideration by teachers when teaching oral interaction and communication to both local and non-local learners. Attitudes are derived from the individuals' perceptions engendered from the effect of their surrounding people, objects and issues. They are determined by the inside home environment and the outside one. These attitudes are influenced by parents, teachers, friends, relatives..etc. In addition,

they are shaped by personal experiences as well as knowledge the individual collect. When talking about learners' attitudes in the classroom, we could state that every individual in class is consciously or unconsciously making direct or indirect effect to others by his/her attitudes. In this situation, individuals in class have to be very cautious about the way they behave, interact and treat each other in the classroom.

Dealing with miscellaneous types of learners' characteristics in the classroom requires a sincere consideration from the teacher. The first task to fulfill the latter is to recognise all learners' differences, and then find ways to dealing with them in an open mind as well as see them as an opportunity to make a positive change. At any way, teachers have not to reject and judge everything unfamiliar to them, but see all what occurred as differences a part of individual uniqueness stemming from innate and acquired factors that need to be handled diligently in the EFL oral expression and comprehension classroom. Moreover, the teacher has to encourage non-local learners to speak up by taking into account their learning experiences in their home country which might differ from the host country. The give-and-take in class discussion can lead learners to opining their thoughts. Thus, it is the teacher's role to ask non-local learners questions as well as encourage other local ones to respect their opinions. The teacher has to allot special time to reach out to them, include them in classroom activities and establish some expectations for them and for the course.

4.9 Considering the Value of Learning English

The use of language is the primary determinant of the nature of communication among individuals. Oral communication is a rich channel because information could be conveyed through speech and hearing as well as non-verbally through body language. The channel in oral communication could either be a presentation or a discussion. Whether we use it to inform, convince,

apologise, oral communications primary purpose is to assign and convey meaning in order to create a shared understanding. Moreover, success in speaking is measured according to one's ability to converse in the language (Nunan, 1991). In order to reach successful oral communication, a common language used by communicators is very necessary. It is difficult to express ourselves without having a language to use in a specific situation with specific people. For example if an Indian would like to communicate with an American and they do not share a common language to communicate with, communication would be worthless since understanding would be impossible. Moreover, deficiencies in a persons' linguistic ability in a specific language could be a communication barrier if one interlocutor with high level is communicating with a non-native speaker with a low level in the language used for communication. Thus two qualities are needed for high quality communication both appropriateness and effectiveness. Appropriate communication requires a person to act in ways "suitable to the norms and expectations of contexts and situations encountered", while effective communication necessitate the ability "to achieve the most desirable objectives or outcomes in contexts"(Spitzberg, Barge & Morreale, 2007:05).

Communication is very important for EFL learners. It is considered as the first target of learning a language. There are many aims of using the language a learner is learning depending on each learner motive for learning a language. For example, the learner could use the language in sharing information with people, whether face-to face or via internet or for collecting information. Communication facilitates the spread of knowledge and help people form relationships. For example, strangers start talking and getting to know each other, and then the relationships are formed when they have more interactions with each other. Communication helps people to express their ideas and feeling. In addition, it helps us understand others' perceptions, emotions and thoughts. As a result, understanding and tolerance could be evolved.

There is no doubt that communication plays a vital role in human's life. It could not only help to facilitate the process of sharing information and knowledge, but also developing learners' language learning. Therefore, the importance of communication cannot be underestimated by EFL learners. As communication is a big part of our daily transactions, including communicating with our families, friends, colleagues, or even strangers. We have to learn how to handle it effectively to reach the noble purpose of language learning within or outside classroom borders. EFL learners need to develop a linguistic capacity in order to be easy for them to communicate successfully with people of all walks of life. They have to practise the language in order to further their communication skills. They are required to listen comprehensibly, speak effectively and hold attitudes that need to be shaped positively.

Despite the fact that some first year EFL learners have experienced the English language for many years in both middle and high school, some of them are unable to express themselves appropriately in this language. Based on classroom observations used for this research, it was concluded that learners have from the start to make a balance between what is actually required from them and what they actually have. At this point, learners would be more encouraged to make progress to reach the real sense of communicating in a foreign language as well as reaching its definite purposeful usage.

4.10 The value of Positive Attitudes in Communication

Attitude is a part of human nature. It determines our thinking and the success or failure we have had or will have in the future. Attitude creates the way we feel about people and situations. Generally, our actions are the result of our attitudes which in turn creates a reaction to deal with our surroundings. It is our attitude toward others that determines the resulting attitude toward us. In order to have a new positive attitude, we have to replace any negative thinking with a positive one, the same as replacing smoking with exercise.

The learning environment is a very important component for both teaching and learning. It could whether have a positive or a negative effect on learners. The learning environment plays a great influence on how learners' emotions and attitudes are shaped. It is thus needed to provide convenient instruction based on a welcoming atmosphere, where all learners are treated equally. Building up a learning environment necessitates the close relationship between positive behaviours and effective instruction. Therefore, an integral part of a successful oral interaction classroom includes teachers' use of such effective instructional practices as understanding learners' learning and social needs; providing learners with access to an engaging and appropriate curriculum; and using innovative, motivating and constructive teaching practices and instructional accommodations.

To instill positive attitudes in the classroom, teachers have to create a welcoming and comfortable learning environment, as well as to communicate with learners, respect them, care for them, and build relationships with them. If learners are classified as having a disability, teachers' classroom policies and practices need to be consistent with certain rules and guidelines on how to deal with them. Therefore, teachers need to have a comprehensive and balanced classroom management plan. This involves using different strategies and physical arrangement to help learners engage in developing skills that support their learning and socialising with each other.

Creating good atmosphere and reaching a realistic interaction in the foreign language classroom is one of the teacher's top priorities. It is generally believed that learners' participation is determined by many factors that start from learners' personality to the environment in which they learn. Classroom environment is considered as one the most important element of an interactive classroom. It is extremely important for learners to feel they are valued members in the learning

community. They are more likely to learn by doing, making, designing, creating, solving than just by listening. When learners participate in a course, this means they are more interested in it. So teachers have to vary the routine by incorporating a variety of teaching activities in their courses such as simulations, debates, brainstorming, discussions, demonstrations, case studies, audiovisual presentations or group work. As a result, learners will actively be involved in the learning process and consequently feel at ease to work together. They start to find the course full of vivacity and as a result it will be easy for them to solve problems and work on different projects with their peers.

In addition to creating a suitable environment in which learners could acquire knowledge, skills and abilities essential to engage in a wide range of interactions, teachers have to deal with the humanistic dimensions in their instruction. This involves taking care of learners and making them aware of their lacunas as well as helping them carefully overcome them. Learners are considered as powerful initiators of learning, they need from their teacher to show them how to learn, what to learn and what is needed to reach effective learning. Once these conditions are fulfilled, learners could be guided to the exploration of their own learning. Positive attitudes could help learners be self-confident in leading interactions, raise their desire to learn, their willingness to sharing ideas and experiences with each other, taking others' perspectives into account as well as providing support. In turn, these qualities contribute considerably to both the individual's cognitive development.

In the communicative language classroom, learners are required to participate in classroom activities, exchange information and engage in the learning experience. Intuitively, we know that learning is inhibited if learners do not feel accepted by the teacher and by their peers. Since the most essential aim of peoples' interactions is building brotherhood. Showing respect for each other in class may enable learners to build an easygoing and fruitful discussion though they have opposing ideas. With respect, both learners and teachers may easily

build interpersonal relationship. These kinds of relationships could facilitate the oral communication learning process, since it is guided by both internal and external factors that may hinder or help it.

Respect is important in communication since it is the nature of human being to feel respected. Every person is all important to himself/herself. We all are having some strengths and weaknesses, however, understanding and trust are gained when we feel our strengths are respected, and our weaknesses do not get abused. When mutual respect grows, participants could easily listen to one another as well as share their opinions, avoiding judging other point of views too hastily and then fruitful debates could easily take place.

A classroom has to be a setting that is required to be positive, and receptive to discussion, agreements and disagreements. Adopting positive attitudes in the classroom fosters intrinsic motivation and plays a role in developing successful interactions. In addition, learners could easily develop a sense of commitment with each other. Positive attitudes in class may increase learners' chance to succeed in any endeavour. In addition, having a positive attitude makes them more innovative.

4.12 The Importance of Self-Confidence

Self-confidence is extremely important in almost everything we would like to realise. Self-confidence is all about knowing that we are good, worthy and capable of facing life problems. People who lack self-confidence can find it difficult to become successful. Gaining the confidence of others is one of the key elements to successful in oral interactions.

Moreover, our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts are all reflected in our spoken performances in a foreign language. Being able to speak to friends, colleagues, visitors, and even strangers, in their language or in a language which both speakers can

understand, is surely the goal of every language learner. The linkage between learners' classroom participation, their self-confidence and their academic achievement is undeniable. This interrelation is found in the fact that when learners are more confident and be able to participate actively in class, their academic achievement seems to be higher than that of those who are passive in class.

In our oral expression and comprehension classroom, the teacher frequently encounters such situations where learners keep silent all the time in class. Even if they know the answer to the teachers' question, they hesitate to state their ideas. Encouraging learners to talk in the language classroom is thus a problem that most language teachers face. There are in fact different reasons for learners' reluctance to speak in English classes:

- Fear of losing face (e.g., being laughed at), and low proficiency in the target language;
- Previous negative experiences with speaking in class.
- Cultural beliefs about appropriate behaviour in classroom contexts (e.g; showing respect to the teacher by being quiet) and habits (e.g; becoming used to a passive role in the classroom);

It is primordial to note that not all activities can be effective. It is the teachers' responsibility to choose or adapt materials according to learners' level in English and fields of interests. EFL teachers have to adapt the speaking activities in accordance with their learners' interest. Through this, learners' interaction competencies could easily be developed. A teacher can make sure that learners understand everything clearly in class in terms of pronunciation, vocabulary and grammar, so that to minimise the potential anxiety that stems from their uncertainty and confusion.

4.12 The value of Listening Attentiveness in Communication

Listening is a receptive skill that seems to be the backbone of peoples' interactions and communications. It goes hand in hand with the speaking skill since it deals with inputting information given by communicators. Speaking ability emerges naturally via authentic extensive listening input (Rost, 2011). For EFL learners, long exposure to English is good for their mastery of the language and the right consistence of their own thoughts. Oral English study is naturally based on lots of listening practices. The more learners listen, the more they will be eager to express themselves using the language. Participation in verbal interactions following a listening experience offers a learner the opportunity to engage in creating social meaning (ibid).

Effective listening is an important criterion for active participation in a conversation. The listener has to actually hear and understand what others are saying. A listener sits or stands alertly, maintains eye contact with the speaker, concentrates on the speaker's words, makes verbal responses, and summarizes parts of what is being said when clarity is needed. Because there is a difference in how fast one can speak and how fast others can listen, a time lag exists in conversations. Good listeners do not daydream during this lag; they use time to organize what is being said to relate to the message.

