The Role of Conversational Interaction in Learning English as a Foreign Language in a Computer Mediated Classroom: The Case of 4th Year Students at Batna University

In Partial Requirement for the Degree of Doctorat És-Science in Applied Linguistics

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2017

Dedication

Every Challenging work needs self-efforts, commitment, dedication as well as guidance from different sources of inspiration wisdom and love especially those who are very close to our heart. My humble effort is dedicated to the light of our eyes to our soul to our beloved Almighty Allah and to the teacher of all teachers our beloved prophet Mohamed –Peace Be Upon Him-

To my sweet tender and loving source of light that guided my way and starred my horizons

Mother Aziza and Father Ahmed

Whose affection, love, encouragement and prays day and night make me able to get such success and honor

To my sisters, brothers and family members

All along with all dearest hard working and respected professors and teachers

To my dearest students

To all those who loved me

To the charming gardeners who made my soul blossom and who brought the peace of today and created the vision of tomorrow to the ones who told me all the things I need to hear before I knew I needed to hear them

I could not have done this without you all thank you for your support all along the way

Thank you

Declaration

I Radia Guerza, a PhD candidate at the faculty of Letters and Foreign Languages, hereby declare that the work entitled "The Role of Conversational Interaction in Learning English as a Foreign Language in a Computer Mediated Classroom: The Case of 4th Year Students at Batna University" is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written from me by another person. Nonetheless, some features of my published papers that do have a relation to this project appear in this work.

Papers' titles appearing in this work are:

- ➢ Exploring the Value of ICT Pedagogies for Second Language Learning in Algeria: Opportunities for Students to 'Speak as Themselves' (2015), Birmingham University
- ➢ ICT in the Algerian EFL Classrooms: An Innovative Means to Enhance Learners' Autonomy, International Journal for Infonomics (IJI), Volume 8, Issues 1/2, March/June 2015

Abstract

The role of conversational interaction in learning English as a Foreign Language (EFL) has been widely discussed in the literature, and the value it plays in enhancing EFL communicative competence has been an issue of constant debate and controversy especially if this latter is enhanced by Information Communication Technology (ICT). It has been documented for over than two decades that conversational interaction mediated with computer-based techniques provides learners with a wide array of authentic and pedagogical opportunities that foster their learning processes (Chapelle, 2001; Warschauer, 1996). Nonetheless, there is virtually no research which would document the language learning benefits in this specific setting empirically. In fact, multimedia praxises offer a rich linguistic and non-linguistic environment to learners giving them the freedom to choose the content and the used techniques (Benson, 2001). Within this respect, and starting from the premise that learning depends on the activity and the initiative of the learner (Van Lier, 2008), the context for the study is a specific one-semester course which utilized a number of novel pedagogical approaches. This research adopts exploratory mixed methods whereby data were obtained from classroom observation, teachers' and students' questionnaires and focus group interviews. EFL undergraduate learners' views and perceptions are considered in shaping the educational agenda in Algeria. This study has been undertaken to solve problems within our EFL setting, a context where most of our EFL classrooms are teacher-led. The teacher is clearly in control of the content and the skills to be learned. He is in charge of the pace and amount of interaction that occurs throughout the lesson. In this study, detailed empirical evidence of students' meaningful engagement in classroom discourse and, by extension, of their language learning are provided. The powerful potential of the *Content Process Product (CPP)* program, a newly devised pedagogy for the teaching of English, in creating interactional spaces in which students are allowed to invest their own identities and "speak as themselves" is highlighted. Also, interactional data analysis from the sociocultural perspective is presented to demonstrate instances of learners' agency applying Walsh's (2011) *Self Evaluation of Teacher Talk (SETT) Framework* and Van Lier's (2008) *Interactional Analysis Scheme*. The schemes' categorization demonstrates how initiative and transportable identities are demonstrated and enacted in classroom interaction. The results indicate that principles of conversational interaction supported by transportable identities and ICT transcend specific materials or technologies, and can inform the development of productive EFL pedagogies across educational contexts. The findings obtained allude to the fact that the innovative approach devised to meet both the hurdles and the learners' expectations is significantly contributing in promoting EFL learning. The results confirm that the CPP program not only helps learners to express themselves in English, but also it helped them to expose their personal identities whereby their fluency has been promoted. The collected data suggests that EFL teachers should consider creating an appropriate healthy environment that encourages autonomy, engagement and agent acts. This research endeavors to come up with proposals for enhancing the quality of EFL instruction in Algeria.

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Glossary

➢ **Accuracy:**

It is the capacity of mastering grammar rules that involves explicit knowledge of grammatical concepts, categories, and rules. It is this ability to master linguistic competence. Accuracy "concerns the extent to which the language produced conforms to target language norms" (Skehan, 1996, p. 22).

➢ **Acquisition:**

Krashen (1981) uses the term "acquisition" to refer to the spontaneous and incidental process of rule internalization that result from natural language use, where the learners' attention is focused on meaning rather than form. It contrasts with "learning"; however, in this study both terms have been used interchangeably.

➢ **Agency:**

Gao (2010) defined agency as "an individual's will and capacity to act".

➢ **Autonomy:**

Autonomy refers to a capacity that learners possess and display to various degrees in different contexts. It is the capacity to take control over one's own learning. It is primarily an attribute of learners, although its development and display will be affected by factors in learning situations (Benson, 2011).

➢ **Behaviorist Learning Theory:**

"Behaviorist learning theory is a general theory of learning. That is, it applies to all kinds of learning. It views learning as the formation of habits. These are formed when the learner is confronted with specific stimuli which lead to responses, which are, in turn, reinforced by rewards, or are corrected. Behaviorist learning theory emphasizes environmental factors as opposed to internal, mental factors" (Ellis, 2008, p.955).

➢ **Central Tendency (Measure of):**

A statistical term applied to the central value in a frequency distribution, a commonly referred to as the average. Depending on the level of measurement of the variable (nominal, ordinal, interval, or ratio), and the shape of the distribution (normal or otherwise), various measures of central tendency may be calculated. The **mean** is the most well-known, and is obtained by adding together all the individual values in a set of measurements, then dividing the sum by the total number of cases in the set to give the average age, height, income, or whatever. However, if a particular distribution is highly skewed (that is, if there are several numbers of extreme value at one or other end of the series), then it may make more sense to calculate the **median. The median** literally is the middle value in a series of numbers, and may be used in place of the mean when, for example, average income is calculated since the distribution of income is highly skewed. The third measure of central tendency is the **mode.** It is used to describe the most frequently occurring category of a non-numeric variable (for example, voting intention). This latter is less frequently employed than the mean and the median" (Rose and Sullivan, 1996, p. 232).

> ➢ **Coding:**

"The assignment of responses to survey questions (or other data) into predetermined categories of a variable. For example, when a person answers a question on how they will vote in a general election by saying 'conservative', we assign a numeral to this type of answer which distinguishes it from other types of answer, such as labor or democrat, which could be identified by other numerals. Hence each type of answer is given a separate numeric code, usually for entry into a computer data file for subsequent analysis" (Rose and Sullivan, 1996, p. 232).

> ➢ **Collaborative Dialogue:**

Swain (2000) defined collaborative dialogue as "dialogue in which speakers are engaged in problem solving and knowledge building" (p. 102). "It is the joint construction of language –or knowledge about language– by two or more individuals; it's what allows performance to outstrip competence; it's where language use and language learning can co-occur."(Swain, 1997, p. 115).

> ➢ **Communication Strategy:**

Communication strategies are employed when learners are faced with a task of communicating meanings for which they lack the requisite linguistic knowledge; for example, when they have to refer to some object without knowing the L2 word. "communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Færch & Kasper, 1983, p. 36). These are strategies used to communicate when the learner lacks the necessary knowledge, for example, mime or paraphrase.

> ➢ **Communicative Language Ability:**

It is this knowledge of language form and the ability to put that knowledge to use in communication.

> ➢ **Communicative Competence:**

"It is the knowledge of language rules, and of how these rules are used to understand and produce appropriate language in a variety of sociocultural settings. Communicative competence consists of the knowledge that users of a language have internalized to enable them to understand and produce messages in the language. Various models of communicative competence have been proposed, but most of them recognize that it entails both linguistic competence (for example, knowledge of grammar rules) and pragmatic competence (for example, knowledge of what constitutes appropriate linguistic behavior in a particular situation)" (Ellis, 2008, p. 956).

> ➢ **Competence:**

"The term refers to a language user's underlying knowledge of language, which is drawn on in actual performance. Researchers distinguished between various types of competencies such as linguistic, discourse, strategic, and socio-linguistic. **Linguistic competence** refers to acquisition of sufficient knowledge of the norms and conventions of language elements such as syntax, spelling, pronunciation and so on. This type of competence ensures accuracy in terms of language use and usage. **Discourse**

competence refers to skill in manipulating both spoken and written language in stretches of discourse, thus resulting in fluent use of language. **Strategic competence** refers to skill in employing strategies which a language user can resort to when communication breaks down; hence ensuring communication is not hindered. And, **socio-linguistic competence** refers to adequate knowledge of the target culture, which normally yields in appropriate use of language" (Al Alami, 2014, p. 1245).

➢ **Comprehensible Input:**

"Input" refers to language that learners are exposed to. Input that can be understood by a learner has been referred to as "Comprehensible Input" (Krashen, 1981). Input can be made comprehensible by various ways: through simplification, with the help of the context, or by negotiating non-understanding and misunderstanding. Some researchers like Krashen (1981) consider comprehensible input as necessary for L2 acquisition (Ellis, 2008, p. 257).

➢ **Comprehensible Output Hypothesis:**

"Output" is language produced by the learner. It can be comprehensible or incomprehensible to an interlocutor. Swain (1985) has proposed that when learners have to make efforts to ensure that their output is comprehensible, that is, produce "pushed output", acquisition may be fostered (Ellis, 2008, 257).

➢ **Confirmation Check:**

An utterance immediately following the previous speaker's utterance intended to confirm that the utterance was understood.

➢ **Conversation:**

Talking is something most of us are rather good at and enjoy. We can almost all speak, so we take the skill too much for granted. That is why, as Bygate (1987, p.7) says, teaching speaking skills is in many ways undervalued. He argued that speaking is "a skill which deserves attention every bit as much as literary skills, in both first, and second languages" (ibid.). However, we have noted that second language learners of English who are equipped with a good knowledge of syntax, phonology, a large vocabulary often fail as "conversationalists" though they "speak" reasonably correct and even fluent English. Why is that so? What is involved in producing fluent, appropriate and intelligible conversation? It seems that conversation involves something beyond the manipulation of the language itself. In this vein, some people make a distinction between speaking skills and conversation skills (Nolasco and Arthur, 1987). What then is "conversation"? In the literature the term "conversation" is widely used that somewhat ambiguously and in a non-technical sense. Sometimes it refers to any spoken encounter or oral interaction and sometimes it is understood in a more restricted way. For example, Goffman (1976) quoted in Richards and Schmidt (1983, p. 118) defines conversation as: " Talk occurring when a small number of participants come together and settle into what they perceive to be a few moments cut off from (or carried on to the side of) instrumental tasks; a period of idling felt to be an end in itself, during which everyone is accorded the right to talk as well as to listen and without reference to

a fixed schedule, everyone is accorded the status of someone whose overall evaluation of the subject matter at hand […] is to be encouraged and treated with respect, and no final agreement or synthesis is demanded, differences of opinion to be treated as unprejudicial to the continuing relationship of the parties." (p.264). One common observation is that a conversation has according to Richards and Schmidt (1983) "No specified setting, no time or place (except for the absence of other speech activity, in which case it is heard as an interruption), no required roles other than 'persons' (though some external roles such as professor/student may not be shed), no pre-specified agenda, and a quorum of simply two or more." (p.133).

➢ **Conversation Analysis:**

Known in the United Kingdom as "Spoken Discourse Analysis", is the study of talk in interaction. Its aim is to see how people bring off the daily work of their lives, whether institutional (in the school, doctor's surgery, government office or any other place of work) or casual. Inspired by ethnomethodology, it was developed in the late 1960s and early 1970s principally by the sociologist Harvey Sacks and among others, his close associates Emanuel Schegloff and Gail Jefferson. Sacks died early in his career, but his work was championed by others in his field, and conversation analysis has now become an established force in sociology, linguistics, and psychology. It is particularly influential in interactional sociolinguistics, discourse analysis and discursive psychology as well as being a coherent discipline in its own rights.

➢ **Conversational Competence:**

It refers to "the speaker's knowledge of how speech acts are used in social situations." (Richards and Sukwiwat, 1983, p. 113). Conversational competence involves appropriate use of speech styles "according to whom the speaker is addressing and the circumstances under which the act of communication is taking place." (ibid., p. 117)

➢ **Conversational Proficiency:**

Given the definition of conversation, conversational proficiency is defined with reference to the ability of engaging in a dynamic process of on-going, interactive and mental satisfying communication, rather than to the ability of native control of a language in terms of phonology, syntax and vocabulary, that is, linguistic competence. It has been argued that linguistic competence is a necessary, but not sufficient condition for communicative ability, and now it is generally accepted that the achievement of communicative competence involves not only grammatical, but sociolinguistic, discourse and strategic competence as well (Canale and Swain, 1980; Canale, 1983). It seems that the notion of communicative competence has been honed to its perfection in Bachman's (1990) framework of communicative language ability, which encompasses all components in communicative language use. According to Bachman's model (1990), conversational proficiency is pertinent to strategic competence, that is, a set of general abilities that utilize all of the elements of language competence in the process of negotiating meaning. In short, it is clear that developing students' conversational proficiency involves several dimensions which make up the construct of communicative competence. Hence, in teaching conversation a healthier balance between the

development of competence in the language system and competence in its use is called for.

➢ **Conversational Routines:**

In everyday conversation, similar speech situations like greetings and leave-takings recur and speakers make use of similar and sometimes identical expressions, which have been proved to be functionally appropriate. Most of them are fixed and highly conversationalized, and are accessed and used as wholes. Such expressions can be referred to as conversational routines (Coulmas, 1981; Aijmer, 1996; Ellis, 2000). Similarly, Stubbs (1983) points out that: "A significant percentage of conversational language is highly routinized into pre-fabricated utterances." (p.154). Pawley and Syder (1983) maintained that native speakers have a repertoire of thousands of memorized routines and their use in appropriate situations contributions to the sense of naturalness and native-ness about a person's speech. In addition, the use of routines leads to an impression of oral fluency, and this is why many language teachers have particular interests in teaching them (Richards and Sukwiwat, 1983, p. 114; Bygate, 1987, p. 17). It seems that the most useful and comprehensive account of routines is provided by Wray (2000). She adopts the term formulaic sequence which encompasses the wide range of idiomatic forms of expression including routines, and identifies turn-holders, turn-claimers, discourse markers, hedges, fillers and other conversationalized conversational exchanges, that is, almost all relevant aspects of conversational discourse, as types of formulaic sequences. According to her, formulaic sequences perform socio-interactional functions in everyday spoken interaction and, at the same time, reduce speakers' and listeners' processing effort. In similar vein, Widdowson (1985, p.15), also, claims that a great part of communicative competence is merely a matter of knowing how to use such conversationalized expressions. Following their arguments, it is suggested that acquiring conversational routines or formulized expressions can be a shortcut to the development of conversational proficiency. Therefore, it is most likely to be beneficial to learners.

➢ **Context:**

"The "context" of an utterance can mean two different things: first, the situation in which an utterance is produced, which refers to the situational context; second, the linguistic environment, the surrounding language, which refers to the linguistic context. Both types of context influence the choice of language forms and therefore have an effect on output" (Ellis, 2008, p. 258).

➢ **Corrective Feedback:**

"In language acquisition, the term "feedback" refers to information given to learners which they can use to revise their interlanguage. A distinction is often made between "positive" and "negative" feedback, sometimes referred to as "negative evidence". Negative feedback refers to information that indicates a hypothesis is incorrect. The term "corrective feedback" is increasingly used in preference to negative feedback. Corrective feedback can be implicit or explicit. It can also be input-providing or output-promoting" (Ellis, 2008, p. 258).

> ➢ **Data:**

"Data are plural of datum, a fact or statistic. Hence, data are records of observations. These might take a number of forms; for example, scores in IQ tests, interview records, fieldwork diaries or taped interviews. All these provide data, that is, observations from which inferences may be drawn via analysis" (Rose and Sullivan, 1996, p. 235).

> ➢ **Data Analysis:**

"Whereas statistics refer to formal mathematical procedures as they are applied to data, data analysis refers to the practical application of such procedures to the analysis of social science data. That is, data analysis is concerned with sensitizing social researchers to the use, interpretation and evaluation of relevant data rather than with the more formal understanding of statistics. It involves the understanding of certain statistical techniques in terms of knowing which ones apply to which sort of data or which can best deal with certain kinds of problems in analysis; but this understanding takes the form of appreciation and awareness rather than any particular mathematical facility. The more familiar we become with techniques of data analysis, the better we can think about data in general. This is because a proper understanding of data analysis improves the way in which we think about, interpret, evaluate and plan empirical research. Data analysis is, thus, concerned with explaining variance, with explaining why there is variability in some particular characteristic in a population or sample which is of theoretical importance to social researchers" (Rose and Sullivan, 1996, pp.235-236).

> ➢ **Deductive:**

"It refers to this process whereby conclusions are reached by reasoning. It is, also, this reasoning from general principles to a particular case (Wikipedia, 2015). It refers to the use of logical rules to arrive at a set of premises from which certain conclusions must follow. Deduction begins with theory, moves to hypothesis derived from the theory, and then tests hypothesis via prediction and observations. This approach to testing and theory is often referred to as the hypothetico-deductive method, and since it emphasizes hypotheses, prediction, and testing, is sometimes held to be the method of par excellence of science" (Rose and Sullivan, 1996, p.236).

> ➢ **Deductive Instruction:**

"Deductive instruction involves providing learners with an explicit rule which they then practice in one way or another" (Ellis, 2008, p.259).

> ➢ **Dependent Variable:**

"Within a particular study, analysis or model, a dependent variable is the social element whose characteristics or variations are to be explained by reference to the influence of other, prior so-called independent variables. For example, a person's income (dependent variable) may vary according to age and social class (independent variables). The value of dependent can often be predicted using some form of causal modeling. Whether a variable is treated as dependent or independent is determined by the theoretical framework and focus of study" (Rose and Sullivan, 1996, p.236).

> ➢ **Discourse:**

Cook (1989) defines discourse as "Stretches of language perceived to be meaningful, unified, and purposive." (p.156). Starting out from a narrow definition of discourse, one could describe this discipline as Scollon and Scollon (1995) have done: "Study of grammatical and other relationships between sentences." (p.95). Discourse is defined by Crystal (1992) as "a continuous stretch of especially spoken language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative." (p.25).

> ➢ **Discourse Analysis:**

Discourse is the examination of language use by members of a speech community. It involves looking at both language form and function, and includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid in our interpretation and understanding of different texts and types of talk. A discourse analysis of written texts might include a study of topic development and cohesion across the sentences, while an analysis of spoken language might focus on these aspects plus turn-taking practices, opening and closing sequences of social encounters, or narrative structure.

> ➢ **Discourse Competence:**

It refers to the ability to understand and produce contextualized stretches of language in spoken and written texts. It refers to the process whereby the learner has to make utterances fit the context in which they occur. This requires a sort of balance of linguistic and contextual information.

> ➢ **Distribution (Statistical Frequency):**

"It refers to a series of figures presenting all observed values (as a raw numbers or proportion of cases) for a variable in a quantitative data set enabling a quick visual appreciation of the distribution of the data. The frequency distribution may be further illustrated by use of graphics such as a bar chart or histogram. Frequency distributions from a survey data set are usually the first output from the clean and edited data set, showing the response totals of each possible reply to each question in the questionnaire" (Rose and Sullivan, 1996, p. 237).

> ➢ **Emic:**

It refers to a kind of field research done and viewpoints obtained from within the social group (from the perspective of the subject, from the inside) (an insider's perspective). "The emic approach investigates how local people think" (Kottak, 2006), how they perceive and categorize the world, their rules for behavior, what has meaning for them, and how they imagine and explain things. Emic knowledge and interpretations are those existing within a culture, that are "determined by local custom, meaning, and belief" (Ager and Loughry, 2004) and best described by a "native" of the culture (Wikipedia, 2015).

> ➢ **Error:**

"According to Corder (1967), an "error" is a deviation in learner language which results from lack of knowledge of the correct rule. It contrasts with a mistake. An error can be overt (the deviation is apparent in the surface form of the utterance), or covert (the deviation is only evident when the learner's meaning intention is taken into account). Various frameworks for describing errors have been developed, including descriptive taxonomies, which focus on the observable surface features of errors, and surface strategy taxonomies, which reflect the way in which the target language surface structure is altered by learners" (Ellis, 2008, p.961).

➢ **Ethnomethodology:**

Ethnomethodology is a perspective within sociology which focuses on the way people make sense of their everyday world. People are seen as rational actors, but employ practical reasoning rather than formal logic to make sense of and function in society. The theory argues that human society is entirely dependent on these methods of achieving and displaying understanding. The approach was developed by Harold Garfinkel (1986), based on Alfred Schütz's (1970) phenomenological reconstruction of Max Weber's Verstehen sociology. Like Durkheim (1895, 1982), the fundamental sociological phenomenon for ethnomethodologists is the social fact. But, unlike Durkheim, the social fact is not external of the individual. The social fact is the product of the social member's methodological activities; it is their understanding of their everyday world. Members, here, are understood not simply as individuals but any social entity (i.e., individuals and organizations) that can produce a social fact. In short, members of society (individuals and organizations) make sense of and function in society by creating social facts or understandings of how society works. In this sense, ethnomethodology is at the same time both macro and micro oriented in that members can produce social facts at either level, for either the personal structure (the individual's level of everyday meaning) or the organizational/institutional structure (the organization's level of everyday meaning). The Greek roots of Ethnomethodology literally mean *the methods people use*.

➢ **Etic:**

It refers to a kind of field research done and viewpoints obtained from within the social group (from the perspective of the observer) (an outsider's perspective). "The etic (scientist-oriented) approach shifts the focus from local observations, categories, explanations, and interpretations to those of the anthropologist. The etic approach realizes that members of a culture often are too involved in what they are doing to interpret their cultures impartially. When using the etic approach, the ethnographer emphasizes what he or she considers important" (Wikipedia, 2015). Etic knowledge refers to "generalizations about human behavior that are considered universally true, and commonly links cultural practices to factors of interest to the researcher, such as economic or ecological conditions, that cultural insiders may not consider very relevant" (Morris et al., 1999).

➢ **Explicit L2 Knowledge:**

"It is the knowledge of rules and items that exist in analyzed form so that learners are able to report what they know. It is closely linked to metalingual knowledge. It contrasts with implicit knowledge" (Ellis, 2008, p. 962).

➢ **Fluency:**

Skehan (1996) defines it as concerning "the learner's capacity to produce language in real time without undue pausing or hesitation" (p.22). Segalowitz (2003, 2007) operationalized it in terms of "access fluidity" and "attention control".

➢ **Focus-on Form:**

"Focus-on Form" is a type of form focused instruction. It "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991, pp. 45-6). It is distinct from both focus-on forms and focus-on meaning instruction.

➢ **Focus-on Forms:**

""Focus-on Forms" is evident in the traditional approach to grammar teaching based on a structural syllabus. The underlying assumption is that language learning is a process of accumulating distinct entities" (Ellis, 2008, p.962).

➢ **Foreign Language Acquisition:**

A number of researchers distinguish between "Foreign Language Acquisition" (FLA) (for example, the learning of French in schools in the United States), and "Second Language Acquisition" (SLA) (for example, the learning of English by speakers of other languages in the United States). Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In this study, SLA and FLA are used interchangeably.

➢ **Form-focused Instruction:**

"Form-focused instruction involves some attempt to focus learners' attention on specific properties of the L2 so that they will learn them. Different types of form-focus instruction can be distinguished, including explicit instruction and implicit instruction" (Ellis, 2008, p.963).

➢ **Formulaic Speech:**

Formulaic speech consists of "expressions which are learned as unanalyzable wholes and employed on particular occasions by native speakers" (Lyons, 1968, p.177). Examples given by Lyons are "How do you do?" and proverbs such as "Easy come and easy go."(Ellis, 1983, p.2).

➢ **Histogram:**

"Histogram is a diagram which represents a frequency distribution of data, where the data are measured at least at interval level. Blocks proportional in width to the size of the interval or categories are raised along the horizontal axis. The height of each block

is then adjusted so that its area is proportional to the relative frequency of its category. The diagram, thus, appears as a series of bars of varying height" (Rose and Sullivan, 1996, p. 239).

➢ **Hypothesis/Hypothesis Testing:**

"A hypothesis is an untested statement about the relationship (usually of association or causation) between concepts within a given theory. Hypothesis testing involves the testing of a hypothesis in a scientific manner, and hence requires a precise statement of the supposed relationship between the concepts under investigation, and the data which would need to be collected for the testing to take place. It is normal in social science to assume the null hypothesis and to use statistical methods in the testing process" (Rose and Sullivan, 1996, p. 239).

➢ **Implicit Instruction:**

"Implicit instruction is directed at enabling learners to infer rules without awareness. It contrasts with explicit instruction, in that there is an absence of externally-prompted awareness of what is being learned" (Ellis, 2008, p. 965).

➢ **Implicit L2 Knowledge:**

"Implicit L2 knowledge of a language is knowledge that is intuitive and tacit. It cannot be directly reported. The knowledge that most speakers have of their L1 is implicit. The study of linguistic competence is the study of a speaker-hearer's implicit knowledge" (Ellis, 2008, p.965).

➢ **Independent Variable:**

"Within a particular study, analysis, or model, the independent variable or explanatory variable is the social element whose characteristics or variation shape and determine the dependent variable. For example, the age of marriage can help explain the likelihood of divorce. In an experimental situation, independent variable can be systematically manipulated, so that the effect on the dependent variable can be observed. Whether a variable is treated as dependent or independent is determined by the theoretical framework and focus of a study, but independent variables must precede the dependent variable, and should have causal power" (Rose and Sullivan, 1996, p. 239).

➢ **Induction/Inductive:**

"The inverse of deduction, induction begins from particular observations from which empirical generalizations are made. These generalizations, then, form the basis of theory building. So-called analytic induction is common in qualitative studies with sociology. This method requires that every case examined in a piece of research substantiates a hypothesis. The researcher formulates a general hypothesis from observation of initial cases, investigates subsequent cases in the search for a negative instance and reformulates the hypothesis to cope with those confounding cases that are encountered. The process is deemed to be exhausted when new discrepant cases can be found, a necessarily rather subjective judgment, and the (now revised) generalization is allowed to stand" (Rose and Sullivan, 1996, p. 239-40).

➢ **Inductive Instruction:**

"Inductive instruction is a form of explicit instruction that involves requiring learners to induce rules from examples given to them, or simply from the opportunity to practice the rules" (Ellis, 2008, p. 966).

➢ **Inferential Statistics:**

"Inferential statistics refers to statistics which permit the researcher to demonstrate the probability that the results deriving from a sample are likely to be found in the population from which the sample has been drawn. They, therefore, allow sociologists to generalize from representative samples, by applying "tests of significance" to patterns found in these samples in order to determine whether these hold for populations as a whole. The other type of statistics in which sociologists are interested are descriptive statistics, which summarize the patterns in the responses within a data set, and provide information about averages, correlations, and so forth" (Rose and Sullivan, 1996, p. 240).

➢ **Initiation-Respond-Follow up (IRF) Exchange:**

"The IRF exchange was identified by Sinclair and Coulthard (1975) as a familiar pattern in classroom talk. It consists of the teacher initiating the exchange, places the student in a responding role, and allows the teacher the right to follow up on the student's response" (Ellis, 2008, p. 966).

➢ **Input:**

It is the language, either written or spoken, which a learner is exposed to in the environment (Online COBUILD Advance English Dictionary, 2015).

➢ **Input Hypothesis:**

The Input Hypothesis is advanced by (Krashen, 1982) to explain how "acquisition" takes place. It states that "we acquire […] only when we understand language that contains a structure that is "a little beyond where we are now" (p. 21). Elsewhere Krashen has referred to the idea of input that is "a little bit beyond" as "i+I".

➢ **Instructed Language Acquisition:**

"This term refers to language acquisition that takes place as a result of attempts to teach the L2, either directly through formal instruction or indirectly by setting up the conditions that promote natural acquisition in the classroom" (Ellis, 2008, p. 966).

➢ **Intake:**

"Intake is that portion of the input that learners notice, and, therefore, take into temporary memory. Intake may subsequently be accommodated in the learner's interlanguage system (that is, becomes part of long-term memory). However, not all intake is so accommodated" (Ellis, 2008, p. 967).

➢ **Interaction:**

Interaction is defined literally by the Cambridge English Dictionary (2015) as "the reciprocal or mutual action or influence". "Interaction is the process referring to "face-

to-face" action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through tough, proximity, eye-contact, facial expressions, gesturing, etc." (Robinson, 1994, p.7) . According to Ellis (1990) interaction refers "not only to those exchanges involving authentic communication, but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling." (p.12).

➢ **Interaction Analysis:**

"Interaction analysis is a research procedure used to carry out classroom observation. It involves the use of a system of categories to record and analyze the different ways in which teachers and students use language. Various types of system exist, for example, a category system for coding specific events every time they occur, a sign system for coding the events that occur within a predetermined period, and a rating system for estimating the frequency of specific events" (Ellis, 2008, p. 967).

➢ **Interaction Hypothesis:**

Long (1983) claimed that the interactional modifications that arise during the negotiation of meaning provide learners with comprehensible input, and, thereby, assist acquisition. In a later version of this hypothesis, Long broadened the scope of the hypothesis by claiming that "negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the Native Speaker or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways" (pp. 451-2).

➢ **Interactional Modification:**

"Interactional modifications occur when some kind of communication problem arises and the participants engage in interactional work to overcome it. They take the form of discourse functions such as comprehension checks, requests for clarification, and requests for confirmation" (Ellis, 2008, p.967).

➢ **Interactionist Theories of Language Learning:**

"Interactionist learning theory emphasizes the joint contributions of the linguistic environment and the learner's internal mechanisms in explaining language acquisition. Learning results from an interaction between the learner's mental abilities and the linguistic input. The term "interactionist" can, also, be applied to theories that explain L2 acquisition in terms of social interaction, how communication between the learner and other speakers leads to L2 acquisition" (Ellis, 2008, p. 967).

➢ **Interlanguage:**

Selinker (1972) coined the term "interlanguage" to refer to the systematic knowledge of an L2 which is independent of both these learner's L1 and the target language. The term has come to be used with different but related meanings: first, to refer to the series of interlocking systems which characterize acquisition, second, to refer to the system that is observed at a single stage of development (an "interlanguage"), and, third, to refer to a particular L1/L2 combinations (for example, L1 French/L2 English versus L1

Japanese/L2 English). Other terms that refer to the same basic idea are "approximative system" (Nemser, 1971) and "transitional competence" (Corder, 1967).

➢ **Interlanguage Talk:**

"L2 learners often obtain input from other L2 learners. For many learners interlanguage talk may the primary source of input. In classroom contexts, interlanguage talk has been referred to as "tutor talk" (Flanigan, 1991)" (Ellis, 2008, p. 968).

➢ **Introvert/Extrovert:**

Introvert and Extrovert are two significant personality factors affecting language learning. Introverts think best by themselves by processing ideas in their own minds. Extroverts, on the other hand, are usually energized by being with people and interacting with them, and can often think best if they can talk over their ideas with other people (SIL International, 1999).

➢ **Interview:**

"The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say". A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level" (Kvale,1996) "Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, for example, to further investigate their responses." (McNamara,1999, cited in Valenzuela and Shrivastava, 2014, p.2).

➢ **Languaging:**

"Languaging is full linguistic performance in contrast to partial linguistic performance. In partial linguistic performance the attention of the performer is on some element or part of the language in something less than full communication use. Such is the case when we concentrate on a word, a grammar point, a pronunciation problem in language learning. In Languaging our attention is not on language." (Lado, 1979, p. 3). "Sociolinguistics and sociocultural studies comprehend languaging as a general human ability of making sense of the surrounding world in the form of a system of signs as peculiar only to the human species in the version allowing communication which changes the world. Languaging entails the perception of language beyond the traditional conceptualized category of a language in the national compartmentalized form seeing language as a political category necessary for the cementing of a nation" (Lankiewicz, 2014, p. 2). For Halliday (1985), languaging refers to "how people exchange meaning" (p. 193), or to "the personal experience of using language" (Halliday, 1977, p. viii).

➢ **Learning:**

"Krashen (1981) uses the term "learning" to refer to the development of conscious knowledge of an L2 through formal study. It means that same as explicit knowledge" (Ellis, 2008, p.969).

> ➢ **Learning Strategy:**

"A learning strategy is a device or procedure used by learners to develop their interlanguage. Learning strategies account for how learners acquire automatize L2 knowledge. They are also used to refer to how they develop specific skills. It is possible, therefore, to talk of both "language learning strategies" and "skill learning strategies" (Ellis, 2008, p. 970).

> ➢ **Learning Mode:**

It refers to the knowledge that can help the learner improve his study habits, and be successful in any educational setting, regardless of what type of learner he/she is.

> ➢ **Learning Styles:**

They are internally based characteristics of individuals for the intake or understanding of new information (Reid, 1995). All learners have individual attributes relating to their learning processes. Some people may rely heavily on visual presentation; others may prefer spoken language; still others may respond better to hands-on activities. It is evident that people learn differently and at different paces because of their biological and psychological differences (Reiff, 1992).

> ➢ **Linguistic Competence:**

"Researchers who work within the theoretical framework developed by Chomsky consider it necessary to distinguish competence and performance. The first refers to what speaker-hearers know, and the latter refers to the use of this knowledge in communication. Linguistic competence refers to the knowledge of the items and rules that comprise the formal systems of a language. It involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics." (Ellis, 2008, p. 970).

> ➢ **Model:**

"This is a term which has been given a wide variety of different meanings by sociologists. In some cases, it has been used as a synonym of theory, but in others as a reference to a system of abstract concepts at a more general level than theory. Equally, it is used to refer to a statistical model, as in causal modeling. Whichever form it takes, a model is an aid to complex theoretical activity, and directs our attention, to concepts or variables and their interrelationship" (Rose and Sullivan, 1996, p. 242). In this study, the term model is used to refer to some sort of program or approach of instruction.

> ➢ **Mistake:**

"According to Corder (1967), a "mistake" is a deviation in learner language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems" (Ellis, 2008, p.971).

> ➢ **Modified Output:**

"Modified output occurs when learners modify a previous utterance. This may occur following feedback or as a result of self-monitoring. The modification may occur

immediately following the original utterance or feedback or some turns later. It may involve repair, or initial error, or some other change." (Ellis, 2008, p. 971).

➢ **Motivation:**

"In general terms, motivation refers to the effort which learners put into learning an L2 as a result of their need or desire to learn it. In one theory of motivation, Gradner and Lambert (1972) distinguish between "instrumental motivation", which occurs when a learner has a functional goal (such as to get a job or pass an examination), and "integrative motivation", which occurs when a learner wishes to identify with the culture of the L2 group. Other types of motivation could be identified as follows: (1) "task motivation" or "intrinsic motivation": It is the interest that learners experience in performing different learning tasks. (2) "Machiavellian motivation": It is the desire to learn a language that stems from a wish to manipulate and overcome the people of the target language, and (3) "Attributional/Resultative motivation": It is the motivation that results from learner's responses to their own successes or failures in learning the L2" (Ellis, 2008, p. 972).

➢ **Negative Evidence:**

Long (1996) defined negative evidence as input that provides "direct or indirect evidence of what is ungrammatical" (p. 413).

➢ **Negotiation of Meaning:**

It refers to the adjustments made by speakers in interaction by means of techniques such as clarification, in order to make themselves understood, and to understand each other communication involving L2 learners that often leads to misunderstanding and breakdown. Frequently, one or more of the participants, the learner or the interlocutor, attempts to remedy this by engaging in interactional work to secure mutual understanding. This work is often called "negotiation of meaning". It is characterized by interactional modifications such as comprehension checks and requests for clarification. Interactionally modified discourse, also, occurs when there is "negotiation of content". It is defined by Rulon and McCreary (1986) as "the process by which previously encountered content is clarified" (Ellis, 2008).

➢ **NVIVO:**

NVIVO is a qualitative data analysis (QDA) computer software package produced by QSR International in Melbourne, Australia. It has been designed for qualitative researchers working with very rich text-based and/or multimedia information, where deep levels of analysis on small or large volumes of data are required (Wikipedia, 2015).

➢ **Open-ended Question:**

It is an interview question that has no pre-determined reply categories (Rose and Sullivan, 1996, p. 243).

➢ **Overlap and Interruption:**

"In Anglo-American culture, smooth transitions from one speaker to the next tend to be valued. Although participants generally conform to the rules of the turn-taking system, brief overlap may occur when two or more participants compete for the floor. When a self-selecting listener overlaps with the current speaker at a "Transition Relevance Place" (TRP), for instance, one of them may drop out, thereby, acknowledging the other's right to the turn" (Nofsinger, 1991, cited in Pöhaker, 1998, p. 16). While overlap is considered to be supportive and does not violate the turn-taking norms, interruptions refer to "simultaneous talk that does not occur at, or near a TRP" (Nosinger, 1991, p. 102). Briefly speaking, we have an overlap when two speakers are speaking simultaneously, and an interruption is when one steals or stops the flow of other's speech.

➢ Performance:
"The term refers to the actual use of language in either comprehension or production. It contrasts with competence" (Ellis, 2008, p. 975)

➢ Population:
A population is the total of all the individuals who have certain characteristics and are of interest to a researcher (Sagepub.com, 2015) . A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. This is the reason why researchers rely on sampling techniques. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Usually, the description of the population and the common binding characteristic of its members are the same. "Government officials" is a well-defined group of individuals which can be considered as a population and all the members of this population are indeed officials of the government (Explorable.com, 2009).

➢ Positive Evidence:
"Models of what is grammatical and acceptable" (Long, 1996, p. 413).

➢ Proficiency:
"L2 proficiency refers to a learner's skill in using the L2. It can be contrasted with the term "competence". Whereas, competence refers to the knowledge of the L2 a learner has internalized, proficiency refers to the learner's ability to use this knowledge in different tasks" (Ellis, 2008, p. 976).

➢ Pushed Output:
This is a term used by Swain (1985) to refer to learner output that is produced with effort and reflects the outer limits of their linguistic competence (Ellis, 2008, p. 977).

➢ Questionnaire:

A questionnaire is a document containing all the questions, closed and open-ended for a survey, providing enough space for answers to be recorded, and subsequently coded for computer-based analysis of all replies to each question. Questionnaires range from the postcard with a few questions to be filled in by respondents, to long documents to be filled in by trained interviewers (Rose and Sullivan, 1996, p. 245).

➢ **Recast:**

It is an utterance that "rephrases the learner's utterance by changing one or more components (subject, verb, object) while still referring to its central meaning (Long, 1996).

➢ **Referential Question:**

A referential question is a question that is genuinely information-seeking (For example, why didn't you do your homework?) (Ellis, 2008, p.977).

➢ **Repair:**

Conversation is reciprocal. The speaker can monitor reception and adjust to it or, to put it another way, the listener can influence the development of what is being said (Cook, 1989, p. 60). The term "repair" refers to efforts by both parties in conversation to correct communication trouble spots, such as, not knowing a particular word, or misunderstanding the speaker (Schegloff et al., 1977), quoted in Richards and Schmidt (1983, p. 147). Other terms like "Conversational strategies" (Dörnyei and Thurrell, 1994) and "Conversational adjustments" (Bygate, 1987, 2001) are used synonymously. Repairs can be seen as a kind of feedback within turn-taking mechanisms, and may be initiated by either the speaker (Self-repair) or the hearer (Other repairs) (Richards and Schmidt, 1983, p. 147. Richards, 1990, p. 72). Checkers, such as, (OK? So Far? Are you with me?, Got it?) may be used to find out whether the audience is still attentive or whether there is any problem in following the talk, and expressions like huh?, What? and I am sorry? Can be used to signal the need for repair. Facial expressions, gestures, and eye movements have the same function. "Echoing" is one technique which is sometimes used. The speaker repeats a word or phrase which is not understood, thereby, asking for clarification, and the conversational partner explains it or replaces it with an easier item (Richards and Schmidt, 1983, p. 148). Any actual restating can be prefaced by expressions such as What I mean (meant, want) to say, let me put it another way, or just simply I mean (Wardhaugh, 1985, pp. 133-134). The concept of repair in second language communication can be extended to include "communication strategies" (Oxford, 2001). That is, self-initiated repairs and requests for assistance occur when the speaker is trying to express concepts for which target language vocabulary is lacking. They include approximation, using synonyms, word coinage, circumlocution, borrowing, mime, topic shift and topic avoidance, use of fillers and hesitation devices, for example, we can find expressions like well, erm, I think, you know, you see, now let me see, the thing is, to fill the pauses, to stall and to gain planning time is also useful (Brwon and Yule, 1983, p. 17; Wardhaugh, 1985, pp. 131-134). This becomes even more important especially to foreigners considering that they sometimes lose their turn because they hesitate to find the right word, and that fillers are notoriously difficult to

translate into foreign languages (Stubbs, 1983, p. 69). By making use of time-creating devices, speakers keep the conversation going. In addition, it is said that appropriate use of fillers is a vehicle for fluency, rhythm and emphasis (Wray, 2000, p.471) and adds to the efficiency of communication (Dörnyei and Thurrell, 1994, p. 44).

➢ **Reliability:**

"When sociologists enquire as to the reliability of data, or of a measurement procedure, they are questioning whether the same results would be produced if the research procedure were to be repeated. Reliability embraces two principal forms of repetition: temporal reliability (the same result is obtained when the measurement is repeated at a later time); and comparative reliability (the same result is obtained when two different forms of a test are used, the same test is applied by different researchers, or the same test is applied to two different samples taken from the same population)" (Rose and Sullivan, 1996, p.246).

➢ **Request for Clarification:**

It is an utterance that elicits clarification of the preceding utterance (Ellis, 2008, p. 977).

➢ **Sample/Sampling:**

A sample is a subset of the population (Sagepub.com, 2015). "Sampling is a method for collecting information and drawing inferences about a larger population or universe, from the analysis of only part thereof, the sample. A random sample, or simple random sample, is one in which each case has an equal chance (or equal probability) of selection so that the techniques of probability statistics can then be applied to the resulting information" (Rose and Sullivan, 1996, p.247).

➢ **Scaffolding:**

Scaffolding is an interactional process related to learning, which is highly mentioned in many research studies. Scaffolding is "the dialogic process by which one speaker assists another in performing a function that he or she cannot perform alone" (Ellis, 2003, p. 180). The term scaffolding was firstly defined by Wood, Bruner, and Ross (1976) as "adult controlling those elements of the task that are essentially beyond the learner's competence" (p. 90).

➢ **Self-Regulation:**

Self-regulation is an integrated learning process, consisting of the development of a set of constructive behaviors that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments (Web, 2015).

➢ **Skewness:**

Skewness is "a measure of asymmetry in frequency distribution. The skew in a distribution is the degree to which frequencies trail towards extreme scores in one direction away from the majority of cases" (Rose and Sullivan, 1996, p.249)

- **SPSS:**

SPSS is the statistical package for the social sciences. It is the most widely used software package among academic sociologists. Developed in the United States by social scientists, it provides a range of facilities including tabulation, multivariate analysis, and virtually all the tests of statistical significance appropriate for sample survey data (Rose and Sullivan, 1996, p. 250).

- **Task:**

Task is defined by Candlin (1987) as "one of a set of differentiated, sequencable, problem-posing activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu" (p. 10). For Long (1985), a task is "a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks are painting a fence, dressing a child. Tasks are the things people will tell you they do if you ask them, and they are not applied linguists" (p.89). Prabhu (1987) defined tasks as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (p. 24). Skehan (1998) defined tasks as "an activity in which meaning is primary. There is some communication problem to solve. There is some sort of relationship to comparable real-world activities. Task completion has some priority. The assessment of the task is in terms of outcome" (p.95). Richards, Platt and Weber, 1985, cited in Nunan (1989, p.6) define tasks as "an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make a language teaching more communicative […] since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake" (p. 289).

- **Transition Relevance Place:**

"It refers to the end of a spoken unit that constitutes a point at which speakers may change" (Baker and Ellece, 2011, p.155)

- **Transportable Identities:**

Transportable identities are those identities that "travel with the individual across a variety of interactions. These identities need not be relevant to a specific event, unless the interactants make it so. It is related to the fact that human beings are material beings, with a shape, a skin color, a way of walking, et cetera". (Zimmerman, 1998, quoted in Rubio, 2006, p. 3).

- **Turn/Turn-Taking:**

A turn is a "time during which a single participant speaks, within a typical, orderly arrangement in which participants speak with minimal overlap and gap between them. It is the principal unit of description in conversational structure". (Spoken Language Terminology Flashcards, 2015). The turn-taking system is basic to the management of the collaborative process of a conversation.

➢ **Univariate Analysis:**

"Univariate analysis consists in describing and explaining the variation in a single variable" (Rose and Sullivan, 1996, p.242)

➢ **Usage:**

"It is the manner of using something and its treatment. It refers to this habitual or customary practice especially in the way words are used. Usage is one aspect of performance, that aspect which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules. It is this simultaneous manifestation of the language system. In one word, it is the appropriacy of language" (Widdowson, 1978, p3)

➢ **Use:**

"It is another aspect of performance which makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication. It is the realization of the language system. Briefly speaking, use has to do with the correctness of language" (Widdowson, 1978, p.3)

➢ **Validity:**

Validity refers to "the property of being genuine, a true reflection of attitudes, behavior or characteristics" (Rose and Sullivan, 1996, p.253).

➢ **Variable:**

"The term refers to attributes which are fixed for each person or other social entity, but which are observed to be at different levels, amounts, or strengths across samples and other aggregate groups. Variables measure a social construct such as social class, age or housing type in a way which renders it amenable to numerical analysis" (Rose and Sullivan, 1996, p. 253).

Introduction:

1. The Background of the Issue:

To understand the contribution of classroom conversational interaction to language development, we need to search the effectiveness of our teaching approaches, classroom dynamics, as well as the relationship between the teacher and the learner, and how far their roles would impact the quality of the language produced in the English Foreign Language (EFL) context. Yet, our collective experience as professionals does lead us to believe that success or failure in classroom language learning typically has something to do with the nature of the interaction that takes place during lessons, the rules that govern the interpersonal relationship between the teacher and the learner such as love and mutual respect, and the teachers' as well as learners' perceptions of the teaching/learning enterprise. One of the contributing factors observed to be significant in creating knowledge and facilitating the learning process is a positive classroom environment, an environment that is governed by respect and positive attitudes of both parties. Also, among the cognitive processes substantial for developing the learners skills in using the target language, we can name the negotiation of meaning and non-linguistic simplifications resulted in conversational interaction within a computer-assisted learning context. These latter remain unsolved and transcendental. This is why we felt the urge to investigate classroom conversational interaction in our EFL context.

Conversational interaction is, in second language (L2) education, the basis for any development rather than being only a forum for the practice of specific language features. This was expressed by previous research carried out in the United states (Long , 1996 ; Mackey , 1999 ; Gass and Varonis, 1994 , 1985 ; Pienemann and Johnston , 1987 ; Pica, Young and Doughty , 1987) , Korea (Cheon , 2003) , and Vietnam (Dang , 2010) . Theoretical claims made by Long (1980, 1983, 1985) argue that the contributions of comprehension and production to foreign language learning have to do

with learners' participation in social interaction as the context in which their comprehension and production can be best served. He asserted that what are especially important are opportunities for learners to engage with their interlocutors in a negotiated exchange of message meaning. During negotiation, both learners and interlocutors can check the comprehensibility of what they themselves say, request clarification, confirmation, or reiteration of what the other has said, and modify and adjust their speech toward great clarity and comprehensibility. In this way, they can potentially reach mutual understanding through modifications of, and adjustments to the sounds, structures, and vocabulary of their responses.

Nonetheless, probably the most common view of the role of conversational interaction in previous research is the somewhat narrowly "methodological" one that proposes that classroom interaction contributes to language development simply by providing target language practice opportunities. However, through careful observation of our EFL context, this study proves that there are other hidden aspects that were neglected by antecedent research which are core to classroom interaction like rapport between the teacher and the learners, or even between the learners themselves, and classroom dynamics. In the case of Algeria, no research has been undertaken about the usefulness of conversational interaction enhanced by meaning negotiation or the process of creating, sharing and repairing meaning in communication. There was no previous research to date in Algeria or even in an EFL context about the role of conversational interaction nurtured by transportable identities and its impact on EFL learners' engagement in the classroom's communicative events, and the quality of the language produced. The only research that has been undertaken in the Algerian context was much more related to anxiety (Maouche, 2010) and motivation (Idri Ahouari, 2014 and Meucci and Schwab, 1997) in accordance with positive environments, but not with such

an in-depth account. The present study is believed to answer whether the ability of foreign language learners to engage in meaningful conversations and their willingness to communicate evolves as language acquired as a result of the new implemented pedagogical frameworks and the positive teacher's attitudes, and the positive set environment. We are searching if there is a contribution and causal effect of conversational interaction on the acquisition of English as a foreign language. The present study is based on the philosophy that says:

> *"Under conditions where social and emotional affiliation with target language speakers is sufficiently strong, aspects of the mechanisms underlying the interactional instinct may be activated in ways that facilitate second language learning."* (Lee, et al, 2009, p.8)

Lee et al, (2009, preface) assumes that "innate mechanisms for bonding, attachment, and affiliation ensure that children engage in sufficient and appropriate interactions to guarantee language acquisition". This is for children, so the same applies to adults, and this is what the current research seeks to bring evidence for. The classroom is the real arena of human interaction. It serves as a small and complicated community group in which students interact both with peers and their teachers (Pica, 1992 In Kral, 1999, p.59). Its complexity resides in the different personalities, motives and expectations that exist at play. Accordingly, in order to foster an interactive atmosphere that enhances learners willingness to communicate, we need an ambiance and relations among classroom's characters that promote the desire to interact (Rivers,1987, p.9).

The impact of conversational interaction in developing foreign language learning has been pivotal in second language acquisition research (S.L.A) (Kasper, 2004; Jung, 2004; Markee, 2000). However, despite the considerable progress in understanding how L2 learners use conversation to learn new language, theory

construction needs empirical verification, and the details of how learners actually deploy talk to learn on moment-by-moment basis have yet to be established. Within the sociocultural framework, there is a scarcity of genuine classroom conversational interaction research focusing on communication fostered by positive rapport and transportable identities as key factors for learning.

During my modest teaching experience, I have observed that our teaching system has failed to develop English proficiency for communication. The deficiency of communicative competence in English appears to result from the lack of interpersonal interaction in English as a foreign language (EFL) learning context where English is not used as a means of communication. However, conversational interaction rarely appears in our EFL context. Especially, our EFL classrooms have suffered severely from large sizes and limited opportunities for authentic language interaction. In Algeria, it is very difficult to have exposure to the target language outside the classroom. Little attention was paid to how learning could result from language use. Learners in our EFL environment face a real impediment in achieving communicative competence. This study assumes that our EFL students do not demonstrate a good command of English, not because their comprehensible input is limited, but because of the confinement of their comprehensible output which is restricted in two ways: first, the students are simply not given adequate opportunities to use the target language. Second, they are not pushed in their output. Far beyond that, Most EFL classrooms in our English department are teacher-oriented and teacher-directed. Furthermore, classes are large, frequently seventy five students per class, which decreases the time for any student-teacher interaction. Moreover, students have little or no acceptance of, or responsibility for, their own learning. Students receive considerable passive exposure to grammar, vocabulary, and semantic information from written resources, but little exposure to

communicative situations. Some EFL students feel that they are inhibited because of the negative attitudes of some teachers that would deploy them from communicating freely in the classroom. Also, the teaching of English in the Algerian University is exam oriented. Being in constant contact with my students, I have realized that the problem of achieving proficiency is not merely technical, but rather ethical, social and cultural. For these reasons, the grounding philosophy of this project is how to inculcate the idea of self-empowerment among our learners as well as self-reflection and accountability among teachers and practitioners. This work has been driven by zeal to enhance among EFL staff the idea of re-evaluating our teaching and learning principles in a way that contributes in fostering learning outcomes.

Our analysis will explain how EFL learners in their conversations assisted by new technology and positive attitudes will overcome speaking obstacles because our graduate students find difficulties in communicating appropriately. Here, the aim of this enthusiastic research work is to provide both teachers and learners with useful techniques for developing communicative competence. It is a new understanding of the pedagogical context. Throughout this investigation, we would like to prove how worthy it is to implement for the first time at University new technology and new techniques such as information-gap activity, role play , simulation procedures , film watching and jigsaw activities in an often conceived hostile environment . We try to suggest guidelines to provide both teachers and practitioners with a curriculum that empowers cooperative learning, communicative learning, and communicative competence. Practical solutions to the dilemma of offering a classroom technique based on the former concepts are sought. The present study is nurtured by the philosophy of constructivism in which several teaching strategies are combined to create effective classroom interaction, and therefore, successful learning outcomes. The goal of the

present study stands to pursue a detailed analysis of the language and interaction of the teacher and the learner in one specific classroom, a classroom that could be taken as an example of a successful learning environment. Along with this goal, this study aims to address how the features of the language and teacher-learner interaction are related to language learning processes. The focus of this assay is two-fold: to present a detailed descriptive analysis of teachers' and learners' language. To explore how enhanced conversational interaction relate to foreign language learning process.

Within the overall research purpose of the study, two main aims could be identified: firstly, to examine the extent to which the teacher's particular behavior and attitudes can manage to create episodes of genuine communication within EFL classroom settings. Secondly, I will explain how these authentic exchanges contribute in developing foreign language learning. Thus, the intervention Content Process Product (CPP) program designed for this study is meant to contribute to the development of a theory of the target language or foreign language use within EFL computer-based classroom foreign language teaching and learning, with respect to the role of conversational interaction in L2 learning.

2. Theoretical Assumptions and Position:

The theoretical premise underlying my research on the role of conversational interaction in EFL learning within a computer mediated classroom is nurtured from the assumption that interactional practices constituting teacher-student or student-student interaction and language learning are interrelated in that the substance of learners' language knowledge is inextricably tied to their extended and active involvement in the occurring interactional practices constituting their specific contexts of learning. In our attempt to understand the nature of classroom conversational interaction, I have decided

to describe the interactive patterns found in my EFL context following the model of looking at classroom interaction designed by Kumaravadivelu (1999) who asserted that:

> "*What actually happens there [in the classroom] largely determines the degree to which desired learning outcomes are realized. The task of systematically observing, analyzing and understanding classroom aims and events therefore becomes central to any serious educational enterprise.*" (p.454)

Essentially, to understand the "interactional architecture" (Seedhouse, 2004) of the second language classroom one needs to select and master particular analytic tools. Before considering the principal analytical frameworks adopted to account for our EFL classroom discourse, I will discuss the theoretical framework grounding this approach.

The analytical framework designed in this study shows the importance of conversation as the foundation of all language learning which cannot be overstated. As Clark (1996) cited in Wong and Waring (2010, p.1) asserted:

> "*Face to face conversation is the cradle of language use.*" (p.9)

Much of the data presented in this research will be approached through analyzing face-to-face conversations, interactions and communicative routines which are regarded according to the previous statement an important predictor of the learning process and thus provide us with insights about the nature of authentic EFL conversational interaction.

De facto, learning to engage in EFL natural and authentic conversations is one of the most difficult tasks of L2 learners. The definition embraced in this study is the one given by Hatch (1978) cited in Wong and Waring (2010, p.2) who claimed that:

"One learns how to do conversation, and out of conversation syntactic structures develop."

In other words, conversation is the medium through which we do language learning. Learners actively engaged in meaningful interactive and communicative practices, step by step internalize rules and become fluent speakers of the language. It is known that "practice makes perfect". So, the more the students participate in conversational interaction and involve in communicative events, the more likely they will be able to use the TL especially if these communicative events open the floor for wider opportunities to express their identities and personal meanings.

In a similar vein, the theoretical perspective espoused in this respect is the process-notion of "languaging" coined by Swain (2005) referred by Van Lier (2007, p.56):

"Languaging is a process accomplished by active agents who make choices about what and how they learn based on their own personal histories, constrained by, and offered affordances by, their localized environment. Languaging is not "output practice". Languaging is "thought in action" and thought is never a finished product; it is a continual process."

All of these considerations cannot and should not obscure the fact that learners need to learn the language, and that this includes the hard work of mastering all the elements of phonology, syntax, lexis and pragmatics that traditional linguistics describes. There are implicit and explicit, inductive and deductive ways of doing in many different combinations (Ellis, 1994, 2005; Hinkel and Fotos, 2002) all of which can be appropriate in certain contexts, motivated by the purposes of those contexts. The learner participates in a language-using experience, makes a tentative interpretation of

some aspects of it, remembers this experience in all its tentativeness, and prepares to use it on future occasions where its use might seem appropriate. All this is emergent and tentative, open to change, confirmation, rejection, acceptance and elaboration, depending on the experiences that include the particular matter at hand (Van Lier, 2007). From here, I adopt the definition that says "One learns by doing and by participating" (Sophocles). I, also, accept the definition of Cook (1989) about discourse as '*the language in use*' within a socially constructed context.

3. Statement of the Problem:

According to what has been addressed in the theoretical previewed perspective, what constitutes to a meaningful conversational interaction that yields to a good command of the target language, in our case the EFL setting, is summed up in the following points:

1. EFL classroom interaction should be grounded in a way that engages all the participants (Teacher and Learners) in the communicative events whether formal or informal where personal identities and experiences are genuinely invested within a collaborative activity.

2. A meaningful EFL conversational interaction that contributes positively in enhancing EFL learners' communicative proficiency is the one that encourages the use of language for communicative purposes, and that allows for purposeful participation and involvement during the learning activities.

3. An authentic EFL conversational interaction is the one that enables learners to use their knowledge for creating meaning, a knowledge that contributes in producing comprehensive and understood messages. It is the one that empowers learners to develop accurate and fluent talk.

4. A genuine EFL conversational interaction is the one governed by the expression, the interpretation and the negotiation of meaning between the interlocutors and the pedagogical materials whether oral or written.

5. Unfeigned EFL conversational interaction is the one in which EFL learners demonstrate a mastery in using a wide range of structures, strategies, discourse markers to express their ideas, and an ability to manage their turn-taking in communication.

6. Indubitable EFL conversational interaction is the one that is grounded within a collaborative activity that enhances the performance of communicative practices and lays the foundations for language development.

7. EFL conversational interaction is deemed beneficial for EFL learning if it equates between the use of multimedia resources and authenticity. Within this respect, multimedia resources are used as means for providing authentic content or rather authentic language which is delivered in an enthralling way.

In my thesis, I would like to explore the extent to which these features are present in our EFL classrooms. I would consider the role of authentic conversational interaction in a technology enhanced environment that engages EFL learners' personal identities. I would investigate through my research, how the Algerian EFL context relates to the theoretical foundations of EFL classroom interaction. In other words, I intend to scrutinize the extent to which those meaningful interaction features are viable in our EFL settings.

This study has been inspired by my own experience as an EFL learner and teacher. Investigating the role of conversational interaction in learning English as a foreign language within a computer mediated context has been thrust by many discoveries resulted from fastidious and conscientious observations of our EFL context. During

my modest teaching experience, I had the chance to teach many levels of EFL students mainly fourth year students. What has been observed among our graduate students in the English Department at Batna University is that in spite of their good deal of background knowledge (Linguistic Competence) in terms of exposure: three years of input in the middle school, three years in high school, and four years at University, this would make a range of ten years of exposure to the target language and comprehensible input, they do not show a good command of English. Strictly speaking, our EFL students find difficulties in expressing themselves easily in English. In terms of their grammatical accuracy, our EFL students do not demonstrate a good proficiency level in English and a good mastery of the structural rules. For example, they miss the "s" of the present singular. They misuse irregular verbs. They find themselves confused when it comes to the use of tenses and modal verbs. For instance, they would say "he must goed", or in "I am agree". Also, as far as spelling is concerned some mistakes have been reported such as the writing of the word "problem" with "B, Broblem" instead of writing it with "P". In fact, these observations have been based on data from fourth year classes' (2007/2008, 2008/2009, 2009/2010, 2010/2011, 2011/20012, 2012/2013) EFL students' written extracts and scores in American literature.

In addition, being their teacher for two years (second and fourth year), I had enough contact with them in a way that enabled me to get closer to them and assess their speaking ability through asking to present oral projects related to literature during regular curriculum sessions. Those oral presentations, as well, revealed the different weaknesses that our EFL students suffer from in terms of EFL oral production. When they are asked to engage in a proper discussion they felt reluctant because of shyness, the lack of vocabulary, the lack of information, or the fear from making mistakes. But,

they all agreed that they cannot speak because they had not enough "action" or rather enough "practice" during oral expression sessions or other courses as teachers do most of the talk in the classroom.

Reflecting on our EFL teaching/learning context pushed me to speculate certain things out aloud and probe about specific matters such as" why do so many students fail to achieve proficiency in English despite efforts to improve the quality of the teaching methods.". "What have we done wrong as teachers?". "Have we probably failed somehow to bring our EFL students to the required standards?". More specifically, "Has our educational system somehow failed to develop English proficiency for communication regardless of all the efforts undertaken". Or, "Did this deficiency in communicating fluently and accurately in English have to do with the lack of interpersonal interaction in English as a foreign language learning context where English is not used as a means of communication?".

Thus, this study attempts to find out the reasons behind the observed problem. I will investigate whether my set assumptions about the learners' current inefficiency in English are liable or not. I will attempt to bring concrete evidence for the viability of the Content, Process, Product (CPP) program. This is a newly devised program based on self-empowerment theory, and the use of multimedia resources as authentic instructional means to enhance our EFL learners' communicative proficiency. I will evidence for what constitutes a meaningful genuine EFL conversational interaction in a technology-enhanced learning environment.

4. Rationale:

One prominent factor that contributes to the development of communicative competence is conversational interaction, and when we say interaction, we refer mainly to meaning negotiation, learner initiative, how leaners invest their identities and

personal experiences, and how they are drawn by different pedagogies to "speak as themselves" (Ushioda, 2011) and contribute in the learning enterprise as active and autonomous agents. Classroom data from previous research asserted that the context of a communicative program is more effective in promoting second language learning than programs which are limited to an exclusive emphasis on accuracy on the one hand, or an exclusive emphasis on fluency on the other hand (Lightbown and Spada, 1993 , p.105). In accordance with this, Long (1985, p.378) contended that language is acquired as learners actively engage in attempting to communicate in the target language. The hypothesis is consistent with the experiential philosophy of "learning by doing". Acquisition will be maximized when learners engage in tasks that "push" them to the limits of their current competence (Nunan, 1999, p.51). Thus, knowing how conversational interaction influences the development of communicative competence has become an absolute necessity for both teachers and researchers in our EFL contexts.

Interest in this study has increased because it would provide us with empirical evidence for what has been stated as theory. It would be an attempt to seek the best approach to promote FL teaching procedures, or rather provide useful techniques for teaching in the language classroom. It is supposed to provide a rationale for the existence and development of programs and curricula. The investigation is deemed beneficial because it scrutinizes the different processes that promote L2 proficiency. In fact, it describes step by step learners' perceptions and moves, from interacting, to negotiating, to producing correct and appropriate English. It studies relationships between teaching and learning. It identifies which particular instructional features contribute to the acquisition of communicative competence. It scrutinizes the relationship between task types/ modes of interaction and acquisition. We are performing studies on conversational interaction in order to identify some of the

interactive features that normally take place, and to ensure that our assumptions are consistent with these features. Thus, our objective is to suggest ways in which teachers can carefully highlight particular aspects of the natural process of communication in the classroom. We will examine how different communicative and interactive tasks enhanced by Computer Mediated Resources (C.M.R) may provide our EFL learners with increased opportunities to engage in meaningful communication in English. For this purpose, we intend to identify how Computer Mediated Language Learning (C.M.L.L) may enhance second language acquisition. We will investigate the students' attitudes towards CMLL. The ways in which learners engage in meaningful conversations will be described. The investigated issues are:

- How to create tasks that will make it likely that learners will be engaged in meaningful communications.
- How to draw learners' attention to particular aspects of the process of foreign language conversation.
- How to respond to their performance in the classroom.
- How to empower their communicative willingness.
- In short, we hope to facilitate the way for learners to get through communicative breakdowns and get involved in conversations by creating a non-threatening environment for them.

To help us achieve those invaluable purposes, a promising pedagogical framework has been designed in a way that creates the appropriate learning atmosphere inside the classroom, and maximize learners' learning experiences. The project has been labeled the CPP Program: C stands for Content, P stands for Process, and P for Product. Focusing on the primary role of conversational interaction, classroom sessions and activities were set in a way that assists learners' motivation and willingness to communicate and come out with new ideas that might solve their learning problems. Bearing in mind the learners' frustrations and queries, the teacher's role and attitudes

are core factors for the success of this project. The whole framework is tailored to construct innovative learning opportunities enhancing the learners to engage in effective classroom interactions, and transporting their true identities in classroom settings. Both learners and the teacher are active actors on the stage of the classroom bringing genuine experiences and drawing real outcomes. Regarding the different hurdles facing the learners in the EFL context, the classroom is perceived not as a setting for pouring in and absorbing information, but rather an authentic learning community that imparts knowledge, or rather creates knowledge. Thus, the findings of the present research work will contribute tremendously in shaping the new aeon of English learning practices.

5. **Newness:**

This research is related to the conceptual and empirical fundamentals of the technology and education research area presented by International Universities and EFL contexts. Ortega (2002) affirms that language learning is concerned with the development of communication skills. Teachers and students have traditionally and creatively exploited all these communication elements. The results of this project offer another opportunity for English teachers and foreign language programs to achieve objectives focused on technology and education. In this study, we see to gain insight into what impedes the development of the communicative capacity. Additional communicative and authentic programs have been implemented besides the basic teaching software, such as movies adopted from books taught in literature, and documentaries.

The findings stemming from the existing body of interaction research on multimedia are critically examined. In addition to analyzing interaction outcomes by means of well-motivated measures of communication use, a multiplicity of data sources is used in this research, so as to be able to document the processes learners actually

engaged in when carrying out different innovative tasks. A process and participatory action driven research is accomplished with the ultimate goal of describing the nature of interaction and the interlocutors (learners, teacher and multimedia resources) adopted roles, as well as the context-related specific emerging roles while working with multimedia. Also, the program used in this study is built with the purpose to empower learners' communicative engagement and willingness to communicate. The main focus of our experimental phase in this study is to determine the effectiveness of different forms of interactivity on language acquisition. In particular, the aim is to examine how the form of conversational interaction is defined by specific course modes (student-content interaction), in which students' background knowledge of the subject is involved in the communication/interaction processes.

Most of the work on conversational interaction has been undertaken within western or Anglophone educational settings. Thus, an urge was needed to carry out a more cross-cultural study of foreign language interaction in order to test whether conversational interaction could be regarded as a universal phenomenon. The assumed Long's (1996) Interaction Hypothesis places much more emphasis on linking features of input and the linguistic environment with "learner-internal factors". It explains how such linkages may facilitate subsequent language development. This Hypothesis will be tested in our Algerian context. Also, There is a need to make a bridge, and find out a link between the former stated hypothesis and Swain's (1985) claims about the necessity of learners' output in increasing fluency. Data are collected to support or falsify Long's original interpretation of classroom conversational interaction.

Surveying all the research undertaken about the influence of input, output, and conversational interaction, it can be concluded that the investigations carried out were of a descriptive nature that produced only mixed results and scant empirical studies.

Previous foreign language learning research was still fragmentary and incomplete. The best-developed theoretical models have not yet been adopted to guide empirical research (Mitchell and Myles, 2004,p.191). Not very full or detailed models of language processing have been suggested by the interactionist proponents. All researchers in the input or interactionist tradition seem to accept, in general terms, that second language acquisition must be the result of interaction between environmental stimuli, a learner-internal language system, and some language-specific learning capabilities. So, to know what might be the most productive research questions to ask about the role of conversational interaction that triggers meaning negotiation in learning English as a foreign language is sought.

Finally, our personal experience as both a teacher and learner has been explored. And, our students' personal impressions about their own experiences in the process of learning English have been put as a reference for EFL educators. Thus, our research project would be an open field work for testing, analyzing and providing fellow researchers and practitioners in the field of EFL education with genuine up-to-date data about the process of conversational interaction in our classrooms. Meanwhile, throughout the research process, some workable solutions are reached to solve the main problem, and the most essential one, which is achieving a good command of the target language.

6. The Audience for the Study:

Considering the aims and purposes of the study, this research project is intended to policy makers, to those who are responsible for making decisions about the educational agenda in Algeria. The current study is targeted to educational teachers, professionals, practitioners and academic researchers who are willing to bring about innovative pedagogical implications in their EFL teaching approaches and strategies. This

investigation is of much praiseworthy value to EFL learners who are interested in understanding the peculiarities of undertaking academic research, and who are willing to uncover the different parameters of EFL pedagogy. Finally, this study is a good project for stakeholders and market decision makers to launch the use of innovative means that would benefit the labor market with applicable long term suggestions and suppositions. The study's results and outcomes expand worldwide to portrait the Algerian experience's use of innovative means in the teaching of English, and which serves as an additional contribution to the realm of academia where other EFL contexts might find it useful.

7. Delimitations:

The current study covered the sample population of EFL fourth year students, and selected EFL first year undergraduate learners at Batna 2 University as a piloting sample. Thus, the study's results can be confined to the entire population of EFL learners at Batna University. Because the classical teaching system has expired in Algeria; nonetheless, the ability to generalize the outcomes to all EFL students and beyond its borders is severely limited. The sample, however, is similar in nature to the population of final year LMD students in other universities in Algeria; therefore, the results would probably be generalizable to EFL final year students. The study is delimited in terms of the time constraints and the context, in which, it has been carried out. Therefore, it is probably cautious to assume that for more conclusive results, more EFL learners in different universities should have been studied. However, this was not possible due to practicality and time. In fact, it was not possible to cover a large sample of EFL learners because engaging them needed considerable time (knowing that this was the last year for the classical system in Algeria), resources and even logistics.

Part A:

Review of the Literature:

Introduction:

In the field of second language acquisition (SLA), conversational interaction has long been considered important in language learning. However, much of this research has been based on a traditional psycholinguistic perspective of language and learning. In this view, language is assumed to be a discrete set of linguistic systems external to the learner, whereas learning is viewed as the process of assimilating the structural components of these systems into preexisting mental structures. Although the specific goals of research carried out from this perspective may vary from finding the most effective way of facilitating the assimilation of new systematic knowledge to discovering and constructing the ideal linguistic system, it is generally agreed that language learning and language use are two distinct phenomena (Firth and Wagner, 1997, 1998; Gass, 1998; Hall, 1993, 1995, 1997).

Our interest in this section is to highlight the different views related to EFL conversational interaction research, and to conceptualize second and foreign language learning using a broader, sociocultural perspective of language and learning with practical concerns for nurturing classroom communities of successful second and Foreign language learners. We aim to build a foundation for the development of a more comprehensive model of EFL learning. Our purpose is to create a set of principles for identifying and sustaining EFL classroom interactional practices that foster foreign language development. A brief review of the previous findings on the role of conversational interaction in developing EFL learning discussing the different assumptions about language and learning are discussed.

The investigations carried out as far as conversational interaction is concerned range from the role of teacher questions in scaffolding learning to the role of interpersonal interactions in the learning of particular forms for creating peer solidarity to learner appropriation of strategies for facilitating their own and other's language learning. The specific learning contexts are varied too. The sites range from elementary classrooms to adult intensive language courses. The target languages include English, Japanese, Dutch, Hebrew, German, and French. These differences in research focus and language learning contexts notwithstanding, taken as a whole, the findings arising from these studies provide compiling empirical evidence on particular practices for the development of EFL learning. Important theoretical and pedagogical implications are worth highlighting.

A.I. Chapter One: Foreign Language Learning

To investigate the nature of conversational interaction in our EFL computer mediated classrooms, a clear understanding of the process of second language acquisition is precursory. In this chapter, an overview of Second Language Acquisition (SLA) research is presented examining four major enquiries.

1. The nature of learning in general is highlighted.

2. The achievements to date of conversational interaction research in relation to SLA probe.

3. A framework for exploring the characteristics of the language learner in relation to EFL conversational interaction in a computer mediated context. In this respect, learners' processes concerning how acquisition takes place and how their used resources in communication are highlighted with regard to previous research.

4. A survey of the research undertaken in relation to the social context of acquisition and to the input/interaction which the learner experiences in the EFL classroom.

5. Since the purpose of this research is to address a praiseworthy issue that will contribute significantly in shaping SLA theory, the distinction between usage and use has been clearly reported in a way to facilitate the understanding of language pedagogy.

Chomsky (1968), quoted in Gass and Selinker (2008, p.2), stated that:

"When we study human language, we are approaching what some might call the human essence, the distinctive qualities of mind that are, so far as we know, unique to [humans]." (p. 100)

The study of how second languages are learned is part of the investigation of language and language behavior. It is related to the scrutiny of the human mind. Language theories are concerned with the human language knowledge, which is not just limited to the first language knowledge, but also to the linguistic principles of second languages.

Second language acquisition (SLA) is generally a juvenile field. We would be unable to express the starting date, however, it is presumably reasonable to say that the investigation of SLA has extended and grown fundamentally in the course of the last forty five years (Gass and Selinker, 2008). Although there is an increasing interest in the field of language teaching and learning, we would not, yet, speak of an exhaustive theory.

SLA, whether naturalistic instructed, or both, has long been a typical movement for a greater part of the human species. It is turning out to be perpetually key as second

languages themselves increment in importance (Doughty and Long, 2008). SLA exploration is required for both learners and educators. With a specific end goal to get by in our foreign contexts as English language speakers, SLA exploration is primordial for what it can uncover about the way of human personality, knowledge and its potential applications or social utility. SLA research discoveries offer direction on various issues, for instance the ideal timing of L1 support and L2 improvement programs, the semantic change of teaching materials, the part of "implicit and explicit feedback on language error, and also language and content achievement testing" (Doughty and Long, 2008, p. 7).

One of the issues confronting the language researcher is that a great deal of the hard work involved in language development and use is impalpably going on in the head of the learner. When the behaviorist psychology was at the helm of language research, it was both futile and extraneous to investigate the cognitive and mental processes of the language learner (Nunan, 1982, p.249). In fact the behaviorists were interested only in the observable characteristics of human behavior. It is believed that to understand what our learners do, we need to know how they do process the different cognitive strategies. Indeed, among those cognitive processes substantial for developing the learners' skills in using the Target Language (TL), meaning negotiation and non-linguistic simplifications resulted in conversational interaction within a computer-assisted learning context could be named. Nonetheless, the relationship between conversational interaction and EFL learning to date remain unsolved and transcendental. For these reasons, an urge has been felt to examine the role of conversational interaction in learning English in a computer mediated context. But, before we embark in an overview of the different theoretical perspectives, a contextualization and an operationalization of key concepts related to the study of conversational interaction in

the EFL context is: First, an understanding of the nature of learning in general is worthwhile at this level. Secondly, a statement of the different contextual factors, characteristics and foreign language learning theories is prerequisite as a second step. And, thirdly moving to the next chapter where an understanding of the nature of foreign language conversation and conversational interaction are highlighted.

A.I.1. General Learning

Pachler and Field (2001) contended that:

> *"Learning is a process of discovery, information processing and*
>
> *expression."* (p.251)

Learning is a continuous process. It is a goal-directed act acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. Learning is not compulsory; it is contextual. It may occur consciously or without conscious awareness. It does not happen all at once, but builds upon, and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge (Wikipedia, 2013). Learning is an active process built through discovery. This could be described as "learning by doing" where learners draw on their own experiences and knowledge to solve problems. It is an inquiry-based method encouraging participants to deal with realistic scenarios, by exploring, experimenting and pondering a series of increasingly difficult challenges. In EFL computer assisted classrooms, the instructed software is developed in a way to stimulate learners' skills to discover patterns of language and meaning, and to prompt their discussion and discovery working in pairs or groups. It encourages mastery and application through searching for solutions to satisfy their curiosity and promotes individual interests. It encompasses an instructional model and strategies that focus on active, hands-on

learning opportunities for students (Dewey, 1916/1997; Piaget, 1954, 1973) quoted by Castronova (2013, p.2). Learning by discovery, according to Bicknell-Holmes and Hoffman (2000), has three main attributes:

1) Exploring and problem solving to create, integrate, and generalize knowledge.

2) Student driven interest-based activities in which the student determines the sequence and frequency.

3) Activities to encourage integration of new knowledge into the learner's existing knowledge base.

Discovery learning allows for deeper understanding by encouraging natural investigation through active, process-oriented methods of teaching (Percy, 1954) cited in Castronova (2013, 3). Discovery or constructivist learning is an active learning process where learners develop higher-level skills to build a deep understanding of major concepts.

As far as language learning is concerned, the acquirement process takes place through exposure to different linguistic contexts, where participants interact mutually, process information, and where, they are finally pushed to express themselves through productive discussions. Information processing occurs thanks to subtle cognitive mechanisms that lead to the final produced code. Humans process information with amazing efficiency and often perform better than highly sophisticated machines and tasks such as problem solving and critical thinking (Halpern,2003 ; Kuhn, 1999), cited in (Schraw and Mc Crudden,2013, p.1). According to Jackobsen, Eggen, and Kauchack (2007), learning is a change in a person's mental structures that creates the capacity to demonstrate different behaviors. From this premise came the idea of Information

Processing Theory which looks closely at how independent of the context, simulation from the environment goes through the processes of attention, perception , and storage through a series of distinct memory stores. Ip (2003,p.1) argued that when learners are introduced to new information, they behave as if they are like tape recorders and can somehow absorb knowledge simply by being able to hear or to see it, and record it. Information, in this respect, has been defined by Topsoe (1974),Volz (1991), Rauterberg (1995), and Kornwachs and Jacoby (1996), quoted in Rauterberg and Ulich (1996, p.2276) as:

- A message $\longrightarrow$ Syntax

- The meaning of a message $\longrightarrow$ Semantic

- The effect of a message $\longrightarrow$ Pragmatic

- A process

- Knowledge

- An entity of the world

However, human beings are not a tape recorder. Tape recorders cannot do anything to the recorded information except to retain it, and play it back, but they can *"process"* the information as they desire. If learners behave as tape recorders, new information will not be integrated with their prior knowledge and understanding. The information remains isolated and cannot be used effectively in new tasks and does not transfer readily to new situations. Consequently, students are active processors of information trying to make sense of the presented material. Information is processed through three stages: The first process involves focusing attention in the short-term memory or relevant pieces of information received and sifting out relevant from irrelevant information. This involves selecting information from the sensory input (reading and listening) and adding that information to the short-term memory. The second process

involves organizing or building connections among the selected pieces of information into a coherent whole within the short-term memory. The third stage involves integrating or building external connections between the organized new knowledge and organized existing knowledge in the long-term memory (Mayer, 1984; Sternberg, 1985, quoted by Ip, (2003, p.1). Knowledge widens and deepens as learners continue to build links between new information and experiences and their existing knowledge base. In this regard learners process the information they receive, rather than merely responding to stimuli. This perspective equated the human mind to a computer. The mind's machinery includes attention mechanisms for bringing information in, working memory for actively manipulating information, and long term memory for passively holding information so that it can be used in the future. After going through all these processes, learners are ready to express themselves in the form of a final output.

To conclude, Learning is perceived to be the insatiable curiosity that drives the individual to absorb everything he can see or hear or read about a given phenomenon in order to improve the efficiency and skillfulness of his practices.

A.I.2. English Language Learning

A.I.2.1. Contextual Factors in English Language Learning and Using it as a Foreign Language

Undoubtedly, research in the areas of human knowledge, in the field of Second Language Acquisition (SLA) research is not undertaken in a vacuum. Novel ideas and perspectives do not just arise from nowhere. Often, they are derived from remote ideas or they are nurtures from experiences in other disciplines. In this section, a great deal of perspectives discussing English learning from the contextual point is highlighted. The issue of contextual factors can be considered from the perspective of the language,

learner, and the learning process. The current part accounts for the perspectives related to English learning as a foreign language.

With respect to language, a few elements identified with learner's first and second languages shape their English learning. These elements incorporate the etymological separation between the two languages, learners' level of capability in the mother language and their insight into the second language, the mother language of the native language spoken by the learners (i.e., whether it is standard or nonstandard), the relative status of the learner' dialect in the group, and societal demeanors toward the learner's native language. In this section only features of "language distance" and "native language proficiency" and "language attitudes" (Walqui, 2001) are considered.

In reverence with "Language Distance", particular languages can be pretty much hard to learn, contingent upon how unique in relation to, or comparative they are to the languages the learner definitely knows. Languages are intricate. They vary in vocabulary, linguistic use, composed structure, linguistic structure and horde different attributes. This makes for trouble in the development of measures of semantic separation. Regardless of the possibility that one instinctively "knows" that English is closer to French than it is to Chinese, by what amount is it closer? On the off chance that the distinction is "huge", how vast is "substantial"? (McCloskey, 1998), pp. 104-106). While it is anything but difficult to rank French as closer to English than Chinese is to English, different rankings of closeness to English might be more troublesome, for example, in the middle of Arabic and Russian or in the middle of Chinese and Japanese.

With regard to "Native Language Proficiency", The learner's level of capability in the in the native language including oral produced language and proficiency, as well as metalinguistic advancement, training in formal and scholarly elements of language

use, and awareness of rhetorical paradigms and varieties in genre and style-affects procurement of a foreign language, the all the more scholastically advanced the learner's native language awareness and capacities; the simpler it will be for that learner to acquire a foreign language.

In addition, language attitudes in the learner, the peer aggregate, the school, the area, and society everywhere can enormously affect foreign learning process, both positively and negatively. Thus, it is imperative that educators and learners analyze and comprehend these states of mind. Specifically, they have to comprehend that a foreign language does not mean surrendering one's mother language or vernacular. Maybe, it requires the adjunction of another language or tongue to one's repertoire (Walqui, 2001).

In relation to the element of "learner", it has been contended that "students come from diverse backgrounds and have diverse needs and goals." (Walqui, 2001, p. 2). When we say diverse needs, this alludes to the fact that educators and policy makers should consider learners' experiences, interests and requirements. Homogeneous educational program and materials are sufficiently troublesome if all learners are from identical language and social foundation, yet they are pregnable given the immense differentiating qualities in today's classrooms. Such differences require an alternate educational curricular and an alternate way to deal with materials. Separation and individualization are not an extravagance in this context: They are a must. Besides, diverse goals alludes to the fact that Learners' objectives might decide how they utilize the acquired language, how native-like elocutionary acts and pronunciation will be, the means by which lexically involute and syntactically developed expressions will be, and the amount of vitality they will consume to comprehend messages in English. Learners' goals can fluctuate from entirely integrative the yearning to absorb and turn into a full

individual from the English speaking world to fundamentally instrumental situated toward particular objectives, for example, scholastic or expert achievement (Gardner, 1989). Instructors working with English language learners should likewise consider whether the groups in which their learners live, work, and ponder acknowledge them, bolster their endeavors, and offer them authentic English learning opportunities.

With regard to English language development as a learning process, the type of motivation and the quality of classroom conversational interaction play an affective factor in determining how English is acquired. Motivation is identified with fundamental human requirements for skill, self-governance, and relatedness. Characteristically motivated exercises are those that the learner takes part in for their own purpose in view of their quality, premium, and challenge. Such exercises introduce the best ideal opportunities for learning. Meaningful classroom conversational interaction is seen to be the means via which appropriate modes of language use are acquired. Interactive language use based on collaboration and group work is considered to be conducive to EFL learning.