We cannot learn anything from others if we try to do all the talking. Therefore, listening when conversing in the TL is a skill that needs to be well developed. A successful listener is the one who is able to let the speaker finishes out his/her own sentences. Do not interrupt or interject the speaker's thoughts from the start. He or she is the one who is able to pay attention to the tone of the words and the nonverbal cues of the speaker. Sometimes, these things undermine the actual meanings of the words themselves. For instance, someone might be telling you that he or she is not upset, but the tone or the body language might tell you otherwise. Overall, effective listening makes us probe and reflect by asking questions to seek clarification and greater understanding. You might ask "Is this what you mean?" or "Could you repeat that?" or "Are you saying

that…?" Finally, we could summarise (paraphrase) and feed back to the speaker what we think we have heard. When the speaker agrees with the speaker that understanding is indeed primordial for effective communication to take place. Thus it is important to give special attention to listening behaviours for situations in which students are participants. Students should consider whether there are listening behaviours that might convene the interactions between local and non-local learners as well as the teacher in discussion situations.

4.13 Learning Evaluation

Learners' self-valuation is learners' assessment of their learning. It involves learners following their learning gradual progress. It is a valuable tool that enables them to detect their lacunas as well as find way to correct and make progress to achieve success. For example learners could answer a self-evaluation questionnaire (see Appendix N). The latter could make it possible for learners to retain motivation and responsibility for their learning. Through self-evaluation, learners start reflecting on their own learning and decide when and where to move to reach the appropriate track to their own progress. Learners' self continuous evaluation is of great value for learners to identify interactions skills gaps. There are different ways learners could use to reach a valuable self-assessment such as to collect knowledge about their learning from their peers assessments as well as from their teachers' assessments.

Three aspects of self-assessment are demonstrated below. These elements are interrelated to each other. They are of different emphases in the process of learning, aiming at bringing fruitful results for learning. A dynamic relationship exists between self-assessment, self-development and learning outcomes and goals. Accordingly, as the need arises, learners decide what measure would be taken for their learning enhancement.

Self-assessment
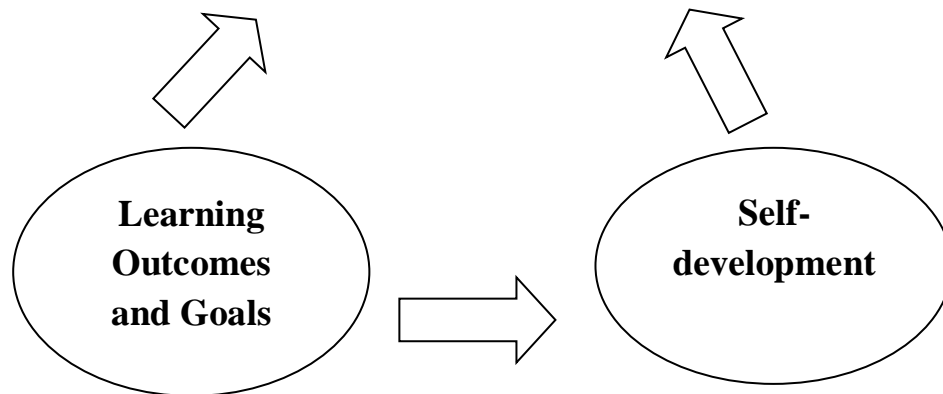
Figure 4.4: The Interrelationship between Self-assessment and Learning Goals and Objectives

In order for learners to reach the benefit of this dynamic of the three stated components, they need to first learn how to assess their own progress by asking themselves some key questions about where they are in their learning:

- ❖ Where am I now?
- ❖ Where am I trying to go?
- ❖ What do I need to get there?
- ❖ How will I know I have accomplished what I set out to do?

Moreover, the teacher-student relationship has not to be solely based on the traditional idea that teachers have the required knowledge which needs to be transferred to learners. An important part of the learning process is the practice based on discussion, reflection and lastly negotiation between teachers and learners on the why, how and what to learn. It is thus important for the teacher raise learners' awareness of the benefit of self-assessment for learning. Teachers could help learners determine where they are now, where they intend to go, what they need to do to get there, whether they have accomplished what they had set out to do. These purposes could only be achieved if teachers:

- ❖ Have students revisit long-term goals.

❖ Have students reflect about their goal(s) of learning EFL to make any necessary adjustments.

❖ Talk with each learners about his/her goal(s) and provide help on how achieve them.

❖ Try to identify strengths and gaps in student learning through the analysis of a variety of data and inform them about.

❖ Help learners gradually assume more responsibility for their own learning.

❖ Help learners to develop realistic action plans that are practical and directly linked to the goals that have been selected

❖ Provide learners with opportunities to discuss their self-assessments.

❖ Develop with learners clearly articulated learning targets and provide concrete exemplars of student work; students need to understand what they are aiming for.

❖ Define good work using language that is meaningful for learners to work ideally.

The present research shows that learners' self assessment was very helpful for both local and non-local learners using to improve their linguistic competencies. Both local and non-local learners used to make a constant effort inside and outside the classroom. As a result their linguistic ability started to develop, in terms of vocabulary, pronunciation and psychologically the development of self-esteem. The latter helped them to maintain interaction with their teachers and peers regardless of the speakers' mistakes they were committing and which were not posing a hindrance to state their though and practice the TL as well as negotiate meaning.

4.14 Classroom Seating Arrangement

There is a growing belief that being able to communicate orally can be seen as a basic aim of learning the language. What counts in the EFL oral expression classroom is learners' participation during communication practice from day one moment of initiating oral instruction. Communication seems a primordial

element for both the teaching and the learning processes to be handled successfully. In order for communication to happen, classroom seating arrangement is very necessary, since it sometimes determines the type as well as the amount of communication occurring in class.

Classroom seating arrangement determines the nature of the physical setting through which learning is taking place. In other words, it is a way of organizing learners' seating to facilitate learning by making the teacher able to easily control learners' behaviours and interactions. It is thus inevitable for every teacher to create the conditions necessary for reaching effective learning. To make learners' interactions more effective. Oral teachers have to be skillful on how to appropriately arrange their oral classes successfully. Space and class size are the major concerns of classroom seating arrangement. If the class size is over twenty, then the room needs to be fairly large to accommodate the U-shape. Also, more students create a larger U-shape could cause learners to sit farther away from the board and the teacher. For larger classes, it is a complex task for the teacher to fix a helpful seating arrangement for learners' oral interactions. Along with U-shaped seating, group seating is also preferred to promote cooperation among learners.

4.14.1 Group Seating Arrangement

It is widely acknowledged that classroom interaction stresses the idea that working on groups encourages more learning as well as developing skills such as confidence and self-esteem, while at the same time making learning enjoyable. It is of the same value when aiming at developing authentic oral interaction skills in the communicative classroom. There is no doubt that such physical arrangement is doomed to affect communication between learners in many respects as it creates opportunities for safe learning.

Group seating arrangement requires the teacher to place learners either in groups or pairs. It is a little different from U-shaped seating. In U-shaped seating, learners participate as part of a large community, but within groups, they operate

as a small community. This can be beneficial to shy learners or learners who wish not to talk in a larger group. In addition, small groups allow learners to formulate beliefs, receive feedback, and practice voicing their thoughts to the whole class. In this way, interaction has to be within a smaller safe arena before moving to the larger groups. In small groups, interaction can be more authentic with few students than with large groups which could cause a lot of constraints for reticent learners.

Another great feature of group seating arrangement is the teacher's mobility amongst students to observe or assess their work. Learners with some communicative problems may feel secure. They venture unknown concepts and receive help from others more knowledgeable without the feeling of shame. Therefore, the teachers' role is to oversee class groups and provide help when necessary. They have to take responsibility for the group by assigning instructions helpful for the well organisations and the easygoing work within groups. In order for teachers to assign groups for handling successful classroom interactions, they have to:

- Ensure that the tasks and the expected outcomes are clearly defined.
- Provide time for forming groups.
- Consider whether to allow students to select their own groups or whether to allocate them, either randomly or in some other way.
- Structure the tasks so that group members have clear roles and responsibilities.
- Advise learners to be cooperative to each other, to provide feedback to each other as well as to respect each other and show positive attitudes to each others.

4.14.2 Whole Class Interaction Seating Arrangement

In order to increase learners' participation, the teacher must employ techniques that require the students to utilize the language creatively as an instrument of learning. In this regard, he or she can provide them with effective communication skills. An experienced teacher plans the work in a way that keeps learners on their toes. The EFL teacher must thus provide the class with a wide range of learning activities–for the group and the individual –which can hold the student's attention and stimulate them to interact and communicate in the language. Such a variety of activities will also prevent boredom and cater for interest of the individuals in the class.

The U-Shape seating arrangement is seeking to involve all learners to process a similar task. Space and class size are major concerns for this style. If the class size is over twenty, then the room needs to be fairly large to accommodate the U-shape. Again, U-shape depends on the type of class, classroom size, and number of students. Interaction is greatly facilitated in this seating arrangement. All

learners are under the observation of the teacher to follow their learning, provide feedback as well as give support and help to learners. Learners will naturally be engaged as they feel part of a larger group. They are more sincere in providing convenient thoughts and careful about committing mistakes. Another benefit of class arrangement is that it gives everyone the opportunity to speak as well as encourages others to listen. When learners speak and learn to listen to each other, successful interaction could take place. For lock step interaction to be handled successfully, teachers have to:

- Incite learners to understand each other's views.

- Do not allow learners to write down their ideas before speaking to the whole class.

- Encourage active listening: before learners present their own viewpoint to the class, they have to acknowledge previous speakers.

- Be open to multiple perspectives and careful to distinguish between evidence and speculation, and encourage students to do the same.
- Encourage learners to distinguish between types of language used for their expressions, such as using "I…" statements for expressing opinions.
- Ask learners to think about how their own reactions to the topic affect others.
- Ask learners to think about their own behaviour in class in terms of what to say, when, and how to state their ideas in the classroom.

All in all, classroom seating arrangement is necessary to create a positive learning environment suitable for classroom interaction. Hence, it is the teachers' duty to wisely select an arrangement that best suits a particular circumstance based on learners' type and level as well as the size and the kind of activity used in class.

4.15 The Use of Technology

Besides all the previously mentioned strategies that may facilitate the success of English oral interaction education in EFL oral classes, there is another fact which seems to make the situation more fruitful if included diligently. It is about the use of technological materials helpful to improve classroom conditions where oral communication is taking place. This refers to all the suitable teaching materials such as the language laboratory. The fact is that technological means are time, effort and credibility saving in foreign language learning. However the question to be asked is not whether the lab is obligatory or not, but simply whether it can be useful for gaining input, and thereby supplement what the teacher can provide in class. In this respect, the lab has to be a place where students can get input on a different subject matters (Krashen, 1982).

Nowadays, the use of technology in the classroom becomes a necessity in learning a foreign language because of the benefits that it could bring to both

teachers and learners can obtain during the teaching and learning process. For that reason, teachers of English as a foreign language need to improve their way of teaching in order to catch students' attention. Authentic materials provide effective resources for teaching a foreign language as they expose learners to texts of authentic content. It is necessary for the teacher to have at least basic technological knowledge of the tool used to assist language teaching and learning. Both EFL teachers and learners have to know that they need technology in order to provide the classroom authenticity suitable for classroom communication and interaction.