To summarize, the main focus of this section is idea of contextual factors impacting English language learning processes. EFL learning has been considered from the perspective of language, the learner and the learning process. It has been contended that the wider the social, cultural and contextual scope of language learning, the more positive attitudes towards learners are procured, the more meaningful and propelling classroom interactions, the best EFL use opportunities are contrived.

A.I.3. Characteristics of Foreign Language Acquisition

The basic premise that could be related to Foreign Language Acquisition's (FLA), interchangeably SLA, characteristics is that acquiring a foreign language can be very successful depending on the input of language providers, the output of the

language acquirers and the mediums via which language has been transmitted. FLA process depends heavily on learning experiences in more constricted environments associated with the classroom or some other formal setting. Here, the role of input, interaction and output is seen as being highly valuable factors in acquisition. It has been empirically shown that input, interaction and output significantly serve in developing EFL learning (Krashen, 1985; Allwright, 1984; Long, 1983; Swain, 1985).

The input hypothesis claims that "humans acquire language in only one way by understanding messages or by receiving comprehensible input" (Krashen, 1985, p.2). The interaction hypothesis advances two major claims about the role of interaction in L2 acquisition:

1) "Comprehensible input is necessary for L2 acquisition.

2) Modifications to interactional structure of conversations which take place in the process of negotiating a communication problem help to make input comprehensible to an L2 learner" (Ellis, 1991, p. 4).

The interaction hypothesis claims that "it is in the interaction process that acquisition occurs: learners acquire through talking with others" (Johnson, 2001, p. 95). The comprehensible output hypothesis states that "we acquire language when we attempt to transmit a message but fail and have to try again. Eventually, we arrive at the correct form of our utterance, our conversational partner finally understands, and we acquire the new form we have produced" (Krashen, 1998, p.1). Merrill Swain (1985) does not claim that CO is responsible for all or even most of our language competence. Rather, the claim is that "sometimes, under some conditions, output facilitates second language learning in ways that are different form, or enhance, those of input" (Swain and Lapkin, 1995, p. 371).

These three perspectives reveal the truth about the characteristics of SLA stating that the acquirer has to be exposed to input whereby comprehensible messages have been transmitted by the means of interactive conversations in order to lead to the final produced output that could be clear and coherent. To sum up, foreign language acquisition could be described as an exciting, colorful, cutting edge of current thinking shaped by teachers' thinking and students' actions.

A.I.4. Theories of Foreign Language Acquisition

Theories of second-language acquisition are different assumptions and perspectives in the field of SLA about how individuals acquire a foreign language. SLA research is identified with various disciplines including linguistics, sociolinguistics, psychology, neuroscience, and education, and consequently most SLA theories of can be recognized as having roots in one of them. Each of these hypotheses can be considered as shedding light on one part of the language learning process; however, no one overarching theory of foreign language acquisition has yet been widely accepted by researchers. In this section, based on the current research's premises, purposes and guidelines, an account of the theory underlying the assumptions supported of this study

A.I.4.1. Sociocultural and Interactionist Theories

Proponents of the sociocultural and interactionist premises towards EFL learning contend that the very notions of input and output are based on an obsolete information transfer model which does not accurately showcase the functions of human interaction (Brooks and Donato, 1994). They posit instead that classroom interaction and participation enhances the learning process in an L2 environment (Van Lier, 1991). They contend that

"Students' interactive speech is a form of socially-situated

activity which serves to introduce, create, and transform social

realities. Learners speak to know the activity rather than merely to convey information; interaction, thus, enables individuals not only to encode knowledge but to forge it." (Donato and Lantolf, 1991, quoted in Warschauer, 2001, p. 4)

Ellis (1999) conceived interaction as generally referring to:

"The interpersonal activity that arises during face-to-face communication. However, it can also refer to the intrapersonal activity involved in mental processing." (p. 3)

From these perspectives, the Vygotskian sociocultural theory (Hall and Walsh, 2002) views the act of language learning as a social act in which children construct their knowledge through the assistance and scaffolding of more knowledgeable peers or teachers. Thus, conversational interactions in EFL contexts are vital social activities for students through which they not only create knowledge, but also contrive confidence and identity as competent language users.

To conclude, based on the premises held by the sociocultural interactionist assumptions, conversational interaction within the EFL classroom is not just confined to the expert's role being the teacher, but also it could be applied to learners who have internalized the appropriate facets of the target language.

A.II. Chapter Two: Towards Understanding Meaningful Conversational Interaction: Preliminary Considerations:

Second Language Acquisition (SLA) is the study of how second languages are learned and the factors that influence the process. Savignon (1997) cited in Feldman (2003) asserted that:

"SLA researchers examine how communicative competence, the ability to interpret the underlying meaning of a message, understand cultural references, use strategies to keep communication from breaking down, and apply the rules of grammar, develops in a second language." (p. 1)

In the teaching of English speaking skills, the teaching process activity must focus on how to assist students to use and to "communicate" in English (Richards, 2008). Most of the EFL students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their "speaking proficiency". That is why teachers' efforts should be focused on developing students' ability to "speak" since learning to speak is considered as the greatest challenge for all language learners (Pinter, 2006). In this sense, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English (Brown, 2001) cited in Juhana (2012, p.100). Others like Gebhard (2000) claim that most of the students' problems to communicate effectively are due to some psychological factors such as shyness or anxiety. Brown (2001) asserted that those psychological problems like shyness and anxiety are the main causes of students' reluctance to speak. Some researchers, for instance (Krashen, Long, and Scarecella, 1982; Oyama, 1976; Scarcella and Oxford, 1992) relate learners' inefficiency in English speaking to age or maturational constraints. Some (Mendlsohn and Rubin, 1995) would consider the aural

medium as a central factor in foreign language acquisition. Others would regard the sociocultural (Dimitracopoulo, 1990; Carrasquillo, 1994) or the affective (Oxford, 1990; Brown, 1994) strands as causative to learners' lack of proficiency.

However, although these are important psychological considerations, there is a growing body of research on productive L2 interaction which has highly the quality of this meaningful interaction as a critical criterion of success. But, before delving in-depth into how "communicative competence" or rather how the "speaking proficiency" or the "speaking ability" could be enhanced through meaningful conversational interaction, a clear conventional definition to contextualize the concepts stated beforehand is needed at this level. The following section will detail all the required concepts that do have a link with creating meaningful conversational interactions.

A.II.1. The Nature of Foreign Language Conversation:

Along the history of foreign language teaching and learning, conversing, or rather, speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure for knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire (Nazara, 2011). In fact, speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication. Speaking is believed to facilitate language acquisition and contribute towards the academic development of many second language learners (Goh and Burns, 2012). It is useful, therefore, to begin our discussion

about foreign language conversation by examining the distinguishing features and elements related to this skill to grasp its nature. It is also crucial to consider part of our discussion the different factors affecting learners' willingness to speak in the target language in order to build up an appropriate understanding of what we mean by "genuine discourse or communication".

Nowadays, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication. Its use as the working language in 85% of international organizations (Crystal, 1997) and its function as the main gate to get a better job, especially in multinational companies have motivated a great number of people around the world to learn English as a foreign language and speak it fluently. Within this respect, Graves (2008) accentuated that:

> *"The purposes of learning a language in target language (TL)-removed contexts are varied, but the thrust is to learn language to communicate to improve one's economic prospects, to expand one's horizons both literally and/or figuratively to be a global citizen."* (p.156)

Considering the former quote, it becomes apparent that among the purposes to becoming a global citizen is to master different communicative skills in the target language that would enable us to broaden our expectations and purviews.

In relation to this, Richards and Renandya's (2002) asserted that:

> *"A large percentage of the world's language learners study English in order to develop proficiency in speaking."* (p.201)

The tendency to prioritize the mastery of speaking is also reflected in the liability of society to make speaking skills as a measure of one's mastery of English. In fact, many students consider language fluency, which is to communicate verbally with others, more important than the ability to read and write. They argue that speaking is the most important of the language skills that need to be controlled, and they assess learning achievement based on the mastery of speaking skills (Burkart, 1998).

Henceforth, realizing the high importance of speaking skill in EFL programs, it is very important to find and use the best instructional methods, materials, activities, media, and other requirements that will help learners master speaking. However, although a great number of studies have been conducted to help learners become proficient speakers, many learners still find speaking very difficult to pick up. In similar vein, Hinkle (2005) perceives speaking as the most complex and difficult skill to acquire. Another cause is possibly that those studies still mainly dealt with the linguistic aspects of second language acquisition (Nazara, 2011). Little research has been carried out regarding conversational interaction that enhances speaking in the EFL classroom from the perspective of the learners knowing that learners' views provide teachers with important awareness in this context. From this angle, it is really crucial to consider how EFL speaking could be enhanced focally with respect to conversational interaction.

A.II.1.1. The Nature of Speaking/ Communication/ Discourse and Conversation:
The mastery of a given language requires the adeptness of the different skills; namely, reading, speaking, writing and listening. The main purpose behind the acquisition of such language skills is to be dexterous in receiving and producing the target language. Hence, our power to use the target language determines our level of success in getting the hang of communication skills with all its forms. The definition

and nature of *speaking*, *communication*, *conversation*, or even *discourse* in this dissertation stems from a theory of language as communication.

A.II.1.1.1. Speaking:

Speaking is a multifaceted construct. Thornbury and Slade (2006, p.5) pointed out that this complexity derives from speaking being so ubiquitous in our daily language usage. In other words, speaking is intertwined with daily interactions that are difficult to define. In addition, various fields of study, linguistics, psychology, anthropology and sociology have informed speaking (Gumperz, 1999). It, therefore, becomes harder to compile a concise yet comprehensive definition of speaking. The best that can be done is to highlight its nature through understanding its underlying features, its functions, and its conditions. Nonetheless, a preliminary conventional definition could be stated at first hand.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns and Joyce,1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking is

"T*he process of building and sharing meaning through the use of verbal*

and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way,

students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi, 2006).

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns and Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Speech has its own skills, structures, and conventions different from written language (Burns and Joyce, 1997; Cohen, 1996; McCarthy and Carter, 1995). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Viewing from its features, speaking could be defined as a social, multi-sensory speech event, whose topic is unpredictable. Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills (Thornbury and Slade, 2006, p.17). This social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can clash with the formal nature of the classroom when teaching speaking.

According to Gumperz (1999), speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances (p. 101). Since it is cooperative, it becomes a negotiated, self-

regulated process (Nunan, 1999, p. 226; Sayer, 2005, p. 17) that is segmentally created through short, frequent turns consisting of phrases and clauses (Thornbury and Slade, 2006, p. 13). This cooperative discourse is motivated by interactive rules and routines(Dornyei and Thurrell, 1994, p. 42)where these structures guide how silence, volume, intonation, conventional language, information and norms of interaction are used (Applegate, 1975) to organize speaking. This organization is culture-bound as conversational routines are implemented differently in different countries (Richards, 1980, p.419). Dornyei and Thurrell (1994) highlight the features of conversational routines as being openings and closings, turn-taking mechanisms and adjacency pairs such as greetings and apologies.

Speaking is, also, a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005, p.9) which affect conversational flow. It seems that culture is integral in how speaking is constructed which has implications for how English speaking is taught and learned.

In addition, speaking is topically unpredictable and, therefore, native speakers tend to have a linguistic repertoire of regularly used phrases (Gumperz, as cited in Yorio, 1980, p. 434) that help create various speaking. In relation to the teaching of speaking, these rules, routines, and linguistic features would be valuable to highlight in a speaking class. Based on its function, speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999, p. 228). Interactional language engages people for social reasons as illustrated previously. Transactional language is for service encounters like ordering a drink or booking a ticket. However, these purposes are usually intertwined (Thornbury and

Slade, 2006, p. 20) and so the distinction between interactional and transactional language seems to be used for language learning awareness.

Viewing from the condition when it takes place, speaking usually happens when people are face-to-face (Van Lier, 1989, p. 492), which makes it highly interactional and social. However, Thornbury and Slade (2006, p. 23) point out that computer mediated communication shares many conversational characteristics where face-to-face may not be the only way to have a conversation. Speaking happens in a small group of people with a minimum of two. It happens within shared contexts such as in situational, institutional, social and cultural environments (Thornbury and Slade, 2006, p. 15). Speaking takes place in real time and demands spontaneous decision-making and improvisation leading to a very dynamic discourse (Van Lier, 1989, p. 493; Nunan, 1999, p. 226). In summary, speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. It entails three areas of knowledge (Burkart, 1998). First, the mechanical elements of language (pronunciation, grammar, and vocabulary), which allows the speaker to use the right words in the correct sequence and appropriate pronunciation. Second, the speaking functions (transaction and interaction), which enable the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information), and when a deep understanding is not necessary (as in the development of relations). Third, the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is. According to Flohr and Paesler (2006, p.6), there are three stages of speaking: the conceptualization phase, the formulating phase and the articulation phase. By

understanding these elements, an individual will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause.

A.II.1.1.2. Communication:

An alternative term, in similar vein, referring to the former definition could be *communication*. However, a deep and thorough clarification of this term is prerequisite at this level to highlight its nature. Communication is derived from the Latin word "*Communicare*" meaning "to share, to impart, and participate" (Harper Douglas, 2014). It is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, written, or behavior. It is the meaningful exchange of information between two or more living creatures. In its archaic use, it means to convey knowledge of, or information about, and make known.   De Valenzeula (1992) defined communication as:

> *"Any act by which one person gives to, or receives from another person information about that person's needs and, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventioual signals, may take linguistic or non-linguistic forms, and may occur through spoken or other modes."* (p.2)

Thus, it could be understood that communication is this active mutual exchange of feelings, thoughts and aspirations between one or more interlocutors that could be either intentional or unintentional sent thorough linguistic or non-linguistic modes.

Moreover, Communication requires a sender, a message, and a recipient, although the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication; thus, communication can occur across vast distances in time and space. Communication requires that the communicating parties

share an area of communicative commonality. The communication process is complete once the receiver understands the sender's message.

Furthermore, communication refers to the ability of conveying information to another effectively and efficiently. This latter is the essence of human interaction and learning. The nature of communication is dependent on interaction between two or more individuals and understanding is constructed through that interaction. Communication is a basic human right and essential to our quality of life as a social species. As human beings, we use communication to: relate to others, socially connect, greet, call attention, share feelings, express an opinion, agree, disagree, explain, share information, question, answer, tease, bargain, negotiate, argue, manipulate, compliment, comment, protest, complain, describe, encourage, instruct, provide feedback, show humor, discuss interests, be polite, make friends, express interest or disinterest, etc. Communicating with others involves three primary steps:

Thought: First, information exists in the mind of the sender. This can be a concept, idea, information or feeling.

Encoding: Next, a message is sent to a receiver in words or other symbols.

Decoding: Lastly, the receiver translates the words or symbols into a concept or information that a person can understand.

During the transmitting of the message, two elements will be received: *content* and *context*. Content is the actual words or symbols of the message that is known as *language-* the spoken and written words combined into phrases that make grammatical and semantic sense. We all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more. Context, on the other hand, is the way the message is

delivered and is known as ***paralanguage***- it is the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures, and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. Although paralanguage or context often cause messages to be misunderstood as we believe what we see more than what we hear, they are powerful communicators that help us understand each other.

The Online Merriam Webster Dictionary (2014) defines communication as the act or process of using words, sound, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings etc., to someone else. It is this message that is given to someone: a letter, telephone call, etc. It is an act or instance of transmitting. It is information transmitted or conveyed; a verbal or written message. Also, it refers to the process by which information is exchanged between individuals through a common system of symbols, signs or behaviors. It assigns to personal rapport as well.

In Oxford English Dictionary (2014), communication refers to the imparting of information by speaking, writing, or using some other medium. It is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings, but also create and share meaning. In general, communication is a means of connecting people or places.

In fact, the everyday view of communication is quite different from the view of communication taken by communication scholars. In the business world, for example, a popular view is that communication is synonymous with information. Thus, the communication process is the flow of information from one person to another (Axley,

1984). Communication is viewed as simply one activity among many others, such as planning, controlling, and managing (Deetz, 1994). It is what we do in organizations.

Communication scholars, on the other hand, define communication as the process by which people interactively create, sustain, and manage meaning (Conrad and Poole, 1998). As such, communication both reflects the world and simultaneously helps create it. Communication is not simply one more thing that happens in personal and professional life. It is the very means by which we produce our personal relationships and professional experiences. It is how we plan, control, manage, persuade, understand, lead, love, and so on.

As a matter of purpose, the desired outcome or goal of any communication process is "***understanding***". The process of communication cannot be regarded as a phenomenon which simply happens, but should be seen as a process which involves participants negotiating their role in this process, whether consciously or unconsciously. Senders and receivers are of course vital in communication. In face-to-face communication the roles of the sender and receiver are not distinct as both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language. There are many other subtle ways that we communicate (perhaps even unintentionally) with others, for example the tone of our voice can give clues to our mood or emotional state, whilst hand signals or gestures can add to a spoken message. To apprehend thoroughly the nature of communication, the main elements distinguishing it can be highlighted at this stage.

A.II.1.1.2.1. Elements in Communication:

The reality about the communication process is more complex to highlight. This would lead us to wonder; for example, why some people can communicate so well while others fail to get their message across? What are the elements that must be present

in the communication process before it can be successful and effective? The Figure below illustrates the communication process and the necessary elements in this process.
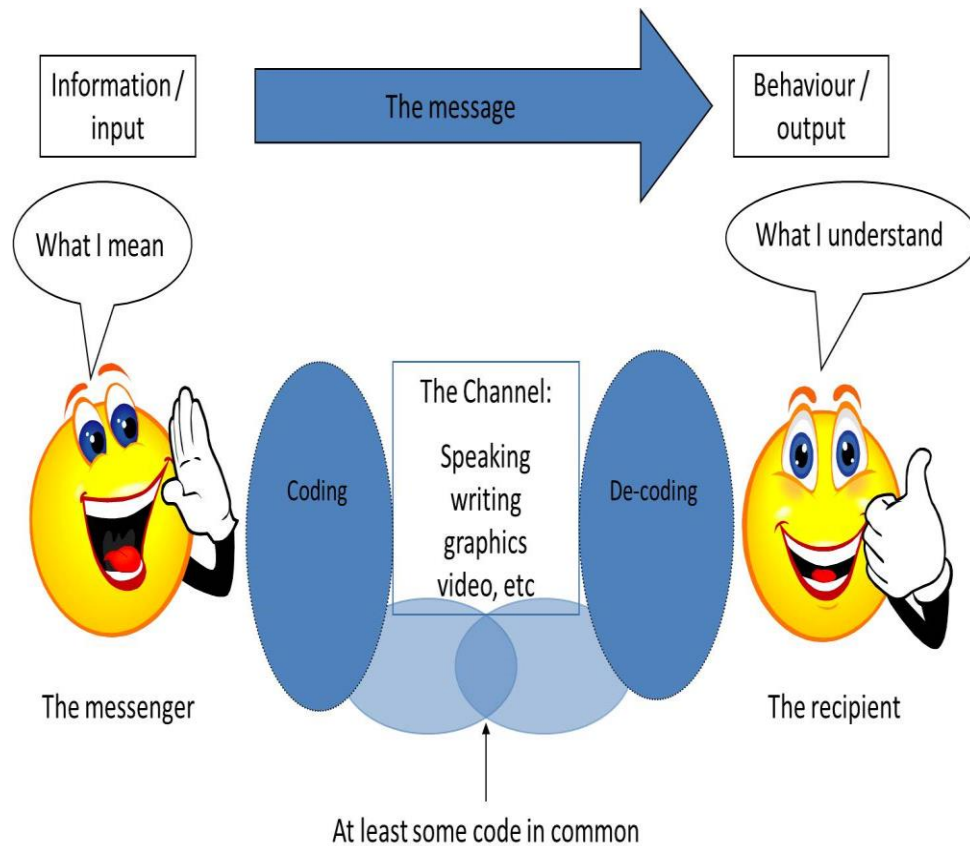
Figure 1 : The Communication Process

Source: www.bizzuka.com

The sender sends a message with a certain intention in mind. The receiver of the message tries to understand and interpret the message sent. He then gives feedback to the original sender, who in turn interprets the feedback. This process repeated continuously, constitutes communication. Clearly, there are several major elements in the communication process: a sender, message, channel, receiver, feedback and context. There is both a speaker's intention to convey a message and a listener's reception of what has been said.
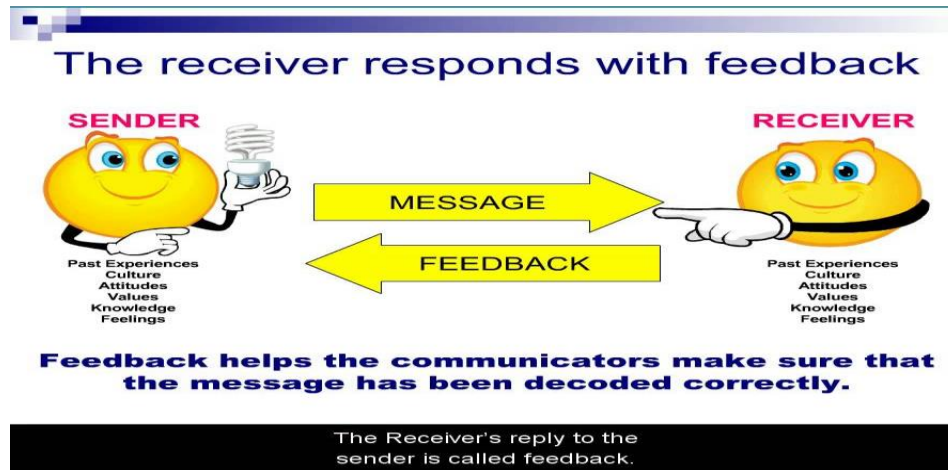
Figure 2. The Communication Pattern

Source: www.youtube.com

Thus, listening skills are just as important as speaking skills in order for having an effective communication. This means that to get a message across accurately, three things need to be considered: the message, the audience or receiver, and how the message is likely to be received. A message is only considered successfully communicated when both the sender and the receiver perceive and understand it in the same way. If this does not happen, then there may be a communication breakdown which may ultimately stand in the way of realizing our goals, either personally or professionally.

Therefore, this makes of communication an important part of human civilization and a means of cultural transformation. Communication using languages can be conducted in two ways: orally and in written form. In the context of language learning, it is believed that to communicate in a written form (writing) is more difficult than orally (speaking), suggesting that writing is a more complex language skill than speaking. However, in reality, as Artini (1998), cited in Gunawan (2014, p.1) suggests, *"Although the complexity of spoken and written languages differs, the differences do not reveal that one is easier than the other"*. Unlike written language, spoken language

involves paralinguistic features such as tamber (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. Thus, spoken language which employs variability and flexibility is in fact as complex in its own way. Additionally, the two means of language communication are equally important. It is speech, not writing, which serves as the natural means of communication between members of community (Byrne, 1980), both for the expression of thought and as a form of social behavior. Writing is a means of recording speech, in spite of its function as a medium of communication in its own right (Widiati and Cahyono, 2006, p.271).

According to Harmer (1991), quoted by Widiati and Cahyono(2006, p.272), there are three reasons why people communicate. First, people communicate because they want to say something. As Harmer explained, the word "**want**" refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because they have some *communicative purpose*. By having some communicative purpose it means that the 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 something. Thus, two things are important in communicating: "the message they wish to convey and the effect they want it to have." (Harmer, 2001, p.46). Finally, when people communicate, they select from their language store. The third reason is the consequence of the desire to say something and the purpose in conducting communicative activities. As they have language storage, they will select language expressions appropriate to get messages across to other people. Harmer used the three reasons to explain the nature of communication which can be presented graphically in the following Figure:
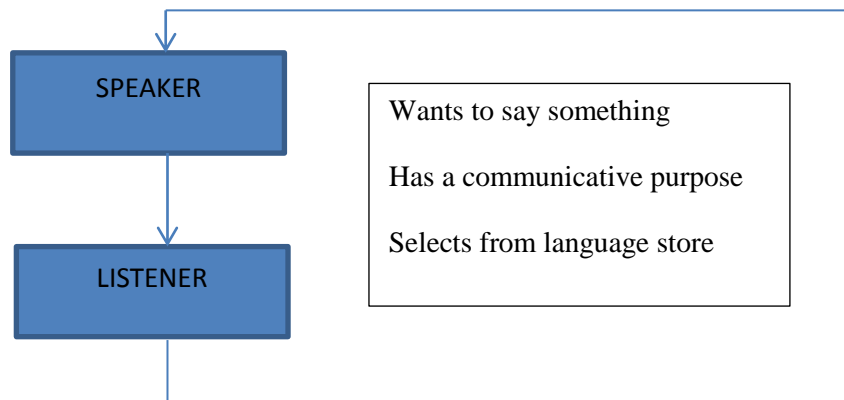
Figure 3 The Nature of Communication with a focus on the Speaker

Adapted from Harmer (2001,p. 48) cited in Widiati and Cahyono (2006, p.272)

Harmer (1991) asserted that when two people communicate, each of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus, in natural communication, people communicate because there is an information gap between them, and they genuinely need information from other people. In the context of EFL learning, the ability to convey messages in natural communication is of paramount importance. In order to communicate naturally, EFL learners need to acquire communicative competence, an issue that is discussed thoroughly in the following sections.

Furthermore, communication is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, but also create and share meaning. Communication is a matter of effectiveness, which is dependent on the interlocutors' communication competency. In other words, its effectiveness is dependent on one's competency in communication. In fact, communication is successful only when both the sender and the receiver reach a common understanding regarding the same information as a result of the communication process. By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you

actually send do not necessarily reflect what you think, causing a communication breakdown and creating roadblocks (Khattak, Yaqoob, Basri, 2014). Given the fact that the teacher plays a core role in the communicative process with his learners, it is inevitable to consider how to enhance classroom communication using the required knowledge, skills and abilities necessary for effective communication so that both teachers and learners can use them in the appropriate environment.

As a basis for investigating communicative competence, one needs to distinguish the different features that characterize communication. According to Morrow (1977) quoted by Rivera(1984, p.39), communication is: "interaction- based. It is unpredictable in both form and message. It varies according to sociolinguistic discourse context. It is carried out under performance limitations such as fatigue, memory constraints, and unfavorable environmental conditions. It always has a purpose (to establish social relations, to express ideas and feelings). It involves authentic, as opposed to textbook contrived language. It is judged to be successful or unsuccessful on the basis of actual outcomes." Actually, this conventional definition sums up the grounding features, elements and characteristics needed to unveil our understanding of the nature of communication. These latter are considered core constructs of our definition of EFL communication that equates with the current study's aims and purposes.

A.II.1.1.3.Discourse:
Discourse is another synonymous term for communication or even speaking. Actually, a sentence cannot be fully analyzed without referring to the physical, social and psychological world in which it takes place. Discourse refers to the totality of all these interacting elements (Cook, 1998). Grammatical form and its function do not always correspond, but work in harmony in discourse meaning (Mc Carthy, 1991, p. 106).

Discourse is defined by Crystal (1997, p. 116) as a continuous stretch of especially spoken language larger than a sentence, often constituting a coherent unit, such as sermon, argument, joke or narrative. The Merriam Webster Dictionary (2014) defines discourse as "conversation", or "the formal and orderly and usually extended expression of thought on a subject."(pp. 209-10). For Foucault (1972), discourse refers to "specific systems of meaning which form the identities of subjects and objects." At this lower level of abstraction, discourses are concrete systems of social relations and practices that intrinsically political, as their formation is an act of radical institution which involves the construction of antagonisms and the drawing of political frontiers between "insiders" and "outsiders". The construction of discourses thus involves the exercise of power and a consequent structuring of the relations between different social agents (Howarth, 2012, p. 9)

Therefore, a conversation analysis requires a close look at language organization beyond the sentence level. Speech and written text are given fuller meaning and pragmatic coherence is established when they are viewed as discourse. Additionally, Brown (1994) has emphasized that:

"In conversation, an example of the interactive and interpersonal nature of communication in spoken discourse, the time dimension should be taken into account for analysis, since participants jointly contribute to the context of interaction." (p.50)

From these definitions, it is clear that discourse language above the sentence level is rooted in context. In this dissertation, we are concerned with the oral form of language with all its grammatical and linguistic functions within a specific interactive context. More specifically, what matters for us from all those detailed definitions is to provide

the reader with authentic data regarding the nature of EFL genuine discourse. Instances of authentic EFL learners' communication have been captured to elicit for what it means by conversational interaction.

A.II.1.1.4.Conversation:

Talking is something most of us enjoy, and are rather good at. We can almost all speak, so we take the skill too much for granted. That is why, as Bygate (1987, p.7) says, teaching speaking skills is in many ways undervalued. He argues that speaking is "a skill which deserves attention every bit as much as literary skills, in both first, and second languages." (ibid.). However, we have noted that second language learners of English who are equipped with a good knowledge of syntax, phonology, a large vocabulary often fail as "conversationalists" though they "speak" reasonably correct and even fluent English. Why is that so? What is involved in producing fluent, appropriate and intelligible conversation? It seems that conversation involves something beyond the manipulation of the language itself. In this vein, some people make a distinction between speaking skills and conversation skills (Nolasco and Arthur, 1987). What then is conversation?

In the literature, the term "conversation" is widely used that somewhat ambiguously and in a non-technical sense. Sometimes it refers to any spoken encounter or oral interaction and sometimes it is understood in a more restricted way. For example, Goffman (1976), cited in Richards and Schmidt (1983, p. 118) defines conversation as:

> *"Talking occurring when a small number of participants come together and*
>
> *settle into what they perceive to be a few moments cut off from (or carried*
>
> *on to the side of) instrumental tasks; a period of idling felt to be an end in*
>
> *itself, during which everyone is accorded the right to talk as well as to listen*

and without reference to a fixed schedule, everyone is accorded the status of someone whose overall evaluation of the subject matter at hand […] is to be encouraged and treated with respect; and no final agreement or synthesis is demanded, differences of opinion to be treated as unprejudicial to the continuing relationship of the parties." (p. 264)

One common observation is that a conversation has according to Richards and Schmidt (1983):

"no specified setting, no time or place (except for the absence of other speech activity, in which case it is heard as an interruption), no required roles other than 'persons' (though some external roles such as professor/student may not be shed), no pre-specified agenda, and a quorum of simply two or more." (p. 133)

According to Thornbury and Slade (2007), conversation accounts for the major proportion of most people's daily language use but despite this (or perhaps because of it) it is not that easily defined. For example, in Collins' COBUILD English Dictionary, conversation with someone means talking with them usually in an informal situation. Longman Dictionary of Contemporary English defines conversation as an informal talk in which people exchange news, feelings, and thoughts. For Oxford Advanced Learner's Dictionary, conversation is an informal talk involving a small group of people or only two; the activity of talking in this way.

The above definitions emphasized the informal and the spoken nature of conversation. However, one singles out group size as a defining feature while another focuses on topic. The distinction between a conversation as a countable noun and conversation (the uncountable) is either ignored or blurred in the first two definitions. In

this section, I try to conceptualize conversation, and try to operationalize a workable definition that will be used in this dissertation.

According to Hagood (2013), conversation can be defined as:

"A dialogue between two partners consisting of multiple turns which are balanced between partners around a topic of shared interest." (p. 1)

Hagood (2013) asserted that most often we think of using words to fill our turns in a conversation, but we also can use actions, objects, facial expressions and movements as our responses during a conversation. Conversation differs from other types of communicative interactions because the focus is on interaction around a shared topic, rather than communicating concrete needs or wants, instructing, or following instructions.

A.II.1.1.4.1. Characteristics of Conversation:

Thornbury and Slade (2007) have set eight features as core to conversation. These are as follows:

- ✓ Conversation is spoken.
- ✓ Conversation happens in real time.
- ✓ Conversation is interactive.
- ✓ Conversation is interpersonal.
- ✓ Conversation is informal.
- ✓ Conversation is expressive of identity.
- ✓ Conversation can have different modes especially after the development of computer mediated communication. It can be, for instance, synchronous.

Based on these characteristics, conversation can be defined as primarily spoken and it is planned and produced spontaneously, i.e., in real time which accounts for many

of the ways it differs linguistically from written language. Conversation is the kind of speech that happens informally, symmetrically and for the purposes of establishing and maintaining social ties. A more comprehensive and operational definition of conversation can be summed up in the following as stated by Thornbury and Slade (2007):

"Conversation is the informal, interactive talk between two or more interlocutors, which happens in real time, is spontaneous, has a largely interpersonal function, and in which participants share symmetrical rights."(p. 25)

In this dissertation, the concepts of speaking, communication, discourse and conversation are used interchangeably referring to this active process that engages two or more interlocutors in either formal or informal interactive talk that takes place in real time and genuinely expressing personal identities and experiences imparting commensurable rights.

Undoubtedly, Speaking is paramount for language learning. In fact, communicating effectively is what all learners aim to achieve. As a Foreign language teacher, my aim is to enable our EFL learners to be able to use the language for communicative purposes. This leads us to another area related to the mastery of speaking skills. That is of communicative competence, communicative proficiency or speaking ability. Martinovic (2005, p.293) claims that there is a difference between having "knowledge" of a language and having the "skill" to use it. Similarly, Bygate (2000) describes the difference between knowledge and skill in the following way:

"A fundamental difference is that while both can be understood and memorized,

only a skill can be imitated and practiced." (p.3)

Thus, a learner must have basic knowledge of a language, but in order to be able to speak effectively, learners must be given speaking practice (Martinovic, 2005). The notions of skill and knowledge drive us to our next discussion on competence, proficiency and communicative language ability. A commensurate description of the nature of communicative competence at this level is crucial to contrive content and gauge methodology. However, a clear delineation of what we mean by "competence" and "proficiency".

A.II.2. On Competence, Proficiency, and Communicative Ability:

Llurda (2000) claims that despite all the many appearances of the terms "competence" and "proficiency" in journals, conferences and dissertations every year, there is still no consensus about what the exact meaning conveyed by these words is. Neither is there agreement on the particular adjectives that should be attached to the term "competence", since the possibilities range from linguistic and communicative to pragmatic, sociolinguistic, discourse, strategic or transitional. After discussing the many different uses of the terms "competence", "proficiency" and "communicative language ability" in linguistic and applied linguistic literature, the conclusion is that "competence" should be accepted in its Chomskyan formulation, whereas "communicative language ability" ought to be applied to speakers' ability to use a language and be further divided into two components, namely *language proficiency* and *communicative proficiency*.

A.II.2.1. Competence

In the 1960s, the world of linguistics and psychology has been demurred by a scientific breakthrough in the structural and behavioral axioms by the dogmatic

foundations of the Chomskyan generative transformational grammar theory, which ventures the portraying of language as being composed of "competence" and "performance". The two dichotomies are analogous to the ones highlighted by De Saussure' s (1916) notions of "Langue" and "Parole". Chomsky (1965) claims that:

"Linguistic theory is primarily concerned with an ideal speaker-listener, in

a completely homogeneous speech community, who knows its language

perfectly and is unaffected by such grammatically irrelevant conditions as

memory limitations, distractions, shifts of attention and interest, and errors

(random or characteristic) in applying his knowledge of the language in

actual performance." (p.3)

This statement stresses the demarcation between "competence" and "performance". In such a delimitation, languages are considered as "rule-governed systems which are unaffected by social and situational variation" (Lyons, 1996) cited in Llurda (2005, p. 86). The notion of competence as the knowledge of an ideal speaker-listener was soon disparaged by other situational and sociolinguistic researchers. Chomsky has been criticized for excluding the notion of *"ability for use"* from his definition of competence. For example, Campbell and Wales (1970) pinpointed by Llurda (2005, p.86) claim that Chomsky has omitted "the ability to produce or understand utterances which are appropriate to the context in which they are made" (p. 274). Soon the controversy has been settled by the findings of Hymes (1972) who disapproved the accrediting of the term "performance" to two different notions: *a theory of performance* and *a theory of language use*. Chomsky (1980) approved Hymes viewpoint by introducing "pragmatic competence" as a complement to "grammatical competence". In fact, Hymes (1972) dichotomies of defining competence gave birth to what we nowadays now as "Communicative Competence". Hymes defined

communicative competence not only as an inherent grammatical competence, but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence (Bagaric and Djigunovic, 2007).

Within this respect, Widdowson (1983), in his attempt to define communicative competence, made a clear cut between ***competence*** and ***capacity***. For him, competence refers to the knowledge of linguistic and sociolinguistic conventions while capacity is the procedural or communicative capacity. It is the ability to use knowledge as a means of creating meaning in language. According to him, ability is not a component of competence. It does not turn into competence, but remains "an active force for continuing creativity". That is, a force for the realization of what has been referred to by Halliday "***the meaning potential***". This clarified distinction between concepts led to a clear delineation of what is meant by competence and performance or even real language use.

A.II.2.1.1. Communicative Competence:

The concept of communicative competence developed under the views of language as context, language as interaction, and language as negotiation. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, "effective oral communication requires the ability to use the language appropriately in social interactions" (Shumin, 2002) cited in Widiati (2006, p. 273). Due to the importance of the notion of communicative competence, a number of language learning experts (Hymes, 1972; Canale and Swain, 1980) unfold the nature of this concept. Hymes's (1971) theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic

and probabilistic language components. Canale and Swain (1980) distinguished between four main segments:

Grammatical Competence: It is quite similar to Chomsky's idea of competence. It is the knowledge of grammar, lexis, morphology, syntax, semantics and phonology.

Sociolinguistic Competence: It addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts. It is the knowledge of the sociocultural rules of language use and rules of discourse.

Discourse Competence: It is related to the correct organization of texts following the rules of cohesion and coherence determined by the text itself and by its particular genre.

Strategic competence: It is restricted to what has come to be known as "communicative strategies" (Bialystock, 1990; Kasper and Kellerman, 1997) as opposed to "learning strategies" (O'Malley and Chamot, 1990). It is the knowledge of how to overcome problems when faced with difficulties in communication.

According to Ellis (1994), communicative competence is

"The Knowledge that users of a language have internalized to enable them understand and produce messages in the language." (p. 696)

Edmonson (1981) cited in Lurda (2000, p.88) considered communicative competence as being concerned with the encoding, decoding and sequencing of central communicative acts. This includes mastery of the linguistic code (phonology, morphology, syntax, lexicon) together with the function (speech act) expressed. The use of this communicative competence depends on the individual's social competence.

In addition, Wiemann and Bucklund (1980) claim that:

"Proficiency skills [...] is what is required for the manifestation of

communicative competence." (p.190)

Wiemann and Bucklund (1980) noted two similar categories of competence, namely the cognitive and behavioral perspectives, noting that communication is situated in the behavioral category. Avowing that competence should comprise both cognition and behavior, Wiemann and Bucklund perceive communicative competence as:

"The ability [i.e. cognition ability] of an interactant to choose among available behaviors in order that he (she) may successfully accomplish [by employing skills] his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situation [adaptation and appropriateness]" (p.188)

Bruner (1973) cited in Lurda (2000, p. 88) also incorporated "skill" within "competence", he contended against the innateness of competence by asserting that it can be learned, as any other skill. For him:

"What is learned is competence, not particular performance." (p.111)

In the context of foreign/second language learning, Shumin (2002) summarizes the main constituents underlying speaking proficiency in the following diagram:
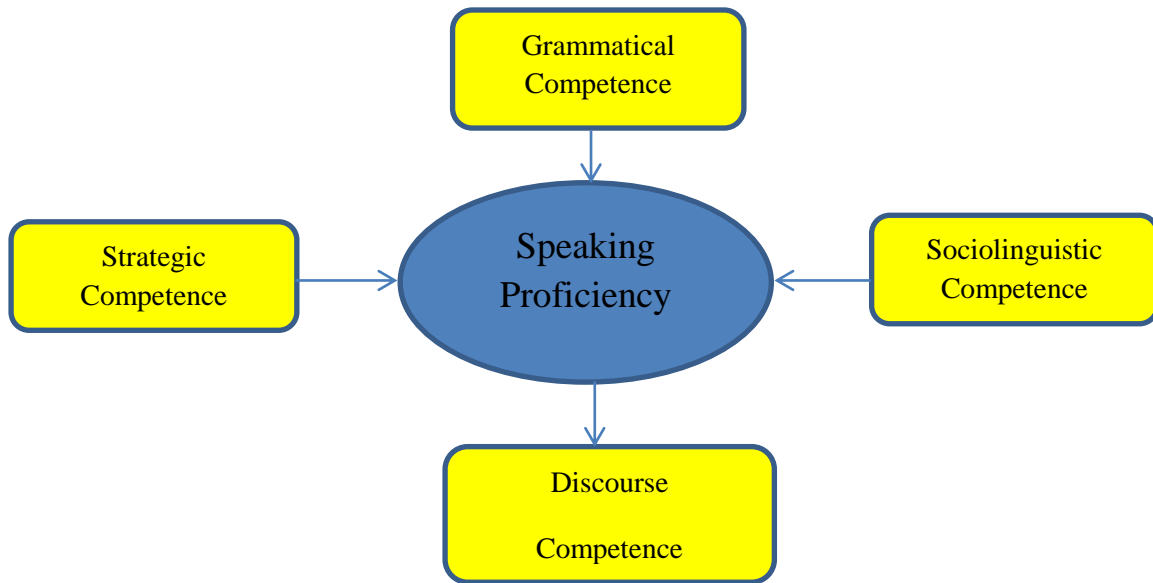
Figure 4. Speaking Proficiency and the Components of Communicative Competence

(Shumin, 2002, p.207)

This diagram shows that speaking proficiency is the result of the four types of competencies combined together. The definition of the speaking proficiency in this diagram is the one adopted by the Interactionist perspective held by Savignon (1983). Savignon asserted that:

> *"The development of learners' communicative competence is defined as expression, interpretation, and negotiation of meaning involving interaction between two or more persons or between one person and a written or oral text."*(p.37)

Henceforth, the grammatical competence or the linguistic competence as it has been defined by Savignon (1983) is the ability to perform the grammatical well-formedness. It is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic and phonological features of a language and to manipulate these features to form words and sentences. In the case of speaking activities, grammatical competence enables speakers to use and understand English language structures accurately, which in turn contributes to their fluency Widiati (2006).

In addition, according to Savignon (1983, p. 37) sociolinguistic competence requires an understanding of the social context in which language is used, the roles of the participants, the information they share, and the function of interaction. This competence enables learners to use the target language appropriately and effectively. Shumin (2002) added that learners should employ the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language enables speakers to know what comments are appropriate, how to ask questions during interaction and how to respond nonverbally according to the purpose of speaking (Widiati, 2006).

Discourse competence is another component of communicative competence to which Savignon (1983) attributed the following definition:

"It is concerned with the connection of a series of sentences or utterances, or intersentential relationships, to form a meaningful whole." (p.38)

In similar vein, Shumin (2002) claims that:

"To become effective speakers, students should acquire a large repertoire of structures and discourse markers to express ideas. Using this, students can manage turn-taking in communication." (p. 207).

Lucian and Aruan (2005) cited in Widiati (2006, p. 275) stated that the discourse based approach "enables students to develop and utilize the basic elements of spoken discourse in English involving not only a full linguistic properties but also the knowledge of proposition, context and sociocultural norms underlying the speech".

As far as strategic competence is concerned, Savignon (1983) defines it as:

"The ability to employ strategies to compensate for imperfect knowledge of

rules, be it linguistic, sociolinguistic, or discourse rules." (p. 39)

In fact, this competence is similar to the committal for endurance or survival strategies. With regard to speaking activities, strategic competence refers to the ability to keep a conversation going. For example, when second/foreign language learners encounter a communication breakdown as they forget what a particular word in the target language is to refer to particular thing, they try to explain it by mentioning then characteristics of the thing, thus employing a type of communicative strategies (Cahyono, 1989) cited in Widiati (2006, p. 275).

The definition of communicative competence as stated above is contingent on the utmost goals fulfilled by spoken language such as the interactional and transactional functions. Interactionally, spoken language is intended to maintain social relationships, while transactionally; it means to convey information and ideas (Yule, 2001, p.6).

Speaking activities involve two or more interlocutors using the target language for either interactional or transactional purposes. Because much of our daily communication remains interactional (Shumin, 2002, p. 208), conversational interaction is the key to teaching language for communication. Within this respect, the "Interaction Hypothesis" in SLA accredits that learners learn faster through interacting, or active use of the language (Miller, 1998). It is also crucial to highlight that interaction entails the cognizance of the social background of those engaged in communication.

In our account of the relevant concepts related to speaking proficiency, the literature has also distinguished between two specific terms, namely "proficiency" and "communicative language ability". I will first start by highlighting what has been said

with regard to these concepts in the literature. Then, I will explain how those concepts have been used in my work.

A.II.2.2. Proficiency and Communicative Language Ability:

The concept of proficiency as far as language is concerned has remained a relative term in linguistic parlance. In absolute sense of it, proficiency represents an "unknowable abstraction that reflects the universal competence of native speakers"; a perception that has great consequences for second language learners (Adegbile and Alabi, 2005).

The Collins COBUILD dictionary equates "proficiency" with "ability" or "skill". Additionally, proficiency is a term that suggests variability, and it has traditionally been related to measurement and testing in second language teaching and learning (Llurda, 2000). In actual sense, second language learners vary in the ultimate level of proficiency with many failing to achieve target language competence. The variability has been linked to the fact that learners are less familiar and confident with structural elements and conventions of the target language. The variable performance is often characterized by both interlingual and intralingual errors that emerge as learners develop interlanguage development (Adgbile and Alabi, 2005).

Stern (1983), cited in Llurda (2000, p. 89) noted that proficiency can be interpreted from two different perspectives: one based on the establishment of "levels of proficiency", that is "the different degrees of actual or required mastery of the second language, or the progression from a basic to a near-native level". The second perspective focuses on the definition of "components of proficiency". The latter is theoretically more complex and controversial, since characterization of language proficiency has ranged from a global factor (Oller, 1976) to several separate components.

The definition of language proficiency is deeply entangled in theoretical attitude (Bialystoc, 1998). There are the formalist approach and the functionalist approach. The formalist sees language as code. The functionalist explains language as "the outcome of social interaction in a linguistic environment". Thus, proficiency is explained in relationship to communication in specific context. The two perspectives are equally important (Adegbile and Alabi, 2005).

Cummins (1983) cited in Lurda (2000, p. 89) viewed language proficiency as a concept that extends along two continua: context-embedded versus context-reduced, where context-embedded communication relies on a code of implicit knowledge, shared by the speakers, and context-reduced communication is based on a lack of common knowledge, which forces speakers to elaborate messages and use very explicit language in order to avoid misinterpretation. Cummins also emphasized that the two concepts stand on a continuum, never opposing each other as in a dichotomy but rather complementing each other in allowing the speaker to cope with different communicative situations.

In addition, Canale (1983), alluded to in Llurda (2000, p. 89), maintained that in order to account for the difference in performance of students in different types of tasks, from "authentic communication tasks" to "academically oriented tasks" three dimensions of "language proficiency" need to be established: basic language proficiency, mainly supported by the biological elements of language, communicative language proficiency, based on "social, interpersonal uses of language through spoken or written channels", and autonomous language proficiency, involved in "intrapersonal uses of language such as problem solving, monitoring one's thoughts, verbal play, poetry, or creative writing".

Bachman (1990), also suggested the term "communicative ability" claiming that this term combines in itself the meanings of both language proficiency and communicative competence. Based on Hymes, Widdowson and Candlin definitions, Bachman construes "communicative language ability" as: the ability that consists of both*" knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use."* (p.84). With regard to this, Bachman has given prominence to the aspect of language use, or rather the way how language is used in order to achieve a particular communicative purpose in a specific situational context of communication. For Bachman (1990), communicative language ability has three main components:

1/ Language competence: It is subdivided into organizational and pragmatic competence. These were further subdivided into grammatical, textual, illocutionary, and sociolinguistic.

2/ Strategic competence: This notion is built on Canale's (1983) model of communicative competence, and Faerch and Kasper's (1983) formulation of strategies of communication, which would in turn have three components: assessment, planning, and execution.

3/ Psychological mechanisms: Here, we can distinguish the visual from the auditory channel and the productive from the receptive skill.

Stern (1983), quoted by Llurda (2000, p. 90), used the terms competence and proficiency interchangeably without any conceptual distinction. He stated that:

"Among different learners at different stages of learning second language competence or proficiency ranges from zero to native-like proficiency [...] The native speaker's 'competence', 'proficiency', or 'knowledge' of the language is a necessary

point of reference for the second language proficiency concept used in second language theory." (p. 341)

Stern defined proficiency as: *"the actual performance of given individual learners or groups of learners."* (p. 341). According to him, proficiency involves:

- ✓ The intuitive mastery of the forms of the language;
- ✓ The intuitive mastery of the linguistic, cognitive, affective and sociocultural meanings, expresses by language forms;
- ✓ The capacity to use the language with maximum attention to communication and minimum attention to form;
- ✓ The creativity of language use.

In his attempt to characterize proficiency/competence, Stern recognized the difficulty of equating proficiency to a single concept. He actually seemed to include many different conceptions of competence, from the Chomsyan notion of static knowledge reflected in (1) to Hymes' sociolinguistic view of ability to use the language appropriately in particular situations (2&3), adding the notion of "language use", which had so far always been confined to the realm of performance (Llurda, 2000).

From above, an operationalized definition that relates all the concepts together: skill, knowledge, competence, ability, and proficiency with regard to speaking would be the following: "communicative language ability entails two or more interlocutors engaged in an active process of sending and receiving comprehensible and meaningful messages. The two agents make use of their knowledge of the world and strategies necessary to apply language proficiency to contextualized situations. It is this capacity of the learners to use language with the aim to fulfill either social or personal purposes within an interactive context. It is the knowledge, the ability to use it and the ability to

create that knowledge for communicative purposes. It is the capability of the learner to exchange, create and use the acquired or the innate knowledge. ". This definition will be the starting point for the dissemination of the assumptions and position held with regard to the role of conversational interaction in our EFL context. The knowledge of all the issues discussed so far and the insights highlighted shape our understanding of what is meant by communicative ability. Hence, the concepts brought into our debate will be used interchangeably to avoid any kind of confusion referring the operationalized definition set beforehand.

In my definition of conversational capacity, I have, also, referred to the importance of putting into process our personal identities as part of the communicative act. So, the question to be raised at this level is "what is the relationship between "language" and "identity"?, and "how does it relate to communicative proficiency and conversational interaction?". " What is the relationship between identity, motivation and autonomy?" These issues will be considered in our following section.

A.II.3. How Can Speaking Be Made Communicative

Speaking in a second language has been viewed as the most challenging of the four aptitudes given the fact that it includes an intricate procedure of developing meaning (Celce-Murcia and Olshtain, 2000). This procedure propels speakers to settle on choices concerning why, how and when to communicate contingent upon the cultural and social setting in which the conversation act takes place (Burns and Seidlhofer, 2002). Moreover, it includes a dynamic interrelation between speakers and learners that emanates in their synchronous communication of creating and handling spoken discourse under time requirements. Given all these characterizing parts of the convoluted and complex nature of spoken discourse, expanding exploration led in the course of the most recent couple of decades has perceived speaking as an interactive,

social and contextualized communicative event. Along these lines, the key part of the speaking skill in building up learners' communicative competence has additionally become tangible, since this expertise entails learners to be in control of knowledge about how to deliver not only linguistically correct and semantically accurate, as well as pragmatically proper articulations. Drawing on these contemplations, this section plots the advances that have been made in learning the mastery of speaking throughout the most recent decades. It, then, considers how this information turns into the premise for showing speaking from a communicative perspective. At long last, it exhibits the significance of incorporating this ability with communicative competence framework so learners can procure their L2 communicative competence through speaking.

A.II.3.1. Approaches to Learning and Teaching Speaking

Since advances in language learning over the previous decades have affected how speaking has been learned and taught, the part that this skill has played in language learning has been investigated by Usò-Juan and Martinez-Flor (2006) within three methodologies and perspectives, specifically those of the environmentalists, the innatists, and the interactionists.

A.II.3.1.1.Speaking Within an Environmentalist Approach

Up to the end of the 1960's, the field of language learning was affected by environmentalist thoughts that paid consideration onto the learning process as being governed by the outside environment as opposed to human inner mental actions. In addition, mastering a sequence of structures in a straight manner was preponderant. Within such a methodology, the supremacy of speaking was evident since it was conjectured that language was essentially an oral phenomenon. In this manner, acquiring how to speak a language, in a comparable manner to some other sort of learning, stemmed a stimulus-response underpinning pattern which included steady

practice and the development of good propensities (Burns and Joyce, 1997). In this paradigm, speakers were initially presented to linguistic input as a kind of extraneous stimulus and their reaction comprised of triggering and rehearsing such data. If this was done effectively, they will be awarded an encouraging feedback by other language users within their same context. The constant enactment of this discourse pattern until great propensities were framed brought about figuring out how to speak. Thusly, it was accepted that speaking a language included simply rehearsing, initiating and retaining the input and the speakers were undergone. These presumptions, deriving from the environmentalist perspective of learning how to speak, offered ascent to the audio-lingual instructional methodology. This teaching strategy underscored the significance of beginning with the teaching of oral abilities, as opposed to the composed ones, by applying the altered request of listening-talking perusing written work for every structure (Burns and Joyce, 1997), (Bygate, 2001). Thus, learners were engaged in a series of activities such as drills and substitutions exercise, which focused on repeating grammatical structures and patterns through intense aural-oral practice. However, instead of enhancing discursive interaction, this set of oral tasks was simply a way of teaching pronunciation skills and grammatical accuracy (Bygate, 2002). In fact, speaking was chiefly analogous with the development of good pronunciation since the mastery of individual sounds and the discrimination of minimal pairs was paramount in order to properly imitate and repeat the incoming oral input (Brown and Yule 1983; Woodin, 2001). Consequently, in spite of the fact that it can be accepted that with learning and teaching speaking focused on the development of oral aptitudes, speaking was simply considered as a compelling medium for procuring Language input and promoting memorization instead of being a discourse skill in its own particular right (Bygate, 2001). In fact, critical perspectives, for example, the part that inward mental

procedures play when figuring out how to deliver new and more complex linguistic structures, were disregarded under this perspective.

A.II.3.1.2. Speaking Within an Innatist Approach:

By the late 1960, the former perspective of learning how to communicate as a mechanical procedure comprising in the oral redundancy of grammatical structures was tested by Chomsky's (1957, 1965) hypothesis of language acquisition. His conjecture that children are conceived with an intrinsic potential for language learning was the premise for the innatist way to deal with language acquisition (Usò-Juan and Martinez-Flor, 2006). Thus, as a result of this surmise and together with the field of psycholinguistics that meant to test Chomsky's innatist hypothesis, the mental and intellectual procedures included in creating language started to procure significance. Within such a perspective, it was contended that notwithstanding to nature where speakers were to develop language, they had the inner faculty, or competence in Chomsky's (1965) terms to make and comprehend an unlimited amount of discourse (Hughes, 2002). This language capacity was conceivably ascribed to the way that speakers had internalized a set of rules which could be changed into new structures by applying a set of intellectual procedures. Given this procedure, speakers' part changed from just getting information and rehashing it, similar to the environmentalist perspective, to effectively thinking how to deliver language. Hence, it was accepted that speaking a language was a decontextualized procedure which simply included the mental change of such an internalized set of praxises.

These innatist conjectures about acquiring the speaking skill did not bring about any particular instructing philosophy. Then again, the accentuation on drilling and rehearsing syntactic structures advanced by the audio-lingual approach was supplanted by "an interest in cognitive methods which would enable language learners to

hypothesize about language structures and grammatical patterns" (Burns and Joyce, 1997, p.43). In this kind of approaches, learners tackled a more essential part in that they were furnished with chances to use the language all the more inventively and imaginatively subsequent to having been taught the important syntactic functions.

Despite the fact that this methodology perceived the significance of speaker's mental development of the language system keeping in mind the end goal to have the capacity to deliver it, speaking was still thought to be a dynamic procedure happening in disconnection. De facto, this innatist perspective of learning and teaching speaking did not consider applicable parts of language use in communication, for example, the relationship between language and meaning (i.e., the language functions) or the significance of the social setting in which language is created(Usò-Juan and Martinez-Flor, 2006).

A.II.3.1.3. Speaking within an Interactionist Approach:

Amid the late 1970s and the 1980s, imperative moves in the field of language learning occurred affected by interactionist thoughts that accentuated the part of the linguistic environment in interaction with the innate ability for language advancement (Usò-Juan and Martinez-Flor, 2006). These progressions under this methodology were in this way portrayed by an expanding acknowledgment of the need to inspect the complex intellectual procedures included in delivering oral language from a more dynamic and interactive point of view. Moreover, such a perspective ought to likewise pay consideration on the capacities that creating spoken discourse satisfies, and in addition representing the social and contextual elements that mediate in such discourse generation act.

The examination of the procedures that intercede in the generation of oral language was done by Levelt (1978, 1989). Drawing on the control of cognitive

psychology, Levelt (1989) proposed a model of discourse generation whose essential presumption concerned the way that messages were "arranged". Along these lines, in pursuance of creating oral language, speakers needed to build a plan on the premise of four noteworthy processes: "1) *contextualization*, which involves the selection of the message content on the basis of the situational context and the particular purpose to be achieved; 2) *formulation*, which implies accessing, sequencing and choosing words and phrases to express the intended message appropriately; 3) *articulation*, which concerns the motor control of the articulatory organs to execute the planned message; and 4) *monitoring*, which allows speakers to actively identify and correct mistakes if necessary" (Usò-Juan and Martinez-Flor, 2006, p. 143). Considering what these arranging procedures included, speaking was viewed as an intricate and serpentine action that obliged speakers to process an ability to coordinate diverse interpersonal and psychomotor viewpoints amid the oral production event (Bygate, 1998). Indeed, speaker's "*automation*" of these key four procedures was essential as a result of the intrinsic perplexity included in paying consideration on every one of them concurrently while subject to the strain of time limitations thrust amid an extant discussion. Moreover, these planning procedures additionally inferred speakers' decision or determination of what they judged to be fitting so that both meaning and structure could be united in such a discourse.

The significance of the model promoted by Levelt (1989) with the recognizable proof of the basic processes included in delivering oral talk was likewise predictable with both functional (Halliday, 1973, 1975, 1985) and pragmatic (Searle, Kiefer, Bierwisch, 1980; Leech 1983; Levinson 1983) perspectives of language. Indeed, these two fields of exploration paid consideration on speaker's communicative purpose as being integral to the association between the implications they needed to convey and the

structure through which those implications could be communicated. In addition, as a consequence of the rise of discourse analysis, which depicted language being used at a level over the sentence (Mc Carthy 1991), delivering spoken discourse was no more found in terms of rehashing single words or making oral expressions in disengagement, but instead as expounding a piece of discourse (i.e. a text) that completed a communicative function and was influenced by the setting in which it was delivered.

The functional perspective of language, consequently, represented the part that this communicative capacity played in deciding the type of the language to be utilized (Halliday, 1973, 1975, 1985). As per Halliday, it could be conjectured that, similar to kids who acquired the speaking skills on the grounds that language served a capacity for them, speakers figured out how to utilize language so as to satisfy various capacities given a specific social and cultural setting. In this manner, talking was seen as a contextualized process in which both the *context of culture* and the *context of the situation* (Malinowski, 1935) affected the way of the language use. In reverence with the previous kind of setting, the notion of *genre* was created to portray the courses in which spoken discourse was utilized to accomplish various social purposes within the society (Burns, Joyce, and Gollin, 1996). Thus, genre was defined as a "purposeful, socially constructed, communicative event" (Nunan, 1991: 43) which resulted in oral texts with different communicative functions (i.e. a political speech, a church sermon, a casual conversation, etc.). Considering the latter sort of context, the idea of *register* was explained considering the way that, inside of the more extensive social interaction, speakers likewise changed their language relying upon the social circumstance in which they were interacting. Therefore, their decision of a specific register was in light of three relevant variables: "1) the field, which concerns the topic of communication; 2)

the tenor, which refers to the relationship of the participants, and 3) the mode, which involves the channel of communication" (Usò-Juan and Martinez-Flor, 2006, p. 144).

In consonance with the functional view of language, and the significance of considering speaking as a contextualized communication event in which speakers' decision of using a specific linguistic structure depended on their intended meanings, the pragmatic field of research was, also, concerned with how such meanings were created in context (Searle, Kiefer, and Bierwisch, 1980; Leech, 1983; Levinson, 1983). Verily, pragmatics was characterized by Crystal (1985) as:

"The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication." (p. 240)

As can be suggested from this definition, aside from considering the dynamic part that the users (i.e. speakers) of the language played in the communicative act, the decisions they were able to make and the social setting in which they engaged, pragmatics additionally centered around the significance of interaction. Actually, this viewpoint assumed a preponderant part when dealing with pragmatics, since it was asserted that the communicative process did concentrate on the speakers' aims, as well as on the impacts those aims had on the listeners. The interactive perspective of speaking hence became palpable since the joint effort of both speakers and listeners in a given communicative act was of central significance to accomplish conjunct understanding.

Furthermore, drawing on the work advanced in speech act theory (Austin 1962; Searle 1969), pragmatics investigated how speakers had the capacity to perform activities by delivering speech acts (e.g., requesting, apologizing, complaining,

refusing), and how these speech acts ought to be performed in an appropriate way. As a matter of fact, instead of creating syntactically accurate utterances, the center of consideration in pragmatics concerned speakers' appropriate use of such expressions inside different situational contexts that influenced their level of appropriacy. In this regard, the advancement of the politeness theory (Brown and Levinson 1978, 1987) was of substantial importance, since it depicted the three sociopragmatic components which qualified a linguistic form as being appropriate. These characteristics involved: "1) social distance, which refers to the degree of familiarity that exists between the speaker and the hearer; 2) power, which refers to the relative status of a speaker with respect to the hearer; and 3) degree of imposition, which refers to the type of imposition the speaker is forcing on the hearer" (Usò-Juan and Martinez-Flor, 2006, p. 145). Hence, it was conceived that the increase of one of those elements could result in an appropriate discourse that does not cause any kind of threat to the hearer's face (i.e., a person's feeling of self-worth or self-image).

Given all the former presumptions essential to the interactionist perspective of learning how to speak, the center of consideration in language instruction dealt with the need to dispose learners to confront the typical functions of oral language and to perform a set of speech acts appropriately, and in addition to manage the generally occurring genuine circumstances. More particularly, with respect to the functional perspective of language, the specific instructing approach that was advanced was the *genre* approach. This comprised in teaching learners "how texts within certain cultures have evolved particular discourse structures to fulfill particular social functions" (Burns and Joyce, 1997, p. 48). The significance of such a methodology, in light of teaching learners whole texts, was initially received with respect to writing (Usò-Juan and Martinez-Flor, 2006). Nonetheless, its significance has additionally been progressively

highlighted in speaking (Burns, Joyce, and Gollin, 1996; Burns and Joyce, 1997). With respect to the pragmatic perspective of language, present research is being led on the part of teaching to advance learners' pragmatic language development, which thus serves to expand their speaking ability (Rose and Kasper, 2001; Bardovi-Harlig and Mahan-Taylor, 2003; Martinez-Flor, Usò-Juan, and Fernández-Guerra, 2003; Alcón and Martinez-Flor, 2005). The collection of articles gathered in these volumes demonstrates the scope of pragmatic characteristics that can be taught, and the diverse handy exercises that can be utilized, and also the viability of distinctive instructing techniques that can be implemented in both second and foreign language classrooms (Usò-Juan and Martinez-Flor, 2006).

As a consequence of the influence applied by the control of cognitive psychology, and in addition to the practical and pragmatic perspectives of language, speaking was seen as an interactive, social and contextualized communicative event. Given these characterizing qualities procured from the interactionist approach to speaking, it was contended that such a methodology served as the hypothetical establishment for teaching this expertise within a communicative competence framework.

As has been demonstrated in this section, a probe of the changing models of how speaking has been seen in the course of the most recent decades has supplied us with a better understanding of why this ability has logically come to be learned and taught as a discourse aptitude in its own particular right. Once considered as the aftereffect of rehashing and retaining words in isolation or simply joining a progression of linguistic standards in theory, speaking is currently perceived as an interactive, social and contextualized process that serves various capacities. Given this complex communicative process in which speakers need to make note of a mixture of linguistic,

contextual, cultural, social and interactional angles among others, the errand of teaching spoken discourse has been seen as an exceptionally troublesome one(Celce-Murcia and Olshtain, 2000). Thusly, and so as to encourage this task, it has been contended that it is of primordial significance to teach speaking within a communicative competence framework, since this aptitude has been viewed as the methods which learners can use to foster their general L2 communicative competence. Communication, to put it plainly, is the last target learners mean to accomplish in the L2, and the ability of speaking assumes a key part in their achievement in accomplishing this objective.

A.III. Chapter Three: Identity, Motivation, Autonomy, Language, and Conversational Interaction:

A.III.1. Preliminary Foundations

Identity, motivation, autonomy, conversational interaction and language acquisition have been subject to many research studies. In autonomous research, it has been acknowledged that motivation is crucial in learners' autonomous learning, while identity is also seen as a goal or a product of their autonomous learning (Besnson, 2007) cited in Murray, Gao and Lamb (2011, p. 1). My focus in this section is to highlight important theoretical perspectives regarding the link between identity, motivation, autonomy within conversational interaction, and how this does impact EFL learning. Much of the research described here concerns the way in which identity is a viable factor in EFL learning. First, I will start by a conventional definition of "identity".

The working definitions of "identity" on which this research is based include the constructivist and post structural ideas that identity is not real, inherent or unitary, but rather, that it is fragmentary, constructed through meaning making and representation (Hall, 1992) quoted in Leibowitz et al., (2005, p.25). It is signaled and understood through the process of telling stories about who we are, thus via narrative (Sfard and

Prusak, 2005) cited in Leibowitz et al., (2005, p. 25). Identity markers and labels offer individuals a way of defining themselves in relation to the world. Pavlenko and Blackledge (2004) alluded by Leibowitz et al, (2005, p. 25) asserted that:

"Social, discursive, and narrative options offered by a particular society in a specific time and place to which individuals and groups of individuals appeal in an attempt to self-name, to self-characterize, and to claim social spaces and social prerogatives." (p. 19)

According to Pavlenko and Blackledge (2004), the relationship between language and identity has, until recently, been undertheorized. Traditionally identity is associated with a speaker's home language. Attitudes towards particular languages and speakers of those languages are influenced by the status and power associated with those languages (Leibowitz et al, 2005).

A second element linking language with identity is that of discourse. Discourse, as defined by Gee (1990) is an overarching cluster of features including that of mother tongue or proficiency in an additional language. Discourse is the ways of using words in association with the values and norms of that particular way of thinking about the world and of interacting with knowledge. In this sense language broadly understood (not just proficiency in a first or additional language) is a key component of identity. It plays a role in structuring the way we view society and culture (Bourdieu and Passeron, 1994). According to Dillabough(2000), identity relations are shaped by social and structural relations and are situated in language. Through language they are "intersubjectively embedded"(Leibowitz et al, 2005).

Approaches to identity in SLA research have changed considerably over the past decades, reflecting shifts in thinking about how and why second and foreign learning

takes place, and specially the nature and effects of interactions between the learner and contexts of learning. It is useful to understand why these changes in approach occurred in order to contextualize current thinking about identity and language learning (Ricento, 2014).

Early work in SLA was influenced by the theories of social identity developed by Tajfel (1981). Tajfel, cited in Ricento (2014, p. 896), understood social identity as being derived from an individual's membership in a social group (or groups). If an individual's emotional needs were not met by their identification with a particular group, that person could change their affiliation(s), although that might not always be possible. Drawing on this work, Giles and Johnson (1981, 1987) developed their ethnolinguistic identity theory in which language was posited as a prominent marker of group membership and social identity.

Another perspective from SLA research relevant to the discussion of identity is the one highlighted by Ushioda (2011) in Murray, Gao and Lamb (2011, p. 11). Ushioda was much concerned with the interaction between motivation and autonomy in language learning. First, she considered how motivation and autonomy interact in learning behaviors and classroom practices, as well as how these constructs of motivation and autonomy have been theorized and developed in somewhat different traditions of inquiry and paradigms. In fact, an alternative perspective grounded contextually and qualitatively bringing the analysis of motivation with the autonomy literature has been introduced. Within this perspective, it has been argued that the processes of engaging, constructing, and negotiating identities are essential to motivating learners, therefore, learning.

Relevant to this, some insights in relation to motivation theory should be highlighted at this level to draw the link between identity and motivation. Motivation has traditionally been characterized as an individual difference variable that is implicated in learning success, alongside other variables such as aptitude, personality, anxiety or cognitive style. Previous research on individual variables depersonalizes learners who are treated simply as abstract bundles of variables (Ushioda, 2011) so that, as Bandura (2001) wryly notes:

> *"It is not people, but their componentized sub-personal parts that are orchestrating courses of action."* (p.2)

Ushioda (2009), thus, called for a more "person-in-context relational view" of motivation. She focused on real persons, rather than on learners as theoretical abstractions; a focus on the agency of the individual person as a thinking, feeling human being, with an identity, a personality, a unique history, and background, with goals, motives and intentions; a focus on the interaction between this self-reflective agent, and the fluid and complex web of social relations, activities, experiences and multiple micro- and macro-contexts in which the person is embedded. Ushioda (2011) asserted that:

> *"We need to take a relational rather than linear view of these multiple contextual elements, and see motivation as an organic process that emerges through the complex system of interrelations."* (p. 13)

With regard to classroom practices, Ushioda (2011) contended that such models promote a view of motivation as essentially controlled by the teacher through various techniques and strategies, rather than as actively shaped through personal meaning-making, intentionality and reflexivity. Moreover, such models focus teachers' attention

on generalized types of learner behavior and attitude and how to deal with them, rather than on how to engage with the complex and uniquely individual people in their classrooms: people who bring particular identities, histories, goals and motives; people for whom learning a language is just one small part of their lives; people who are not just "language learners" and who perhaps do not see themselves in these terms. In language classrooms that seek to promote autonomous learning, it seems that this concern is translated into pedagogical practices that encourage students to develop and express their own identities through the language they are learning and to become themselves, so that as Little (2004) cited in Ushioda (2011, p. 14) put it:

"What they learn becomes part of what they are." (p. 106)

Ushioda (2011) mentioned the importance of transportable identities for enhancing motivation and autonomous EFL learning by citing two comparative studies of Legenhasusen (1999). The studies reported portray 12 year German and Danish children learning English in different contexts. In the first study (i.e. German learners), the learners seem unable and unwilling to "speak as themselves". However, the Danish children when exposed to a different kind of culture that promotes autonomous learning, where they pursue activities of their own needs and interests, and "do not construe a contrast between authentic and didactic tasks", seemed engaged and motivated making use of their identities and personal interests in their conversations, since this is how they have been socialized to use and think of English. That is, as a means of developing and expressing their own identities and engaging with the world (Ushioda, 2011).

Another issue related to the usefulness of transportable identities in our conversational interactions stems in the relationship between the latter and the possibility of creating "genuine conversations", "authentic discourses", but this time not

in natural settings, but rather in institutional contexts such as our EFL classrooms. My study on the role of conversational interaction in a computer mediated context evidences for the possibility of having such kind of discourse in our academic settings. This has been grounded by theoretical perspectives highlighted by Richards (2006).

Adopting Zimmerman's (1998) model of discoursal and social identities, Richards (2006) distinguished between three aspects of identity:

Situational Identities: these are explicitly conferred by particular context of communication, such as doctor-patient identities in the context of the classroom.

Associated Discourse Identities: In this context, participants orient themselves to particular roles in the moment-by-moment organization of the interaction; for example, initiator, listener, questioner, and challenger.

Transportable Identities: These latter are latent or implicit but can be invoked during the interaction for particular reasons. For example, during an English lesson, a teacher might allude to the fact that she is a mother of two, a keen tennis player or an avid science fiction fan.

Ushioda (2011) contended that engaging students' transportable identities (e.g. as football fan, amateur photographer, art lover, film buff) can stimulate a much higher level of personal involvement, effort and investment from them than traditional teacher-student talk where students are invariably positioned as language learners who are merely practicing or demonstrating knowledge of the language rather than expressing their identities and speaking s themselves through the language. The notion of transportable identities bridges strongly the worlds inside and outside the classroom since transportable identities by definition extend beyond the physical boundaries of the classroom and beyond teacher-student roles and relationships.

Nonetheless, one cannot neglect the fact that classroom environment in too much investing in the self and transportable identities can turn into a threatening and uncomfortable setting where participants feel agonizing to call for their personal identities. Thus, a key pedagogical principle according to Ushioda (2011, p. 17) in this regard is enabling students to exercise autonomy or choice in terms of which aspects of their identity they wish to engage and are motivated to express.

To sum up, Ushioda (2011) asserts that:

"To the extent that we as teachers invoke and orient to students' transportable identities in the classroom and engage with them as 'people' rather than as simply 'language learners'; to the extent that we encourage and create opportunities for them to 'speak as themselves' and engage and express their own preferred meanings, interests and identities through the medium of the target language; the more likely that students will feel involved and motivated to communicate and thus to engage themselves in the process of learning and using the target language." (p. 17)

My current study pays too much tribute to this statement and all the data gathered shows how important is for us EFL teachers and practitioners to consider the factor of transportable identities if our aim is to create authentic communicative settings. Not only that, if the aim is to enhance leaners' engagement in the different conversational interactions by creating authentic discourses, one has to pay attention to themes of transportable identities and learners' autonomy as core factors for successful EFL conversations.

Optimizing communication in our EFL settings by looking at the different pedagogical processes and key concepts requires considering other affective factors

such as "engagement" and "self-empowerment" or rather "self-determination". These concepts will be highlighted in-depth in the following section.

A.III.2. Learning Engagement and Self-Determination Theory:

Perhaps the most critical shift in learning theory during the past twenty years has been a move away from learning as passive absorption of information to a conception of learning as the active engagement of meaning. Earlier theories of learning viewed it as a passive process, and much of school learning has been based on this premise. Teachers have been expected to do most of the talking, and students have been directed to listen. More recent theories, however, view learning as an active, constructive process. Individuals attempt to make sense of incoming information by interpreting it in terms of their prior knowledge, by questioning its meaning, and by exploring its uses. Such activities play a critical role in enabling them to transform incoming information into usable knowledge. Students bring their own ideas or preconceptions to the learning process. Sometimes, students' naïve theories resonate with academic knowledge and teachers can build on them. At other times, students start with misconceptions and, unless teachers are aware of, and know how to address students' common misconceptions, students will not gain an understanding of academic knowledge. New knowledge always builds on prior knowledge. Therefore, if academic content is to make sense to students, teachers must connect it with students' background knowledge (Wilson and Peterson, 2006).

The concept and theory of engagement emerged in recent years as a key idea in work and learning. Essential points of the concept include:

➢ Self-determination: one chooses to engage; assignment invalidates the process.

➢ Direct participation is essential: observation does not suffice.

➢ Activity is assumed (it is not the goal), as is some measures of interest or pleasure.

➢ An open-ended situation is key; collaborative work is ideal.

➢ Routine work is engaging

➢ Persistence is characteristic.

➢ Coercion destroys engagement while communication regarding intent and purpose is fundamental.

Engagement is a process and ongoing activity, not an event. Learning and involvement are its determining characteristics. Engagement is very similar to intrinsic motivation, which according to Kenneth Thomas (2009) include meaningfulness, choice, competence, and progress. But rewards also remain central in managing intrinsic motivation, as does a focus on leadership qualities to make motivation happen. Engagement cannot be made to happen. It is a "bottom up" grassroots phenomenon that cannot be directed from above (Marcum, 2014).

Engagement refers to the extent of a student's active involvement in a learning activity, a definition borrowed from Wellborn's (1991) pioneering work on the subject. Engagement is a multidimensional construct (Reeve, 2012). The fundamental idea underlying engagement theory is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. There can be various techniques of student engagement such as academic challenge, active and collaborative learning, student-faculty interaction or student role models and student effort. There are multiple ways in which students can become engaged in the learning process in order to help them feel better connected, interested, willing, and able to improve in the learning process and in comprehension throughout their learning career. Student engagement is generally

considered to be among the better predictors of learning and personal development for students (Ford and Whitson, 2009).

According to Reeve (2012), engagement features four distinct, but highly intercorrelated aspects. These are summed up in the following chart:

Engagement During a Learning Activity

Behavioral Engagement

On-task attention and concentration.

High effort

High task persistence.

Emotional Engagement

Presence of task-facilitating emotions (e.g., interest, curiosity, and enthusiasm)

Absence of task-withdrawing emotions (e.g., distress, anger, frustration, anxiety, and fear)

Cognitive Engagement

Use of sophisticated, deep, and personalized learning strategies (e.g., elaboration)

Seeking conceptual understanding rather than surface knowledge.

Use of self-regulatory strategies (e.g., planning)

Agentic Engagement

Proactive, intentional, and constructive contribution into the flow of the learning activity (e.g., offering input, making suggestions).

Enriching the learning activity rather than passively receiving it as a given.

Figure 5 *. Four Interrelated aspects of students' Engagement during a Learning Activity Source: Reeve (2012, p. 151)*

Kearsley and Shneiderman (1998), quoted in Ellis (2014, p.2) explain that student engagement is essential to the learning process. They believe that student engagement can happen without using technology, however, "technology can facilitate engagement in ways which are difficult to achieve otherwise. The authors of the engagement theory propose three basic principles of engaged learning:

1/Relate: learning through collaboration;

2/Create: learning using a project-based approach;

3/Donate: learning using outside (authentic) focus.

As far as the first principle is concerned, Kearsley and Shneiderman (1998) believe that educational activities must emphasize "team efforts that involve communication, planning, management, and social skills". They further contended that when students are able to discuss and defend their ideas a student's motivation to learn increases.

For the second principle, Kearsley and Shneiderman (1998) believe that a creative and purposeful activity is a critical component of engaging learners. Through defining, organizing, and completing their own project, students establish a sense of ownership of the project and of their own learning. This would tremendously contribute in enhancing their motivation to continue learning and to develop academic and social skills.

With regard to the "Donate" principle, Kearsley and Schneider (1998) affirm that in order for projects to have a meaningful and realistic focus, it should have a realistic effect. The authors of the active engagement theory state that "ideally each project has an outside 'customer' such as 'a campus group, community,

organization, school, church, library, museum, government agency, local business or needy individual" cited in Ellis (2014, p. 3). Through the addition of realistic projects, students can be better prepared when they enter the workforce in a given field. However, the authors do caution that instructors should ensure that all projects are appropriate for the students and for the time constraints (Ellis, 2014).

In our EFL context, to enhance learners' engagement in conversational interaction within a computer mediated classroom, the CPP program has been designed in a way that considers the active engagement theory and self-determination principles. It is based on the idea that ICT tools facilitate learners' engagement due to the meaningful nature of the learning environment and activities. It is best suited to providing a meaningful and authentic experience for students. To this end, the CPP program is believed to provide EFL learners with meaningful communicative instances where learners feel prompted to enhance their EFL learning.

Another overarching framework that helps in our understanding of a meaningful conversational interaction that engages learners in the different communicative tasks is the importance of the self-determination theory. Self-determination theory provides the overarching theoretical framework to guide my research questions and empirical study on conversational interaction.

A.III.2.1. Self-determination Theory:

Self-determination theory (SDT) is a theory of motivation that uses traditional empirical methods to build its theory and to inform its classroom applications. The theory, which has been forty years in the making, assumes that all students, no matter their age, gender, socioeconomic status, nationality, or cultural background, possess inherent growth tendencies (e.g., intrinsic motivation, curiosity, psychological needs)

that provide a motivational foundation for their high-quality classroom engagement and positive school functioning (Deci and Ryan, 1985a, 2000; Reeve, Deci, and Ryan, 2004; Ryan and Deci, 2000, 2002; Vansteenkiste et al., 2010). While other motivation theories explain how students' expectations, beliefs, and goals contribute to their classroom engagement, self-determination theory is unique in that it emphasizes the instructional task of *vitalizing* students' inner motivational resources as the key step in facilitating high-quality engagement (Reeve and Halusic, 2009). That is, SDT identifies the inner motivational resources that all students possess, and it offers recommendations as to how teachers can involve, nurture, and vitalize these resources during the flow of instruction to facilitate high-quality student engagement (Niemiec and Ryan, 2009) in Reeve (2012).

The theory acknowledges that students sometimes lack self-motivation, display disaffection, and act irresponsibly. To resolve this seeming paradox of possessing inner motivational resources on the one hand yet displaying disaffection on the other, SDT research identifies the classroom condition that support and vitalize students' inner motivational resources versus those that neglect, undermine, and thwart them (Deci and Ryan, 1985a; Reeve at al., 2004, Ryan and Deci, 2000). In doing so, SDT addresses how students' inner resources interact with classroom conditions to result in varying levels of students' engagement (Reeve, 2012).

A.III.2.2. Student-Teacher Dialectical Framework with SDT:

Reeve (2012) asserts that the starting point to understand student motivation and engagement within a SDT perspective is to appreciate that students possess inner motivational resources that allow them to be fully capable of engaging themselves constructively in the learning environment. The learning environment, in turn, features conditions that tend either to support or to thwart the inner motivational resources that

students bring with them as they walk into school and into the classroom. Hence, student motivation and the learning environment affect one another, as students tap into their inherent motivational resources to change the learning environment even as they simultaneously receive and internalize new resources of motivation from the learning environment. This reciprocal relation between student and teacher lies at the center of the student-teacher dialectical framework within SDT. To the extent that students are able to express themselves, pursue their interests and values, and acquire constructive new sources of motivation, the dialectical outcome of student-teacher interactions will be synthesis, resulting in greater student autonomy, engagement, and well-being. But if controlling classroom events interfere with and thwart students' autonomous engagement, synthesis will be impaired, interpersonal conflict will arise, new sources of motivation will be rejected and less optimal student outcomes will result.

One of the implications that could be set with regard to SDT is to highlight the importance of having an autonomous-supportive motivating style toward our EFL learners. Generally speaking, autonomous support is whatever a teacher says and does during instruction to facilitate students' perceptions of autonomy and experiences of psychological need satisfaction. More specifically, an autonomy-supportive motivating style is the interpersonal sentiment and behavior teachers provide to identify, vitalize and develop their students' inner motivational resources during instruction (Assor, et al., 2002; Reeve, 2009; Reeve et al., 2004) in Reeve (2012).

The idea of SDT is deeply embraced in our beliefs, and the CPP program aims at putting those ideals into practice. The CPP program is based on enhancing positive relationships between the teacher and the learners by gaining mutual trust. It respects learners' expectations, perspectives and values. The activities are designed in a way that optimizes optimal conditions with enriched learning scenarios. The use of multimedia

sources is delineated in a way that brings learners' personal experiences into practice. It is based on the premise that learning is a social act.

A.III.3. The Nature of EFL Conversational Interaction:

In the field of second language acquisition (SLA), conversational interaction has long been considered important in language learning. However, much of this research has been based on a traditional psycholinguistic perspective of language and learning. In this view, language is assumed to be a discrete set of linguistic systems external to the learner, whereas learning is viewed as the process of assimilating the structural components of these systems into preexisting mental structures. Although the specific goals of research carried out from this perspective may vary from finding the most effective way of facilitating the assimilation of new systematic knowledge to discovering and constructing the ideal linguistic system, it is generally agreed that language learning and language use are two distinct phenomena (Firth and Wagner, 1997, 1998; Gass, et al., 1998; Hall, 1993, 1995, 1997).

Our interest in this section is to highlight the different views related to EFL conversational interaction research, and to conceptualize second and foreign language learning using a broader, sociocultural perspective of language and learning with practical concerns for nurturing classroom communities of successful second and Foreign language learners. We aim to build a foundation for the development of a more comprehensive model of EFL learning. Our purpose is to create a set of principles for identifying and sustaining EFL classroom interactional practices that foster foreign language development. A brief review of the previous findings on the role of conversational interaction in developing EFL learning discussing the different assumptions about language and learning are discussed.

The investigations carried out as far as conversational interaction is concerned range from the role of teacher questions in scaffolding learning to the role of interpersonal interactions in the learning of particular forms for creating peer solidarity to learner appropriation of strategies for facilitating their own and other's language learning. The specific learning contexts are varied too. The sites range from elementary classrooms to adult intensive language courses. The target languages include English, Japanese, Dutch, Hebrew, German, and French. These differences in research focus and language learning contexts notwithstanding, taken as a whole, the findings arising from these studies provide compiling empirical evidence on particular practices for the development of EFL learning. Important theoretical and pedagogical implications are worth highlighting.

A.III.3.1. The Quality of Conversational Interaction in the EFL classroom:

Foreign language (L2) classroom-oriented research has primarily been concerned with establishing a link between the observable behaviors of the learners and the extent of learner language development. It is argued that "the meaningfulness for learners of classroom events […] will depend on the extent to which communication has been jointly constructed between the teacher and learners" (Chaudron, 1988, p.10) cited in Boulima (1999, p.1), and that interaction in which learners struggle to make output comprehensible is important for language development (Swain, 1985). Conversational interaction, which includes routines or exchanges that involve repair and subsequent meaning negotiation within L2 settings and non-native speaker discourse is a process which has received much attention recently, for it is believed to be a key variable in L2 development. Within this respect, Gass and Varonis (1991) cited by Boulima(1999, p.1) contend that:

"The negotiation routines [...] give learners an opportunity to test their hypotheses about the second language in their follow-up turn, and that negative evidence, information indicating to the L2 learner that his utterance has been deviant in some way and negotiation play a significant role in the internalization of linguistic information."(p.138)

Until the late sixties, target language (TL) researchers were concerned primarily with such issues as the comparison of syntactic development between first language (L1) and TL learners, the universal nature of language acquisition, the impact that the mother tongue, or other languages known can have on TL acquisition, the role of language universals in TL development, and social and affective factors that affect the acquisition of a TL. Since the early seventies, however, the field of TL acquisition research has widened its scope of inquiry to encompass the effects of the learning environment on learners' interlanguage development (Selinker, 1972). Accordingly, two main aspects have been focused on, namely the input that is provided to the learners and the interactions in which they become involved.

Among the pioneering works which have contributed to broaden the scope of inquiry of TL acquisition research is Corder's (1967) seminal work which paved the way for the crucial distinction between *Input* and *Intake*. Another important work in the same wavelength has been the one carried out by Wagner-Gough and Hatch (1975) in which they highlight the importance of going beyond the acquisition of sentence-level syntax and taking into consideration the conversational interaction in which learners engage. They argue that it is impossible to understand the acquisition process if research is confined to a consideration of acquisition as a systematic process happening inside the learner, because acquisition is a process which depends on conversational interaction (Boulima, 1999, p.2).

Hatch (1978b) further suggests that it is out of conversational interaction that syntax develops. In concert with Stevick (1976, 1980), she claims that being involved in conversation is part of the learning process. The following pioneering insightful contention sums up her position:

"One learns how to do conversation, one learns how to interact verbally

and out of this interaction syntactic structures are developed."(p.404)

Hatch's (1978b, 1983a) view does not deny the fact that TL acquisition takes place through rule formation, but also the nonlinguistic processes may be crucial to the learner's discovery and internalization of linguistic elements because such processes provide a setting that is more favorable for the learner to form and test hypotheses about the target language. Yet, as Larsen-Freeman and Long (1991) note, Hatch would readily admit that the link between conversational interaction and interlanguage development towards TL norms is, unquestionably, a complex one.

Conversational interaction in the TL classroom has come to be viewed as significant, for at least three reasons: 1) Interaction enables learners to analyze the TL structure, to make and test hypotheses about it and to negotiate meaning in order to make sense of classroom events (Swain, 1985; Schachter, 1984, 1986; Gass and Varonis, 1991).

2) Interaction provides learners with opportunities to make use of "scaffolding" (Hatch, 1978), and in this way, incorporate TL structures and vocabulary items into their own speech.

3) The degree to which classroom talk has been jointly constructed between the teacher and learners will determine learners' understanding of classroom events (Allwright, 1984; Breen, 1985).

Within this respect, a basic assumption made throughout these statements is that in EFL classrooms creating positive environments based on authenticity in conversational interaction may be a valid criterion for language development as "real world authenticity", so long as it allows for purposeful participation and involvement. EFL teachers will help learners in their process of learning through planning and gradually handling over slots and roles. Learners are asked to react in accordance with imposed plans, or to produce language spontaneously, without the benefit of planning their interaction themselves. Thus, communicative activities should be designed so as to encourage active planning of both single utterances and sequences of utterances. In fact, Research on conversational interaction has evidenced for what makes interaction meaningful. Some studies will be highlighted in our next discussion.

A.III.3.2.What Makes Interaction Meaningful:

Chaudron (1988, p.10) argued that "While the overall meaningfulness of instruction is a difficult construct to observe and evaluate, each characteristic of interaction that is considered to promote L2 development needs to be individually investigated for its contribution to communication and learning." Since negotiation, a feature of interaction, is claimed to be key factor in the acquisition process (Long, 1980), it is important to investigate the process whereby teachers and learners in the EFL context confer to each other, and go about negotiating interaction so as to construct a genuine piece of discourse that is comprehensible, acceptable and meaningful. This will probably give insights into how learners in our EFL classroom make use of interaction in acquiring the target language.

Van Lier (1988) claims that the classroom does not provide the same motives for communicating as participating in the outside world does. The preponderance of information-exchange activities which we find in applications of the communicative

approach tend to transform classroom communication into a rather narrowly focused enterprise. Van Lier asserted that this is largely so because we have failed to consider the communication potential of the L2 classroom itself, and the authentic resources for interaction it has to offer. Classroom authenticity may not exactly mirror world authenticity, but there may be sufficient correlates for the former to be viable as a training ground for the latter. Authentic conversational interaction is the one that engages EFL participants in the different communicative acts. Within this context, EFL participants pledge to use their personal identities and experiences.

A.III.3.3. The Role of Meaning Negotiation in Conversational Interaction:

Several SLA theories (Hatch, 1978b, 1983a,b; Long, 1983a,b,c, 1985, 1996, Swain, 1985; Schachter, 1984, 1986) together with supportive empirical evidence (Gass and Varonis, 1984, 1985a,b; Pica, Doughty and Young, 1986; Varonis and Gass, 1982; Mackey, 1999) have emphasized the importance of conversational interaction in the process of TL acquisition. The role attributed to conversational interaction, undoubtedly stems from the fact that it is a fertile soil for the provision of both comprehensible input (Krashen, 1980a,b, 1982) and comprehensible output (Swain1985) which have been claimed to be major factors in TL development (Boulima, 1999). One of the processes substantial for a meaningful conversational interaction is "meaning negotiation". This takes place to overcome communicative problems. An insight on the importance of this process and it relationship to conversational interaction is praiseworthy at this level.

Given the fact that interlocutors take turns in conversations, each participant must understand the other participant's contribution in order to maintain the flow of the discourse. When learners engage in conversational interaction, it is this discourse flow which provides them not only with the opportunity to formulate short-term hypotheses

about the meaning of their interlocutors' utterances, but also with appropriate data to formulate long-term hypotheses about the linguistic, semantic and pragmatic rules of the target language (Gass and Varonis, 1984). Furthermore, when learners are negotiating for meaning, the linguistic, semantic, and pragmatic rules of their interlanguage are presumably put to test, with regard to their communicative outcome (Chadron,1988).

Breakdown of understanding occur frequently in conversations between native speakers since anything said may constitute a potential "trouble source" (Schegloff et al. 1977). Conversations between native speakers and non-native speakers and between non-native speakers and other non-native speakers have been shown to involve even more misunderstanding because TL learners are faced with an additional burden to interaction, namely the limited proficiency in the language of communication (Long, 1980; Gaskill, 1980; Schwartz, 1980; Scarcella and Higa, 1981, Porter, 1983; Varonis and Gass, 1985a,b,c,; Gass and Varonis, 1985a,b). Accordingly, Gass and Varonis (1985a and elsewhere) suggest that negotiation of meaning almost arises in conversations involving non-native speakers. Interestingly, they further argue that "negotiation of meaning […] may be an important aspect of the acquisition process because it allows non-native speakers the opportunity to make input comprehensible" (Gass and Varonis, 1985a, p.38).

A.III.3.4. Collaborative Nature of Interaction:

It has been long recognized that the ability to speak a language develops through conversational interaction. In foreign language learning, interaction with other members of the speech community not only helps learners analyze and process linguistic forms (White, 2003), but it is also permits them to participate in meaningful social activities (Jacoby and Ochs, 1995). Within this context, interaction is best conceptualized as a

collaborative activity that allows for the performance of communicative practices and lays the foundation for language development (Wells, 1981). Both such aspects take an increasing importance in today's technology-driven teaching environment. As computer technology becomes an integral part in our daily lives, a change in focus, pace, and form of interactions in language instruction can be observed (Cabero, 2013).

Verily, EFL conversational interaction that fosters EFL learning is the one that correlates between the use of multimedia resources and authenticity. In fact, information communication technology (ICT), has been proved to be a viable tool for promoting EFL learning (Piper, 1986; Chappelle, 1990, 1995; Warschauer, 1995; Tschirner, 2001). Computer assisted language learning (CALL) tools are believed to expand foreign language methodologies and teacher/student frustrations and inspires both motivation and in, and opportunity for language learners (Tscirner, 2001). Multimedia applications help learners to gain broad access to oral communication both visually and auditory. Authentic target language video materials provide rich input environments by bringing native speakers closer to EFL learners through authentic lectures, discussions, and conversations. Learners' control over these materials provides them with comprehensible input and allows them to focus both on meaning and form. The 21st century world is a world enhanced by Technology. Information Communication Technology (ICT) has become an essential part of our everyday life. For decades, the field of English Foreign Language (EFL) teaching has noticed tremendous changes in both techniques and methodology used to meet both learners' and teachers' needs. Practitioners have sought new ways to encourage EFL students' motivation to achieve better results. Technology might be one of the factors which affect students' attitudes positively in the teaching/learning process. The use of Technology brings lots of

advantages into the classroom. Students may have a chance to see the real world in the classrooms and they can be motivated easily (Ilter, 2009).

Ellis (1994) points out that creating challenging tasks and activities motivate the language learners. Effective language teachers should be enthusiastic and creative to push forward the learners' zeal and lasciviousness to learn a foreign language. Empirical research (Chappelle, 1993; Arcairo,1993; Stepp-Greanny, 2000; Deeler and Gray, 2000; Anderson and Speck, 2001; Ellinger et al.,2001; Acat and Demiral, 2002; Belz, 2002; Pittard et al., 2003; Wang, 2004; Mirici,2009) has provided concrete evidence demonstrating the positive impact of technological devices on measurable learning outcomes. The evidence tells us that integrated use of technology enables a range of positive outcomes for EFL learners. Underwood (2009) confirmed that:

"The ICT revolution is a deep cultural revolution changing all modes and

patterns of our lives and hence bound to lead to dramatic changes in

education." (P.4)

The innovative revolution is characterized by its recognition of: first, the fact that ICT has a powerful defining impact on all important aspects of our lives and hence our culture in the technical jargon used, here, in this context **"It is a defining Technology"**. Second, the need for a highly skilled population in the labor market is increasing the debate for tools to monitor and measure students' learning progress at all levels.

The present research has been inspired by the premise that "Technology could help to address challenges such as the development of EFL proficiency and the acquisition of communicative competence in English." As well as "Technology could be a positive effect by creating more frequent opportunities for students to learn" (Bejar,

2010). Based on precedent research and the current Doctoral findings, this study is a plea for policy makers and practitioners to determine effective ways to use innovative materials for better outcomes, and to put forward some practical ideas in order to make English learning more enjoyable and more compelling. With the use of multimedia applications, differences between FL learning (in the native language environment of the learners) and SLA (in the target culture) are likely to become less significant. That is, innovative means attempt to bring the English native authentic world and culture into the classroom where the EFL learners will not feel more or less distant from the native environment (Being in Britain or the US). The new technology helps the teacher with the educational process, presents new possibilities of creative work and two way communication, and furthermore presents teachers with a challenge to provide an active participation of all students. The rationale for incorporating ICT tools in our teaching that contribute positively in our EFL learning will be presented in our next section.

A.IV. Chapter Four: The Use of ICT in our EFL Context: Rationale and Background:

Innovative means offer a complex multi-sensory experience in exposing our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information(Mayer, 2001), cited in (Gilakjani, 2012). In 1980, Chappelle has launched a sophisticated program meant to enhance EFL acquisition using Computer Software in the TESOL Program. The Program has been received favorably by both critics and practitioners. This program has opened a new era in the world of Second Language Acquisition. Computer-Assisted Second Language Acquisition (SLA) ideally complements Assisted Language Learning (CALL) by offering results pertaining to questions about instruction and assessment. Doughty (1992) has offered a comprehensive perspective on the use of

Technology at three levels: design, description, and discovery. The three processes brought significant positive results favoring the use of ICT as a means to enhance learners' proficiency. That is, "Language is learned explicitly".

Further research creating Computer-Mediated conditions have been carried out in all parts of the world emphasizing the benefits of technology in the EFL setting. For instance, Arcairo(1993) states that using authentic video in EFL classrooms can be interesting and attractive for communicative dialogues. Crystal (1997) assumes that educational technology takes a great role in EFL classrooms because of the current position of English as a global language. Kang (1999) emphasized the positive effects of ICT in EFL classrooms by allowing the students to observe the real life situation and meaningful communication. Chappelle and Curtis (2000) point out that using authentic films in the classrooms motivate the learners because many contextual clues of films, and they make learners use both of their hemispheres which are very important for language learning. Anderson and Speck (2001) mention that using technology in the classroom not only motivates the learners, but engages them in speaking, reading, listening and writing easier. Belz (2002) thinks that technology brings meaningful and communicative materials into the classroom such as Tele-collaboration and interaction. Brown(2003) explains that internet and distance education increase the quality of language learning and provide available education. He explained, also, how Web Learning offers well-selected activities and interactive learning. Hamer (2007) points out that students can become active and dynamic learners by means of online education and also mentions the importance of Computer-based technological classrooms because they provide learners with unreachable and fascinating activities which attract and motivate them. Ilter (2009) stresses the importance of Technology as a means to

motivate learners in the EFL classroom. Both female and male students believe that technology in the EFL classrooms motivate them.

Several studies show that Computer-Based Multimedia can improve learning and retention of materials presented during a class session or individual study period, as compared to traditional lectures or study materials that do not use multimedia (Fletcher, 2003; Kozma, 1991; Mayer, 2001), quoted by Gilakjani (2012). There is an agreement that innovative means are most effective when the different types of media support one another rather than when superfluous sounds or images are presented for entertainment value (Mayer, Heiser, and Lonn, 2001). In a study that examined the attitudes of over 700 college students toward the use of computer technology in twenty courses representing a wide range of academic disciplines, a large number of students were positive about the use of technology although females rated the use of technology for learning and classroom instruction somewhat lower than did their male peers. In other experimental personal studies (Guerza,2011; Guerza2012) carried out on the efficiency of computer software on learners' EFL speaking proficiency, it has been proved that the Computer Software used (i.e. Tell Me More) is a viable tool for the teaching of English. The experiment has shown a significant development in learners' scores after the usage of the Innovative Software.

From the overall research, it can be assumed that using technology in EFL classrooms improves students' four skills. It allows weak learners to reveal their capacity and creative mind. In addition to providing excellent authentic materials, technology offers language learners a chance to use daily conversations and rich vocabulary. In brief, it can positively change both teachers' and learners' endeavors in the EFL context.

A.IV.1. The Definition of Multimedia and ICT:

From different personal perspectives, the term Multimedia could have various explanations. In what follows a series of collected explanations from the literature:

1. "Multimedia is the use of multiple forms of media in a presentation" (Schwarts and R.J.,1999).

2. "Multimedia is information in the form of graphics , audio, video, or movies. A multimedia document contains a media element other than plain text."(Greenlaw and EB, 1999).

3. "Multimedia comprises a computer program that includes text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics" (Maddux, Johnson, and Willis, 2001).

4. Multimedia is the integration of multiple forms of media. This includes text, graphics, audio, video, etc. For example a presentation involving audio and video clips would be considered a "Multimedia presentation". Educational Software that involves animations, sound, and text is called "multimedia Software". CDs and DVDs are often considered to be "Multimedia formats" since they can store a lot of data and most forms of multimedia require a lot of disk space (Wikipedia, 2013).

5. In the field of ICT, Multimedia means more than the use of the various media means. A computer use interacts with the computer to perform tasks such as finding information or play games to develop a skill (Wikipedia, 2013).

A.IV.2. Historical Foundations of Computer Applications in Second Language Acquisition:

Computer-Assisted Language Learning (CALL) is succinctly characterized by Levy's (1997) original work as the quest for, and investigation of uses and applications of the computer in language instruction and learning. CALL subsumes an extensive variety of data and interchanges innovation applications and ways to deal with teaching and learning foreign languages, from the "traditional" drill and practice programs that portrayed CALL in the 1960s and 1970s to later signs of CALL; for example, it is utilized as a part of virtual learning environments and Web-based distance learning. It likewise reaches out to the utilization of corpora and concordancers, intelligent whiteboards. Computer-Mediated Communication (CMC), language learning in virtual universes, and versatile assisted language learning or Mobile Assisted Language Learning (MALL). The term CALI (Computer Assisted Language Instruction) was being used before CALL, mirroring its inceptions as a subset of the general term CAI (Computer Assisted Instruction). CALI dropped out of support among language educators; be that as it may, as it seemed to infer an instructor focused methodology (instructional), while language instructors are more disposed to lean toward a learner focused methodology, concentrating on learning instead of guideline. CALL started to supplant CALI in the mid-1980s (Davies & Higgins 1982) and it is currently fused into the names of the developing number of expert affiliations around the world. An optional term, Technology Enhanced Language Learning (TELL), additionally developed around the mid-1990s, for example, the TELL Consortium venture, University of Hull. The present theory of CALL puts in a number of accentuations on learning focused materials that open opportunities for learners to be more independent and to work at their own pace anytime and anywhere. Such materials may be organized or unstructured; however, they ordinarily encapsulate two essential elements: interactive learning and

individualized learning. CALL is basically an instrument that helps instructors to encourage the language learning process. It can be utilized to foster what has been learned in the classroom or as a remedial device to help learners who need extra assistance. The scheme of CALL materials is designed based on both the language pedagogic assumptions and methodological perspectives derived from distinctive learning theories, for example, behaviorist, psychological, constructivist and second-language acquisition (SLA) theories, for example, Stephen Krashen's monitor hypothesis. A mix of face-to-face instruction and CALL is typically alluded to as "blended learning". Blended learning is intended to expand the learning potential, and is more regularly found than unadulterated CALL (Pegrum, 2009).

CALL dates back to the 1960s, when it was initially presented on college centralized computers. The PLATO task started at the University of Illinois in 1960 which was an essential point of interest in the early advancement of CALL (Marty 1981). The approach of the microcomputer in the late 1970s brought computing inside the scope of a more extensive group of onlookers and patrons, bringing about a blast in the improvement of CALL projects and a whirlwind of distributions of books on CALL in the mid-1980s. Many CALL projects are presently accessible on the web, at costs going from allowed to expensive, and different projects are accessible just through college language courses. There have been a few endeavors to report the historical backdrop of CALL. Sanders (1995) looked into the period from the mid-1960s to the mid-1990s, concentrating on CALL in North America. Delcloque (2000) reports the historical backdrop of CALL around the world, from its beginnings in the 1960s to the unfolding of the new millennium. Davies (2005) attempted to investigate CALL's past and endeavored to anticipate where it is going. Hubbard (2009) offered an aggregation of 74 key articles and book extracts, initially distributed in the years 1988-2007, which

gave a thorough outline of the extensive variety of driving thoughts and exploration outcomes that have an impact on the improvement of CALL or that evince promise in doing so in the future. Butler-Pascoe (2011), on the other hand, has explored the historical backdrop of CALL from a different perspective, specifically the development of CALL in the binary fields of instructive innovation and second/foreign language acquisition and the paradigm transformations experienced along the way.

A.IV.3. Positive Effects of ICT-Based Programs in the EFL Classroom:

Technology is changing the nature of learning. As noted in National Education Technology Plan 2010 (U.S. Department of Education, 2010), "there are connected types of human learning: factual knowledge, procedural knowledge, and motivational engagement […] supported by three different brain systems…. Social sciences reveal that human expertise integrates all three types of learning. Technology has increased our ability to both study and enhance all three types of learning."(p.15).

Technology is empowering students in four key ways according to Lemke and Coughlin (2009): democratization of knowledge, participatory learning and multimodal learning. Democratization is brought about because the "internet has become a treasure trove for content related to the academic curriculum, providing learners with free access to thousands of valuable courses, information sources, and experts."(p.54). "The advent of low-cost global communications has led to mass collaboration in the social, economic and political sectors."(p.56), and has found its way into classrooms. Teachers and students can use tools such as blogs and Wikis for participatory and authentic learning in the context of those global issues. Sophisticated media combining text and visuals is supporting multimodal learning.

Bringing ICT in the EFL classroom can have a considerable impact on the practice of teachers, in particular when ICT is conceptualized as a tool that supports a

real change in the pedagogical approach(Hennessy, Harrison and Warmakote,2010). Learners do , also, benefit from the integration of ICT tools in the learning process. This has been observed through their performance after designing new innovative-communicative-based tasks. ICT provides EFL learners with the opportunity to use the target language in meaningful ways in authentic contexts. Some authentic materials, for instance, include online newspapers, webcasts, podcasts, newsroom video clips, YouTube, Talk Shows, etc. Students are pushed to search Websites to access the current and real-time materials. Another positive impact of ICT on learners' productivity could be perceived through the offered opportunities for cooperation and collaboration with one's peers. A myriad of activities including simulations between students and groups in an English speaking country (Video-conferencing) have widened the learners' perspective about the cultural context of English. Moreover, the use of ICT in EFL classrooms has facilitated EFL teachers' tutoring. With the help of ICT tools and the constantly growing number of available educational resources, large teachers are able to give individual and personalized guidance to the learners. Furthermore, the use of several media- audio, video authentic contexts and real world experiences help EFL learners with different learning styles to assimilate the content according to their needs(Kumar and Tammelin,2008). Finally, multimedia learning is more effective when it is interactive and under the control of the learner in a learner-centered program.

A.IV.4. Facts About the Usage of ICT in the English Department (Batna University):

ICT's implementation in our EFL classrooms has become an imposed reality after the huge project launched by the English Department at Batna University in 2008. Our Department has provided three sophisticated laboratories with high-Tech equipment and multimedia resources. From 2008 until 2013, our EFL students benefited a lot from the multimedia program used by teachers in their classrooms. Many of our

zealous teachers thought of integrating innovative means in their classrooms, and adopted new teaching methodologies to cope with a new era characterized by the outbreak of technology and an age of digital information.

The impetus for using ICT in our Department has been driven by the 21st century demands of the labor market and the LMD (License, Master, and Doctorate) Reform, which emphasized a more learner-centered approach of the teaching of English. Learner-centeredness imposed on us, as practitioners, a new way of transmitting knowledge. For instance, the target language is taught according to both learners' and the work place's needs. The new system requires ICT knowledgeable teachers of ICT-Based approaches because of the specificity of the generation we are dealing with. A generation often referred to as "the Digital Generation". The new system , also, pushed us to think of the quality of the learners' performance in terms of the information grasped because after the new LMD Reform has been embraced, the Algerian University tended to be quality-oriented rather than quantity-oriented. Therefore, as EFL teachers, more attention is paid to learners' EFL production (Output).

The current research sheds light on a personal teaching experience with EFL learners from the English Department at Batna University (Algeria). There is a need to share with other practitioners from all over the world facts about a novice experience that started with a dream, hope, exploration , and , then implementation. First, some reasons are given as a rational of this promising project. Secondly, it has been highlighted how this project has been used and what were the tangible outcomes reached after this experiment.

The central thesis of this study is that language teachers can improve their professional practice by developing a closer understanding of classroom discourse and,

in particular, by focusing on the complex relationship between language, interaction, and learning. The impetus for this work has derived from an intention to provide both practitioners and researchers with a comprehensive account on classroom discourse, aiming to promote a fuller understanding of conversational interaction, which, here, is regarded as central to both teaching and learning.

It is not uncommon to conduct research without first thinking through the problem conducted in our EFL context. Sometimes, it is believed that it is self- evident. However, this belief is often based on the assumption that results from the person's role in the learning/teaching environment. Obviously, the number of factors that influence the development of EFL communicative proficiency are enormous. Being aware of the frustrations and complicated pedagogical considerations faced in our EFL classrooms, a myriad of questions are sought to discover the real problem that deters our students from communicating appropriately and accurately in English. In fact, from what has been recorded in the previous research studies(Allwright, 1996; Van Lier, 1988; Tsui, 1995; Canale and Swain, 1985), although L2 learners have a considerable amount of grammar rules and structures, they are still unable to convey meaning in a coherent and appropriate English, and face difficulties in initiating interaction using the target language (TL). Consequently, most of them they feel reluctant to participate in the interactive process. Different studies of classroom talk have reported that the classroom is a world of its own rules and conventions, and the language used there is not "natural", and so different from the language used outside in "real life situations". From my observation of our EFL context, communication in the TL does not take place because EFL learners feel inhibited in initiating discourse (Guerza, 2007).

To observe the effectiveness of conversational interaction in our Algerian EFL context, a context enhanced by the use of computer mediated communication

(CMC), and to explore the opportunities generated by classroom interaction that might enhance learners' engagement in EFL communication, and therefore, learning, and to identify the nature of EFL conversational interaction that might prompt not only the linguistic development of learners, but also the whole notion of learning, and how to manage learning, this study has been undertaken. Actually, this study has been motivated by many factors that have been observed in our EFL context, and these will be discussed in detail in our following section diagnosing the real distinguished problem. But, before discussing the main problems observed in our EFL context, an overview of both the Algerian macro-and micro-contexts to understand the sources of the problem are discussed in detail in our following section.

A.V. Chapter Five: An Overview of the Algerian Higher Educational Landscape:

Higher education in Algeria plays a pivotal role in shaping the social, economic and political life of the Algerian citizen. It is considered as one of the factors that contribute in constructing knowledge, disseminating and enhancing creativity, innovation, progress and welfare. Within this respect, Benouar (2013) claimed that:

> *"Higher education, particularly in developing countries, is a key actor in the creation and dissemination of knowledge through research findings and education. It has an exclusive social responsibility for promoting values, citizenship and civic commitment. It is the engine that produces human capital, which fuels the employers in the labor market and essential to the social and economic life."* (p. 1-2)

From this, it is recognized that higher education is so important for both the political, social and economic agenda of the Algerian government. In fact, higher education has

taken the lion share with regard to government's policies and regulations. For example, higher education accounts for as much as a quarter of Algeria's national budget. Due to our Islamic heritage and our Berber belongings, Algeria for many years was and is still in service of "knowledge" , "science", and "education" with all its forms because of the crucial role it has in determining the ethical values and principles of the nation, and the part it has in defining the social, economic and even political landscapes.

The Algerian Educational system has gone through different changes since the country's independence in 1962. The various transformations taking place at the socio-economic and political levels pushed the Algerian policy towards re-evaluating the strategies implemented to cope with the demands of a country opened to the new world. This shift in both vision and attitude towards education has been a result of the typology of Algeria as a geostrategic setting within the African continent and also an open gate towards Europe and the Atlantic coast. But, before getting into in-depth insights about the Algerian educational landscape, and before assessing the different frameworks applied, it is noteworthy to present a historical account of the country, its linguistic background and its position in the world to understand somehow the roots of the current circumstances that shape the Algerian educational system. I will begin with an account of the macro-context by briefly analyzing the evolution of the educational system in Algeria and its contemporary situation. Then, a reference is made into its micro-context where the case of EFL students at Batna University is portrayed. This contextual part aims at situating EFL 4th Year students at Batna University not only in their wider context, but also within a wider scope of the Algerian higher education landscape. Situating the participants of the current study in their context is essential for carrying out a thick description.

A.V.1. Historical Glance and Linguistic Diversity:

Algeria, this great cosmopolitan country, has been Godly gifted a key location within the Maghreb region in the Mediterranean coast. It is also considered to be the gate of the African continent. For centuries, it was a haven for many ancient prehistoric cultures, including Aterians and Capsians. Many dynasties and empires reigned the country like the Berber Numidians, the Phonicians, the Lybico-Punic Carthaginians, the Romans, the Vandals, the Byzantines, the Arab Umayyads, the Arab Abassids, the Arab Falmids, the Berber Amoravids, the Berber Almohids, the Turkish Ottomans and the French colonial empire. This amalgam of empires and ethnicity coalesced eventually into one distinctive native population; the so-called Arabized Berbers who represent the main and current inhabitants of the country with about 99% of the total citizens according to CIA- World Fact Book: Algeria (2014), and around 83% of the population while the remaining 17% are Berbers or the Imazighen as they like to call themselves. The non-Arab and non-Berber population account for 100,000 people mainly European decent, predominantly French, although there are minorities of Italians, Spanish, Maltese and Corsican descendants according to Atlapedia (2014). This diversity in ethnicity also led to a cultural and linguistic variation and richness in the Algerian educational landscape.
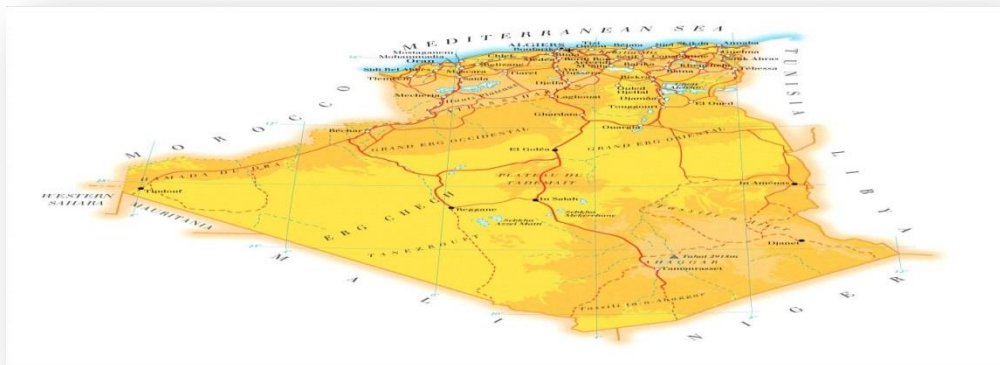
Source: www.mappery.com

The Algerian linguistic background has been characterized by Tabory and Tabory (1987), cited in Rezig (2011, p. 1327-1328) as both rich and complex as it is at a cross road of tensions between French, the colonial language, and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic and the various Berber Dialects versus Arabic. According to Belmihoub (2012, p. 1), classical Arabic was first introduced to Algeria after the first successful Arab-Islamic conquest of the country around the seventh century, when the Berber queen Dihya was finally defeated. Since then, it has been gaining influence thanks to Islam, a religion embraced by most Berbers for its potential to secure peace and protection from persecution as it is asserted by Benrabah (1999, p. 32).   Benrabah (1999) also claimed that classical Arabic has acquired a divine status because it was the miraculous language of the holy Koran, and as a Muslim one needs to master that language to be able to use it in the different religious rituals.

During the 15th century till the 1830, Algeria was conquered by the Portuguese, the Spaniards and the Turks. As reported by Benrabah (1999), cited in Belmihoub (2012, p. 2), the majority of the Algerians spoke Algerian Arabic and/or Berber as their L1. Within this respect, Valensi (1969) , quoted by Bentrabah (2007), claimed that in 1830 more than 50% spoke Berber as First language. The Jews spoke Judeo- Arabic, the Turks spoke Ottoman Turkish, the Spaniards spoke Spanish in Western Algeria, and the Italian spoke Italian in Eastern Algeria. Benrabah (1999) assumed that this linguistic diversity created what has been known to be the Lingua Franca which has been used in Mediterranean ports and coastal towns. The colloquial Arabic, usually called Derja has, also, been target to many transformations due to the influence of indigenous Berber varieties. The Algerian linguistic variety continued to evolve especially after the arrival of the French colonial Empire that ruled from 1830 till 1962.

According to Belmihoub (2012), the Algerian educational system has gone through noticeable changes after the arrival of the French who tried to establish their domination by eradicating the religious schools called Madrassas which was a source for knowledge and education in different fields. One of the goals of the French regime was to suppress local languages and to impose French as a national language. As this was happening, Algerians grew skeptical of the French mission in Algeria, fearing that French schools would be used to strip Algerians of their religious identity. In fact, skepticism grew to a point that Algerians who decided to send their children to French schools were considered traitors (Benrabah, 1999, p. 48). As a result, the local Muslim population became increasingly isolated and illiterate (Belmihoub, 2012, p.3).

Algeria's linguistic context has been considered a fascinating and instructive example especially after its independence. In this linguistic situation, five languages have been involved in one way or another since 1962: Algerian Arabic, Berber, Modern Standard Arabic, French and later (1980s-1990s) English. Other foreign languages such as German, Spanish and Russian also existed during the period after independence, but their involvement has not been as significant as English's. In fact, language in Algeria has always been a characteristic of the population's identity and ideology (Belmihoub, 2012). From here, we recognize the reasons for the importance granted to the teaching of languages within the Algerian educational agenda.

A.V.2. The Educational Agenda and the Teaching of Foreign Languages:

Article 53 of the 1996 Algerian Constitution (2014) stipulates that the state has for responsibility to organize the educational system and postulates that, for all Algerians:

- ✓ The right for education is guaranteed.

✓ Education is free within the conditions defined by the law.

✓ A compulsory fundamental education.

✓ The state ensures the equal access to education and professional training.

✓ In addition, the public higher education system is subject to the authority of a Government Minister who prepares and implements Government policy on higher education and scientific research.

This is a result of the significant sustained efforts the Algerian Government undertakes with regard to higher education. In agreement with this, Brahim Touhami, a dean at the University of Skikda in eastern Algeria, reported by Kaci Racelma (2012), told University World News (2012):

"The Algerian Government is adopting an advantageous policy in terms of higher education by encouraging scientific research aimed at the acquisition of the latest knowledge and developing competence in related techniques."

De facto, the Algerian education system, as viewed by LOOK LEX Encyclopedia (2014), is mostly of good quality, corresponding to western patterns from primary education until Universities. Despite all those positive factors, one cannot deny the fact that the Algerian classical Education system has gone through many obstacles. This goes back to the leftovers of the French inherited model that influenced the different patterns adopted at the level of both the structure of the institutions as well as the pedagogical and instructional means implemented.

The Algerian educational system has given prominence to the teaching of languages at all levels. According to Benrabah (2007, p. 225-226), Algeria's development history

since its independence consists of three main phases each of which has had an impact on language education policies. The first phase is characterized by the colonial legacies amongst which was a network of schools and an educational system dominated by the French language with Arabic growing steadily in importance. The second phase lasted from the late 1960s to the late 1990s and corresponded to the socialist era central planning economy, called the nationalist transition. The Arabic language was gradually imposed in the educational sector. This policy, of course favored the national integrity, unity and religion. An extreme version of exclusive nationalism inspired by the 19th century European ideal of linguistic convergence marked this era. The third phase began in the early 2000s corresponding to the transition to the free economic market with less assertive arabisation policies. During the third phase, the authorities have encountered hostility to the reform of the schooling system. In fact, the Algerian government has come to admit that education has "failed". Two examples of student achievement will be used here as recent illustrations of this failure. In June 2005, ten classes in the city of Mascara took their final examination at the end of the primary cycle (Six Form examination for 11-12 year olds) and not one single pupil succeeded. The second illustration concerns university standards. In mid- November 2005, the Minister of Higher Education declared that 80% of first year students fail their final exams because of linguistic incompetence. The majority of the student population who enrolled in higher education has been schooled through literary Classical Arabic only. This explains why our students fail to demonstrate a good command of foreign languages.

In accordance with this and according to Education Encyclopedia and State University.COM (2014), Algeria has the fact acquisition orientation to instruction. It is woven into the fabric of education. The teachers, as their teachers before them, are themselves products of the lecture rote memorization system (both a French and Islamic

heritage) thereby automatically perpetuating the system. The fact-recall examinations further reinforce this orientation. Teachers teach for the exams and until higher order skills such as critical thinking are measured, the situation will not change. Outdated methods and materials and a lack of internships means that students do not get practical hands-on experience. Knowledge is often out of date. Students often complain of insufficient class hours, as classes are often reduced because of strikes, a lack of up-to-date educational and scientific materials. Curriculums are standardized by the ministry of higher education.

However, the political map has changed as well as the economic powers. At the aftermath of the 21st century English has gained considerable space shortly because of the rapid development of Information and Communication Technologies. Globalization has become the world mantra changing the world into a small village. Consequently, Algeria had to keep pace with time in order to stay in the unprecedented race of the developed and developing countries. As it has been stated by Professor Milliani (2000), quoted by Abdellatif Mami, (2013, p. 433):

> *"In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and educational ones."* (p. 13)

It is important to note, thus, that English according the Algerian educational experts is considered to be our safe haven towards positioning ourselves amongst the recognized countries. Relevant to this, Burshfield , quoted by Maddani (2012) put it as follows:

"Any literate, educated person on the face of the globe is deprived if he does

not know English." (p. 56)

Thus, mastering the English language has become one of the priorities of the Algerian educational Agenda to stress its voice as an active participant in the worldwide decision making as well as to follow the rank of all intellectuals.

With regard to the teaching of English, the language of globalization, science, technology, business and commerce, the Algerian government has devoted special plans attempting to form competent users. Nonetheless, EFL classroom practices are far beyond being idealistic if we look back again to the first beginnings. Since the independence, the Algerian educational system has witnessed many changes according to the most "said efficient" teaching methods in the world. The Grammar Translation Method was inherited from the already prepared French colonization syllabi. The Audio lingual Method was soon adopted, then, because of its behaviorist approach, relying on the principle of stimulus-response, the learner was treated as a "machine" that responds to the teacher's stimuli to learn. This proved to be unable to form learners who can communicate effectively as language teaching is concerned. For this reason, recourse was called from the communicative approach in 1980s, with the "the teaching with objectives method". However, little was done to prepare the Algerian classrooms to adopt this teaching method, mainly in terms of classroom density and teaching tools. Despite all the efforts spent in Algeria in order to pursue the mission for enhancing education, the educational level in general, not least that of EFL has witnessed a dilemma in the 1980s onwards. Because of the spoon-feeding nature of the adopted teaching method as well as being bent to time and not to learners' achievements, EFL learning has reached an alarming situation in which it was divorced from its communicative nature. It became, thus, treated by the learners as a mere subject to be

restricted to classroom use and never go beyond it boundaries. It became learnt solely on purely instrumental motives such as getting the average grades to pass to the next level (Bouhadiba, 2006) cited in Benadla (2013, p.146). As a result, the system proved to be a failure (Benadla, 2013).

However, starting from 2004 onwards the Algerian Government has taken serious steps towards overcoming those difficulties by embracing new reforms policy. Great efforts have been taken this last decade to bring about new flavors into the system to cope with the demands of the 21st Century challenges and come up with newly designed frameworks that align Algerian Higher education with international systems and standards. Based on the claims of his Excellency Mr. President Mr. Abdel Aziz Bouteflika reported from his speech at the beginning of the academic year (2012) describing the development of Algeria's higher education system, the Algerian higher education system is "remarkable", especially since the late 1990s. He also accentuated on the fact that he wanted universities "opened to society and its time", with the government having devoted "tremendous resources" to developing knowledge that would benefit the nation now and into the future.

The Algerian modern society has been characterized by rapid changes in all spheres of life- a feature characteristic of societies in transition- changes take place especially quickly due to the factors which stimulate the economy and industrial development and which affect the development of international relations, global processes of migration, and especially when the impact of information usage and particularly the field of education. Information at the present time requires the highest values and is a strategic product of the states. Commentators who analyzed the phenomenon of modern societies undergoing such transformations state that the world which is being formed due to collision of new values and technologies, new geopolitical relation, new life styles and

communication requires brand new ideas and analogies, classification and frameworks. This concept reflects the modern paradigm of public life and is a basis for the reformation of educational goals in both the developed and the developing countries. It is why education at present is subject to great changes taking place. The development of education was influenced by such features of social development as globalization, democratization, disintegration of the union of the nuclear power blocs and the formation of a unified information space.

Within this respect, students need to be able to use a wide range of tools for interacting effectively with the environment: both physical ones such as information technology, and socio-cultural ones such as the use of language. Also, in an increasingly interdependent world, students need to be able to engage with others and since they will encounter people from a range of backgrounds, it is important that they are able to interact in heterogeneous groups. Besides, students need to be able to take responsibility for managing their own lives, situate their lives in much broader social contexts and act autonomously (Chelli, 2010).

Germane to the teaching of English, one of the core tendencies of the Algerian Government to cope with the demands of the 21st century global world was to enhance the teaching corpora, redevelop the different pedagogical approaches and go for implementing unequivocal measures to thrive the whole educational system. With respect to promoting pedagogical frameworks, the Algerian Government has opted for the teaching of English at basic levels of the educational process. The Algerian policy makers have become increasingly aware of the important status of English as a language that brought together the whole world and made it one small community. This consideration pushed educators in the field of foreign language teaching to re-evaluate

the different English text books and to claim for fostering the training of EFL teachers based on high quality standards and to call for high instrumental value to English.

Based on all those criteria, the Algerian educational system has opted for the so-called Competency Based Approach in the teaching of EFL. This latter is considered to be a socio-constructivist and efficient design set with the purpose to install competencies in the learner. Pertaining to this, Abdellatif Mami (2013) asserts that:

> *"The focus, in this approach was on the meaning conveyed by the context rather than the grammatical forms used in it. This approach has been an answer to the requirements of the 21st century which dictated certain measures to the teacher better considered in the United States as facilitators."* (p. 433)

This approach has been adopted to mend the lacunas brought by the communicative approach such as bringing EFL learners to an acceptable level performance which allows them to communicate whenever it is needed especially in the area of globalization and job requirements. A key concept of this approach is competency meaning as Louznaji (2003) cited in Medjahed (2011) claimed:

> *"a know-how-to-act process which integrates and mobilizes a set of capacities and skills and an account of knowledge that will be used effectively in various problem-solving situations or circumstances that have never occurred before. i.e., a competency continues throughout and beyond the school curriculum."* (p.74)

Inspired by the cognitivist and socio-constructivist theories, the competency based approach tends to make the learning skills related to the outside environment. It aims at

making the learner able of sharing knowledge and cooperation with others. The spokesmen of this approach give the following characteristics on the part of the teacher:

❖ A less authoritarian attitude.

❖ Openness to discussion and negotiation.

❖ Sensitiveness to learners' concerns. (Medjahed, 2011)

Thus, the understanding of those features about the educational experience and landscape both in the past and now has pushed me to reflect in depth through a systematic investigation to shed light on the weaknesses inherited from the past or deeply rooted in our cultural and religious backgrounds, and to keep an open mind towards the future demands of the socio-economic and political life of the nation. From here, the newly devised teaching framework such as the CPP Program is meant to meet the multifaceted needs of society with a potential to empower EFL learners' skills that go hand-in-hand with the policy drawn and foreseen by his Excellency Mr. President Abdel Aziz Bouteflika. As Benouar (2013) asserts in regard to this:

> *"There is a real need for a serious higher education in the country and should change the culture and the objective of teaching from theory to product oriented if there is will to drive future students to innovation [...] Motivating critical thinking also makes the students able to check the reality of facts and opinions by using a comprehensive set of logical values [...] Higher education is a fundamental element of any social and economic development. Effective institutional governance can provide strategic vision for strengthening the partnership and cooperation between universities and their economic surroundings and bringing closer ties between the market forces and higher education."* (p. 367)

Throughout the current review, the relationship between the contingencies that create conditions for language use, production and practice that emerge in classroom settings and the advancement of second language learning have been thoroughly and deeply investigated. The main concern throughout this chapter is to build an understanding of how and to what extent EFL conversational interaction shapes the process of L2 acquisition.

Contribution in Filling the Gap in the Literature

The underlying assumption behind this theoretical preview holds that communication, especially the one enhanced by innovative means and the one that engages leaners in active participation and agent roles in the EFL classroom, serves as one of the essential criteria in which learners get information with which to develop their interlanguages (Hatch, 1978 and Van Lier 1988). Although there are a substantial number of studies on the role of conversational interaction on EFL learning, notwithstanding, there is a major crevice in this exploration. First, the research on conversational interaction does not address how conversational interaction enhanced by multimedia resources engages EFL students in investing their own identities and pushes them to "speak as themselves". Second, the current CMC classroom research studies the outcomes of the procedures as opposed to the various teacher-led procedures.

Based on these claims, the CPP program, which is at the heart of this newly devised project, has of objectives to strengthen students' EFL performance and endeavors to come up with proposals for enhancing the quality of EFL instruction in Algeria.

It also aims at fostering their skills necessary for understanding and using the target language in real life situations. Push the learner to play an active role in his learning by making him/her responsible for his training. It also provides opportunities

where learners can find answers to their questions encountered in their daily experiences. The CPP program is designed in way that promotes learners' capacities to think and act according to the vision of a world that he will construct day by day. The CPP model also enables teachers and practitioners to use easy hand-on activities that could be applicable for all levels at different ages. The architecture of the tasks is designed in a way that helps or rather encourages autonomous learning. It has three core principles innovation, creativity and flexibility. Innovation in terms of the multimedia resources used to expose the learners to authentic native language. Creativity in a sense that helps the learners export their own thoughts, values, beliefs and ideas no matter what to handle any situation. It is flexible in a sense that this model could be easily accessed anywhere and at any time at whatever pace. Flexible also as it would enable intellectual development and the formation of the ability to quickly respond to the demands of the time. Of course, because of the newness of this model, it seems relevant to represent some of its key components summarized in the chart below:

THE CONTENT /PROCESS/ PRODUCT PROGRAM (CPP)

ASSESSMENT

CMC

Speaking

LEARN ENGLISH IN 90 DAYS

ENGLISH FOR ALL

COMPREHENSIBLE INPUT

Collaboration

Produced Final Product

Follow up

PREPARATION SELECTED TASKS

Stimulate students' interest

Identify learning goals

Choose topics

Determine outcomes

Describe pictures

Read texts aloud

Plan projects (Brain storming)

Listen to authentic texts

Analyze authentic language

Practice (Process)

Prepare for language demand

Identify resources

Dialogues

Lectures

Real life situations

The Mastery OF ENGLISH

Figure 6. The CPP Model

The EFL Context Understudy:

Genuinely, this study aims to evidence for how the role of conversational interaction could impact the learning of English. However, knowing that conversational interaction rarely appears in our EFL context especially that our EFL classrooms have suffered severely from large sizes and limited opportunities for "authentic" language interaction, this leads us to probably assume that our EFL students have failed may be because of the mechanical modes of instruction to which they were exposed. Besides, in

Algeria it is very difficult to have exposure to English (L2) communication outside the classroom. As Baloto (1996) quoted by Medjahed (2011) asserted:

"The national environment is far from being supportive." (p. 31)

Again, little attention was paid to how learning could result from language use. Therefore, learners in EFL environment face a real impediment in achieving communicative competence.

Thus, this study conjectures that our EFL students do not exhibit a good fluency and accuracy in English may be not because their comprehensible input is limited, but because of the confinement of their comprehensible output which is restricted in two ways: first the students are not simply given adequate opportunities to use the target language. Secondly, they are not pushed in their output. Far beyond that, most of our EFL classrooms in our English department are teacher-oriented and teacher-directed based on the principles of the classical educational system where a high proportion of teacher talk is perceived. The form of teaching in our EFL context is lecture format-based where the teacher structures lessons in a straightforward, sequential manner. The teacher is clearly in control of the content and the skills to be learned. The teacher is in charge of the pace and amount of interaction that occurs throughout the lesson. This instructive pattern involves highly rigorous scripted lessons where well predefined goals are set from the beginning. Also, in this direct type of instruction, it has been observed that our EFL teachers deliver the content of the lesson and the students are there to listen and take notes where very scarce opportunities of interaction have been reported. Furthermore, EFL classes are largely sized; frequently seventy five students per class, and sometimes it can go over that number, which decreases the time for any student-teacher interaction, or even student-student interaction. Also, one factor related to this is

"classroom dynamics", or rather "the physical environment" and the "layout" of our classrooms which does not encourage having instances for conversational interaction. Our classrooms are organized in fixed rows that cannot be rearranged. The chairs are also fixed to the floor and they cannot be removed.

Source: Batna University-2

Moreover, maybe students have little or no acceptance of, or responsibility for, their own learning. Besides, probably students received considerable passive exposure

to grammar, vocabulary, and semantic information from written resources, but little exposure to authentic communicative situations. And, some EFL students feel that they are inhibited because of the negative attitudes of some teachers that would deploy them from communicating freely in the classroom and engaging in different communicative events. This has been driven by the theoretical premise that advocates the learner's proactive approach towards the learning task. Within this respect, the assumption held by Dornyei and Kormos (2000) values task engagement as a central condition for L2 processing. In similar vein, the function of the teacher is to concentrate on creating a classroom climate to facilitate self-initiated learning, the freedom to learn and learning to be free. First the students must be allowed to be free and responsible, and then they must confront real life problems (Rogers, 1967; Wittenberg, 1968; Husen, 1973; Fitch, 2010; Marzano, 2014). More importantly, I guess that for many years, students' voice was unheard due to the authoritarian and doctrinaire nature of our educational system. As Bouabdesselam (2001) stated:

"The educational system is still highly centralized, although several

suggestions have been voiced by skilled teachers, and are still being

attempted towards decentralization. In vain, the general education policy is

ultimately decided at the top." (p. 102)

The problem in the centralization of educational decisions and planning is that it does not take into consideration the specialists' views. It is rather based on political and economic purposes which are most of the time contradictory with what should be taught from an educational and intellectual point of view. Not to say that these interests (the economic and the political ones) are temporary and ever-changing (Medjahed, 2011).

In recent years much greater and clearer evidence on the impact of the educational system on the performance of our university students has emerged from a larger range of contexts. With regard to this, Rezig (2011) asserts that

"Students learning weaknesses in general and more specifically in foreign languages are attributed to the educational system flaws."(p. 1328)

Large scale analysis of our EFL context is showing that students' inefficiency in using foreign languages is due to the influence of an outdated system modeled on traditional approaches that proved to be sloppy and ineffective.

In similar vein, Entelis (1987) proclaims that:

"Too many young people may be emerging from secondary schools with an incomplete command of both literary Arabic and foundational French."

(p.197)

Moreover, Rezig (2011) added that the entire education system appears to have been called into question, based on criteria such as examination results and educational wastage as stated by Benyahou in an interview with le Matin Newspaper:

"Serious shortcomings can be identified at two levels: the level of performance and what one might call the "quantitative" aspects, and the level of the system's overall architecture, organizational structures and operation." (Grandguillaume, 2004)

Similarly, prior to his elections as Head of State in April 1999, candidate Abdel Aziz Bouteflika often repeated ***"doomed schooling system"***. Indeed, the educational system needed to reinvent in the learning process as far as open-mindedness and quality were concerned (Abdellatif Mami, 2013).

In addition, based on a survey reported by Education Encyclopedia (2014) in the section about the Algerian Constitutional and legal foundations, the classical educational system in Algeria is rigid, centralized stemming from the recommendations of the National Charter that has been created in 1976 which intended to politically unify all or nearly all of the educational institutions. Within such an agenda, the teacher is considered to be a highly respected privileged source of information and knowledge. Hence, students' views and opinions are not part of shaping the educational agenda. As Djabi, an Algerian Sociologist cited by Bougaada (2011), contends that:

"University students and faculty in Algeria play a minimal role in political and social

life [...] you cannot really depend on them to lead any reform." (p.2)

This led me to think that this goes back probably deep into our cultural heritage where the teacher is seen as a prophet as Ahmed Chaouki(1868-1932) said :

"قم للمعلم وفِّه التبجيلا

كاد المعلم أن يكون رسولا"

This is translated into: "Stand up for in (due) respect and glorify your teacher, for a teacher's status is akin to/is almost as high as that of a messenger". Also, another fact that should not be neglected with regard to this respect is that the teaching of English in the Algerian University is exam-oriented. Being in constant contact with my students, I would surmise that the problem of achieving proficiency for communication is not merely technical, but rather ethical, social and cultural.

For these reasons, the grounding philosophy of this PhD project is how to inculcate the idea of self-empowerment among our learners as well as self- reflection and accountability among teachers and practitioners. Practically speaking, a new

pedagogical framework (The Content, Process, Product: CPP Program) has been embraced to address the issue of EFL students' lack of proficiency and to enhance their engagement in different classroom tasks. This work has been driven by zeal to enhance among EFL staff the idea of re-evaluating our teaching and learning principles in a way that contributes to fostering learning outcomes.

The CPP Program is a methodological framework and a pedagogical model that shows how speaking can be taught systematically, and in a manner that will engage learners' identities and personalities in and outside the classroom. This promising project has been inspired by the DCP instructional model which refers to differentiated Speaking Instructional using Computer-Mediated Communication and Project work carried out by Apasara Chinwonno and Sumanee Piweha (2009) in Thailand. The framework is based on theoretical and pedagogical principles for teaching and learning that are related specifically to the teaching of speaking within a computer mediated setting. The pedagogical model devised for this study demonstrates how teachers can apply these principles in what it is referred to as the teaching-speaking cycle (Goh and Burns, 2012). The CPP program is a holistic approach to teaching that suggests practical ideas for conducting different types of speaking activities, developing learners' communicative abilities and even planning classroom-based assessment for speaking.

Throughout the present research, the adoption of the different multimedia resources as an imposed fact that determines both practitioners' and learners' fate has been put under scrutiny. There was an attempt to identify the viability of digital tools in the EFL classroom. Via this dissertation, we tend to enlighten decision makers in higher education about how appropriate and adequate computer software and innovative facilities are for EFL learners, and how these tools could contribute in generating instances for authentic discourse. Furthermore, findings from this study will help policy

makers pinpoint what factors contribute most for effective use of some Information Technology (IT) resources by EFL teachers. Since the current project tackles the issue of conversational interaction and computer assistance in enhancing EFL learning, the aim is to help both learners and teachers find out suitable solutions to meet the 21st century challenges. Thus, what matters for us is how we do take advantage of the positive effects of ICT use in our EFL classrooms and the different instructional patterns that provide us with strategies to maximize students' learning for the benefit of education. There is a need to make a realistic assessment of what innovative means can and cannot, to reach a plateau of productivity when the technology consistently delivers to realistic goals. So, "What is the way forward for the EFL expertise in this digital world?". This novice and promising project is meant to share a new experience that worked with three different experimental groups: (Two groups of 1st year LMD students and One group of 2nd Year LMD students), and, then, the aim is to spread it all over the entire EFL population.

Far beyond that, this project evidences for a new era of looking at EFL classroom interaction. It is concerned with handling the different issues felt a source of hindrance to the development of our EFL learners learning process. The data presented documents for the nature of a new genre of EFL conversational interaction, and an atmosphere that propels learners' engagement in the different communicative tasks.

This study is nurtured by the premise that the goal of all language learning is to understand and communicate. The teacher's main task is to direct and facilitate that process. The learner is perceived as an active participant, not merely a passive receiver of rules to be memorized. Therefore, the tasks designs are meant to promote interaction between learners as a bridge to real communication. The teacher also plays a crucial leadership in the EFL classroom. Finally, interactive and communicative activities are

important parts of teaching speaking. The study of communicative competence is and should be fun and engaging. The tasks designed are meant to promote independent, active use of the target structures. When playing games, the atmosphere should be relaxed not competitive. The goal is to enhance learners' learnability and attainment, and the reward is the students' satisfaction in using English to achieve that goal.

Research Methodology Design:

A.1. Introduction

The current investigation falls into the realm of real life probes in which the actual intricacies of foreign language teaching and learning contexts are scrutinized in depth. Before examining the types of the research designs implemented in this study, it is important to be clear about the role and purpose of research design as it has been claimed by Robson (1993) *"Before leaping into an enquiry, you need to have an idea about what you are letting yourself in for"* (p.1). According to De Vaus (2002), it is really crucial to uncover what research design is, and what is not. It is necessary to know where design fits into the whole research process starting from framing the research questions to the research procedures applied for data gathering and the purposes of these instruments.

It is believed that all research is based on some underlying assumptions about what constitutes "valid" research and which research method(s) is/are appropriate for the development of knowledge in a given study. Research design can be thought of as the logic or master plan of a research that throws lights on how the study of is to be conducted. It shows how all of the major parts of the research study: the samples or groups, measures treatments or programs, etc. work together in an attempt to address the research questions.

Research design is similar to an architectural outline. The research design can be seen as the actualization of logic in a set of procedures that optimizes the validity of data for a given research problem. According to Mouton (1996, p. 175), the research design serves to "plan, structure and execute the research to maximize the validity of the findings." It gives directions from the underlying philosophical assumptions to research

design, and data collection. Yin (2003) adds further that "colloquially a research design is an action plan for getting from here to there, where "here" may be defined as the initial set of questions to be answered and "there" is some set of conclusions (answers) (De Vaus, 2002).

Three uses of the term "research design" can be distinguished in the literature, roughly ordered from general to specific. At the most general level it means all the issues involved in planning and executing a research project, from identifying the problem through to reporting and publishing the results. This is how it is used by Ackoff (1953) and Miller (1991), for example. By contrast, at its most specific level the design of a study refers to the way a researcher guards against and tries to rule out, alternative interpretations of results (Punch, 2009, p.112).

The task of carrying out an enquiry is complicated by the fact that there is no overall consensus about how to conceptualize the doing of research. There are, for example, different views about the place and role of theory; also about the sequence and relationship of the activities involved. One model says that you collect all the data before starting to analyze it. A different one has data collection and analysis intertwined. However, before embarking into a given investigation, one needs to have some idea of what area to be dealt with. This amounts to deciding on our focus. Finding the focus involves identifying what is that you want to gather information about (Robson, 1993, p. 21). The decision for the present investigation is driven from my personal experience as a practitioner and a teacher in the field of foreign languages. The zeal to carry out the current research has been prompted by constant observation of our foreign language context where the teaching of English oral production skills plays a pivotal role in second language acquisition. This investigation, also, has been undertaken essentially to evaluate our current teaching practices with an aim to question

the viability of using specific techniques in the teaching of English communicative competence in our EFL context.

At this level a useful distinction could be made between strategy and tactics adopted when carrying out a given probe. Strategy refers to general broad orientation taken in addressing research questions. It is the style if you like. These strategic considerations are the main concern of how to design an enquiry, and tactics which are the specific methods of investigation are the focus of data collection methods.

Before determining the type of designs appropriate to carry out our current research project, a conventional definition of research design could be stated. *"Research design is a plan for conducting research which usually includes specification of the elements to be examined and the procedures to be used aiming at having the most appropriate and feasible methods for testing hypotheses or answering the research questions."* (Sproull, 1995, p. 133). Design is concerned with turning research questions into projects. Research design is a crucial part of any enquiry. Actually, the selected research design depends on the type of the research questions sought. As Robson (1993, p. 38) claimed, the task of crossing the river corresponds to the general focus. Specific research questions are analogous to asking how many people want to cross the river, the frequency with which they want to cross the current of the river, etc. The choice of research strategy is akin to a choice between swimming and, walking, flying and or sailing across. The research tactics or methods of investigation concern the particular type of boat, bridge, aircraft, etc. The general principle is that the research strategy or strategies, and the methods or techniques employed, must be appropriate for the questions you want to answer.

Hakim (1987, p.1), quoted in Robson (1993, p. 39), asserted that *"design deals primarily with aims, purposes, intentions and plans within the practical constraints of location, time, money and availability of staff. It is also very much about style, the architect's own preferences and ideas (whether innovative or solidly traditional and the stylistics preferences who pay for the work and have to live with finished result"*. The term research design can be best described through the present analogy. When constructing a building, there is no point ordering materials or setting critical dates for completion of project stages until we know what sort of building is being constructed. The first decision is whether we need a high rise office building, a factory for manufacturing machinery, a school, a residential home or an apartment block. Until this is done we cannot sketch a plan, obtain permits, workout a work, schedule or order materials. Similarly, social research needs a design or a structure before data collection or analysis can commence. A research design is not just a work plan. A work plan details what has to be done to complete the project, but the work plan will flow from the project's research design. The function of a research design is to ensure that the evidence obtained enables us to answer the initial questions as unambiguously as possible. Obtaining relevant evidence, specifying the type of evidence needed to answer the research questions, to test a theory, to evaluate a program or to accurately describe some phenomenon. In other words, when designing research, we need to ask: a given research question or theory, what type of evidence is needed to answer the question or test the theory in a convincing way? (De Vaus, 2002).

Research design according to Yin (1989, p. 29) deals with a logical problem and not a logistical problem. Before a builder or architect can develop a work plan or order materials they must first establish the type of building required, its uses and the needs of occupants. The work plan flows from this. Similarly, in social research the issues of

sampling, method of data collection (e.g. Questionnaire, observations, interviews), and design of questions are all subsidiary to the matter of "what evidence do I need to collect?"

A.2. Research Questions

Research design cannot be conceived in isolation from the problem the research is intended to investigate. Sound research design proceeds from an understanding of the question, problem or issue that the study addresses. Such an understanding of the problem situates the problem in a relevant context and relevant intellectual traditions. Such situation of the problem suggests what kinds of empirical evidence might be relevant, and what kinds of logics of enquiry might be employed (Hedges, 2012, p.23).

Our current research project is well situated in the EFL research context where we aim to uncover the subtleties of teaching English Speaking. The teaching of communicative competence has been one of the most important elements in language teaching. Also, teachers are as important agents of change in the reform effort currently underway in education, and, thus, are expected to play a key role in changing schools and classrooms. Paradoxically, however, teachers are, also, viewed as major obstacles to change because of their adherence to outmoded forms of instruction that emphasize factual and procedural knowledge at the expense of deeper levels of understanding (Prawat, 1992, p. 354). The teaching of oral production skills in our EFL contexts could be described as traditional and mechanistic where teachers' philosophy of how to teach plays a major part on the process of learners' learnability of communicative rules. From this, the current research will be looking at the viability of the interactive CPP model in the teaching of speaking as opposed to the traditional way. Our aim through this project is to introduce new methods and new models for the teaching of oral expression to

enhance foreign language learnability and teachability. We want to introduce the teaching of communicative competence through interactive innovative means. Through our constant observation of our EFL contexts, we come to realize that students' attainment in oral expression is beyond the required level, so we want to assess the feasibility of the new approach.

As an EFL teacher and practitioner, I am much concerned with the nature of EFL communication and conversational interaction taking place in the classroom. Through the current piece of research, I would like to prove that what is going on in our EFL classrooms could easily be looking like a real life situation and authentic communication. I would like to display concrete evidence for "meaningful interaction" that might encourage students' ability to communicate, and therefore, develop their EFL proficiency level. From this lens, it is so important to raise the following research queries:

1. In what ways does the computer enhanced instruction in an Algerian University offer opportunities for English (L2) students' meaningful interaction?

2. In what way and to what extent does this interaction engage students' personal meanings and identities?

3. What contributes to, or hinders this meaningful interaction?

The aim of the first research question is to search for evidence for the real characteristics of EFL classroom interaction, and more specifically we will be looking at a context enhanced by multimedia resources. The main focus will be to assess the viability of the innovative model on learning outcomes. We want to consider whether the type of tasks used in a computer mediated classroom would create opportunities for our EFL learners to engage in meaningful and natural interaction. In other words, I

want to evidence for the extent to which a computer enhanced context would allow for more genuine conversations and provide us with insights about the nature of the oral language produced by our EFL learners. In similar vein, the second question seeks to examine the different conversational tasks applied in this new teaching model, and how far could this latter bring EFL students' identities and encourage their communicative engagement and willingness. For the third question, the focus is on finding out the criteria of a positive learning environment and its relationship with tasks and the generated conversational interaction. In addition, the third research question is meant to uncover the different factors that might enhance or inhibit the authentic engagement of the EFL learners in interaction and therefore impact the learning outcomes.

Through the data gathered, I attempt to indicate how "meaningful interaction" in the EFL classroom that engages students' personal meanings and identities is crucial in supporting students' participation and engagement in classroom life, and by extension, their L2 development. I would like to investigate whether this type of conversation is possible in the Algerian EFL classrooms, and what contributes to, or hinders this kind of conversational interaction.

To address those queries, the opted for research design that might help us to uncover the subtleties of this project is the mixed model approach with a classroom exploratory practice based research within an action design.

A.3. The Design Frame

The formulated research questions, the research purposes, and the quality of data required impose the type of the design frame chosen to elicit the evidence needed for this project. The first design opted for in this project is the mixed method exploratory practice based research design with an action research. The reason for choosing this design is that as a teacher, practitioner and participant in the probe, I felt urged to assess

my teaching method (the use of interactive communicative CPP model in the teaching of speaking) and evaluate how far this would lead to positive results. The claim to be given in favor of adopting a classroom action research is that this latter is a research based form of professional development meant to enhance pedagogical practices.

Traditionally science has privileged knowing through doing. The Cartesian foundation for traditional science is based on the insight that, in doubting, a person can know he thinks and thereby know that he exists. This account of reality privileges individual rationality as the premier vehicle of knowing and lays the centuries deep foundation for the differentiation of knower from what is known. More recent accounts of reality, developed especially in the schools of critical theory and pragmatism (Dewey, 1938; Habermas, 1971; James, 1978; Mead, 1932; Rorty, 1999), privilege experience and action insight per se. They draw attention to knowing through doing rather than doubting, and emphasize the social nature of all experience and action. Action research is, therefore, an inherently value laden activity, usually practiced by scholar practitioners who care deeply about making a positive change in the world (Reason and Bradbury, 2006, p.xxv). One cannot simply tell teachers to teach differently. Teachers themselves must make the change. To do so, teachers must "construct a professional knowledge base that will enable them to teach students in more powerful and meaningful ways." (Borko and Putnam, 1995, quoted in Bolam and Mc Mahon, 2004, p. 49). While there are questions about defining essential knowledge in teaching, given the variations in teaching situations, Shulman (1987) suggested that effective teachers require knowledge in seven areas: content, pedagogy, curriculum, pedagogical content knowledge, learners and their characteristics, educational contexts and educational ends (Dean, 2014, p. 134).This study indicates that action research is a facilitating factor for improvements in all six bases.

To be more specific, action research is a form of enquiry that uses the experience of being committed to trying to improve some practical aspect of a practical situation as a means for developing our understanding of it. It is research conceived and carried out mainly by "insiders", by those engaged in and committed to the situation, not by outsiders, not by "spectators" (although outside facilitators may also, indeed, have rather an important role to play(Day, Elliott, Somekh and Winter, 2002, p.27). Hart and Bond (1995) distinguished six main criteria of action research: 1 educative, 2 deals with individuals as members of social groups, 3 problem-focused, context specific and future oriented, 4 aims at improvement and involvement 5 involves a cyclic process in which research, action and evaluation are interlinked, 6 founded on a research relationship where those involved are participants in the change process.

Within this respect, methodology is considered to be one of the core factors to account for in any discipline dealing with human interaction. Foreign language learning and the acquisition of the appropriate rules of conversational interaction that yield to the mastery of EFL and the appropriate use of the language are no exception. The issue of how data are constructed and how evidence is treated are paramount in the explanation and the description of the EFL learning process from both the researcher's perspective and the informants' point of view. Both views are inextricably interwoven within a multitrait research paradigm. For this reason, the issues of how data have been collected, approached and analyzed, and the different methods employed to gather valid and reliable evidence with respect to the role of conversational interaction are focal for understanding the practical activities and the practical purposes of teaching and learning EFL. Conversational interaction deemed beneficial for the learning of English is considered to be a shared experience between the different interacting subjects, and varies from one context to another. In order to capture the essence of conversational

interaction and investigates its subtle as well as diverse intricacies the mixed methods approach was considered appropriate as it enables us to understand, highlight, and interpret the nature of interaction taking place in the EFL context, a setting enhanced by the use of innovative means and ICT tools. Within this respect, Miles and Huberman (1994), quoted in Dörnyei (2007, p.42) contended that:

"Entertain mixed models. We have sought to make virtue of avoiding polarization, polemics, and life at the extremes. Quantitative and qualitative enquiry can support and inform each other. Narratives and Variable-driven analyses need to interpenetrate and inform each other. Realists, idealists, and critical theorists can do better by incorporating other ideas than by remaining pure. Think of it as hybrid vigor." (p. 310).

Within the same regard, Strauss and Corbin (1998), cited in Dornyei (2007, p. 43), claimed that:

"Qualitative and quantitative forms of research both have roles to play in theorizing. The issue is not whether to use one form or another but rather how this might work together to foster the development of theory. Although most researchers tend to use qualitative and quantitative methods in supplementary or complementary forms, what we are advocating is a true interplay between the two. The qualitative should direct the quantitative, and the quantitative feedback into the qualitative in a circular, but rather the same time evolving, process with each method contributing to the theory in ways that only each can." (p. 34)

From here, the current study attempts to understand the role of conversational interaction from both the researcher's perspective and the participants' personal

experiences perspectives intending to get inside the informants and make an effort to construct a shared knowledge based on both concrete evidence and personal experiences.

This research project is an exploratory classroom-based mixed methods study with an action research design which enables us to gather qualitative input to explain and extend qualitative and quantitative results in order to gain a comprehensive insight on the role of conversational interaction in learning English as a foreign language in a computer mediated context. The purpose of this study was to explore the impact of the eight weeks sessions experiential Content, Process, Product (CPP) Program on EFL learners conversational ability. The CPP program has been designed in a way to create an enhanced and impelling environment for our EFL learners at Batna University. A combination of quantitative and qualitative measures were undertaken to evaluate the program's impact on the EFL learners learnability as well as to capture and understand the very consequences on the teacher's teachability.

This chapter is structured as follows: First, a section on the choice of the method has been incorporated to highlight the kind of the methodological framework undertaken in this project. Secondly, an understanding of the essence of mixed methods research and the nature of classroom-based action exploratory practice research design is believed focal and preliminary as a first stage to contextualize and situate the current study on conversational interaction enhanced by multimedia resources within the context of exploratory classroom-based action research before embarking into an account of the rationale for the mixed methods approach. Then, a theoretical overview of the procedures implemented within this project will be presented. The preponderance of the chapter is devoted to the description of the approach undertaken in this study, namely, the choice of the method, the sampling criteria, data collection procedures

highlighting the instances of the mixed methods procedures, outlining the analytical framework, and, finally, considering the analytical procedures and data analysis. Also, relevant issues regarding the validity, reliability, trustworthiness and fidelity of the research process as well as some ethical considerations are discussed in detail in this chapter. Finally, a section on the strengths and limitations of the study is embedded within this chapter to provide the reader with a reflective account on the whole research process.

The process of exploring the different claims and assumptions has been carried out through listening to both learners' and teachers' experiences. However, the basic concern in this exploratory study is to describe is how learners speak "for themselves" (Allwright and Hanks, 2009). Within this respect, Tudor (2001), quoted in Allwright and Hanks (2009, p.1) claimed that:

> *"We can no longer assume that our students are "simply" students, nor that*
>
> *they are bundles of discrete variables. They are complex human beings who*
>
> *bring with them to the classroom their own individual personality as it is at*
>
> *a given point in time, and this influences how they interact with what we do*
>
> *as teachers"* (p.14).

Such a positive view of a developed participant perspective is advocated by exploratory practices, and is inclusive within practitioner research designs. In fact, the goal of undertaking such a study within this methodological framework is to enhance as Auerbach (2001), cited in Allwright and Hanks (2009, p. 55), contended a *"critical reflection with a view toward acting for change."* (p.276). From above, a preliminary conceptualized statement about the choice of the method is worthwhile at this level.

A.4. The Choice of the Method

This study is classroom exploratory practice based type of research where language learning is perceived as a social construct of the different contexts and the participation of the various informants. Undoubtedly, The profession of language teaching is carried out in the classroom, where its success or failure is determined in our analysis. Second language classroom research, in studying the processes and circumstances of second language development, aims to identify the phenomena that promote or hamper learning. The current research project attempts to detect which tasks encourage conversational interaction that enhances EFL learning, and that helps learners produce the target language accurately and appropriately. To evaluate the progress and effectiveness of classroom conversational interaction circumstances that take place at the English department in Batna University, it has become increasingly important to ask the following questions:

1. What are we finding out about teaching and learning?

2. How can we apply our own knowledge?

3. What are the dead ends?

One of the most vexing questions in research methodology is how evaluation should be conducted. Clearly, an assay will depend on what to be assessed. If learning outcomes are to be measured, then it is likely that language tests will be needed. If attitudes and opinions are important to the evaluation, then doubtless questionnaires and some form of interviews or group discussions would seem to be called for.

The current research work seeks to introduce a broader perspective on conversational interaction in an EFL environment focusing primarily on multimethodology or mixed model research, combining the collection and analysis of

quantitative and qualitative data. The choice in this dissertation is between the gathering of measurable, countable data, test results, questionnaire results and classroom observation, recording and interpretation of events, activities, thoughts and feelings of participants.

For practical reasons, the need to strike a balance between breadth and depth of data collection is recognized. While limited data could be collected in our educational setting, it is necessary to select a small sample for extended classroom observation and learners' assessments. It is felt that most could be learned about the feasibility of the SETT Framework (Walsh, 2001, 2003, 2006, 2011) and Van Lier's Interactional Scheme (1988) in capturing the needed information. Also, the timing of the research project which rules out the adoption of research methodology design, and which would permit the establishment of unambiguous causal links between the variables, independent and dependent has been recognized. In this part, the different elements of this approach will be defined in detail, and the rationale for undertaking a mixed methodology will be highlighted.

There are two broad classes of research : first , *single approach designs* in which additional qualitative and quantitative strategies are employed to enhance research quality ; second , *mixed approach designs* which require that a distinction be made between research strategies and research approaches .

In a single approach design , only one analytic interest is pursued . In a mixed approach design, two or more analytic interests are pursued. However , a mixed approach design may include entirely "quantitative" approaches such as combining a survey and an experiment ; or entirely "qualitative" approaches such as combining an ethnographic and phenomenological inquiry .

The current research project is carried out through implementing both qualitative/ quantitative approaches. In fact, experienced evaluators like Greene and Caracelli (1997) have found that most often the best results are achieved through the use of mixed method evaluations, which combine quantitative and qualitative techniques. Multimethodology is desirable and feasible in this research because of many reasons:

A.4.1. Desirability :

The case for multimethodology as a strategy for conversational interaction research is based on three main observations:

1. Narrow views of the world are misleading, so approaching the subject of conversational interaction from different perspectives or paradigms may help to gain a holistic perspective.

2. There are different levels of social research, i.e. biological, cognitive, and social, etc., and different methodologies may have particular strengths with respect to one of these levels. Using more than one should help to get a clearer picture of the social world related to conversational interaction and make for more adequate explanations.

3. Many existing practices already combine methodologies to solve particular problems, yet they have not been theorized sufficiently.

This methodology has been greeted with enthusiasm because of its promise for investigating issues difficult to address through experimental research.

A.4.2. Feasibility:

There are, also, some hazards to multi-methodological approaches. We can state three feasible reasons for adopting the mixed method:

1. Many paradigms are at odds with each other. This can pose a problem. However, once the understanding of the difference or dichotomy is present, it can be an advantage to see many sides, and possible solutions may present themselves.

2. Cultural issues affect our view of the world and our ability to analyze it . Our backgrounds tend to dictate and bias our views. Knowledge of the new paradigm is not enough to overcome these biases; it must be learned through practice and experience.

3. Learners have cognitive abilities that predispose them to particular paradigms. The logical thinker can more easily understand and use quantitative methodologies. Thus, it will be easier to move from quantitative to qualitative data in our investigation.

To conclude, multimethodology is desirable and feasible because it gives a more complex view, and because the requirement during the different phases of this research project makes very specific demands on a general methodology. While it is demanding, it is more effective to choose the right tool for the job at hand. Indeed, two prominent factors have been considered in my research while designing the evaluation method:

1. Which is the most suitable data collection method for the type of the data to be collected?

2. How can the data collected be most effectively combined or integrated?

A.5. The Nature of Mixed Methods Research

Mixed Methods Research, often called the "third methodological movement" (Tashakkori and Teddlie, 2003, p.5), "the third research paradigm" (Johnson and Onwuegbuzie, 2004, p.15), and "a new star in the social science sky" (Mayring, 2007, p.1), and "an intuitive way of doing research that is constantly being displayed through our daily lives" (Cualsoft.com, 2014, p.1). Understanding the nature of mixed methods research is a primary first step towards its application. An early meaning of mixed-methods originated from scholars in the field of assessment. Greene, Caracelli, and Graham (1989) stressed the blending of methods and the unraveling of techniques and philosophy (i.e., paradigms) stating that:

"In this study, we defined mixed-method designs as those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to any particular inquiry paradigm." (p. 256)

The definition moved from blending two approaches to merging in all junctures of the exploration process- a methodological orientation (Tashakkori and Teddlie, 1998). For Tashakkori and Teddlie (1998, p. ix), mixed methods refer to the combination of "qualitative and quantitative approaches in the methodology of a study". They, also, argued that the term "mixed model" is more appropriate than "mixed method" for the research, in which different diverse methodologies are connected at any or the majority of various stages through the exploration, their point being that blending frequently expands over simply the techniques utilized as a part of the research (Bazeley, 2002). Within the same respect, Johnson et al. (2007) defined the term as:

"Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration." (p. 123)

In this definition, the scholars did not view blended models essentially as approaches, yet more as a procedure that spread over perspectives to inductions what is more, that incorporated the mix of qualitative and quantitative examination. They fused different perspectives yet did not particularly say standards. Their reasons for blended systems—expansiveness and profundity of comprehension and substantiation—implied that they related the meaning of blended systems to a method of reasoning for directing it. In particular, maybe, they proposed that there is a typical definition that ought to be utilized.

In reverence with this, Tashakkori and Creswell (2007) provided the following statement:

"Mixed methods research is defined as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches, or methods in a single study or a program of inquiry." (p. 4)

For the current study, the definition adopted is the one embraced by Creswell and Plano Clark (2007) who contended that:

"Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and

analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.” (p. 5)

This definition is the core standing point of the research paradigm undertaken in this study. In fact, the current research paradigm adheres to three main principles that are used as a rationale for the specific features of both qualitative and quantitative accounts. The mixed model is employed in this study on the basis for much of the criticism single scope research paradigms for failing to capture the nature of human social behavior. The three principles can be summarized under the headings of naturalism, understanding and discovery.

A.5.1. Naturalism:

According to this view, the aim of social research is to capture the character of naturally occurring human behavior, and this can only be achieved by first-hand contact with it, not by inferences from what people do in artificial settings like experiments or from what they say in interviews about what they do elsewhere. Another important implication of naturalism is that in studying natural settings, we should seek to minimize our effects on the behavior of the learners being studied . Its aim is to increase the chances that what is discovered in the setting will be generalizable to other similar settings that have not been researched. Finally, the notion of naturalism implies that conversational interaction events and processes must be explained in terms of their relationship to the EFL computer mediated context in which they occur.

A.5.2. Understanding:

Central, here, is the argument that human actions differ from the behavior of physical objects, and even from that of other animals. They do not consist simply of fixed responses or even of learned responses to stimuli, but involve interpretation of stimuli and the construction of responses. From this point of view, if we are to explain EFL learners' actions effectively, we must gain an understanding of the cultural perspectives on which they are based. Indeed, when a setting is familiar, the danger of misunderstanding is especially great.

A.5.3. Discovery:

Another feature of mixed model driven thinking is a conception of the research process as inductive or discovery-based, rather than as being limited to the testing or explicit hypotheses. It is argued that if one approaches a phenomenon with a set of hypotheses, one may fail to discover its true nature, being blinded by the assumptions built into the hypotheses. Rather, they have a general interest in some types of social phenomena and in some theoretical issue or practical problem. The focus of the research is narrowed and sharpened, and perhaps even changed substantially, as it proceeds. Similarly, and in parallel, theoretical ideas that frame descriptions and explanations of observed conversational interaction are developed over the course of the research.

A.6. Using the Mixed Model as the Investigation Framework

The mixed model design, in this research, has the following features:

1. EFL classroom conversational interaction is studied in everyday context without considering the created experimental conditions.

2. Data is gathered from a range of sources, namely questionnaires, focused group interviews and classroom observation, but observation and relatively formal/informal conversations are usually the essential ones.

3. The approach to data collection is "unstructured" in the sense that it does not involve the following through a detailed plan set up at the beginning; nor are the categories used for interpreting what EFL teachers and learners say and do pre-given or fixed . This does not mean that the research is unsystematic, simply that initially the data are collected in as raw a form, and on as wide a front, as feasible.

4. The focus is usually a single setting or group of relatively small scale.

5. The analysis of the data involves interpretation of the meanings and functions of EFL learner's actions and mainly takes the form of verbal descriptions and explanations, with quantification and statistical analysis playing a subordinate role at most.

As a set of methods and with regard to means used for data collection, analysis and interpretation, this model is not far removed from the sort of approach that we all use in everyday life to make sense of our surroundings. In this model, the focus is on collecting and analyzing persuasively and rigorously both qualitative and quantitative data sets that are meant to highlight the nature of conversational interaction. With respect to the procedures that have been mixed, two forms of data congruently combined and integrated embedding both teachers' and learners' perceptions and the observed features of EFL classroom interaction. From this, there was an urge to undertake the current study, on the one hand, from a qualitative angle to strengthen the exploratory power of the research. In-depth interviews were designed in a way to provide a deep understanding of the different patterns of EFL conversational

interaction. And, on the other hand, the quantitative forms of the study have the potential to produce evidence for the validity of the research outcomes.

A.7. The Exploratory Practice Based Approach

The exploratory practice based approach is usually considered as the form of **"practitioner research"** (Allwright, 2003). In one sentence, exploratory practice is *"local action and local thinking having produced a set of practical investigative procedures potentially adaptable to any context, we had simultaneously developed our thinking about our underlying principles"* (Allwright, 2003, p. 127). Practitioner research aims at developing practices and principles that adhere to solving problems encountered locally, and improve the efficiency of classroom teaching mainly through isolating practical dilemmas and solving them one by one. It, also, aims at addressing the different classroom difficulties for the betterment of the teaching and learning strategies. In our attempt to overcome the inefficiency of EFL speaking abilities among EFL learners in Batna University, the exploratory practice based approach could be described as a cornerstone in developing an understanding about the EFL classroom, and it represents a good foundation for helping teachers and learners to make the most use of their productive time.

In this study, the relationship between the impact of conversational interaction enhanced by the CPP model that engages learners' personal experiences and identities EFL learning has been addressed through determining the causal effects that lead to better EFL performance. The essential feature of exploratory practice research, in this study, is that the conditions have been manipulated and controlled introducing the innovative CPP model as a measure that determines the difference it makes on EFL learners' oral production. This exploratory phase has been undertaken in order to explore the strength of relationships between variables. A variable, as the term itself

suggests, is anything which does not remain constant. In our case, it includes language proficiency, attitude, motivation, and so on. A variable is "a formal representation of a property of entities" (Macnaughton, 2015, p.2). A variable is "a property that takes on a different value […] It is any feature or aspect of an event, function, or process that, by its presence and nature, affects some other event or process, which is being studied" (Kerlinger, 2002, quoted in Hussain, 2014, p. 4). Language researchers often want to look at the relationship between a variable such as teaching method and a second variable, such as test scores on a formal test of language proficiency.

The exploratory based research is carefully constructed so that variables can be controlled and manipulated, and the pedagogic practices are used to understand the different parts as well as features of the teaching and learning enterprise. It goes through indefinitely sustainable analytic and deductive procedures that do not lead to a "burn out" (Allwright, 2003, p. 127). The proper aim of participatory research is best put primarily towards "working to understand language classroom life" (Allwright, ibid). It makes use of ideal exploratory procedures that scrutinizes theories and assumptions in human sciences. It is, also, noteworthy that the current exploratory approach aims to lead to both qualitative and essentially quantitative data which can be analyzed using inferential statistics tests. These latter permit statements to be made about how likely the results are to have occurred through generating more measurable evidence.