In the present study context, the absence of a laboratory was a lack in oral expression and comprehension practice at DLU. The non-application of theory into practice in the teaching context may negatively affect teaching objectives to be successfully encountered and which could be reflected on learners' level. However, this problem needs to be carefully handled to reach an effective pace of both learning and teaching and to gain fruitful results comparable to world's successful universities.

4.16 Classroom Activities

Successful authentic oral interaction is recognised as a necessary goal of each EFL learning. Learners' interaction could only be promoted by means of methodologies and classroom activities that foster communication in the ESL classroom (Diaz-Ducca, 2014).Classroom activities creates opportunities for learners to use the language with one another. In the foreign language classroom, communicative activities can be planned to include group work, pair work and whole class discussions. Foreign language literature is rich in resources for engaging learners in speaking activities, such as dialogues, discussing topical issues, proverbs...etc.

In language pedagogy, classroom activities, if well selected in accordance with learners' needs and interests, they play an indispensable role in stimulating learners' will to improving their level. Interesting teaching activities are the most

influential factors in determining learners' level of participation in class. Furthermore, they participated in developing learners' familiarity with the topic. Moreover, learners tend to discuss in an environment where they feel more comfortable. It goes without saying that the type of activities used in the oral expression and comprehension classroom have a direct influence on the nature of learning. If attention is provided to enabling these facilities in the Algerian university, the ease and positive effect of language learning would be in hand.

Moreover, classroom activities need to be relevant to the students. Teachers have to make the materials inclusive enough to reach learners' level. When learners feel the task at hand is achievable, they will work more diligently towards finishing it. The chosen classroom activities have to contain the following characteristics:

- ❖ An emphasis on communication between learners of the same or different cultures in the classroom.
- ❖ The introduction of authentic materials for both listening and speaking such as; newspaper and videos.
- ❖ Instill into the learner critical thinking skills.
- ❖ Providing opportunities for learners to share experiences.
- ❖ Enlarge learners' background knowledge.
- ❖ Links learners' learning with what might face them outside the classroom. .

In classroom oral interaction, both speaking and listening practices need to take place. The most essential aspect in oral communication in the foreign language classroom is that the learners have to communicate and listen to one another and to the teacher. Thus, each learning activity in the classroom setting involves both listening and speaking need to be interesting and appealing to the learner. In the oral communication classroom and in order to reach successful learning , learners have to find communication activities enjoyable, purposeful

and meaningful. There are different authentic materials that can be used to develop learners' interaction skills such as, small-group discussions, pair-work, whole class discussion...etc.

4.16.1 Small-group Discussions

Developing learners' authentic oral interaction skills for both local and non-local learners requires integrating both of them in cooperative works. Thus, teachers have to structure their activities based on both local and non-local learners' engagement into learning. The teacher has to facilitate this engagement by grouping learners. Putting learners into groups is a way that can open the door to both local and non- local learners to work together. Integrating non-local in working with local ones may shorten the distance between them and allow them to transcend their complexities. Working in groups may also foster motivation and respect to each other, since learners feel far from being alienated and marginalised.

In this type of discussion, the teacher can form groups of students, preferably (04) or (05) in each group. For efficient group discussions, it is always better not to form small groups, because quiet learners may avoid contributing in large groups. The group members can be either assigned by the teacher or students may determine it by themselves. With group work, learners can work with various people and learn to be open to different ideas. In group discussions, whatever the aim is, teachers also have a role to play. Among these roles is first and foremost to provide encouragement to learners to work cooperatively. Teachers have to encourage learners to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Among the many benefits of group work, the latter could provide an authentic learning context in which learners could develop both their speaking and listening skills. Group work makes it easy for learners to become actively involved in the construction of their own knowledge. This can often lead to

greater understanding to each other, providing help for each other and showing respect and tolerance to each other. Within group work, learners are allowed to use language to interact and plan, take on different roles such as; manager , conductor, observer, presenter, and participating members. In addition, this type of activity helps learners reflect on finding ways to achieve their group task. Small group allows teachers to effectively detect learners' attitudes to later provide guidance towards ensuring that all learners are engaged and that the task run smoothly.

4.16.2 Pair Work Discussions

Pair work is a type of classroom interaction where learners are working with one another. This may be to discuss something, to check answers, to do a communicative activity……etc. Working in pairs provides learners with an opportunity to work cooperatively. For many students, pair work is a starting point to participate in larger groups.

Pair work does not need to be limited to dialogue. For example, teachers could assign pair work activity where students exchange life experiences through language or practise the target language vocabulary. Another opportunity to use pair work is after a listening task where students need to synthesise what they listened to based on a listening passage. There are also plenty of opportunities for students to work together after they have done listening to check and discuss answers together. Pair work can be for brainstorming, pre-listening and discussion stage activities, so quite clearly there are lots of different types of pair work. Conducting interviews for example as a pair work could give learners a chance to practise their speaking not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Another activity that could be included as a group work is the information gap activity. In this kind of activity learners are supposed to exchange information with each other. Information gap activities serve

many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if partners do not provide the information others need.

The interview is very beneficial in the highly beginning of the academic year, since it allows learners to know each other, so that to prepare them work with each other. Getting to know each other is a task that could be provided to learners in such kind of work as it allows them break the communication barrier from the start of their learning EFL. Moreover, pair work helps create the foundation for a positive language learning experience and possibly encourage friendships between local and non-local learners beyond the classroom walls.

4.16.3 Whole-class Discussions (Debate)

In a language classroom, discussion is the most common speaking activity. It is one form of communicative interaction activities. In general, it is the activity in which learners talk about a topic and tell each other their opinions or ideas. In other words, discussion is an exchange of ideas, which purpose is communication continuum (Harmer, 2001). Classroom discussion is a type of activity where all learners are working with the teacher and where all the students are in the same rhythm and pace and the same activity. The purpose of debating is whether for developing arguments or persuade an audience to accept a particular point of view. Debates provide learners with the practice in giving and justifying opinions. In doing this activity, learners will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics of local or non-local concerns such as pollution, technology, society, health...etc. Doing this activity with learners helps teachers to provide feedback individually. In this way learners could improve gradually. It is a good idea that the teacher provides a rubric to learners so that they know what type of questions to ask and how to answer. Students learn more readily in a class where they experience cooperation

and a sense of belonging. By involving the whole class in shared activities, and by teaching students how to be good listeners, to respect each other and to participate without fear, participation could easily take place.

Brain-storming as a first stage in designing whole class discussions could help learners decide on a point of view and prepare them to have reasons to justify their opinion. Brain-storming on a given topic is assigned for learners to make them produce their ideas in a limited time. Depending on the context, learners generate ideas quickly and freely. Another reason of including brain-storming is that it prepares learners to be open to sharing new ideas, since expressing oneself in front of the whole class is for some learners a terrifying experience. All in all, the quality of whole class discussion improves with effective instruction, practice and support.

4.16.4 Simulations

Among oral interaction activities simulations are considered suitable for practising English in the EFL oral expression classroom. Indeed, they are very important because they help in creating a social context for learning. In simulations, learners can bring items to the class to realize their performances. Participants could have different roles to play and as a consequence, responsibility is shared among learners in doing the task.

Unlike performing a part of a dialogue in which learners usually memorise the script and act, participants in simulations create real communication according to roles, functions, and duties. Simulation prepares learners to react spontaneously as well as to bring to the situation their own skills, experience and knowledge. This extraordinary integration of varied skills, experience and knowledge enriches the learning process and makes the classroom a real life-like situation which is one of the fundamental conditions for effective and efficient language learning (Zahid, 2013).

4.16.5 Short Stories

A Short story is considered as one of the materials used in the EFL oral expression classroom to enhance learners' language skills, motivate them, and increase their background knowledge and tolerance. Using short stories is a means of exposing learners to distinctive opportunities for educational, intellectual and linguistic development. The use of short stories in the language classroom increases students' language awareness, motivation, personal reflection and cultural understanding. Learners' exposure to short stories could help them gain new vocabulary and encourage them to guess their meaning. Furthermore, through using short stories, students are exposed to opportunities that enable them to express their thoughts and feelings as well as developing their personal reflection.

Short stories play a vital role in the development of learners' reflection. In reading short stories, learners are exposed to reading, analysing, apprehending and appreciating a text. When selecting a short story, certain criteria have to be taken into consideration. The selected short stories have not to be linguistically difficult or culturally offensive. Murdoch (2002, cited in Erkaya, 2005) explains that short stories could provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency if selected and exploited appropriately.

Learners can briefly summarise a tale or story they heard from somebody before hand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps learners express ideas in the format of beginning, development, and ending, including the characters and the setting the story. Students could also tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening or starts to tell a story, but after a few sentences he or she stops narrating. Then, each student continues to narrate the story from the

point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

4.16.6 Proverbs

A proverb is a short and simple expression produced by real speakers for a real audience and is generally structured to convey a real message of some sort. Proverbs are generally well-known and repeated by the members of the target language community. It is usually a truth, based on common sense or experience of people. The use of proverbs in the EFL oral expression classroom provide effective resources for teaching a foreign language as they offer the opportunity to expose learners to language extracted from real life experiences and which in turn is beneficial for them in both the language and social level. The use of proverb in the language classroom could only be beneficial if it is appropriately selected and methodically applied in the foreign language classroom.

There are a number of positive reasons for an inclusion of proverbs in lesson plans:

- Meaning has priority over language.
- Has its specific length.
- Learners can easily predict kind of information it contains.
- It brings reality and cultural norms into the classroom.
- It can be used as a springboard for other useful and interesting activities such as role play, project, discussion games and so on.

When we decide to make use of proverbs and sayings in the lesson we have to consider their aims. Proverbs and sayings can be used in all stages of the lesson as warm-up activities, for presenting and practicing lexical items and grammar structures/functions, practising pronunciation, stimuli for a discussion/debate, topic for project work. As these materials are short, funny and they often have rhyme, they can make learning process stimulating and more effective.

4.16.7 Oral Presentation

Oral presentation is a kind of speech holding a massage beneath. It is generally done in front of an audience using different communicative skills and competences to reach the aim that of informing others. Oral presentation is basically built upon a person's knowledge, skills and attitudes. We do not have to ignore the chance to develop learner's creativity by using presentation as an activity in the classroom, as learners can make use of visual aids in fulfilling their task such as using computer and head projectors. The type of visual aid can vary depending on the topic of presentation. Other benefits of using oral presentation in the EFL classroom:

- ❖ They provide learners with realistic language tasks.
- ❖ They are learner-centered.
- ❖ All four language skills are integrated in fulfilling the oral presentation task.
- ❖ They create motivation inside the classroom.
- ❖ The trigger learners to practice outside the classroom.

Carefully chosen presentation topics which content relates to language development is a useful motivational device for learners. Through oral presentations learners learn research skills, improve their creativity and gain confidence in speaking in front of others. Moreover, oral presentation enables learners to "function successfully in the future professional surrounding, and preparing them for their possible further academic career" (Zivkovik, 2014:468). Nevertheless, in using this type of activity the teacher has to strengthen classroom motivation via asking questions to learners or answering them in the aim of creating a debate fruitful for developing their oral communication skills.

4.17 Integrating Listening and Speaking

In the context of real and meaningful communication, one typically needs to listen and comprehend FL speech and speak it fluently. The role of listening in

developing authentic oral communication skills has been acknowledged by many ELT professionals and pedagogues. The integration of listening in communication classes has been widely discussed and recommended, particularly, in places where English is taught and learned as a foreign language. This is because of the fact that learning and mastering foreign language skills pose many problems and difficulties for EFL learners due to various reasons including the lack of target language exposure. Through listening, learners receive input that is essential for language learning to take place (Rost,1994).

The main aim of enhancing the students' listening of language knowledge is to help them acquire knowledge, information via different listening means. Learners are required to listen attentively as well as recombine what they have heard to understanding , then it is possible for them to output the language. So the whole communication process is completed through listening and speaking. As we know, language input is a primordial condition to obtain language output. There are lot of different learning materials for different learners of different levels. As teachers, we just have to exactly know what is needed.

In EFL teaching, listening has been perceived for a long time as one way process where listeners answer some comprehensible questions, reflecting understanding of vocabulary items and the gist of the text they heard. Listening activities and tasks typically have two purposes: to help learners improve their comprehension and aural processing, and to support them in acquiring a new language forms to develop their socio-cultural and pragmatic understanding (Chapelle & Sauro, 2017). Thus, listening has to be supported by a range of digital devices, such as computers, tablets and smart-phones. All these devices could involve learners into listening experiences (ibid, 2017).

The teacher's job is to make the listening material useful for the development of speaking skills. That is, the extent of the skills' integration into teaching is often determined by the flexibility of the content and its practical usefulness for

speaking activities and practice. It is therefore the teachers' duty to ensure that the materials used are helpful and within the range of what they are developmentally ready for. Listening both in discussion or based on activities is naturally a hard work and can sometimes be stressful for some learners. Thus in order for teachers to maximise learners' language potential, listening activities has to be basically framed based on different stages: Pre-listening, while listening and post-listening.

4.17.1 Pre-listening

The pre-listening stage is meant to make learners ready to listen. It is a kind of preparatory work which helps to make the context explicit, clarify purposes and establish roles, procedures and goals for listening (Rost, 1990). In real life situations listening, we could know who is speaking and what is the subject as well as what is going to be said by the speaker. The pre-listening stage helps learners find out the purpose of listening as well as provide the necessary background information to arrive to understanding the message. The pre-listening stage could be done in a form of discussions in the classroom about what is the information included in the passage learners are going to hear. Pre-listening work can assist of a whole range of activities including:

❖ The teacher giving background knowledge
❖ Discussion and answer session
❖ Starting a discussion about a topic (possibly based on brain-storming, where the teacher asks the students to predict the words and the expressions which are likely to appear in the listening passage.

It is thus the teachers' role to set principle goals for the listening lessons as stated by Paulston & Bruder(1976, cited in Pourhosein & Ahmadi, 2011):

- ❖ Have to be carefully and gradually planned Listening activities progress from simple to more complex while learners get in language proficiency.
- ❖ Have to demand learners' active participation.
- ❖ Have to provide a communicative necessity for remembering to develop concentration.
- ❖ Have to focus on conscious memory tasks
- ❖ Have to focus on teaching, not testing.

4.17.2 While- Listening Stage

During-listening is the stage where learners have time to practice listening through a set of activities provided by the teacher. These activities are helpful for learners to listen for meaning that is to elicit a message from spoken language. It is necessary for student to concentrate on comprehension rather than on how to provide answers for questions, so that to understand important information in the passage that could be helpful in answering questions, repeating or paraphrasing in the speaking stage. Through listening comprehension, learners can build their vocabulary, develop language proficiency, and improve language usage(Cheung, 2010)

The aim of the while-listening stage is to make learners understand the message of the passage without catching every word. Learners need to understand enough to be able to collect the necessary information. The latter could enable learners to learn other skills, as suggested by Hassan(2000) and Hamouda (2013) that listening provides the appropriate situations for the development of other skills. Listening to a passage has to be done several times,

in order for students to be able to arrive to a full capturing of the message. The teacher could chunk the text by dividing it into various pieces. This could consequently ease understanding as well as avoid overloading students.

4.17.3 Post- Listening Stage

Post listening is the stage that helps learners to relate what they have heard with what they know. This stage permits students to move smoothly from listening to practising a language. For example, learners may practice speaking by performing discussions similar to the ones they have heard. Speaking here could be helpful in enhancing learners' interactive potentials.

The post-listening stage consists of all exercises which could be done after listening to a passage. Generally, post-listening activities allow learners to reflect on the language included in the passage. This stage could be beneficial for learners as it allows them practice their grammar, vocabulary, pronunciation, and speaking as they are exposed to the repeated listening of the passage. It is thus important for language teacher to provide learners with interesting and motivating exercises in this stage so that to reach a proper production of the TL. Before the teacher chooses a certain activity, he/she has to consider the language included in the passage and try to adapt it to students' level as well as cultural situation. He/she needs to organize time for a post-listening task and the way this task could be done, whether in groups or pairs. In what follows are tasks provided by the researcher to be included in the post-listening stage.

4.17.4 Listening and Paraphrasing

In real life, listening and speaking are always interrelated, so teachers have to include these skills simultaneously. Although learners may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration. Listening and

paraphrasing could naturally lead to both the comprehension and the production of the language. It is the teacher's task to comprehend how listening is closely related to the speaking skill and how it could be integrated with speaking through paraphrasing activities.

The integration of listening and paraphrasing exposes English language learners to authentic oral communication. In this way, English becomes a real means of interaction and sharing among individuals in class. In addition to this, it allows teachers to color their lesson with a variety of tasks as "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom" (Davies and Pearse, 2000:99). Paraphrasing after a while-listening stage could eventually help in developing learners' oral communication and interaction.

4.17.5 Listening and Repeating

Listening comprehension is not just hearing what is said. It is the ability to understand words and relate to them in some way. For example, when you hear a story read aloud, good listening comprehension skills enable you to understand the story, remember it, discuss it, and even retell it in your own words. Speaking and listening are both critical to the success of learning a language. In order for learners to be successful speakers, they have to first listen to the language being spoken. According to Rost (2001) and Kurita (2012), a major difference between more successful and less successful learners is related to their ability to use listening as an instrument in their learning.

Listening and repeating practice is important as it reinforces learners' rapid comprehension, confidence and regenerates the skill of natural pronunciation. Learners at all levels of proficiency benefit from opportunities for repetition so that they can get their mouths around new sounds and practise saying new words

or phrases. Tavil (2010) emphasises that listening and speaking skills in teaching process helps learners to be competent users of that language.

4.17.6 Answering Comprehension Questions

This type of tasks aims to ensure information of what students listened to by asking them questions. Questioning encourages higher order thinking and forms the basis of enquiry. Good questioning enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between students and teachers. In addition, it enables students to reflect and assess their own listening abilities and efforts with a view to making them better.

After listening to the tape or the teacher, the teacher asks students to give a correct answer to some questions (MCQ or T/FQ), the teacher here provides students with options and students are required to select just the appropriate one(s) related to the provided information included in the listening passage used in class. The purpose of providing learners with multiple choices is to enrich them with new vocabulary and teach them how to decide intelligently.

4.18 Conclusion

EFL learners need to understand communication in English in their daily life as well as communicate with people in the target language community. Learners at all proficiency levels appreciate being encouraged to further their skills. This concluding chapter has shed light on some solutions to improve learners' authentic oral interaction in the EFL oral expression classroom. Therefore, oral expression and comprehension classroom based on adaptive instruction is the solution provided in this work, for the sake to help teachers adapt their courses upon their learners' differences and challenges. For this to be achieved authentic oral interaction skills, strategies as well as classroom activities and seating arrangement were at the centre of the provided method and which were highlighted in the present chapter.

Conclusion

Language learning is a complex process that is controlled and influenced by a host of linguistic and non-linguistic factors. These factors are the main concern of both linguists and educators. The aim of foreign language education is to enable each learner to attain successful language learning achievement according to his or her own attributes. To achieve the latter, learners have to be provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the full. Each learner is a unique individual, different in cognitive and affective development, social maturity, motivation, aspiration, learning styles, need, and interest. Apart from these, there are other factors underlying learners' differences. These include innate differences in intelligence, differences in social background, and perhaps variations in the level of congruence between their past and present learning experiences. In view of these factors, catering for individual differences is intended in the classroom so that both teachers and learners find appropriate ways to reach effective language teaching and learning.

The present study was conducted to find a solution to cope with learners' diversity in the EFL oral expression and comprehension classroom. The study was held with the collaboration of first year EFL learners of the academic years 2014-2015/ 2015-2016/2016-2017. The study was only concerned with classes containing both local and non-local learners. One class in 2014-2015, one class in 2015-2016, and two classes in 2016-2017. A qualitative approach was applied to collect data for the present research. For this purpose, the main instruments used were; classroom observation and an interview. The concerned classes were observed in order to explore learners' attitudes before and during training sessions using teaching strategies, and the interview was used to know non-local learners' difficulties in the EFL oral expression and comprehension classroom.

General Conclusion

It is undeniably true that the way the teacher carry out the discussion session greatly impact on the way learners participate. Classroom observations before training showed non-local learners' specific preference to certain activities comparing to others. Non-local learners were engaged with their friends to a very limited extent when being in group. They used to feel better comfortable in such kind of activities than when having class discussion. Some non-local learners preferred to work alone or to join and work with their friends of the same country. Moreover, classroom observation revealed an undeniable lack of non-local learners' initiated talk and cooperation with their Algerian peers in the classroom. Most of classroom time, the teacher was the one who initiated the discussion with non-local learners which mainly included asking them questions, giving them encouragement to participate or providing them with explanation for what was stated by other non-reticent learners to motivate them to get involved in classroom discussion. The teacher used also to ask students who mostly participated in class to explain to their non-local peers in case they did not understand the discussed meaning.

Concerning what reduced non-local learners' willingness to contribute to class discussion, classroom observations before training showed that these learners felt incompetent in the language they would perform. Non-local learners seemed comparing themselves with their local classmates. This comparison and the feeling of being unable to attain the desired image in front of the teacher and their peers also made them very frustrated. Their self-perception as incompetent speakers prevented them from participating in the classroom. Non-local learners felt afraid of being negatively evaluated by their peers. They used to avoid expressing themselves in English. For them either speaking correctly or keeping quiet was the solution for fear that their incorrect performances would lower the opinion others have of them. For this reason they preferred to stay in the safety of their reticence rather than risk to say incorrect utterances and be thought as failures.

In Algeria, the number of non-local learners coming from different African countries started to increase because of the diplomatic relationships between the

General Conclusion

Algerian government and these countries. In order for non-local learners to succeed academically and socially, they first have to feel secure psychologically and for this to happen, they have to overcome all their academic as well as social challenges in the host country. Non-local learners are studying in Algerian universities in order to gain an educational degree. Most of these learners left their families back in their countries hence they face great challenges all on their own in a new country. As a consequence, most of them struggled in the process of adapting to the new life in the host country, since they encountered new language, new people, new teachers and new teaching style, so it will not be a surprise that most of them encounter countless difficulties.