A.7.1. The Exploratory Phase

When most people think of scientific exploration, research on cause and effect is most often brought to mind. Exploratory practices on causal relationships investigate the effect of one or more variables. This type of research determines if one variable causes another variable to occur or change for one purpose in mind to test hypotheses either by confirming or disconfirming the claims set beforehand. An example of this

type of research would be altering the amount of a treatment and measuring the effect on study participants.

The treatment, in this case, is not a random experience which the groups might have, but a controlled and intentional experience, such as exposure to a language teaching method specially constructed for the experiment, or material presented under controlled circumstances. The exploratory phase was conducted as part of the research design. This was preceded by a piloting study that lasted three months. In the first stage of the treatment, the sessions took place in informal extra-curricular lessons whereby learners were familiarized with the perspective of the project. For a period of two weeks, the students and the teacher researched and did exchange views and opinions about the type of the instructive methods they expect to find, and that they are willing to explore. The students were informed that they have ample choice and freedom to withdraw if at any moment, they felt unable to abide to the rules and conditions of the program. Secondly, as this research is on EFL conversational interaction in a computer mediated classroom, a comparative study to test the feasibility of Long's *Interaction Hypothesis* (1996) has been undertaken. For this sake, many communicative and interactive activities within a computer assisted instruction setting based under the principles of the CPP approach are designed to fit the needs of EFL students. In this project, and to meet the various arrays of the research purposes, two groups were exposed to different communicative and interactive tasks. The sample chosen is taught through "The Study Speaking" Multimedia Software and some teacher-fronted activities for an intensive course of eight weeks and daily instructed sessions during the academic year of 2013/2014. The purpose of this experiment is to discover which activity favors the use of coherent and appropriate EFL communication, and which of the activities that engages learners' personal identities as well as experiences, and which of the tasks that

promote active agent contribution that enhance EFL learning. Through this methodology, EFL proficiency development (output), and quantity and quality of input are taken into account. Most importantly, this phase of the study endeavors to depict the features of EFL classroom authentic discourse that results from conversational interaction within this computer mediated context. The different practices of the exploratory phase are portrayed in the following CPP Framework's Lessons summarized in the following table (Table1.):

Table 1 The CPP Framework (The Exploratory Phase)

Pre-Test (IELTS)				
The Treatment				
Timing	Unit	Communicative Tasks/Skills	Scenarios	Aims
90 Minutes	01	Putting Power in Your Stems (Talking about Dreams)	Gary Raser	Increase learners' self-determination and motivation
90 Minutes	02	Getting to know the EFL Context (Asking and Dealing with Questions/ The Use of the Conditional Form)	(What IF ?)	Improve learners' ability to deal with more complex authentic situations. Increase learners' ability to ask for clarification and to express approval and disapproval.
90 Minutes	03	Work (Giving Opinion)	Language Centre	Increase learners' confidence in expressing opinions in discussions. Improving learners' ability to structure presentations effectively
90 Minutes	04	Food and Traditional Dishes (Agreeing and Disagreeing)	Preparing Food	Increase learners' confidence in expressing confidence in expressing agreement and disagreement in discussion Help learners to use an appropriate style in presentations
90 Minutes	05	Health (Making Suggestions)	Organic Farming	Improve learners' confidence in making

				suggestions in discussions Help learners use visual aids and realia effectively in presentations
90 Minutes	06	Identifying Pictures (Describing and Narrating)	Celebrities	Improve learners' ability to use descriptive and narrative language
		**1st Immediate Post-Test (IELTS)**		
90 Minutes	07	Culture (Reporting)	Project Results	Improve the way to report ideas in discussions. Help the learner to conclude effectively in oral presentations
90 Minutes	08	Language (Dealing with comparative language)	A comparison between English and Outlandic	Improve learners' ability to use comparison in discussion. Help the learner make references in presentations
90 Minutes	09	Environment (Interrupting)	Examination Results	Improve learners' ability to interrupt appropriately in discussions Help the learner introduce his presentation effectively
90 Minutes	10	The Language Centre (Explaining)	Finding the Language Centre and the program to study	Increase learners' confidence in giving explanations in discussions. Improve learners' ability to deliver an oral presentation.
90 Minutes	11	Education (Questioning)	In the Library	Improve learners' effectiveness to use questions in academic settings. Give learners enough practice in referring to visual aids and multimedia resources during presentations
90 Minutes	12	Globalization (Dealing with questions)	Talking about Childhood Memories	Improve learners' skill in dealing with questions Help learners make their talks more interesting
		**2nd Post-Test (Interviewing)**		

90 Minutes	13	Achievers	The power of Words	Improve learners' ability to talk about future achievements Develop learners' ability to talk about the future.
90 Minutes	14	Creating the Ideal University	Solving Problems	Improve learners' ability to talk about the future.
3rd Post-Test (Interviewing)				
2 Hours	15	Keys to Personal Power	10 Keys to Success	Improve Learners' ability and motivation to handle an appropriate authentic talk in English
Delayed IELTS Speaking Post Test				

This exploratory part of the study aims to determine the efficiency of the interactive conversational Software and the CPP Program in developing English learning as opposed to traditional approaches. This investigation follows Long's (1996) Interaction Hypothesis and Ushioda's (2011) principles of students' "speaking as themselves" in operationalizing and contextualizing conversational interaction in a computer-mediated setting.

The CPP framework is perceived as the cornerstone of conversational interaction asserting that this process purportedly facilitates language acquisition because it solicits modified input, modified output, and positive feedback. In the current research, interaction is both task-based and content-based. It focused on different interactional modes. The exploratory framework explores the differential effects of EFL conversational interaction in promoting English communicative strategies as enhanced by innovative resources and multimedia devices. This intensive course consisted of fifteen communicative skills based on authentic scenarios and real life situations. To allow learners enough time to process input and feedback, and to provide enough tokens, each task was designed to elicit only one linguistic form. The timing allotted for

each task is based on the premise that the more exposure to the target language, the better the results. The communicative tasks were designed to simultaneously expose learners to authentic English, to engage learners to invest their personal identities and to speak as themselves, and to provide contexts where the use of the target language was compulsory. Before the implementation of the newly devised pedagogy, the learners were exposed to a pre-test. Also, immediate and delayed post-tests were administered to evaluate and assess learners' performance and output after the communicative multimedia enhanced project has been implemented. Results are procured as part of the findings section.

A.8. Rationale for the Use of Mixed Methods Approach in this Study

The value of, and need for, objective, methodologically sound research is undeniable. Only through sound research designs can we eliminate threats to validity and draw scientifically valid conclusions to inform practice. While we recognize the value of the more traditional research, we also believe a more interactive, reciprocal research and development model that combines evidence from previous research studies with the professional wisdom of critical assumption about our current research on conversational interaction.

In our view, a mixed method approach that integrates qualitative and quantitative research might serve better our purpose. This type of research begins with a strong research methodology with quantitative methods that are enhanced with qualitative measures of key processes and outcomes. Qualitative methods, such as interviews and case studies, improve the design by providing data that can give insights into how findings work and how findings can be translated to practice. By itself, a quantitative method can identify what works, but has limited explanatory power. For example, there is little information about how students learned and how instruction

worked. The qualitative design of this project would lead to rich information, about learners' conversational interaction and EFL teaching. But, the information about what worked is more subjective and cannot be generalized. By combining the two methods, we can obtain a much richer understanding. In brief, by using a rigorous design, the quantitative method can tell us *what* works, while the qualitative method can inform us about *how* it works.

The assumption guiding this research project is that a strong case can be made for using an approach that combines qualitative and quantitative elements. Similarly, when investigating human behavior and attitudes, it is most fruitful to use a variety of data collection methods (Patton, 1990). By using different sources and methods at various points in the evaluation process, we can build on the strength of each type of data collection and minimize the weaknesses of any single approach. A multi-method approach to evaluation can increase both the validity and reliability of data. The range of possible benefits that carefully crafted mixed method designs can yield are conceptualized as follows:

- The validity of results can be strengthened by using more than one method to study the same phenomenon. This approach is called triangulation.

- Combining the two methods pays off in improved instrumentation for all data collection approaches and in sharpening the evaluator's understanding of findings. A typical design might start out with a qualitative segment such as a focus group discussion, which will alert us to issues that should be explored in a survey, which in turn is followed by in-depth interviews to clarify some of the survey findings.

- A mixed method approach may also lead us to modify or expand the research design and the data collection methods. This action can occur when the use of mixed methods uncovers inconsistencies and discrepancies that alert the researcher to the need for re-examining the research framework and the data collection and analysis procedures used.

- The diversity of second language research questions implies that different methods may be equally valid in investigating a question.

- The mixed methods approach allows to compare qualitative analyses of learners' skills and experiences with a quantitative measure of performance in order to understand commonalities and discrepancies in assessing learners' skills across contexts, identify influences on, and opportunities for, EFL proficiency development within the learning environment, and locate domains of expertise in learners' conversational interaction.

- We aim to combine experimental and qualitative data to enrich our understanding of EFL learners' learning across contexts and provide a model for interdisciplinary collaboration.

- There is a growing consensus among research experts that both qualitative and quantitative methods have a place in the performance of effective investigation.

- Both formative and summative evaluations are enriched by a mixed method approach.

A.9. How to Combine Qualitative and Quantitative Aspects of the Research

Carrying out research in the field of language acquisition is not simply a matter of deciding to undertake research. It requires careful consideration of an appropriate approach either synthetic or analytic or eclectic. I have chosen to be eclectic so that a hypothesis generated by synthetic-heuristic research might then be selected as the basis for investigation within an analytic-deductive design.

Based on the belief that in order to truly understand a phenomenon, it must be studied using a variety of disciplinary lenses to examine , in our case , conversational interaction enhanced by the CPP Model in a computer mediated context from multiple angles allowing us to challenge the limitations of anyone perspective and capitalize on the strengths of each method .

A variety of methods for data collection, analysis and presentation are used including the case study of fourth year English learners, along with my own reflections as a participant researcher observer. Based on these methods, I investigate, from multiple perspectives, the realization and function of speech acts used by our EFL learners through conversational interaction. In this way, the complex nature and function of meaningful EFL conversational interaction in a computer mediated context and outcomes of the role of this latter on EFL learning is uncovered.

This combination of qualitative procedures, with its emphasis on multiple sources of data , intended observation and participants' own reflections upon their language use and more traditional analyses of speech act performance , represents a radical and timely departure from the methods that had been used in most Second Language Acquisition (S.L.A.) studies . Data are primarily drawn from exploratory controlled and sometimes contrived situations usually examining conversational interaction and classroom discourse that are elicited by sentences in spoken forms.

Through the qualitative part, the focus is on the systematic observation of the communication behavior in our EFL classrooms.

A.10. Sampling Criteria

The quality of a research stands or falls not only by the appropriateness of methodology and instrumentation, but also by the suitability of the adopted sampling strategy (Morrison, 1993, p. 112-17). Questions of sampling arise directly out of the issue of defining the population on which the research will focus. Researchers must take sampling decisions early in the overall planning of the investigation. Factors such as expense, time, and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, they often need to obtain data from a smaller group or the knowledge gained is representative of the total population under probe. This smaller group or subset is *the sample*. Experienced researchers start with the total population and work down to the sample. By contrast, less experienced researchers often work from the bottom up, that is, they determine the minimum number of respondents needed to conduct the research (Bailey, 1978). However, unless they identify the total population in advance, it is virtually impossible for them to assess how representative the sample is.

If we were to investigate our graduate students, it would be difficult to interview a total population of 600 students; therefore, a representative sample has been selected. The remaining questions here are: how will we decide that selection; how will we select which students to investigate; are we going to interview the good ones only or those who have difficulties; would that yield a true picture of the total population? Suppose that we turn up on the days of the interviews only to find that those students who do not enjoy the course have decided to absent themselves from the lesson. How can we reach those students? Decisions and problems such as these face us in the sampling strategy.

Judgments have to be made about three key factors in sampling: the sample size, representativeness and parameters of the sample, the sampling strategy, internal and external variables.

A.10.1. The Sample Size:

A question that often plagues novice researchers is just how large their samples for the research should be. There is no clear cut answer, for the correct sample size depends on the purpose of the study and the nature of the population under scrutiny. Louis Cohen , Lawerence Manion and Keith Morrison (2007 , p. 101) stated that the larger the sample the better , as this not only gives greater reliability , but also enables more sophisticated statistics to be used .

Although random selection certainly plays a pivotal role in a study's credibility, the size of the sample that one selects from the realistic population is also important. If the sample is too small, it may not fully represent the population from which it was drawn; therefore, the findings from the study cannot be generalized back to the wider audience, even though random sampling practices were used.

Even though there are no "hard or fast" rules for determining sample sizes, there are some general guidelines to consider when planning a study. For survey research, if the population is fewer than 200 individuals, the entire population should be sampled. This would be considered census sampling. At around a population of 400, approximately 50% of the population should make up the sample, and a population of 5000 or more, samples of 350 to 500 persons are often adequate. For correlational studies, a minimum of 30 participants should be tested. Experimental research studies generally require at least 30 participants per group (Marguerite G. Lodico , Dean T Spaulding , and Katherine H. Voegtle , 2006 , p. 146) .

Borg and Gall (1979, p.194-5), quoted by Louis Cohen , Lawerence Manion and Keith Morrison (2007, p.102) suggest that correlational research requires a sample size of no fewer than 30 cases , that causal-comparative and experimental methodologies require a sample size of no fewer than fifteen cases , and that survey research should have no fewer than 100 cases in each major sub group and twenty five in each minor sub group.

Given the research methods used and the aims of the study, a total of 114 (21% of the total population) fourth year randomly chosen students form the sample that accepted to join the investigation. From this number, a proportion of 35 students (27% of the students designed), and a total of 18 teachers (72% of the total population) represent the sample of this research project. Within this regard, Krejcie and Morgan (1970), quoted by Louis Cohen, Lawerence Manion and Keith Morrison (2007, p. 103) indicated that the wider the whole population is, the smaller the proportion of the sample can be.

A.10.2. The Representativeness and Parameters of the Sample

One of the things to consider in our research is the extent to which it is important that the sample represents the whole population in question. We require being clear about what to be represented. That is, we need to set the parameter characteristics of the wider population, the sampling frame, clearly and correctly. Within this respect, Plous (1993) contended that *"when people are asked to judge the probability that an object or event "A" belongs to class or process "B", probabilities are evaluated by the degree to which "A" is representative of "B", that is, by the degree to which "A" resembles "B""*.(p.109) .

Daniel Kahneman and Amos Tversky (1972, p. 431-3) have proposed that when judging the probability of some uncertain events , people often resort to heuristics , or rules of thumb , which are less than perfectly correlated with the variables that actually determine the event's probability . One such heuristic is representativeness, defined as a subjective judgment of the extent to which the event in question is similar in essential properties to its parent population, or reflects the salient features of the process by which it is generated.

According to Kahneman and Tversky (1984), cited in Gilovich, et al., (2002), *"representativeness is an assessment of the degree of correspondence between a sample and a population, an instance and a category, an act and an actor, or more generally, between an outcome and a model. It entails looking at an event and making a judgment as to how closely it corresponds to other events as found in the general population."* (p. 22).

According to Gilovich (1991, p. 18), representativeness can be thought of, as the reflexive tendency to assess the similarity of outcomes, instances and categories on relatively salient and even superficial features, and then to use these assessments of similarity as a basis of judgment. People assume that "like goes with like". Things that go together should look as though they go together. We expect instances to look like the categories of which they are members. We expect effects to look like their causes.

To establish the representativeness of the sample for the current research, data must be acquired on some known parameters of the population such as gender and age. One way to obtain a representative sample is to select a random sample. For exploratory comparative purposes, the sample is divided into two groups: group A and group B. In each group, we had fifteen learners.

A.10.3. The Sampling Strategy

The most important aspect of sampling is that the sample must represent the larger population from which it is drawn. Random sampling is a technique or a tool that produces essentially a mini version of the initial population. Random sampling is conducted in such a way that every person in the population has an equal and independent chance of being selected. This means that when a person is selected, it does not affect the chances of anyone else being selected. The assumption underlying this procedure is that it minimizes the effects of any extraneous or subjective variables that might affect the outcome of the survey.

A.10.4. Participants' Setting

In keeping with the research purpose of investigating the features of the target language and interaction in the language classroom and their relation to the second language learning process , data were collected from an Oral class during the academic year of 2012/2013 . The oral class program is an English communication computer assisted class designed to enhance general English language skills, but primarily this course is scheduled for research purposes to improve our EFL students' communication skills for study, business or pleasure. The class took place daily for an hour and thirty minutes. Data were collected during extra-regular class hours, and during intensive eight weeks summer sessions in the laboratory. Relevant details about the participants are detailed in the following attached diagrams:
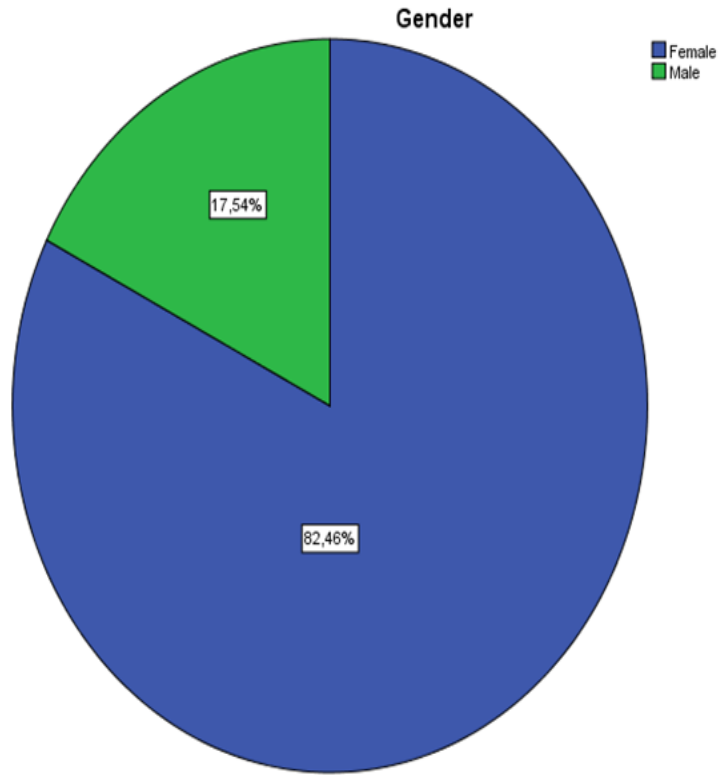
Figure 7 : Students' Gender Distribution
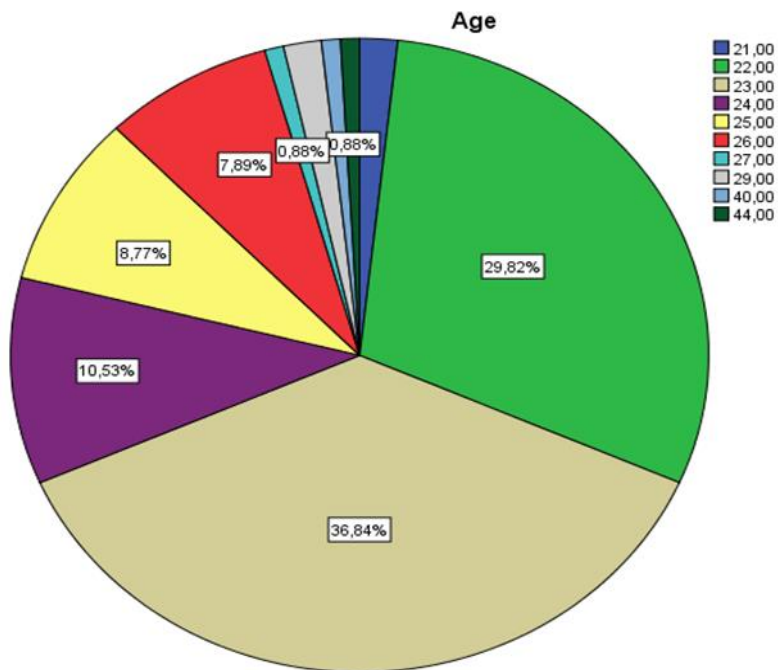
Figure 8 Students' Age Distribution

Age

N	Valid	114
	Missing	0
Mean		23,6579
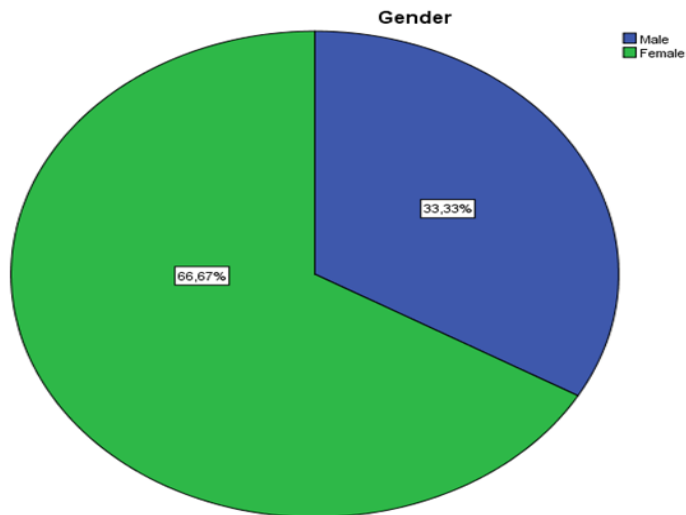
Figure 9 Teachers' Gender Distribution
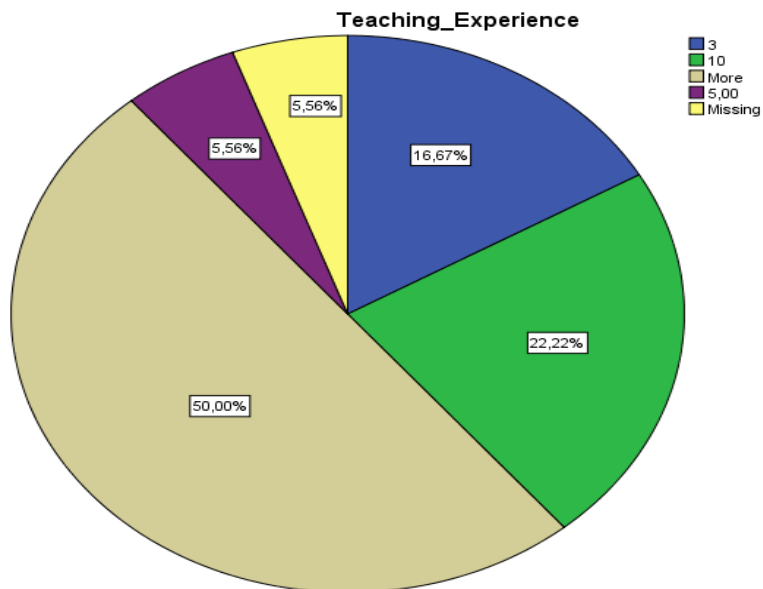
Figure 10 Teachers' Teaching Experience

Table 2 Teachers' Teaching Experience

N	Valid	17
	Missing	1
Mean		3,2941

From above, it is clearly shown that the participants in this study are distributed and characterized in the following order: the students' sample is featured with 17.54% Males and 82.46% Females aged between 21 and 44 with a mean age of approximately 24. The teachers' sample is featured with 33.33% Males and 66.67% Females with a mean of approximately 4 years of teaching experience.

A.11. Research Variables

You will not be able to carry out any sort of measurement unless you think and know how to talk about inconstant factors. Variables are "attributes, qualities and characteristics of persons, groups, settings, or institutions, such as gender, social skills, socioeconomic status, exclusiveness or achievement." (Lodico , Spaulding and Voegtle , 2006 , p.7) .

> *"Whatever phenomenon varies in any manner; wherever another phenomenon varies in some particular manner, is either a cause or an effect of that phenomenon, or is connected with it through some fact of causation."*

(John Stuart Mill: A System of Logic, quoted in Seliger and Shohamy, 2000, p.87)

A variable is any entity that can take on different values. Its characteristics vary from person to person, text to text, or object to object (Gass & Makey , 2008, p.101) . Variables are then features or qualities that change or differ (Brown, 2007,

p.7). For instance, a person's proficiency in English as a foreign language may differ over time as the person learns more and more English. Likewise, we can expect individuals to vary in their respective levels of proficiency in English at any given time. Thus, proficiency in English can be considered a vacillating item because it may change over time or differ among individuals. As a tentative definition for statistical research in our field, Brown (2007) views variables as "human characteristics or abilities that differ over time or among individuals" (p.7) For example, age becomes a variable when it can take different values for different people or for the same person at different times. Similarly, country can be regarded as such because a person's country could be assigned a value.

Most veering patterns that differ over time also vary among individuals, but the reverse is not necessarily true. In the case of gender, there are observable and interesting differences among individuals on this latter over time. Most individuals remain male or female throughout their lifetimes (Brown, 2007, p.7). Variables are not always 'quantitative' or numerical. The variable 'gender' consists of two text values: 'male' and 'female'. We can, if it is useful, assign quantitative values instead of the text values, but we do not have to assign numbers in order to be wavering components. It is also important to realize that these are not only what we measure in the traditional sense. For instance, in much social research and in program evaluation, we consider the treatment or program to be made up of one or more variables. An educational program can have varying amounts of 'time on task', 'classroom settings' , 'student-teacher ratios' , and so on . So, even the program can be considered a fluctuating element.

A.11.1. Different Types of Variables

It is important to understand how variables are classified and, indeed, manipulated in our quest to improve our understanding of what goes on in the language

classroom. To that end , Seliger & Shohamy (2000) , Brown (2007) , and Gass & Makey (2008) classified variables within statistical language studies into ***internal*** and ***external factors*** which could be subdivided into : dependent , independent , moderator , control , and intervening variables. These five types of variables are distinguished primarily by the relationships that we hypothesize to exist among them. Hence, a variable that functions as a dependent variable (D.V.) in one study may be an independent variable (I .V.) in another. And we should keep in mind that a variable is an observed or quantified representation of a construct, which is the actual underlying human characteristic or ability in question (Brown, 2007, p.9).

Relevant to this study, a distinction is made between an independent and dependent variable . We originally thought that an (I .V.) was one that would be free to vary or respond to some program or treatment, and a (D.V.) must be one that depends on my effort. However, the (I.V.) is what the researcher or nature manipulates, such as a treatment or program or cause. The (D.V.) is what is affected by the independent one. That is, your effects or outcomes. For example, if you are studying the effects of a new educational program on student achievement, the program is the independent variable and your measures of achievement are the dependent ones. Accordingly, the different variables related to this research can be summarized in the following table:

Table 3 : Variables' Classification

Factors	Type of Variables
1. Conversational Interaction	Independent Variable
2. Proficiency Level / Scores of the Language Test.	Dependent Variable
3. Gender roles, Age, Reaction to	

testing distribution of males and females.	Subject Variables
4. Teacher, Method of language teaching (Computer assisted learning in the communicative approach), effect of time on subjects, attrition of subject.	Extraneous Variables

It is clear that in table 1. , the independent variable is manipulated to determine its effect on the dependent variable. To ascertain how to wield variables appropriately, let us assume that EFL learners could communicate fluently using English when they are exposed to communicative and interactive tasks enhanced by multimedia resources that foster their output. The allocation of any variable to one of the selected categories is dependent on the focus of the research.

By operationalizing the variables for this study, in detail, the two internal and external categories can be identified in the following figure (Figure n°11):
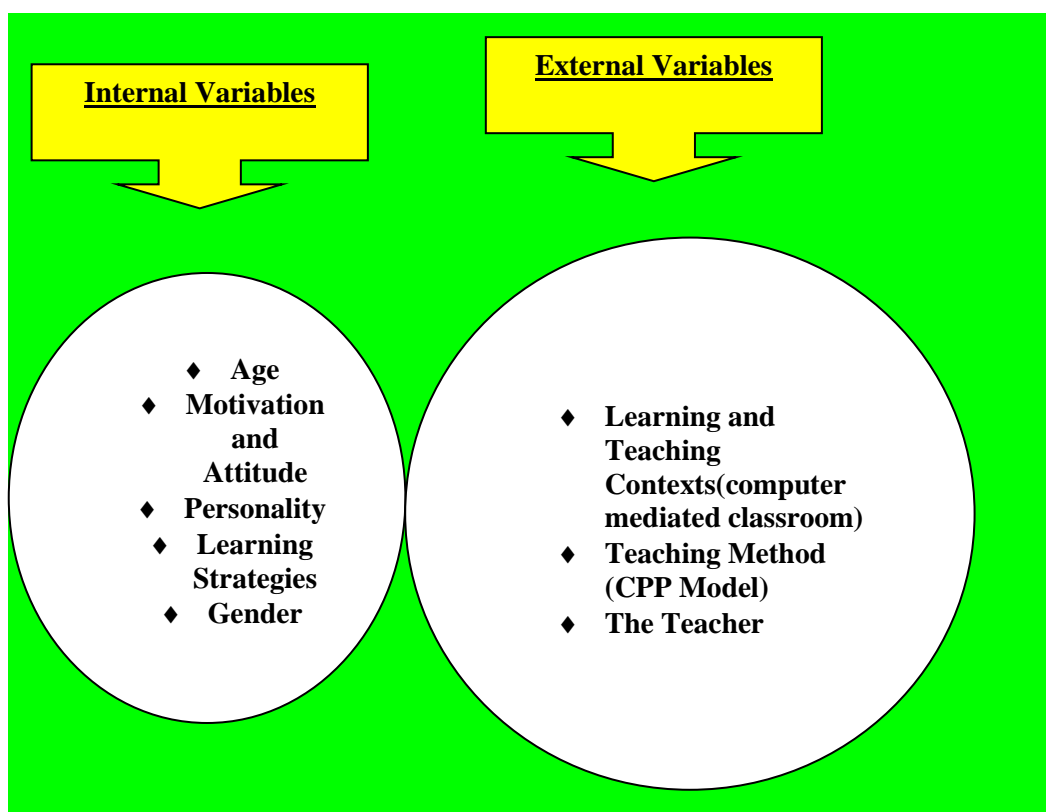
Figure 11 *Factors Affecting English Learning (Source: Mine)*

From this figure, some assumptions could be drawn. Both internal and external variables are considered to be effective factors on the role of conversational interaction. These latter seem to have an impact on different EFL outcomes and the overall perceptions of the different communicative patterns. Verily, the external factors, namely, the classroom setting and the CPP framework chosen for the teaching of English, and even the teaching procedures adopted all along the program besides the teacher's attitude and background all seem to be altering factors of the final EFL proficiency level.

A.12. Validity

The central issues in thinking about any type of research hinge on whether the delving is logical and meaningful. In our study, a number of problems can arise, both within and outside, that may create major flaws in its validity. The problems result from extraneous variables relevant to our study but are not noticed or controlled. Since they

may dramatically affect the results, it is our responsibility to determine whether we have considered and controlled them.

After spending a great deal of time and effort designing a survey, we wanted to make sure that the results are valid. That is , we want them to evince what we believe they display , and that they are meaningful in the sense that they have significance not only to the population that was tested , but , at least for most exploratory research , to a broader , relevant one . As Silverman (2005), cited by Dornyei (2007, p. 48) claimed:

"Validity is another word for truth" (p. 210)

Earlier versions of validity were based on the premise that the data collection procedure measures what it purports to assess. For example, a procedure which is supposed to gauge the speaking proficiency in the foreign language will be considered valid only when it really evaluates foreign language proficiency (Seliger & Shohamy, 2000, p. 188). It is the degree to which a study and its results correctly lead to, or support, exactly what is claimed (Brown, 2007, p. 29). Sapsford and Jupp (1996) quoted by Bell (2008, p. 117) offer a more precise definition. They take 'validity' to mean ' the design of research to provide credible conclusions, whether the evidence which the research offers can bear the weight of the interpretation that is put on it." (p.1). They argue that what has to be established is whether data:

"*Do measure or characterize what the authors claim, and that the interpretations do follow from them. The structure of a piece of research determines the conclusions that can be drawn from it and, most importantly, the conclusions that should not be drawn from it.*" (p. 1)

Validity is an important key to effective research on conversational interaction, and which becomes worthless when the research is invalid. Validity is a requirement for mixed methods research. It is the touchstone of all types of educational research

(Cohen, Manion , and Morrison , 2001, pp. 105-106) . It indicates the instrument's accuracy ensuring its "claims" to assay truly what it investigates (Lodico , Spaulding , Voegtle , 2006 p. 87) . Dooley (2001) describes it as "appropriateness, meaningfulness, and usefulness of social science measures» (p.76). Christensen (1997) characterized it as "measuring what you want to measure" (p.217). Ellis (1994) notes that "validity means one can infer , from the research , an underlying phenomenon , but that any two same surveys will be subject to linguistic, situational and psycholinguistic factors and data collected from one source will not match those collected from another"(p.673) . He added that "not all tasks, linguistic or metalinguistic, tap the same source of linguistic knowledge" (ibid.).

More recently, validity has taken many forms. For example , in qualitative data , it might be addressed through the honesty , depth , richness and scope of the data achieved, the participants approached , the extent of triangulation and disinterestedness or objectivity of the researcher (Winter , 2000 , quoted by Cohen , Manion and Morrison , 2007 , p. 133). In quantitative data, validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical data treatments. Quantitative research possesses a measure of standard error which is inbuilt and which has to be acknowledged. In qualitative data, the subjectivity of respondents , their opinions , attitudes and perspectives together contribute to a degree of bias . Then, validity should be seen as a matter of degree rather than as an absolute state (Gronlund, 1981, cited in Cohen , Manion and Morrison, 2007, p. 133).

The discussion of validity in this study will be approached from four perspectives: environmental, grouping, people issues, and measurement issues.

A.12.1. Environmental Issues

Extraneous variables may influence our study without being aware of them. They may occur naturally and remain undetected, or they may simply be due to the artificiality of the set up conditions.

♦ *A.12.1.1. Naturally Occurring Variables :*

Naturally occurring variables often become a problem when we are comparing the language performance, perhaps on a proficiency test (the D.V.), of several groups of subjects (the I.V.). In such a case, the environment may critically affect the results and, therefore, the whole study . For instance , if we administer the same test to one group in a quite atmosphere , and to a second in a noisy setting , the results are likely to be affected by the variable "noise" in the second group . Among the expected environmental variables are noise, temperature, time of day, and classroom dynamics (seating arrangements).

♦ *A.12.1.2. Artificiality :*

The artificiality of the arrangements within the study may surreptitiously alter the research intentions . This point is homologous to the subject of whether experimental mice will perform the same way in a laboratory, where the conditions are artificial, as they would in the real world. For example, in our case EFL students' communicative language competence or performance is investigated. Data on the students' actual ability to use language in authentic conversational interaction fostered by computer mediated setting is collected. At this level , we ask ourselves whether it is realistic to require subjects to come to our office and communicate naturally , or are these conditions too artificial. For this reason, fourth year students in authentic communicative situations have been put at ease and comfortable while videotaped with a video / tape recorder. The whole experiential process has taken place in a friendly

non-threatening environment. Trust has been gained all throughout three years of contact.

A.12.2. Grouping Issues

♦ *A.12.2.1. Self-Selection :*

Brown (2007) defines self-selection as "the practice of letting the subjects decide which group to join" (p. 31). The research validity may be threatened if the two compared groups were made up of students who volunteered (self-selected) to spend one extra hour per day in the language laboratory for one group, and the other consisted of students who followed the regular syllabus. By nature, volunteers are motivated, ambitious and their aptitude for the task is higher. These extraneous variables may cause differences in our results, and affect the validity of the project.

♦ *A.12.2.2. Mortality :*

Called attrition or drop out , and a variant of self-selection , mortality is not as grim as it sounds . It refers to students who self- select themselves out of a group by dropping out of the study for many reasons including transfer to another institution , serious illness or dropping out of the program (Brown , 2007 , p. 31) .

Again, we would like all variables to be the same among all groups. As an academic researcher, we should consider the characteristics of the dropouts. Uniformity of characteristics permits comparing between groups despite the difficulty of interpreting the results. However, when the dropouts' characteristics are different from one group to another, the pattern of mortality may cause both groups to change in unpredictable and uncontrolled ways. Therefore, mortality could debilitate the validity of the study.

A.12.3. People Issues

The attitudes of the people involved in the study may undermine its validity and introduce uncontrolled variables. These may take the form of what is called the

Hawthorne effect. They may generate a Halo effect, or may be based on the subjects ' or researchers' expectations.

- ♦ **A.12.3.1. The Hawthorne Effect :**

The fact of being included in a study may affect both the participants' behavior and the results. The Hawthorne effect is a form of reactivity whereby subjects improve or modify an aspect of their behavior simply in response to the fact that they are experimentally measured , not because of any particular experimental manipulation . It is an initial improvement in a process of production caused by obtrusive observation (Krippendorff, 2010) .The Hawthorne effect comprises:

1. Involvement in a study and the novelty of the treatment can cause participants to perform better than they normally would.

2. Newness might affect the results.

3. Longer treatments help participants get more accustomed to new conditions.

- ♦ **A.12.3.2. The Halo Effect :**

The human tendency to respond positively to the researcher/ or to the treatment teacher may affect the results. So, the Halo effect is a cognitive bias whereby the perception of one trait, a characteristic of a person or an object, is influenced by the perception of another trait, or by several traits of that person or object (Wikipedia, 2010). This happens especially if the perceiver does not have enough information about all peculiarities.

- ♦ **A.12.3.3. The Subject-expectancy Effect :**

The participants may guess the main concern of the study and consciously or subconsciously "help" or resist the objectives of the research. In science, the subject-expectancy effect is a cognitive bias that occurs when a subject expects a given result, and unconsciously manipulates the experiment or reports the expected outcome. Also, it

can skew the experiment's results and use double-blind methodology to eliminate the effect. To the extent possible, subjects should be unaware of the purpose of the study and the tested hypotheses.

♦ **A.12.3.4. The Observer / Researcher-Expectancy Effect :**

Our attitudes and motivations may affect or color the results of the study. The experimenter expectancy is a form of reactivity, in which a researcher's cognitive bias causes them to unconsciously influence the participants (Wikipedia, 2010). It is a significant threat to the study's internal validity. For example, if we are studying how learners interact, we may watch the pairs and rate how well each learner is communicating accordingly. Also, we could expect whom from the learners could get better ratings; therefore, we unconsciously give that participant good scores. Similarly, being aware of the hypotheses, even unintentionally, we might influence the responses of the subjects. Although it is much more complicated to apply in language learning experiments, the double-blind treatment is advised as a design.

A.12.4. Measurement Issues

Knowing that the study's results are only as good as the data upon which they are based, it is crucial to insure that the measures are not introducing extraneous variables such as the practice effect, the reactivity effect, and the instability of measures and results. These factors are discussed in the following section.

♦ **A.12.4.1. The Practice Effect :**

The practice effect essentially involves the potential influence of the measures over time on each other (Brown, 2007, p. 35). It is the effect of a pretest on a subsequent similar posttest. The problem is that the participants learn from their mistakes, and learn to clear up their weaknesses in the posttest. Thus, using equivalent rather than identical measures, such as a control group design, helps to some degree.

♦ **A.12.4.2. The Reactivity Effect :**

In language studies, the reactivity effect may occur when the measures themselves are causing a change in the subjects (Brown, 2007, p.35). For example, answering questions early in a questionnaire might cause participants to form opinions or attitudes that would affect their answers. Also, the respondents behave differently when subjected to scrutiny or placed in new situations. For example, in an interview, we distort participant's lives in the way we go about studying them (Lave and Kvale , 1995 , p. 226).

♦ **A.12.4.3. Instability of Measures and Results :**

The measures instability refers to the degree to which the results on the measure are consistent . Likewise , the results instability refers to the degree to which the outcomes are likely to recur if the study was replicated . Although it is not possible to control both types of instability, statistical procedures provide us with tools to determine the degree to which measures are stable or consistent , and to estimate the probability that the results are the same , or will recur in replication (Brown , 2007, p.35) .

A.12.5. Controlling Validity

It is important that validity in different research traditions is faithful to those conventions. It would be incongruous to declare a given research invalid if it were not striving to meet certain kinds of validity like: generalizability, replicability, and controllability.

Hammersley and Atkinson (1983) argued that validity attaches to accounts not to data or methods. They added that it is the meaning that subjects give to data and inferences drawn from the data that are important. Besides, "Fidelity", coined by Blumenfeld-Jones (1995), is prerequisite to end up with a valid work. Hence, as a

staunch believer of research premises, we locate our discussion of validity within the mixed approach paradigm.

However, it is very easy to slither into invalidity. Similarly, it is both deceitful and noxious to arrive to that point at every stage of the research. Thus, to build out invalidity, we should have confidence in the research plan, data acquisition, data processing analysis, and interpretation and its ensuring judgment. Although it is impossible for a research to be 100 percent valid, we strive to minimize invalidity and maximize validity.

At the design stage, threats to validity can be controlled by:

- Choosing an appropriate time scale.

- Ensuring that there are adequate resources for the required research to be undertaken.

- Selecting an appropriate methodology for answering the research questions.

- Selecting appropriate instrumentation for gathering the type of the data required.

- Using an appropriate sample, which is representative , not too small or too long .

- Demonstrating internal, external, content, concurrent and construct validity and 'operationalizing' the constructs fairly.

- Ensuring reliability in terms of stability, consistency, equivalence, split-half analysis of test material.

- Selecting appropriate foci to answer the research questions.

- Devising and using appropriate instruments in order to :

  1. To catch accurate, representative, relevant and comprehensive data (King et al. 1987).

  2. Ensuring that reliability levels are appropriate.

  3. Avoiding any ambiguity of instructions, terms and questions.

4. Using instruments that will catch the complexity of issues.

5. Avoiding leading questions.

6. Ensuring that the level of test is appropriate: neither too easy, nor too difficult.

7. Avoiding making the instruments too short or too long.

8. Avoiding test items with little discriminability.

9. Avoiding too many or too few items for each issue.

- Avoiding a biased choice of researcher or research team: insiders or outsiders.

There are several areas where invalidity or bias might creep into this research at the stage of data gathering. These can be minimized by:

- Reducing the Hawthorne effect through double-blind technique.

- Minimizing reactivity effects through careful study of measures.

- Trying to avoid dropout rates among respondents.

- Taking steps to avoid non-return of questionnaires.

- Avoiding having too long or too short an interval between pretests and posttests.

- Ensuring inter-rater reliability.

- Matching control and experimental groups fairly.

- Ensuring standardized procedures for gathering data or for administering tests.

- Building on the motivation of the respondents.

- Tailoring the instruments to the concentration span of the respondents and addressing other situational factors like health environment, noise, distraction, and threat.

- Addressing factors concerning the researcher , particularly in an interview situation ; For example , the attitude , gender , race , age , personality ,

comments , dress , replies , questioning technique , behavior , style and non-verbal communication .

At the data analysis stage, there are several areas where invalidity lurks. These might be reduced by:

- Using respondent validation.

- Avoiding subjective interpretation of data; for instance, being too generous or too ungenerous in the award of marks. That is, lack of standardization and moderation of results.

- Reducing the halo effect through built-in general attitude as moderator or control variable.

- Using appropriate statistical treatments for the level of data; for example, avoiding applying techniques from interval scaling to ordinal data or using incorrect statistics for the type, size, complexity, sensitivity of data.

- Recognizing spurious correlations and extraneous factors which may be affecting the data

- Avoiding poor qualitative data coding.

- Avoiding making inferences and generalizations beyond the capability of the data to support such statements.

- Avoiding the equating of correlations and causes.

- Avoiding selective use of data.

- Avoiding unfair aggregation of data, particularly of frequency tables.

- Avoiding unfair telescoping of data (degrading the data).

- Avoiding type 1 or type 2 errors.

At the stage of data reporting, invalidity can show itself in diverse ways. The steps to diminish them are:

- Avoiding using data selectively and unrepresentatively; for example, accentuating the positive and neglecting or ignoring the negative.

- Indicating the context and parameter of the research in the data collection and treatment, the degree of confidence which can be placed in the results, the degree of context-freedom or context-boundedness of the data.

- Presenting the data without misrepresenting its message.

- Making claims which are sustainable by the data.

- Avoiding inaccurate or wrong reporting of data.

- Ensuring that the research questions are answered.

- Releasing research results neither too soon nor too late.

Having identified where invalidity sneaks, we can ensure that, as far as possible, invalidity will be disparaged in all phases of our study. To examine the consistency and good representation of the data collection procedure, correct operational measures were established. The question in the case of this investigation is whether the variables, or the questions in the two questionnaires, measure what they are intended to assay. One way of ensuring the study's validity is by making it extensive, so that several questions overlap. As respondents are University students, one might expect them to take the investigation seriously and to answer the questions sincerely.

A.13. Reliability

The criterion of reliability provides information on whether the data collection procedure is consistent and accurate. According to Cohen, Manion and Morrison (2001, p.105), reliability is a necessary precondition for validity. Yet, Dooley (2001, p.76) expands the definition to the degree a result is free from errors of measurement . Christensen (1997, p.217) said that reliability equates with consistency or stability. For Yin (1989, p.41), an investigation is reliable if the operations of the study can be

repeated with the same results. This requires the inquest to be as free from errors and biases as possible.

In quantitative research, reliability is a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy (Cohen, Manion and Morrison, 2007, p.146) . A reliable research must display the same results if it were carried out on a similar group of participants and in a similar context. Typically, quantitative methods require a degree of phenomena's control and manipulation which distort its natural occurrence . On the other hand, we cannot assume that qualitative methods need not strive for replication in generating, refining, comparing and validating constructs.

There are three principal types of reliability: stability, equivalence and internal consistency.

A.13.1. Stability :

In this form, reliability is a measure of consistency over time and over similar samples. A reliable instrument will yield similar data from similar respondents over time. To demonstrate this type, we will have to choose an appropriate time scale between the test and retest. Decisions have been taken as to the appropriate length of time. When too short, the participants may remember what they said and did in the first test situation, and when too long, where operating extraneous effects may distort the data. In our case, after every four sessions there was a test.

In addition, stability over sample should be guaranteed to end up with a reliable study. We would assume that the administration of a test or a questionnaire simultaneously to two groups of students who are very closely matched on significant characteristics may end up with similar results or responses. Cooper and Schindler (2001, p.216) argued that we should consider in using the test/retest method the following:

♦ The period between the test and retest is not so long that situational factors may change.

♦ The period between the test and retest is not so short that the participants will remember the first test.

♦ The participants may have become interested in the field and may have followed it up themselves between the test and the retest times.

A.13.2. Equivalence:

Reliability may be achieved through using equivalent forms, also known as alternative forms of a test or data gathering instrument. It is necessary to determine the equivalence of pretest/posttest procedures in a reliable research design. Quite clearly, it would be inappropriate to have one of the test's version be easier than the other because the results based on treatment would be artificially high or artificially low. If an equivalent form of the test or instrument is devised and yields similar results, the instrument can be said to demonstrate this form of reliability. This might also be shown if the test's or other instruments' equivalent forms yield consistent results if applied to matched samples. Here, reliability can be measured through a t-test via the demonstration of a high correlation coefficient and through the display of similar means and standard deviations between two groups.

In addition, reliability as equivalence may be performed through inter-rater reliability. It begins with a well-defined construct. It is a measure of whether two or more raters judge the same set of data in the same way. If there is strong reliability, one can then assume with reasonable confidence that raters are judging the same set of data as representing the same phenomenon.

A.13.3. Internal Consistency :

It is not always possible to administer tests twice to the same group of individuals, whether it is the same test or two different versions. Whereas the test/retest and the equivalent forms methods require the duplication of test and instruments. It is prerequisite to ensure internal consistency to administer either tests or instruments only once through the implementation of the Split-half method, the Kuder-Richardson 20 and 21, and Cronbach procedures.

Split-half procedure is determined by obtaining a correlation coefficient by comparing the performance on half of a test with the performance on the other half. This assumes that the test administered can be split into two matched halves where many have a gradient of difficulty or different items of content in each half. For example , if the test contains twenty items , then the researcher , instead of splitting the test into two by assigning items one to ten to one half , and items eleven to twenty to the second half , may assign all the even numbered items to one group and all the odd numbered items to another . This would move towards the two halves being matched in terms of content and cumulative degrees of difficulty. A statistical adjustment through

Spearman-Brown prophecy formula (Reliability $= \dfrac{2r}{1+r}$ / where *(r)* is the actual correlation coefficient to be calculated) is generally made to determine the test's reliability as a whole. If the correlation coefficient is high, it suggests that there is internal consistency to the test.

Kuder-Richardson 20 and 21 are two approaches that are also used. Although Kuder-Richardson 21 requires equal difficulty of the test items, Kuder-Richardson 20 does not . Both are calculated using information consisting of the number of items, the mean, and the standard deviation. These are best used with large numbers of items.

An alternative measure of reliability as consistency is the Cronbach alpha, frequently referred to as alpha coefficient, or simply the alpha. It provides a coefficient of inter-item correlations. That is, the correlation of each item with the sum of all the other relevant items, and it is useful for multi-item scales. This is a measure of the internal consistency among the items.

Reliability, thus construed, makes several assumptions, for example that instrumentation , data and findings should be controllable , predictable , consistent and replicable . Cooper and Schindler (2001, p.218) suggest that reliability can be improved by:

- ♦ Minimizing any external sources of variation.

- ♦ Standardizing and controlling the conditions under which the data collection and measurement take place.

- ♦ Training the researcher in order to ensure consistency (inter-rater reliability).

- ♦ Widening the number of items on a particular topic.

- ♦ Excluding extreme responses from the data analysis.

In qualitative research , Lincoln and Guba (1985) quoted by Cohen , Manion and Morrison (2007 , p. 148) replaced the term "reliability" with 'credibility' , 'neutrality' , 'confirmability' , 'dependability' , 'consistency' , 'applicability' , 'trustworthiness' , and 'transferability' . Le Compte and Preissle (1993, p.332) advocated that the canons of reliability for the quantitative part may be unworkable for qualitative inquiry. Quantitative probe assumes replication of identical results if the same methods are used with the same sample.

On the other hand, this is not to say that qualitative research need not strive for replication in generating refining, comparing and validating constructs (Cohen, Manion

, and Morrison , 2007, p.148) . Indeed, Le Compte and Preissle (1993, p.334) argue that such replication might include repeating:

♦ The status position of the researcher.

♦ The choice of information/respondents.

♦ The social situations and conditions.

♦ The analytical constructs and premises that are used.

♦ The methods of data collection and analysis .

Further, Denzin and Lincoln (1994) suggest that reliability as replicability in qualitative research can be addressed in several ways:

♦ *Stability of observations*: the same observations and interpretation would be made at a different time or in a different place.

♦ *Parallel forms*: the same observations and interpretations of what had been seen if we had paid attention to other phenomena during the observation.

♦ *Inter-rater reliability*: whether another observer with the same theoretical framework and observing the same phenomena would have interpreted them in the same way.

In qualitative research, reliability can be regarded as a fit between what researchers record as data, and what actually occurs in the natural setting. That is, it is related to the degree of accuracy and comprehensiveness of coverage (Bogdan and Biklen , 1992 , p.48) . This is not to contend for uniformity as two researchers who are studying a single setting may come up with very different findings, but both sets are reliable. Kvale (1996, p.181) suggested that in interviewing, there might be different interpretations of the qualitative data as there are researchers.

Brock-Utne (1996) quoted by Cohen , Manion and Morrison (2007, p.149) argued that qualitative assays , being holistic , strive to record the multiple interpretations of , intention in , and meanings given to situations and events . Here, the notion of reliability is construed as dependability. For Lincoln & Guba (1985, pp.108-9) and Anfara et al., (2002) dependability involves:

- ♦ Member checks (respondent validation) .

- ♦ Debriefing by peers.

- ♦ Triangulation.

- ♦ Prolonged engagement in the field.

- ♦ Persistent observation in the field.

- ♦ Reflexive journals.

- ♦ Negative case analysis.

- ♦ Independent audits (identifying acceptable processes of conducting the inquiry so that the results are consistent with the data).

Dependability, which might suggest that researchers need to go back to respondents to check that their findings are trustworthy, raises the important issue of respondent validation. However, we need to be cautious in placing exclusive store on respondents, for, as Hammersley and Atkinson (1983) insinuate, they are not in a privileged position to be sole commentators on their actions.

Bloor (1978) stated three means by which respondent validation can be addressed:

- ♦ Researchers attempt to predict what the participants' classifications of situations will be.

- ♦ Researchers prepare hypothetical cases and then predict respondents' likely responses to them.

♦ Researchers take back their research report to the respondents and record their reactions to that report.

Finally, to provide reliable data, we have decided to video record the classroom interaction and all conversational instances. For a reliable measurement, we have adopted methodological triangulation. Also, a random selection of the language produced by EFL learners in each of the treatment conditions was coded based on both the SETT Framework (Walsh, 2006) and Van Lier's Interactional Scheme (1988). In spite of all that, there are errors that can affect the study's reliability in several different phases. Figure 6 summarizes the probable sources of biases taken from Holme & Solvang (1986, p.15), cited in Hofsoy (2001, p.66).
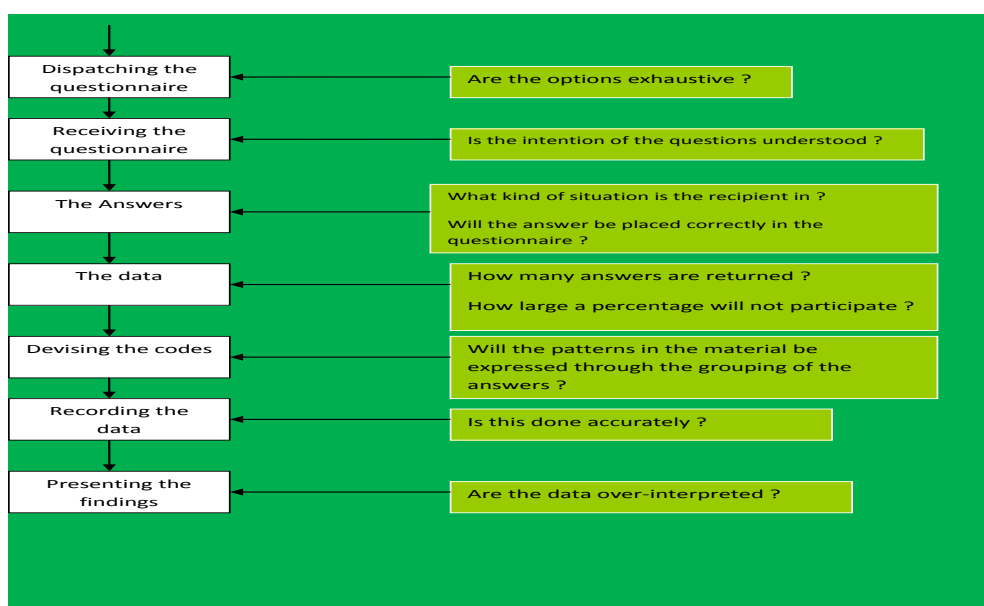
Figure 12 Possible Sources of Errors in the Process of Investigation

Source: Holme & Solvang (1986, p.15) cited in Hofsoy (2001, p.66)

A great effort to minimize each error in the process of investigating the issue has been done; however, the possibility cannot be ruled out that errors may have occurred to some extent. In order to answer this question , an identical investigation would have to be carried through , and the results could be compared .

A.14. Triangulation

It has been argued by Thurmond (2001) that scientists endeavor to design studies that will not only give a multidimensional standpoint of the phenomenon (Foster, 1997), but will also give rich, impartial and unbiased evidence that can be translated with an agreeable level of certification (Breitmayer , Ayres and Knafl , 1993 ; Jick , 1979) . One of our definitive objectives is to plan a study that has strong internal / external validity and reliability, a comprehensive multi-perspective view (Boyd, 2000), and procedures to decrease potential biases (Mitchell, 1986; Shih, 1998). To increase the validity , strength , and interpretive potential of the current probe on conversational interaction, decrease the researcher biases , and provide multiple perspectives is to use methods involving "triangulation" (Denzin , 1970).

Literally, triangulation is *"a process of using trigonometry in determining an unknown point or location by using the position of two fixed points a known distance apart"* (Webster's New Collegiate Dictionary, 1980). The triangulation allegory utilized as a part of exploration was derived from *"construction, surveying, and navigation at sea"* (Thurmond, 2001, p.253). The premise was based on the idea of using two known points to locate the position of an unknown third point, by forming a triangle (Britannica, 2000). Research's aim is to utilize two or more angles to reinforce the design to promote the capacity of interpreting the outcomes (Campbell and Fiske, 1959; Denzin, 1970; Polit and Hungler , 1995) .

Triangulation is the blend of two or more data sources, examiners, methodologic approaches, hypothetical or conjectural points of view (Denzin, 1970; Kimchi , Polivka and Stevenson , 1991) , or analytical methods (Kimchi et al. , 1991) within the same study . These combinations result in data triangulation, investigator triangulation,

methodological triangulation, theoretical triangulation (Denzin, 1970; Patton, 1990), or analytical triangulation (Kimchi et al., 1991).

Triangulation alludes to the utilization of more than one methodology of data collection exploring a research question with a specific end goal to upgrade trust in the ensuing results (Bryman, 2010). Since much social examinations are established on the utilization of a single exploration system, and in that capacity may experience the limitations and constraints connected with that technique or from the particular utilization of it. Triangulation offers the possibility of improved certainty. Triangulation is one of the few methods of reasoning for multi-method research. The term gets its origins from surveying, where it alludes to the utilization of a progression of triangles to guide out an area (Bryman, 2010).

The use of multi-method approach contrasts with the ubiquitous, but generally more vulnerable single method approach that characterizes so much of research in the social sciences . In its original and literal sense, triangulation is a technique of physical measurement . Triangular techniques attempt to map out , or explain more fully , the richness and complexity of human behavior by studying it from more than one standpoint and , in so doing , by making use of both qualitative and quantitative data . Triangulation is a powerful way of demonstrating concurrent validity, particularly in a qualitative research (Campbell and Fisk , 1959 , cited in Cohen , Manion and Morrison , 2007, p.141).

A.14.1. Triangulation and Measurement
The idea of triangulation is all that much connected with estimation hones in social and behavioral research. An early reference to triangulation was in connection to the idea of "unobtrusive method" proposed by Webb et al. (1966), who suggested

"Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced. The most persuasive evidence comes through a triangulation of measurement processes." (p. 3).

Thus, if we devise a new survey-based measure of an issue like conversational interaction, our confidence in that measure will be greater if we can confirm the distribution and correlates of the same point in question through the use of another method. Of course, the raised prospect is that the two sets of findings may be inconsistent, but as Webb et al (1966) observed, such an occurrence underlines the problem of relying on just one measure or method. Equally, the failure for two sets of results to converge may prompt new lines of inquiry relating to either the methods concerned or the substantive area involved. A related point is that even though a triangulation exercise may yield convergent findings, we should be wary of concluding that the findings are unquestionable. It may be that both sets of data are flawed.

A.14.2. Types of Triangulation Used in This Study

In this study, three types of triangulation have been used: methodological, theoretical, and data analysis triangulation.

A.14.2.1. Methodologic Triangulation

Methodologic triangulation has, likewise, been called multi-method, blended technique (mixed-method), or methods triangulation (Barbour, 1998; Greene & Caracelli, 1997; Polit and Hungler, 1995). Methodologic triangulation as tackled and dealt with in the literature, can be somewhat controversial (Goodwin and Goodwin, 1984) because it can refer to either data collection methods or research designs (Lincoln and Guba, 1985). Some scholars have discussed methodologic triangulation in

reverence with qualitative and quantitative methods, showing a paradigmatic relationship (Barbour, 1998, Greene and Caracelli, 1997). Others have alluded to qualitative and quantitative data collection methods , analysis and interpretation , not philosophical stances (Goodwin and Goodwin , 1984). Within this respect, through the use of mixed methods designs, one endeavors to lesson what Mitchell (1986), cited in Thurmond (2001, p. 254), contended as the "deficiencies and biases that stem from any single method" (p.19) creating "the potential for counterbalancing the flaws or the weaknesses of one method and the strengths of another" (p. 21).

In the current study, the typology of methodologic triangulation used is the one labeled as the "across- or between- method triangulation" (Thurmond, 2001) where three complementary data collection procedures, namely, observation, questionnaires, and focused group interviews are used in the same study (Boyd, 2000; Denzin, 1970; Kimchi et al., 1991; Mitchell, 1986). To abide for the research purposes of mixed methods approach, the current study, as it has been highlighted earlier, combines between classroom exploratory participation observation, participant interviews and analogously questionnaires.

A.14.2.2. Theoretical Triangulation

Theoretical triangulation refers to the use of various theories or hypotheses when exploring a given issue. The goal is to lead the study in view of different lenses and inquiries, to loan backing to, or invalidate results. In this kind of triangulation, the points of view or assumptions utilized may be connected or have restricting perspectives, relying upon what we would like to obtain (Denzin, 1970). Theoretical triangulation could be employed to assess different theories by scrutinizing information from the same data set (Boyd, 2000). To adhere to the principles of theoretical

triangulation in this study, a wide array of SLA theories and assumption on the role of conversational interaction in developing EFL learning have been put under exploration and guided the study's introspective and exploratory processes.

A.14.2.3. Data Analysis Triangulation

Data analysis triangulation refers to the blending of two or more strategies for analyzing data. These systems can incorporate distinctive groups of measurable testing or diverse factual procedures to decide for similarities or approve data (Kimchi et al., 1991). With this regard, the current research framework adheres to many principles of analysis where data sets have been approach from different angles as it will be highlighted in detail in the analytical framework and the analytical procedures sections of this chapter.

A.14.3. Advantages and Drawbacks

A.14.3.1. The Benefits

The advantages of the multi-method approach are manifold. First, whereas the single observation in fields such as medicine, chemistry and physics normally yields sufficient and unambiguous information on selected phenomena, it provides only limited view of the complexity of human behavior and of situations in which individuals interact. It has been observed that as research methods act as filters through which the environment is selectively experienced, they are never atheoretical or neutral in representing the world of experience (Smith, 1975).

Exclusive reliance on one method, therefore, may bias or distort the researcher's picture of the particular slice of reality being investigated. The researcher needs to be confident that the data generated are not simply artefacts of one specific collection method (Lin, 1976). Such confidence can be achieved, as far as nomothetic research is

concerned, when different methods of data collection yield substantially the same results.

Further, the more the methods contrast with each other, the greater is the researcher's confidence. For example, if the outcomes of a questionnaire survey correspond to those of an observational study of the same phenomena, the more we will be confident about the findings. Or , more extreme , where the results of a rigorous experimental investigation are replicated in , say , a role playing exercise , we will experience even greater assurance . If findings are artefacts of the method, then the use of contrasting methods considerably reduces the chances of any consistent findings being attributable to similarities of method (Lin, 1976) .

In addition, some theorists have been sharply critical of the limited use to which existing methods of inquiry in the social sciences have been put. For example, Smith (1975), cited in Cohen , Manion and Morrison (2007 , p.142) commented that

"Much research has employed particular methods or techniques out of methodological parochialism or ethnocentrism. Methodologists often push particular pet methods either because those are the only ones they have familiarity with, or because they believe their method is superior to all others" (p.142).

Gorard and Taylor (2004) argued that the use of triangular techniques will help to overcome the problem of method-boundedness. In its use of multiple methods, triangulation may utilize either normative or interpretive techniques, or it may draw on methods from both of these approaches and use them in combination. Lincoln and Guba (1985, p.315) suggested that triangulation is intended as a check on data, while member checking, and elements of credibility, are to be used as a check on members' constructions of data.

The benefits of triangulation can, briefly, include:

1. "Increasing confidence in research data.

2. Creating innovative ways of understanding a phenomenon.

3. Revealing unique findings.

4. Challenging or integrating theories.

5. Providing a clearer understanding of the problem." (Jick, 1979, quoted by Thurmond, 2001, p. 254). These benefits may be applicable to each type.

➤ *A.14.3.1.1. Data Triangulation :*

The advantage to data triangulation is the nature and amount of data generated for interpretation (Banik, 1993).

In the current research context, using multiple methods of data collection has been valued by Lincoln Guba (1985) stating that:

"Triangulation of data is crucially important in naturalistic studies … No single item of information , unless coming from an elite and unimpeachable source , should ever be given serious consideration unless it can be triangulated" (p.283) .

In this study, using questionnaires, interviews and classroom observation through combining quantitative records with fieldwork has been adopted to enhance the research validity and reliability.

➤ *A.14.3.1.2. Methodologic Triangulation :*

Within the same paradigm, mixing data-collection methods is sensible (Lincoln and Guba, 2000). Although some argue that combining both qualitative and quantitative

paradigms that differ epistemologically and ontologically can cause some sort of controversy, the counterargument is that the two are similar in their objectives , scope , and nature of inquiry across methods and paradigms (Dzurec & Abraham , 1993).

In similar vein, Mixed methods studies are designed "to understand and explain behavior and events, their components, antecedents, corollaries and consequences" (Dzurec and Abraham, 1993, p. 76). Therefore, "blending elements of one with the other is possible, especially if the approaches have similar axiologies." (Lincoln and Guba, 2000, cited in Thurmond, 2001, p. 255). This mixing permits the best representation of both world perspectives.

Qualitative data source may provide helpful explanations with regard to the success of exploratory interventions when the numbers fail to answer the question (Polit and Hungler , 1995) . Methodologic triangulation has the capability of uncovering novel contrasts or significant data that may have stayed unveiled with the utilization of one and only approach or data collection strategy.

Similarly, numeric data can strengthen revealing so as to understand anomalies or special individual cases (Duffy, 1987). Hinds (1989) contended that consolidating both techniques "increases the ability to rule out rival explanations of observed change and reduces skepticism of change-related findings". (p.442).

> ### *A.14.3.3. Theoretical Triangulation :*

The use of more than one theoretical perspective or assumption can decrease proxy explanations for a phenomenon (Mitchell, 1986). One of the best advantages of theoretical triangulation is that it gives a more extensive, more profound investigation of discoveries. Having opponent speculations likewise challenges scientists to look past the undeniable clarifications. Various points of view can preclude contending theories,

avoid untimely acknowledgment of conceivable clarifications, and build trust in creating concepts or formulae in theory development (Banik , 1993).

In sum, the different advantages of the use of triangulation in this study could be the following:

♦ Can increase confidence in results.

♦ Can strengthen the completeness of the study.

♦ Can address different but complementary questions within a single study.

♦ Enhances interpretability: one set of data gives a handle to understanding another.

♦ Divergences can uncover new issues or processes that can result in turn in the development of new theories, or the modifications of existing ones.

♦ The researcher is closer to the research situation contributing to a more nuanced understanding of the focus of the study.

A.14.3.2. Drawbacks

Triangulation is not without criticism. For example, Silverman (1985) suggests that the very notion of triangulation is positivistic, and that is exposed most clearly to data triangulation, as it is presumed that a multiple data source (concurrent validity) is superior to a single source or instrument. The assumption that a single unit can always be measured more than once violates the interactionist principles of emergence, fluidity, uniqueness and specificity (Denzin, 1997, p. 320). Further, Patton (1980) suggests that even having multiple data sources, particularly of qualitative data, does not ensure consistency or replication. Fielding and Fielding (1986) hold that methodological

triangulation does not necessarily increase validity, reduce bias or bring objectivity to research.

The limitations of triangulation as a procedure could be highlighted in the following points:

> ***A.14.3.2.1. Data Triangulation :***

The large measure of data that can be produced as an aftereffect of data triangulation can represent a critical issue for us. The huge measure of the resulting data may prompt controversial understandings of the subject to be studied (Porter, 1989). Troubles may emerge from attempting to "fit" qualitative information into a quantitative mold (Thurmond, 2001).

One of these issues included what to do with single reactions or single-cases outcomes. In the event that the qualitative data were dissected utilizing the qualitative technique, the researcher likely would have considered the more profound importance of the extraordinary reaction. However, attempting to break down the single case quantitatively opened the likelihood of just releasing the reaction as an exception. The second dilemma is coordinating every example of judgment with a behavioral marker. The researcher will experience issues coding dichotomous reactions with respect to judgment as a result of cases when the judgment does not fit an assigned behavioral code. A third pickle is the means by which to code a classification for a specific perfect sort , when the perfect sort is not the one distinguished or does not exist (Buchanan, 1992).

➢ *A.14.3.2.2. Methodologic Triangulation :*

At the paradigmatic or rational level, Polit and Hungler (1995) examined a portion of the pervasive issues in methodologic triangulation and forewarned about these different obstructions that may hinder the utilization of procedure triangulation:

❖ "Differences in epistemologic stance may cause conflict about the research design .

❖ The increased expense of multi-method research may be strong barrier .

❖ Investigator expertise may be lacking in either method.

❖ Difficulty in meshing numerical and narrative data to understand the phenomenon.

❖ Reluctance of some editors to publish multi-method works" (Thurmond, 2001, p. 256).

Few specialists are enticed to consolidate a qualitative and quantitative methodology in their studies, trusting the quality of one may counterbalance the shortcoming of the other. However, the errors of data from one methodology may not as a matter of course reduce the mistakes of the other (Fielding and Fielding, 1986). In methods triangulation, the essential strategy must be sufficiently thorough to have the capacity to manage the study without anyone else , while the added technique adds to the quality of the examination (Morse, 1991).

➢ *A.14.3.2.3. Theoretical Triangulation :*

Theoretical triangulation is expected to build the certainty of the acknowledged speculation or hypothesis, when the data findings are tried against a contradicting theory

or hypothetical structure (Mitchell, 1986). However, if the models are not at first recognized, or if ideas inside the theoretical models are not satisfactorily characterized, this can bring about disarray (Banik, 1993).

Another contention against theoretical triangulation is that the utilization of various speculations in backing of the same study may be flawed, indiscernible, and epistemologically unsound. The obtained results do not turn out to be more substantial and trustworthy just on the grounds that they were bolstered by comparative hypotheses, which may have interrelated constructs and ideas (Lincoln and Guba, 1985). Then again, if the chosen speculations for triangulation are restricting hypotheses, deciphering the ideas may be troublesome in light of the fact that they were ineffectively separated and covered with the contending theories and assumptions (Banik, 1993).

Burns and Grove (1993) anticipated that triangulation would be the exploration pattern of the 1990s, and they forewarned scientists enticed to bounce on this temporary "bandwagon" (Thurmond, 2001, p. 257) to survey the fit of triangulation systems to their studies. They were, additionally, worried that the fame of triangulation would bring about inadequately led considerations. Such studies could happen on the grounds that few analysts should think about utilizing this strategy to make their discoveries more trustworthy. The principle admonition is to consider triangulation just if solid support can be made for it, and be clear about what we would like to pick up from this procedure. Finally, theoretical triangulation is observationally void and empirically empty (Patton, 1980).

In brief, the drawbacks of using triangulation could be summarized as follows:

♦ Might be time consuming.

♦ Understanding replication and comparative studies can be difficult.

♦ Researchers may not be technically competent in particular methods.

Researchers might be tempted to make inconsistent data sets artificially compatible in order to produce a more coherent account.

In conclusion, triangulation, properly utilized, may improve the fulfillment and affirmation of data in exploration research of qualitative examinations. The utilization of both quantitative and qualitative methodologies in the same study is a feasible choice to acquire correlative discoveries and to fortify exploration results. In reverence with this, Streubert and Carpenter (1999) argued that

"*If different philosophic and research traditions will help to answer a research question more completely, then researchers should use triangulation*" (p. 307)

Triangulation in our context can provide a new way of looking at the same data, and it can add to credibility if it confirms the conclusions that have been drawn. Quantization can be useful in checking if the findings are trustworthy. It can increase confidence that research findings actually represent the meanings displayed by the participants. It is a kind of cross-checking of information and conclusion in research, brought about by the use of multiple procedures or sources. If there is agreement, there is support or corroboration of the interpretation of the data. The idea behind implementing this approach is that one can be more confident with a result if different methods lead to the same outcome. Nonetheless, as Hammersley (1992) claims, it is not possible to know with certainty that an account is true because there is no independent and completely reliable way to find "truth". The only way to get closer to the truth is to carefully examine all the evidence and see whether it supports the interpretation.

A.15.Fidelity, Trustworthiness and Quality in the Present Research

Fidelity, trustworthiness, or even rigor has troubled practitioners for at least a quarter of a century. Fidelity is presented as a criterion for practicing and evaluating qualitative inquiry, linking narrative inquiry to both social science and art. Fidelity is contrasted with "truth" and distinguished as moral in character . It is further characterized as a "betweeness" construed as both intersubjective obligations between teller and receiver , as well as a resonance between the story told and the social and cultural context of a story (Fenton & Mazulewicz , 2008) .

Blumenfeld Jones (1995) asserted:

"The narrative inquirer must act with fidelity by being true to the situation of the teller by recognizing , constructing and establishing linkages between events , small and large , immediate and distant , immediate and historical ...The narrative inquirer must maintain fidelity both toward the story of a person (and what the person makes of his or her story) and toward what that person is unable to articulate about the story and its meanings ." (p.28)

In non-research contexts, for Orwin (2000), Mawbray, Holter , Teague and Bybee (2003) , fidelity is the extent to which delivery of an intervention adheres to the protocol or program model originally developed . In outcome research, trustworthiness has been described by Moncher and Prinz (1991) as :

"Confirmation that the manipulation of the independent variable occurred as planned."   *(p.247)*

Fidelity, then, can be viewed as a "manipulation check" intended to determine if the independent variable yielded the desired difference between the treatment groups. It is the degree to which a particular program follows a program model (Bond et al., 2000). However, unlike classic experimental studies, in which the

researcher manipulates one specific variable while holding all other variables constant, studies evaluating the effectiveness of a program model usually must contend with comparisons between two or more treatments that differ on many dimensions. In order to obtain significant outcome differences, the design for this study, which could be described as an outcome project, should maximize the "systematic variance" (Kerlinger, 1986) by ensuring that the experimental and control conditions are different.

Logically, there are two strategies for making the conditions different. One is by employing a neutral control condition, the one that is not expected to result in large improvements in outcomes. The other is to use a powerful experimental condition. Of course, a control condition that represents standard services will be of more scientific and practical interest than an approach already known to be ineffective. Making sure the treatments are different is one main way to increase statistical power (Lipsey, 1990). Generally speaking, it is important to examine the implementation of both the experimental and control groups along the same study dimensions in order to determine the degree of treatment differentiation, which is the systematic variance that is expected to account for any differences in results (Bond et al.,2000).

Vanderstoep and Johnston (2009) asserted that fidelity refers to:

> *"The purity of the recorded data in comparison to the actual lived experience."*   *(p.189)*

Arguably, the question of trustworthiness, according to Lincoln and Guba (1985), is of central importance to the rigor of a qualitative / quantitative research. It concerns the degree to which a given description of a particular phenomenon's fundamental structure is reflected at the empirical, observed, or experienced level.

Although it is assumed that no one description can ever be complete, descriptions vary , and they can be evaluated in terms of how accurate or faithful they are . This means that it is possible to compare qualitative work and determine which description is more accurate, more complete, or more valid (Barrett and Murk, 2006).

Nonetheless, fidelity applies to qualitative data as much as to quantitative findings. Being truthful and accurate about descriptive phenomena is much more intricate than dealing with quantified results. Trustworthiness can be identified if the findings reflect the reality of the experience providing participants with the opportunity to review the researchers' interpretation of data (Koch, 1994; Guba and Lincoln, 1989). Lincoln and Guba (1989) have established "authenticity" in a constructivist paradigm as a measure of trustworthiness in rigorous research practices. They maintained that this is cultivated by answering the question : "how can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to ?" (p.290).

In theory, trustworthiness, i.e. credibility and validity can be considered from two different perspectives depending on the epistemological foundation of the research and the epistemologically biased arguments of the evaluation . The researcher can influence directly only the epistemological basis of the research , not the evaluator's bias . Of course, clear criteria stated by the researcher makes it more valid for the reader to evaluate its trustworthiness. Therefore, it is very important that clear basis for the evaluation will be set.

As far as qualitative data are concerned, Johnson (1997) discussed three types of trustworthiness: the descriptive, the interpretive , and the theoretical .

- Descriptive validity refers to the factual accuracy of the reported accounts

  .

- Interpretive validity is obtained to the degree that the participants' viewpoints , thoughts , intentions , and experiences are accurately understood and reported .

- Theoretical validity is achieved to the degree that a theory or theoretical explanation developed from a research study fits the data so that it is credible and defensible.

To demonstrate these measures, the following strategies summarized in table 2 are used to promote the current research rigor and validity.

Table 4 : Strategies Used to Promote Qualitative Research Validity (Johnson 1997). (Source : Jyrki Pulkkinen (2003, p. 49)

Strategy	Description
Researcher as "Detective"	A metaphor characterizing the qualitative researcher as he or she searches for evidence about causes and effects. The researcher develops an understanding of the data through careful consideration of potential causes and effects and by systematically eliminating "rival" explanations or hypotheses until the final "case" is made "beyond a reasonable doubt." The" detective" can utilize any of the strategies listed here.
Extended fieldwork	When possible, qualitative researchers should collect data in the field over an extended period of time.

Low inference descriptors	The use of description phrased very close to the participants' accounts and researchers' field notes. Verbatim (i.e., direct quotation) is a commonly used type of low inference descriptor.
Triangulation	"Cross-checking" information and conclusions through the use of multiple procedures of sources. When the different procedures or sources are in agreement you have "corroboration."
Data triangulation	The use of multiple data sources to help understand a phenomenon.
Methods triangulation	The use of multiple research methods to study a phenomenon.
Investigator triangulation	The use of multiple investigators (i.e., multiple researchers) in collecting and interpreting the data.
Theory triangulation	The use of multiple theories and perspectives to help interpret and explain the data.
Participant feedback	The feedback and discussion of the researcher's interpretations and conclusions with the actual participants and other members of the participant community for verification and insight.
Peer review	Discussion of the researcher's interpretations and conclusions with other people. This includes discussion with a "disinterested peer" (e.g., with another researcher not directly involved). This peer should be

	skeptical and play the "devil's advocate," challenging the researcher to provide solid evidence for any interpretations or conclusions.
Negative case sampling	Locating and examining cases that disconfirm the researcher's expectations and tentative explanation.
Reflexivity	This involves self-awareness and "critical self-reflection" by the researcher on his or her potential biases and predispositions as these may affect the research process and conclusions.
Pattern matching	Predicting a series of results that form a "pattern" and then determining the degree to which the actual results fit the predicted pattern.

Most of the strategies mentioned by Johnson (1997) argue from two different presumptions:

- Implicitly the strategies take the assumption of validity from quantitative research as a starting point , which aims to avoid subjectivity in research results .

- Strategies usually presuppose that the source of information in qualitative analysis is subjective expressions of the research informants , from which more or less objective meaning will be interpreted .

- Some of the strategies, mentioned by Johnson (1997) , are related to descriptive measures of validity .

To achieve greater descriptive validity in this thesis , triangulating both qualitative and quantitative methods as well as data collection procedures will be deployed .

Lincoln and Guba (1985) recommended that to ensure the rigor of qualitative data and fidelity of quantitative analysis , the inquirer must implement the criteria of credibility , transferability , dependability , and confirmability .

A.15.1. Credibility

Credibility is an evaluation of whether or not the research findings represent "credible" conceptual interpretation of the data drawn from the participants' original data (Lincoln and Guba , 1985 , p.296) . Within naturalistic inquiry, credibility is the degree to which one can believe that the findings are reported honestly . This is achieved by using various activities such as "triangulation" (Lincoln and Guba , 1985) . According to Rolfe (2006) , credibility corresponds roughly to the concept of internal validity that is used in quantitative research . It is linked to trustworthiness . It is established when the findings reflect the meanings as they are described by the participants .

Sandelowski (1993) argued that issues of validity in qualitative studies should not be linked to truth or value , but rather to trustworthiness , which can be obtained if researchers try to make their reflections and decisions transparent, so that they can be scrutinized . According to Sandelowski (1986) , quoted by Rolfe (2004) , credibility is

"Leaving a decision trail , so that the reader would be able to track and verify the research process ."   (p.305)

For Rolfe (2006) , there are no objective criteria for trustworthiness . A study is trustworthy only if the reader of the research report judges to be so . The credibility of the assay accounts is checked by referring to participants' or other researchers' interpretation of data , or by applying other methods of analysis in relation to the same subject matter . According to Lincoln and Guba (1989) , such

peer reviews or checks are the single most critical techniques for establishing credibility within each individual study .

Positivists addressed internal validity as a key criterion to ensure that their investigation measures what is actually intended . According to Merriam (1998), credibility deals with the question of "how congruent are the findings with reality" . Lincoln and Guba (1985) argue that ensuring credibility is one of the most important factors in establishing trustworthiness . To promote confidence that the phenomenon has been accurately recorded , some provisions are required.

A.15.1.1. The Adoption of Research Methods

Yin (1994) , quoted by Shenton (2004) ,   admitted the importance of incorporating "correct operational measures for the concepts being studied" . Thus , the specific procedures employed , such as the line of questioning pursued in the data gathering sessions and the methods of data analysis , should be derived , where possible from those that have been successfully utilized in previous comparable projects . For a trustworthy investigation of conversational interaction, an experiment has been conducted , and a qualitative exploration of the observed phenomenon has been carried out to find applicable solutions to the different learning problems as well as to help overcome communicative breakdowns .

A.15.1.2. The Development of an Early Familiarity with the Culture of Participants

Before the first data collection dialogues take place , preliminary visits and consultation of appropriate documents about the participants may be necessary to start any intervention and to provide the researcher with background information (Lincoln and Guba , 1985 , and Erlandson et al ., 1993) .

A.15.1.3. Random Sampling

Randomization may negate researcher's changes in the selection of participants . As Preece (1994) , cited in Shenton (2004, p.65) , notes that random sampling also helps to ensure that any "unknown influences" are distributed evenly within the sample . The random method is particularly appropriate for our investigation. Some studies would take the form of a "collective case study" as described by Stake (1994) , in that multiple voices , exhibiting characteristics of similarity , dissimilarity , redundancy and variety are sought in order to gain knowledge of a wider group . This form of research is approved by Hamel , Dufor and Fortin (1993) who dub it a "macroscopic case study" and stressed on the selection of a broader "selected society". For Atkinson and Bouma (1995) , "Random sampling provides the greatest assurance that those selected are a representative sample of a larger group ." . Nonetheless, random sampling is disadvantageous because there is no control over the choice of informants; therefore, quiet , uncooperative or inarticulate participants may be selected .

A.15.1.4. Triangulation

Part of triangulation is the usage of different strategies in approaching the subject and collecting data like observation , focus groups and individual interviews . According to Guba (1985) , Brewer and Hunter (1989) , triangulated methods compensate for individual limitations and exploit their receptive benefits .

Another form of quantization is the use of a wide range of informants (Data sources triangulation) . Here, individual view points and experiences are compared, and ultimately , a rich picture of the attitudes , needs or behavior of the studied sample are constructed based on the contributions of a vast array of people . Van Maanen (1983) emphasizes the exploitation of opportunities "to check out

bits of information across informants." . The results obtained from data sources triangulation may have greater credibility in the eyes of the reader .

Glesne (1999) argued that the method of quantization is not the simple combination of different kinds of data but the attempt to relate them in order to offset the threats to validity identified in each . Trustworthiness is strived for by using multiple data sources and multiple data collection as well as analysis.

A.15.1.5. Tactics to Ensure Honesty in Informants

Opportunities for participation should be voluntary so as to ensure that the data collection sessions involve only those who are genuinely willing to take part and are ready to offer data freely . Participants should be spurred to be frank. Good rapport is established with the informants. Contributors should be motivated to share their ideas and experiences without fear of losing credibility. Subjects should have the right to withdraw at any point without giving any explanation.

A.15.1.6. Iterative Questioning

Specific ploys may be incorporated to uncover deliberate lies . Probes eliciting data and iterative questioning might be used where matters previously raised by informants and extracts related data could be rechecked. In both cases, where contradictions emerge, mediocrity could be detected; therefore, the suspected data are discarded.

A.15.1.7. Negative Case Analysis

Lincoln and Guba (1985) , Miles and Herman (1994) , and Silverman (2000) recommended that hypotheses are refined until all cases within the data are addressed . If typologies are produced in the study , the data are revisited on

completing the initial categories in order to confirm that these constructs do answer for all instances of the scrutinized phenomenon .

A.15.1.8. Frequent Debriefing Sessions

The investigator's vision may be widened as others bring to bear their experiences and perceptions. Collaborative sessions can be used to discuss alternative approaches, and draw attention to flaws in the proposed course of action. Meeting with professionals related to the research project can provide a sounding board to test and develop the investigator's ideas and interpretation. Also, probing from others may help to recognize biases and preferences.

A.15.1.9. Peer Scrutiny of the Research project

Colleagues, peers and academics should be welcomed to share opinions and offer feedback about the research project during given presentations about the study . Individual's fresh perceptions may challenge the investigator's assumptions that he could not perceive with real detachment. The research methodology may be refined by their questions and observations. Therefore, the design, the arguments and the explanations could be strengthened in the light of the made comments.

A.15.1.10. The Researcher's Reflective Commentary

The study should be constantly evaluated through a reflective commentary (Shenton , 2004) , part of which may be devoted to the effectiveness of the employed research techniques . Part of the reflective commentary, initial impressions of data collection sessions, emerging patterns during data collection, and generated theories should be recorded . As Lincoln and Guba (1989) have asserted , the commentary plays a key role in what is called "progressive

subjectivity" or monitoring the researcher's own developing constructions critical for establishing credibility .

A.15.1.11. Background, Qualifications, and experience of the Investigator

According to Patten (1990) , cited in Shenton (2004 , p. 68) , the credibility of the research is important as it is the person who is the major instrument of data collection and analysis . Alkin , Daillak and White (1979) , quoted by Shenton (2004 , p.68) suggested that the scrutinizer's trust in the research is of equal importance to the adequacy of the procedures themselves . Mayhut and Morehouse (1994) recommended that any personal and professional information relevant to the studied phenomenon should be supplied.

A.15.1.12. Member Checks

For Lincoln and Guba (1985) , to bolster a study's credibility, member checks should be used . Checks relating to the accuracy of the data may take place both "on the spot" , in the course , and at the end of the data collection dialogues . Data transcripts may be read by the participants to consider whether their words matched their intentions . Part of member checking is the verification of the investigator's emerging theories and inferences during the study . Where appropriate , participants are asked for the reasons of some observed patterns . The importance of developing such a formative understanding is recognized by Van Maanen (1983 , pp.37-55) quoted by Shenton (2004 , p.69) .

A.15.1.13. Thick Description of The Investigated Conversational Interaction in a Computer Mediated Classroom

Credibility is promoted via detailed description as it helps to convey the actual situations about the scrutinized phenomenon . Without this insight , it is difficult to determine the extent to which the overall findings "ring true" .

A.15.1.14. Examination of Previous Research Findings

Silverman (2000) considers that in order to assess how far the project's results are congruent with those of the past studies , the current findings should be related to an existing body of knowledge . In this respect , reports of previous studies may be invaluable sources .

To increase credibility in the current study , several activities are used :

1. Personal biography , presuppositions , and life experiences have been disclosed to gain the readers' trust .

2. The methodology is clearly outlined , including the research questions that guided the assay process .

3. Peer debriefing has been included , and some of the well knowledgeable enthusiastic researchers about the topic have been consulted .

4. The stimulated recall procedure has been deployed part of member checking .

5. Triangulating both quantitative and qualitative procedures has been adopted to ensure the research's trustworthiness .

Within the mixed qualitative/quantitative research, credibility derives from checking out the consistency of different data resources. It depends on knowing

the relevant context that evokes multiple meanings. It is determined by using multiple perspectives or theories to interpret the data. That is, examining the data from the perspectives of different stakeholder positions with different theories of actions. The recognition of the inevitability of subjectivity also yields the process of triangulation to ensure the credibility of the research.

A.15.2. Transferability/ (Fittingness)

Transferability, comparable to external validity, is a process performed by readers of the research. It refers to whether or not findings can be applied outside the context of the study situation. A research can be deemed to have met the criterion of transferability when the findings can "fit" into other contexts and readers can apply the results to their own experiences (Ryan, 2007). It is, also, enhanced when the outcomes are meaningful to individuals not involved in the survey. According to Merriam (1998), external validity is concerned with the extent to which the findings of one study can be applied to other situations. Guba and Lincoln (1989) define transferability as:

> *"The readers' ability to take the study's findings and apply them to other environments or situations with which the readers are familiar."*
> (p.1)

It is the degree to which the results can be generalized and transferred to other settings and contexts. From a qualitative perspective, transferability is primarily the responsibility of one applying the generalization enhanced by thoroughly describing the research context and the assumptions central to the assay. The person who wishes to transfer the results to a different context is then responsible for judging how sensible the transfer is.

In positivist works, results at hand can be applicable to a wider population (Shenton , 2004). Erlandson et al. (1993) believe that , in practice, conventional generalisability is never possible in naturalistic contexts. On the other hand, Stake (1994) and Denscombe (1998) , cited in Shenton (2004) , suggested that :

> *"Although each case may be unique , it is also an example within a broader*
>
> *group and , as a result, the prospect of transferability should not be*
>
> *immediately rejected." (p.69)*

This means that one similar situation could be represented in a larger context if the same conditions were kept. From here, identical results will be obtained in a different time-space matrix if the underlying plight is respected.

Bassey (1981) suggested that findings could be related to their own contexts only if practitioners' situations are similar to that of the described study. Lincoln & Guba (1989) and Firestone (1993) , quoted by Shenton (2004), agreed that :

> *"It is the responsibility of the investigator to ensure that sufficient contextual*
>
> *information about the field work sites is provided to enable the reader to*
>
> *make such a transfer." (p.70)*

Accordingly, the strategies to ensure transferability include "thick descriptions" of the contextual factors impinging on the inquiry that provide sufficient information to judge the themes, constructs, or categories under study. Nevertheless, as noted by Firestone (1993), the situation is made complex by those factors the researcher considers important, and consequently unaddressed, which may be critical in the eyes of the reader.

Cole & Gardner (1979) ; Marchionini & Teague (1987) , and Pitts (1994) , adduced by Shenton (2004, p.70) highlighted the importance of some provisions before undertaking any transference:

a. The number of organizations taking part in the study and where they are based,

b. Any restrictions in the type of people who contributed data,

c. The number of participants involved in the field work,

d. The data collection methods that were employed,

e. The number and length of the data collection sessions,

f. The time period over which the data was collected.

Being preoccupied with transferability is easy especially if the results are understood within the context in which the field work was carried out. To assess the trustworthiness of the findings , similar projects employing the same methods , but conducted in different environments could be valuable. However, as Borgman (1986) and Pitts (1994) have acknowledged :

"Understanding of a phenomenon is gained gradually through several studies rather than one major project conducted in isolation. Even when different investigations offer results that are not entirely consistent with one another , this does not imply that one or more is untrustworthy, but they simply reflect multiple realities." (p.71)

The context to which findings may be transferred depends on the similarity of the set environment. Important for determining similarity of the context is the method of reporting known as "thick description", which refers to the process of using multiple perspectives to explain the insights gleaned from a study, and taking into account the

actors' interpretations of their actions and the speakers' exegesis of their speech (Makey & Gass, 2008).

Arguably, Dervin (1997) considers that :

"To posit ...every contradiction , every inconsistency, every diversity not as an

error or extraneous but as fodder for contextual analysis. To ask and re-ask what

accounts for this difference or this similarity and to anchor possible answers in

time-space conceptualizings."(p.71)

If the results' transferability is realistic, readers need to know as much as possible about the original research situation in order to determine if it is similar to their own. Thus, a highly detailed description of the research conditions and methods is supplied.

A.15.3. Dependability/ (Auditability)

Dependability pertains to the importance of the researcher accounting for the procedures used to interpret the data to ensure the reader that the diagnoses of the participants' perceptions have been tested and are sound (Lincoln and Guba , 1985). If the work were repeated , in the same context, with the same methods , and with the same participants , similar results would be obtained (Shenton , 2004).

Auditability is an integral component of rigor and involves the investigator giving the reader sufficient information to determine how dependable the study and the researcher are. An assay is deemed auditable when another researcher can clearly follow the trail used by the examiner and potentially arrive at the same comparable conclusions. According to Koch (2006), this provides the reader with evidence of the decisions and choices made regarding theoretical and methodological issues throughout the investigation and entails discussing explicitly the reasons for such decisions. It is necessary for each stage to be traceable and clearly documented.

To address the dependability issue , the processes within the study are reported in detail , thereby enabling a future researcher to respect the work , if not necessarily to gain the same results. Engaging multiple methods , such as observation , interviews and recordings will lead to more valid , reliable and diverse construction of realities , therefore , ensure the trustworthiness of the research. It encourages researchers to provide an audit trail , (the documentation of data , methods and decisions about the assay), which can be laid open to external scrutiny. Essentially, dependability is concerned with whether the same results are obtained if the same thing could be observed twice. But, we cannot actually measure the same thing twice. By definition, if we are measuring twice, we are evaluating two different things. The idea of dependability , on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The assay is responsible for describing the changes that occur in the setting, and how these changes affected the way the study has been approached.

To enhance dependability, the participants are asked to review the patterns in the data. Recorded data can help to recreate the data collection context and allow the researcher to make use of all interpretive cues in order to draw inferences and evaluate the dependability of the drawn assumptions. Recordings can also provide the research participants and other researchers working in similar contexts with an assessment about whether dependable presumptions have been derived from the data. A study may be shown to be dependable by producing evidence of a decision trail at each stage of the research process.

A.15.4. Confirmability/Objectivity

Confirmability requires the researcher to demonstrate how conclusions and interpretations have been reached. It is concerned with establishing that findings are

clearly derived from the data (Tobin and Begley, 2004). For confirmability, it is required to make available full details of the data upon which claims and elucidations are based. This is similar to the concept of replicability in the quantitative paradigm, with the point that another investigator should be able to ponder the data and confirm, modify, or reject the first researcher's analysis. Confirmability invokes auditing as a means to demonstrate quality. For example, the researcher can offer critically reflexive analysis of the methodology used. Hence, the techniques applied in the current project , such as triangulation of data and context, can be useful tools of confirmability. It is assumed that each researcher brings a unique perspective to the study. Thus, confirmability is the degree to which the results could be confirmed or corroborated by others. To enhance it, the procedures can be documented for checking and rechecking the data throughout the assay. Another researcher can take a "devil's advocate" role with respect to the results, and this process can be documented. Negative instances that contradict prior observations can actively be searched for and described. Then, a data audit that examines the data collection and analysis procedures could be conducted making judgments about the potential for bias or distortion. Confirmability is usually established when credibility, transferability, and dependability are achieved.

Fidelity, rigor or even trustworthiness could be regarded as a primary criterion for many reasons. The knowledge that the reader gets of the treated results is the first and foremost end. The manipulation of variables ought to be specified to guarantee the trustworthiness of the assay. The theoretical formulation and documentation of variables are put in a way that conforms to real situations. The description measurement of the counterfactual and control conditions is set to maximize integrity. The experimental part of the project is meant to promote the soundness of the intervention, in which outcomes are reported with righteousness. Careful, systematic scrutiny of the intercession and

aspects of implementation are fostered to preserve the research's lealty. A key issue in ensuring research fidelity is to make sure that the model is clearly defined at the outset (Bond et al., 2000). Initial ambiguity may be a factor of enigmatic findings. Furthermore, facilitating communication in the literature should be enhanced. Finally, the research's body has to be synthesized identifying critical ingredients.

The characteristics of the current assay could be summarized in the following table (Table3.) entitled properties of the present investigation:

Table 5 : Properties of the Present investigation

Truth	There are multiple truths. Generalization is sought.
Purpose	It is concerned with discovery, description and verification.
Context	There is orientation to the learning/educational context in which events occur and have meaning.
Emphasis	There is an emphasis on understanding the learning context from the point of view of the participants in the study (an emic perspective).
Approach	The approach is both inductive and deductive.
Relationship Between Researcher and Participant	There is integration between the researcher and participant where interaction is valued.
Data Collection	The major data collection techniques include interviewing, participant observation, a questionnaire and an exploratory treatment.

Analysis	Analysis presented for the most part in both a narrative and numerical form.
Data	It elicits soft data (i.e. words) illustrated in EFL learners' perceptions, and quantitative data in a form of performance scores, questionnaire data.
Sample	A random small number that consists of those who are able and willing to describe the experience.
Rigor	Credibility, transferability (fittingness), dependability, and confirmability.

This table summarizes in detail the procedures undertaken , the methodology implemented , the objectives as well as how data is collected and analyzed bearing in mind all the descriptions about the respondents and the participants concerned with the assay for the purpose of gaining the reader's trust and confidence as part of the research's authenticity and integrity. It involves an in-depth review of each step that has been carried out. From here, strengths and limitations could be determined.

A.16. Issues in Data Collection and Transcription

This section introduces important issues in the research methodology undertaken related to means and instruments of data collection and transcription.

A.16.1. The Use of Video- and Tape- Recordings for Data Collection

The use of video and tape recordings for data collection in this study has been advocated by Smith (1981), quoted in Bowman (1994, p. 1), who contended "the use of mechanical recording devices usually gives greater flexibility than observations done by hand". Also, Capturing a good amount of data on video tapes permitted "retrospective analysis" Edwards and Westgate (1987), cited by Bowman (1994, p. 1), whenever it is convenient to go back at any time, and in much greater depth than would have been

possible even using techniques involving live coding. Thematization of the data could comparatively be created fully after consulting the tapes and embracing an "open-minded stance", permitting the data itself to impact the design of "a category system derived from analyzing it rather than being imposed on it". That is, the method applied, here, allowed for more listening to the data and does eventually guide the springing themes. Since this study deals with the speaking performance of learners and conversational interaction taken place inside the classroom, the use of video- and tape-recordings has been found feasible because they provide context, together with the opportunity to search for meaning in classroom discourse and the actions within a specific communicative act. Where tape recordings cannot capture the contextual events of classroom interaction, videos are appropriate to provide more details.

A.16.2. Classroom Observation

Among the research tools that have been adopted to collect valuable data about EFL classroom conversational interaction is classroom observation. Classroom observation has been valued for capturing in-depth data about classroom discourse, tasks, interaction patterns, teaching, and events taking place in the EFL classroom. Additionally, classroom observation permits for capturing more crucial contextual variables (Mackey and Gass, 2005). In this study, participant observation has been used to capture data. Classroom interaction has been coded using both Walsh's (2011) SETT Framework and Van Lier's (2008) Interactional Analysis Schemes. Participant classroom observation has been conducted to validate teachers' and students' perceptions dealt with in focus group interviews and questionnaires. The check lists and notes from the observations were collated for analysis.

A.16.3. The Use of Questionnaires

For this study, both students' and teachers' questionnaires were administered to collect data with respect to the role of EFL conversational interaction in developing

EFL learning within a computer-mediated context. The aim of the students' questionnaire was to collect information about needs, problems, interests and expectations with respect to the learning of English and the use of multimedia resources. The teachers' questionnaire was devised to get informed about the status of EFL teaching and learning with respect to the communicative ability. Both questionnaires' items were close and open-ended questions. The students' questionnaire has been distributed to the respondents on the first semester of 2013 while the teachers' questionnaire was distributed on the first term of 2014. A first piloting students' questionnaire sample has been distributed to 1st Year LMD students to refine the final version of the questions. Some of the questionnaires' questions have been inspired by the works of Ilter (2009).

A.16.4. The Use of Focus Group Interviews

Dörnyei (2011) contends that "interviewing is a frequent part of the social life surrounding most of us: we can hear interviews on the radio, watch people being interviewed on television, and we ourselves often participate in interviews of various types either as interviewers or interviewees" (p.134). And, as Miller and Crabtree (1999) point out, "the interview genre with its turn-taking conventions and expectations for participant roles, etiquettes, and even linguistic phrases is usually shared cultural knowledge. It is exactly because interviewing is a known communication routine that the method works so well as a versatile research instrument. In fact, although there is a range of qualitative research techniques available for researchers, the interview is the most often used method in qualitative inquiries. It is regularly applied for diverse purposes." (p.134).

Thus, the main purpose of the interviews was to enrich the data collected through classroom observation and questionnaires. Semi-structured focus group

interviews have been administered to seek more authentic responses in relation to the role of conversational interaction, the usefulness of ICT tools, perceptions about teaching and learning difficulties. The students' sample has been interviewed in groups during three phases: the first two phases have taken place between June and July 2013 and the two remaining parts during the first academic term of 2014. With respect to teachers, thirteen EFL teachers were interviewed in the first term of the academic year 2014. In the data collection process, the focus group interviews were recorded using a personal phone and tape recorder with the consent of the participants. Besides, some notes have been taken during the interviews to capture other additional information. In fact, we relied heavily on the recording as this latter gave us the essence of what has been sought for. During the data collection process, body language has been avoided to the maximum in order not to influence the respondents' answers and to keep the validity of the process. Mutual trust and personal rapport has been established during the first contact with the interviewees. The respondents are kept in a non-threatening environment, and I worked hard in order not to make the informants feel harassed by either the questions or attitudes while interviewing. Anonymity has been guaranteed.

A.16.5. The Use of Research Journals and Diaries

Reflexive research approaches are nowadays valued by scholastic paradigms. It has been documented that researcher are encouraged to record their "experiences, presuppositions, reflections, and actions during the research process" (Mruck and Breuer, 2003, quoted in Ortlipp, 2008, p. 695). Part of the data collection instruments adopted in this study is the use of personal reflexive diaries and journals in which verbalized thoughts during classroom observation, data transcription and analysis. Reflexive journals and diaries were used to record prominent features observed in classroom interaction or when the recordings sometimes do turn down or because of

merely devices' technical problems. Thoughts are recorded during the sessions and sometimes after the sessions while watching the videos or listening to the recordings. These valuable data sets were recorded in a form of annotations saved in electronic memos. These reflections helped in shaping the different themes of the analysis. Keeping a reflective journal helped in identifying the theoretical lenses most appropriate for the analytical framework, and it enriched the implications of the devised pedagogical model. The research journal has been used critically reflecting on every step in the research process.

A.16.6. Data Transcription

Data have been transcribed using flexible transcription techniques and conventions to equate for the purposes of the study. The transcribed data were stored automatically in a personal computer for further consultation. In fact, this was really a time consuming process especially if the quality of the recordings was not good. The only good thing worth mentioning about data transcription is that it helped in scrutinizing data thoroughly.

A.17. The Analytical Framework

The analytical framework that has been adopted, in this study, rests on conversational analysis due to its inherently social and interactional philosophy, and discourse analysis because it is the one concerned with the study of relationship between language and the contexts in which it is used (McCarthy, 1990). In fact, these two frameworks are considered complementary rather than contradictory because of their nature. Discourse analysis is, increasingly, forming a backdrop to research in Applied Linguistics, and second language (L2) teaching and learning. Since the purpose of the present is to analyze the interactions between the teacher and the students in a classroom, therefore, much of the work and terms would be related to classroom

discourse using interactional analysis. The approaches applied for analysis are informed by the interactionist, socialization, identity and sociocultural perspectives on interaction and learning. Within these frameworks of analyzing classroom discourse, the SETT (Self Evaluation of Teacher-Talk, Walsh, 2001, 2003, 2006, 2011) framework has been applied to provide attentive details to the selection of teacher's language and its effect on the process of interaction and learning. For example, teacher's use of professional language and focus on fluency rather than accuracy would call for increased elicitation through display, closed-end questions and direct, explicit error correction during feedbacks. This approach emphasizes the fact that interaction and pedagogic goals are inextricably linked, that the discourse is constantly changing according to the teacher's agenda and that teaching and learning can be greatly improved by adopting a variable approach. This approach has been designed with an aim to think about classroom interaction as a means of improving teaching and learning (Walsh, 2011) because learning can only be optimized when teachers are sufficiently in control of both their teaching methodology and language use (Van Lier, 1996). In what follows a detailed description of each analytical framework and the reasons behind their implementation is provided.

A.17.1. Conversation Analysis:

Started by sociologists Sacks and Schegloff in early 1960s as a "naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally"(Schegloff and Sacks, 1973, p.289), conversation analysis, henceforth (CA) aims to "describe, analyze, and understand talk as a basic and constitutive feature of human social life." (Sidnell, 2010, p.1). As an approach to the study of talk-in-interaction, CA grew out of ethnomethodology as developed by Garfinkel (1964; 1967), which studies the common sense resources, practices and

procedures through which members of a society produce and recognize mutually intelligible objects, events and courses of action (Liddicoat, 2007, p.2) cited in (Sert and Seedhouse, 2011). Psathas (1995) defines CA as :

> "*The study of talk-interaction [which] represents a methodological approach to the study of mundane social action [...] [by its] rigorous [and] systematic procedures for studying social actions that provide reproducible results.*" (p.1)

From this definition, CA could be understood as a specific analytic endeavor that can describe and explain the ways in which those engaged in conversations maintain the social interactional order of talk-in-interaction, whatever its character or setting (Ten Have, 2007, p.3-4).

CA framework is used in this study to account for forms of spoken interaction in an institutional context. CA will enable us to describe how classroom conversational interaction is socially organized in a way that might look like real-life situations. In fact, CA is believed useful for the nature of the current study to explain and describe classroom engagements. One of the reasons that pushed me to adopt CA in this study is that CA is best suited to consider the interactional arrangements and the conversational routines of the EFL participants, and to deal more in-depth with the intricacies of learner language. This approach is adopted to provide a detailed turn-by-turn explication of the different actions of the EFL participants. This micro-analytic methodology gets to the finer details of their collaboratively produced conversations. It is an empirically based approach which aims to develop a participants' perspective rather than an analysts' perspective on what is going on in the talk. The main focus of this analysis is to find out how EFL students participated in the different communicative

and interactive routines that might be significant for their learning. The aim is to uncover the organization of teacher-student and student-student interactions.

From an epistemological perspective, CA developed from Garfinkle's (1967) program of ethnomethodology, where norms and values are established through social relations. Garfinkle stated that people orient to social action accomplished through interaction. They constantly establish and re-define norms through interaction with other members of society. However, Garfinkle criticized the top-down perspective in which people are "judgmental dopes" (p.68) and passive receivers of some pre-defined norms. Rather, Garfinkle adopts a bottom-up perspective as opposed to Parsons's (1951, 1937) top-down approach, for explaining how norms can be defined and how they are 'passed on' (Warayet, 2011).

In similar vein, Goffman (1964) argued that the study of face-to-face interaction was analytically viable and that the best approach to it was through microanalysis. Although he criticized macro-sociological approaches to the social world, Goffman did not ignore the influence of such factors. Instead, his aim was to study the social order on an interpersonal level (Drew and Wootton, 1988, p.3). He was interested in the procedures through which people manage face-to-face interaction arguing that:

"*Conversational interaction represents an institutional order sui generis in which interactional rights and obligations are linked not only to personal face and identity, but also to macro-social institutions.*" (Heritage, 1988, p.3) in Warayet (2011, p.100)

Within this respect, Schegloff (1988, p.95) argues that Goffman's emphasis on face as the center of interaction guided him away towards the individual and psychological acts rather than the social character of interaction "interaction as non-

interactional". Goffman's approach was basically "observation" to demonstrate his points providing examples of how people act and react in social situation, and fascinating descriptions. From here, I can say that CA framework adopted with regard to EFL conversational interaction would enable me to look at the different instances observed in the interaction attached to the context in which it has taken place. That is, the different expression or utterances uttered are analyzed with reference to the circumstances that lead to their production.

Another issue that CA enables me to cover is much more related to how EFL participants make sense of their interactions. This has, also been the concern of CA under the heading of "folk" (ethno) analysis. As Silverman (2006) claimed ethnomethodology, which is part of CA, is interested in describing how people make sense of their social life. This fundamental understanding of the relationship between people, interaction and society plays a crucial role in CA. CA adopts many principles from ethnomethodology, such as its "bottom-up" perspective included in its methodological framework. Another credo that is related to CA is that it is not "theory-driven", but rather "analysis is strongly 'data-driven' developed from phenomena which are in various ways evidenced in the data of interaction" (Heritage, 1984, p.243).

With regard to this, there are five fundamental and interlocked principles of CA which also underlie ethnomethodology and should be considered in our analytical framework although they are rarely referred to explicitly in published accounts of CA methodology. These are as follows: *"Indexicality"*, *documentary method of interpretation*, *reciprocity of perspective*, *normative accountability*, and *reflexivity*.

As far as "indexicality" is concerned or "context-boundedness", indexical knowledge is not just something in the environment, but also something talked into

being by interactants. Their utterances are displayed through aspects of context they are orienting to at any given time, where there is a reflexive relationship between talk and context. Therefore, CA's analysis could consider the contextual features that the participants themselves are orienting to. Verily, our EFL conversational interaction does not occur in a vacuum or rather detached from the contextual environment; therefore, CA is used in this study to account for whatever might add in our understanding of the nature of conversational interaction.

In addition, the documentary method of interpretation is focal to report any actual real-world action and to treat it as a "document" or an example of a previously known pattern (Seedhouse, 2004, p.7). For example, any utterance during talk can be considered as a document used to analyze the other turns in the sequence and as social action (Warayet, 2011, p.101). Also, the willingness to appropriate the reciprocity of perspective means the agreement of following the same norms, to show affiliation with the other person's perspective, and to try and achieve intersubjectivity. This is closely linked to indexicality, which cannot function unless all parties agree to index their interaction in the same way. This principle does not mean that people actually succeed in reaching the same perspective on everything all the time. This is obviously not the case. However, this principle means that an agreement is reached while following the same norms in interaction, including a structural bias toward cooperation and collaboration. Moreover, the principle of normative accountability of actions is perhaps the key to understanding the ethnomethodological basis of CA.

Within this respect, norms are understood as constitutive of action rather than regulative. It is by reference to norms such as turn-taking, sequence, repair and preference that interactants can design their own social actions and interpret those of others. Furthermore, the concept of reflexivity which underlies CA mechanisms of the

adjacency pair would be manifested as follows: "*The same set of methods or procedures are responsible for both the production of actions/utterances and their interpretation*" (Seedhouse, 2004, p.11). Seedhouse (2004) further claimed that despite the fact that CA draws its concepts and characteristics from ethnomethodology, this does not mean that CA cannot have ones of its own because ethnomethodology's general principles can be used to study any kind of human action whereas CA focuses mainly on human actions as demonstrated in and through talk.

A.17.2. How Conversation Analysis is used in this Study:

Conversation analysis, as a methodology, in this study is used to analyze naturally-occurring spoken interaction. It is a multidisciplinary methodology which is now applied in a very wide range of professional and academic areas. There have been a number of different conceptions of the relationship between CA and the broad field of language learning and teaching, and CA has indeed been applied in research in this field in many different ways (Seedhouse, 2005). In this section, I will focus on how CA can contribute to the study of EFL learning. CA as a field has demonstrated how meticulous analysis can shed light on how talk-in-interaction works. The analysis of language learning processes in the current study's EFL context is undertaken through applying the fundamental understanding of CA which views language as a source for constructing meaning, and the interplay between environment of language use, the input, the learner's language aptitude and the cognitive processes by which language is acquired(Brower and Wagner, 2004). The main interest is to demonstrate how language as a social accomplishment takes place through interaction. CA views talk as the basic form of human interaction by which people share their life with others. After all, talk is something that accommodates human's characteristic as social being.

The basic principles of CA embraced for this study are the ones cited by Atkinson and Heritage (1984) summarized as follows:

"*Conversation analytic studies are thus designed to achieve systematic analyses of what, at best, is intuitively known and, more commonly, is tacitly oriented to in ordinary conduct. In this context, nothing that occurs in interaction can be ruled out, a priori, as random, insignificant or irrelevant.*" (p. 4)

From this statement, it could be understood that CA is used to look at conversational routines and interactions in a systematic way depicting the various moves of the participants, their intentions within a contextualized setting. It analyzes and depicts in detail what occurs in conversational interaction and for what purpose. For this reason, this approach has been applied as a model for analysis.

In this investigation, Seedhouse's (2005, p.166-67) principles and procedures have been applied with a focus on actions that are manifested through classroom conversational interaction or rather *classroom talk*. These principles are the following:

1) There is order at all points in interaction: Talk in interaction is systematically organized, deeply ordered and methodic. With regard to this principle, different patterns of turn-taking are scrutinized in detail. This principle will help me to detect the nature of authentic conversational interaction. In other words, I would look at EFL conversational interaction patterns and evidence for the type of patterning relevant to authentic EFL genuine discourse.

2) Contributions to interaction are context-shaped and context-renewing: contributions to interaction cannot be adequately understood except by reference to the sequential environment in which they occur and in which the

participants design them to occur. They also form part of the sequential environment in which a next contribution will occur. Within this respect, EFL conversational interaction is looked at in reverence to context which is in our case the computer mediated setting. Applying CA would help me to decide whether the type of interaction resulted in this environment is similar or different to real-life situations, and to what extent this would contribute in impacting EFL learning processes.

3) No order of detail can be dismissed a priori as disorderly, accidental, or irrelevant (Heritage, 1984, p.241): CA has a detailed transcription system, and a highly empirical orientation. In this study, data has been transcribed bearing in mind every minute detail such as the circumstances during which the conversation has taken place.

4) Analysis is bottom-up and data driven: the data should not be approached with any priori theoretical assumptions, regarding for example, power, gender, or race; unless there is evidence in the details of the interaction that the interactants themselves are orienting to it. Applying this principle, I have started from the premise to listen to data and to drive my assumptions from the data. For this a preliminary data analysis has been undertaken.

These principles have been embraced based on the premise that holds that "conversational interaction is a joint action, the pattern and outcome of which is determined by negotiation between all participants, who are engaged not in rule-governed behavior, but in rule-referenced behavior" (Aston, 1982, p.2). From here, my aim of using CA is to uncover "the socially organized features of talk in context" (Atkinson and Heritage, 1984, p.5)

In fact, the perspective of CA adopted, here, is an *emic* view point. It is a perspective drawn from a participant within the interactional environment. The main interest is to uncover and describe the machinery which enables interactants to achieve organization and order. So, one principle aim is to characterize the organization of classroom conversational interaction by abstracting from exemplars of specimens of interaction and to uncover the emic logic underlying this organization.

My aim through using CA is to trace the development of "intersubjectivity" in an action sequence. This does not mean that I will provide you with insights on cognitive and psychological states, but rather, how participants' actions are interpreted and analyzed by each other will be traced in order to develop a shared understanding of the progress of the interaction. This is based on Hutchby and Wooffitt's (1998) cited in Seedhouse (2005, p.166) claim:

> "*The aim of CA practitioners is to discover how participants understand and respond to one another in their turns at talk, with a central focus on how sequences of action are generated.*"   (p.14)

The ideology grounding this framework is that those principles are not used as a set of mechanistic and static formula as well as instructions, but rather as an analytic mentality which involves a cast of mind, or a way of seeing and analyzing data. The basic aim is to establish an emic perspective to determine which elements of the context are relevant to the interactants in classroom conversational interaction.

Actually, what distinguishes CA from other emic approaches such as ethnography of speaking is that for CA the insider's perspective is not obtained by interviewing the speakers, but by uncovering how the participants treat each other's talk

in the details of interaction. More specifically, CA's emic procedures are unique in five ways:

(1) Unmotivated looking

(2) Repeated listening and viewing

(3) Answering "why that now?"

(4) Case by case analysis

(5) Deviant case analysis

First, the analysis begins with unmotivated looking (Psathas, 1995), which involves initially examining the data without a set of hypotheses. As it has been stated beforehand, there is this idea of listening to data first, and then decide for what should be included. For example, prior hypotheses were not set until data have been gathered and then a pre-analysis process has been undertaken. In other words, all throughout the research process, we remained open and curious about any potential discoveries. Thanks to this process, the core importance of transportable identities in creating an authentic EFL conversational interaction has been discovered. In fact, unmotivated looking does not exclude having a general area of interest such as turn-taking at the outset of the project. Second, the analysis involves repeated listening and viewing to make initial observations. With respect to this, enough time to listen and re-listen, and observe the data has been taken with an attempt to confirm the main themes resulting from the data that do have close relationship in shaping our understanding of the role of conversational interaction. Third, making observations means writing everything that comes to mind when examining a piece of data in answering the question "why that now?" (Schegloff and Sacks, 1973, p.299). That is why; a particular utterance is said in

this particular way at this particular moment. Asking this question may seem contradictory to the principle of unmotivated looking, except that it is a question that participants themselves ask. For example, if we hear "*It's cold in here*", we need to figure out why someone is saying this at this particular moment: is it a statement, a complaint, or request? In CA analysis, we would look at whether it is treated by the participants themselves as a statement, a complaint, or a request by examining the details of the interaction. That is, how the current turn is constructed and what the co-participant makes of it. Fourth, when something of interest emerges that may be e regular interactional practice, the analyst examines other transcripts from other participants, that is, developing an analysis or building an argument on case-by-case basis. Finally, cases that do not fit into general argument are not discarded as outliers but treated with special care (deviant case analysis) (Ten Have, 2007), which may yield three outcomes: (a) the deviant case becomes a basis for reworking the existing argument. (b) the deviant case turns out to fit into the existing argument upon closer analysis; or (c) the deviant case is an instance of a different interactional practice.

Another element that has been considered in my analysis is the sequential organization of talk. As Sliverman (1988) declared:

> "*When we speak we do far more complicated things than simply confirming assertions and/or emptying out the contents of our minds. Instead, it seems that what we say will be heard in terms of its position in this particular 'space'- after a previous turn and in the light of a possible next turn.*" (p.8)

In this sense, interactants are aware of the implications of their utterances which include exactly what they mean. For this reason, it is important to note that interactional behavior is not "rule-governed" but "rule-guided". This means that you can do what you

like, but you will be held accountable for the implications of your actions (Siverman, 1998, p.35).

To gain a more and accurate understanding of L2 acquisition and, more specifically, how learner talk in-interaction, learner language in interaction, contributes to language learning, five criteria of CA-oriented methodology for a social interactionist perspective are suggested by Markee (2000, p.45). He claimed that:

"*CA can help refine insights into how the structure of conversation can be used by learners as a means of getting comprehended input and producing comprehended output*" (p.44)

His focus on comprehended input, which comes from Gass's (1997) interactionist model of SLA, is consistent with a CA perspective of interaction. That is, it presents a hearer's perspective on what makes input understandable as opposed to comprehensible input, which places the responsibility for understanding on the speaker (Ellis and Barkhuizen, 2005, p.205). Markee's (2000) criteria could be displayed thoroughly as follows:

1. A CA-oriented methodology should be based on empirically motivated, emic accounts of members' interactional competence in different speech exchange systems. With learner language analysis, the focus is on how the learners orient to the sequentially unfolding talk and the socially practices it embodies. Through CA, instances, where learners are engaged in the communicative process whereby they engage their personal identities as part of EFL authentic discourse, are captured. I would decide on the type of the activities that enhanced their initiatives and betrothment.

2. A CA-oriented methodology should be based on the collection of relevant data that are excerpts of complete transcriptions of communicative events. Short extracts or excerpts of talk are carefully and fully analyzed, but these single cases are examined in the light of the complete transcript of the whole lesson or the whole communicative event. Contextualizing the single-case excerpt within the complete transcripts affords a fuller account of talk-in-interaction. Conclusions from the analysis of a given extract of data will be drawn, and then expand what has been found to the overall texts. For example, instances of observed acquisitional circumstances where rules have been mastered like the appropriate use of given structures and communicative styles will be analyzed, then relate it to the overall context of the data and the main themes extracted beforehand.

3. A CA-oriented methodology should be capable of exploiting the analytical potential of fine-grained transcripts. The transcripts generated should capture in detail what is said and how it was said in the recordings, which would result in a deep analysis of the observable acquisitional instances. These are instances where the learners show patterns of acquisition; for example, the correct use of the simple present tense, or the correct use of a given structure or appropriate style. In other words, as Wong (2000) points out, the finer detail has the potential to provide a much richer dimension to the study of acquisition. In her study of repair in native-non-native interaction, for example, she shows that repair is done not only because of problems with a new word or linguistic structure (usually the assumption in SLA approaches to negotiation sequences), but also because of problems with noise of interference, idiomatic uses of language, making inferences and discourse conventions. In my study, repair is

observed as a means of negotiating communicative breakdowns due to problems related to new words or the lack of linguistic structures.

4. A CA-oriented methodology should be capable of identifying both successful and unsuccessful learning behaviors, at least in the short term. The main goal, thus, would be describe and explain how learners acquire language through being participants in talk-in-interaction. Markee's (1994,2000) in-depth study of the acquisition of definitions in an L2 setting is one of the first to take on this assignment. Through his painstaking analysis of interactions involving one particular learner, he was able to demonstrate whether, when, and how she and her co-participants "orient to the structure talk-in-interaction as a source for understanding and acquiring the word *coral"* (Markee, 2000, p.119) cited in (Ellis and Barkhuizen, 2005, p.207). The rationale is that through resources within the structure of the talk in-interaction, such as repair and turn-taking, learners make opportunities for themselves to understand the language they hear and to produce the language that is understood by others. This process involves some modification of the talk which consequently leads to learning the language. Markee (2000) adds that acquiring new vocabulary items is not the only preoccupation of the learners during this process: "When learners focus on vocabulary, they inevitably have to pay attention to, and also deploy, a broad range of semantic and syntactic resources." (p.45). CA has also the potential to show how learners acquire target-like conversation patterns, though as Wong (2000) cautioned, these may not be acquired until problems in language knowledge have been resolved. In my context, through CA I would reveal how in the process of acquisition through conversational interaction, EFL learners

make use of different strategies like self-monitoring and self-repair to apprehend the newly acquired structures.

5. A CA-oriented methodology should be capable of showing how meaning is constructed as a socially distributed phenomenon, thereby critiquing and recasting cognitive notions of comprehension and learning. This point makes the case that conversations are jointly constructed. Negotiations of meaning are thus achieved by participants as they do their interactional work together. Of course, interactionist SLA has acknowledged this, but CA's detailed level of analysis , and because it takes a participant's perspective of the interaction, perhaps opens up areas of analytic interest which in SLA have not been sufficiently explored before. Furthermore, as Markee (2000) observes, because meaning is made socially as well as cognitively, a CA methodological contribution to the SLA research is warranted. However, the idea of cognition is not solely an individual but also a socially distributed phenomenon that is observable in members' conversational behaviors" (Markee, 2000, p.31), challenges somewhat SLA's preoccupation with being a cognitive discipline. Wong(2000, p.262) sums up this dilemma rather nicely by suggesting that within this convergent approach lies an emergent form of interlanguage, suggesting a merger of both interlanguage in the traditional cognitive sense and in the sense that it is a socially achieved phenomenon (Ellis and Barkhuizen, 2005, p.207).

From above, the basic assumption underlying the use of conversation analysis is the one held by Psathas (1995):

"*Social actions are meaningful for those who produce them and they have a natural organization that can be discovered and analyzed by close*

examination. Its interest is in finding the machinery, the rules, and the structures that produce that orderliness." (p.2)

In particular, CA implies the avoidance of pre-formulated theoretical categories. In similar vein, for Psathas (1995) one of the main concepts on which CA is grounded is that "orderliness" is produced by the parties in context; thus, it is situated and occasioned. This is very important since the context of classroom interaction constitutes a crucial communicative context which engages our EFL learners to produce structures and patterns. Furthermore, embracing a conversation analytical perspective allows to approach data without preconceived theories, free to discover, describe, and analyze classroom conversational interaction and SLA peculiarities in this context. In other words, it enables us to study how classroom conversational interaction, as a social action is organized and contextually produced in the *here* and *now*.

Given the nature of the current study, a heuristic-inductive approach such as CA is the most suitable and fruitful because such a hypothesis generating method is a good way to begin the study of interaction/acquisition situations. A qualitative perspective can facilitate a preliminary understanding of broad new panorama that our EFL classrooms can generate. According to Seliger and Shohamy (2000, p.119), the development of rigorous methods of conducting qualitative research and collecting SLA data allows good results of good reliability and good validity. They have asserted that:

"*The ultimate goal of qualitative research is to discover phenomena such as patterns of second language behavior not previously described and to understand these phenomena from the perspective of the participants in activity.*" (p.120)

A.17.3. The Reasons Behind Using Conversational Analysis:

The reasons for using CA in this study are summed up in the following bullet points:

➢ CA is suitable in this study because of its main focus on the communication taking place inside the classroom bearing in mind the verbal and the paralinguistic features of talk that play an important role in EFL conversational interaction.

➢ CA is the one that could highlight how learners engage in meaningful acts through language and make sense of the world around them. This is the reason the terms *action* and *act* are frequently used in analyzing a conversation through CA perspective. In this vein, language can be used to engage in social actions, and this implies a concern not only for the talk itself, but also for the context in which it takes place. Thus, understanding how both teachers and students use their identities to build a meaningful interaction would be easily grasped by adopting the CA framework. Based on the former principles of CA, in this study, I will look at repairs, feedback, confirmation checks, comprehension checks and recasts and investigate how far these actions contribute into positive learning outcomes.

➢ Another crucial factor is that because CA focuses on details of temporal organization, and the unfolding development of action in interaction, this is extremely helpful for describing EFL classroom turn-taking patterns. Through its model we would be able to explain the peculiar modes and structures as well as the different conversational strategies used by the EFL learners in their process of learning. The CA framework will enable me to dig in-depth in our

EFL context, for example, the theme of discussion, the nature of the talk addressed to the learners, the type of the materials used to enhance the learners' engagement. All these elements are looked in detail through using CA principles.

➢ CA permits us to describe EFL learners' conduct not only theoretically, but also we treat the rules as *situationally invoked standards*, by looking at the social boundaries in context. Therefore, deeper insights into the rules of the newly emerging communicative strategies could be provided. This study has been undertaken considering all the social and cultural contexts. As it has been stated before, this study is not detached from the macro- and micro-contexts, and this is what makes the significance of the study. EFL conversational interaction has been investigated within first a computer mediated setting and part of the Algerian social and cultural context.

Thus, it should be clear at this point that CA represents a worthy framework for my investigation because it is the one that might show how classroom talk is treated as a development of actions which have social meaning and an inner structure created in conversational interaction by EFL participants themselves in response to contextual contingencies.

However, due to the complex nature of the current investigation, and knowing that EFL conversational interaction takes place within an institutional context called the classroom which has a specific structure and organization with reverence to the sequencing of talk taking place , this study adopts another additional analytical framework. This goes hand in hand with CA. Sinclair and Coulthard (1975) argued that the classroom has a specific organization following what they have called the Initiation-

Response-Feedback/Elicitation (IRF/IRE) framework. This sequencing of talk-in-interaction seems quite plausible for describing turn-taking sequences in this study. However, the IRF/IRE units of analysis would not be used in their mere linguistic sense, but rather as labels for an interactional organization. In other words, I will not be using it as a static set of categories. I will use the terminology for my data as a model to capture the variety of functions of language produced by learners, the variability of interpretation and the wealth of negotiation of meaning that goes on in the classroom and the different communicative events. In fact, Sinclair and Coulthard's model as stated by them cannot capture the complex dynamics of the naturally spontaneous multileveled operating classroom interaction. To support this, Seedhouse (1996) has argued that:

> "*The identification of the IRF/IRE cycle in isolation does not elucidate the*
>
> *real nature, interest and orientation of the interaction.*" (p.36)

For these reasons, Walsh's (2011) SETT Framework is also applied to back up the conversational analysis model adopted within this study.

A.17.4. The SETT Framework:

To account for the complexity of our EFL classroom, and to explain as well as to capture the particular features of conversational interaction, it seems likely that less structured, yet tailor-made instruments are more suitable. The use of an "***ad hoc"*** approach, a term coined by Walsh (2011) to refer to less structured models of analysis, may offer the construction of a more flexible instrument to the analysis of classroom interaction. As Spada and Frohlich (1995) quoted by Walsh (2011, p.77) claimed:

"*If one is interested in undertaking a detailed discourse analysis of the conversational interactions between teachers and students, another method of coding and analyzing classroom data would be more appropriate.*" (p.10)

Ad hoc approaches to classroom observation, therefore, give participants ownership of the research design process and greater insights into the issues under investigation. By focusing on the detail of the interaction, such approaches allow practitioners to access and understand complex phenomena that might otherwise take years of class experience to acquire. Ad hoc systems enable observers to focus on the microcosms of interactions that might so easily be missed by the "broad brush" descriptions provided by systems-based approaches. In the contemporary L2 classroom, where there is, arguably, far more equality and partnership in the teaching/learning process, it is doubtful whether classroom discourse could be adequately described in purely structural-functional terms. Therefore, Sinclair and Coulthard's IRF framework alone is not sufficient to depict the structure of classroom communication. As Wu (1998), cited in Walsh (2011), says:

"*The cumulative effect of teacher-student interaction cannot be accounted for within the [Sinclair and Coulthard 1975] framework. It is clear that such hierarchical categorization, though shedding some light on the mechanism of teacher-student verbal exchanges, is not enough to demonstrate its entire dynamic process.*" (p.529-530)

Hence, matching utterances to categories may be problematic owing to the issues of multi-functionality and the absence of a direct relationship between form and function. Discourse analysis (DA) approaches fail to take account of the more subtle forces at work such as role relations, context and sociolinguistic norms that have to be obeyed. In short, a DA treatment fails to adequately account for the dynamic of classroom

interaction and the fact that it is socially constructed by its participants. By the same token, DA approaches do not adequately account for the range of contexts in operation in a lesson and for the link between pedagogic purpose and language use.

For these reasons Walsh's (2006) Self Evaluation of Teacher Talk, henceforth, SETT framework has been adopted to cope with the different intricacies of EFL classroom conversational interaction. My aim through applying this framework is to analyze the main features of classroom discourse such as control of patterns of communication, elicitation techniques, repair strategies, modifying speech for learners as well as work for fostering teacher development through classroom interaction. This model is designed in a way to reflect upon classroom interaction as a means of improving teaching and learning (Walsh, 2011). The categories set by the SETT framework enable us to look more at our own teaching development and our contribution in enhancing learners' engagement.

Keeping in mind, that "a single classroom context does not exist; instead contexts are locally constructed by participants through and in their interaction in the light of overall institutional goals and immediate pedagogic objectives." Also, because the classroom as described by Walsh (2006) as consisting of micro-contexts, which are characterized by specific patterns of turn- taking, called modes: skills and systems mode, materials mode, classroom context mode, managerial mode, the SETT framework is believed to be suitable for capturing evidence of meaningful interaction that might contribute to EFL learning. As Walsh(2011) asserted:

"*The SETT framework is designed to help teachers both describe the classroom interaction of their lessons and develop an understanding of interactional processes as a way of becoming a "better" teacher.*" (p.111)

The SETT framework is used for analyzing classroom interaction in the current study because of many reasons. First, Drew and Heritage (1992, p.19) claimed that the notion of the L2 lesson context is too broad brushed; contexts are locally produced and transformable at any moment. In similar vein, Howard (2010) argued that the L2 classroom context is made up of a series of micro-contexts, linked to a range of external factors such as beliefs, attitudes, and previous experiences and so on. Lantolf and Throne (2006), also, stated that contexts are created in and through the interaction, which is also the way in which meanings are constructed. More importantly, Seedhouse (2004) asserted that the relationship between language use and pedagogical goals requires closer understanding. From here and because it is impossible to separate pedagogy and interaction, which come together through talk, and because pedagogic goals are manifested in the talk-in-interaction, this model is set to evaluate and gain closer understandings of the interactions taking place in our EFL classrooms.

The SETT framework comprises four classroom micro-contexts called ***modes*** and fourteen interactional features called ***interactures.*** Classroom discourse is portrayed as a series of complex and interrelated micro-contexts (modes), where meanings are co-constructed by teachers and learners and where learning occurs through the ensuing talk of teachers and learners. A ***mode*** is defined by Walsh (2006, p.62) as an "*L2 classroom micro-context which has a clearly defined pedagogic goal and distinctive interactional features determined largely by a teacher's use of language.*" The definition is intended to emphasize the idea that interaction and classroom activity are inextricably linked, and to acknowledge that as the focus of a lesson changes, interaction patterns and pedagogic goals change too (Walsh, 2011, p.111).

Applying conversation analysis procedures, four patterns, four micro-contexts are identified. Each mode is made up of specific interactional features such as display

questions, repair content feedback, and particular pedagogical goals. The four modes are included as being representative, rather than comprehensive, and can be sued to suit local contexts. They are based on the analysis of frequently occurring classroom discourse features and are designed to help teachers develop detailed understandings of their own contexts. Using Heritage and Greatbatch's (1991) terminology , the so-called "***Fingerprints***", and under the SETT model, each L2 classroom mode has its distinctive fingerprint, comprising pedagogic and linguistic features. Thus, the fingerprint of classroom context mode is markedly different to that of managerial mode; both are different again from skills and systems mode. The four modes, together with their interactional features and typical pedagogic goals are summarized in the following table:

Table 6 L2 Classroom Modes:
Source: Walsh (2006) in (2011) p.113

Mode	Pedagogic Goals	Interactional Features
Managerial	To transmit information To organize the physical learning environment To refer learners to materials To introduce or conclude an activity To change from one mode of learning to another	A single, extended teacher turn that uses explanations and/or instructions The use of transitional markers The use of confirmation checks An absence of learner contributions
Materials	To provide language practice around a piece of material To elicit responses in relation to the material To check and display answers To clarify when necessary To evaluate contribution	Predominance of IRF pattern Extensive use of display questions Form focused feedback Corrective repair The use of scaffolding
Skills and systems	To enable learners to manipulate the target language	The use of direct repair The use of scaffolding Extended teacher turns

	To provide corrective feedback To provide learners with practice in sub-skills To display correct answers	Display questions Teacher echo Clarification requests Form-focused feedback
Classroom context	To enable learners to express themselves clearly To establish a context To promote oral fluency	Extended learner turns Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

Managerial mode accounts for what goes on in the organization of learning. Its prime pedagogic goal is to organize learning in time and space and to set up or conclude classroom activities. It frequently occurs at the beginning of the lesson. Locating learning is an important first step in building a main context; consequently, in many respects, managerial mode functions as a support to the other three modes. We can say that it is an **"*enabling"*** mode (McCarthy and Walsh, 2003). However, managerial mode can also occur as a post-activity or as a link between two stages in a lesson. Managerial mode is characterized by one, long teacher turn, the use of transition markers and an absence of learner involvement. It principle pedagogic purpose is the management of learning, including setting up a task, summarizing or providing feedback on one particular stage of the lesson.

For materials mode, pedagogical goals and language use centre on the materials used. All interaction typically evolves around a piece of material such as text, tape, worksheet and so on. In most cases, the interaction is tightly controlled and follows the IRF exchange structure. Pedagogically, the focus can be interpreted as providing vocabulary practice around a specific piece of material. Key items of vocabulary are elicited, confirmed and displayed by the teacher through echoes of a previous contribution. While turn-taking and topic choice in this mode are largely determined by

the material, there are varying degrees of association. Learners are given far more interactional space and manage the turn-taking themselves. Teacher's involvement takes place only when necessary. In materials mode, then, patterns of interaction evolve from the material that largely determines who may speak, when and what they may say. The interactions may or may not be managed exclusively by the teacher. Though learners have varying degrees of interactional space, depending on the nature of the activity, their contributions are still bounded by the constraints imposed by the task in hand.

As far as skills and systems mode is concerned, pedagogic goals are closely related to providing language practice in relation to a particular language system (phonology, grammar, vocabulary, discourse) or language skill (reading, listening, writing, speaking). Teaching objectives may also relate to the development of specific learner strategies. Typically, the interaction in this mode follows a lockstep organization and the IRF sequence frequently occurs. Turn-taking and topic selection are determined by the target language and responsibility for managing the turn-taking usually lies with the teacher. Pedagogic goals are oriented towards accuracy rather than fluency and the teacher's concern is to get learners to produce strings of accurate linguistic forms and manipulate the target language. Direct repair and scaffolding have an important role to play. Scaffolding involves the "feeding in" of essential language as it is needed and plays an important role in assisting learners to express themselves and acquire the target language. Direct repair, involving a short, quick correction, is a useful interactional strategy since it has minimal impact on the exchange structure. Patterns of interaction are only slightly disturbed and the "flow" is maintained. This combination of scaffolding and direct repair found in skills and systems enable learners to attend to specific features of their interlanguage while keeping the interaction "on track", in line with the teacher's pedagogic goals, the agenda of the moment. Getting learners to

"notice" patterns (Schmidt, 1990), quoted in Walsh (2011, p.119) and identify relationships is a central goal in skills and systems mode. Little attention is given to meaning and to communicative function. The primary objective is to enable learners to understand and produce target forms. It is widely acknowledged that form-focused instruction plays a significant part in the SLA process (Doughty and Williams 1998; Ellis 2001). Clearly, the teacher's handling of learner contributions through scaffolded instruction and repair are central to that process (Walsh, 2011). To sum up, in skills and systems mode, the focus is on a specific language system or sub-skill. Learning outcomes are achieved typically through tightly controlled turn-taking and topic selection, determined by the teacher. Learners respond to teacher prompts in an endeavor to produce linguistically accurate utterances. The interaction is typically, though not exclusively, form-focused, characterized by extended teacher turns, display questions and direct repair.

Concerning the classroom context mode, the management of turns and topics is determined by the local context, "*the communicative potential of the L2 classroom itself*" (Van Lier, 1988, p.30). Opportunities for genuine communication are frequent and the teacher plays a less prominent role, taking more of a "back seat" and allowing learners all the interactional space they need. The principle role of the teacher is to listen and support the interaction, which frequently takes on the appearance of a naturally occurring conversation. Learners are invited to share their experiences where turn-taking is managed entirely by them. They have considerable freedom as to what to say and when. This process is known as "topicalization" (Slimani, 1989) where learners select and develop a topic. This is said to be significant in maximizing the learning potential. As Ellis (1998) quoted by Walsh (2011, p.122) argued :

"*Whatever is topicalized by the learners rather than the teacher has a better chance of being claimed to have been learnt.*" (p.159)

In this context, task structure and social participation structure (Johnson , 1995) are clearly more relaxed and opportunities for learning are increased. The defining characteristic of classroom context mode is ,therefore, interactional space where extended learner turns predominate as participants co-construct the discourse. Teacher feedback shifts from form- to content-focused and error correction is minimal. In short, the orientation is towards maintaining genuine communication rather than display linguistic knowledge.

Using a SETT analysis allows us to gain a rapid profile of the different *interactures* found in our EFL classroom and assess their appropriacy. An *interacture* can be defined as a particular interactional feature that belongs to, or is typical of a mode. For example, display questions are interactures of materials mode , and extended teacher turns of managerial mode. An interacture can be regarded as being more or less appropriate, or mode convergent, at a given moment in a lesson according to a teacher's desired learning outcomes (Walsh, 2011, p.126). Actually, the purpose behind using this procedure is to increase my awareness about what type of mode and interactures are taking place in EFL conversational classroom interaction. This will open opportunities for adjustments of the teaching procedures in order to improve learning and learning potential of our EFL students. Because L2 classroom interaction is classified very neatly as a finite number of modes, each with its own particular set of pedagogic and interactional features (Walsh, 2011), the SETT framework is intended to be *representative* rather than comprehensive. The framework is an easy tool for us practitioners and researchers to describe conversational interaction with ease and unambiguously.

To summarize, the SETT framework has been adopted in this study because it is a tool that enables us to have access to the interactional organization of our EFL classroom. The categories as set by Walsh (2011) offer a good model for my context. It will help me to categorize the whole data into well stated groups. It will help me to look more in-depth into those categories as set of answers to my research questions because these are part of the data that is meant to provide answers to the raised queries. It is meant to facilitate understanding, not code every interaction. Consequently, it is representative, not comprehensive. Given the uniqueness of the L2 classroom and the fact that every interaction is locally-produced, it is neither practical nor realistic to propose that an all-encompassing view of context can be derived, or that an instrument that can accurately provide an *emic* perspective of each interaction. The framework relates pedagogic purpose to language use, enabling us to identify "recurrent segmental patterns of structures" (Drew, 1994, p.142) that can contribute to an understanding of what constitutes appropriate teacher talk in a particular mode. This dynamic perspective is intended to avoid the need for bland descriptive systems that adopt an invariant view of L2 classroom interaction (Walsh, 2011, p.135). This framework is felt suitable because it provides us with a greater understanding in a relatively short space of time. The SETT framework will offer a systematic account of EFL conversational interaction considering the context and the type of language used.

A.17.5. Van Lier's Interactional Analytical Scheme: A Sociocultural Analysis of the Triadic IRF/IRE Model:

Earlier research on teacher-student interaction that focused on describing the patterns typical of interaction (Barnes, 1992; Cazden, 1988) found in classrooms revealed that although student populations may vary from classroom to classroom and school to school, one particular pattern of interaction, the teacher-led three part

sequence of Initiation-response-Evaluation/Follow-up (IRF/IRE), typifies the discourse of western schooling, from kindergarten to University. This has been commonly referred to by Lemke (1990) as the ***recitation script***, or ***the triadic dialogue.*** In its prototypical form, this discourse format consist of three moves: ***an initiation***, usually in the form of teacher question, ***a response***, in which a student attempts to answer the question, and ***a follow-up move***, in which the teacher provides some form of feedback to the student's response. Of course, actual frequencies vary considerably from one classroom to another (Wells, 1993). Since the main aim of this study is to investigate EFL conversational interaction in a computer mediated classroom, and the main goal is to uncover the nature of meaningful interaction in this context, and because we attempt to develop an integrated framework for the analysis and description of classroom discourse, it is believed that communicative episodes are best understood through scrutinizing the IRF/IRE model. However, as sated earlier, we will be looking at the categories of this model from a different lens. In other words, the attitude towards the triadic dialogue structure embraced in this study is the one suggested by Van Lier (1988) where no prior judgment is given as to its merits or demerits, or whether it is good or bad. Rather, our role, here, is to just portray how classroom talk is organized because as it is conceived by Wells the classroom is a site of human ***activity***.

As the majority of classroom activities can be seen as goal-directed actions, often involving a chain of subordinate actions with some hierarchical organization (Wells, 1993, p.5), and because the performance of these actions typically involves interaction as a central component, both between more or less competent participants and between the participants and the various texts, artifacts, or even multimedia resources that are utilized in carrying out the action, therefore, it is believed that

learners through their participation in the interaction that constitutes or accompanies the action that they are expected to learn (Heap, 1985).

Based on the premise that learning is socially situated activity rather than individual activity, and individuals obviously do play a role in learning, and what they eventually be able to do by themselves, they achieve collaboratively during social interaction, the social perspective erases the boundary between language learning and language use. Sociocultural theory offers a more holistic view of language learning, where individual and social merge into one and where use and knowledge are indistinguishable (Ellis and Barkhuizen, 2008, p.229). Bearing in mind this sociocultural perspective of the classroom and due to its fine categorization as well as operationalization of classroom activity, it seems that Leontiev's (1981) tripartite theory is honored within this respect. Thus, the sociocultural dimension of analysis of conversational interaction will focus on the nature of the relationships that were developed during students' social activity. This includes examining the types of forms of students' participation in conversational interaction.

Conversational interaction is the primordial means through which the identities of its participants are affirmed or denied and its cultures are transmitted renewed and modified, and whereby the contextual world is transacted. The categories proposed for analysis are oriented by the participants themselves, the context, purpose and relevance of classroom talk. The analysis of the interactive subratum within which language, reference, cognition and meaning are embedded is undertaken with the purpose to elicit how our EFL classroom talk is organized and to understand how different forms in classroom context are articulated. The ubiquitous triadic dialogue recognized by its characteristic IRF/IRE structure represents a starting point for our account of classroom discourse.

To conclude, the variety of methods applied for data analysis is a testimony to the multidimensional nature of my research project. The models and framework are used complimentarily. It reflects the broad range of the research questions addressed and the disparate theoretical underpinnings of these questions. The different methods are evidence of the different conceptions of what it means to acquire an L2. Implicit in all the considered methods of analysis is the assumption that what learners say or write is indicative of what they know of the L2. It is also emblematic of the relationship between L2 use and acquisition. Our aim through this analysis framework is to create illuminating accounts, persuasive narrative and plausible explanations grounded on the findings concerning the social structures, groups and processes under investigation. A mixed methods data analysis offers a comprehensive analytical technique than does either quantitative or qualitative data analysis alone. In particular, mixed methods data analysis allows us to use the strengths of both quantitative and qualitative analysis techniques so as to understand the phenomenon of conversational interaction from multiple lenses. The ability to get more of the data provides the opportunity to generate more meaning thereby enhancing the quality of data interpretation. Mixed methods data analysis permits us to fulfill the five purposes of mixed methods evaluations outlined by Green, Caracelli, and Graham (1989): triangulation, complementarity, development initiation, and contradictions that lead to a refining of the research questions. The analytical system devised in this study is meant to portray and understand in depth the complex processes of EFL conversational interaction in our computer mediated context.

A.18. The Analytical Procedure: Adequacy between Data and Analytical Framework

To decide for the quality of classroom conversational interaction taking place in a computer mediated context, and to ensure the adherence to the principles set in the analytical framework such as:

1. The use of CA for the discovery of the characteristics of different aspects of authentic interaction in a computer mediated setting through analyzing classroom activities.

2. Consequences of one type of action to what happens next within interaction.

3. Defining the use of a variety of classroom activities and the resulted impact on the organization of classroom talk.

4. With regard to classroom talk, different conversational patterns such as: openings and closings of discussions, questioning, asking for input, expressing opinion, explaining, interrupting, clarifying, changing the topic of the conversation will be identified to show how far different language related functions have been used or not.

5. To comply with CA fourth principle stating that analysis should be data driven without any priori theoretical assumptions regarding gender, power, or cultural background, I have decided to listen to my data and extract the different theoretical conjectures from the context such as learners "speaking as themselves".

The following analytical procedures have been undertaken:

To begin with, in order to account for the contextual nature for interaction informed by the sociocultural theory, each context and each lesson will be described referring to both the macro-context and the micro-contexts of classroom interaction. the interactional situations will be described stating the details with regard to the content of the lessons, the materials used, was this method used before, for the purpose of showing how the sociocultural paradigm has informed the particular steps of analysis. This is because, as Halliday (1978) writes: "the context plays a part in determining what we say, and what we say plays a part in determining the context." Cited in Allhayar and

Nazari (2012, p. 80). This is, in fact, the grounding principle to start the analytical process. the general context would be looked at, first relying on questionnaires data analyzed through SPSS and interviews data analyzed using NVIVO. Different themes attributed to the data set will be referred to, and make use of them to enlarge our understanding of the overall picture of classroom interaction. Also, the evaluation of personal diaries of classroom settings will be considered within this respect as well.

First, the general context will be scrutinized evaluating the grounding principles of our educational system and providing a coherent understanding of the educational agenda in the Algerian EFL context.

Then, classroom talk within that context will be carefully examined. That is, the analysis of classroom talk will be driven by the personal understanding of what pushed learners to converse in a given way. Thus, the focus will be on the negotiated language patterns rather than on the language itself.

Knowing that the classroom is an institutional social community governed by a set of rules and conventions, I will:

1. Try to achieve a holistic understanding of my classroom and

    (a) Display how relationships are built.

    (b)   Show how social rapport and mutual trust have been established.

This would be achieved through a meticulous description of the lesson and the different activities used as well as what has been said in prominent interactional micro-contexts that show the students potential to invest their personal meanings and identities. In doing so, there will be an attempt to examine the features of authentic conversational interaction. The use of sociocultural perspectives will be accounted for to discover the

different conversational patterns through the following discursive techniques adopted by Mercer (2004, p. 145). These may be called categories of identification:

(a) "Knowledge elicitation from learners:

- Direct elicitation

- Cued elicitation

(b) Teacher's response to what learners say:

- Confirmation

- Repetition

- Elaboration

- Reformulation

- Evaluation

(c) A description of significant aspects of shared experiences:

- Literal recaps

- Reconstructive recaps

- "We" statements"

In the current research project, the data set is divided into two parts: qualitative and quantitative. In the qualitative data, interactional data and focus-group interviews data have been obtained. In the quantitative part, the data from the questionnaires, which in itself have some qualitative features, are procured. In this section, there will

be, first, an account for classroom interaction data. In what follows an array of the different steps is provided:

1. During the process of data transcription, prior theoretical sampling has been done to select relevant data excerpts based on my interpretive understanding of the research questions. Theoretical decisions have been taken based on my preliminary analysis of the classroom talk and attempt to relate it to finding out valuable answers to my research questions, and the relevance to theoretical assumptions about the essence of "authentic and meaningful conversational interaction". In fact, produced data from classroom observations and interviews have been considered with respect to the research questions.

2. Indeed, once data was collected and transcribed, the data set is divided into units of lessons within which episodes that indicate patterns of agency, action, collaboration and mediation are selected to provide concrete evidence of students' engagement in the learning process. Within this framework learning is understood as the result of complex interactions between multiple agents in a cultural context rather than solely as an internal cognitive process.

3. Given our aim of enhancing EFL learning through conversational interaction, and to abide to the sociocultural analytical premises, first, participation in learning is defined as observable manifestations of students' actions that are oriented towards the goal of engagement, personal involvement and taking of initiative. In fact, the selected episodes will be determined through applying Van Lier's (1988) Interactional Analysis

Scheme to single out and distinguish the different interactional features and instances of authentic conversational interaction such as:

1) "Learners are unresponsive or minimally responsive.

    - Learners carry out instructions given by the teacher.

    - Learners volunteer answers to the teacher's questions.

    - Learners voluntarily ask questions.

    - Learners volunteer to assist or instruct other learners and create a collaborative agency event.

    - Learners voluntarily enter into a debate with one another and create a collaborative agency event.

2) Other patterns representing learners' agency like:

  - Self-regulated, self-determination, and self-initiated learning.

  - Controlled teaching.

  - Autonomy- supporting.

3) Initiative episodes are selected according to:

  - Topic work.

  - Selection who to speak.

  - Allocation of speaker(s) or activity.

  - Sequencing the talk or activity."

In addition, in order to acknowledge the diverse merging of micro-contexts, critical episodes which correspond with each of the interactional modes as set by the SETT

Framework will be selected to set forth the nature of classroom interaction. This could be processed through the following steps:

1. Different excerpts from the transcriptions of interactional data will be pinpointed to capture the essence of the nature of the activity with all the participants, their motivations, who the participants are, the materials used, the skills acquired and classroom context. From the transcripts, all the different modes devised by the SETT Framework are going to be tagged at first hand. This is carried out with the purpose of understanding how interaction may differ across these micro-contexts and to decide which of the classroom activities facilitate participation and interaction and by extension learning.

2. Two critical episodes for each micro-context starting from the bigger context and comparing different episodes will be identified. Those episodes have been selected to show how learners are engaged in different communicative and interactional tasks and how they invest their personal meanings and identities.

3. Through the selected episodes, instances of autonomy and self-determination will be shown.

With regard to the Triadic IRF/IRE Model, conversational interaction episodes are selected based on the following premises:

1. The lesson patterns and discourse events will be categorized according to an activity section, an action section, and how discourse is carried out in those episodes deciding upon the potential of the participants and the goals set by the teacher.

2. The situation in which the conversation has taken place will be described demonstrating what has been learned, the change observed, and what are the constraints encountered, and what the solutions to be suggested to overcome those obstacles.

In accounting for this type of analysis, there is a hope to reach answers with regard to the nature of interaction and discourse in a computer enhanced context.

Moreover, because conversational analysis is really about understanding how conversation evolves, how different participants orient to that conversation, and because it is really turn-by-turn investigation of how that interaction develops, it is crucial to set up the specific CA rules and conventions upon the data set. However, those specific conventions such as long overlaps and how different speakers participate in the discourse are used just for the episodes of data to be analyzed with regard to my research questions and purposes. In fact, I am making a choice and a judgment to what is necessary for my work. This is done with reference to the research questions. Actually, I concluded that those conventions and codes as set by CA would help me much to answer the research questions through just the episodes selected from the data set. Also, all the selected episodes will be transcribed differently as compared to the overall data set because we have different sets of questions and, therefore, different levels of analysis. I believe that this is a good way of looking at things moving from more macro contexts and narrowing it down to the small EFL classroom. De facto, there will be first an attempt to understand the activity through answering:

(a) Who the people are?

(b) What are they trying to achieve?

(c) What is the sociocultural and educational context of the activity held?

A picture of the EFL classroom will be drawn, and a flavor of how everything fits into the wider image will be provided through looking at the influence of the educational policies on our EFL learning. Accordingly, the selected episodes from the data are chosen with respect to:

1) Identifying the different conversational interaction features deemed valuable for EFL learning and also the ones that are meant to provide us with the essence of meaningful EFL interaction. For example, I will look at self-repair, peer correction, the negotiation of meaning, teacher feedback, and learners' initiative in the communicative act. I will focus on the recurring patterns in the realization of communicative routines such as confirmation checks, comprehension checks, clarification checks, and self-repair.

2) The focus will be made on instances where institutional roles are maintained or established.

3) Identifying the type of activities and the materials used with the set goals and purposes.

4) Distinguishing participation routines that determine either the presence of learners' agency or its absence.

5) Determining the learners' motives during the selected episodes what drove them to say so, or behave as such, and in which context.

6) Learning outcomes and learners' engagement after every activity. That is, I will look at whether the selected tasks are engaging the students or not and the communicative expressions have been used or not.

7) As this is a systematic exploration of EFL classroom interaction, the interest is in turn-taking sequences, and what distinguishes genuine classroom discussion from other types of classroom interaction and participation framework.

8) In the analysis process, every detail is potentially relevant; therefore, I will even look at the participants' own interpretations of the ongoing activities to have an in-depth understanding of classroom interaction.

As learners participate in a broad range of joint activities and internalize the effects of working together, they acquire new strategies and the knowledge of the world and culture, therefore, I am interested in the data to put one's finger on what EFL learners have brought to the interaction as well as how the broader culture and the educational setting has shaped that interaction. In the analysis, merging the different views about SLA with a sociocultural one is not sought, nor the attempt to show one as superior to the other is valued. Rather, the main goal has been collaboratively apply different perspectives and research techniques to the same data set in order to come to a better understanding of the opportunities for EFL development in classroom interaction. It has been believed that in this way a fuller picture emerges of the potential of the interactive language learning and that our combined analysis illuminates more in the data than either approach would on its own.

A.19. Data Analysis

As this study is mixed and exploratory in nature, this section details the processes undertaken to analyze, categorize, code and interpret qualitative and quantitative data. First, an overall description of the qualitative procedures used of the data portrayed in classroom interaction observation, learners' focus group interviews, teachers' interviews, and some parts of students' and teachers' questionnaires has been

underscored. Second, an exploration of quantitative accounts of questionnaire data is provided as a further step of the analysis. Within this respect, LeCompte (2000) contends that data analysis must yield to significant findings. That is, significant to those for whom the exploration is predetermined, and the formation of such includes validity. To ensure the validity and reliability of the findings, the study adhered to Guba and Lincoln's (1982) taxonomy of trustworthiness as it has been clearly detailed in the research methodology section. Data analysis is grounded on an emic or insider's perspective (Merriam, 1998). In other words, the main concern was to provide concrete evidence for the viability of the newly devised pedagogy bearing in mind the different teachers' and learners' perceptions. Thematic categorization was straightforwardly derived from the data. That is, themes and attributes were not pre-established, but rather it was a kind of a built up process.

As it has been stated earlier in the data collection methodology section, classroom observation addresses the nature of interaction in computer mediated classrooms in our EFL context. It seeks to understand in what way, and to what extent does the interaction enhanced by ICT pedagogies engage EFL learners to "speak as themselves" (Ushioda, 2011), and attempts to discover what contributes to, or hinders that meaningful interaction. Questionnaires are meant to provide results with regard to highlighting the nature of classroom interaction in computer mediated settings in Algeria from both teachers' and learners' perspectives, and to ascertain whether they perceive ICT tools as viable means for the teaching of English or not. This project, also, intended to show how the Algerian EFL instructional setting was structured. With respect to students' focus group interviews and teachers' interviews data, the investigation attempted, conjointly, to discover the degree to which did the interaction

upgraded by ICT devices involve students' personal meanings and identities, and to peruse what contributes to, or hinders classroom genuine interaction.

In the data analysis stage, the process has been undertaken through five main phases. Firstly, data have been transcribed (Appendix E) and stored in a personal computer for further scrutiny. During the data transcription phase, there was an engaged process of what could be termed as preliminary data analysis by keeping a personal journal to record the different verbalized thoughts about the possible meaning of the data as intriguing data have been discovered while transcribing. In the interpreting process, there was a clear judgment about what level of subtle elements to pick. For example, both verbal and non-verbal patterns of classroom talk have been considered where features of learners' initiative, participation and collaboration, scaffolding, content feedback, and instances of teacher's support and assistance, communicative breakdowns and instances of learner's agency have been depicted. In the data transcription phase, decisions have been taken for the representation of perceptible and observed communicative routines such as turn-taking, initiative and learner engagement into an interpretive procedure which was subsequently the initial phase in breaking down information. The procedure of the introductory examination, or what Dörnyei (2011) terms the "pre-coding" phase of qualitative investigation, was concurrent with the transcription process. While transcribing the recordings in a word processor, vital portions in the transcripts such as content feedback, scaffolding, teacher's use of referential questions, teacher's short turns, learners' extended turns, recasts, communicative breakdowns, instances of learners' agency and how they spoke as themselves have been highlighted. These were embedded in different forms of analyses such as annotating in distinctive text style shading, and they were preceded by verbalized thoughts on the data sets by progressively jotting down contemplations in the

research diary and electronic memos. At the same time, all along the process, I stayed informed concerning classifications rising up out of the data with brief depictions and conceivable connections; for example, corrective repair, self-repair, content feedback and predominance of IRF pattern. There was an engaged pre-quantitative analysis by color coding the different interactional modes, as a first instance, which were determined following Walsh's SETT Model (2006) classification with respect to; for instance, depicting instances of teacher's transmitting of information, instances of teacher's talk like organizing the physical learning environment, instances of the absence of learner contribution as part of the managerial mode; extensive use of display and referential questions, corrective repair and scaffolding as part of the materials mode; instances of extended teacher's turns or the use of direct repair as part of the skills and systems mode; and instances of extended learners' turns, short teacher's turns, referential questions and scaffolding as part of the classroom context mode. This latter has been used with the aim to understand the typology of EFL classroom conversational interaction under the CPP approach, and to identify the predominant conceptual categories. In fact, there was an endeavor to go through all the transcripts with the attempt to identify the prevalent micro-contexts and the various recurrent interactional modes that are thought to be facilitative of EFL learning. Distinctive levels of subtle elements such as managerial, materials, skills and systems, classroom context modes and evidence of learner agency, repair, teacher content feedback, the various instructive materials and diverse representations of the different classroom modes are prominent patterns to draw the overall picture of the Algerian EFL classroom setting. This was useful especially for the purposes of identifying interactional modes that were thought to be relevant with regard to highlighting the nature of authentic classroom interaction and understanding the complexity of classroom discourse. As a matter of fact, using a

research diary was a standout amongst the most vital analytical procedures utilized as part of this study, which was a space for recording the progressing reflections all through the venture on developing interpretations with respect to my data sets, and find out robust answers for my research questions. The exploration of this venture has begun from the first day of both data collection and transcription, and from that point forward, there was a continuous engaged devout in an explanatory procedure of both qualitative and quantitative data. For example, primary narrative descriptions about classroom interaction data, interviews and questionnaire qualitative responses, and numerical descriptions about questionnaires have been procured. Those narratives have been used as a solid foundation for the analysis. Also, some statistical results of questionnaire data have been embedded within qualitative classroom interaction data as a supportive evidence for the qualitative findings. This was, actually, the most serious and genuine hands on work. The results of these continuous reflections have been recorded in the research diary such as stating, for instance, this part of the interactional episode is a good example of the teacher's assistance to help the students overcome the communicative breakdown; these episodes are encouraging learner autonomous learning; the teacher is helping the students overcome their shyness and encouraging them to engage in the discussion; here, we have peer assistance and peer interaction. During the composition process, there was a regular returning to individual sections bringing about various annotations, explanatory and, additionally, methodological notices related to understanding the interactional micro-contexts in the intervention classroom. This indeed helped much during the time spent coding and attributing themes and categories.

A general approach to the qualitative analysis in this project can be described as "the deductive categorization to inductive pattern finding." (Dörnyei, 2011, p. 242).

This has been applied to classroom interaction, interview data and relevant parts of the questionnaire data. First, in this part, the categorization of classroom interaction data has been considered. In fact, the sequencing process was developed progressively in relation to concepts like agency, initiative, identity, content feedback and interactional patterns. These categories provided us with information with regard to what contributes to, or hiders creating meaningful interactional conditions that engage learners to "speak as themselves"(Ushioda, 2011), and the nature of authentic EFL classroom conversation. Also, these attributes helped in going beyond the descriptive labeling, and were thought to be a good starting point for creating a robust analytical framework. Specific and recurrent interactional patterns in reference to the concepts set above were identified. These latter have been done prior to in-depth data analysis using color coding. This step helped in contextualizing classroom conversational interaction data with reverence to the existing SLA theory.

The second step in the analysis was to describe and provide detailed and in-depth accounts about concrete evidence through illustrative excerpts of the different transcribed lessons' interactional micro-contexts. The nature of classroom conversational interaction in a computer mediated classroom has been portrayed. Concrete evidence for whether this interaction enhanced by ICT tools could engage students' personal meanings and identities has been provided. There was an indication about how this latter "constructs or obstructs" (Walsh, 2002) meaningful interaction and by expansion EFL learning. How authentic EFL conversational interaction was structured and organized has been considered. These interactional episodes have been selected in relation to type, the pedagogic goals, and the ubiquitous interactional features observed in the classroom context. After having color coded the different micro-contexts; for example, managerial modes were in blue, materials in pink and

contextual in green, the next move was to engage into an in-depth analysis of each interactional micro-context to develop explanations for both teachers' and learners' choices for opting for specific interactional modes. Then, some specific properties of students' EFL use, and how they "speak as themselves" have been identified. This led to the next step which was identifying instances of learners' agency. Since this research project endeavors to explore how the newly devised pedagogy enhances learners ability to "speak as themselves", it was believed that Van Lier's (1988) Interactional Scheme is suitable for addressing the different instances of agency. For practical reasons, Van Lier's set dichotomies categorize the different attributes of agency in ways that can be observably manifested in the EFL classroom. Among the categories labeled were, for instance, "learners are unresponsive or minimally responsive, learners volunteer answers to teachers' questions, and learners voluntarily enter into a debate with one another and create a collaborative agency event." (Van Lier, 2008). The advantage of this procedure is to code and evidence for aspects of learners' initiative in the EFL classroom. This scheme has been developed by Van Lier (1988) in his classroom interaction research to codify the different instances of initiative and agency. The purpose behind using this scheme was to examine the notion of agency and its dynamics in the EFL classroom because a better understanding of agency can help us find ways of creating positive learning environments and help me to get answers to the set research queries.

As a result, of the above analytical procedures, three prominent factors that played a central role in shaping meaningful interaction and, by extension, enhancing EFL learning opportunities in the classroom have been identified. These factors will be treated in detailed separate analytical sections, and where the focus was made on each in separate sub-section of findings chapter. These included:

1. Understanding the interactional micro-contexts in the CPP program.

2. Conversational interaction enhanced by ICT tools, a means for increasing opportunities for EFL students' participation and engagement to invest their personal identities and experiences in classroom discourse.

3. Conversational interaction as a means for creating learning opportunities.

The third step in the analysis process was to address both interviews and questionnaires qualitative data. Within this respect, NVIVO has been used for the coding and the attribution of themes and categories for both interview and questionnaire data. Indeed, qualitative analysis is about meeting expectations seriously with rich data (Bazeley and Jackson, 2014). The instruments given by NVIVO bolster us in making utilization of various systems simultaneously; perusing, reflecting, coding, annotating, discussing, connecting, picturing, with the consequences of these exercises recorded in nodes. Each of these strategies was integrated in a process of learning from the data and building knowledge. In this process, no prior categories or themes were set beforehand, but rather as a researcher, there was an attempt to opt for listening to data and creating a constructed framework about the nature of the CPP Model instructional design. But of course, this process was always shaped with reverence to the research questions and purposes. For example, both teachers' and learners' interviews responses have been auto-coded and categorized in nodes under headings such as learners' perceptions and attitudes with reference to teaching pedagogies, reasons that hinder learners from achieving EFL proficiency, pedagogic expectations of the CPP Model, ICT resources usage, usefulness of ICT means, the importance of conversational interaction for the mastery of speaking, the characteristics of the ideal teaching environment, the characteristics of a good teacher, the characteristics of a good teaching pedagogy, and

future plans for enhancing the proficiency level. In fact, the categorization process was developed progressively in relation to themes like multimedia resources usage, which refers to both teachers' and learner's use of ICT tools for both learning and teaching, frequency of EFL usage, and frequency of practice, attitudes and perceptions. These categories provided us with information with regard to what contributes to, or hiders creating meaningful interactional conditions that engage learners, and the nature of authentic EFL classroom conversation.

The fourth step was to undertake a simultaneous quantitative analysis of the questionnaires. Questionnaires data have been coded and categorized through the use of SPSS to develop a general profile of the teachers' and students' perceptions towards the teaching of oral expression and the role of conversational interaction enhanced by ICT means. First, questionnaires variables have been defined, labeled and formatted in an SPSS readable file. Samples of 114 students and 18 teachers were surveyed. The variables were divided according to questionnaire questions. Secondly, results have been obtained through calculating the relationship between the categories and the frequency of their occurrences among the samples using an SPSS technique called "Descriptive Statistics" (Rose and Sullivan, 1996). First, the starting point was to interpret and analyze the frequency distribution of every variable on its own "univariate analysis". Then, data was obtained using a Likert scale. In fact, those findings have been integrated in the qualitative analysis of classroom interaction when needed to provide numerical evidence for the interpretation part of the triangulation process. The results obtained through the statistical distribution process were presented in informative graphs, charts, histograms, and tables. This phase was meant to sensitize us to the interpretation, evaluation and formal understanding of the different variables. In this part, specific categories relevant to the research questions have been attributed to

document for both teachers' and learners' perceptions towards the educational EFL setting in Algeria. Through quantitative data, there was intent to operationalize what has been observed within our EFL context from the lens of the existing SLA theory, and try to bridge the gap between the two. Within this respect, variables had been constructed, defined and assigned numeric values and codes according to my observations. Then, explanations were sought to answer the questions intended to elicit, and the pedagogical implications it has on our understanding of classroom conversational interaction. The findings obtained through this process were geared to the explanation of variance and they were guided by SLA theory. Here, the concern was on establishing the correlational relationships between variables. Questionnaires quantitative data were verified and compared with qualitative findings in order to ascertain or to refute what has been found qualitatively as well as to form a solid foundation for qualitative results.

The fifth step was to provide an overview of the overall macro-context through presenting a detailed discussion of questionnaires, interviews, and classroom interaction under the subheading of "Understanding the Algerian EFL Macro-Instructional Context". This could be achieved through triangulating and blending the different findings, in order to build an overall picture, and to evidence for the viability of the newly devised pedagogy on the students' EFL learning. Through the use of these mixed methods and analytical procedures, the aim was to develop a set of insights into the extent to which the classroom intervention that is at the heart of this study contributed to meaningful classroom conversational interaction, and what role both teachers and students played in shaping that kind of interaction.

From above, the findings chapter will be organized as follows:

Chapter 1: "Understanding Opportunities for Students' Participation in Classroom Discourse", which contains the three above factors.