The result of the interview with non-local learners showed that the language challenge was considered as one of the most difficult challenges that non-local learners used to face in the EFL oral expression and comprehension classroom. The language problem was able to increase the pressure that engendered these learners' feeling of alienation. Learners' inability to communicate effectively in English complicated their power to socialise with their teachers and local peers. The majority of non-local learners stated that they were bad English language speakers. This might be the reason why they preferred to keep quiet, or even waited to see first if their friends had an answer. They used to adopt a face-saving strategy by being good listeners in class as much as they could. Their low English proficiency and heavy accent made them unconfident and afraid of making mistakes. Raising their hands in class to answer or asking questions was perceived as losing face.

Non-local learners used to feel at ease as being successful learners in their home country; however, the differences existing in both social and educational conditions between their country and the host country made them perceiving themselves no longer the prominent learners in the new environment. In fact, non-local learners might get depressed when they were not able to achieve similar success compared to being in their country. This negative emotional feeling about themselves would be a huge burden for them to carry out during their academic journey. In addition, the

educational system differs from one country to another. The way non-local learners were adapted to in their study did not match with the manner of studying in an Algerian university, and as a result this impacted their learning.

The result of the study found it necessary for teachers to use teaching strategies to meet their learners' varied needs. Teaching strategies aims at achieving a common instructional goal with learners whose individual differences, such as prior achievement, aptitude or learning style and social background differ. Such teaching strategies include; creating an environment in which learners feel their contributions are valued, encourage an exchange of ideas by maintaining equal responses among learners, develop attentive listening while sharing viewpoints on an issue, allow learners to make personal decisions on various issues....etc. Teaching strategies requires the use of both common and individualised instruction. Common instruction focuses on the whole class or group of learners in the same classroom, while individualised instruction focuses on group of learners whose membership differs according to their ability.

It is undeniably true that limitations exist in every research, realising and elucidating them could be a way of revealing the sincerity in making research. It is to be recognised that the present study holds a number of limitations observed by the researcher in the course of achieving the latter. First, not all non-local learners interviewed by the researcher were mentioned in the present research in respect for the specific population chosen and which was focusing on EFL first year non-local learners the researcher used to teach oral expression during the academic years 2014-2015/ 2015- 2016/2016- 2017. Second, the findings are limited to a small selected group of first year EFL non-local learners studying at DLU of Sidi Bel Abbes, and since the sample is not a whole population, this restricted the generalisability of the results to a larger population. It is also worthwhile mentioning that not all sides of the problem have been explored in this work. All in all, continued research is needed to clarify non-local learners' challenges in a host country as well as in a foreign language classroom. Moreover, new findings are needed to make a link between adaptive

teaching and successful oral interaction achievements. It is to be hoped that this type of study will help dispel the discomfort occurring among local and non-local learners in their oral interaction practices as well as aid them in maintaining successful oral interactions inside and outside classroom borders.

General Bibliography

Books

Ballesteros, F. M. (2003). Speech and Oral Communication. Katha Publishing. CO, INC.

Bloomfield, L. (1994). Language. Motilal Banarsidass Publishers.India.

Brown, D.H (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains. Pearson Education- Longman.USA.

Brown, D.H (2000). Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains, NY. Pearson Education- Longman.USA.

Brown, D. (1992). Principles of Language Learning and Teaching. San. Pearson Education. USA.

Bygate, M (1987). Speaking . OUP.China.

Calero, H.H. (2005). The Power of Non-verbal Communication: How you Act is More Important than What you Say. Silver Lake Publishing. USA.

Chapelle, C. A & Sauro, S (2017). The Handbook of Technology and Second Language Teaching and Learning. Wiley Blackwell.

Crespo, R. M. (2010). The Active Listener; How to develop your Active Listening Skills. Lulu Edition. Crystal. D "Language ". CUP.

Deresky, H. (2008). International Management. Managing Across Borders and Cultures. Text and Cases. Pearson Education: New Jersey.

Downs, J. L (2008). Listening Skills Training. ASTD Press.

Ellis, R (1992). Second Language Acquisition and Language Pedagogy. Multilingual Matters.

Gatajda, D (2017). Communicative Behaviour of a Language Learner: Exploring Willingness to Communicate. Springer International Publishing.

General Bibliography

Gully, S. Philips, J. (2010) <u>Culturally Intelligent Leadership</u>. Business Expert Press, LLC. New York.

Hall, T. E (1951). <u>The silent Language</u>. Anchor Books . Doubleday.

Harmer, J. (1991). <u>The Practice of English Language Teaching.</u> London: Longman.

Harmer, J. (2001). <u>The Practice of English Language Teaching.</u> London: Longman.

Henrik, G. (1977). <u>What is Humanism?.</u> The Lindley Lecture, University of Kansas.

Haase, C & Orlova, N. (2014). <u>ELT: Harmony and Diversity.</u> Cambridge Scolars Publishing.

Hoftstede, G. (2001). <u>Culture Consequences: Comparing Values, Behavioours, Institutions and Organisations</u> .Second Edition. Sage Publications.

Illiris, K. (2018). <u>Contemprory Theories of Learning: Learning Theorists in their own words</u>. Second Edition. Routledge.

Janik, D, S (2004). <u>A Neurobilogical Theory and Method of Language Acquisition</u>. Lincom.

Kakstein, H. (2007). <u>All Clear: Listening and Speaking. Third Edition</u> Thomson. Heinle.

Karavas, E (2014). <u>Applied Linguistics to Foreign Language Teaching and Learning.</u> Hellenic Republic. University of Athens.

Kothari, C. R (2004). <u>Research Methodology: Methods and Techniques.</u> New Age International Publishers.

General Bibliography

Krashen, S. (1982). Principles and Practice in Second Language Acquisition. Pergamon Press Inc.

Krashen, S. (1981). Second Language Acquisition and Second Language Learning. Pergamon Press Inc.

Kukulska –Hulm, A . (1999). Language and Communication: Essential concept for user Interface and Documentation Design. NY. OUP.

Larsen-Freeman, D, & Long, M. (2014). An Introduction to Second Language Acquisition Research. Routledge.

Leaver, B. Ehrman, M & Shekhtman, B. (2005). Achieving Success in Second Language Acquisition. CUP.

Lightbown, M. P & Spada, N. (2006). How Languages are Learned. Third Edition. Oxford University Press.

Lightbrown, M. P & Spada, N. (2013). How Languages are Learned. Fourth Edition. Oxford University Press.

Lightbown, M. P & Spada, N. (1993). How Languages are Learned. Fourth Edition. Oxford University Press.

Lightbown, M. P & Spada, N. (1999). How Languages are Learned. Revised Edition. Oxford University Press.

Linse, T.(2005). Practical English Language Teaching. Mc Graw Hill.

Maslow, A. H. (1943). A Theory of Human Motivation. Nalanda Digital Lirary.

Morals, A.S. (2012). Trait Anxiety. Nova Science Publisher.

Muller, A. (2005). Concepts of Cultures; Arts, Politics and Society. University of Calgary Press.

General Bibliography

Mitchell, R. Myles, F & Marden, E. (2013). Second Language Learning Theories. Third Edition. Routledge.

Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge University Press.

Nunan, D. (2015). Teaching English to Speakers of Other Languages: an Introduction. Routledge.

Nunan, D. (1990). Research Methods in Language Learning. CUP.

Nunan, D. (1991). Language Teaching Methodology. Prentice Hall.

O'Brien,G. Millis. B & Cohen. M, (2008). The Course Syllabus: A Learning-Centered Approach. Second Edition. Jossey Bass.

Oxford, R. (1990). Language Learning Strategies: What Every Teacher Should Know. OUP.

Pawlak, M. (2012). New Perspectives on Individual Differences in Language Learning. Springer

Prichard, A. (2009). Ways of Learning: Learning Theories and Learning Styles in the Classroom. Routledge.

Rivers, W. M (1987). Interactive Language Teaching . C U P.

Richards, J & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. Second Edition. CUP.

Rost, M. (2011). Teaching and Researching Listening. Second edition. Pearson Education.

Rost, M. (2001). Teaching and Researching Listening. London. Longman.

Rost, M.(1990). Listening in Language Learning. Routledge.

General Bibliography

Samovar, L. A. Poter, R. E & Mc Daniel, E. R. (2009). Intercultural Communication. Wadsworth Cengage Learning.

Samovar, L. A. Poter, R. E. Mc Daniel, E. R & Roy. S. (2012). Communication Between Cultures. Wadsworth Cengage Learning.

Sasikumar, V & Dhamija, P. V. (1993). Spoken English. Tata Mc Graw -Hill Publishing Company Limited.

Singleton, D & Ryan, L (2004). Language Acquisition. Second Edition. Multilingual Matters Ltd.

Steinberg, S. (2007). An Introduction to Communication. Juta Academic.

Steinberg, S. (2006). Persuasive Communication Skills. Juta Academics.

Shunk , D. H. (2012). Learning Theories: An Educational Perspective. Sixth Edition. Pearson.

Stevick, E.W. (1990). Humanism in Language Teaching: A Critical Perspective.OUP.

Stevick, E.W. (1989). Success with Foreign Languages. Prentice Hall International.

Spitzberg,B.H Barge, J.K Morreale, S. P (2007). Human Communication: Motivation , Knowledge and Skills. Thomson Wosworth.

Strobelberger, K. (2012). Classroom Discourse in EFL Teaching. Diplomica Verlag GmbH.

Taguchi, N. (2012). Context, Individual differences and Pragmatic Competence. Short Run Press. Ltd.

General Bibliography

Toh, Z. (2010).<u>Foreign Language Anxiety and the Advanced Language Learner.</u> Public Scolars Publishing.

Tomasello, M. (2008). <u>Origins of Human Communication.</u> MIT Press.

Troike, S. M. (2006). <u>Introducing Second Language Acquisition.</u> C U P.

Wood, K. (2011). <u>Education: The Basics.</u> Routledge.

Articles

Alharbi, H. A. (2015). "Improving students' English speaking proficiency in Saudi public schools". <u>International Journal of Instruction</u> January 2015.Vol.8, No.1e-ISSN: 1308-1470.www.e-iji.net.p-ISSN: 1694-609.

Arnold, J (2011). "Attention to Affect in Language Learning". International Journal of English Studies. 22/1, 11-22.

Arnold. S (2010). " Learning How to Speak in the Classroom" ARECLS. Vol.7, 41 -58.

Cambell, P. (2006). "Why Education is Important". <u>Packer Essay</u>. EFA Global Monitoring Report 2005.

Chalak, A & Baktash, F. (2015). "An Investigation on Students' Reticence in Iranian University EFL Classrooms". International Journal of Social, Behavioral, Educational, Economic and Management Engineering. Vol:9, No:8, 2015.

Cheung, Y. K (2010). "The Importance of Teaching Listening in the EFL classroom". ERIC Digest.

Cutrone. P. (2011). " A consideration of Individual Learner Differences in Japanese EFL/ESL contexts". Journal of Faculty of Global Communication.N0 12.