Chapter 2: "Conversational Interaction Enhanced by ICT Tools: a means for Increasing Opportunities for EFL Students participation and Engagement to Invest their Personal Identities and Experiences in Classroom Discourse".

Chapter 3: "Conversational Interaction as a Means for Creating Learning Opportunities"

Chapter 4: "Teachers' and Student's Perceptions of Opportunities and Challenges?" with all the interviews and questionnaires data.

Through the discussion of findings that follows in the next chapter, the intention is to provide a rich evidence base of an "authentic classroom discourse". The benefits, opportunities, and challenges of the innovative CPP program on EFL learning experience in the Algerian HE context will be evaluated and discussed.

Part 5: "Discussion: Understanding the Algerian EFL Macro-context" where all the findings have been brought together and triangulated.

Finally, conclusions were drawn inductively and recommendations were forwarded.

A.20. Ethical Considerations

An increasingly important issue related to gathering data from foreign language learners is ethics. A focused discussion on ethical issues in research involving humans , including the process of obtaining informed consent (Appendices B & C) and institutional review of research , together with steps in preparing a research protocol are pinpointed in the following section .

Ethics has been defined by Cavan (1977) , cited in Cohen , Manion and Morrison (2007 , p. 124) as :

"A matter of principled sensitivity to the rights of others , and that while

truth is good , respect for human dignity is better ." (p.810)

This principle forbids the doing of harm, where maltreat might be understood as both physical and psychological. For instance, causing extreme emotional distress should be avoided. The underlying value of this research ethics is reverence for both teachers' and learners' propriety. The process requires that involving participants such as learners is sensitive to the inherent worth of all human beings and the regard and consideration they are due.

Ethics, according to Seiber (1993) , involves :

"The application of moral principles to prevent harming or wronging

others to promote good, to be respected and to be fair." (p.14)

This belief highlights that the researcher's actions should be only limited to prevent detriment to other learners or individuals.

Part of foreign language acquisition research, human subjects are exposed to experiments in which a certain treatment is administered. Hence, ethical and legal considerations in conducting research and collecting data from human participants should be stressed. The awareness of ethical concerns in research is reflected in the growth of relevant literature (Seliger & Shohamy , 2000 ; Mackey & Gass , 2008 ; Cohen , Manion & Morrison , 2007 ; Bell , 2008) , and in the appearance of regulatory codes of research practice formulated by various agencies and professional bodies. For instance , the Declaration of Helsinki (World Medical Association , 2000) , the Belmont Report (National Commission , 1979) , and the Nuremberg Code (1949) ; The Office for

Human Research Protections (O.H.R.P) of the U.S. Department of Health and Human Services (D.H.H.S) , and the Office of Human Subjects Research (O.H.S.R) of the U.S. National Institutes of Health (N.H) provide online documentation concerning ethical principles and guidelines for the human subjects' protection .

Although different authors use different labels for categories (Cohen et al. , 2000 ; Bryman , 2004 ; Dornyei , 2007) , ethics in social research is preoccupied with four main and sometimes overlapping areas : informed consent , confidentiality , deception and harm to participants (Bryman , 2004) . This research was conducted considering that no physical harm came to the participants , and in fact "educational research has historically engaged in research that imposes either minimal or no risk to the participants" (Johnson and Christensen , 2004 , cited in Dornyei , 2007 , pp.64-65) . In order to avoid deception and promote giving informed consent , perspective participants received clear information about the purpose of the study and a consent form . If they agreed to take part in the inquiry, they signed the consent form and kept the information sheet as a means to ensure they had all relevant information handy.

To respect ethical procedures, a number of points should be guaranteed:

- Protect the participants' dignity and welfare.

- Respect the individual's freedom to decline participation.

- Maintain data confidentiality .

- The preservation of the researcher's privacy against any kind of violation or invasion .

- Maintaining ethical standards remains the liability of the investigator in charge of the actions of the co-workers or assistants .

- Provisions to minimize potential risks to subjects should be taken seriously .

- Informing the subjects about the nature of the study .

- Subjects' names should be kept anonymous by associating codes .

- Access to data should not be permitted without the consent of the persons directly involved in the research .

The current investigation on conversational interaction in a computer mediated context has an important contribution to make towards achieving full human rights and social justice for the prospective respondents.

A.20.1. Access and Acceptance

Approval from our institutions and informed consent from the participants are necessary for data collection . The relevance of the principle of informed consent becomes apparent at the initial stage of the research project . Permission is needed before embarking on the task . Without the authorization of the department's head , the laboratories could not be accessed . Thus , as a researcher and as a human being , worthiness should be demonstrated to establish our own ethical position with respect to the proposed research .

Prior to performing our investigation , allowance from our principals and informed consent from the learners have been sought . Hence , access to the facilities needed for the inquest is gained . The participants were informed of the project's aims. Participation was voluntary and completely anonymous and the retrieved information would only be used in this dissertation. To anonymize the participants, codes were used for their identification. For the observations, the results will be presented only as a total number. In appendix (A) a sample consent form for the study is provided to the learners. Good will and cooperation have been achieved. Confidentiality was ensured since the identities of the participants were protected by changing their names to pseudonyms in the transcripts of the both groups.

A.21. Conclusion

Research methodology design is the organization of data collection, analysis and interpretation so that the data collected will support unambiguous conclusions about the problem being studied. Research design helps make explicit what research data is considered relevant, the process by which that evidence is collected, and the relation between that evidence and how it is organized in the analysis to support research conclusions. The purpose of the current research project is to show how the research questions can be investigated using two different procedures and methods with one goal to shed light on the feasibility of the newly implemented teaching model (the CPP Model) from different perspectives and angles. To sum up, details and thoroughness are key ingredients of a good research design.

A.22. Piloting Study

The central theme of this piloting study is learner autonomy and agency enhanced by Information Communication Technology (ICT) pedagogies in the Algerian English Foreign Language (EFL) context. The notion of learner autonomy, here, is perceived from the sociocultural perspective where the idea is introduced in our EFL context for the purpose of enhancing EFL learners' uptake and learning processes. The approach devised for supporting learner autonomy is meant to encourage the principles of self-determination, self-reliance and self-rule within the EFL learning environment, a setting enhanced by ICT pedagogies and innovative resources. The current research project has been undertaken to explore the viability of ICT tools in our EFL context for the teaching of English and how far this technique implements autonomous learning successfully. The study reported here is a one year classroom research based study looking at the students' attitudes towards the proposed pedagogy for the teaching of English speaking

skills. The findings of this research provide valuable insights on learner autonomy within a Computer Mediated Communication (CMC) setting. It addresses, also, the issue of the relationship between learner and context with regard to self-determination, self-reliance and self-rule. There is a plethora of research carried out in the field of learner autonomy within Western second language education contexts that tackles the efficiency of autonomous learning approaches, but few studies have been carried out in the Algerian EFL context especially if this latter is associated with ICT tools. Drawing on classroom observation and questionnaires data sources, this study illustrates how ICT enhanced pedagogies in our EFL contexts could be a determining factor for fostering EFL learnability and encouraging learners' autonomy as interpreted from the sociocultural perspective. Thus, the present research project seeks to investigate the current queries:

> Is ICT a viable tool for the teaching of English?

> If, Yes? What is the fate of using Technology in our EFL setting?

> In what way and to what extent does the interaction enhanced by ICT pedagogies foster learners' autonomy?

> Can the Algerian University meet the 21st century demands?

These inquiries are meant to unveil the reality behind using ICT tools in our EFL classrooms and to see how far the implemented pedagogies could positively impact our teaching and learning enterprise.

A.22.1. The Research Design

This piloting research project is a classroom research based study where both quantitative and qualitative data have been gathered to inform us about the feasibility of the implemented methodology. I have applied questionnaires and classroom observation to document for the viability of the CPP Model. Among a population of 700 1st Year LMD students, a group of 75 learners has been chosen as a sample for the study. These learners were my own students, and I have applied the CPP program on them for the course of Oral Expression all along one year normal curriculum activities. Throughout this research project, there was an attempt to detect which tasks encourage classroom interaction, autonomous learning as well as motivation to learn and, above all, help learners produce the target language correctly and appropriately. In this paper, I will report the questionnaire results as an evidence of the viability of the CPP Model in the teaching of English as a Foreign Language.

A.22.2. Questionnaire Results

The sample has been given 10 questions all of which are meant to gather data with regard to the set model. Some of the questionnaire items have been inspired by the work held by Ilter (2009). The questions are categorized as follows:

1. Learners' perceptions about EFL teaching in general.
2. Learners'' perceptions about the teaching of the oral course.
3. Learners' perceptions about ICT.
4. Learners' attitudes towards ICT for the teaching of Oral Expression.

The results obtained through the administered questionnaire are summed up in the following diagram:
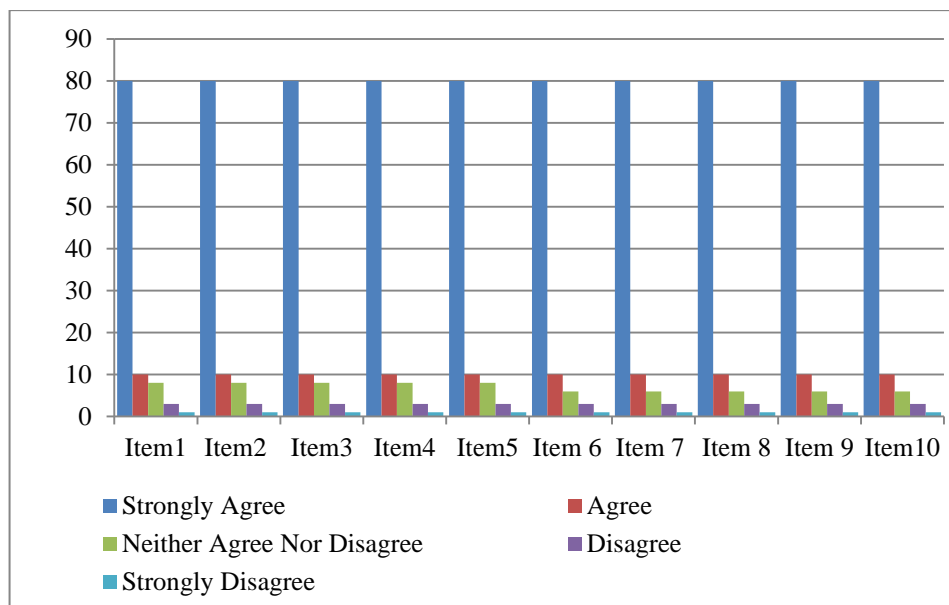
Figure 13 Learners' Attitudes towards The CPP Model

This diagram will not make any sense unless we look at the items displayed in the following table for the questions asked.

Table 7 Questionnaire Items

Item	Questions
1	Using multimedia computers in learning English fosters my speaking ability
2	I learn better through exposure to native speakers via multimedia resources
3	The teacher should choose innovative means to teach English conversation skills
4	Students should have conversation with teachers
5	Students should mainly have conversation with other students
6	Knowing about western culture is necessary for learning English conversation
7	Teachers should use technology in the language classroom for every lesson
8	Films, Videos , CDs and e-learning can be helpful to develop my English skills

9	Technological devices are necessary for language teaching
10	Computer based lessons are more enjoyable and effective than traditional lessons

A.22.3. Discussion

From the diagram and in reference to Table 1, it is clearly shown that 80% of the 1st Year LMD students strongly agreed that they learn better when they are exposed to native speakers. Also, 80% of the students strongly agreed that using computers in learning English fosters their speaking ability. In fact, the same percentage strongly supported the application of innovative means in the teaching of English conversation skills such as films, videos, CDs and E-learning to develop their communicative skills all of which are provided by the CPP Program. They also strongly agreed that computer-based lessons are more enjoyable and effective than traditional lessons. 80% of the learners strongly favored the usage of computers and multimedia resources for every lesson and they consider the use of technological devices necessary for language learning. Not only this, the questionnaire displays that knowing about Western culture is necessary for learning English conversation with a proportion of 80% positive responses. In fact, all these answers are concrete evidence of the fact that the implementation of the CPP Model has been really effective. 80% of the students wanted a classroom environment enhanced by multimedia resources where they would be able to listen and to expose themselves to authentic language and native speakers. This latter would secure opportunities that fit their needs and language demands. The use of the CPP Model could enable our EFL learners to monitor their learning on their own by increasing their motivation to learn. It facilitates access to tasks and language tools anywhere, and at any time where they feel up to. For 80% of the students, the CPP Model is more enjoyable and effective than traditional lessons because it enabled them

to expose themselves to authentic language and promoted their speaking ability. To back up this evidence, in 2013, the scores of the learners exposed to this project peaked in grammar, listening, and speaking after one year delivery. The CPP Model ensured for EFL students the context to expose them to the western culture because this is paramount for developing their oral skills. In brief, the CPP Program provides EFL learners with:

1. An outgoing convivial learning environment.

2. Opportunities for self- monitoring.

3. Autonomous learning contexts.

4. Extra-practice and feedback.

5. Integrated skills.

6. An easy extensible delivery of knowledge with respect to learners' convenience in any place.

With reverence to the set queries, one can say that ICT has been proved to be an effective tool for the teaching of English because this latter is an open door or a medium for bringing native speakers into classroom settings. ICT tools provide real life situations and authentic dialogues for students. Also, ICT pedagogies yield good opportunities for EFL learners to practice their autonomy. In accordance with this, the CPP Model teacher takes into account learners' needs, interests and goals in the design and the selection of tasks. Once agreed upon the lessons' plan, the students would be able to access the content and to practice what has been learnt and even to assess their learning outcomes on their own with the help of the guiding Software. The teacher is

just a facilitator or rather a mentor for the learning process. Regarding the 21st century challenges and demands, the Algerian University looks promising for what is required from both teachers and even the decision makers. The Algerian University has proved to have the required skills and pedagogical materials to ensure an outstanding quality of EFL teaching. The application of the CPP Program is just a very concrete evidence of the future aspirations of a generation opened toward the forthcoming century.

A.22.4. Conclusion

The quantitative results obtained from the current study are an illustration of the effectiveness of the innovative models applied to enhance learners' autonomy. This study shows that autonomy is enhanced through ICT pedagogies and also through the help of the devised decisions taken by teachers. The CPP program offered lavish and encouraging opportunities for learners to practice their autonomy, their uptake and to be exposed to the target language through creating real life scenarios. Through the findings, we may confirm that ICT means have made it possible for our 1st Year LMD students to get in touch with the English native world. Of course, we cannot assume that the newly devised pedagogy is going to set aside teachers, but rather it considers them as collaborative agents with both learners and ICT tools in shaping the teaching/learning enterprise. As teachers we are not supposed to neglect the usage of innovative materials especially if we have the feeling that our learners are more superior than we are in terms of ICT usage. On the contrary, we should encourage the integration of ICT tools for the benefits of our learners to meet their needs and to foster their learning outcomes. If the LMD Reforms are set to be more learner-oriented; therefore, the CPP Framework is deemed beneficial for the application of the reform ideals, and this is just the beginning of an ongoing process.

Part B:

Findings

B.I. Chapter One: Understanding Opportunities for Students' Participation in Classroom Discourse

In this chapter, ways of how conversational interaction in our EFL classroom was enhanced in several ways will be portrayed, and how that contributes to the understanding of the research questions as well as there is an attempt to highlight the nature of classroom interaction in computer mediated settings in Algeria. The case discussed in this first part of the findings chapter is to provide an understanding of an authentic classroom discourse which is at the heart of this study. It is argued that in order to draw a picture of classroom discourse, a detailed account of the different classroom micro-contexts which are deemed to be beneficial for enhancing EFL learning is carried out. Here, three prominent aspects will be shown: First, there will be a close look at the efficiency of the newly devised pedagogy through explaining the different intricacies of the CPP instructional approach. The components of the different micro-contexts will be explained. As a researcher, the understanding of the context entails developing awareness towards the different instructional practices, and evidence for the usefulness of the CPP program in enhancing EFL learning. The focus will be on documenting how conversational interaction enhanced by ICT devices is critical for fostering EFL learning. Within this respect, Kumaravadivelu (1999) asserted that "what actually happens there [classroom] largely determines the degree to which desired learning outcomes are realized. The task of systematically observing, analyzing, understanding classroom aims and events therefore becomes central to any serious educational enterprise." (p. 454). Essentially, the point made, here, is that understanding accurately how our EFL classroom setting is organized will help us in disguising the nature of classroom discourse, the different instructional practices, and

show how the various pedagogical aims are attained.   Secondly, the will be a representation of how conversational interaction in an enhanced environment by ICT tools could create opportunities for practicing the target language and increases instances for active participation in the communicative act, the kind of the interaction that encourages students' output, students' active engagement with other students, a kind of interaction that engages learners to invest their personal identities and meanings and to "speak as themselves", and by extension would lead to learning. Thirdly, data that evidence for the role of conversational interaction as a means for boosting EFL learning opportunities will be provided. The question of whether the implemented approach has contributed to or hindered EFL learning is tackled thoroughly.

B.I. Understanding the Interactional Micro-Contexts in the CPP Program

According to Walsh (2003), conversational interaction facilitates second language acquisition. Walsh (2006) highlights that language learning can be determined and explored in a second language classroom through either a probe of the conjunction between interaction and language acquisition, or an appraisal of the significance of socio-cultural assumptions of learning in SLA theories. Walsh claims that the classroom setting is not just one type of interaction. Classroom settings are very diverse and do have multiple micro-contexts. Walsh contended that any EFL lesson can be viewed as "a dynamic and complex series of interrelated contexts, in which interaction is central to teaching and learning" (p.16). The view taken, here, is that "participants in classroom discourse, teachers and learners, co-construct (plural) contexts. Contexts are constructed through the talk-in-interaction in relation to specific institutional goals and the unfolding pedagogic goals of a lesson." (p.16). Walsh (2006) further argued that "Class based L2 learning is often enhanced when teachers have a detailed understanding of the relationship between teacher talk, interaction and learning opportunity. An ability to

understand interactional processes at work is crucial to facilitating learning opportunity, and to preventing learners from becoming "lost" in the discourse (Breen, 1998)" (p. 16). However, the anecdotal evidence and, also, the evidence from both the students and teachers questionnaires and interviews data point to a prevalent tendency that our EFL classrooms are mostly teacher-led as it can be seen from the chart below (Figure 14. Distribution of Classroom Talk):
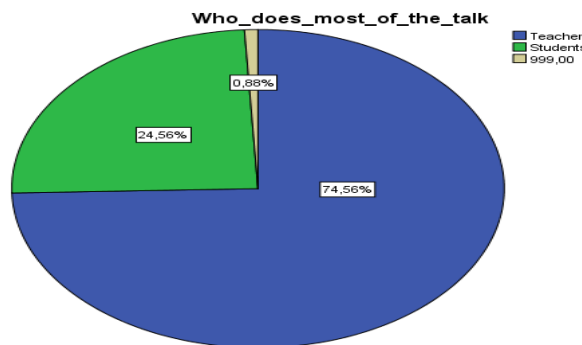
Figure 14 Distribution of Classroom Talk

It seems unlikely that the former interactional context, that is, the teacher-led classroom, based on my classroom observations and students' performance and achievement scores was unable to lead our EFL learners to the mastery of the target language. Hence, the CPP program was designed with the aim to provide students with opportunities for expressing themselves and gives them a chance for fluency practices. Thus, in this section, I want to understand what types of interactional micro-contexts are in evidence of understanding the interactional micro-contexts.

To get an in-depth analysis of classroom conversational interaction, the SETT framework has been used to set forth the different interactional features. Indeed, Walsh (2006) has outlined in the SETT Model that classroom interaction can be categorized based on different micro-contexts of interaction. The SETT framework's main aim was to develop an instrument which fairly represented the fluidity of the second language

classroom context, which portrayed the relationship between pedagogic goals and language use, which acknowledged that meanings and actions are co-constructed through the interaction of the participants. Within this respect, Walsh (2013, p. 69) argued that "classroom discourse is portrayed as a series of complex and inter-related micro-contexts, where meanings are constructed by teachers and learners, and where learning occurs through the ensuing talk of teachers and learners". The quality of the resulted classroom talk is considered to be genuine and authentic where teachers and learners engage in real communication and interaction. Walsh claims that learning opportunities in classroom discourse arise when there is a match between the pedagogical purposes, that is, the actual purposes of a given lesson and teacher's language use. If there is a match between the teachers' use of language and the pedagogical objectives, learning opportunities arise. I am using SETT, and I am choosing specific episodes to first show discursive features that help me discuss and provide evidence for why these latter fit as representative of classroom context mode, and I will then discuss how learning opportunities either arose or maybe did not happen through the teacher's use of language in the following section. In my analysis, I am interested in highlighting how the teacher and learners in particular, are oriented to these interactional contexts and created learning opportunities. My focus will be on presenting a clear understanding of classroom conversational interaction that would enable us to delineate how leaning opportunities are constructed or obstructed. I will show how meaningful classroom discourse is built through talk-in-interaction and the unfolding pedagogical goals of the CPP approach.

The discussion in this section is advanced through the characterization of classroom discourse as seen through the lens of the SETT framework. This model is meant to describe EFL classroom conversational interaction and portray an

understanding of the different interactional practices. The assumption held within this respect is that EFL classroom contexts are generally built by members through, and in their communicative acts in the light of the overall institutional objectives and extant instructive goals. Classroom conversational interaction in the CPP program is organized as follows: It has been observed throughout the fourteen lessons taught so far that classroom interaction is based on the following micro-contexts: Approximately 348 instances of classroom context mode in the second lesson, 488 in the third lesson, 77 in the fourth lesson, , 339 in the fifth lesson, 811 in the sixth lesson, 530 in the seventh lesson, 748 in the eighth lesson, 169 in the ninth lesson, 243 in the tenth lesson, 438 in the eleventh lesson, 444 in the twelfth lesson, 98 in the thirteenth lesson, 292 in the fourteenth lesson, and 560 instances in lesson fifteen represented through content feedback, frequent extended learners' turns, teacher's reactions to learners' elicited responses with some non-verbal communication cues, teacher's use of referential questions, the use of scaffolding, instances of teacher's support and assistance, teacher's short and extended turns; 80 instances of managerial mode over all the lessons; 219 students' turns and 129 teacher's turns in the second lesson, 395 students' extended turns and 93 teacher's turns in the third lesson, 41 learners' extended turns and 36 teacher's short turns in the fourth lesson, 213 learners' turns and 126 teacher's turns in the fifth lesson, 479 learners' turns and 332 teachers' reactions in the sixth lesson, 315 learners' elicited responses and 215 teacher's turns in the seventh lesson, 448 instances of learners' elicited responses with respect to the material used and 300 instances of evaluative and extensive use of display questions in the eighth lesson, 81 instances of learners' extended turns and 88 instances of corrective repair, use of display questions and scaffolding in the ninth lesson, 235 instances of peer contribution and 8 instances of teacher's evaluation of learners' talk in the tenth lesson, 371 instances of learners' turns

and 67 instances of teacher's involvement in classroom discourse in lesson eleven, 392 instances of learners' elicited responses with respect to the materials mode and 52 instances of teacher's reactions in lesson twelve, 54 events of learner's contribution in the task and 44 instances of teacher's evaluative reactions to learners' contributions in lesson thirteen, 201 instances of learners' elicited response and 91 instances of teacher's reactions in lesson fourteen, and 270 instances of learners' extended turns and 290 instances of teacher's short turns in lesson fifteen which represented the materials mode. Throughout the lessons, the materials mode is represented through students' elicited responses in relation to the task and the materials used, referential and display questions, confirmation checks and reformulations. The overall quantitative representation of the prevalent classroom modes instances observed are summed up in the following table:

Table 8 Classroom Interactional Modes Quantitative Representation

Lessons	Classroom Interactional Modes			
	Managerial/ N	Materials/ N		Classroom Context/N
		Learners' Turns	Teachers' Turns	
02	8	219	129	348
03	6	395	93	488
04	2	41	36	77
05	8	213	126	339
06	4	479	332	811
07	4	315	215	530
08	8	448	330	748
09	2	81	235	169
10	2	235	8	243

11	12	371	67	438
12	9	392	52	444
13	7	54	44	98
14	2	201	91	292
15	6	270	290	560
Total N=	80	3714	2048	5585

It has been observed, also, that these lessons contained specific interactional features characterized through the use of corrective repair, the use of scaffolding, form-focused feedback, and extensive use of display questions and the predominance of the IRF pattern. With regard to the prevalent classroom context mode, in this section, specific episodes from the fourteen lessons that are thought to provide good examples of how learners are pushed and given ample opportunities to produce, use and practice the target language are selected to illustrate for the kind of classroom context modes. By practice, I mean the active participation in the communicative act, the kind of the interaction that encourages students' output and students' active engagement with other students. Throughout the classroom context mode, the students are enabled to clearly promoting oral fluency where the context has been established for creating the appropriate environment for learners' active participation in classroom conversational interaction. In this section, I will show how the classroom context under the conditions set by the CPP approach could provide learners with opportunities to use the target language and, also, to enlighten our understanding of the importance of classroom settings in creating favorable conditions for enhancing EFL learning. In this part of the analysis, I want to understand how conversational interaction is triggered and facilitated by the CPP design taking into consideration all classroom discourse data. I will show evidence of beneficial classroom context modes. In what follows, I will present an

overview of the importance of the classroom context mode in enhancing learners' ability to use, produce and practice the target language.

First, it has been argued by the literature that learners need opportunities to practice language at their level of English language competency. This practice with English-speaking peers is called *Comprehensible Output* (Swain, 1985). Many researchers feel that comprehensible output is almost as significant as input. Though, Bygate (1988) contended that speaking may be more important to the process of SLA than comprehensible input. He asserted that "It is only when the learner is being required to piece together his [sic] own utterances that he is being obliged to work out- and hence learn- his own plans of verbal action, all the while evaluating his output in the light of his meaning intention" (p. 231). According to Swain (1985), output is vital on the grounds that it compels the learner to create exact, reasonable and proper semantic assets, "pushed language use", and on the grounds that it requires the learner to give a careful consideration to sentence structure and test hypotheses. The idea of "pushed output" is requisite to this position, and the inferred assumption is the students' active participation in the communicative routine. Within this regard, Walsh (2006) claimed that through the teacher's scaffolding, learners are promoted to process their contributions with the goal that they can be apprehended. As such, learners need to focus not only on the accuracy of the sentence, but also on its function and level of appropriacy at a given point in an interchange. Within this respect, Walsh admitted that "by giving learners control of the topic rather than the activity, there may be increased opportunities for both practice and acquisition" (p. 28). Cooperative dialogues are one way for EFL learners to receive plenty of understandable input and output. Here, are some reasons why it is important to consider the usefulness of output in the learning process:

o Dialogic settings allow for more comprehensible input because the teacher or classmates modify or adapt the message to the learner's needs.

o Speakers can more easily check on the understanding of the listener.

o There is more opportunity for oral practice and for repetition of content information as peers help less competent learners negotiate meaning.

o Student talk in dialogic contexts is centered on what is actually happening at the moment as the task is completed.

o Feedback and correction are non-judgmental and immediate.

Dialogic conversational interaction that entails practice, that is, "pushed output" and collaboration is viewed to be an integral part of learning, and it enhances the development of EFL acquisition.

Within this respect, the different premises set in favor of the viewpoint held with regard to the fact that classroom conversational interaction increases opportunities for practice, we can say that:

1) Conversational interaction facilitates EFL acquisition and increases opportunities for practice.

2) Participants in classroom settings construct a dynamic context through dialogic conversational interaction.

3) A clear understanding of classroom conversational interaction would enable us to delineate how learning opportunities are constructed or obstructed.

4) EFL learning occurs through pushed opportunities for practice and increased instances of dialogic collaboration.

5) Meaningful classroom discourse is built through talk-in-interaction and the unfolding pedagogic goals of the lesson.

Based on these premises, the extracts (Excerpts 1/2) below have been selected to elicit learners' responses with respect to personal learning experiences, and to represent an episode of interactional context for fluency practice. This part of the lesson aims at enhancing learners' ability to use the target language, and to push them to display authentic accurate answers, at the same time to be able to use the different structures of expressing opinion. Authentic because the answers are the result of the students' personal experiences and accurate in terms of the structural correctness of the sentences displayed. The first excerpt's interactional exchange, which is taken from the second lesson (Appendix E), is a typical example of a managerial and classroom context modes because the focus is on meaning and the teacher at the beginning of the lesson is locating the learning temporally and pedagogically (Lines 1 to 7).

Excerpt 1

1	Teacher: So today, we are going to have a free and honest talk about our previous learning experiences. First, let's start
2	with some insightful questions uhh.. How do you qualify your current level in English? Uhh actually we want to know at the
3	end of this session what hinders you from communicating uuh in English? We want uhh also to know or rather we try to
4	help you create the appropriate environment to learn English. You have to know that this is beneficial not only for you as
5	participants in this research , but also for the coming future generation uhh you will help yourself to solve the problem and
6	and also to help us understand your queries. So let us start from the beginning uhhhh we want at the end of today's session
7	to help you get answers to many of your problems. Okay! So who wants to start? (Smiling)

8	S: Today uhhh I have measured my own experience
9	T: Uhhhhh?
10	S: Uuh what I have observed is from my own experience cause uhhhh I didn't work enough on myself uhhh, but I uhhh
11	T: Uunhhh (attentively trying to drive the student to talk) using body language
12	S: But I want to give some suggestions uhh I
13	T: Of COURSE (Raised Intonation) go ahead
14	S: Uhhhhh the I (…) uuuhhh I think that uuhhh a lot making us uuhhh make (…) on some modules uhhh like the oral
15	expression module (mispronounced) uuhhh a lot make us to er.. on some modules uhhhh like the oral expression
16	course and general culture to SPEAK (raised intonation). It is the time where the students uh the student have the chance to
17	speak uhh
18	T: uuhhhh to express himself
19	S: Uhhh to uhhh to uhhh to give them the chance for other techniques uhhh like the project works uhhhhhhhh
20	T: THANKS S2?

Once learning has been located, learners are invited to participate (Line7). Locating learning is an important first step in building a main context; consequently, in many respects, the managerial mode functions as a support to the other three modes as it has been conceived as an "enabling" mode (Walsh, 2006, p. 69) because it expounds and portrays the course of action of how learning is constructed. In the first extract, it is clear that the main focus is how to enhance learners' fluency practices through pushing them to produce the target language. Here, the teacher in the opening lines has clearly helped learners assign the concern of the discussion through directives and instructions. This has been clearly perceived through the use of discourse markers such as *(So today, first let's start, so let us start from the beginning, we want at the end of today's session,*

Okay, who wants to start). With regard to context mode, this excerpt is the evidence that the teacher provides feedback on content not on form. There are lots of student's turns (Lines 8, 10, 12, 14-17, and 19). This is an equivocal proof of learner's active participation and practice of the target language. Student involvement is frequent (Lines 8, 10, 12, 14-17, and 19) and many eliciting cues from the teacher. Extended learner turns are frequent in this extract and shorter teacher turns. This is a clear evidence of the learner involvement in the communicative act. Instances of scaffolding and self-repair are frequent in classroom conversational interaction. Extended wait-time is also recurrent in this episode, which is in itself a clear evidence of learner engagement in classroom talk. This fulfills classroom criteria of context mode and they are categorized under the positive effect due to their encouraging nature in improving the learners' attempts to participate in the different communicative events.

From the extracted episode above, it gets to be exceptionally evident that the instructor has made opportunities for learner contribution in light of the utilization of the language and the instructive purposes set at first hand. In the second excerpt (Excerpt2) that follows, there is clear evidence that the instructor, by controlled utilization of language and by coordinating educational and linguistic objectives encourages and fosters reformulation and clarification, prompting more noteworthy engagement and accuracy of learner talk. Large portions of the highlighted excerpts reflect a genuinely occurring conversation and the teacher fittingly gives individual reactions to learners' responses in a form of content feedback (Lines 9, 23, 27, 29, 34, 39, and 41), and making non-verbal communication cues in Lines (11, 24, and 27). Provided that the teacher's pedagogic goal is to enhance "Oral fluency practice", the teacher's use of conversational language is appropriate to her pedagogic purpose; thus, language use and pedagogic purpose coincide.

Excerpt 2

21	S3: (Interrupting by saying) : uhhhh it's better for us to make ourselves in the atmosphere of uhhhhh
22	T: Thanks pointing to S1
23	T: Of uhhh? Of uhhh?
24	T: uhhhhn, (pushing the student to speak and to finish the sentence using body language, eye gazing, using her
25	Hands to push the student to keep on talking)
26	S3: Of the subject of talking
27	S1: Miss I want to give uhh some suggestions
28	T: Nodding her head
29	S1: I uhhh I prefer if uhhh there is a possibility that a psychologist be here in our department to help uhhhhh
30	T: uhhhh YES YES ?
31	S1: uhhh to help in their behaviors to haaa if uhh they have many problems
32	Ss: [inaudible words] [Laughter]
33	T: [Laughter] PLEASE! (raised intonation) go on.
34	Ss: [Laughter]
35	T: YES, why not Yeahhh! why do you think a psychologist is so needed for
36	S3: (interrupting) I think that uhhhh
37	S2: uhhhh for me uhhhhh
38	S4: (interrupting) the need for a psychologist?
39	S2: I think many of us uhhh many are of the problems uhhh many problems are included uhh.
40	T: Many problems are interrelated.
41	S2: With uhhh our uhh which uhhhh
42	T: with our learning?

The instructor's utilization of language emphatically looks like articulations found in the "real world" and strengthens the point of advancing oral fluency. Congruous conversational language generates a productive climate that is prone to enhance learners' contribution. Content feedback as opposed to form feedback leads to authentic communication, and is germane to the context of the discussion.

The pedagogical purposes of the interactional exchange in Excerpts 1 and 2 are meant to enhance learners' ability to discuss freely certain matters that concern their language background and the different obstacles faced. These episodes show how the teacher attempts to enable learners to express themselves clearly, to establish a context, and to promote dialogue and discussion. The interaction in Excerpt 1 is opened by the teacher's initiation of the main topic to the whole class in a form of referential questions

(2, 3 and 4). In reverence with this, many studies (Long and Sato 1983; Brock, 1986; Nunan, 1987) argued that referential questions are more likely to produce 'natural' responses and serve the communicative purpose, serve to signal turns, aid comprehensibility, provide opportunities for non-native speakers to participate, or even compel involvement, and by extension enhance learning. This is clearly perceived in the extended learners' turns (8, 10, 12, 14-17, 19, 21, 25, 26, 28, 30, 35-38 and 40). Communication breakdown is a very common feature of an EFL classroom, and it occurs because learners do not find appropriate words or phrases to express their thought. Scaffolding describes the way in which teachers provide learners with linguistic support to help self-expression (Bruner, 1983, 1990, as cited in Walsh, 2006). In this skill, the teacher is similar to many parents when helping their young children (Walsh, 2006); therefore, the teacher can involve learners in a conversation to find the correct word at a given moment. This feature of scaffolding is apparent in the two current episodes in turns (18, 38 and 39), and features of communicative breakdown are clearly found in turns (10, 12, 14, 16, 17, 19, 21, 26, 28, 30, 35 and 40). Learners are led to an understanding of the task by, on the one hand, a teacher's provision of appropriate amounts of challenge to maintain interest and involvement, and, on the other, support to ensure understanding. The instructor's goal is to encourage learning by drawing on pre-existent or grounding knowledge of the learners and empowering a wide array of responses. That is, it is not to transmit correct replies, but rather to guide participants to higher degrees of understanding through their joint investment in the interaction. Through their amplified cooperation, teachers and learners together create a typical establishment of comprehension. It is through the process of active participation in classroom conversational interaction that EFL learners understand how to use the target language, construct knowledge, and accomplish genuine performance. The

teacher initiated in the opening lines a challenging topic for discussion (Lines 1-2). This topic meets the students' needs, and it is relevant to their background knowledge in order to ensure their involvement. In the extracts, there are instances of the teacher's support and assistance through simplification of the content and the language used (Lines 2-3, 18, 23-24, 27, 39 and 41).

Also, in the above episodes, extended wait-time is created during the dialogue and the learner contributes in an extended turn without the teacher's intervention. This is clearly shown in lines (11, 13, 23 and 29) (Extended wait-time), and lines (10, 14-16, 19, 21, 28, 30 and 38) represent learners' extended turns. This is evidence that the teacher's use of language has encouraged student involvement in many respects: turns (8, 10, 12, 14-17, 19, 21, 25-26, 28, 30, 35-38 and 40). In these extracts there are also episodes of the teacher's extended turn especially in the first opening turns from (1 to 7) representing the managerial mode. There are also instances of content feedback in lines (9, 11, 18, 24, 29 and 34). In these excerpts, it is obvious that the learners have more interactional space and freedom in both what to say and when to say it. It is, in numerous regards, much closer to casual conversation because the learners have produced longer turns, and because the teacher's interventions are non-evaluative, relating more to the content of the message than the language used to express it. As an observer of these interactional episodes, it is apparent that the referential prompt questions "how do you qualify your current level in English, and what is the appropriate environment to learn English?" produced longer, freer responses by the learners and resulted in a more equal exchange as might be found in a casual conversation. The aim of this lesson's part was to promote classroom discussion; therefore, the choice of the referential questioning strategy seems appropriate at this stage because the students were clearly engaged in active participation and practice of the target language.

Apart from questioning, "the activity which most characterizes the language classroom is correction of errors" (Van Lier, 1988, p. 276). Van Lier argued that repair is "closely related to the context of what is being done" (p. 211), and, thus, should be related to pedagogic goals (Walsh, 2006). Throughout the extracts, self-repair is evidenced in the learner's turns (15-16 and 38). Self- repair can be seen as an evidence of the learner's involvement, pushed output and practice in conversational interaction. This in itself clearly shows that the learners are aware of the structural accuracy of the language and because changes have been made (turns 10, 15-16, and 38). This means that structural rules have been internalized and learning has occurred. A detailed account of self-repair as a source of agency will be discussed in my next section.

Based on the current extracts, many features of the teacher's language use and learner's involvement do conform to the typical patterns of L2 classroom discourse set by the SETT framework. Learner turns are long which characterizes the teacher's attempt to engage them in the communicative act, and which by extension maximizes the learning opportunities. In the extracts, it is clearly shown how the teacher works to ensure that interaction is maintained. In the extended initiative turns (1to7), the teacher acts as a source of linguistic input and then as a "model" and a "support" in (7, 11, 13, 18, 23-24, 29, 39 and 41), supporting the learner's communicative breakdown and reinforcing the student's contribution. This is a perfect example of the skillful management of the discourse where learners are pushed to participate in the lesson, and where learning opportunities are maximized. Interactive classrooms, where learners are engaged in supervised task-based learning, certainly promote learner independence. By giving learners control of the topic rather than the activity, there may be increased opportunities for both practice and acquisition (Walsh, 2006). Opportunities for learning are maximized when new concepts and language can be both understood and

verbalized. However, the centrality of speech to learning has another, more significant dimension in that consciousness, considered by Vygotsky (1978) as being central to learning, is developed through social interaction. Learners become more "aware", through participation and in social activity, of themselves as learners. In the communicative EFL classroom, learners are encouraged to acquire language through discussion-based that may be form- or content-focused.

In consideration of the above classroom context mode, we can say that the above interactional micro-contexts have been chosen in order to illustrate some of the preliminary interactional features of authentic L2 discourse. This piece of discourse can be likened to casual conversation where the learners have complete freedom as to when to speak, and when they remain silent. The process of scaffolding which involves learners taking risks and the teacher support to fill in the different communicative breakdowns has been found worthwhile making the point that the teacher's ability to use scaffolding in the co-construction of learning activities is considered as a positive evidence of the clear match between the pedagogical purposes set at first hand by the teacher and the produced classroom discourse. By considering classroom discourse as a form of dialogue, understandings about teaching and learning processes can be greatly enhanced, and gaps in learners' interlanguage identified. The main message from these excerpts is that interaction in the EFL classroom is fundamental to language acquisition, and if interaction is meant to promote meaningful learning, it has to be mediated, and the prime responsibility for creating interaction-centered learning opportunities lies with the teacher. The principal pedagogic goal of these episodes is to maximize opportunities for interaction through enabling learners to talk about feelings, emotions, experience, attitudes, reactions, personal relationships, to establish a context, to activate mental schemata, and to promote oral fluency practice. In classroom context mode in this

interactional exchange, the interaction is initiated and sustained from the interactional opportunities that emerge from the complex and diverse range of experiences and cultural backgrounds that the learners themselves bring to the classroom (Walsh, 2006, p. 79). In light of the pedagogical goals mentioned above, the main interactional features observed in these episodes are:

1. Extended learner turns; the speech exchange system is frequently managed by learners themselves with little teacher involvement within the interaction.

2. Relatively short teacher turns

3. Direct repair used only to fix a breakdown in the interaction

4. Content feedback, focusing on message not form

5. Extended use of referential questions, rather than display questions

6. Scaffolding used to help the learner express their ideas

In these episodes, it has been noticed that the management of turns is determined by the local context, "the communicative potential of the L2 classroom itself, and the authentic resources for interaction it has to offer" (Van Lier, 1988, p. 30). These exchanges are good examples of genuine communication where the teacher has played less prominent role taking more of a "back seat" and allowing learners all the interactional space they need. The teacher in these excerpts has played the role of a listener and supportive of classroom conversational interaction which frequently takes on the appearance of a naturally occurring conversation. The turn-taking is almost entirely managed by the learners with evidence of taking the initiative to start the discussion. From the collected data, it is evident that opportunities for learner engagement have been created because of the teacher's use of the language and the

decisions taken during the lesson. The teacher has clearly facilitated maximum learner participation by constructing a context in which learners are maximally involved in conversational interaction. In the former excerpts, it is clearly shown that the teacher's use of the language did match the linguistic goals. This has facilitated learners' reformulation and self-expression which has led to greater involvement and learner's attempt to appropriate their output.

In the remainder of this section, I will present a detailed account of the most prevalent classroom context features of the EFL classroom discourse. These features have been selected because they typify the kind of conversational interaction taking place under the CPP approach. In this part, I will start by presenting the teacher's language use features which facilitated learner engagement and increased opportunities for practice, interaction and by extension maximizing the potential of learning through presenting excerpts from classroom interaction data.

B.I.1.1 Direct Error Correction/ Repair

Conversational repair is defined as a mechanism used to deal with different speaking, listening or understanding flaws (Schegloff, Jefferson and Sacks, 1977). From the students' questionnaires there is a strong tendency with a percentage of (90.35%) to agree on the need to correct learners so that they gain fluency and accuracy. This is concurrent with the idea that repair has a positive impact on language learning in which of the instructors agreed with a percentage of (92.99%) as it is clearly shown in the following charts:

You_Accept_being_Corrected

■ Yes
■ No Opinion

9,65%

90,35%
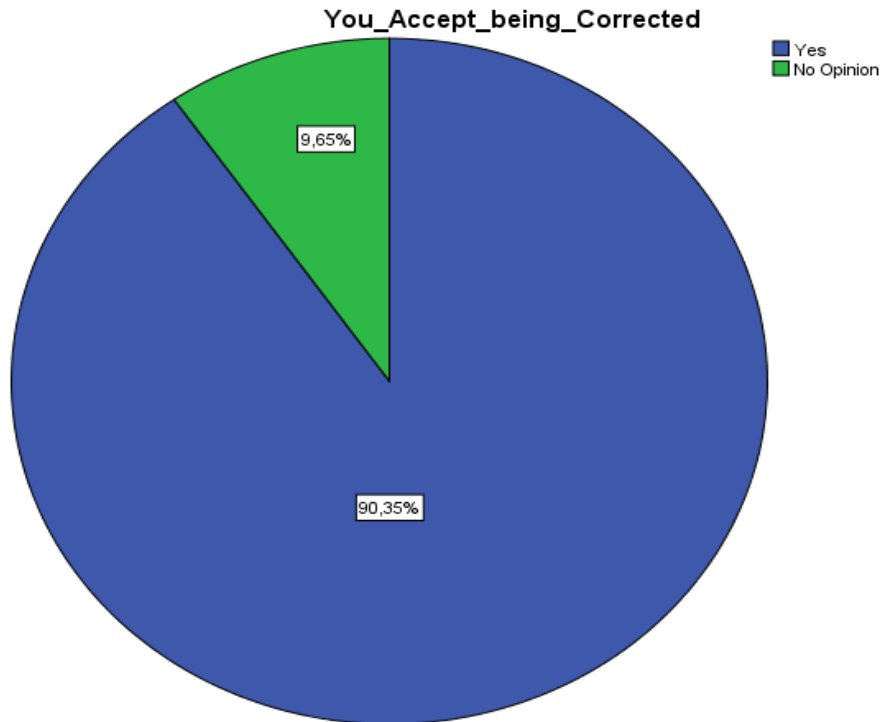
Figure 15 Learners' Perceptions towards Error Correction

Teacher_corrects_mistakes

■ Immediately after the mistake
■ Some time after the Mistake
□ Never

7,02%

50,88%

42,11%
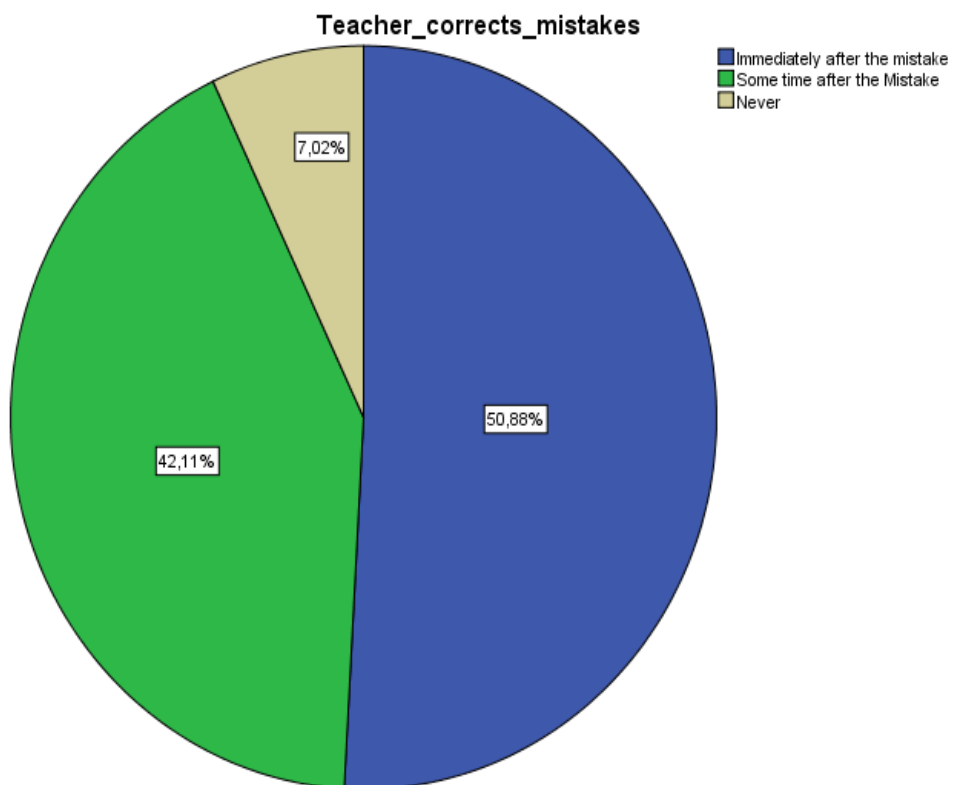
Figure 16 Teachers' Perceptions towards Repair

All throughout the fourteen lessons, examples of repair have been detected where greatest economy is utilized when correcting mistakes, and the instructor plumps for an exceptionally open and direct way to deal with speech flaws, as favored by learners (Seedhouse, 1997). This is far less tedious and meddlesome. For oral practice activities, it has been conceived that it is preferable to keep the process of error correction to its minimum, just to abate interruption and maintain the flow of the discussion (Walsh, 2002). My argument, after observing the different repair instances, is that the type of repair in the EFL classroom conversational interaction observed, here, is used as an important feature to negotiate meaning as well as form. Most of the repairs observed show evidence that students attended to form while they negotiated meaning. For example, in the current episode (Excerpt 3), the teacher has successfully achieved this allowing for more opportunities for learners' practice and oral production as a pedagogical effort to draw learners' attention to accurate language properties either explicitly or implicitly.

Excerpt 3

1	S4: when I speak , I focus on uhhh what to say, not how to say. This is the
2	most problem
3	T: Another uhhhh!
4	S5: A problem is uhhh about uhhhh EVALUATION (raised intonation) the
5	uhhhh the problem.
6	T: uhhhh (encouraging the student to speak)
7	S5: I see that I uhhh I if that the peer evaluation has importance uhhhh to
8	motivate the students to learn English.
9	T: uhhhh the students to learn English (nodding her head)
10	S5: so I uhhh I uhhhh I may say that uhhh the written examination is a
11	traditional method uhhh uhhhh I prefer oral exams or errrrrr… where the
12	students participate the teacher asks students to participate the teachers just
13	evaluate the pronunciation and uhhhh evaluate the student without uhh know
14	T: Knowing
15	S5: Knowing! Yes! Without knowing his face, nor his name

16	T: Okay. So, Good! Do you agree with the fact that I should record my
17	students during evaluation before errrrr. And, then, I shall put a secret code or
18	letter on that

From the Excerpt, it is evident that repairs are valuable sources for modified output and interaction, as well as modified input in classroom settings. It is apparent from this extract that error correction does not really occupy a considerable amount of the teacher's time; nonetheless, it has affected the flow of classroom communication. The teacher, in this part, of classroom discourse seems to decide on the type of error correction. The selected strategy seems to be congruent with the lesson's pedagogic goals. Because in this episode the focus is on oral fluency, it seems appropriate that instances of error repair are tightly restricted. The emphasis of the teacher in this episode is to push the students to contribute in the speaking activity, and try not to hamper or inhibit their attitudes towards accurate contributions. The student's turn (13) indicates that he seems to struggle with formulating the appropriate verb form. The teacher's initiated repair in turn (14) provided the student with the correct form, an action that drove the learner to formulate without hesitation an accurate utterance. This means that the student has become able to produce a fluent sentence as a result of the teacher's initiated repair. The teacher's attitude and behavior towards the accuracy of utterances in this excerpt seems positive. Positive in the respect that the teacher is drawing the students' attention to the mistakes, but without spending too much time focusing on what they did wrong at the expense of helping them get accurate structures. Also, after the repair initiation, the student straight away reformulated the trouble source and produced a modified output. It is obvious, though, that the student focused on form while also paying attention to meaning. This is evidence that the student has been given a chance to practice the target language through pushed output which has increased his chance to acquire accurate forms and grasp appropriate meanings. This, in

itself, is strong evidence that the teacher's choice for the type of error repair technique in this fluency practice based episode is inducing EFL learning. In fact, the type of mistakes made in this exchange has been proved by (Burt, 1974) as not significantly hindering communication because they do not affect the overall organization of the sentence. The teacher within this respect seems to balance between the flaws observed in learners' speaking and the goal of enhancing EFL fluency. As Walsh (2013) contended, by adopting more cognizant techniques, and by seeing how a specific sort of error correction has an effect on the talk, educators can do much to tailor their mistake adjustment to the "moment" and advance open doors for learning.

B.I.1.2. Content Feedback

With respect to the effectiveness of corrective feedback, empirical research has documented that positive effects on learners' performance have been found (Carroll and Swain, 1993; Russell and Spada, 2006; Spada, 2011 and Milla and Mayo, 2014). These studies indicated that teachers' attitudes towards corrective feedback have subsequently influenced learners' uptake. From this perspective, a hefty portion of the turns highlighted in the current episodes and from the overall fourteen lessons reflect the features of corrective feedback that drive to an authentic discussion, and how the teacher suitably gives individual reactions to learners' responses. Because the aim was to provide oral fluency practice, the use of discursive cues in these excerpts is appropriate with the pedagogical goals set beforehand. From here, language use and pedagogic purposes do match which is clear evidence that learning conditions have been enhanced. Within this respect, Walsh (2002) asserted that "Feedback on the message rather than its form is more conducive to genuine communication" (p.11). The turns highlighted above (Excerpts 1/2) are an illustration that my goal to secure authentic conversational interaction has been achieved and, thus, learning has been

fostered. To provide more concrete evidence of what has been said so far, the following excerpt (Excerpt 4) is selected to show how the functions of the feedback chosen, (color coded in green), by the teacher are meant to prompt for genuine communication exchange.

Excerpt 4

1	T: shouting the name of one of the students pointing her opinion S7 what
2	do you think? Is this a good way for you? UHHH?
3	S7: uhhh I think uhhh the teacher gets closer to the student. We need the
4	expressions facial uhhh facial expressions uhhh body language is very
5	important, recording
6	T: uhhhhhhh (Content Feedback)
7	S7: is not enough not enough I think is not is not enough I think
8	T: uhhhhh! (Content Feedback)
9	S7: It is not a useful method to follow, it may be this uhhh person is is
10	not Uhhhh well
11	T: uhhhhh? (Content Feedback)
12	S7: giving HIS (raised intonation) him uhhhh another uhhh chance
13	Uhhh to express himself well.
14	T: uhhhhhh! (Content Feedback)
15	S7: This is uhh may be uh the uhhh will make uhhh good
16	T: uhhhh! (Content Feedback)
17	S7: achievement and uhhh and uhhhh
18	T: (smiling) Good enhhhh (Content Feedback)
19	S7: I want to say something
20	T: uhnnnn! (Content Feedback)
21	S7: that uh ummmm the lack uhhh of exposing us uhhh to the natural
22	device I mean
23	T: enhhh authentic (Content Feedback)
24	S7: the authentic language, the multimedia resources like authentic
25	materials the lack of the use
26	T: enhhhhh! (Content Feedback)

The example above demonstrates how content feedback in the form of a prompt can initiate a response from the student. In this extract, it is clear that the teacher's corrective moves have significantly contributed in engaging the learner in the communicative discourse. The teacher's reactions in a form of prompts to the learner's

responses were perceived as a strategy to drive the student to talk, and to maintain the flow of the discussion. This episode shows a high proportion of the learner's engagement in meaning negotiation due to the teacher's focus on the meaning of the utterances displayed. Because language is seen to be a tool to develop meaning and fluency practice in this classroom context mode, the teacher's pedagogic choice to opt for more content based feedback seems appropriate in this context. The teacher's strategy was a means, first, to manage the turn-taking in this exchange. And, it was meant to challenge and invite the learner to reflect on the topic of the discussion (turn 2). The learner's utterances were almost free of grammatical errors. This shows that the learner is much concerned with providing a meaningful content rather than form. This in itself equates with the pedagogical goals of enhancing EFL fluency. It appears from this extract that the teacher's feedback strategy succeeded in inducing and activating the learner's motivation and process for more content focused contexts. This kind of conversational interaction feature seems to contribute positively in enhancing EFL learners' opportunities for participation and engagement, and this is perceived through the amount of turns the students have in the course of the lessons.

B.I.1.3. *Extended Wait-time*

Another finding emerging from my in-depth analysis of the fourteen lessons' classroom context is the teacher's extended wait-time. Tuan and Nhu (2010) contend that "wait-time is strictly connected to improvements in student achievement and, more exactly, it increases the length of the student responses, stimulates the variety of responses offered, and decreases students' failure to respond." (p.35). Thornbury (1996) confirmed that slight increases in wait-time result in an increase in the number of learner questions. A standout amongst the most striking highlights of the excerpts (1/2) is the turn-taking structure. It is obvious from the current classroom discourse context

that the teacher has opted for a more "back-seat" position and "handed over" for ample opportunities for learner talk. Extended wait-time has allowed for more learner practice and pushed output scopes. It increased the amount of learner contribution and engagement. Again, the teacher has allowed for freer self-expression. The teacher has provided in the different classroom context modes guidance, and was a source of inspiration for the learners through creating learning situations that stimulate learners to listen, read, discuss, perform tasks, solve problems and engage in various classroom activities.   From a deep analysis of the different micro-contexts, it is apparent that the teacher has applied a flexible teaching strategy in the CPP classroom. The teacher has behaved warmly towards the students providing positive feedback in some instances, support and assistance in other instances. This has been adopted with the aim to foster interpersonal communication skills and patterns of cooperative and dialogic conversational interaction. The teacher's positive behavior pushed learners to engage in more opportunities for expressing themselves, their ideas, contribute in the different classroom communicative and interactive activities, and interact either with their teacher or with their peers. This in return has given more chances for EFL learners to practice the language and maximize the potential for learning. This is clearly shown through the following extract (Excerpt 5) taken from the third lesson where the teacher has shown features of extended wait-time and where the teacher supported learners' initiatives.

Excerpt 5

1	T: Okay! So today we are learning a new word "Signposts". I am not going to say
2	anything further. I want you just to listen and underline uhh select those significant
3	expressions from which you perceive a move from one idea to another in the
4	speaker's talk. As you listen indicate when you hear the start of each idea or section.
5	Is it clear?
6	SS: Yes!
7	T: Are you ready?

8	Ss: Yeah!
9	T: Take a deep breath, exhale! let's start. Let's try it with one listening first and we
10	will see how far you've understood the extract.
11	**Task: Listening to the software.**
12	T: After a first listening. What do you think of the quality of the language presented?
13	Was it easy to understand, clear or slightly difficult?
14	S1: Clear, but slightly quick
15	Ss: Yes, quick
16	S2: Yes, clear, but quick we didn't have the time to take notes.
17	T: Do you need another listening?
18	Ss: Yeah!
19	T: Okay! Another listening then! Listening Task
20	T: Let's us start okay! What have you found?
21	S1: ((Inaudible)) He stressed all the words at the beginning of his talk on the
22	confirmation uhh reconciliation of family work. He stressed the importance of work.
23	And the use of some signposts. She focused on the relationship between work and
24	children. That's all.

Meticulous analysis of the above excerpt reveals that the teacher's extended wait-time has been appropriately used in a way that is conducive to EFL learning. The interactive practice in this exchange has allowed the student for more interactional spaces where the teacher did not interrupt the learners while speaking. The teacher's statements in this episode are all supportive and showing positive attitudes towards the learners (Turn 9, 17 and 19). These positive attitudes opened the door for more students' engagement and willingness in the listening activity. And, when the teacher said *(I am not going to say anything further)*, this has expanded the contribution for the learners. This wait-time has paved the way for L2 participation. Although the task seems challenging at the beginning (turns 14 and 15), this did not affect the overall understanding of the learners. This, in fact, is clear evidence that the pedagogical goal of this task which was meant to enhance the learners' self-confidence and ability to express themselves fluently as well as coherently has been met, and, therefore, learning has been fostered. This interactional pattern, from this analysis, is considered to be conducive of EFL learning.

B.I.1.4. Scaffolding

Scaffolding is a kind of supportive help which enhances learners to achieve their tasks. During scaffolding interaction, assistance is given bid by bid. Therefore, students gradually learn from interaction either with their teacher or their peers. In the EFL classroom, scaffolding can come from both the teacher and from classmates to support the learners handle their communicative breakdowns. To overcome the different communicative breakdowns that our EFL learners fall in, the teacher all throughout the fourteen lessons, from time to time offered help and support to appropriate the language. This has taken place in a form of scaffolding. As Walsh (2002) contended, "Scaffolding involves more than simply error correction. It is a skill similar to the one possessed by many parents when helping their young children struggling to find the right word at a given moment. It requires the ability to listen actively and make economical use of language." (p. 13). The following episode (Excerpt 6), taken from the fourth lesson, mirrors clearly how the teacher has made successful use of Scaffolding to maintain the natural flow of the discussion and to provide for fluency practice.

Excerpt 6

1	T: How can you help others prepare Mahjouba? Or how do you prepare
2	Couscous for instance?
3	The psychologist: When we are preparing we choose certain vegetables.
4	T: What type of vegetables?
5	The psychologist: It depends! The courgettes (pronounced in French) I
6	Know it's uhh
7	T: Courgettes! (Recast)
8	The psychologist: In English?
9	T: Yes! Courgettes is in English. Tomato?
10	The psychologist: Tomatoes uhhh
11	T: Peas?
12	The psychologist: Peas? Not the
13	T: Yes! Peas. There are beans and peas PEAS PEAS

14	The psychologist: And other different vegetables.

The teacher in this excerpt has succeeded in engaging the learner at many respects and in enhancing longer turns. All through a great part of the extracts (1, 2 and 6), there is clear evidence that the instructors' language use and instructive objective are at one; that the teacher's expressed aim of advancing oral fluency practice through increased opportunities of conversational interaction is predictable with the utilization of language. Both verbal and non-verbal communicative cues permit learners to assume a full dynamic part in the talk, producing more finished, authentic reactions. As opposed to "covering up" the discourse and "filling the gaps" by appropriating learner reactions, the teacher just mediates as and when fundamental, giving language bolster, amending lapses or including individual remarks she could call her own. The teacher's use of scaffolding in this episode has led the learner to understand specific vocabulary, and it has reduced ambiguity. The teacher's decision to intervene in turns (7, 11, and 13) was necessary for the construction of conversational interaction. The teacher's scaffolding in this exchange is deemed to be beneficial in this context as it gave the student the opportunity to extend his talk, to express himself and to clarify what he intended to say. The student's questioning in line 8 and the teacher's answering in the following turn are strong evidence of an offered learning opportunity. Also, the scaffolded utterance has assisted the student to feel more relaxed, less anxious, and far more willing to participate. The findings from this episode and all over the fourteen lessons demonstrate that scaffolding provides EFL learners with the right balance of independence and support they needed to improve their English speaking performance. From the above extract, it is clear that the teacher's use of scaffolding has, also, increased learners' autonomy and agency.

With respect to learner engagement, it is evident that both learners and the teacher are actively engaged in creating an authentic EFL discourse which, in many respects, is identical to a natural occurring conversation. This in a number of regards concurs with the teacher's pedagogic purpose and confines with the increased opportunities for interaction and by extension learning. What is striking about these episodes is that the teacher has successfully achieved her goal of establishing a context that permeates practice, engagement, and learning. Both the learners and the teacher are jointly contributing in creating a constructive learning environment.

B.II. Conversational Interaction enhanced by ICT tools, a Means for Increasing Opportunities for EFL Students' Participation and Engagement to Invest their Personal Identities and Experiences in Classroom Discourse

Researchers and specialists have progressively come to perceive the centrality of learner agency and personal identities and experiences in generating learning opportunities (Ellis, 1998; Goodwin, 2007; Van Lier, 1988; 2008; Murray, Gao and Lamb, 2011, and Ushioda, 2011). Such agency is seen in the activities that learners take in the EFL classroom. A cornerstone in classroom discourse is learner talk and learner initiative taking place within classroom conversational interaction. Agency, as explained by Van Lier (2008), involves the general principle that learning depends on "the activity and the initiative of the learner, more so than on any "inputs" that are transmitted to the learner by a teacher or a text book" (p.163). In the EFL classroom, learners can evince this agency by taking active engagement within classroom communicative events. The primary goal of this section is to show how EFL learners' agency and autonomy have been enhanced in many respects all along the CPP approach. I will display excerpts from the transcribed lessons that demonstrate how the different EFL micro-contexts enhanced by the CPP approach have created opportunities

for learners to participate and invest their personal identities and experiences in classroom discourse and how they "speak as themselves". Before looking at how the CPP model has enhanced learners' initiative and agency, and before identifying the different episodes from classroom lessons that qualify for learner initiative, it is worthwhile at this stage to define exactly what is meant by "learner initiative" and its relationship with identity, agency, and autonomy.

In one of the attempts to define "learner initiative", Mehan and Griffin (1980, p.378) contend that conducive to be regarded as an initiative, a learner involvement must happen at a proper moment in the lesson which they characterize as toward the accomplishment of an IRF sequence, and there must be uptake by alternate members in the lesson. Mehan and Griffin (ibid.) do not explain why only the completion of an IRF sequence is considered an appropriate moment for learner initiatives; however, it seems that, in order to affect interaction patterns and count as initiative, a learner's turn must gain the "main floor" and not just be limited to a "sub-floor" (Van Lier, 1988, p. 103). For Garton (2002), learner initiative is "an attempt to direct the interaction in a way that corresponds more closely to the interests and needs of the learners as evidenced by the interaction itself" (p.3). Within this respect, Van Lier (1988) claimed that a turn procures the principle floor when two or more individuals are engaged in the communication and the consideration of each one of those present is looked for and achieved. This is against the sub-floor, where a turn is gone for, or planned for just a part of the audience. Earning the primary floor implies that there will be uptake, regularly by the educator, yet conceivably by different learners as well. In his examination of learner initiative, Van Lier (ibid.) likewise expresses that the learner's turn must be self-selected. Based on these criteria, the operational definition of "learner initiative" adopted within this study is submitted to the following stipulations:

1   The learner's turn is self-selected and does not occur as a direct response to a teacher elicitation.

2   The learner's turn gains the "main floor", and is not just limited to a "sub floor".

From these conditions, it can be understood that in order to account for learner agency, the learner should demonstrate instances of "self-regulation" where the learner decides on his own to take the floor not as a direct response to the teacher's allocation of turn. Also, procuring the floor means that there must be uptake, normally by the teacher, but possibly by other participants. The aim of this section is to examine the notion of agency and its dynamics in the EFL classroom. A better understanding of agency and learner initiative can help us find ways in creating positive learning environments that contribute in enhancing EFL acquisition. A related aim is to identify episodes of classroom conversational interaction that engage learners to "speak as themselves". As it has been noted in the data analysis section, Van Lier's (2008) analytical scheme of agency is used to code for the different instances of agency. The extracts can be categorized in the following manner:

1)   Learners carry out instructions given by the teacher.

2)   Learners volunteer answers to teacher's questions.

3)   Learners volunteer to assist or instruct other learners and create a collaborative agency event.

4)   Learners voluntarily enter into a debate with one another and create a collaborative agency event.

With this ground in mind, the following step is to present concrete illustrations from classroom excerpts that evidence for the occurrence or absence of agency, and

how this latter would engage learners to invest their identities and speak as themselves. First, I will begin with instances that showcase learners carrying out the teacher's instruction. Second, I will display features of self-selection and an initiative that exhibits sequences of how learners voluntarily answer the teacher's questions. Thirdly, I will present examples of how learners volunteer in assisting other peers and who are engaged in creating an agency event. Then, I will present examples that show instances of how learners engage in a debate with one another and work collaboratively.

1) Instances of learner agency through tasks that showcase learners carrying out the teacher's instructions

Most instances of agency that display learners as active agents carrying out the teacher's instruction are found in Lessons: Five (Interpreting and Reporting from Reading Texts), Six (Describing and Interpreting Pictures), Eight (Language)/(Spot the Difference), Eleven (Task Two/ Organizing Activities: Lay out Activity) and Fifteen (Keys to Personal Power) (Appendix E). In what follows a sample of an interactional episode to illustrate for learners' agency.

Excerpt 7

1	T: Okay! Now I want you to form groups of two please! Work together
2	for 20 minutes and try to describe those pictures today's lesson is about
3	"Interpreting and Describing pictures" try to use appropriate expressions
4	to describe what you see. Ready!
5	Ss: Ready!
6	T: You can start!
7	Wonderful: I think if you express the two pictures the first picture what
8	do you think about it?
9	Calm: I would speak about uhhh?

10	Wonderful: The first yeah! the first one
11	Calm: I think uhh an old woman she seems like uhhh I think she is a
12	thinker or something like that umm she seems sad or uhh
13	Wonderful: But she is smiling
14	Calm: smile but uhh she seems sad she seems sad a little bit sick
15	Wonderful: what about the next picture
16	Calm: the second picture I think uhh he is an old man she seems angry and
17	she is uhh depressed
18	Wonderful: And he is an old man

From the excerpt, it is clearly evident that the learners' turns (Lines 7-18) are displaying their autonomous action in the learning process. This interactional episode is taken from Lesson Six (Appendix E)   which aims at enhancing learners' ability to describe and interpret pictures and put meaning into meaningless photographs. Also, the lesson's pedagogic purpose is to foster learners' capacity to imagine and find deeper and more subtle detailed interpretations. This exercise also would enable learners to produce genuine discourse as it is related to analyze and interpret personalities. This activity also would bolster their motivation. The students are expected to produce lists of words related to personalities such as age, education, family background, profession, likes and dislikes, interests, ambitions and problems. All these aims would be achieved through group and peer collaborative autonomous work.

As it is clearly shown through the extract, the teacher has initiated his to talk (Lines 1-4) setting the different instructions for carrying out the task. The teacher seems open to encourage learners' control over the process of the task and even the way to carry out the describing and interpreting process. Learners' extended turns and absence of the teacher's intervention seems a clear evidence that the students are given ample

opportunities to use the target language and they are propelled to carry out the instructions on their own. The circumstances of this interactional exchange seem to be congruent with the assumption that says that "learner autonomy depends upon the capacity of the teacher and the learner to develop and maintain an interrelational climate characterized by the teacher's holding back from influencing the learner, and the learner's holding back from seeking the teacher's influence. Apart from developing a capacity for restraint, the learner must develop a capacity for persistence in using resources and the teacher as a resource, and the teacher must develop a capacity for communicating to the learner that he or she is concerned for learner's educative well-being during the learning process: that he or she has the learner 'in mind'" (La Ganza, 2008, p.66). The teacher in the Excerpt 1 seems to taking a back seat where the learners have complete control of the interaction. The teacher's behavior in the CPP model has encouraged learners to gain the "main floor" and gave them enough space and time to interact and participate in the communicative event.

Also, if we look at the learner's discourse, it is evident that the utterances are an illustration of autonomous and self-regulated behavior; for example, when the learner in line (7) has said *"I think if you express the two pictures. The first picture what do you think about it?"* this sentence means that the learner is willing to take control of the floor and she is driving her peer to take the second floor when she uttered in line (9) *"I would speak about uhhh?"* which represents a clarification request, and then the learner in line (10) answered *"The first yeah! The first one"*. These utterances qualify for an autonomous behavior of the learners while carrying out the instructions of the teacher and attempting to complete the task.

Within this respect, because the aim was to enhance learners' ability to use expressions for description and interpretation and trying to encourage them to imagine

and find the appropriate vocabulary and assign words for meaningless pictures, the learners' utterances and discourse in this interactional episode seem to fulfill these pedagogic goals. Thus, we can say that the teacher's language use and pedagogic purposes for enhancing agency through the CPP instructions in this context did meet with learners' talk and productive use of the language. Henceforth, we can assume that learning conditions have been afforded through this context.

Another feature that is worth mentioning at this level is the learners' agency displayed through self-selection where learners volunteer to respond to teacher's elicitations.

2) Instance of self-selection and an initiative that exhibits sequences of how learners voluntarily answer the teacher's questions.

It has been observed all throughout the EFL classroom discourse of the fourteen lessons that learners have shown considerable instances of self-selected turns as a response to the teacher's questioning behavior. The following sample (Excerpt 8) taken from the second lesson is an illustration of how learners volunteered to take the main floor without being pinpointed.

Excerpt 8

1	T: what if your horoscope tells you that you are going to meet your
2	Prince Charming today? S8
3	S9: If my horoscope tells me that I will meet my prince uhhh my
4	charming prince [laughter]
5	Ss: [laughter]
6	S9: I think I will see if he is rich
7	S6: I will say one second
8	T: one second?

9	S5: NOT true [laughter]
10	T: ***What if***?
11	S9: I will not say one second , I will faint
12	S10: I will flee but [laughter]
13	T: (smiling) she will flee WHAT IF? (Rapid pace)
14	S7: First of all UHH I will take the decision for travelling because I love
15	traveling [pause] for the second option uhh I actually don't rely on this
16	Ss: [Laughter] yeah!
17	S7: I just not rely on that I uhh
18	T: Good WHAT IF?

The above excerpt has been taken from the second task of the second lesson. It is clearly shown in this interactional episode that the learners have voluntarily responded to the teacher's referential question. For example, in the Line 2, the teacher has requested an answer from the student "S8", but the student "S9" has voluntarily self-selected his turn and initiated a response (lines 3-4). The same thing happens when the student "S6" in line (7) has made an overlap and introduced his response. In fact, the whole episode is clear evidence that the students are active agents in this interactional exchange. Turns (9, 11, 12, and 14-17) are tangible evidence of learners' self-selected initiative where they have created an active agency action and shown instances of autonomy. As Boulima (1999) has convincingly confirmed the importance learner-initiated speech in generating opportunities for receiving input and producing output, the current excerpt illustrates how the students have been given ample opportunities for practicing the target language and producing output. Within the same respect, Ellis (1998) contended that a classroom is "acquisition-rich when learners are given a chance to control the discourse" (p. 147). Thus, what can be deduced from that excerpt is that the teacher in this CPP classroom discourse context has opted for engaging learners' initiatives, and in this sense it is apparent that the learners are promptly encouraged and

motivated to participate in the classroom discourse without any barrier or obstruction. The turn-taking pattern in this sequence portrays the kind of pedagogic agenda that the teacher wants to apply through the CPP Model. The instances of self-selection initiatives resemble the type of natural conversations taking place in our ordinary life where participants discuss given matters without being assigned as it is the case in formal contexts and settings. This, indeed, is another evidence to be put forward in favor of the assumption that the type of EFL discourse enhanced in the CPP program is genuine and authentic.

3) Instances of learners volunteering in assisting other peers and who are engaged in creating an agency event

All throughout the fourteen lessons, the CPP model has created opportunities for learners to interact, and through that interaction the learners have had the chance to assist their peers, to correct their mistakes and to provide support when needed with different tasks. In what follows a sample from one classroom micro-context that would evidence for this feature of agency and portray how learners are engaged in assisting and supporting each other creating a positive environment for learning.

Excerpt 9

1	The medical student: There are so many, so many differences in these
2	Uhhh in these two pictures. It is a messy room, but I think that it's a
3	messy room of the British writer as said pious, so uhhh the only
4	difference is on the wall a very tiny corner on the door. I just uhh behind
5	the door uhh next to the door the paper wall that is like you have said is
6	uhhh
7	Bright: Is torn out.
8	The medical student: Is torn uhhh

9	Brilliant: Torn out.
10	The medical student: TORN OUT
11	Brilliant: Torn out torn out torn off
12	T: Tear, tore, torn out
13	The medical student: torn out yes!
14	T: The verb is to tear; the past is tore, the past participle is torn out.
15	Brilliant: Yeah! Torn out.
16	The medical student: To tear, tor
17	Brilliant: Tore and torn

This extract is taken from lesson eight: (task two and group two). This task aims at developing learners' speaking ability through increasing their confidence in giving explanations in discussions. It is worth reminding here that the names attributed to the students are pseudonyms given for pedagogic and research purposes. From this interactional episode, it is clearly evident that the medical student did have some troubles finding the appropriate and correct verb form for the verb (tear) (Line 6). The brilliant student in line (7) has offered grammatical assistance to his fellow peer by providing the correct word form. It is in fact clearly shown throughout the extract that the brilliant student was eager to volunteer with his assistance and contribution in this conversational act without the teacher's assignment. Even though the teacher did intervene in this episode (Line 12), the brilliant student continued to engage which represents the student's agent act and autonomous ability to dominate the floor. Within this respect, it can be argued that the teacher has encouraged her students to develop their "voice" (Van Lier, 2004) through embedding their discourse in a meaningful activity. From here, it is straightforward that the learners should not be viewed as passive masses of bodies without capacity for autonomy or critical thinking, as often perceived by their teachers (Murphy et al, 2009) because as it is shown in this episode, the students have clearly expressed their agent acts through presenting their assistance

to their peers without the influence of the teacher. In reverence with this, Powell (1988, cited in Ikonen, 2013, p. 28) contends that, while learners are typically denunciated for being intensely reliant on the educator in their learning, instructors depend on learners in their instructing too: educators view themselves as in charge of their students' learning, and think that it is their business to instruct and to deliver knowledge. In contrast, Powell (ibid.) pinpointed that "the role of the teacher is crucial in creating, from the beginning, an atmosphere of trust and confidence within which the learners are able to feel free to exercise their independent judgment, and pursue their interests within a fairly loose framework of content and procedures. The teacher must give a lead by providing starting points without subsequently transporting everyone to a pre-determined destination." (p.118).The students in this extract have shown willingness to take responsibility, share knowledge and offer assistance. This subsumes that the teacher trusts the students' abilities. As Kohonen (1992, quoted in Ikonen, 2013, p. 28) puts it, "once the teacher expresses trust in the students' abilities and appreciation towards their choices, the students can gain a feeling of ownership and responsibility of their own learning." (p. 32).The student in lines (7, 9, 11, 15, and 17) has shown instances of autonomy because the teacher has provided the required conditions, as set by the CPP model, for that. The way in which the student has initiated assistance is evidence that he did not find any obstacle in taking the floor, and taking the leading role. The circumstances of this interactional episode lead us to assume that the learners, not only did have the chance to practice the target language through autonomous means, but also they had a chance to produce output and internalize grammatical rules and adjust forms, which is in itself a clear evidence that learning has been prompted and it has taken place.

4) Instances of how learners engage in a debate with one another and work collaboratively

All over the different micro-contexts set by the CPP model, the teacher has set conditions for learners' collaborative work and debate. This is clearly shown in learners' extended turns in the group discussions in lessons: three, four, five, six, eight, ten, eleven, and twelve. In what follows a sample from classroom micro-context that illustrates instances of debating and collaborative work.

Excerpt 10

1	The psychologist: I wanna ask you. I wanna ask you what is your
2	Program in the language center? I wanna, I wanna enroll myself in the
3	Language center I wanna uhhh
4	US: Help yourself [Inaudible]
5	The psychologist: I wanna uhh sorry I wanna have some development in
6	my education, in my language, in my English language uhhh
7	would you uhh would you help me and show me what is your program in
8	this language center?
9	Frank: [Inaudible] Okay! Language in the CPP school. So, in uhh here,
10	We study foreign languages like English, Spanish, German.
11	US: [Inaudible]
12	Frank: what? (Laughter) Italian! Why not!, and also uhh oriental
13	Languages like Mandarin Indian, Turkish, and Japanese, Why not! So,
14	maybe you want to be a student of English why not! You are a student of
15	English?
16	Psychologist: [Inaudible] I will uhhh [pause 3.0 Sec] I uhh I uhhh I am a
17	student in uhhh I am an English student. I am also a student of the
18	English language, but uhh I haven't found much in this year. So, I came
19	And I wanna get the information uhh [Pause 5.0 Sec]
20	Ambitious: Yes! My name!

21	Wiseman: uhhh Sorry! First of all, we have to show how easy is it to
22	study our languages even for the first time YEAH! Second, you have to
23	Prepare students uhh from the low level and uhh we have to distinguish
24	between
25	Psychologist: What does it mean?

This extract is taken from lesson ten (the Language center) (Appendix E) which aims at improving the learners' effectiveness to use questions and to improve their questioning skill. This is a pure example of a classroom debate held between learners where the teacher is absent in this interactional exchange. The students in this extract are discussing the language resources center that they have created. They are discussing the possibilities of learning and joining the crew of students through questioning expressions. The students in this interactional episode display real features of collaborative work. This task is based on the assumption of collaborative learning, in which students mutually team together to explore a significant question or create a meaningful project. Here, the group of students is working together over the main theme of the lesson which is creating a "language center". Collaborative learning within this context is enhanced through engaging learners in understanding and exploring the communicative task. It is evident through this extract that learners are actively pushed to invest their learning skills. In fact, research has shown that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning, and this is clearly illustrated through the above excerpt. This activity seems to prepare learners for the professional life through developing their self-management, oral communication, leadership and interactive skills. This is clearly perceived through learner's initiative in turns (1-25). For example, the students' leadership is noticed in the contribution of the Wiseman in lines (21-24) where he wanted to show what should be discussed, and seems to guide and direct the flow of the debate. Here, it becomes

apparent that learning and knowledge is constructed and transformed within the active participation of the learners in the communicative process. Within this respect and according to proponents of collaborative learning, the fact that students are actively exchanging, debating and negotiating ideas within their groups increases students' interest in learning (Dooly, 2008). Importantly, by engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers (Totten, Sills, Digby and Russ, 1989). Many researchers have reported that students working in small groups tend to learn more of what is being taught. Moreover, they retain the information longer and also appear more satisfied with their classes (Beckman, 1990; Chickering and Gamson, 1991; Goodsell, et al, 1992).

Another example of how students showcase instances of agency through collaborative work is presented in the following excerpt for more evidence:

Excerpt 11

1	Unperceived Student: Okay! Not uhhh Good morning so I am uhh the
2	uhhh so you are the student.
3	Candy: You are the student in the library. Library? Library? Library uhhh
4	How To say the librarian (Mispronounced) I think the term is librarian
5	Uhhh LIBRARIAN? What do you think? I want to get the right word
6	Wonderful: Librarian
7	T: Library is the place and the Librarian is the person working there!
8	Librarian (giving the correct pronunciation)
9	Wonderful: (The wonderful Student): Library is the place yes
10	The beautiful : Librarian uhh Librarian uhh The LIBRARIAN
11	The biology Student: Good morning I am the librarian
12	(Mispronounced) The librarian(corrected)
13	Ambitious: Good morning I am the student Good morning I am
14	Nadjet. I am a new student in this University. I am looking for some

15	Books. I want to get information
16	Dreamer: Welcome!
17	The Ambitious: I want to get information about uhhh the uhh about the
18	system how to uhh work here.
19	The wonderful: Why are using the word system? I want to know about
20	The rules.

This interactional exchange is taken from Lesson eleven (Group A) (Scenario: in the library) (Appendix E). The objective of this lesson is to improve the learners' agreement and disagreement skills. It also aims at helping the learners to use appropriate expressions while presenting orally. This advanced task is meant to enhance learners' problem solving skills and to enlarge their vocabulary store. This excerpt is another evidence for how learners are encouraged and engaged to debate creating the ideal university (Appendix E). As it is apparent in the first lines, the students straightforwardly started to assign roles to complete the task. The students seem actively engaged in the communicative event correcting and assisting each other and attempting to work collaboratively in order to achieve the pedagogic goals set by the teacher. Learners' initiatives in this episode represent a learning opportunity offered through giving learners a space to interact and develop this activity of questioning and debating where about they had to manage their own learning through flexible communicative patterns. In this collaborative context, the learner in turns (3-5) seems to be more oriented to the accuracy of the language seeking information about the correct form of the word (librarian). Here, it is apparent that the learner (Candy) is requesting the correct lexis from her peers to be used to complete her utterance. The student (Wonderful) in line (9) straightforward provided assistance to her peer by giving the correct form. This in fact, is good evidence that the group has succeeded in achieving collaborative learning through their mutual support. It can also be deduced from this interactional exchange that the members of group are coping with one another and

feeling at ease being with each other. This positive atmosphere has motivated them to participate and to contribute in the communicative act. In fact, cooperation has generated a more relaxed environment, lessened anxiety and inhibition, and thus led to an increase in both the quality and quantity of practice. Within this respect, it has been asserted that collaborative work often exerts a beneficial effect on task performance (Storch, 2001). This cooperation helps the classroom become a more relaxed and friendly environment.

Also, the teacher's intervention in this extract can be seen as a strengthening to the learner's (Wonderful) statement and a backup for her response offering a more refined answer. In addition, the teacher seems to encourage self-repair within this episode where the learner (the biology student) adjusted the pronunciation of the word (librarian) without the intervention of the teacher. This in itself is another act of agency that has come as a result of the collaborative and team work of the students.

Furthermore, this learner-leaner collaborative interaction episode has been fostered by the teacher's pedagogic behavior where she has played the role of a monitor, and the learners were the main participants. In relation to the assumption set beforehand saying that conversational interaction increases opportunities for practice, and by extension learning, it has been argued by empirical research that "practice is beneficial when carried out in collaboration with small groups or peers rather than with the teacher, or in a whole-class setting" (Tuan and Nhu, 2010, p.36). It can be added that significantly, students will have to initiate their turns and would give them more opportunities for produced output. Therefore, it can be concluded that collaborative practice has allowed for more independent and autonomous acts from the part of the learners whereby EFL development has been facilitated.