General Bibliography

Crone, J. A. (1997). "Using panel debates to increase student involvement in the introductory sociology class". Teaching Sociology, 1997; 25(3): 214-218.

Clark, D. (1997). "Glossary of Leadership Definitions". www.nmlink.com/donclqrk/hrd/glossqry.html

Dörnyei, Z. (1998). "Language Teaching". DOI: 10.1017/S026144480001315X, Volume 31 / Issue 03 / July 1998.

Diaz-Ducca, J.A(2014)."Positive Oral encouragement in the EFL classroom: A Case Study through Action Research". Revista de Lenguas ModeRnas, N° 21, 2014 / 325-346 / ISSN: 1659-1933.

Erkaya, R.O. (2005). "Benefits of Using Short Stories in the EFL context". Asian EFL Journal. The EFL Professional's Written Forum.

Hamouda, A (2013). "An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom" International Journal of English Language Education ISSN 2325-08872013. Vol. 1, No. 1.

Hamouda, A (2013)" An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom". International Journal of Academic Research in Progressive Education and Development.2 (2), 1136-155.

Hassan, A. (2000). "Learners' Perceptions of Listening Comprehension Problems. Language, Culture and Curriculum. 13(2), 137,153.

Herazo , J.D , Jerez, S & Arrellano, D.L (2009). " Learning through Communication in the EFL Class: Going beyond the PPP Approach" Vol. 14, N.º 23.

Jabir, M. (2018). "Behaviourism and Cognitivism in Teaching of English as a Second Language". Vol. 5 Issue. 3. 2018(July 2018).

General Bibliography

Kemp, J. B (1994)."Arousing the sixth emphasis within Humanism in English Language Teaching". ELT Journal 48(3).

Kubat, U. (2018)." Identifying the Individual Differences Among Students During Learning and Teaching Process by Science Teachers" ISSN: 2148-9955.

Kurita, T.(2012). "Issues in Second Language Listening Comprehension and the Pedagogical Implications". Accents Asia. 5(1),30-44.

Kelly, A. R. (2010) " Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review". Vol. 59, No. 2, April 2010, pp. 185-213.Communication Education. Routledge.

Kwam, A (2017). "Theoretical Perspectives on First Language Acquisition: A contrast between the Nativists and Interactionists Perspectives". DOI: 10.13140/RG.2.2.10238.02884.

Li, H &Liu, Y (2011) . "A Brief Study of Reticence In ESL Class. Theory and Practice in Language Studies".© 2011 Academy Publisher. Manufactured in Finland.1(8) 961-965.

Lixin, X (2011)."Communicative Language Teaching for Chinees Context". Chinese Journal of Applied Linguistics" (Quarterly).

Licciardello,O & Damigella, D. (2014)."Stereotypes and Prejudices at School: a Study on Primary School Reading Books". Procedia: Social and Behavioral Sciences. 127(2014) 209. 213.

Mehrabian, A. (2007). "Verbal vs Nonverbal Communication". Available: http//www.workplacestrategiesformentalhealth.com/mmhm.

Mohd, Y.A, Noor, R. A & Maizatul, H. M (2012). " Student's participation in classroom: What motivates them to speak up?". Procedia-Social and Behavioral Sciences. 51 (2012) 516 – 522.

General Bibliography

Pourhosein, G. A & Ahmadi, M. R (2011) ."A Study of Factors Affecting Learners' EFL Learners' English Listening Comprehension and the Strategies for Improvement. Journal of Language Teaching and Research. 2,(5), 977, 988.

Rafada, S.H. (2017)." Major Causes of Saudi Learners' Speaking Anxiety in EFL Classrooms". International Journal of English Language Education ISSN 2325-0887. 2017, Vol. 5, No. 1.

Sanal. F (2017). "Foreign Language Teaching and Learning Theories/ Approaches". Litereca Turca Journal of Turkish Language and Literature. Vol 03. Issue 2.

Siti, M. M, Nick. S & Melor, M. (2010) "Factors influencing Classroom Participation: a case study of Malysian undergraduate students". Procedia Social and Behavioural Science, a (2010)/1079-1084.

Thanasoulas, D. (2002)."Motivation and Motivating in the Foreign Language Classroom". The Internet TESL Journal. Vol. VII, No. 11.

Tavil, Z. M. (2010). "Integrating Listening and Speaking Skills to Facilitate English Language Learners' Communicative Competence." Procedia-Social and Behavioral Sciences. 9, 765- 770.

Wayland, S.C (2010)."What Makes Listening Difficult":02 . University of Maryland Center for Advances Study of Language, (301), 226, 8938.

Wolfe, C & Spencer, S. (1996)." Stereotypes and Prejudices: Their Overt and Subtle Influence in the Classroom". Ame

rican Behavioural Scientist. Vol 40. Issue 02.Sage Publications. Inc.

Zahid, J. C. (2013). "An Investigation of Effectiveness of Simulation in Developing Oral Skills ". vol.9,No.32. ISSN: 1857 – 7881 (Print) e -ISSN 1857- 7431.

Zafar, S. (2012). "Individual Learner Differences and Second Language Acquisition". ISSN 1798-4769.

Zivkovik, S. (2014). "The Importance of Oral Presentation For University Students". Vol 5.No 19.Mediterranean Journal of Social Science. Rome. Italy. ISSN 2039-2119.

Thesis

Antika, S. & Richa, V. (2017)." Promoting Active Participation of Students in Regular Classroom". International Journal of Scientific Research and Reviews. ISSN: 2279–0543.

Chi, D. L (2016). "Intercultural Communication". Thesis in Business Management. Centria University of Applied Siences.

Dendrinos, B. (2014). "Applied Linguistics to Foreign Language Teaching and Learning". School of Philosophy, Faculty of English Language and Literature. Athens 2014.

Krauss, R. M. (2002). "The Psychology of Verbal Communication". The International Encyclopedia of the Social and Behavioral Sciences (edited by N. Smelser & P. Baltes).

Susak, M. (2016). "Factors that Affect Classroom Participation". A Capstone Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Service Leadership and Innovation Department of Service Systems College of Applied Science and Technology. Rochester Institute of Technology-Croatia Zagreb, Croatia.

Vilhjálmsson, H.H. (2009). "Representing Communicative Function and Behavior in Multimodal Communication". Lecture Notes in Artificial Intelligence 5398, pp. 47-59, 2009. Springer-Verlag Berlin Heidelberg.

Dictionnaries

General Bibliography

Longman Dictionary of Language Teaching and Applied Linguistics.

Oxford Dictionary.

Cambridge International English Dictionary.

Encyclopedias

Spielberger, C. (1998–2002) " Encyclopedia of Applied Phychology". Editor-in-Chief.

Guides

LMD Guide (2011). Ministry of Higher Education and Scientific Research.

Unesco Institute (2006). "Teachers and Educational Quality: Monitoring Global Needs". UNESCO Institute for Statistics, Montreal.

Conferences

3rd British Council Conference (2015). Oran

Non-local Learners' Interview

The following interview is meant to know the challenges you face in oral expression session. So please help me by answering the following questions.

What is your age?

……………………………………………………………………………………….

Where are you from?

....

How many years have you studied English in your country?

....

Who is in charge of your studies here in Algeria?

....

What is your goal from studying English in Algeria?

....

Are you motivated to learn English as a foreign language?

…………………………………………………………………………………..

Are you motivated to improve your speaking skill?

…………………………………………………………………………………..

What kind of activities you like most in oral class?

....

Do you think that your limited participation in class is due to your personality characteristics or other reasons, and what kind of difficulties you generally encounter in oral class?

....

The Authentic Oral Interaction Skills Measurement Scale

Please take few moments to think about the listed statements below, then rate each of them in terms of the extent to which you (agree or disagree) with their content regarding the skills you feel you developed during oral expression training sessions.

	Agree	Disagree
I become aware of the importance of communicating with people since I am learning English as a Foreign Language.		
I become aware of the importance of confidence for achieving successful communication.		
I become aware of the importance of moral values such as respect and tolerance in maintaining successful communication.		
I become aware of the importance of listening attentively when communicating with people.		
I become aware of the value of individual similarities and differences on communication.		
I become aware of the bad effect of negative judgments on communication.		

Appendix C

Introductions

Greeting

Listening Text	**TOM**: Ram, may I introduce Mr Reddy to you? He has heard about you and is very eager to meet you. **RAM**: I am delighted. How do you do? **REDDY**: How do you do? **RAM**: What part of India do you come from, Mr Reddy? **REDDY**: From Madras, though I was born and educated in Hyderabad. **TOM**: Mr Reddy has recently been transferred to Delhi. **RAM**: Is this your first visit to Delhi, Mr Reddy? **REDDY**: No. I quite often come here on official business. This is my wife, Reeta. She has come with me just to see for herself what kind of place Delhi is. **RAM**: How do you do, Mrs Reddy? **REETA**: How do you do? **RAM:** You have never been here before? **REETA**: I did come here once a few years ago, but I do not know the city at all. **RAM**: So you want to see the city for yourself? **REETA**: Yes. **RAM:** Is it possible that you will not come to live here if you don't happen to like the place? **REETA**: I can't say that, but . . . Sita, come here. This is my daughter. She would not be left behind, and therefore she is come along. **RAM**: How do you do? **SITA**: How do you do? **RAM**: What is your name, please? **SITA**: I am S. Sita. **RAM**: Sorry? **SIT A:** S. Sita. **TOM:** Come, everybody. Let's have some tea now. Adopted from Sasikumar & Dhamija (1993:162)
Comprehension Questions	Q1: How many people take part in this conversation? Who are they? Q2: Where does the conversation take place? Madras, Delhi, or Hyderabad?

	Q:3 Who lives in Delhi? Who are new to the city? Q4: Is this Mrs Reddy's first visit to Delhi?

Appendix D

An Invitation to the Tea

Persuading

Listening Passage	RAMACHANDRA: Hello, John. Hello, Ruth. JOHN: I am very glad you have both come, and you are just on time! PRABHA: It is really very kind of you to invite us. It is the first time we have been invited to an English home. RUTH: I wish we had invited you earlier. John and I were very impressed by your husband and you at the Teachers' home. Ever since, we have been planning to meet you. The other day John suggested that we should ask you over to tea. And here we are! RAMACHANDRA: We too have been wanting to see you since we met you at that party. RUTH: Thank you. Now let's go into the sitting room. There are some nice, cosy chairs in it and it overlooks the river over there. (They go in.) RUTH: Do sit down. PRABHA: Oh, it is really very nice here. I have not seen such a lovely place! RUTH: It is very nice of you to say so. Now, let's fill our cups and sit down and chat. How do you like your tea? Strong? RAMACHANDRA: Not too strong, thank you. PRABHA: Yes, rather strong, thank you. RUTH: You take milk? And sugar? RAMACHANDRA: Yes, a little milk please, but no sugar. PRABHA: Just a drop of milk, please, and two spoonfuls of sugar. RUTH: Would you pass your husband the sandwiches, or does he prefer plain bread and butter? PRABHA: We had lunch rather late, and I'm not very hungry. Care for some eats, Ram? RAMACHANDRA: No, I don' t really want to eat anything Adopted from Sasikumar & Dhamija (1993:131)
Comprehension Questions	Q1: Four people are taking part in this conversation. Who are they? How are they related to one another? Q2: Where is the conversation taking place? At Ruth's house, or at Prabha's place? Q3: Prabha and Ramachandra are Indian. What nationality are Ruth and John? Q4: Where did John first meet Ramachandra? Who do you think are the Thatchers? Q5: Does Prabha like Ruth's home? What does she like about it?

Appendix E

At the Restaurant

Expressing ability

Listening Text	Situation: Jane, Leslie, and Mary are having lunch at the restaurant. Since they will have to give a presentation on etiquette rules next week, they try to practice by talking very formally to each other. Jane: Leslie, may I borrow your cell phone to call my mother after we finish lunch? Leslie: Yes, of course, Jane. And please, do not forget to ask your mother whether you may go to the movies with us afterwards. Mary: Jane, could you pass the salt, please? Jane: Sure, here you are. Mary: And the pepper too, please. Thank you. Jane: You are welcome. Leslie: Would both of you mind if I stop by Marcus bookstore on our way to the movie? Jane: No, not at all. Mary: I would love to look at their New Book selection. So, I would like to stop there also. Jane: Would both of you like to go shopping after the movie? Leslie: Maybe some other time. I need to be home by 5:00 o'clock. Mary: I can go with you if you want. Jane: That would be great. I need to pick up a gift for my brother. His birthday is on Sunday next week. What would you recommend, Mary? Mary: Just a moment please. Let me think. Maybe a fishing pole since he loves fishing? Jane: What a clever suggestion! My brother will thank me for the lovely gift. I hope there is a fishing store in the mall. Leslie: I ordered too many French fries. Would anybody care for some? Jane: Yes, I would like some. Leslie: How about you, Mary? Mary: No, thank you. I have enough food already. Jane: Leslie, would you like some of my fried rice? Leslie: Yes, please. Just a little bit. Jane: Here you go. Leslie: Oh, that is enough! No more, please. Jane: Mary, did you remember to bring my Harry Potter book? Mary: Oh, I am sorry. I completely forgot about it. Could you call to remind me again tonight? Jane: Certainly. Leslie: If you do not mind, may I borrow the book after you are done with it? Jane: I promised to let John borrow it after I get it back from Mary.

	You are welcome to have it once John is finished. John is a fast reader; he will finish it in no time. Leslie: I, on the other hand, am a pretty slow reader. How long do you think I may keep it? Jane: I already read it. So, you may keep it as long as you want. Give it back to me at your earliest convenience. Leslie: Thank you, Jane. That will save me some money. Mary: Are we all done? We should leave now to catch the next show; otherwise, we will be late. Leslie: I am ready anytime you are. Jane: So am I. Shall we go? Adopted from Sasikumar & Dhamija (1993:121)
Comprehension Questions	Q1: Why does Jane want to borrow Leslie's phone? Q2:What do they want to do after lunch? Q3:What do they want to do on their way to the movie? Q4: Why doesn't Mary mind stopping at the bookstore? Q5: Why doesn't Leslie want to go shopping after the movie? Q6: What should Jane buy for her brother on his birthday? Why? Q7: Why does Leslie want to give away some of her French fries? Q8: What did Mary forget to do? Q9: Why can't Leslie borrow the Harry Potter book after Jane gets it back from Mary? Q 10: What kind of reader is John? Q11: How long can Leslie keep the book? 4) Discussion Q12: What is etiquette? Q13:What are some of the etiquette rules in your country? Q14:Do we need to observe etiquette rules? Why? Why not?

Appendix F

At the Post Office

Making requests

Listening Passage	MICHAEL: Excuse me. COUNTER CLERK: Yes? MICHAEL: I want to send this parcel, please. COUNTER CLERK: Do you want to send it by letter, post or parcel post? It would be three rupees fifty paise by letter post, and two rupees twenty-five paise by parcel post. MICHAEL: You would better send it by letter post. It might be quicker. COUNTER CLERK: All right. Anything else I can do for you? MICHAEL: Yes. Could you weigh this letter, please? COUNTER CLERK: It is just over twenty grams. It will cost you one rupee forty paise. Here are the stamps for the parcel and the letter. Will you affix them, please? MICHAEL: I also want twenty inland letter sheets and ten stamped envelopes. COUNTER CLERK: By all means. But wait a minute, please. Let me firstgive you the receipt for the parcel. Here's the receipt. And here is the postal stationery. MICHAEL: Thank you very much. Can I leave the parcel there on the desk in front of you? COUNTER CLERK: Yes. But put the letter in the box over there. MICHAEL: Oh, yes. Thank you very much. Adopted from Sasikumar & Dhamija (1993:01)
	Read the following questions and try to answer them as briefly as you can. Q1:Where does the dialogue take place? Q2:How many people are taking part in the dialogue? Who are they? Q3: Do we know the name of the Counter Clerk? Is it a man or a

Comprehension Questions	woman? Do we know? Q4: Michael wants to do three things at the post office. What are they? Q5:Are the two people in the dialogue polite to each other? Q6:Does Michael leave the post office happy or unhappy?

Appendix G

At the Hotel

Apologising

Listening Passage	TOURIST: Good morning. Have you any room vacant? RECEPTIONIST: Yes, sir. Double or single? TOURIST: I want one double. RECEPTIONIST: I have a double room on the second floor. TOURIST: Oh, but I wanted to have one on the ground floor, or the first floor. RECEPTIONIST: Let me see if I can . . . **I'm sorry**, sir. There is no double room vacant at the moment either on the ground or on the first floor. But I wonder if you could wait till the checkout time. I will have two vacancies then. Could I book one of the rooms for you in advance, sir? TOURIST: Yes, I don't mind waiting for an hour or so. What is your check-out time? RECEPTIONIST: It is 12 noon, and it is already a quarter past eleven. So you will have to wait for less than an hour, sir. TOURIST: How come? My watch shows ten minutes *to* eleven! That means there is more than an hour to go. I am not going to wait. RECEPTIONIST: I am afraid your watch is a little too slow, sir. My watch makes 11.20 now. I set the time only a few minutes before you came. TOURIST: Oh, dear, there's something wrong with my watch. You are right. I will wait for some time. RECEPTIONIST: Thank you, sir. Would you take a seat, on the sofa over there? TOURIST: Oh, but I do not know anything about the facilities you provide here. Adopted from Sasikumar & Dhamija (1993:171)
Comprehension Questions	Q1:Where does the conversation take place? — at a tourist office? — in a hotel room? — at a hotel reception? Q2: Who are the two people taking part in the conversation? Q3: Is the tourist a man or a woman? Q4:Is the receptionist a man or a woman? Q5: What does the tourist want? Q6: How long should the tourist wait for a room? Q7: What does the tourist want to know? Q8:Where will he find the information?

Appendix H

AT THE DOCTOR'S

Expressing Emotions

Listening Text	PATIENT: Good evening, doctor. DOCTOR: Good evening, sir. What's your trouble? PATIENT: I haven not been feeling well lately. DOCTOR: What exactly is the problem? PATIENT: I often feel quite sick. Have had a lot of pain in the stomach for several days. I have also had severe headaches for over two days. DOCTOR: What is your appetite like? PATIENT: Not at all good. I do not feel like eating anything. I feel full up all the time. DOCTOR: Have you had any fever? PATIENT: Well, I do feel feverish all the time. I have also had a bad taste in the mouth since I have been sick. DOCTOR: All right, let me take your temperature first. There! Give me your wrist, please. There is nothing wrong with the pulse. Now take off your pullover. And your shirt too. Loosen your clothes a little. I will examine you, if you lie down on that couch. Do you feel any pain here? PATIENT: Yes, some. DOCTOR: And here? PATIENT: Oh, that's quite painful! DOCTOR: All right. You may get dressed now. PATIENT: I hope there is nothing serious, doctor? DOCTOR: No, nothing serious. I am prescribing two kinds of tablets. Take one before meals. And the other after meals for three days. Don not eat any fried or spicy food. Drink milk and have milk foods as much as you can. And do take some rest. PATIENT: Do I need to stay away from work, doctor? DOCTOR: No, not at all. Just take it easy and have rest whenever you can. Come and see me if the trouble does not go quickly. AT THE DOCTOR' S 11 PATIENT: Thank you very much, doctor. Good-bye! DOCTOR: Bye!
Comprehension Questions	Q1: Two people are talking in this conversation. Who are they? Q2: Is the doctor a man or a woman? Q3:Do we know? Is the patient a man or a woman? Q4:Where does the dialogue take place? — at the doctor's sitting-room — at the doctor's consulting room — in the patient's house

	Q5:What is the patient's trouble? Q6:What does the doctor give him? Q7:What kind of food can the patient have? Q8:What shouldn't he eat? Q9:Can he go to work?

Appendix J

Whole-class Discussion

Tourism

What images spring to mind when you hear the word 'tourism'?

Do you think tourism helps people in the world understand each other?

How important is tourism to your country?

Would you like to work in tourism?

What are the good and bad things about tourism?

What are the major tourist attractions in your country?

What do you think of the idea of space tourism?

How does tourism change lives?

Appendix K

Whole-class Discussion

Pollution

What comes to mind when you hear the word 'pollution'?

What different forms of pollution do you know of?

How bad is pollution in your town?

What do you do every day that helps to reduce pollution?

How does pollution affect our health?

Is there a lot of pollution in your country?

What harm does pollution do to the environment?

What simple, everyday thing could help reduce pollution most?

Appendix L

Whole-class Discussion
The Doctor

What comes to mind when you hear the word 'doctor'?

How often do you go to the doctor?

Do you always feel better after you've visited the doctor?

What do you think about the costs of visits to the doctor in your country?

If you were a doctor, which area would you like to specialize in?

Do you always think you've received top treatment from your doctor?

Do you think there are enough doctors in your town?

Where do you think the world's best doctors are?

What kind of person makes an excellent doctor?

Appendix M

Whole-Class Discussion

Job Interview

What do you think of job interviews?

What do you do before a job interview?

What's the best way to pass a job interview?

What experience do you have of job interviews?

What is the best way to pass a job interview?

Is it important to ask questions in interviews?

What is your favourite job interview question?

How do you feel after a job interview?

How can you practice for job interviews?

Appendix N

Whole-class Discussion

Habits

What are some good habits to have?

Which bad habit do you think would be the most difficult to get rid of? Why?

Which good habit do you think would be the most difficult to develop? Why?

Which habit is the most important for parents to set as an example of for their children?

Is always coming late a bad habit?

Are we be born with our bad habits? Or do we acquire them from the environment surrounding us?

Have you been successful in getting rid of a bad habit?

How can we get rid of bad habits?

How can we develop good habits?

Appendix O

Learners' Self Evaluation Questionnaire

I know many expressions in English

Sometimes I use some of these expressions when I speak

When I listen to native speakers of English. I sometimes hear expressions that I studied.

When I see or hear expressions that I don't know, I write them down and ask what they mean.