After depicting instances of agency in the different classroom micro-contexts, in the following section I will present evidence of how thanks to those agency acts and attitudes the learners were "speaking as themselves". This, in fact, is another crucial finding that has been extracted through my preliminary data analysis. Compared to institutional talks within classroom settings which are locally managed, but cooperatively constructed speech exchange system (Markee & Kasper, 2004), and which are composed of interactions between teacher and students and among students, authentic classroom interaction is one of the platforms where autonomous learning is promoted through "pedagogical practices that encourage students to develop and express their own identities through the language they are learning, that is, to be and to become themselves, so that as Little (2004, p. 106) puts it "what they learn becomes part of what they are" (Ushioda, 2011, p. 14).

Engaging students' personal identities and experiences which can stimulate a much higher personal involvement, effort and investment is vividly demonstrated throughout the second lesson (Task two), the third lesson, the fourth lesson, and all the remaining lessons. The current data excerpts are just a sample from a plethora of the data transcripts illustrating the feature of learners "speaking as themselves".

Excerpt 12

1	T: What if you got lost in a walk in the woods, and you can't see
2	anything?
3	S15: I will pray God
4	T: it's dark and you can't see anything!
5	S11: I will stay in my place because I know that the morning is coming.
6	T: you think that the morning is coming? Okay?
7	S6: I will breath (mistake in pronunciation)

8	T: you will Breath (correcting the mistake).
9	T: Good. YES who else? Others? Who wants to speak?
10	S13: For me I will wait the light
11	T: Sure the light is coming sooner or later
12	S2: I ask God for help
13	T: Okay you ask God for help
14	Ss: [inaudible]
15	T: you can even think of praying? UHH?
16	S2: Maybe yes, and uh I will take time to wait for help OOHH!
17	T: Yeah a Good hand

Undoubtedly, the notion of transportable identities bridges the worlds inside and outside the classroom, since transportable identities by definition extend beyond the physical boundaries of the classroom and beyond teacher-student roles and relationships (Ushioda, 2011). From the above excerpt, taken from the second lesson (task two) (Appendix E), it is evident that the students' use of language reflects the idea of autonomous practices where they have expressed ideas and themes that concern their personal experiences. It is clearly shown in this episode that the teacher has created pedagogic opportunities that enabled learners to talk about personal things. It is, also, evident from this extract that the teacher has attempted to engage students as "people" rather than simply as "language learners".

The pedagogical purposes of the interactional exchange in Excerpt6 are initially directed towards transmitting, sharing and constructing knowledge through autonomous means pushing learners to act out their individual beliefs and experiences. The teacher's referential question "What if?" in line (1) seems to engender responses related to personal experiences. This type of questions in this task has successfully pushed learners to participate and take part in the communicative act, and this could be seen as a positive evidence of the fact that learners were motivated and prompted to take turns.

It is important to point out though that the quality of EFL discourse generated in this interactional exchange is authentic and genuine compared to other types of institutional talks. The students' utterances and content displayed as a reaction to the teacher's questioning behavior in lines (3, 5, 7, 10, 12, and 16) are good evidence that learners are speaking as themselves. A close inspection of the excerpt with this regard reveals that learners' contribution in this micro-context are prompted through the medium of the target language whereby learners had a chance to express their own preferred meanings, interests and identities.

Another form of how learners express their identities and speak as themselves will be displayed in the following extract (Excerpt 13):

Excerpt 13

1	The psychologist: I am uhh as a psychologist I'd like to give some notes
2	about the picture the pictures
3	T: UHHH
4	The Psychologist: And try to give uhhha psychoanalytic uhhh a psycho
5	View point of uhhh the people who are in
6	T: Yeah! Great!
7	The psychologist: uhh the page yeah!
8	T: Yeah!
9	The psychologist: First of all, the woman with the first picture (Mispronounced)
10	Gentle: Picture (Peer Correction)
11	T: UHHH
12	The psychologist: Uhh I guess she is she is ill with schizophrenia or
13	phobia
14	T: UHHH
15	Ss: Laughter
16	The psychologist: Laughter yeah

17	T: Good!
18	Psychologist: She looks bad
19	T: UHHH
20	Psychologist: Tired and afraid
21	T: UHHH
22	Psychologist: I think she suffered with illusion and deliria
23	T: UHHH
24	Psychologist: She needs for uhh a protects or psychologist help
25	Ss: Laughter
26	Wonderful: Like you!

This excerpt is taken from lesson six (Describing and Interpreting Pictures) (Appendix E). Because the pedagogic purpose of this lesson was to enhance learners' ability to use expressions related to description and interpretation based on personal experiences and enabling them to give meaning to meaningless pictures, the students were involved in a process of generating discourse that portrays their identities. This excerpt provides a glimpse into the inner world of an EFL learner. For example, in this extract, the learner who has been given a pseudonym of "psychologist" because he works in real life as a psychologist attempted to express himself through a psychoanalytic perspective. This is, in fact, evidence that the teacher has attempted through this task to bring the outside world of the learners' life inside the classroom. This process is considered to be one of the factors that motivate learners to use the target language because it relates them to their daily experiences. The student in this respect was not inhibited to produce the target language, and this is perceived through his contribution in lines (1, 2, 4, 5, 7, 9, 12, 16, 18, 20, 22, and 24). As a background notice about this student, I can say that he is the kind of students who did find difficulties in expressing himself fluently at the beginning of the course. But, what has been observed in this CPP task is different. The student felt comfortable to describe the

pictures using his experience as psychologist. This in fact, has enabled him to have more extended turns and more opportunities for practicing the target language. The words and expressions he has used did reflect his personal identity. The type of discourse engendered is genuine as the student has used his own style and own wording. This in itself is concrete evidence that the student has engaged in a process of exposing his own ideas and beliefs and speaks as himself. From above, it can be assumed that this CPP activity has been proved effective as the student had the opportunity to talk extensively in the target language. Also, the teacher's attitude seems to encourage learners' engagement because she is looking at learners as individuals situated within their own unique contexts, rather than as generalized typologies of learners. Within this regard, Ushioda (2011) contended that "if our pedagogical concern is to engage the motivation of particular learners, then we need a theoretical perspective that addresses its uniquely personal and contextually grounded nature" (p.12). This has been successfully achieved in the above extracts (Excerpts 5, 6, and 7).

Another example to show that the CPP applications have engaged learners' personal identities and experiences is provided in the following extract (Excerpt 14):

Excerpt 14

1	T: Let's talk about our memories the memories that marked our
2	childhood.
3	Ss: Laughter
4	Ali: So, I remember myself uhh I pronounced "z" "the" not with "z"
5	Azmi: It's funny (Laughter)
6	Ali: That made me shy and I did not go to the school (Laughter) anymore
7	For that word.
8	T: REALLY?
9	Ali: So later on when I grow up when I grown up grow?

10	T: Grew
11	Ali: Grew up Yeah I discovered that my grandfather had the same
12	problem(Laughter)
13	Ss: Laughter
14	T: Good Laughter Good
15	Ali: Yeah so this is uhhh my first memory.
16	The ambitious: Thanks. We move to uhh The psychologist.
17	Wiseman: I want to be the second one I want to talk about middle school
18	Uhhh primary school
19	The psychologist: Sorry we talk about the primary school?
20	T: In school or wherever primary middle or high.
21	Ali (The chef): Okay!
22	Wiseman: Okay! I have two memories one good and one bad in primary
23	School that it will not be forgotten by me. The first one our teacher in the
24	Primary school You know we have only two teachers one teacher for
25	Arabic and one for French the first one is with Arabic when I was in the
26	fourth year uhh
27	Azmi: Third Year Arabic
28	Wiseman: Fourth year Yeah Arabic
29	Azmi: I thought you said French
30	Wiseman: She wanted to check our memorizing of the lesson like lecture
31	Uhhh when I uhhh the one uhhh who raised up his uhh hand she won't
32	Uhh she will not ask him to come.
33	The Chef: Ask him?
34	The ambitious: [inaudible]
35	Wiseman: NO, No If I raise my hand
36	The ambitious: Yes! [Overlap]
37	Wiseman: The first she will not ask me to come and I did it because I did
38	Not answer and she said so the proverb when uhhh
39	The ambitious: What do you think?
40	The chef: Explain it in Arabic say it in Arabic

41	Wiseman: uhhh uhhhh
42	The ambitious: In French?
43	Wiseman: The one who uhhh uhhh
44	The chef: [inaudible] Oh! God he will find it!
45	The psychologist: WHAT (in dialectal Arabic)
46	Azmi: WHAT?
47	Wiseman: NO (silently) (يحفر) what do we call uhh what (يحفريحفريحفر) in
48	English
49	The ambitious: attempt NO
50	Wiseman: Dig a hole in the ground to dig a hole in the ground Yeah
51	The ambitious: Make
52	Wiseman: Who makes a hole in the ground he will find it (Laughter)
53	The ambitious: who makes a hole for others he will uhhh
54	Wiseman: for others
55	The ambitious: He will
56	Wiseman: He will fall in the uhhh HE WILL FALL IN IT the first is the
57	bad memory and the second uhhh

This interactional episode is taken from task two (Talking about childhood memories) (Lesson twelve) (Appendix E). The aim of this part of the lesson is to increase learners' confidence in giving explanations and talking about personal experiences. The pedagogic purpose of this task seems to be congruent with the overall objective of the CPP approach which is to engage learners to invest their personal identities and meanings through the target language. Indeed, it is clearly evident that the students are engaged and motivated to participate in this communicative and interactional task due to the amount and quality of the initiatives they had during the course of the discussion. What has been perceived from the current excerpt is that learners have contributed easily in fulfilling the task. From, here, we can deduce that the environment and the learning conditions created by the CPP program are healthy and positive in a way that bestows learners with chances to invest, share and explore

knowledge. A key message in this part of the analysis is that students in this CPP context are enabled to "voice opinions, preferences, values, align themselves with those of others, engage in discussion, struggle, resist, negotiate, compromise and adapt their motivational dispositions, and identities evolve and are given expressions"(Ushioda, 2011). Speaking as themselves, not only supports learners motivation to participate in the different communicative acts and learning processes, it also enhances identity development which is in its merest sense an expression of autonomy. As Van Lier (2004) puts it: "Autonomy is an ecological approach […] means having the ownership of one's actions, having the voice that speaks one's words and being emotionally connected to one's actions and speech (Damasio, 2003) within one's community of practice (Wenger, 1998)"(p.8). As these quotes suggest, authentic EFL discourse is linked to action; through discourse we attach meaning to action and make sense of it, and this is what has been perceived through the different interactional episodes presented so far in this section. In fact, the teacher in this CPP approach has opted for a teaching strategy that maximizes the learning potential of the students through creating genuine possible selves and unfeigned discourse. This has been fulfilled by involving learners' identities and personal experiences and meanings. By doing so, not only students felt more motivated to contribute in the different EFL communicative and interactive tasks and to engage their real selves in genuine communication, but also they were pushed to formulate and generate a more vivid image of themselves as users of the language and this is concretely portrayed through learners' talks in excerpts (11,12,13, and 14).

To sum up, the argument I am developing here throughout my analysis of the findings is that in order to create an authentic classroom discourse environment, both the teacher and learners in the CPP classroom have experienced principles of proactive

and engaging processes which have been fulfilled, first, by promoting learners' personal initiatives, collaborative and agent acts, and, last but not least, by engaging their personal identities and experiences, and giving them the opportunity to speak as themselves and explore the target language through their real inner lenses and world. All these factors are deemed beneficial for maximizing the learning potential of our EFL learners.

B.III. Conversational Interaction as a Means for creating Learning Opportunities

Learning a given language in the classroom comes as a result of the learners' exposure to the linguistic environment manifested in conversational interaction between the participants in that context. The assumption resting within this context is that conversational interaction processes of the classroom group lead to the development of EFL learning especially if this latter is enhanced by multimedia resources and ICT informed pedagogies. Within this respect, classroom environment is not seen as an institutional setting as such, but rather as a learning community that correlates the potential of learners to invest their identities and personal experiences and meanings. Conversational interaction is seen as a means that creates opportunities for learning because instruction based on interactive and communicative procedures that procures authentic means is deemed facilitative of the learning process. Conversational interaction is perceived as an affective variable on the learnability of EFL students, and which determines the teaching strategies of the instructor. Given the present assumptions, this section examines and provides evidence of how conversational interaction in the EFL enhanced computer mediated setting can create opportunities for

learning through looking at pedagogical procedures implemented and governed by the CPP model conditions.

The Algerian EFL classroom, set by the CPP approach, is a setting that involves all its participants in both communicative and interactive acts, and that engages them in diverse dynamic processes of social and communicative routines. A core feature of the CPP classroom is that conversational interaction plays a prominent role in advancing the learning opportunities for students through innovative means. As Brown (2001) argued "at the heart of current theories of communicative competence is the essentially interactive nature of communication. Thus, the communication purpose of language compels us to create opportunities for enough interaction in the classroom. As learners interact with each other through oral and written discourse, their communicative abilities are enhanced" (p.48) In addition, Van Lier (1996) contended that conversational interaction is the most visible manifestation of the learning process at work. Conversational interaction is enhanced through maximizing learners' practicing time, collaborative based tasks, motivation, and socialization. With regard to motivation, the CPP model has ensured pedagogic practices that procure innovative means for the teaching of English by integrating skills and using a wide array of interactive and communicative activities.

From above, the current classroom interactional episodes are selected to show how conversational interaction has created opportunities for learning. Because the space is limited to identify all interactive instances, reference is made to a holistic overview of classroom data in the Appendices to thoroughly see how this latter, that is, conversational interaction is promoted in many respects. In reverence with the CPP model pedagogical focus, the teacher's instructional purposes and meanwhile the

classroom context and materials used, the data excerpts selected for eliciting evidence that learning opportunities have been fostered are approached from four angles:

1) Time and space procured for practice.

2) Opportunities for collaborative dialogue.

3) Opportunities for socializing.

4) Opportunities for increased motivation.

For each premise, a detailed account is provided with concrete excerpts.

B.III.1. Time and Space procured for practice:

In order to be fluent and productive students, EFL learners need many opportunities to interact and longer turns to take part in the classroom. Effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them by such practices (Cazden, 2001; Stipek, 2002).Within this respect, this section deals with the aspect of both time and space provided for practicing the target language. The current excerpts are an example of how learners are given extended time and space for engaging and contributing in the communicative act.

Excerpt 15

1	Brilliant: I would like to talk about the culture of food in Algeria.
2	Especially here, in Algeria, we don't care a lot about diet. You know we
3	talk a lot about flavor, meat. What is special about the Algerian Cuisine
4	is that there is a lot of hybrid uhh or carbohydrates oil. There is a big
5	percentage of carbohydrates why? Because uhh a lot of food like this
6	there is a lot of oil. Also, the use of a lot of spices like beans especially
7	Thniat El abed in my home town or in Algeria. Yeah! It's all our country

8	I mean all in all this is what I think of food in Algeria. They use a lot of
9	oil [inaudible] a lot of spices. Also, we have like our food to be chilly
10	like uhh Mahjouba, Doubara uhh this is we like a little bit chilly. I
11	mean this is uhh!
12	T: What distinguishes Algerian traditional cuisine from international
13	dishes?
14	Brilliant: What I can say about food in Algeria?
15	T: Like features especially the Chaoui "Berber" ingredients.
16	Brilliant: Like the Chaouia ingredients?
17	T: Ingredients!
18	Brilliant: Like the Chaouia ingredients cause a lot of problems in our
19	health, but it's gonna uhh
20	T: How?
21	Brilliant: Yeah! It causes a lot of problems, but we really don't care about
22	The health of the prominent food we are preparing. The food they eat;
23	They don't care about health [inaudible] especially Algerians it's
24	obvious.
25	T: In Algeria?
26	Brilliant: we Algerians especially, in Algeria yes! We concentrate a lot
27	On flavor, a lot.
28	T: Yeah! Good! Good!
29	Brilliant: You welcome!

This excerpt is taken from the fourth lesson (Food) (Appendix E) which aims at improving learners' confidence in expressing agreement and disagreement in discussions, and to help them use appropriate styles in conversations. As it is clearly shown throughout the excerpt, the student has ample extended time and space for expressing himself. The student utterances tend to be long and accurate. For example, the student was contributing from 1 to 11 allotted turns in the first part without being interrupted by the teacher. This is evidence that the student has been given enough time to interact and to practice the target language. The student is showing high levels of

proficiency in his language through the usage of appropriate expressions, vocabulary and style. This shows that learning has been enhanced for this student.

Another example illustrating how students are given ample opportunities to interact is taken from lesson Five (Organic Farming) where the students are supposed to enhance their speaking ability through reading practices.

Excerpt 16

Smiley: This text is about biotech or biotechnology mainly in agriculture so uhh in the text it shows the benefits of biotechnology uhh biotechnology in agriculture so the first thing that is mentioned is that biotechnology increased the need uhh decreased the need for pesticides (body language) so there is less need for the use pesticides in agriculture this is the first point the second point is uhh deciding on developing new ways to make more uhhh tastes in our food through these techniques or uhh through bio uhh biotech the third point is that uhhh there is some deficiencies in uhhh in the human uhh body in the human body that can be controlled through the biotech example in the text the deficiencies of uhh vitamin A so it can be controlled through the biotechnology uhh then so uhh yes it increases the income for the farmers so it increased the quality of seeds of seeds' plants so that they can do large harvests from their lands it's not like the old uhh methods they can also have uhh small harvests and so on but thanks to uhh the biotechnology techniques they can do a large harvest in the small uhh in short period of times umm yes it also increased yields reduced chemicals and uhh mineral salts using this it helps farmers to uhh use less uhh how to say that costs so much to pay the work or uhh someone this helps to increase their incomes finally uhh it's easy to store the biotech uhh biotech products because it doesn't need refrigeration and it has uhhh long self-life yes that's all.

Wonderful: [Inaudible] Yes if they don't succeed and the other studies showed that government and the biotechnology companies they have a test which shows that uhh the uhhh the modified pro uhh (pause 2.0 Sec) how to say it umm modified protein is uhh in fact is uhh more uhhh affects the health but uhhh the main issues is uhhh neglected which is uhh the uhhh how to say it in English engineering process (self-repair) which is the most and the uhhh the basic the basic element in health this is the main point in the text.

Sweetest: In 2001 okay the whole study uhh they make a survey on genetically modified organics and what its effects on uhh health effects this is the main idea what they found uhh what they did they find they have found (Self-repair) that just three studies showed three studies published and actually they were not uhh they were not with high differences the first of these studies showed less uhh they were less anxious because uhh the results of organic food on animals weer just for something else not more and the second uhh research or study showed that the research wasn't covering all the uhhh genetic modified organics just so it wasn't done on all the genetically modified organics just sharing the proteins that were important which are used for pesteciding animals plants and uhh to get more animals and uhh the survey the second survey or research has said that uhh

From the above excerpt, it is apparent that the students had ample opportunities to participate and to contribute in the discussions. It is evident that the students had very lengthened turns. Because the focus of this CPP lesson was to familiarize the learners with the usage of some reporting expressions and enhancing their reading skills as well as fostering their ability to analyze authentic language, the learners are expected to

produce a kind of discourse that reflects these abilities to ensure that learning has occurred. Thus, from the above extract, it is really evident that the learners have successfully engaged with the different texts they had in front of them. They have also used the appropriate reading techniques and strategies. And more importantly, they have succeeded in understanding the type of language used by authentic texts because they have provided elaborate descriptions and reports about the passages. This shows that the teacher's pedagogical goal has been achieved, and therefore, learning has been fostered.

B.III.2. Opportunities Procured for Collaborative Dialogue:

The value of student-student collaborative interaction for the development of EFL proficiency has been highlighted within communicative language teaching and with the advent of theories of learning that emphasizes the social nature of foreign language acquisition (Lantolf, 2000; Lantolf and Thorne, 2006; Van Lier, 2000, 2004). The current study's main assumption is that students could learn easily through mutual collaboration exercised by conversational interaction. More precisely, when learners are engaged in meaningful interaction, they subsequently foster authentic oral communication, and as a result become good masters of the language. Within this regard, the CPP program has facilitated opportunities for dialogic interaction in many respects through offering a wide array of activities. Among the activities that encouraged dialogic interaction and that generated genuine discourse in the classroom are: Lessons/ three (group discussion task two), five, six, eight (Global warming group, Drug addiction group, and Poverty group), ten, eleven (in the library task, organizing activities lay out activity), twelve (talking about childhood memories, what you like and dislike about your country), and fourteen (Creating the ideal university) (Appendix E). These tasks are meant to promote authentic oral interaction and communication via enabling learners to use the target language, and exchange true information about

themselves, and it is a chance for them to practice the different functions of the language. In what follows illustrated samples from data excerpts taken from each lesson mentioned above. Again, here, I will just present snapshots of transcripts showing how collaborative dialogic interaction has been procured because details could be referred to via the whole data transcription section (Appendix E).

Excerpt 17

Hiba: Oh! Amina!
Amina: Hi Wahiba How are you? It's been a long time that I didn't see you.
Wahiba: Me too!
Amina: Yes me too you know I am I am uhh I am working on the BBC Channel.
Hiba: BBC Channel? Lucky you interesting.
Amina: Yes, Yes.
Hiba: So you are interested in journalism.
Amina: yes. Oh! God! And those things
Hiba: How makes uhh you or uhhh what, what makes you chose this uhh in particular?
Amina: Yes, You know I studied journalism before Studying English
Hiba: Really?
Amina: Yeah! An I just study English just to help myself work in uhh many channels like the BBC and CNN and so on.
Hiba: UHHH So uhhh
Amina: Yes, you know working as a journalist you'll have a high salaries honey!
Hiba: really?
Amina: Yes!
Hiba: But I think it's boring.
Amina: no! It is not boring at all you know all the time you are learning new things, new events to cover uhhh from one place to another
Hiba: Uhhh
Amina: move from one place to another Okay ! and in addition to that I have opportunities for promotion and promotion career development.
Hiba: but it's uhhh It's really ! uhh that's big.
Amina: yes it's really an interesting work.
Hiba: Wow!
Samia: what's about the environment?
Amina: Yeah! The environment is uhh how to say all the time working outside
Samia: Yes!
Amina: my work is outside to cover the events and so on
Samia: Yes!
Amina: It's somehow dangerous you know to cover some umm uhh conflicts, wars and so on , but uhh I still find it an interesting work. It is so interesting for me.
Hiba: I wish you all the luck. Thank you Thank you
Hiba: I can watch you motivated if I can watch you on TV
Amina: Yes, so I will say Hi Hiba How are you? (Laughter) Oh! What about you? What are you looking for?

Excerpt 18

Sweetest: In 2001 okay the whole study uhh they make a survey on genetically modified organics and what its effects on uhh health effects this is the main idea what they found uhh what they did they find they have found (Self-repair) that just three studies showed three studies published and actually they were not uhh they were not with high differences the first of these studies showed less uhh they were less anxious because uhh the results of organic food on animals weer just for something else not more and the second uhh research or study showed that the research wasn't covering all the uhhh genetic modified organics just so it wasn't done on all the genetically modified organics just sharing the proteins that were important which are used for pesteciding animals plants and uhh to get more animals and uhh the survey the second survey or research has said that uhh

Gentleman: The second one?

Sweetest: Yes I speak about the second and then move uhh yes the survey has said that uhh the second one [inaudible] in the conclusion they uhh confirm that uhh this research about uhh that this research are not covering its effects on uhhh of engineering its cells of foods which is from this or relevant to uhh on health that's all

Gentle: I don't understand yet pre-modified (Clarification Request)

Sweetest: Yes suppose I have a farm

Gentle: Yes

Sweetest: If all animals I need to feed them to get uhh the benefit from them to get uhh meat and so on and this food uhh

Gentle: Give them this food just for seventy days

Sweetest: Yes to develop this food just for they uhh give the food just for uhh for seventy days

Friendly: They develop just by food? (Clarification Request)

Sweetest: Yes

Friendly: Yeah

Gentle: Yes

Students looking at Gentle, Friendly pointing her finger on him what about you uhh?

Gentle: Ah! Yes yeah yeah to produce meat so they feed them seventy days so they will uhh

Sweetest: Listen listen this molded or this food they are taking before or uhh earlier used uhh

Gentleman: Gentically

Sweetest: Genetically modified organics

Gentle: Ah!

Sweetest: Okay! We just give them for seventy days that's all as a mixing or uhhh

Gentle: Yeah

Sweetest: That's it

Gentle: Yeah Okay!

Excerpt 19

Lovely: Well, the software is about the difference between the English language and the Outlandic language. The main difference between both of them. He he mentioned. He highlighted the two sentences. He relied on translating word by word. He mentioned a word from translation. Well uhh well the main differences, the main difference is uhhh we have four, we have four main differences: the first one is uhh in the subject pronoun which comes at the end in the Outlandic language. The Outlandic language in comparing with uhh in comparing with the English language which comes which comes at the beginning of course in Outlandic. Also, in the Outlandic language comes the noun umm, and also, sorry! Sorry!, and also the uhhh [pause 3.0 Sec] Yeah! He used also uhh three words that uhh that uhh [pause 2.0 Sec] that indicate that indicates (Self-repair) that difference between words uhh between yeah! He compared between the letter "B" or "A", the letter "A" but also articles and adjectives. Now adverbs of time; it comes before in the Outlandic language. I think that's all. YEAH!

T: Yeah! Good!

The awake: The main topic of this uhh

T: Software

The awake: Software is a comparison between English and Outlandic language. First, he started by translating words from English into Outlandic.

T: UHHH

The awake: And he has mentioned the differences between those two languages by uhh he mentioned only the four main differences. First, the subject in English comes at the beginning. The adjective in

English comes before the noun. The letter "A" in the Outlandic language refers to the feminine form, and uhh adverb adverbs of time comes before adverb of place in Outlandic language.

T: Good! Good! (Positive feedback)

Talkative: The main topic was about the comparison of English and uhh Outlandic. The speaker gave us uhh four main differences between the two languages. The first one is the subject in English comes at the beginning uhh , and in the uhhh Outlandic comes at the end. The second one is uhh the adjective in English comes before the noun, and uhhh in the Outlandic after the noun. Also, it comes after the noun. He mentioned , he talks also about the letter "A", which is uhh indicates the feminine noun in the Outlandic language. He talks about the difference between articles and nouns and adjectives. The fourth difference is about uhh the adverb of time comes before the adverb of place in the Outlandic language.

Excerpt 20

The psychologist: I wanna ask you. I wanna ask you what is your program in the language center? I wanna, I wanna enroll myself in the language center I wanna uhhh

US: Help yourself [Inaudible]

The psychologist: I wanna uhh sorry I wanna have some development in my education, in my language, in my English language (Self-repair) uhhh would you uhh would you help me and show me what is your program in this language center?

Frank: [Inaudible] Okay! Language in the CPP school. So, in uhh here, we study foreign languages like English, Spanish, German.

US: [Inaudible]

Frank: what? (Laughter) Italian! Why not!, and also uhh oriental languages like Mandarin Indian, Turkish, and Japanese, Why not! So, maybe you want to be a student of English why not! You are a student of English?

Psychologist: [Inaudible] I will uhhh [pause 3.0 Sec] I uhh I uhhh I am a student in uhhh I am an English student. I am also a student of the English language, but uhh I haven't found much in this year. So, I came and I wanna get the information uhh [Pause 5.0 Sec]

Ambitious: Yes! My name!

Wiseman: uhhh Sorry! First of all, we have to show how easy is to study our languages even for the first time YEAH! Second, you have to prepare students uhh from the low level and uhh we have to distinguish between

Psychologist: What does it mean?

Wiseman: To make a separation between students of a high level, and you have to pay much of them much of knowledge thank you! And uhhh and when we do this uhh leave them uhhh

Candy: Which is literate and we will see which is the good idea.

Wiseman: Yeah! What do you think? Yeah!

Gentle: Okay! So peers please! Can you inform me and give me information about how this center works, what's my steps? First step, I should make uhh to start my uhhh career or uhh yes! Start!

Frank: Here, we are working on developing the four skills of course! You know at first we gonna uhh make a test

Gentle: Yeah! [Overlap]

Frank: Here is to know your level first.

Gentle: Yes!

Frank: Secondly, we gonna , we gonna distinguish between the levels. So, we gonna separate them okay!, and I think it's one good idea to mix them altogether so uhh

US: [Inaudible]

Frank: I mean uhh

Gentle: How many levels do you have?

Frank: Holding the record of the students maybe seven. Accordingly, maybe!

Excerpt 21

Hind: You are the student in the library. Library? Library? Library uhhh how to say the librarian (Mispronounced) I think the term is librarian UHH LIBRARIAN? What do you think? I want to get the right word

Samia: Librarian

T: Library is the place and the Librarian is the person working there! Librarian (giving the correct pronunciation)

Samia (The wonderful Student): Library is the place yes

Hind (The beautiful) : Librarian uhh Librarian uhh The LIBRARIAN

Sihem (The biology Student): Good morning I am the librarian (Mispronounced) The librarian(corrected)

Nadjet (Ambitious): Good morning I am the student Good morning I am Nadjet. I am a new student in this University. I am looking for some books. I want to get information

Dreamer: Welcome!

The Ambitious: I want to get information about uhhhthe uhh about the system how to uhh work here.

The wonderful: Why are using the word system? I want to know about the rules.

Two students together at the same time: or laws or the laws of organization uhh rules Okay!

The Ambitious: I need some books if you can help me could you help me please!

The biology student: Okay this is a catalogue about uhhh edition in this field uhh I suggest that help you.

The Ambitious: I need some books if you can help me could you help me please!

The biology student: Welcome to our University. You can find in this table all the laws or rules of this library.

The Ambitious: Thanks

The Biology student: Thank you

The wonderful: Come on you can read it

The Biology student: carry on you can express yourself

The ambitious: Yes!

The biology student: There is not uhh there are not uhh not a lot of laws just you need to [Inaudible] subscribe to the university and yes!

The Ambitious: So, it's okay for me so uhh it's okay for me I accept this law uhh I want just to borrow (Mispronounced) To BORROW (Corrected pronunciation) I want just to borrow some books can you borrow (Mispronounced) BORROW (corrected) uhhh can you help me to choose which books uhhh

Excerpt 22

Smart: so in organizing our zoo we have taken into consideration the following facts first of all we categorized the animals into two types domestic and wild so we tried to put animals that won't get agitated at the main entrance and uhh in the first location we chose to put the three lamas and in that empty slot we have decided to put the fox since uhh he won't

Bright: take much space [overlap]

Smart: Yes its small he needs a small space and it is not a risk to the lamas you understand uhhh and uhh yes

Ss: [inaudible]

Smart: I am sorry No, NO its not uhh its not you know the fox is not domestic but wild uhh but he is not dangerous he does not need much space so uhh number three I think its uhhh good

T: Good [overlap]

Bright: Good space

Smart: Adequate space for him yes [Overlap] in space number three we have decided to put the cafeteria there uhhh yes the cafeteria

T: Thank you Miss Bright why have you chosen this place?

Bright: The cafeteria is three uhh we have chosen this according to uhh the green space uhh and the best location for visitors

Smart: [Overlap] there is large space for the cafeteria there

Bright: Yes

T: It is your own zoo you decide to put in it whatever you want and to design it in the way you would like. It's your own zoo Yeah!

Bright: Laughter, Yes

Ss: [inaudible] can't change it

Smart: No, No we changed the positions and we designed it in the way we want.
T: [inaudible] you don't need to keep everything as set in the layout.
Smart: Okay! We have put in space three the cafeteria
Bright: [overlap] uhh the cafeteria in space three
Smart: [overlap] and the giraffe in space number four
Bright: then as I have said we have putt the one giraffe we think it's a good idea
Smart: It will not bother people and uhh it won't get agitated from the people coming in or out from the cafeteria and uhh in number five uhh we gonna leave the hyenas right there in number five
Bright: [Overlap] because it is quite isolated

Excerpt 23

The ambitious: That's all we move on to uhhh who wants to speak so for me I don't remember too many things because I was very, very angry
Azmi: Why you are angry?
The ambitious: NO perhaps I have NO because I lived many uhhh many uhh many experiences in my life so uhhh
Azmi: [inaudible]
The ambitious: perhaps I will be so boring but I remember an event which happened to me when I was in the third year uhh so I was an excellent uhh pupil YES and uhhh but always I have a problem with the module of drawing yes
Azmi: YES
The ambitious: YES but when uhh in the exam our teacher asks uhh asked us to draw uhh to draw a tree
Azmi: TREE?
The ambitious: TREE YES So what I draw uhh what I drew uhh in the start drew do we say uhh just the shape of a tree and uhhh I have put uhh some of apples green tree and circle and for apples in fine which I colored in red and I was uhh very happy for uhhh what I have done but finally I have a bad had had a bad mark and I cried and cried and I demanded that another evaluation from other teacher why you give me uhh he gave me this you gave me this mark and I cried for many many uhh many days because my uhh myt score my score was uhh my score being uhh diminished so I decided to uhhh know how to draw so and after that I enrolled in our cultural center to learn how to uhh to draw so after that experience I become uhhh
Azmi: Become?
The ambitious: I become a proficient I couldn't say a professional but uhhh it worked for me now I haven't a problem with drawing its uhhh that's what I remember now so uhh I learned I learned when we don't know don't be don't hesitate don't be pessimistic so we try again and again and you will achieve what you want.
T: Great!

Excerpt 24

Angel: First we have to think about the needs of our students
Wonderful: we have to predict the needs of our students
Beautiful: give a chance to other uhhh we have to give a chance to other levels
Angel: This as a means to uhhh
Wonderful: motivate (Peer Assistance)
Angel: motivation I mean to motivate the other levels
Gentleman: So to ignore the other levels? (Clarification request)
Angel: Not to ignore the dismissed ones so if you are not enough
Wonderful: Yes
Angel: If you are not capable of uhhh I mean the qualities to enter our University
Calm: You should work hard
Gentleman: What about the second condition

Wonderful: The CV? CV?
Gentleman: Yes Yes
Wonderful: we have to ask about uhh we have to ask the student if he has or had other diplomas
Candy: So uhh we accept this condition
Angel: Yes
Candy: And we shouldn't speak about uhhh
Wonderful: uhh so we can ask who suppose uhhh supposes
T: Suggests (Recast)
Wonderful: suggestions uhh suggests
Gentleman: The relationship between uhh the second condition and uhhh
The successful: We have said that the requirements of our University that this University is an outstanding University

These ten extracts illustrate how learners are actively engaged in sustained purposeful conversational interaction offered by the means of different activities. The quality of the discourse generated was obtained as a result of the interactive patterns enhanced by the CPP model. The different activities employed in these lessons are concurrent with Long's (1981) premise which contends that "When learners are actively involved in sustained purposeful interaction related to their own personal interests, they develop considerably their communicative proficiency" (p. 81). Within this respect, it is clearly evident that the learners through the CPP tasks are engaged in mutual and collaborative interaction. It is also evident that the teacher's philosophy in this study has contributed effectively in creating the required conditions for a healthy atmosphere. As it is shown from these interactional episodes, the teacher seems interested in the learner's acts where ample freedom is given to them to act as independent individuals. The CPP approach has encouraged the learners to engage willingly in the different discussions, and they are pushed to use the target language in various contexts. For example, the learners were given a chance to practice their speaking through reading, through listening and through collaborative interaction. The CPP enhanced tasks have provided learners with numerous activities where learners develop skills such as engaging in active listening (Excerpt 19), asking and answering questions (Excerpts 17 and 18), making and asking for suggestions (Excerpts 21 and 22), interrupting, expressing and requesting ideas (Excerpts 9 and 10), arguing and counter-arguing (Excerpt 24), giving

explanations and evaluating ideas, using persuasive talk and summarizing ideas (Excerpt 16). It is clear from the above extracts that learners have been exposed to classroom activities that helped them to distinguish between the different functions of the language. It is, also, evident that learners were engaged in debates, interactive and collaborative group work in which they were pushed to develop constructive knowledge. It is clearly shown through the different extracts how learners were encouraged to jointly analyze the target language, to make joint decisions, to evaluate and monitor the produced output. This process has, in fact, resulted in enhancing learners' reasoning, understanding and communicating, and by extension learning. For example, it is clearly apparent in Excerpt 4 that the learners have successfully used the reporting strategies provided by the Software. It is also evident that the students have used specific reading and reporting strategies designed to improve their comprehension of the texts. These strategies have prompted them to generate questions about the texts, summarizing and clarifying what has been understood. In these extracts, it is clearly shown that learners have initially taken the leadership is processing information. It is also evident that the teacher has taken the role of a coach encouraging the students to be individually engaged in the learning process.

In addition, pedagogically speaking, McDonough (2004) emphasized the crucial benefits of collaborative work stating that "Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, promote learner autonomy and self-directed learning, and give instructors opportunities to work with individual learners. In addition, learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions" (p. 208). Due to theoretical and pedagogical considerations, the CPP model has been designed in a way that fosters learners' participation and

collaboration in the EFL classroom. This is clearly perceived in extracts 17, 20, 21, 22, 23, and 24. From the data presented in the current extracts, it is clearly noticed that learners have demonstrated a significant improvement in terms of accuracy and fluency using the target language. Learners contributed in these interactional episodes with almost no grammatical mistakes. They have shown a sense of grammatical awareness where they have self-corrected their inaccuracies as it is the case in excerpt 23 (*So what I draw uhh what I drew*). Overall the different extracts, it is evident that collaborative interaction and dialogues contributed positively in enhancing learners' EFL speaking ability. It is, also, clear that the CPP model has contributed through the different interactive tasks in fostering learners' spoken production and meaning making which have been stimulated through the use of the different interactive patterns. The different interactional practices displayed in these extracts were applied to generate more extensive contributions from students and dialogues that prompted them to take agent acts and provided them with the potential to participate collaboratively in the different interactive and communicative tasks. From the classroom interaction data presented in these excerpts, it is evident that leaners were engaged in cognitive stimulated interaction where collective thinking and constructive knowledge were enhanced and supported. The learners were, also, engaged in mutual support and used the language constructively in various ways. From the observation data, it is apparent that learners benefited greatly in building their vocabulary, grammar, and speaking repertoire. It is, also, evident that the type of tasks employed could likely be useful in preparing them to interact in real life situations because of the quality of the discourse generated in the classroom which resembles authentic contexts. From, here, it can be assumed that the opportunities procured through the different means of conversational interaction

provided through collaborative dialogue could be seen as positive factors that contributed in enhancing the learning potential of the EFL learners in the classroom.

Another factor that has been considered as a contributing element in creating the learning opportunities through interaction, and which has been observed through classroom interaction data is "socializing". This element will be discussed in detail in the following section.

B.III.3. Opportunities for Socializing:

Classroom conversational interaction has been viewed as a standout amongst the most imperative pedagogical queries in language classrooms in the late decades, for the most part because of the impact of the Russian psychologist Lev Vygotsky (Thapa and Lin, 2013). Vygotskian sociocultural theory (Hall and Walsh, 2002) perspectives the demonstration of language learning as a social act in which learners assemble their insight through the help and scaffolding of more competent classmates or educators. Communications in language classrooms are imperative social exercises for learners through which they develop learning, as well as assemble confidence and identity as skillful language users (Luk and Lin, 2007). As maintained by Murnane and Levy (1996), the "new basic skills" required for high-wage jobs include "the ability to communicate effectively, both orally and in writing" and "the ability to work in groups with persons of various backgrounds" (p. 32). Demographic and technological changes in the public arena have implied that these same aptitudes are fundamental for viable support in, and upkeep of a just society. Subsequently, schools are currently charged of making not just individual human capital for a sound economy, additionally, social capital for sound groups. In the meantime, what considers learning has moved far from

idle data inactively drawn from books and instructors toward dynamic understanding that is collectively built in dialog among students (Cazden and Beck, 2003).

Cazden and Beck (2003) contended that "Education's new emphasis on the ability to communicate requires that classroom interaction change dramatically to foster such ability. Curriculum standards now place less emphasis on facts or procedures to be learned by heart and more emphasis on strategies for learning and doing" (p. 165). Therefore, if we want to identify how learning takes place in the classroom context through conversational interaction that encourages social relationships, we must document the participation of the learners in the different communicative and interactive acts that demonstrate learners' abilities and processes of socializing and by extension learning. The current section includes extensive examples of data transcripts that portray the potential of conversational interaction in procuring opportunities for socializing as a means of maximizing the learning process.

By socializing, we mean the rapport and the interrelationship established between people as a result of the bonds created on one or more levels. Due to this process, people "speak with one another, share ideas and information, and confirm the connections made through an agreed upon means."(Irwin, and Berge, 2006, p. 1). Extensively speaking, and outside of the learning environment, sociologists characterize socialization as "the process by which, through contact with other human beings, one becomes a self-aware, knowledgeable human being, skilled in the ways of a given culture and environment"(Giddens, et al., 2013, cited in Watson and Gemin, 2008, p.4). From the collaborative-social oriented point of view, language learning context needs to bolster linguistic and social interrelationship with different errands between learners to keep up dynamic language use. In this sense, while learners work together to perform their activities through sharing resources, they additionally engage in the different

functions of socialization such as "thinking, feeling, and acting" (Yaprak, 2012, p. 69) whereby they internalize and acquire competence. In particular, in a collaborative framework, language use serves both as a point and medium of socialization. That is to say, learners are socialized by means of language use, and, also, socialize to use language "meaningfully, appropriately and effectively" (Ochs, 1996, p.408). Within this respect, language learning can be perceived as a "complex social practice" whereby learners transport their identities, real life experiences, and their linguistic knowledge in the classroom settings. In conversational interaction, features of socialization in the EFL classroom can be perceived through the use of different communicative devices such as "requests for clarification, peer assistance, teacher assistance, comprehension checks, feedback, scaffolding the linguistic output, and having longer turns for participation". In this section, an example will be provided to illustrate each feature of socialization as observed from the transcripts.

Excerpt 25 : Clarification Requests

Sweetest: In 2001 okay the whole study uhh they make a survey on genetically modified organics and what its effects on uhh health effects this is the main idea what they found uhh what they did they find they have found that just three studies showed three studies published and actually they were not uhh they were not with high differences the first of these studies showed less uhh they were less anxious because uhh the results of organic food on animals weer just for something else not more and the second uhh research or study showed that the research wasn't covering all the uhhh genetic modified organics just so it wasn't done on all the genetically modified organics just sharing the proteins that were important which are used for pesteciding animals plants and uhh to get more animals and uhh the survey the second survey or research has said that uhh

Gentleman: The second one?

Sweetest: Yes I speak about the second and then move uhh yes the survey has said that uhh the second one [inaudible] in the conclusion they uhh confirm that uhh this research about uhh that this research are not covering its effects on uhhh of engineering its cells of foods which is from this or relevant to uhh on health that's all

Gentle: I don't understand yet pre-modified (Clarification Request)

Sweetest: Yes suppose I have a farm

Gentle: Yes

Sweetest: If all animals I need to feed them to get uhh the benefit from them to get uhh meat and so on and this food uhh

Gentle: Give them this food just for seventy days

Sweetest: Yes to develop this food just for them uhh give the food just for uhh for seventy days

Friendly: They develop just by food? (Clarification Request)

Sweetest: Yes

Friendly: Yeah

Gentle: Yes

Students looking at Gentle, Friendly pointing her finger on him what about you uhh?
Gentle: Ah! Yes yeah yeah to produce meat so they feed them seventy days so they will uhh
Sweetest: Listen listen this molded or this food they are taking before or uhh earlier used uhh
Gentleman: Gentically
Sweetest: Genetically modified organics
Gentle: Ah!
Sweetest: Okay! We just give them for seventy days that's all as a mixing or uhhh
Gentle: Yeah
Sweetest: That's it
Gentle: Yeah Okay!

Excerpt 26 : Peer Assistance

Safia: It is my turn now the third text is about uhhh it supports the idea that uhh that says that food which are producing the biotechnology are the same from that which uhh which are produced in normal way and they say that the composition of this food is uhh is the same and uhh they are as the same as uhh as uhh the traditional uhhh
Wonderful: Crops
Safia: the traditional crops (peer assistance and interaction) and uhh there are many agencies that support this idea such WH World Health Agency that's it
Friendly: [Inaudible] this bigger uhh how to say it
Gentleman: Amounts
Gentle: Amounts quantities huge big amounts
Friendly: Yes! Amounts, amounts yes and also the farmers bring their products to uhh mold it with biotech crops because they are easier to store and have larger self-life

Excerpt 27 : Teacher Assistance

Pious: One I have to receive those information properly in order to
T: UHHH
Pious: In order to uhhh (body language)
T: Report them appropriately uhhh what about the language in terms of the language did you find difficulty reporting using the language? (Teacher assistance and help to overcome the communicative breakdown)
Pious: Yes Somehow
T: Uhhh because of the lack of vocabulary?
Pious: Yes maybe the lack of vocabulary
T: The field chosen?
Pious: Yes the speciality of this field
T: The field of this text okay good
Pious: Yes
T: Okay! Good

Excerpt 28 : Comprehension Checks

Friendly: Yes amounts amounts yes and also the farmers bring their products to uhh mold it with biotech crops because they are easier to store and have larger self-life
Gentle: Have larger life to store? (Comprehension checks)
Friendly: Yeah yeah they haven't uhh they haven't they don't need a refrigerator or uhh (laughter)
Gentle: So biotechnology is good for agricultures so it stops the increasing of insects (Comprehension checks)
Friendly: Yeah
Gentle: Improve uhhh
Sweetest: Increase
Gentle: Yeah the crops

Excerpt 29 : Feedback

Calm: the second picture I think uhh he is an old man she seems angry and she is uhh depressed
Wonderful: And he is an old man
Calm: He is an old man (Peer Correction)
Wonderful: uhh this picture uhh this picture represents what it represents a lovely woman
Calm: Yes
Wonderful: With a lovely smile and I guess uhhh she is a doctor maybe or uhh a teacher or uhh I don't know exactly what uhh her job and the second and the last picture is uhhh a Canadian person who is uhh enjoying his uhh time he is drinking and uhh I guess he is uhhh uhh a sport man uhh in a specific a specific sport that's all
T: Good

Excerpt 30 : Scaffolding

Safia: I think that uhh this person is look like uhh a wise man
T: Is looking (Scaffolding)
Safia: Is looking like
T: Or looks like
Safia: Looks like a wise man or a serious man a genius decisive all these characteristics are how to say about this person.

Excerpt 31 : Learners' Extended Turns

Smiley: This text is about biotech or biotechnology mainly in agriculture so uhh in the text it shows the benefits of biotechnology uhh biotechnology in agriculture so the first thing that is mentioned is that biotechnology increased the need uhh decreased the need for pesticides (body language) so there is less need for the use pesticides in agriculture this is the first point the second point is uhh deciding on developing new ways to make more uhhh tastes in our food through these techniques or uhh through bio uhh biotech the third point is that uhhh there is some deficiencies in uhhh in the human uhh body in the human body that can be controlled through the biotech example in the text the deficiencies of uhh vitamin A so it can be controlled through the biotechnology uhh then so uhh yes it increases the income for the farmers so it increased the quality of seeds of seeds' plants so that they can do large harvests from their lands it's not like the old uhh methods they can also have uhh small harvests and so on but thanks to uhh the biotechnology techniques they can do a large harvest in the small uhh in short period of times umm yes it also increased yields reduced chemicals and uhh mineral salts using this it helps farmers to uhh use less uhh how to say that costs so much to pay the work or uhh someone this helps to increase their incomes finally uhh it's easy to store the biotech

> uhh biotech products because it doesn't need refrigeration and it has uhhh long self-life yes that's all.
> Wonderful: [Inaudible] Yes if they don't succeed and the other studies showed that government and the biotechnology companies they have a test which shows that uhh the uhhh the modified pro uhh (pause 2.0 Sec) how to say it umm modified protein is uhh in fact is uhh more uhhh affects the health but uhhh the main issues is uhhh neglected which is uhh the uhhh how to say it in English engineering process (self-repair) which is the most and the uhhh the basic the basic element in health this is the main point in the text.

These excerpts are good illustrations of how bonds of socialization are established in the EFL classroom. The CPP model has created conditions that built social relationships through conversational interaction means procured through clarification requests, peer assistance, teacher assistance, comprehension checks, feedback, scaffolding, and extended learners' turns. The students in these extracts exchanged information, shared ideas and invigorated social rapports. It is evident from the above transcripts that the CPP model has facilitated learning in various forms through means of socialization. For example, in Extract 26, it is clear that the negotiation for meaning has been very successful in the interactive episode. It is clearly noticed that the learners are engaged in forms of clarification requests whereby meaning has been transmitted effectively and appropriately. The student's initiative in explaining information and clarifying meaning is evidence of the student's mastery of the functions of the language and skill in using the target language. It is also evident that the learners have made use of their linguistic knowledge to perform accurate and appropriate output. This is illustrative of the fact that learning has been enhanced by means of language use and social acts. From the extract 26, it is also clear that the learners are sharing good ties which enabled them to interact in a friendly environment. This has been perceived through the quality of the EFL discourse generated in this interactional exchange, and, also, students have shown high levels of negotiation moves. The same thing has been perceived all over the remaining extracts. It is evident from the extracts that the architecture of the learning setting is not that rigid or inhibiting because the learners in these data transcripts

showed instances of support assistance and help either from the part of the teacher or among peers themselves. From here, it is clear that learners are engaged in a dynamic process of creating social bonds where they work collaboratively and actively in shaping their learning process. Such means could be perceived as signs of healthy symptoms that maximize the learning potential. In addition, the focal point in this analytical section is to show how learners interact and negotiate meaning by various means that foster their learning process. For example, the potential and occurrence of comprehension checks, corrective feedback and scaffolding in the different interactional episodes (Excerpt 29, 30, and 31) contrived by the CPP model could be seen as means of creating healthy learning conditions. Within this respect, the students' use of different adjustments in the output to overcome their communicative breakdowns and the teacher's scaffolding and corrective feedback could be seen as devices to maintain the flow of the discussion and to secure the uptake of the target language. The interactive episodes (Extract 29, 30, and 31) are illustrative of a successful conversation interaction routine based on the premise that both learners and the teacher are engaged in a process of performing the target language via means of communication strategies and interactional devices that prompted an accurate and appropriate use of the target language. From, here, it can be assumed that the learning conditions created through the CPP model has facilitated not only socializing, sharing and exchanging information, constructing knowledge, building social rapports, but also it has endorsed the appropriate and accurate use of the target language. This could be easily perceived through the extended learners' turns and contributions which resulted in almost a flawless produced output and an awareness of the learners of the grammaticality and comprehensibility of the produced messages. Furthermore, the students' long turns are a good example of the fact that they think, they feel, and they act, which in its sense an

instance of their participation in this social context. To conclude, it can be argued that the CPP model through the functions of socialization and the various means procured by conversational interaction, the classroom setting created is not anymore the institutional setting seen in the different traditional instructional contexts, but rather a learning community whereby both learners, the teacher, and the interaction of the different resources engage in creating a positive, flexible and relaxed learning atmosphere. The opportunity to speak, to perform and to use the target language provided by the CPP approach has fostered learners' ability to use EFL discourse via interactive discussions allowing students for more participation whereby they were engaged in processes of thinking, clarifying their knowledge in certain topics, and by extension would lead them to learning. This has been perceived through the successful accomplishment of the different interactive and communicative tasks.

B.III.4. Opportunities for Increased Motivation:

Boosting learners' motivation and performance to develop the target language has always been the concern of many scholars (Dörnyei, 1990, 1994, 1997, 1998, 2001a, 2001b; Ghaith, 2003; Oxford, 1996). Many researchers have found that the use of Computer-Mediated Communication means (CMC) for language instruction benefited EFL students, and their motivation to learn English has increased considerably in a CMC setting (Beauvois, 1998; Nguyen, 2008). Beauvois (1998) found that learners' motivation has positively increased in the CMC setting as opposed to face-to-face communication. Within the same respect, it has been argued that learning takes place when learners are actively engaged in the learning process (Lee, 2005; Warschauer, 1996). Motivation is "responsible for determining human behavior by energizing it, and giving it direction" (Dörnyei, 1998, p. 117), and is a critical aspect in language learning (Gardner, 1985; Gardner et al., 2004; Lightbown and Spada, 1993). Motivation has

been broadly acknowledged by both instructors, also, scientists as one of the key components that impact the rate and accomplishment of second/Foreign language (L2) learning. Motivation gives the essential driving force and incentive to launch the learning process, and, later, the driving power to manage the long and regularly dreary learning procedure; undoubtedly, the various variables included in L2 acquisition presuppose motivation to some degree. Without adequate motivation, even people with the most striking capacities cannot achieve long-term objectives, and neither are the suitable curricula, nor good enough the natural teaching procedures to guarantee learners' attainment. Because of its prominence in impacting the learning process, the level of motivation's increase has been the concern of this section. It has been documented by empirical research that motivation is a variable that influences the acquisition of the target language (Brown, 1990, 1994; Crookes and Schmidt, 1991; Dörnyei, 1994, 1998; Oxford and Shearin, 1991; Skehan, 1989, 1991). Therefore, one of the main drives behind applying the CPP model was to procure opportunities for learners that increase their motivation to learn. Based on extensive classroom observation and field work, the current data set taken from classroom interaction depicts instances that well-document specific students' attitudes and behaviors towards the use of the newly devised pedagogy, and that closely showcase in a detailed description the various routines and dimensions of the EFL classroom that significantly portray the reality and the efficiency of the suggested approach as a means that enhances not only their motivation to take part in the different interactive and communicative activities, but also fosters their learning of the target language. Features of the increased motivation in the EFL classroom are perceived through the following categorization:

1. The creation of pleasant and relaxed conditions in the EFL classroom.

2. Developing good rapport with learners.

3. Creating interesting tasks that meet the learners' needs.

4. Familiarizing learners with authentic target language culture.

5. Promoting learner autonomy.

This categorization has been inspired by the typology set by Dörnyei and Csizér (1998, p. 215) in their "Ten Commandments for Motivating Language Learners". As far as the first criterion: "the creation of pleasant and relaxed conditions in the EFL classroom" is concerned, classroom interaction data will evidence for students' behavior and attitudes in conducting the various tasks and how far they were engaged in carrying out the activities. This criterion is meant to depict either appreciations or depreciations towards the learning situation, and to see whether the learning objectives have been met by the end of the tasks. With regard to the second criterion: "developing good rapport with learners", the extracts chosen are meant to display how the teacher through the newly designed approach has energized the learner behavior and established relationships either between the teacher and the learners, or among the students themselves. In addition, through classroom observation data, we aim to show how far the choice for creating interesting CPP tasks was successful or not. Here, attribution is made with regard to students' experiences and perceptions towards the CPP program. In this part of the analysis, reference is made to some excerpts of the students' interviews and questionnaire data as part of the triangulation process. Moreover, with respect to the fourth element in my categorization: "familiarizing learners with authentic target language culture", here, I will be looking in my data into the type and quality of the tasks procured by the CPP model. In my analysis, I will show how learners were exposed to authentic means and modes. In the end, the emphasis of the last section of my analysis in this part will be on showing how enhanced motivation could be a factor

that drives learner autonomy, and by extension enhances learners' zeal to learn the target language. Here, I will be looking at learners' extended turns and how they engaged autonomously. In fact, this part has been referred to earlier in the previous section; however, the focus, here, will be on motivation and its relationship with autonomy.

B.III.4.1. The Creation of Pleasant and Relaxed Conditions in the EFL Classroom:

Undoubtedly, classroom atmosphere is a standout amongst the strongest components that undermines L2 motivation. Therefore, attitudes towards the learning context can be seen as a key determinant of the viability of the procedures employed. The current extract showcases instances of positive conditions created by the CPP program in teaching English. This excerpt will display how students' attitudes and orientations towards learning are modeled due the relaxed and pleasant climate provided in the CPP EFL classroom.

Excerpt 32 : (Task Two / Lesson Two/ Group One)

T: so now we are going to have an extra activity entitled "What If" to cherish a little bit the atmosphere. The instructions are the following (Appendix1)
S9: I am not going to rely my day on what the horoscope says. I will travel no matter what happen
T: what happen or what happens?
S9: what happens because I like travelling.
T: Okay, S5 what do you think
S5: I do not believe in horoscopes, and I do not read them [inaudible].
T: what if your horoscope tells you that you are going to meet your Prince Charming today? S8
S9: If my horoscope tells me that I will meet my prince uhhh my charming prince [laughter]
Ss: [laughter]
S9: I think I will see if he is rich
S6: I will say one second
T: one second?
S5: NOT true [laughter]
T: *What if*?
S9: I will not say one second , I will faint
S10: I will flee but [laughter]
T: (smiling) she will flee WHAT IF? (Rapid pace)
S7: First of all UHH I will take the decision for travelling because I love traveling [pause] for the second option uhh I actually don't rely on this
Ss: [Laughter] yeah!
S7: I just not rely on that I uhh
T: Good WHAT IF?

Ss: [inaudible]
T: may be what ?
USs: [inaudible]
T: WHAT IF?
S6: sorry uhh but I will not rely on this and I will travel any way.
T: what about you S4
S4: I will not do anything uuh will cry only.
T: WILL CRY? I will cry
S4: I will cry only
Ss: [laughter] [inaudible]

Excerpt 33 : (Task Two/ Lesson Two / Group Two)

T: What if you found a snake under your bed?
S10: I will jump and use a stick to kill it
S11: I will ask for help?
S12: I will stay in my place till somebody come to me
S13: I ask my brother for help or somebody
T: If you got lost on a walk in the woods?
S15: I will Pray God
S14: I will wait for the light to come
T: What if?
S1: I know the light is coming So! I wait
T: What If? (question3)
S6: [laughter] I uhhh I uhhh
T: What If?
S8: I don't know?
Ss: [LAUGHTER]
S9: I will think of that person [laughter]

From the above extracts, it can be seen that the pedagogic philosophy approached in the CPP program is conducive to EFL learning in many respects. First, it is noticed that the essential obligation of the CPP teacher was to guarantee that no learner ever feels like they are not commendable patrons in their classroom. It is evident from the interactional episodes in extracts (33 and 34) that every learner has a feeling of belonging inside the classroom. Learning is not perceived only as the ingestion of material by students, but rather a blend of numerous components such as classroom design, a learner-centered classroom, shared trust, a safe learning environment, absence of favoritism, social affectability, and the capacity to draw out every learner's exceptional ability to make them feel like worthy contributors. In fact, it is clearly shown through the present

classroom conversational interaction that learners were in a relaxed, pleasant and less anxious environment due to the recurrent instances of laughter in various occasions. It is apparent from the excerpts that the overall classroom climate is conducive to taking safe challenges without fear of ridicule. This has resulted in the extensive engagement of the learners and their active participation in the communicative act. It is, also, apparent from the extracts that the teacher's behavior and attitude towards his learners has played a paramount role in creating the required positive atmosphere for an invaluable conversational interaction. The teacher in this piece of classroom interaction seems to take a patron's and parental role where she assists learners in their contributions by creating a warm trusting environment. The teacher, in brief, seems to be a coach rather than a dictator. The method used in this CPP program could be likened to the development of baby birds as an analogy. The nestling bird does not realize that it is created for flying, until the mother bird pushes it out of the nest. The tiddler is nurtured, taught life skills, and, then, pushed out of the nest. The feathered creature's wings ripple. It inevitably succeeds in spreading its wings in flight. The mother fowl watches from the nest. She does not physically intercede. The mother fowl is available, and accessible if necessary. Mother bird wishes her child to encounter the essence of freedom. The baby bird is empowered if the mother fowl drifts over her posterity. Figuratively speaking, our EFL learners are pushed to learn in the same way. That is, our EFL learners are enhanced to learn in a proactive approach that is meant to foster their autonomy.

From the excerpts, it is clearly evident that the teacher is varying his manner of interaction from one interactional episode to another. This is perceived through the change in the use of body language, facial expressions and tone of voice (Line 21). This approach has made the overall communication so pleasant and enjoyable. The teacher's

attitude towards her students is very important within this respect. For example, in these interactional episodes, the teacher seems to have total confidence in the learners where she attempts to enhance the potential of progress in them. For instance, the "What If" interactive task seems to generate responses from the students that reflect their individuality, and, here, the students were not reluctant to contribute. Also, the teacher attempted to encourage the students by providing positive appraisal which is itself a strong criterion in enhancing learners' motivation than criticism. From the extracts it is evident that the teacher has provided the required context that can hone the learners' skills. From above, it can be understood that the pedagogic strategies applied in the CPP program has effectively contributed in creating a warm and safe classroom environment that is conducive to potent learning.

B.III.4.2. Developing Good Rapport with Learners:

Establishing good rapport with learners has become a paramount element in enhancing learning through creating positive affiliative motives within the teacher-learner relationship especially in a learner-centered approach. Affinity is dubious to understand. Maybe that is the reason the voluminous writings on school and college instruction basically overlooks it. Compatibility has been evaded for different variables, for example, systems for instructing, methods of testing, and procedures of surveying teaching adequacy, which can be all the more promptly conceptualized and controlled. In any case, it merits considering the part of compatibility if for no other explanation than its commitments to viable teaching.

Hodgson (1984), cited in Fleming (2014, p.1), claimed that many studies "[…] underline the vital importance of respect and consideration for students in effective university teaching." (p.74). Within the same respect, Ramsden (2003), quoted by

Fleming (2014, p.1), contended that "The emotional aspect of the teacher-student relationship is much more important than the traditional advice on methods and techniques of lecturing would suggest" (p. 74). In accordance with this, Fleming (2014) stated that learners were more inclined to comprehend the content of the lesson if the teacher cooperated with them in a manner that energized engagement, responsibility, and interest. In fact, establishing good rapport with learners is conducive to learning because as Billson (1991), cited in Fleming (2014, p. 2) explained "Teaching is inherently interactive because it depends on making connections with an active, growing mind. The relationships between teachers and learners can be viewed as a set of filters, interpretive screens or expectations that determine the effectiveness of interaction between teacher and student. Effective teachers form relationships that are trustful, open and secure, that involve a minimum of control, are cooperative and are conducted in a reciprocal interactive manner. They share control with students and encourage interactions that are determined by mutual agreement" (p.92) Based on these claims, the CPP program attempts to establish the required criteria for enhancing positive social rapport and personal interaction that foster EFL learning. For example, in the CPP classroom, praising students' performance, encouraging student talk, engaging learners in conversations outside the classroom, and asking them about their feelings and viewpoints were considered to be focal backbones of the CPP teaching approach. This can be clearly noticed all over classroom interaction, and deduced from learners' questionnaire perceptions and interviews responses. In what follows, concrete examples will be provided as evidence of the raised claims. The first examples are taken from classroom conversational interaction. Here, instances of how the CPP teacher has praised students' performance, encouraged learner talk, and asked them about their viewpoints and feelings are displayed.

Excerpt 34 : Praising students' Performance (Lesson 15)

T: Okay! Good! So, what do you think of uhhh this new approach of teaching English via this new material? This ICT material?
Bright: It should be really fruitful.
T: Uhhh!
Bright: Because of the information it contains uhh of the language we are in touch with a native speaker and uhhh!
T: Uhhh!
Bright: An American native speaker uhhh he speaks fast but uhh (Analyzing authentic language)
T: UHHH!
Bright: We could really understand him so it would be really fruitful
T: uhh Do you think that uhh such kind of materials should be used from now on in our classrooms?
Bright: Of course of course as my friend says uhh from an early age it would be really helpful
T: Yeah!
Bright: To learn the language and to have good information
T: Good Thank you very much thanks a lot.
Bright: Thank you.

Excerpt 35 : Praising students' Performance (Lesson 15)

T: Okay! The same questions as your friend your impressions about this new material
Gentleman: It's really helpful for all uhhh the categories of uhh people
T: UHHH
Gentleman: From early age to uhhh the old because it uhhh gives uhh to people a new way of living
T: UHHH!
Gentleman: New perspectives new uhhh a creative way of developing and uhhh to be uhh powerful
T: UHHH!
Gentleman: As he said keys of personal power
Gentleman: He started with uhhh successful and unsuccessful people men and women he studied he saw their religion and uhh psychology and uhh physical appearance and everything uhhh he said that if we have ten or uhh at least if we lack only one uhh qualities that's not uhhh important if the term is correct
T: UHHH
Gentleman: We can develop uhh this principle and uhh become a habit and the person will be successful
T: Okay! What about the new approach used here the ICT tools integrated in uhh the classroom so did it uhh is it good for you as a student as a learner of English not anymore a student but rather a learner of English?
Gentleman: Yes it is as I have said uhh it gives us a new perspective to life
T: Okay! Good so do you think that we should apply this technique uhhh
Gentleman: They should
T: And spread it all over the categories and the levels?
Gentleman: Yes from the beginning to the uhh
T: To the advanced level
Gentleman: Yes
T: Good!

The above extracts (35 and 36) illustrate the type of content feedback and the appraisal formulae, highlighted in green, used by the teacher. This type of positive feedback has been considered by empirical research (Walsh, 2002) to be conducive to learning. It is

evident from the excerpts that the teacher has attempted to encourage learners' productive contribution all throughout the interactive episode. Her content feedback has prompted more elaborate responses and extended turns. In doing so, the teacher has built solid rapport with the learners, and this is clearly perceived through the learners' reactions at the end of every interactional episode. For example, the student's response (Thank you) at the end of the interactional exchange in extract 20 is a clear sign that the learner is feeling comfortable and appreciating the communicative act. The same thing is apparent in excerpt 21 where the teacher has used different variations of content feedback. In some instances, she used (Uhhh!). In others she used (Okay!), or simply the full appraisal expression (Good!). In fact, all these positive feedback formulae seem to be supportive of learners' engagement, and they are part of creating robust relationships.

Providing learners with opportunities of extended talk is paramount in the CPP program. As evidence of how important classroom participation is to the learning process, the current interactional episodes are meant to display the active process of learners' engagement in accomplishing many communicative and interactive tasks.

Excerpt 36 : Lesson Five (Reading Task) (Encouraging Student Talk)

T: Now I would like to ask one final question for everyone here How did you find this task?
Lovely: Well uhh this this task is uhhh as a new method for us
T: UHHH
Lovely: Because it goes around scientific researchers
T: UHHH
Lovely: And uhh there are a lot of terms that are uhh strange us starnge for us (Self-repair)
T: UHHH
Lovely: I find uhh other uhh I found that this task is uhh beneficial beneficial in terms of uhh the new words new expressions
T: UHHH
Lovely: New expressions and uhh in personal uhh uhh I've been a lover of this task and this kind of research
T: UHHH
Lovely: And uhh well I will uhh
T: Yes
Lovely: I will summarize uhh some uhh some ideas I get from it
T: UHHH

Lovely: Well this is uhh a biotechnological research (Autonomy)
T: UHHH
Lovely: Well that has shown biotechnological research has shown that the commercial available food developed or evolved through agricultural biotechnological
T: UHHH
Lovely: And the uhhh term biotechnology is used for living cells and bacteria living in uhhh industrial in uhhh the industrial process(self-repair) uhh yeah this method or this uhhh method is substantially equivalent substantially equivalent it means that uhh the nutritional content is the same as food developed through traditional plant breeding
T: Good!

Excerpt 37 : Lesson Seven (Reading Task) (Encouraging Student Talk)

T: The smart?
Smart: OH! Thank you. Well while coming to reading it actually depends on the text I am reading I mean the text that is before me so first of all what I do umm I actually have three things I generally always most of the time I do first scanning ah! Uhh skimming then I prefer to follow that with uhh the scanning then comes the comprehension.
T: UHHH
Smart: In the scanning in the skimming in the scanning process sorry! I try to check and uhh understand what is the meaning of each and every word that is in there if I if I do not know the word existing in there, then I try to get it of uhh from the context. (Self-repair) I need not to check any kind of uhh dictionary or anything, but try to understand the general and the whole meaning.
T: Yes
Smart: AH! This is when it came it comes to (Self-repair) reading texts. So, to speak maybe scientific text texts (self-repair) and the like when it comes to the literary stream to literary texts and what is similar to that I just try to get the idea what is Ah! Behind the lines.
T: UHHH
Smart: What is coming into play uhh behind the words just stating there.
T: UHHH Yeah!
Smart: AH! In the comprehension process I try to read carefully and understand the whole umm idea of the text simultaneously.
T: UHHH
Smart: I don't neglect the details that are uhhh that are included in the text itself.
T: UHHH
Smart: Umm and then and I guess I focus while doing the comprehension the comprehension the comprehension while doing the process of comprehension (Self-repair) I here focus on the first uhh paragraph and the last one why? Because (Autonomy)
T: UHHH
Smart: Certainly the first paragraph is uhh can uhh is going to be an initiation that's going to give the general idea of the text and in the uhhh the concluding one the last one that is I am going to have it simplified or uhhh maybe just giving an answer to some questions that are already uhh arose in uhh in my mind while I mean reading the text.
T: Good (Positive feedback) the Wiseman?

From the above extracts (37 and 38), it is clear that the CPP teacher has created opportunities in the classroom that engaged the learners in various tasks. For example, in the interactional episode in excerpt 37, the pedagogic purpose of the lesson is to enhance learners' reading skills and foster their ability to analyze authentic language. It,

also, aims at improving learners' confidence in expressing agreement and disagreement in discussions, and helps them use appropriate reporting strategies. It is apparent from the data transcript, that the student has shown great confidence in expressing herself. She has, also, taken her time in analyzing the authentic language of the text, and she attempted to use the appropriate reporting expressions. The transcript displays great awareness about language accuracy where the learner has taken the initiative to self-repair some of the grammatical inaccuracies. From the number of turns shown in this interactional episode, it is evident that the learner is engaged and active in contributing in the communicative act. From the learner's extended turns, it is apparent that the learner is willing to communicate, especially, at the end of this episode where her utterances were without flaws, which means that learning has been enhanced. Also, it can be understood from this transcript that both the teacher and the learner has a good rapport, and that the learner's experience with this task seems to be beneficial and positive as it is asserted by the learner's perception, and confirmed by her words (*New expressions and uhh in personal uhh uhh I've been a lover of this task and this kind of research*).

The same thing is apparent in episode 38, where the learner seems pretty confident in expressing himself. First, the teacher's use of the pseudonym "Smart" is considered to be a positive way of building solid relationships with the learner because in doing so, the teacher is creating some sort of mutual trust with his learners. The student's response with (thank you) in the initiative turn is considered to be a sign of respect, a feeling of comfort, and demonstrates that the classroom is a safe environment that opens wide opportunities for free self-expression. With regard to the quality of the discourse generated as a result of this positive attitude, the student shows a great sense of awareness in terms of accuracy and fluency. He used the appropriate reporting

strategies. He showed a sense of understanding of the target language as he has completed the task successfully. The learner's extended turns and ample opportunity for participation is a good evidence that the teacher has successfully maintained a good rapport with the students. Looking at the pedagogic purposes of the lessons illustrated in these two interactional episodes and the resulting learner discourse, or rather, output, one can assert that thanks to the positive attitude of the CPP teacher towards the learners, and thanks to the good rapport built through positive strategies (namely, the use of pseudonyms, and positive feedback), learners have felt safe while expressing themselves without any interruptions, and got their opportunity to participate and, therefore, learning has been enhanced. This is confirmed in terms of the quality of the discourse generated in conversational interaction. The learners have shown great awareness in terms of the functional grammaticality of the language. The students understood their tasks and completed them successfully. Despite the few inaccuracies perceived in some instances, the learners attempted to self-repair and monitor their mistakes on their own. All this could be summed up in one expression saying that learning has successfully taken place due to the good rapport established in the EFL classroom and the positive attitudes held towards the learners.

With respect to engaging learners in conversations outside the classroom, the CPP teacher has encouraged online discussions via Facebook and Emails. For example, learners' diaries, comments and viewpoints about the CPP program have been all exchanged through electronic means. The students, also, engaged in peer conversations using the target language in many occasions. Email discussions have allowed students to raise questions and endorse interpersonal rapport. In fact, as a matter of confidentiality and trustworthiness built with the learners those online conversations could not be displayed publicly. However, as evidence of how learners contributed in

conversations outside the classroom, a sample of an interview data will be presented below.

Interview Transcript 1

> T: How often do you use English outside the classroom?
> S1: A lot actually.
> T: a lot?
> S1: Yes, I use it with my friends a lot of my friends have the intention or the desire to carry on their studies abroad. Also I used it at home
> T: With whom?
> S1: With my little brother. I also find someone who wants to master English who is always practicing with me. So all in all I can say that I use English a lot outside the classroom.

Interview Transcript 2

> T: How often do you use English outside the classroom?
> S2: Okay umm in the department all the time with my friends. Of course my English students friends uhhh on Facebook may be I always chat with my friends in English That's all.
> T: Did you have a chance to speak with native speakers.
> S2: Yes, I had.
> T: Orally? Or?
> S2: Orally and by typing. In the VCD conference Program we had students. We spoke to students from Washington DC. And it was a great experience.

From the interview transcripts (one and two) shown above, it is evident that the motivated learners engaged, in many respects, in conversations using the target language outside the classroom. It has been confirmed by the learners that they always take advantage of occasions to practice the target language either online or via face-to-face interactions. Most of their contributions were among peers or even siblings who master the target language. This, in fact, is a proof that the learners' motivation to use the target language and to learn has been enhanced thanks to the positive strategy of the CPP program. From the interview transcript, it is evident that the computer based

approach applied to teach English has enhanced learners' motivation to use the target language outside the boundaries of the classroom, and provided them with opportunities of exposure to authentic language and native speakers. All these factors could be considered to be positive elements of a positive learning environment.

However, before the CPP program, some of the students were less motivated to engage in conversations outside the classroom, and this is clearly demonstrated through the learners' responses in the following transcript.

Interview Transcript 3

> T: How often do you use the target language outside the classroom?
> S4: Ummm Rarely very rare because umm I think that the uhh I with my friends uhh I always go to my home alone so uhhh it is only within the department sometimes yeah!
> T: How often do you use the target language outside the classroom?
> S5: I don't use it at all. Never!
> S6: I am not sometimes I think uhhh when I did not find uhhh I don't find the words in English I start to speak Arabic I don't think I use it a lot.

From the transcript, it is evident that the learners were demotivated to use the target language. Some of the learners think that they do not find the right opportunities to use the target language because they feel obliged to go back home just after the sessions, or just because they do not know how to express themselves in the target language, so they feel urged to use the mother tongue.

Another illustrative interview transcript is presented below to evidence for how positive the CPP program was in creating the appropriate learning environment.

Interview Transcript 4

> T: What are your expectations in this conversational classroom?
>
> Smart: Perform more. Master my English. Conversational classroom is expected to be very much successful in bridging the gap between and among the instructor and the

students, in much the same way to overcome the jigsaw. It helps exteriorize the inhibited zest for interaction and communication. To meet certain aims of getting the learners more acquainted with their deficiencies and come about subconscious (but not unconscious) remedial work on them. To have the passive tacit knowledge familiarized, and hence gradually drag the reluctant to be cooperative and share their perspectives apart from shyness, solitude and aloofness.

T: According to you, how can the communicative software promote your proficiency level?

Smart: It helps me a lot. I don't have to work with the teacher. I can work on my own.

T: How important is the use of multimedia resources in our EFL classrooms for the development of the speaking skill?

Smart: uhhh here I like to share you my own example umm when I have been studying another language specifically if I may refer German I've been trying to use it and it was really helpful. If I did use the same thing in English I could have got a better English uhh in accuracy, in fluency , in the correctness of the structure that I'm making and the like I uhh I used for example trying to listen as with just being through with you it was like uhh training our ears uhh to grasping talking phonetically the weak forms before if we were not listening how can we understand the word like "of" when it comes in the middle of the word it is turned into a schwa or schVa(as it is pronounced) so to say and for uhh grammar also there are structures that we think well for example when the adverb comes after uhh ummm uuh a noun uhh a verb or before it or between a compound verb it is totally different but this is coming through the practice with the software. You cannot just be even with reading and writing but it cannot be really the same way like the way in the audio or Visio-audial umm.

T: So talking about this, what do you think of the CPP Program teacher, procedure, attitudes and techniques used?

Smart: I don't know uhh I guess I am running out of words uhhh I don't have other words to say or to qualify because I just say but PERFECT. It goes very well its really I mean I had many ideas like that before in my mind and here I find the answers to them and just once again for many years I have many questions and I find answers to many of my questions and uhh if you know we are teachers to be so in the future with God's will if I am a teacher or if I will be teaching I will use most if not all of the techniques and the way it's been used here I really gained great things from it I have retained many different really useful aspects of it not to talk also about the way that my language was enhanced and benefited from so well and uhh developed and all that thanks to you to the way you I mean there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good experience. Thank you very much.

T: What are your expectations in this conversational classroom?

Funniest: I think this classroom will meet uhhh

T: Will meet your needs?

Funniest: Yeah! My big point is to listen more and more. I will speak more.

T: According to you, how can the communicative Software promote your proficiency level?

Funniest: It will help a lot in the listening and speaking.

T: How would it be useful to you especially for speaking?

Funniest: Yeah! I will understand more native speakers. Maybe I will be like them.

It is evident that part of the CPP pedagogic purposes is to establish good rapport among the members of the classroom community. This positive attitude towards the learners did considerably motivate the learners to use the target language and communicate willingly either inside the classroom or outside the classroom. In fact, empowering conversational interaction via ICT means has, definitely, contributed in endorsing the learners' attitude towards Learning English. This has been achieved through praising the students' performances, providing the learners with ample opportunities to discuss with long turns and even encourage conversational interaction via ICT means. The positive outcomes have been perceived and noticed in their oral productions and assertions (*I really gained great things from it I have retained many different really useful aspects of it not to talk also about the way that my language was enhanced and benefited from so well and uhh developed and all that thanks to you to the way you I mean there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good experience*). The students' learning expectations were met thanks to the

CPP design as it is confirmed from them. The students, also, mentioned the importance of the CMC means in enhancing their autonomous learning abilities. It has even contributed in promoting their proficiency level. For, it provided them with opportunities of exposure to authentic materials and authentic language. It was for them an open door towards native speakers. The students, indeed, seem satisfied with the usage of the newly devised pedagogy as it helped them to create the required learning atmosphere. From above, it can be deduced that the CPP program was a positive experience for both the teacher and the learners. This, in fact, confirms the viability of the CPP design in EFL teaching. Indeed, this would not be possible without the type of the tasks used inside the CPP classroom. This factor will be dealt with, thoroughly in the following section.

B.III.4.4. Creating Interesting Tasks that Meet the Learners' Needs:

The basis of this criterion has been the bundle of learners' subjective perceptions and experiences in the learning context, and the teacher's pedagogic assumptions and purposes which are considered to be core factors that steer and propel learners' motivation to engage in the various communicative and interactive tasks and by extension learning. Accordingly, creating interesting communicative tasks that motivate learners to develop EFL proficiency has been the concern of many empirical studies (Iwashita et al., 2001; Kim and Mc Donough, 2008; Mc Donough, 2004; Ren and Xu, 2008; Slimani-Rolls, 2005). The findings of these studies indicate that there is a correlation between the type of communicative tasks used, learners' EFL performance, and the frequency of participation in the EFL classroom (Mc Donough, 2004). Within this respect, our concern is the use of technology-based activities that are meant to spur motivation and by extension learning. A number of studies have been conducted to assess the feasibility of using technology in our EFL settings which claimed the positive

effects on learners' attitudes towards learning, and which certainly did engage and motivate learners to use the target language (Al-Jarf, 2004; Cheon, 2003; Ramachaudran, 2004).

Creating interesting tasks in the EFL classroom is a vital part of effective and powerful teaching and learning processes. Thus, an important concern for language teachers and learners is how tasks help the learning and teaching of different language aspects and functions. Therefore, creating stimulating tasks that provide learners with opportunities to engage in meaningful interaction with the focus on linguistic and semantic forms has been deeply embraced by the CPP approach pedagogy. This has been perceived through the plethora of communicative and interactive tasks that have been used in the CPP program. To evaluate the efficiency of the various tasks implemented in the CPP program, and to see whether these latter did significantly contribute in creating opportunities for interaction, participation and learning, the current study did collect students' perceptions through semi-structured interviews in which it is clearly shown how the learners' attitudes towards the newly devised pedagogy did positively shift, and their motivation to participate in the different communicative acts has considerably increased. The results of the students' interviews are dealt with qualitatively based on three themes: the importance of conversational interaction, learning expectations and usefulness of the CPP model.

First, let us consider the viability of the CPP tasks from the teaching perspective. Here, an account of the CPP philosophy and objectives is highlighted. Illustrated examples of the lessons' objectives and pedagogic purposes are presented as evidence of the approach undertaken. The CPP program is based on fifteen learner-centered communicative and interactive ICT enhanced lessons. The CPP approach is meant to promote EFL learning through tasks that attract their attention and interest, and that

provide learners with ample opportunities to participate and interact in authentic conversations whereby they are pushed to produce comprehensible output and negotiate meaning. They are, also, exposed to genuine real-life situations whereby they are given a chance to process comprehensible input. Within this respect, learners are given a chance through listening and reading tasks to engage with authentic language. In addition, the CPP teacher worked on helping learners to contribute engagingly and collaboratively in the different communicative and interactive acts thanks to the created relaxed atmosphere whereby the classroom is not anymore seen as an institutional setting as such, but rather as a learning community where learners have the total freedom to share, exchange, and construct knowledge. From the first lesson to the last one, the teacher attempted to choose interesting tasks (getting to know each other, a conversation from the heart: find out the core problem, what if, work, food, organic farming, describing and interpreting pictures, language, the language center, education, talking about childhood memories, creating the ideal university, and keys to personal power) that stimulate the learners' motivation and zeal to learn. For example, the first lesson was an attempt to create a relaxed comfortable atmosphere through choosing to initiate the program by creating pseudonyms for the learners. The learners were introduced to the principles of the CPP approach working in groups, forming circles, and interacting collaboratively. This, in fact, has opened the appetite of the learners willing to discover more. Also, this has been considered to be a positive teaching strategy as it is confirmed by the learners' views. In fact, the CPP program has the characteristics of an effective approach because learners are enabled to optimally use conversational interaction through adequate opportunities to use and practice the target language, and through motivating the learners to communicate with their teacher as well as their peers without any barriers or obstacles. The CPP approach lessons are much

more fluency focused with the aim to minimize anxiety and to encourage learners to take risks and overcome their hurdles. All throughout the CPP program, the learners were exposed to a variety of skills and language functions. For instance, the "what if" speaking task is conceived to be an interesting activity that was meant to stimulate learners to talk about personal life experiences using the second conditional. It was meant to expose their personal identities, and to push students to "speak as themselves". The outcome of this activity was really rewarding as the students found themselves in a cheerful as well as reflexive atmosphere. Also, the second lesson "Work" has been of paramount role in the CPP program where it allowed learners to increase their confidence in expressing opinions in discussions, and to improve their ability to structure their discussions. The CPP activities were really attractive and met the learners' communicative and language needs. For example, the third lesson "food" has been designed in a way that fosters learners' confidence in expressing agreement and disagreement in discussions, and to help them use appropriate styles in conversations. In addition, the CPP approach is based on integrating the four skills; therefore, importance has been granted to the teaching of the different reading strategies and provided learners with tips as to how to develop their reading skills. Within this respect, reading has been presented in an innovative interactive way where learners were exposed to challenging texts. They were enhanced to speak fluently through reading. The purpose was to teach the students different reading strategies such as skimming and scanning, and how to spot answers of different questions from the text in a very short time. The skill to be taught is speed reading. Furthermore, the seventh unit aimed at developing learners' speaking ability through increasing their confidence in giving explanations in discussions. It also aimed at improving their skill to deliver oral presentations. Listening is, also, prerequisite in the teaching of English proficiency.