I know more about pronunciation in English

I try to think about pronunciation when I talk

I listen carefully to how native speakers of English pronounce words

I am working hard both in and out of class

I like to work with other students in class

I like to study with other students outside of class

(Adopted from Kakstein, 2007 :192)

Glossary

Ability: The capacity to perform an act, either innate or as the result of learning and practice.

Accuracy : the degree of freedom from error or the degree of conformity to a standard

Achievement: A measurement of what a person knows or can do after a learning episode or training .

Attitudes: A persisting feeling or emotion of a person that influences choice of action and response to stimulus. Defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation). They encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. Training that produces tangible results starts by changing behavior...which ultimately changes attitudes. Training often uses the term attitude to identify the psychological term "affective domain."

Behaviour: Any activity (either covert or overt) the learner will be expected to exhibit after training. The activity should be observable and measurable. It is the primary component of an objective.

Behaviourism: Belief that learning results in a change in the learner's behaviour. The focus of behaviourists is on the outputs of the learning process. The study of learning only through the examination and analysis of objectively observabale and quantifiable behavioral events, in contrast with subjective mental state.

Glossary

Case Study: A text- based description of a problem or situation that contains enough detail to enable the learners to recommend a solution. The learners encounter a real life situation under the guidance of an instructor or computer in order to achieve an instructional objective. Control of the discussion comes through by the amount of the detail provided.

Cooperative Learning: Involves the more conventional notion of cooperation, in that learners work in small groups on an assigned project or problem under the guidance of the trainer.

Cognitive: From the Latin "cogito","I think". The mental processes of perception, memory, judgement and reasoning. Cognitive also refers to attempts to identify a perspective or theory in contrast to emphasizing observable behaviour.

Constrain: Any element or factor that prevents a person from reaching a higher level of performance with respect to her goal.

Competency: Areas of personal capability that enable people to perform successfully in their jobs by completing task effectively. A competency can be knowledge, attitudes, skills, values or personal values. Competency can be required through talent, experience or training. Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment.

Evaluation: The process of gathering information in order to make good decisions It is broader than testing, and includes both subjective (opinion) input and objective (fact) input. Evaluation can take many forms including memorization, test portfolio assessment and self-reflection. There are at least six major reasons for evaluating training, each requiring a different type of evaluation; improve the instruction (formative evaluation), promote individual

Glossary

growth and self-evaluation(evaluation by both trainer and learner), assess the degree of demonstrated achievement(summative evaluation), diagnose future learning needs (of both trainer and learner), enhance one's sense of merit or worth (learner), identify or clarify desired behavior(trainer).

Feedback: Providing learners with information about the nature of an action and its result in relation to some criterion of acceptability. It provides the flow of information back to the learner so that actual performance can be compared with planned performance. Feedback can be positive, negative, or neutral. Feedback is almost always considered external while reinforcement can be external or intrinsic (i.e., generated by the individual).

Instruction : the delivery of information to enable learning. The process by which knowledge and skills are transferred to students .Instruction applies to both training and education.

Knowledge: 1.The sum of what is known; a body of truths, principles, and information. 2. Specific information required for the student to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

Learning: a relatively permanent change in behavioural potentiality that can be measured ,that occurs as a result of reinforced practice .gaining knowledge ,skills or developing a behaviour through study ,instruction or experience .

Module: A stand-alone instructional unit that is designed to satisfy one or more learning objectives. A separate component complete within itself that can be taught, measured, and evaluated for a change or bypassed as a whole; one that is interchangeable with others, used for assembly into units of differing size, complexity, or function. A module consists of one or more lessons.

Glossary

Performance: The accomplishment of a task in accordance with a set standard of completeness and accuracy.

Practice: Repeated and systematic performance to gain proficiency using the psychomotor, cognitive, and affective skills, acquired in the training phase. Initial practice occurs while the student is acquiring skills; proficiency practice occurs at intervals after training so that the skills may be refreshed. Practice enables the student to perform the job proficiently.

Skill : The ability to perform a psychomotor activity that contributes to the effective performance of a task .

Task: The smallest essential part of a job. A unit of work activity that is a logical and necessary action in the performance of a job. It can be described in simple terms. Has an identifiable start and end point and results in a measurable accomplishment or product.

Test: A device or technique used to measure the performance, skill level, and/ or knowledge of a learner on a specific task or subject matter. It usually involves quantification of results- a number that represents an ability or characteristic of the person being tested.

Topic: The basic organizational unit of instruction covering one or more closely related learning objectives.

Training: Learning that is provided in order to improve performance on the present job.

Validity: The degree to which a test measures what it is intended to measure. Although there are several types of validity and different classification schemes

Glossary

for describing validity. There are two major types of validity that test developers must be concerned with, they are content-related and criterion- related validity.

<div align="right">Adopted from Clark (1977)</div>

<div dir="rtl">

ملخص

من المقبول عادة ان الهدف من تعلم اللغة الأجنبية هو أن تكون قادرًا على التواصل بها شفهياً وكتابيا الهدف من الفصل الشفوي للتعبير والفهم هو تطوير قدرة المتعلمين على التواصل شفهياً. يتم تطوير مهارات التواصل الشفهية للمتعلمين إذا قاموا بممارسة اللغة التي يتعلمونها وكذلك رفع مستوى الوعي بشأن تعلمهم. علاوة على ذلك ، يجب تزويد المتعلمين بالمساعدة والتوجيه المناسبين وفقًا لقدراتهم واحتياجاتهم التعليمية ، حتى يتمكنوا من تطوير إمكاناتهم إلى أقصى حد. فيما يتعلق بهذا الهدف ، يميل العمل الحالي إلى توفير أداة بسيطة ولكنها قوية لتحسين التفاعل الشفهي باللغة الإنجليزية كلغة أجنبية في الفصل الدراسي للتعبير الشفهي وفهم اللغة الإنجليزية كلغة أجنبية. المشاركون في هذه الدراسة من متعلمي اللغة الإنجليزية كلغة أجنبية للعام الأول 2014-2015 / 2015-2016 / 2016-2017. الأدوات الرئيسية المستخدمة كانت الملاحظة الصفية ، ومقابلة ومقياس تقييم التدريس. وقد لوحظ كل من المتعلمين المحليين وغير المحليين من أجل استكشاف مواقفهم التفاعلية قبل وبعد التدريب. أجريت المقابلة مع سته متعلمين غير محليين ، تتراوح أعمارهم بين سبعة عشر (17) وسته وعشرين عامًا (26) ، وكان الهدف من ذلك هو اكتشاف التحديات التي واجهوها كثيرًا في فصل اللغة الإنجليزية كلغة أجنبية التعبير الشفوي والفهم. تم عقد مقياس التدريس مع مائة وخمسة وأربعين (145) طالبًا في السنة الأولى للعام الدراسي 2016-2017 والذي تم استخدامه لتقييم نتيجة التدريس بعد تدريب المتعلمين على أساس التعليم التكيفي. أوضحت الدراسة الحالية أن تحفظ المتعلمين غير المحليين في الفصل الدراسي للتعبير الشفهي وفهم اللغة الإنجليزية كلغة أجنبية هو اختلافات فردية في الطبيعة. وهكذا ، فإن عوامل مثل الخلفيات الاجتماعية والتعليمية أثرت بشكل كبير على تعلمهم. كعلاج ، يتعين على المعلمين تكييف تعليماتهم بناءً على الاحتياجات والتحديات المختلفة للمتعلمين. يمكّن التعليم القائم على التكيف المتعلمين من الاستجابة بمرونة للمهام ، وتطوير مهاراتهم في التواصل ، وتحسين شعورهم بالتعاون ، وبالتالي السيطرة على تعلمهم.

</div>

Abstract

It is commonly accepted that the primary goal of foreign language learning is to be able to communicate both orally and in writing. The aim of the oral expression and comprehension classroom is to develop learners' ability to communicate orally. Learners' oral communicative skills are developed if they produce the language they are learning as well as raise awareness on their learning. Moreover, learners need to be provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the full. Related to this aim, the present work tends at providing a simple but a powerful tool for improving EFL local and non-local learners' authentic oral interaction in the EFL oral expression and comprehension classroom. The respondents involved in this study were first year EFL learners of the academic year 2014-2015/ 2015-2016/ 2016-2017. The main instruments used were classroom observation, an interview and a teaching assessment scale. Both local and non-local learners were observed in order to explore their interactive attitudes before and after training. The interview was conducted with six non- local learners, aged between seventeen (17) and twenty six years old (26), and the aim was to detect the hindrances they frequently encountered in the EFL oral expression and comprehension classroom. The teaching scale was held with one hundred forty five (145) first year learners of the academic year 2016-2017 and which was used to assess the teaching result after training learners based on adaptive instruction. The present study showed that non-local learners' reticence in the EFL oral expression and comprehension classroom is individual differences in nature Thus, factors such as social and educational backgrounds greatly influenced their learning. As a remedy, teachers are required to adapt their instruction based on their learners' varied needs and challenges. Adaptive based instruction enables learners to respond flexibly to tasks, to develop their communicative skills, to improve their sense of cooperation and thereby assume control over their learning.

Abstract

Il est communément admis que l'objectif principal de l'apprentissage des langues étrangères est de pouvoir communiquer oralement et par écrit. Le but de la classe d'expression et de compréhension orale est de développer la capacité des apprenants à communiquer oralement. Les compétences en communication orale des apprenants sont développées s'ils produisent la langue qu'ils apprennent et sensibilisent à leur apprentissage. En outre, les apprenants doivent recevoir une assistance et des conseils appropriés en fonction de leurs capacités et de leurs besoins d'apprentissage, afin qu'ils puissent développer pleinement leur potentiel. En lien avec cet objectif, le présent travail tend à fournir un outil simple mais puissant pour améliorer l'interaction orale authentique des apprenants EFL locaux et non locaux dans la classe d'expression et de compréhension orale. Les répondants impliqués dans cette étude étaient des apprenants EFL de première année de l'année académique 2014-2015 / 2015-2016 / 2016-2017. Les principaux instruments utilisés étaient l'observation en classe, un entretien et une échelle d'évaluation de l'enseignement. Des apprenants locaux et non locaux ont été observés afin d'explorer leurs attitudes interactives avant et après la formation. L'entretien a été mené auprès de six apprenants non locaux, âgés entre dix-sept (17) et vingt-six ans (26), et l'objectif était de détecter les difficultés qu'ils rencontraient fréquemment dans la classe d'expression et de compréhension orale. L'échelle d'enseignement a été tenue avec cent quarante cinq (145) apprenants de première année de l'année académique 2016-2017 et qui a été utilisée pour évaluer le résultat de l'enseignement après la formation des apprenants sur la base de l'enseignement adaptatif. La présente étude a montré que les réticences des apprenants non locaux dans la classe d'expression et de compréhension orale de EFL sont des différences de nature individuelles. Ainsi, des facteurs tels que les antécédents sociaux et éducatifs ont grandement influencé leur apprentissage. Comme remède, les enseignants doivent adapter leurs enseignements en fonction des besoins et des défis variés de leurs apprenants. L'enseignement basé sur l'adaptation permet aux apprenants de répondre avec souplesse aux tâches, de développer leurs compétences en communication, d'améliorer leur sens de la coopération et ainsi de prendre le contrôle de leur apprentissage.