Henceforth, before any task, the teacher initiated the lessons with audio authentic texts and lectures from the "Speaking Software", "Learn English in 90 days", "English for All Software", "Tell Me More", and "Web-based Video Lectures" in order to expose the learners to real-life situations and native speakers. An example, of this could be seen through listening activities: "work and family life, genetically modified food, organic farming and the environment, a comparison between English and Outlandic, assessment in education, mass media and the spread of American English, globalization, and keys to personal power". In fact, these listening tasks and the different reading, communicative and interactive tasks have been used to make learners effective communicators through practicing the target language and engaging them optimally in producing the target language. What has been observed thanks to these tasks is that real improvement has been noticed in the different EFL contributions. EFL students throughout the fifteen lessons showed an interest in the type of tasks used as well as a noticeable progress in their output. The tasks provided "springboards" (Anderson, et al., 2007) to conversational interaction by challenging the learners' linguistic and cognitive resources. It helped them to resolve their communicative problems, to use different learning strategies, to cope and analyze authentic language.

To assess whether the CPP model tasks did meet the learners' expectations, a semi-structured interview has been designed to collect their views and perceptions. In what follows, an illustrative interview data excerpt that displays how far the CPP Model was successful is provided. Again, here, reference is based on learners' personal experiences and subjective viewpoints.

Interview Transcript 5

T: What are your expectations in this conversational classroom?

Smart: Perform more. Master my English. Conversational classroom is expected to be very much successful in bridging the gap between and among the instructor and the students, in much the same way to overcome the jigsaw. It helps exteriorize the inhibited zest for interaction and communication. To meet certain aims of getting the learners more acquainted with their deficiencies and come about subconscious (but not unconscious) remedial work on them. To have the passive tacit knowledge familiarized, and hence gradually drag the reluctant to be cooperative and share their perspectives apart from shyness, solitude and aloofness.

T: According to you, how can the communicative software promote your proficiency level?

Smart: It helps me a lot. I don't have to work with the teacher. I can work on my own.

T: How important is the use of multimedia resources in our EFL classrooms for the development of the speaking skill?

Smart: uhhh here I like to share you my own example umm when I have been studying another language specifically if I may refer German I've been trying to use it and it was really helpful. If I did use the same thing in English I could have got a better English uhh in accuracy, in fluency , in the correctness of the structure that I'm making and the like I uhh I used for example trying to listen as with just being through with you it was like uhh training our ears uhh to grasping talking phonetically the weak forms before if we were not listening how can we understand the word like "of" when it comes in the middle of the word it is turned into a schwa or schVa(as it is pronounced) so to say and for uhh grammar also there are structures that we think well for example when the adverb comes after uhh ummm uuh a noun uhh a verb or before it or between a compound verb it is totally different but this is coming through the practice with the software. You cannot just be even with reading and writing but it cannot be really the same way like the way in the audio or Visio-audial umm.

T: So talking about this, what do you think of the CPP Program teacher, procedure, attitudes and techniques used?

Smart: I don't know uhh I guess I am running out of words uhhh I don't have other words to say or to qualify because I just say but PERFECT. It goes very well its really I mean I had many ideas like that before in my mind and here I find the answers to them and just once again for many years I have many questions and I find answers to many of my questions and uhh if you know we are teachers to be so in the future with God's will if I am a teacher or if I will be teaching I will use most if not all of the techniques and the way it's been used here I really gained great things from it I have retained many different really useful aspects of it not to talk also about the way that my language was enhanced and benefited from so well and uhh developed and all that thanks to you to the way you I mean there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good experience. Thank you very much.

T: What are your expectations in this conversational classroom?

Funniest: I think this classroom will meet uhhh

T: Will meet your needs?

Funniest: Yeah! My big point is to listen more and more. I will speak more.

T: According to you, how can the communicative Software promote your proficiency level?

Funniest: It will help a lot in the listening and speaking.

T: How would it be useful to you especially for speaking?

Funniest: Yeah! I will understand more native speakers. Maybe I will be like them.

Empowering conversational interaction via ICT means has, definitely, contributed in endorsing the learners' attitude towards Learning English. This has been perceived and noticed in their oral productions and assertions. As a matter of fact, this would not be possible without the type of the tasks used inside the CPP classroom. The students' learning expectations were met thanks to the CPP design as it is confirmed from them. The students, also, mentioned the importance of the CMC means in enhancing their autonomous learning abilities. It has even contributed in promoting their proficiency level. For, it provided them with opportunities of exposure to authentic materials and authentic language. It was for them an open door towards native speakers. The students, indeed, seem satisfied with the usage of the newly devised pedagogy as it helped them to create the required learning atmosphere. From above, it can be deduced that the CPP program was a positive experience for both the teacher and the learners. This, in fact, confirms the viability of the CPP design in EFL teaching.

For example, in Interview Excerpt 5, the students confirmed the importance of conversational interaction enhanced by the CPP model in bridging the gap between and among learners and teachers. It is paramount as it is meant to overcome the "jigsaw" and "to exteriorize the inhibited zest for interaction and communication" and to "meet

certain aims of getting the learners more acquainted with their deficiencies and come about subconscious (but not unconscious) remedial work on them. To have the passive tacit knowledge familiarized, and hence gradually drag the reluctant to be cooperative and share their perspectives apart from shyness, solitude and aloofness". Conversational interaction in the CPP program has been meant to meet learners' conversational and communicative needs. The students, also, confirmed that the usage of various ICT means in the CPP program has enabled learners a lot. It gave them the chance to work alone "I can work on my own". It provided them with practical listening and speaking activities "It will help me a lot in the listening and speaking". They have added that the "Speaking Software" was really helpful in enhancing their accuracy and fluency and mainly training their ears to grasp native talks mainly phonetically. The multimedia Software gave them the chance to practice their speaking and listening skills and to be acquainted with native speakers' way of speaking. With regard to the tasks implemented and the positive learning atmosphere created, the students have confirmed that it was "just perfect". The students asserted that they CPP approach did answer their questions, meet their expectations, and even it was a source of inspiration for them as future teachers. They confirmed that they gained great things thanks to this program. They have retained different really useful aspects of how to teach and learn English. They did have very positive attitudes towards how language was presented, enhanced, and developed. They have, finally, confirmed that "*thanks to you to the way you I mean there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good*

experience". Indeed, all these aspects are positive factors about the CPP approach procedure, technique and even attitude. This confirms that the teacher's positive teaching strategy has led to positive perceptions, and by extension positive learning outcomes. This could be perceived though their EFL output in those assertions where the learners have shown high quality standards in terms of the language produced. Their produced speech was accurate and fluent. This in itself is concrete evidence that learning has been enhanced.

B.III.4.4. Familiarizing Learners with Authentic Target Language Culture:

Familiarizing learners with the target language has been considered to be primordial and effective in EFL learning (Gradner, 1985). Within this respect, Gardner claimed that "the words, sounds, grammatical principles and the like that the language teacher tries to present are more than aspects of some linguistic code; they are integral parts of another culture. As a result, students' attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (p. 6). The assumption raised in the former statement suggests that our EFL teaching procedures and techniques should be based on incorporating real, authentic, and genuine materials, as well as exposing learners to native speakers and engage them in authentic real life situations. To examine to what extent this premise has been established in the CPP program, concrete illustrative examples of classroom activities have been chosen to display how this latter has engaged learners in authentic situations and resulting in creating genuine EFL discourse.

Exposing learners to authentic language and authentic target culture in the CPP program has been ensured through implementing various listening (Talking about the New Flat mate, Moving In, A Nice Quiet Evening, Work and Family Life, Genetically

Modified Food, Comparison of English and Outlandic, Organic Farming and Environment, Assessment and Education, Mass Media and the Spread of American English, Globalization, and Keys to Personal Power), reading (A More Productive Agricultural Sector, Genetically Engineered Food, GM Food Will not Ease Hunger, The Dangers of Cigarettes Smoking), and speaking (Expressing opinion through discussions, talking about jobs, traditional dishes, Describing and Interpreting Pictures, Global Warming, Poverty, Drug Addiction, Spot the Difference, The Language Centre, In the Library, Organizing Activities: Layout activity, Talking about Childhood Memories, The Power of Words, Creating the Ideal University, Keys to Personal power) tasks. The materials used are taken from British and American Native speakers' lectures, dialogues, and documentaries. In every task presented, the learners are given a chance to compare, analyze and evaluate the target language performance and their own performance. The authentic language presented in the CPP classroom is meant to expose learners to real life situations and to familiarize them with the target language culture.

To assess how far these tasks enhanced EFL learning, the following data extracts are displayed.

Excerpt 38 (Lesson Three: Work)

T: Let's us start okay! What have you found?
S1: ((Inaudible)) He stressed all the words at the beginning of his talk on the confirmation uhh reconciliation of family work. He stressed the importance of work. And the use of some signposts. She focused on the relationship between work and children. That's all.
T: Give me what have you understood from the Software Tell me!
S2: Well uhh I have just picked up some sing posts (Mispronounced)
T: Umm SIGNPOSTS, Sign (Corrected pronunciation).
S2: Signposts for example uhh but, and uhh some expressions used by the speaker umm like uhh the reconciliation of work umm of family work class of family. She was describing the situation in a working family also the confirmation of work. She focused on the relationship between work and family members uhh children
T: Uhh !
S2: she stressed on the importance of work, working children. And uhh she focused on some neglected aspects of work family balance merely children.

T: From children's perspective?

S2: Umm From children's perspective, she concentrated on uhh That's all. (Smiling)

T: S3 what about you?

S3: I didn't pick up so much also. I understood that uhh the word reconciliation comes from European

S2: European

S3: European opinion. I understood that she makes she made uhh such a comparison between this uhh the understanding of this word reconciliation in the Eastern Europe and the western world and the North America.

T: Good, Good. S4?

S4: I have taken some notes, but I couldn't gather them in one idea.

T: Uhhh. Tell me what you have just gathered for instance.

S4: She was talking about a particular aspect of work uhh which is uhh working family balance and uhh that's it (smiling).

T: Thanks! S5?

S5(Amina): I think she uhh talks about uhh working families working in different countries in uhh North America and uhh Norway

T: Uuhh

S5: And the west of Europe, Yes and uhh the west of America.

T: YES! Good, Perfect! S6?

Excerpt 39 (Lesson 15: Keys to Personal Power)

Gentleman: We should have listened to it before we should have this kind of videos and lectures for teenagers and start at an early age

T: Have you ever had a chance of exposure to such kind of videos in your previous classes?

Ss: No! It is the first time

T: Okay! So we have created a new environment for learning English?

Ss: Yes

T: Okay! So let's have our first students' impressions about this new environment Yes

Bright: Okay! It had corrected me a lot actually

T: Uhhh

Bright: uhh he gave us steps to uhhh to go through a paved way actually he gave uhhh he gave us ten steps to follow uhh it seems to be he seems to be uhh really a successful man (Self-repair)

T: Uhhh

Bright: He knows what he says he talked about this in evenness and mentioned how to be clear how to be focused how to be straightforward

T: Uhhh

Bright: How to have or should have a clear vision we should have goals

T: Uhhh

Bright: It helped me a lot actually

T: Okay! Good So what do you think of uhhh this new approach of teaching English via this new material? This ICT material

Bright: It should be really fruitful

T: Uhhh

Bright: Because of the information it contains uhh of the language we are in touch with a native speaker and uhhh

T: Uhhh

Bright: An American native speaker uhhh he speaks fast but uhh (Analyzing authentic language)

T: UHHH

Bright: We could really understand him so it would be really fruitful

T: uhhh Do you think that uhh such kind of materials should be used from now on in our classrooms?

Bright: Of course of course as my friend says uhh from an early age it would be really helpful

T: Yeah

Bright: To learn the language and to have good information

T: Good Thank you very much thanks a lot

Bright: Thank you

Excerpt 40 (Lesson Eight: A Comparison between English and Outlandic)

Smart: Well, the talk is about the differences that are that are between English and the Outlandic. Well, the uhh the speaker was invariably trying to first he was first exemplifying and transcribing and after that describing. Well, he certainly goes through some uhh bold differences the very the first one well first he said something that concerns the subject. Well, of course! We are not going to expansively talk about English, but we are just going to focus much on part of the language that is in the study which, here, which is the Outlandic outlandic uhh the Outlandic sorry!. So, he talked about the subject pronoun and the place where it comes. Comparing to English, it comes always in uhh at the end of the sentence, and then he clearly draws a distinction from talking about the uhh the issue of the adjective the adjective and noun. So, the adjective is almost all the time coming after the noun which is not the same case in English. So, uhh he thirdly, then just prominently and PROM predominately and showed first the difference to the feminine "A" that is added to the verbs found in the Outlandic. So, he says that the adjectives, the articles as well as nouns have to agree in the gender and the like. Well, the last thing he mentioned was the uhh that with the reference to the adverbs interest to or uhh we have place and time adverb adverbs (Self-repair). So, in the Outlandic language, we find adverbs of time always precede adverbs of place.
T: Thank you very much that was really stunning! (Positive feedback) let's now move on.

The interactional episodes displayed in extracts (39, 40, and 41) show a high level of awareness about, first, the target language culture, and, second, the means used to display that authentic culture. The excerpts provide concrete evidence that the learners have well understood the language presented, meaning that learning has been enhanced. They have shown a skillful ability and mastery in analyzing genuine EFL discourse. Despite of the fact that these students were exposed for the first time to such kind of activities, they showed positive engagement with the tasks and awareness about the target language culture. The students have successfully distinguished between the different levels and aspects of the target language. They got the gist of the listening tasks, and they have shown a high sense of involvement with the tasks. The students understood most of the texts introduced to them, and they have attempted to analyze the authentic language based on their personal experiences. The students displayed fluent and accurate abilities. The produced EFL output was really stunning in many occasions. This, in fact, is good evidence that the teacher's strategy adopted in the CPP approach to familiarizing learners' with authentic language and exposing them to the target language

has been successful and appreciated by all the learners *"We should have listened to it before, Okay! It had corrected me a lot actually, it helped me a lot actually, because of the information it contains uhh of the language we are in touch with a native speaker".* This, also, shows that learning has been endorsed through authentic language and genuine life situations.

The same thing has been perceived when it comes to the reading tasks. The following excerpts are a display of how learners engaged actively with the reading task.

Excerpt 41 (Lesson Five: Organic Farming)

Smiley: This text is about biotech or biotechnology mainly in agriculture so uhh in the text it shows the benefits of biotechnology uhh biotechnology in agriculture so the first thing that is mentioned is that biotechnology increased the need uhh decreased the need for pesticides (body language) so there is less need for the use pesticides in agriculture this is the first point the second point is uhh deciding on developing new ways to make more uhhh tastes in our food through these techniques or uhh through bio uhh biotech the third point is that uhhh there is some deficiencies in uhhh in the human uhh body in the human body that can be controlled through the biotech example in the text the deficiencies of uhh vitamin A so it can be controlled through the biotechnology uhh then so uhh yes it increases the income for the farmers so it increased the quality of seeds of seeds' plants so that they can do large harvests from their lands it's not like the old uhh methods they can also have uhh small harvests and so on but thanks to uhh the biotechnology techniques they can do a large harvest in the small uhh in short period of times umm yes it also increased yields reduced chemicals and uhh mineral salts using this it helps farmers to uhh use less uhh how to say that costs so much to pay the work or uhh someone this helps to increase their incomes finally uhh it's easy to store the biotech uhh biotech products because it doesn't need refrigeration and it has uhhh long self-life yes that's all
Wonderful: [Inaudible] Yes if they don't succeed and the other studies showed that government and the biotechnology companies they have a test which shows that uhh the uhhh the modified pro uhh (pause 2.0 Sec) how to say it umm modified protein is uhh in fact is uhh more uhhh affects the health but uhhh the main issues is uhhh neglected which is uhh the uhhh how to say it in English engineering process (self-repair) which is the most and the uhhh the basic the basic element in health this is the main point in the text.

Reading authentic texts is one of the important skills and strategies meant to enhance EFL proficiency. An EFL learner has little experience of the target language culture in his or her daily life due to the constrained conditions (a non-native speaker environment). However, thanks to the development and advancement of technology and the spread of multimedia resources as well as the instructional means, the CPP program has been designed to bring authentic texts into active use in the teaching of English in

our EFL settings in order to extend the potential of learning opportunities, and to make both the learning and teaching processes an enjoyable worthwhile experience. To familiarize EFL learners with the target language, a plethora of texts have been brought into use inside the CPP classroom. From the excerpts displayed above, it is clear that the learners have been given a chance to practice the target language and to be exposed the target language through the reading texts. The students have shown high level of comprehensibility of the different texts used and, also, displayed qualified reading strategies. This is in fact concrete evidence that learning has been enhanced and learners engaged actively with the different reading activities used.

Familiarizing learners with the target language has been also enhanced through different speaking scenarios implemented in the CPP program. The following interactional episodes are good illustrative examples of how the CPP model has familiarized EFL learners with the target culture.

Excerpt 42 (Lesson Eleven : Education/ In the Library/ Group A)

T: This is our first step in the creation of this University. I want you to imagine yourself dreaming of one outstanding University. You are the creators of this University. Think of how you would handle certain situations like the new students' demands. Think of the library, of the accommodation. Okay! We are going to spend one day at the newly created university. Today First we will start by "The Library" I want you to think of an appropriate scenario taking place in the university library.   I will divide you into two groups. Okay! Ready to start?
Students: Yes
T: Let's start then Oh! By the way Please, Please! Make sure you use those expressions of agreeing and disagreeing. Do not forget to use the appropriate style of sign posting you have about 30 to 35 minutes to finish the task Are you ready?
Students: Yeah!
T: Go ahead.
Students are talking to each other (Laughing and smiling)
Unperceived Student: Okay! Not uhhh Good morning so I am uhh the uhhh so you are the student.
Hind: You are the student in the library. Library? Library? Library uhhh how to say the librarian (Mispronounced) I think the term is librarian UHH   LIBRARIAN? What do you think? I want to get the right word
Samia: Librarian
T: Library is the place and the Librarian is the person working there! Librarian (giving the correct pronunciation)
Samia (The wonderful Student): Library is the place yes
Hind (The beautiful) : Librarian uhh Librarian uhh The LIBRARIAN
Sihem (The biology Student): Good morning I am the librarian (Mispronounced)   The librarian(corrected)

Nadjet (Ambitious): Good morning I am the student Good morning I am Nadjet. I am a new student in this University. I am looking for some books. I want to get information

Dreamer: Welcome!

The Ambitious: I want to get information about uhhhthe uhh about the system how to uhh work here.

The wonderful: Why are using the word system? I want to know about the rules.

Two students together at the same time: or laws or the laws of organization uhh rules Okay!

The Ambitious: I need some books if you can help me could you help me please!

The biology student: Okay this is a catalogue about uhhh edition in this field uhh I suggest that help you.

The Ambitious: I need some books if you can help me could you help me please!

The biology student: Welcome to our University. You can find in this table all the laws or rules of this library.

The Ambitious: Thanks

The Biology student: Thank you

The wonderful: Come on you can read it

The Biology student: carry on you can express yourself

The ambitious: Yes!

The biology student: There is not uhh there are not uhh not a lot of laws just you need to [Inaudible] subscribe to the university and yes!

The Ambitious: So, it's okay for me so uhh it's okay for me I accept this law uhh I want just to borrow (Mispronounced) To BORROW (Corrected pronunciation) I want just to borrow some books can you borrow (Mispronounced) BORROW (corrected) uhhh can you help me to choose which books uhhh

The wonderful: the appropriate book

The biology student: You can accept the laws yes?

The Ambitious: Yes!

The Biology student: I want to ask you about your field

The Ambitious: Which field?

The Biology student: Your field

The Ambitious: Yes I will carry on in uhhh the English University uhh in the English Department. So I am uhhh I like to carry on uhh literature I have uhhh So I need some books if you can help me. Would you help me? Please!

The biology student: Okay! This is a catalogue about uhhh with the new edition and the last edition of uhhh editions in this field uhh I suggest that uhhh help you uhhhh [pause] uhhh

Teacher: will help you.

The biology student: THAT will help you (Raised Intonation).

The ambitious: That's great.

Students: Laughter

The wonderful: When we speak we lose all our words. (Addressing the teacher)

Teacher: That's why we are having such activities. We want you to develop you speaking ability. Go ahead!

The ambitious: It's great. I am very happy to meet you uhhh and thank you and thanks.

The wonderful: For your help.

The ambitious: For your help (At the same time). Good bye.

Excerpt 43 (Lesson 14: Creating the Ideal University)

T: Great! Today we are going to do something different still in relation to our project of creating our ideal university. I am going today to bring the two groups in one space still you are going to work in your own small groups but this time we will have a group representing the University and a group of the students. Group one: I want you to think about all the elements you should offer your students as an outstanding University. Group Two: I want you to think of different questions you would like to ask your University. Okay! Group one this side, group two this side. Have you understood what you are supposed to do

Ss: Yes

T: Are you ready?

Ss: Yes

T: So you can start

Peer Interaction:

Angel: First we have to think about the needs of our students

Wonderful: we have to predict the needs of our students
Beautiful: give a chance to other uhhh we have to give a chance to other levels
Angel: This as a means to uhhh
Wonderful: motivate (Peer Assistance)
Angel: motivation I mean to motivate the other levels
Gentleman: So to ignore the other levels? (Clarification request)
Angel: Not to ignore the dismissed ones so if you are not enough
Wonderful: Yes
Angel: If you are not capable of uhhh I mean the qualities to enter our University
Calm: You should work hard
Gentleman: What about the second condition
Wonderful: The CV? CV?
Gentleman: Yes Yes
Wonderful: we have to ask about uhh we have to ask the student if he has or had other diplomas
Candy: So uhh we accept this condition
Angel: Yes
Candy: And we shouldn't speak about uhhh
Wonderful: uhh so we can ask who suppose uhhh supposes
T: Suggests (Recast)
Wonderful: suggestions uhh suggests
Gentleman: The relationship between uhh the second condition and uhhh
The successful: We have said that the requirements of our University that this University is an outstanding University
Wonderful: We have spoken about the level the CV other conditions?
Gentleman: Financial costs
Beautiful: It is a private University ? It's private? (Clarification request)
T: It's highly expensive
Angel: It is Free
Wonderful: It is not free
Gentleman: Highly expensive? (Clarification Request)
Wonderful: Not highly! I mean in its acceptable cost. What do you think?
Candy: So they can pay
Angel: For example in France we have uhh we have uhh public uhh the public University Universities (Self-repair) or the uhh private ones that cost many and uhh we have uhh I mean the public Universities but in Britain we have all the Universities are uhh I mean
Wonderful: That cost money (Peer Assistance)
Angel: Yeah I mean you should pay to to learn (Reformulated answer self- repair)
Candy: Can I ask a question please!
Beautiful: Can we mention the name of the University because we haven't mentioned the name of the University
T: You have to create

In the above interactional exchanges (In the Library and Creating the Ideal University), the CPP model has attempted to create real-life situations through simulation where the students have opted for choosing an authentic environment to expose their ideas and to discuss their opinions. The use of both simulation and discussion speaking activities in the CPP program has enhanced learners' self-confidence, active collaboration. It has entertained and motivated them. The students found the tasks interesting because they had an opportunity to share ideas, attempting to find solutions and solve problems such

as how to overcome their speaking difficulties and create the appropriate learning environment. These tasks did familiarize them with target language through involving them in agreeing/disagreeing, suggesting and interrupting acts. These activities fostered their critical thinking, problem solving and quick decision making. The CPP communicative tasks have taught learners how to justify, express themselves in an appropriate style and to expose their language in the appropriate style. This has been perceived through the many instances of self-repair, clarification request, confirmation checks, and comprehension checks. The students in these interactional and communicative tasks have shown a high level of awareness towards asking questions, paraphrasing ideas, providing peer assistance and even negotiating meaning, and above all work collaborative and interactively. From above, it can be deduced that EFL learning has been enhanced. Their motivation has been boosted. And, learners had a chance of exposure to the target language and culture. Thus, the CPP listening, reading and speaking tasks could be viewed as a free ticket or an open window towards the English native speaking world.

B.III.4.5. Promoting Learner Autonomy:

The notion of learner autonomy, in this study, is perceived from the sociocultural perspective where the idea is introduced in our EFL context for the purpose of enhancing EFL learners' uptake and learning processes. The CPP approach devised for supporting learner autonomy is meant to encourage the principles of self-determination, self-reliance and self-rule within the EFL learning environment, a setting enhanced by ICT pedagogies and innovative resources. The focus on learner autonomy in this part of the analysis is related to enhancing learners' motivation to learn. Within this respect, Dickinson (1995) claimed that "enhanced motivation is conditional on learners taking responsibility for their own learning […] and perceiving that their learning successes

and failures are to be attributed to their own efforts and strategies rather than factors outside their own control." (p.174).These "self-regulatory" (Dörnyei and Csizér, 1998) conditions are peculiarities of learner autonomy. On the same wave length, Ushioda (1996) explicitly contended that "Autonomous language learners are by definition motivated learners" (p.2).

Arguing that autonomous learners are more proactive in initiating and engaging in the different tasks where active as well as independent attitudes would lead towards positive learning outcomes is one the core premises underlining the CPP approach pedagogy. In this part of the analysis, the main concern is to showcase the link between autonomy and motivation. Empirical evidence from research studies contended that motivation to learn and learning viability can be expanded in learners who actively take the responsibility of their own learning, and who understand and acknowledge that their learning achievement is a consequence of exertion, and that disappointment can be surpassed with more noteworthy exertion and better utilization of methodologies (Wang and Palincsar, 1989). Henceforth, evidence about how the CPP model has promoted autonomous behaviors, and, consequently, motivation and by extension learning is highlighted through the following data excerpts. First, it is worth mentioning at this level that from the beginning of the CPP program, the teacher attempted to boost learners' motivation in many ways. For example, in the first lesson (Fulfill your Dream: Steps on How to Achieve Success) (Appendix F), the teacher attempted to draw a positive picture about the world, and about the learners themselves by showing that they have dreams, that they can achieve if they really want. The session started with a very powerful inspiring message from one of the proactive leaders in the world. The teacher in this lesson wanted to inculcate among learners the idea of "you cannot teach a man anything; you can only help him find it within himself" (Galileo-Galilei, 1564-1642).

To view the different reasons that might push learners to study English, the following

SPSS Diagram sums up the data obtained from the administered students questionnaire.

Figure 17. Reasons behind Studying English

Figure 18. Goals for Studying English

From the diagrams illustrated above, it is clear that the majority of learners are motivated to learn English because they like and love it, and because they want to communicate well with the totality of (42,98%). For them, it is the language of the world, of the Internet, and it is found everywhere: in TV and in newspapers. From, here, it could be understood that learners are intrinsically motivated to learn English. This motive, in itself, is a positive factor in enhancing learner autonomy. As Deci and Ryan (1985) claimed, "intrinsic motivation leads to more effective learning, and it is promoted in circumstances in which the learner has a measure of self-determination, and where the locus of control is clearly with the learner […] They concluded that when conditions are created that facilitate intrinsic motivation, in particular those that are autonomy supporting, students' learning especially conceptual learning and creative thinking, increases dramatically relative to that of students in settings that foster extrinsically." (p. 261).

Addressing the relationship between motivation and autonomy in this study has been accounted from the following angles:

- ✓ The CPP model is meant to encourage creative and imaginative ideas.

- ✓ The CPP approach is designed in a way that encourages questioning and other contributions from the students.

- ✓ The CPP program involves students in choosing the learning materials.

- ✓ The CPP design engages learners in the very teaching techniques.

For example, with regard to the first and second angles, Lessons three, four, six, eight, ten, eleven, twelve, thirteen, fourteen, and fifteen (Appendix E) are set to enhance creativity, the expression of imaginative ideas, questioning strategies, and agent contributions. In the following data transcript, it is clearly shown how students are engaged in creative, questioning, initiated contributions processes.

Excerpt 44 (Lesson Ten: The Language center)

The psychologist: I wanna ask you. I wanna ask you what is your program in the language center? I wanna, I wanna enroll myself in the language center I wanna uhhh
US: Help yourself [Inaudible]
The psychologist: I wanna uhh sorry I wanna have some development in my education, in my language, in my English language (Self-repair) uhhh would you uhh would you help me and show me what is your program in this language center?
Frank: [Inaudible] Okay! Language in the CPP school. So, in uhh here, we study foreign languages like English, Spanish, German.
US: [Inaudible]
Frank: what? (Laughter) Italian! Why not!, and also uhh oriental languages like Mandarin Indian, Turkish, and Japanese, Why not! So, maybe you want to be a student of English why not! You are a student of English?
Psychologist: [Inaudible] I will uhhh [pause 3.0 Sec] I uhh I uhhh I am a student in uhhh I am an English student. I am also a student of the English language, but uhh I haven't found much in this year. So, I came and I wanna get the information uhh [Pause 5.0 Sec]
Ambitious: Yes! My name!
Wiseman: uhhh Sorry! First of all, we have to show how easy is to study our languages even for the first time YEAH! Second, you have to prepare students uhh from the low level and uhh we have to distinguish between
Psychologist: What does it mean?
Wiseman: To make a separation between students of a high level, and you have to pay much of them much of knowledge thank you! And uhhh and when we do this uhh leave them uhhh
Candy: Which is literate and we will see which is the good idea.
Wiseman: Yeah! What do you think? Yeah!
Gentle: Okay! So peers please! Can you inform me and give me information about how this center works, what's my steps? First step, I should make uhh to start my uhhh career or uhh yes! Start!
Frank: Here, we are working on developing the four skills of course! You know at first we gonna uhh make a test
Gentle: Yeah! [Overlap]

Excerpt 45 (Lesson Fourteen: Creating the Ideal University)

Angel: First we have to think about the needs of our students
Wonderful: we have to predict the needs of our students
Beautiful: give a chance to other uhhh we have to give a chance to other levels
Angel: This as a means to uhhh
Wonderful: motivate (Peer Assistance)
Angel: motivation I mean to motivate the other levels
Gentleman: So to ignore the other levels? (Clarification request)
Angel: Not to ignore the dismissed ones so if you are not enough
Wonderful: Yes

Angel: If you are not capable of uhhh I mean the qualities to enter our University
Calm: You should work hard
Gentleman: What about the second condition
Wonderful: The CV? CV?
Gentleman: Yes Yes
Wonderful: we have to ask about uhh we have to ask the student if he has or had other diplomas
Candy: So uhh we accept this condition
Angel: Yes
Candy: And we shouldn't speak about uhhh
Wonderful: uhh so we can ask who suppose uhhh supposes
T: Suggests (Recast)

In excerpts (44 and 45), it is evident that the students are actively engaged in creative acts where about they made up their own contexts for learning. The way they have created both the ideal university and the learning center is an illustration for their fertile imagination. It is, also, an evidence of how learners are prompted in this model to create and to contribute in the very communicative events. The two excerpts are evidence of the students' use of questioning expressions, and their extended turns are an example of how motivated they were to undertake the interactive tasks. The former data transcripts showcase how learners exhibit an intrinsic motivation and curiosity about the learning setting that they are willing to explore. Within this model, the teacher has propelled learners' acceptance of their identities and personal experiences. The two excerpts are evidence of who they are. It is clearly perceived throughout this latter how they have exposed their personal identities and experiences. They have made use of their creative and imaginative acts in conducting the different communicative tasks. This shows that learners are promoted to convey their identity to the outside world.

The CPP framework has, also, allowed students to define their own personal criteria for learning. This has involved them in selecting the learning materials and, even, engaging in setting the required teaching conditions. Based on the learners' perceptions about the different teaching methods applied in the teaching of English, the teacher has designed the CPP model in accordance with their needs and interests. The students all along the

CPP program were involved in the decisions about how the course will be held. Lessons Two: (A conversation from the heart), eleven, seven, thirteen, fourteen, and fifteen (Appendix E), and the focus group interviews were significant tools to engage learners in choosing the learning materials and the teaching techniques.

Excerpt 46 (Lesson Fifteen: Keys to Personal Power)

Angel: I Angel uhh for uhh to start with uhhh I want to say that the use of the ICT tools in the classroom for the learner of English it's very successful and fruitful
T: UHHH
Angel: Fruitful for them
T: UHHH
Angel: Uhhh it uhh helps them to uhh interactch interact sorry interact (Self-repair) and uhhhit is successful why because it's a kind of uhh visual uhh (Body language nodding) visual tools
T: UHHH
Angel: It helps to uhhh to interact with the audience or the learners
T: UHHH
Angel: It attracts their attention
T: UHHH
Angel: To follow what uhh I mean the scientist is going to say
T: UHHH
Angel: the body language the use of the body language is very interesting to uhhh I mean to uhhh express or to send the correct message
T: UHHH
Angel: Uhhh
T: Okay! So You've enjoyed the new technique
Angel: Yeah! TOO MUCH
T: The new methodology?
Angel: TOO MUCH TOO MUCH
Gentleman: I think uhh if there is uhh interaction between uhh the teacher and uhh the learners
T: UHHH
Gentleman: Must limit the numbers of the learner the number of learners must be less than 10 or uhh
T: Okay!
Gentleman: Because uhh in order to give uhh the chance to uhh each uhh every one to talk
T: Okay! Thank you Good
Gentleman: And uhh the teacher uhh has to use body language in order to express more
T: UHHH
Gentleman: That's uhh
T: What about ICT tools
Gentleman: It's important of course
T: Okay! ICT tools are important
Gentleman: ICT tools are important

Excerpt 47 (Lesson Fifteen: Keys to Personal Power)

T: The ideal environment
Friendly: Yeah the ideal environment in my opinion uhh what I see what I saw (Self-repair) in the CPP program is the uhhh very ideal environment
T: UHHH Good
Friendly: We worked in uhh a friendly uhh in a friendly uhhh

T: Atmosphere
Friendly: Atmosphere
T: Yeah
Friendly: Uhhh
T: Okay! So what are your plans from now on for the future?
Friendly: Of course I uhhh I will practice what I've learned before
T: And never give up
Friendly: Yes of course
T: Okay never give up okay thank you very much Yes (addressing the successful)
The successful: For me the ideal environment to the learners uhhh is uhhh is uhh (body language) a group of points
T: UHHH
The successful: The first point is uhhh we must reduce the number of students
T: UHHH
Successful: To give a chance to everyone to share with uhh the teacher
T: UHHH
Successful: The second point is uhhh create a friendly environment
T: UHHH
Successful: The third point is uhhh give uhh project and research to the students
T: UHHH
Successful: The fourth point is uhhh and use the ICT tools.

Interview Transcript 6

Frank: I am one from those who like uhh who like me need motivation who have pushed me now I found when I have entered at the University I found myself alone. So, I have the lack of motivation. I have no motivation. I think the real cause is that because there isn't enough practice in oral expression.

T: What are your expectations in this conversational classroom?

Frank: I hope to fulfill the dream the dream to can uhh to be able to be fluent speaker.

Gentleman: And this classroom also it helped as a lot it broke that obstacle that we got to talk fluently English uhh like Miss Sweetest said that shyness I have to get rid of my shyness yeah!

T: Good morning! uhh What were the causes that pushed you to have the current level in English?

Smart: Personal internal motivation.

T: What are your expectations in this conversational classroom?

Smart: Perform more. Master my English.

It is evident from the lessons' transcripts and interview data that the learners are actively involved in making decisions about the methods to be used in the teaching of English in our EFL settings. They confirmed that the use of ICT means helps them to

interact, and they are considered to be motivating means as they attract their attention. Exposing learners to authentic sources and materials has been valued by all the learners because these latter would help them to get a genuine message or information (*to send the correct message*). The use of such techniques has been appreciated (*yeah! Too much, too much, too much*). Among the issues considered in the CPP approach was classroom size. According to our EFL learners, EFL institutions should limit the students' number to give a chance for everyone to participate and engage in the communicative acts. This decision has been embraced in the CPP design as one of the core factors that would permit more opportunities for learners' interaction in the EFL classroom. In fact, these active agent decisions shaped the CPP model' teaching procedures in a way that copes with students' interests and needs. This, in itself, is perceived as enhancing learners to motivation to learn.

In addition, the students in the CPP program are given a chance to evaluate their own progress, and they are given opportunities to activate their language outside the classroom. It is clear that the teacher at the beginning of the CPP project has introduced a range of learning activities and tasks where about the teacher attempts to identify the learning style preferences of the students. They were also encouraged to reflect on their learning experiences ad to evaluate the opportunities made available to them in the EFL classroom as part of motivating their autonomy. Within this respect, it is evident from the students' questionnaire results presented in this chapter that motivation has been enhanced through adopting autonomous teaching and learning procedures enabled learners to learn not only about the target language, but about the learning process itself.

In this chapter, how learning opportunities were enhanced in relation to the factors of autonomy, motivation, and identity has been explored. In characterizing and evidencing from the various data sets, the point made is that the feasibility of fostering

EFL conversational interaction through ICT means enhanced by establishing rapport and trust, autonomous motivating teaching procedures could be relative and causative, and of course, this will vary from learner to learner. Selective data excerpts exemplified the role that does EFL conversational interaction supported by the CPP model is momentous based on opportunities to enhance autonomy in the EFL learning and the evidence highlighted so far.

To conclude, the data presented in this chapter aimed at drawing up a set of important empirical foundations meant to show how far EFL learning has been enhanced through conversational interaction that creates both positive and appropriate conditions for participation and engagement, conversational interaction that uses authentic interesting means and genuine language enhanced by ICT resources, conversational interaction that is based on establishing social rapport based on trustworthiness, conversational interaction that is meant to foster constructive knowledge and that by extension would lead to EFL learning. The analysis of the current data sets provides robust evidence that learning opportunities have been propelled and endorsed.

B.IV. Students' and Teachers' Perceptions of Opportunities and Challenges

Both teachers' and students' beliefs are investigated in EFL research because it is widely recognized that their belief systems influence their approaches and behaviors towards learning and teaching. For example, with respect to students' beliefs, Barcelos (2006) concluded that such research "must involve (a) students' experiences and actions, (b) students' interpretation of their experiences, and (c) the social context, and how it shapes students' interpretation of their experiences" (p. 29). Based on these assumptions, the current chapter is a detailed account of learners' and teachers'

perceptions, views and experiences meant to shed light on the importance of conversational interaction, especially the one enhanced by innovative means, in developing EFL learning. The current chapter promises to provide concrete evidence for the significance of conversational interaction and the integration of ICT means in our EFL teaching pedagogies and learning experiences. In this analytical section, there is an attempt to underline the benefits of the use of CMC means and conversational interaction that supports learners' agent and autonomous learning. Teachers' beliefs and students' perceptions are overweighed in order to provide an understanding of the different teaching methods, and a scrutiny of the effects of the various approaches and models implemented. The first part of the analysis in this chapter accounts for the students' perceptions in both the focus group interviews and the questionnaires.

B.IV.1. Students' Perceptions towards EFL Learning

B.IV.1.1. The Analysis of Students Questionnaire

Students' perceptions questionnaire could be categorized as follows:

1. Goals and motives for studying English.

2. Opportunities for speaking and understanding native speakers.

3. The distribution of the amount of talk among teachers and learners in the oral expression course.

4. Opportunities and challenges in the EFL classroom.

5. The viability of conversational interaction in the EFL classroom.

6. Frequency of interactive opportunities in the EFL classroom.

7. Assessing the type of skills mastered.

8. Error treatment in the EFL classroom and its impact on EFL oral performance.

9. Sources of inhibition in the EFL classroom.

10. Attitudes towards EFL oral expression: opportunities and challenges.

11. ICT tools in the EFL classroom: attitudes and facts.

B.IV.1.1.1. Goals and Motives for Studying English

Learning English for Algerian EFL students is important because of many reasons: First, EFL learners consider it as the language of science, and it is useful in their lives in different domains. It enables them to carry out future studies. Secondly, they even asserted that they study English because they like it from an early age, and they confirmed that they like this language because it is useful for their work, or even it is just a matter of preference. The perceptions with respect to the goals and motives are summarized in the following table:

Table 9 Reasons for Studying English

Responses	N	Percentage	Valid Percentage	Cumulative Percenatge
	1	,9	,9	,9
Actually, when I got my BAC exam for the very first time, I had no choice, but now I like it so much and I am learning it to improve my speaking abilities especially since it is considered as an international language and everyone is learning it.	1	,9	,9	1,8
As English is the most spoken language over the world, it is very important for me since I do have other fields in the university which is civil engineering and I will finish it abroad.	1	,9	,9	2,6
English is widely used all around the world. We find it everywhere in television, internet and newspapers.	1	,9	,9	3,5
From my childhood, I appreciate this language.	1	,9	,9	4,4

(Valid)

Hopefully to convey Islam to the western world.	1	,9	,9	5,3
I always loved English as a language and I just want to be able to speak it.	1	,9	,9	6,1
I am a university teacher of journalism and I am a journalist and I need to communicate with people and on the other hand the majority of research works are English, so I have to improve my English.	1	,9	,9	7,0
I am studying English as a second field to ameliorate and develop my level and to communicate well	1	,9	,9	7,9
I chose English because I got 19.5 in the BAC exam of English and it was thanks to my teacher who taught me almost everything I know in English.	1	,9	,9	8,8
I don't have another choice and I want to graduate. I am convincing myself to like it.	1	,9	,9	9,6
I don't know	1	,9	,9	10,5
I had good marks in the secondary and middle school and I am competing with my old sister who is a teacher of English and she is my example of life.	1	,9	,9	11,4
I have a particular goal in my life and only the English language can help me to realize it. Also, because it is the first language in the world and I need it every time and everywhere.	1	,9	,9	12,3

I have always loved languages though I was studying scientific fields and English had always attracted me I want to be as rich as I can in English vocabulary and anything related to it.	1	,9	,9	13,2
I like English	1	,9	,9	14,0
I like English as a language to communicate, to improve my accent in English. I need to learn it to contribute in the world.	1	,9	,9	14,9
I like English from the first time in the middle school and of course because of the movies, series I feel like there is a special taste in its pronunciation and I want to master it.	1	,9	,9	15,8
I like English since my childhood.	1	,9	,9	16,7
I like English since the secondary school and I want to have a good mastery in speaking, writing, listening and reading.	1	,9	,9	17,5
I like English so much and it is easy for me compared to other native languages.	1	,9	,9	18,4
I like foreign languages and I like English.	1	,9	,9	19,3
I like it	1	,9	,9	20,2
I like it and because it is a foreign language.	1	,9	,9	21,1
I like it and it is better for us to teach foreign languages because it is a kind of culture.	1	,9	,9	21,9

I like it and it is the first language used in the world and we use English everywhere and to communicate with people who speaks English very well.	1	,9	,9	22,8
I like it; I like the people who speak it, and I want to become like them in its use.	1	,9	,9	23,7
I like it. It is useful for my work	1	,9	,9	24,6
I like the language and I want to be a good speaker.	1	,9	,9	25,4
I like this language and for communication	1	,9	,9	26,3
I like this language and I want to speak it fluently. English has become the language of the world and i have the desire to improve it.	1	,9	,9	27,2
I like this language so much	1	,9	,9	28,1
I love English and I like to speak and communicate with others using English.	1	,9	,9	28,9
I love English and I study it because I want to speak it.	1	,9	,9	29,8
I love English and I want to be able to speak it correctly and why not to teach it someday.	1	,9	,9	30,7
I love English and I want to learn it and communicate well in English.	1	,9	,9	31,6
I love English and I want to speak it fluently like Native Americans.	1	,9	,9	32,5
I love English and I want to work in the domain of English.	1	,9	,9	33,3

I love English and it is an easy language.	1	,9	,9	34,2
I love English and it is my dream and it is the language of the world.	1	,9	,9	35,1
I love English and it is my dream to understand native speakers and be understood when expressing my ideas and of course to be a remarkable teacher in the future.	1	,9	,9	36,0
I love English but I did not hope to choose it or to study it.	1	,9	,9	36,8
I love English.	1	,9	,9	37,7
I love the English language and it is the language of the world.	1	,9	,9	38,6
I love the English language.	1	,9	,9	39,5
I love the language since I was in the middle school, and to improve my self-motivation.	1	,9	,9	40,4
I love this language "universal language" It is very important in our days and I want to be a future teacher.	1	,9	,9	41,2
I love this language and I want to communicate with good English and why not to be like Native speakers.	1	,9	,9	42,1
I love this language and to communicate well.	1	,9	,9	43,0
I love this language. It is a window to understand the western world besides that it is a very easy language to learn and to adopt rather than the other languages.	1	,9	,9	43,9

I need English in my work and in my study as a chemist.	1	,9	,9	44,7
I need it in all the domains; English is the language of the world and to spread our religion.	1	,9	,9	45,6
I need to improve my skills in learning a foreign language and maybe one day I may need it in many other purposes.	1	,9	,9	46,5
I want to communicate in English and to speak English.	1	,9	,9	47,4
I want to know more about the outside world and be able to communicate with it. English is the easiest way to do this.	1	,9	,9	48,2
I want to learn a new foreign language to use it in speaking and understand others in the foreign countries and because it is the first language in the world.	1	,9	,9	49,1
I want to pronounce English correctly. I like the positive things about the English natives like I want to travel one day to America or to great Britain. It is my first language in middle school.	1	,9	,9	50,0
I was influenced by my teacher of the middle school; this made me love English.	1	,9	,9	50,9

I was inspired first by my teacher. I was impressed by his good language then I decided to be just like him or better and I like this language.	1	,9	,9	51,8
In addition to sociology and psychology, I am studying English to support my basic study and information.	1	,9	,9	52,6
It is a universal language	1	,9	,9	53,5
It is a universal language and for getting a job in foreign companies.	1	,9	,9	54,4
It is a vital language and nowadays it is the language of the world through which we we all could contact easily.	1	,9	,9	55,3
It is an attractive language in the world. I want to know the correct pronunciation, spelling and the writing of words.	1	,9	,9	56,1
It is an open door for the world, so I can communicate with different personalities.	1	,9	,9	57,0

This table could be supported by the following graph (Figure) to display Additional reasons and goals:
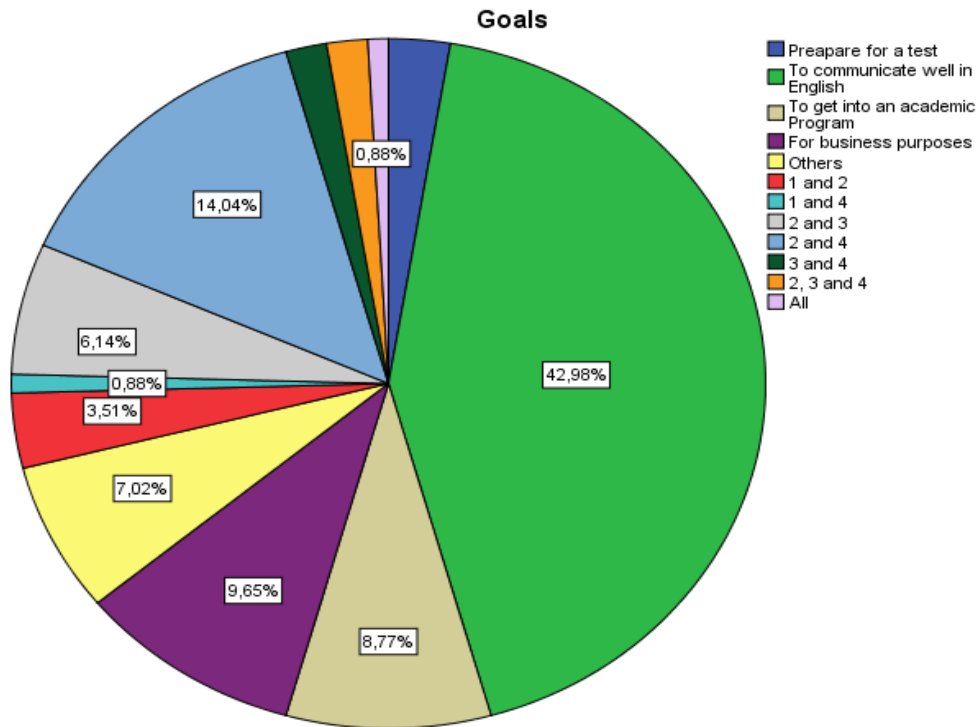
Figure 19 Goals for Studying English

From both the table and the graph, it is evident that EFL learners at Batna University are driven to study English with 42.98% to communicate well in English because for 57% English represents an open door for the world, and it enables them to communicate well with different personalities. 43% of the EFL learners confirmed that they want to study English because they love it, and it is the easiest way to know the outside world and to communicate with the other with a percentage of 48.2%. 46.5% affirmed that through learning English, they can develop their skills in learning foreign languages, and where 45.6% prefer to study it because it is the language of the world and it is a means to spread religion all over the world. The graph, also, shows that EFL learners are willing to study English because they want to get into a program with 8.77% while 14.04% represent the proportion of the learners who want to study English in order to prepare for a test and for business purposes. These significant results are an evidence that learners are motivated to learn English despite of the fact that it might sound for some slightly challenging, but it is very valuable as it offers many opportunities inside and outside the country and they are driven by personal desires such as fulfilling a prospective childhood

dream. Thus, the importance of learning English among EFL students is increasingly expanding in this globalized world.

B.IV.1.1.2. Opportunities for Speaking and Understanding Native Speakers

Understanding English native speakers is one of the most considerable issues confronted when speakers rise up out of their books, and take their new language out into the outside world. In Algeria, EFL learners acquire the language in some degree of isolation away from native speakers, and this, in fact, does have an impact on learners' EFL listening comprehension and speaking ability. In the current study, learners have been asked about their listening comprehension ability, and whether they had opportunities for exposure to native speakers. The results are displayed in the following diagrams:
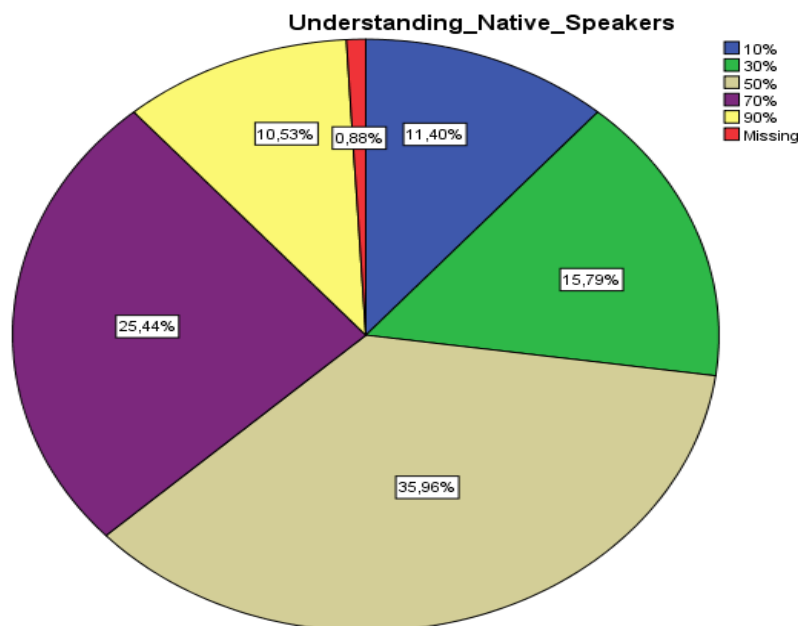
Figure 20. Understanding Native Speakers

Speaking_To_Native_Speakers
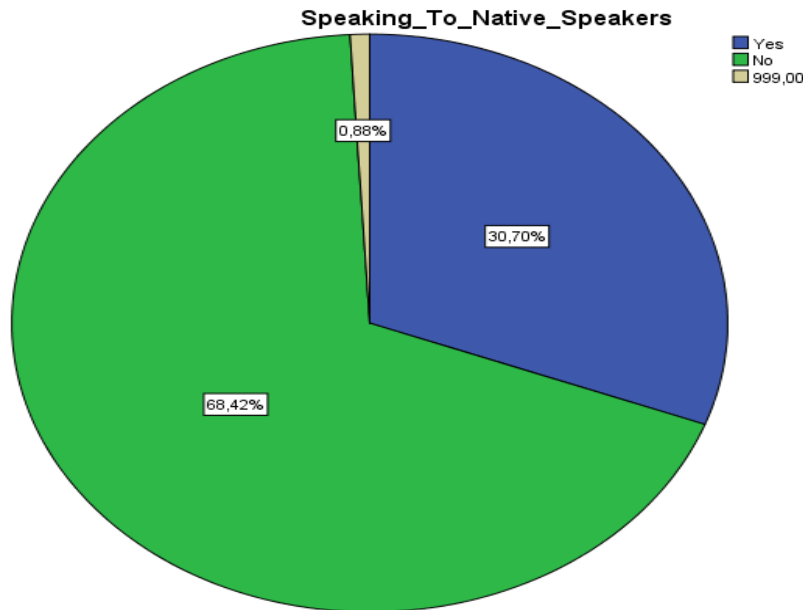
Figure 21. Opportunities for Speaking to Native-Speakers

The results show that 35.96% of the EFL learners understand 50% of the native speakers' talk. 25.44% understand 70% of the talk. 10.53% of the students understand 90% of the native speakers' talk while 15.79% and 11.40% of the students understand orderly 30% and 10% of the native speakers. These significant results are an illustration of the fact that EFL learners do respectively encounter difficulties in understanding native speakers. The outcomes are supported by the next diagram (figure3) showing that learners encounter troubles in understanding English native speakers as they had scant opportunities of exposure to authentic language. The diagram shows that 68.42% of the students did not have a chance to speak to native speakers whereas 30.70% did have an opportunity to communicate with native speakers. These results could be interpreted as follows:

✓ EFL learners in Algeria encounter limited opportunities for interaction and communication with native speakers.

✓ Limited EFL use in the Algerian EFL context confined learners' comprehension of the target like talk.

✓ Restricted opportunities of exposure to the EFL native talk hindered learners'
comprehension which indeed did impact their communicative ability.

From these results, it appears that the Algerian context debilitated EFL communication and interaction due to the lack of junctures to interface with English native speakers. This claim is supported by the following graph:
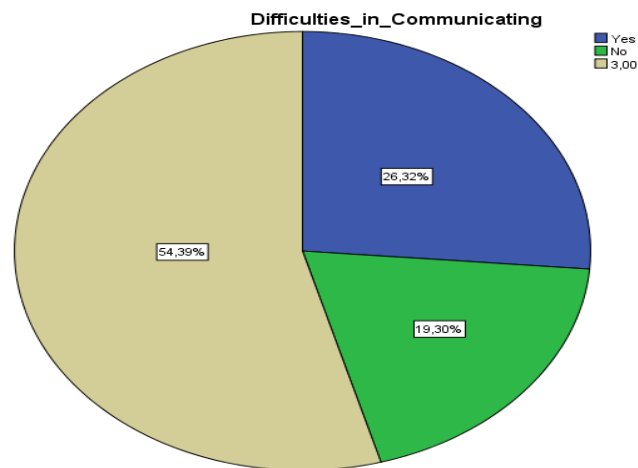
Figure 22 The Level of the Difficulties Encountered

The graph's results show that 54.39% of the students did not have any chance to speak with native speakers, and 28.32% of the EFL learners claim that they found difficulties while communicating with native speakers. However, a small proportion of about 19.32% of the EFL learners did not find any difficulty. These results, as it has been argued earlier, display that the EFL context in Algeria is characterized by confined opportunities for interaction and communication with native speakers, and even when opportunities are granted students do encounter hindrances in communicating with them. A further question about the type of difficulties encountered has been asked, and the students answered as follows:
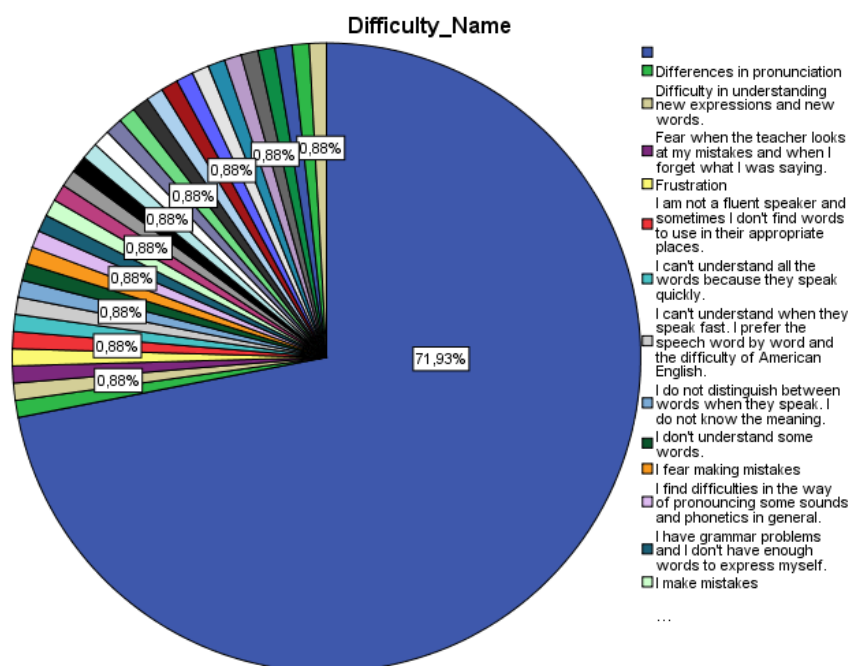
Figure 23 Type of Difficulty

The graph shows that EFL learners have encountered various types of difficulties. The difficulties range from 71.93% of comprehension as well as understanding strains and with equal shares of 0.88% differences in pronunciation, new expressions and new words, frustration because they are not fluent speakers, they cannot understand when they speak fast, the difficulty of American English, difficulties in pronouncing some words and in phonetics in general. In fact, these significant results are concrete evidence that EFL learners despite of their exposure to target language for a considerable number of years, they still do face problems in understanding and coping with authentic language talk. This, in itself, could be considered as one of the factors that inhibit EFL learners from a good command of the target language.

B.IV.1.1.3. The Distribution of the Amount of Talk among Teachers and Learners in the Oral Expression Course

The EFL classroom is the context that offers wide opportunities for learners to practice the target language and to take the initiative to participate whenever possible.

However, teachers are responsible of the amount of talk to be held in the classroom. In fact, it is necessary for this study to account for the amount of talk distributed in the classroom to ascertain whether EFL learners have had enough opportunities of participation and practicing the target language. From the point of view of the students, classroom talk is dominated by teachers and the students have little opportunities to take the initiative inside the classroom which could be considered as one of the debilitating factors of fluent communicative competence. This claim is supported by the following graph:
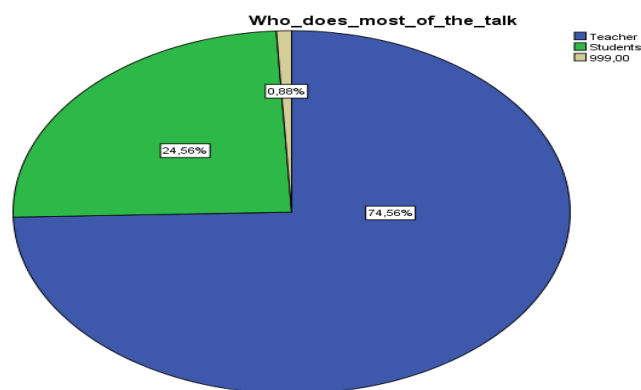
Figure 24 The Distribution of the Amount of Classroom Talk

It is clear from the graph that the teachers are the ones who do most of the talk in the classroom with a rate of 74.56% and the learners only had a share of 24.56%. These valuable results could be translated in the following terms:

- ✓ Teacher talk in the EFL classroom represents the most important feature of classroom discourse at the English Department in Batna University.
- ✓ EFL learner talk is restricted in the EFL classroom because of the dominance of the teacher.

✓ The high rate of teacher talk in the EFL classroom exhibits significant effects on the learners being actively engaged in the different learning activities and the opportunities provided for experimenting with the target language.

It can be assumed from the results that the amount of teacher talk in the classroom is dependent on the adopted pedagogical goals, and the question of whether the quality of this teacher talk and its implications on learners' production is beneficial for EFL learning or not has been addressed in the following section.

B.IV.1.1.4. Opportunities and Challenges in the EFL Classroom

Learners for the current study's purposes have been asked if they have encountered any challenges when communicating and interacting with their EFL teachers in the classroom in order to portray the nature of classroom conversational interaction in the EFL context. The results are summed up in the following diagrams:
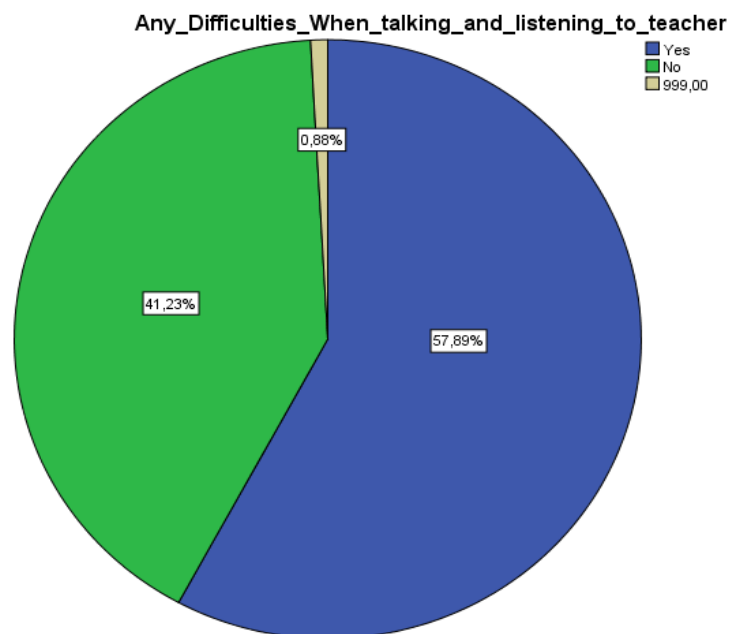
Figure 25 Challenges Faced in the EFL Classroom

Type_of_Difficulty
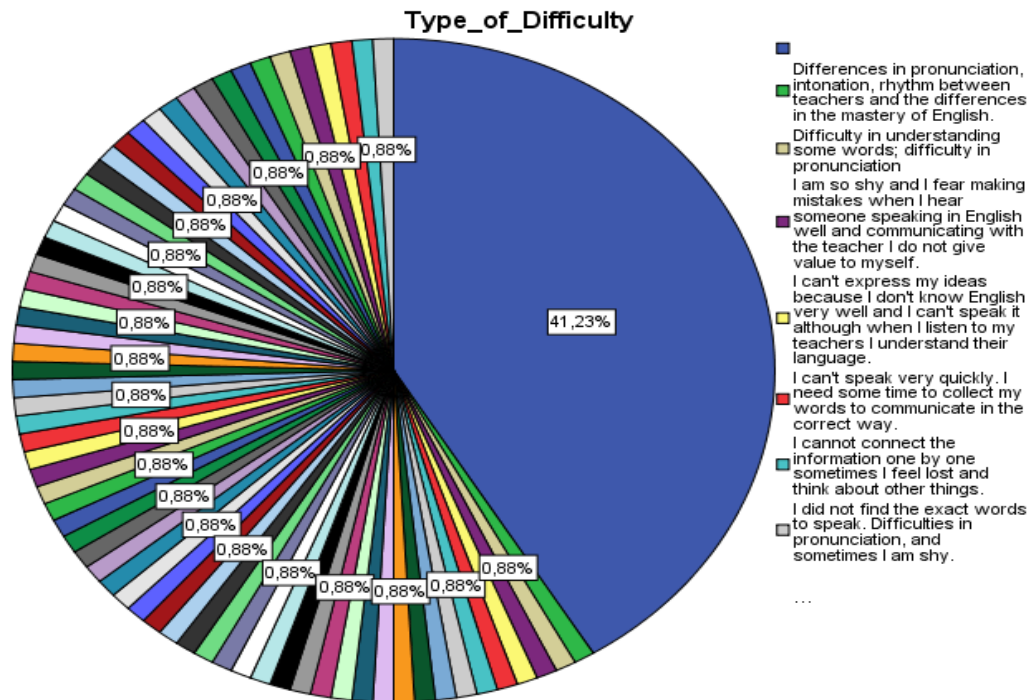
Figure 26 Types of Challenges Encountered

The diagrams posit that indeed learners do face some challenges in the EFL classroom. 57.89% of the students admitted that they face difficulties with their teachers as opposed to 41.23% claiming not having any difficulties. With respect to the graphs, 41.23% of the EFL students contended that the factor of differences in pronunciation is one and the most important problem faced in the EFL classroom. The findings indicate that the majority of the students face challenges in the EFL classroom with respect to differences in the mastery of English, difficulty in understanding some words because of pronunciation. Some students (0.80%), also, claimed that they are so shy, and they fear making mistakes when they hear their teachers. A proportion of the students (0.80%) asserted that they have no self-confidence when communicating with fluent speakers or even their teachers. Equally with a percentage of 0.80%, EFL students argued that they cannot express their ideas because they do not know English very well in spite of understanding the teachers' language. Similarly, 0.80% of the students pointed out that they cannot speak very quickly, and they require some time to collect their words and communicate correctly and appropriately. From the graph, it is evident that 0.80% of the learners cannot connect their information and sometimes they feel lost and think about other things while others

commented that they do not find the exact words to speak and sometimes they are shy to engage in communicative routine. These results could be extended by the following table findings:

Table 10 Challenges in the EFL Classroom

	Responses	N	Percentage	Valid Percentage	Cumulative Percentage
		47	41,2	41,2	41,2
	Differences in pronunciation, intonation, rhythm between teachers and the differences in the mastery of English.	1	,9	,9	42,1
	Difficulty in understanding some words; difficulty in pronunciation	1	,9	,9	43,0
	I am so shy and I fear making mistakes when I hear someone speaking in English well and communicating with the teacher I do not give value to myself.	1	,9	,9	43,9
Valid	I can't express my ideas because I don't know English very well and I can't speak it although when I listen to my teachers I understand their language.	1	,9	,9	44,7
	I can't speak very quickly. I need some time to collect my words to communicate in the correct way.	1	,9	,9	45,6
	I cannot connect the information one by one sometimes I feel lost and think about other things.	1	,9	,9	46,5
	I did not find the exact words to speak. Difficulties in pronunciation, and sometimes I am shy.	1	,9	,9	47,4

I do not understand and when I talk with the teacher I don't find the exact words and I forget the words.	1	,9	,9	48,2
I do not understand his speaking and I do not know the meaning of certain words and the teacher's explanation maybe is for excellent students only.	1	,9	,9	49,1
I do not understand very well his accent, sometimes I have no confidence; I am confused, and I fear to speak.	1	,9	,9	50,0
I fear to make mistakes and I forget my words and I don't know why.	1	,9	,9	50,9
I find myself out to continue with him all the session.	1	,9	,9	51,8
I forget some words.	1	,9	,9	52,6
I have difficulties in speaking when I want to give my point of view and I have difficulties in getting the meaning of some words.	1	,9	,9	53,5
I have difficulties in understanding some words and in communication.	1	,9	,9	54,4
I have difficulties when I speak to my teachers but listening sometimes.	1	,9	,9	55,3
I have difficulties when listening to new words because I find myself lost.	1	,9	,9	56,1
I have difficulties with literary works.	1	,9	,9	57,0
I have not the ability to express my idea and sometimes I fear making mistakes.	1	,9	,9	57,9

I have problems in hearing some words very well and I fear making mistakes.	1	,9	,9	58,8
I have some vocabulary problems and his way of speaking maybe very difficult.	1	,9	,9	59,6
I haven't enough vocabulary to understand everything. When the teacher speaks too fast I can't understand.	1	,9	,9	60,5
I lose all the words that I know because of hesitation.	1	,9	,9	61,4
In literature I have difficulty in getting the meaning of some words.	1	,9	,9	62,3
In some sessions I find difficulties in pronunciation and in literature because it includes complex and complicated words.	1	,9	,9	63,2
In speaking I feel some confusion since there few mistakes in pronunciation.	1	,9	,9	64,0
Listening	1	,9	,9	64,9
Making mistakes because of the lack of vocabulary.	1	,9	,9	65,8
Misunderstanding some words. There is no interaction and communication between teachers and learners.	1	,9	,9	66,7
My big problem is when I speak especially in front of the teacher or the audience on the other hand when I talk to myself I speak somehow fluently but I forget words in front of the teacher.	1	,9	,9	67,5
My difficulties are in understanding sometimes and communicating.	1	,9	,9	68,4

My difficulties seem to be where I speak. I listen and understand very well.	1	,9	,9	69,3
My major problem is hesitation and being afraid of making mistakes and the teacher blaming me. This is what I hate in other teachers.	1	,9	,9	70,2
New words	1	,9	,9	71,1
New words caused a problem to understand what the teacher said.	1	,9	,9	71,9
Not all, sometimes we found some difficulties with some teachers not all of them.	1	,9	,9	72,8
Not much, but some words are difficult and maybe because he/she speaks rapidly.	1	,9	,9	73,7
Pronunciation and I cannot understand every word.	1	,9	,9	74,6
Pronunciation and I did not get the chance to speak in most of the sessions.	1	,9	,9	75,4
Pronunciation and vocabulary when dictating	1	,9	,9	76,3
Shifts from the American and the British accents	1	,9	,9	77,2
Shyness so we could not ask or participate.	1	,9	,9	78,1
Some even at the very beginning that is 1st year kept telling me to reduce the rate when speaking which helped but it broke down my determination to get more involved in language skills.	1	,9	,9	78,9
Some teachers go fast without any consideration of the students' level.	1	,9	,9	79,8

Some teachers make me feel scared because all the time they blame us and don't give us the chance to communicate and to correct our mistakes.	1	,9	,9	80,7
Some teachers when explaining the course they do not ask the students if they have understood or not, and when they finish thy go without asking questions and some teachers have difficult methods to send the information.	1	,9	,9	81,6
Some teachers when they explain they do it rapidly so I find problems in understanding.	1	,9	,9	82,5
Sometimes I can't understand the teacher's language, others speak quickly and others have a bad pronunciation and mispronounce words.	1	,9	,9	83,3
Sometimes I couldn't express myself clearly since usually I prefer to talk rather than think first also when I find the lesson boring I stop listening.	1	,9	,9	84,2
Sometimes the information can be unknown for me and sometimes in the language itself.	1	,9	,9	85,1
Sometimes the teacher uses difficult words and the teacher's pronunciation of the word sometimes may not be correct and he uses difficult accent.	1	,9	,9	86,0
Sometimes there are some words that I don't understand.	1	,9	,9	86,8
Sometimes we don't hear the teacher very well.	1	,9	,9	87,7

Speaking	1	,9	,9	88,6
Speaking and I fear making mistakes.	1	,9	,9	89,5
Spelling some words. I practice wrong pronunciation I mix between the two accents.	1	,9	,9	90,4
Spelling the words and speaking fast.	1	,9	,9	91,2
The new words I have never heard before ad also when the teacher speaks quickly I find difficulties taking notes.	1	,9	,9	92,1
The teacher goes fast in his explanation. He uses sometimes new words, and does not explain to the learners and does not repeat the information twice.	1	,9	,9	93,0
The teacher goes fast in his explanation. I can't take notes. He uses difficult words and does not repeat the information twice.	1	,9	,9	93,9
The teacher uses difficult methods.	1	,9	,9	94,7
Understanding complex words which the teacher uses.	1	,9	,9	95,6
Understanding difficult words and pronunciation.	1	,9	,9	96,5
When I listen to my teacher, I understand what he wants to say, but I can't find the words to talk to him and make a conversation with him.	1	,9	,9	97,4
When I listen to the teacher, I can understand what he says, but I don't have the ability to talk and express my opinion.	1	,9	,9	98,2

When my teacher talks, I find some difficulties in understanding some view points and he uses some words that I can't understand and they are not clear for me.	1	,9	,9	99,1
When talking I don't find the appropriate words to express myself.	1	,9	,9	100,0
Total	114	100,0	100,0	

From, here, it could be understood that the type of challenges and difficulties faced by EFL learners in Batna University could be ranged into two categories:

- ✓ Internal factors: such as shyness, frustration, the lack of self-confidence, self-esteem, self-recognition, and fear of making mistakes.
- ✓ External factors: such as teachers' varied pronunciations, the lack of exposure to native speakers.

Thus, the findings displayed above evidence for the fact that learners' low mastery of the EFL language could be the result of both internal and external challenges that contribute in hindering EFL learners from having a good command of the target language. The questionnaire results confirmed that EFL learners face a real hurdle in EFL communication and interaction due to the before mentioned factors. Based on these findings, an expanded question to evaluate further the external factors mainly the attitudes with regard to the teaching approach adopted in the EFL oral classroom have been asked. The resulting outcomes of these perceptions are gathered in the bellow graph:

Are_You_Satisfied_With_Teaching_Method

■ Yes
■ No
■ Missing

0,88%
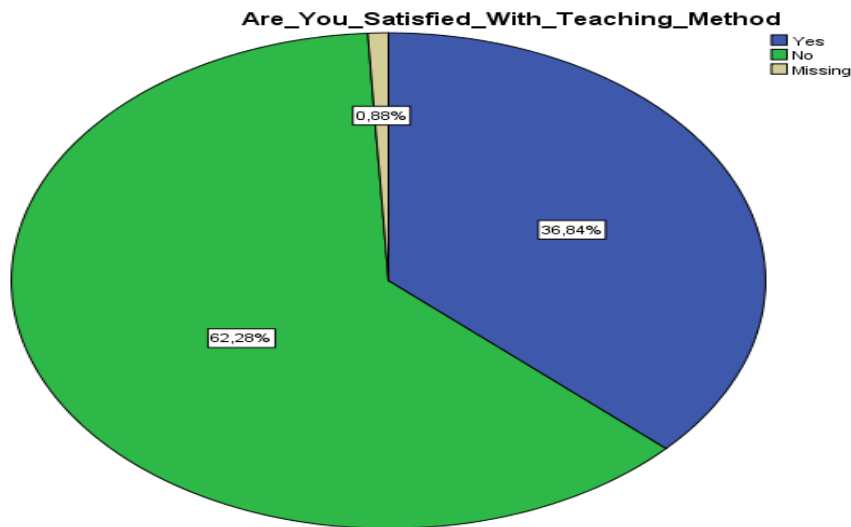
36,84%

62,28%

Figure 27 Attitudes towards the Teaching Approach

The results show that 62.28% of the EFL learners are not satisfied with the teaching procedures applied in the oral classroom whereas 36.84% of the students approved the type of teaching strategies implemented in the EFL classroom. In reverence with this, teaching oral productions skills is meant to improve learners' ability to express themselves correctly and appropriately in different communicative circumstances, and enable them to respect both social and cultural functional rules of appropriate communication. The questionnaire results confirm that among the external factors contributing in resulting to a bad command of the target language could be alluded to the teaching strategies used within the oral classroom. The 62.28% of the students who disapproved the type of teaching strategies implemented argued that they had not enough opportunities to speak and practice the target language inside the classroom. They also claimed that they have not been given enough chance to interact or to contribute in the many activities. They, also, added that they did not have enough exposure to authentic language or to native speakers. More details about the arguments explaining either the students' approval or disapproval with respect to the teaching strategies are summed up in the following statistical table; however, due to the limited

space to cover all the responses only few explanations are displayed in the current account:

Table 11 Students' Explanations with Respect to the Teaching Approach

Responses		N	Percentage	Valid Percentage	Cumulative Percentage
Valid		16	14,0	14,0	14,0
	Because I have spoken only one or two times in all my learning process.	1	,9	,9	14,9
	Because the oral course is the course of the students to speak and the teacher to guide him, but what we have is the opposite.	1	,9	,9	15,8
	Because they speak only with the students who are capable to talk English and they don't oblige those who are shy to talk. For me I never talk in this module.	1	,9	,9	16,7
	Do not use technology	1	,9	,9	17,5
	For me all the teachers were helpful through their methods, but we are lazy we don't have that desire for learning more.	1	,9	,9	18,4
	For three years of learning English, only one teacher is good because he had a method that led us to talk without any obstacles, but for the others I can't speak.	1	,9	,9	19,3
	He gives us the chance to talk in different subjects, and let us express our point of view and ideas.	1	,9	,9	20,2

He uses simple words in explaining and he uses very simple methods and gives examples.	1	,9	,9	21,1
I am always afraid that the teacher will oblige me to talk even if I don't want	1	,9	,9	21,9
I am not satisfied because I cannot participate and I cannot communicate.	1	,9	,9	22,8
I am not satisfied with the system of work	1	,9	,9	23,7
I am not that good in communicating with English and the time is not enough.	1	,9	,9	24,6
I am not very satisfied	1	,9	,9	25,4
I did not find any difficulties with his methods.	1	,9	,9	26,3
I did not find any difficulty in his language or the way he is teaching.	1	,9	,9	27,2
I don't know	1	,9	,9	28,1
I have not been given a chance to speak.	1	,9	,9	28,9
I like the teacher's methods and it is very easy to understand	1	,9	,9	29,8
I like when teachers give us the opportunity to speak and communicate freely.	1	,9	,9	30,7
I think I good some good enough/competent teachers. I loved their methods and I loved the flowing stream between us.	1	,9	,9	31,6

I think that the oral expression session might be a student's session where they should show their capacities and levels, but this is not the case while the teacher is doing everything.	1	,9	,9	32,5
I think that they must use specific methods in the oral expression course this means that they should not use one method with all the students	1	,9	,9	33,3
I'm not really satisfied because I have got only one session per week and a lot of students don't get their chance to speak and I can tell that most of them are not interested.	1	,9	,9	34,2
If from the first year the teachers did have good methods, the students in the fourth year would find themselves with good pronunciation and information.	1	,9	,9	35,1
In the oral expression course I just talk without thinking about mistakes also because I learned how to listen to native speakers and I improved my understanding.	1	,9	,9	36,0
Many teachers really have nice methods in teaching and they care about improving the students' level. But, some of them just pass time and have no care.	1	,9	,9	36,8
Most of the teachers did not give the chance to students to speak. Just good students missed some methods like listening.	1	,9	,9	37,7

Most of the time teachers spend time talking and explaining. They don't let us feel comfortable to participate. Once a teacher asked us to write in the oral expression session.	1	,9	,9	38,6
Most of the times they oblige us to speak and participate by asking us to prepare topics and present them orally.	1	,9	,9	39,5
Not all the time and not all teachers	1	,9	,9	40,4
Nowadays, most of the countries around the world use very practical methods as well as means to facilitate oral expression, but we do not.	1	,9	,9	41,2
One session per week is not enough for me because I want to speak a lot to learn more to improve my English.	1	,9	,9	42,1
Our teacher gives us free topics and I talk about any topic from my choice, so I was happy. I would speak freely in a good way.	1	,9	,9	43,0
Some of them are focusing only on listening and do not give opportunities to students to interact in the classroom because of the great number of students few time for speaking.	1	,9	,9	43,9
Some teachers speak too much and do not give the students a chance to speak.	1	,9	,9	44,7
Sometimes because of their absence and sometimes for their ordinary methods of teaching and also for their inabilities (no competence).	1	,9	,9	45,6

Sometimes the teachers restrict students to certain topics without taking into account students' main concern.	1	,9	,9	46,5
Teachers did not give us time to discuss and in my 3rd Year there was no teacher of Oral Expression.	1	,9	,9	47,4
Teachers of oral expression do their job very well. The problem is me because I don't have good vocabulary and I am not curious to try.	1	,9	,9	48,2
Teachers of Oral expression work only with some students not with all the class and the techniques of teaching they are using are bad.	1	,9	,9	49,1
Teachers took all the time in speaking.	1	,9	,9	50,0
Teachers work only with good students and forget the others.	1	,9	,9	50,9
Teachers work only with good students and neglect the others. This made us less confident.	1	,9	,9	51,8
The class is not student-centered in most cases. Students must be given biggest chances to express themselves.	1	,9	,9	52,6
The majority of them do not allow for classroom interaction and they do not use good methods to improve students' language.	1	,9	,9	53,5
The methods applied in Batna University are totally wrong especially the topics discussed.	1	,9	,9	54,4

The oral expression course is based on speaking, but unfortunately some teachers do not know how to deal with this session. They transform it into written expression.	1	,9	,9	55,3
The oral expression teacher must have a certain amount of knowledge concerning all the other fields such as phonetics, literature, civilization, and my second and third year oral expression had all of these.	1	,9	,9	56,1
The oral expression teachers sometimes instead of oral they replace it into a written expression and they do not give us a good subject to talk about. They just talk about songs and lyrics.	1	,9	,9	57,0
The problem is on me not the teacher.	1	,9	,9	57,9
The teacher can't reach to communicate with all the learners and stimulate them to interact	1	,9	,9	58,8
The teacher did not give the chance to students to communicate and speak in the sessions.	1	,9	,9	59,6
The teacher did not push us and motivate us to speak and communicate.	1	,9	,9	60,5
The teacher does all the speaking.	1	,9	,9	61,4
The teacher does his best to convey and to send what he wants to say.	1	,9	,9	62,3
The teacher does most of the talk in the oral expression course.	1	,9	,9	63,2

The teacher does not give the chance to learners to be motivated and to speak in the classroom.	1	,9	,9	64,0
The teacher does not give us the chance to speak and to express ourselves in the course.	1	,9	,9	64,9
The teacher does not know how to make the students speak and express themselves. He is too busy to express himself.	1	,9	,9	65,8
The teacher does not provide us with the correct pronunciation of different words only the learners who experience on their own.	1	,9	,9	66,7
The teacher does not provide us with the correct pronunciation of the words.	1	,9	,9	67,5
The teacher gave us the space to speak.	1	,9	,9	68,4
The teacher gives the opportunity to every single student to participate in the classroom.	1	,9	,9	69,3
The teacher gives us the chance to speak and express our ideas and also he tries to correct our mistakes.	1	,9	,9	70,2
The teacher helps the students to correct their mistakes and encourage them to do more efforts to learn English.	1	,9	,9	71,1
The teacher helps the students when he corrects their mistakes.	1	,9	,9	71,9
The teacher interacts only with good students and this is not a good method.	1	,9	,9	72,8

The teacher is very kind, knowledge and very educated. Furthermore, his implementation of the techniques that transmit clearly and totally the data.	1	,9	,9	73,7
The teacher seems like knowledge holder other than guiders and facilitators. Strong rejection to whatever goes in contradiction to what they believe is true.	1	,9	,9	74,6
The teacher uses a method that helps the students to understand more and how we can speak without mistakes.	1	,9	,9	75,4
The teacher uses simple words and give all the time to the students to answer and help them and correct their mistakes and uses different methods.	1	,9	,9	76,3
The teachers do most of the talk which prevents students to practice the language. They also choose the subjects that the students are not interested in.	1	,9	,9	77,2
The teachers do not encourage the students to speak and they give a lot of research works only.	1	,9	,9	78,1
The teachers do not give the chance to speak for all the students.	1	,9	,9	78,9
The teachers do their best.	1	,9	,9	79,8
The teachers give us the opportunity to talk and to discuss in the classroom	1	,9	,9	80,7

The teachers of oral expression are using a communicative approach by asking questions and giving us new information and gave us the chance to talk.	1	,9	,9	81,6
The teaching methods are not fruitful and do not fit the learners' needs. Lack of motivation and interaction.	1	,9	,9	82,5
There is a short time and the teacher cannot give equal chances for all the students to speak. They speak only with the students who only master the language and they ignore the other ones. And, no authentic materials or visual aids	1	,9	,9	83,3

The responses displayed in the table clearly illustrate that learners' disapproval towards the teaching strategy are alluded to the fact that they have little interaction and participation inside the classroom. The EFL students argued that the oral course is meant to be students' driven, but reality shows the opposite. Some students, also, claimed that they had not enough practice within the classroom because during the session the students are not given a fair share of practice and even the teachers do not allocate turns to the shy ones. Among the things reported by the students is that the oral course is devoid of the use of ICT tools, authentic materials and visual aids, and more importantly some teachers do not provide a comfortable atmosphere for participation. On the other hand, the students who had approved the teaching strategies implemented within the oral classroom argued that they did not find any difficulties with the teaching approach because it is easily understood, the teacher provides opportunities to speak and communicate freely, and the teachers have really nice methods and care about improving the students' level. From above, it could be assumed that learners' low

proficiency could be interrelated with the type of teaching practices implemented within the oral classroom. These practices could be summed up in the following points:

- ✓ The lack of exposure to the target language

- ✓ The lack of granted participation opportunities

- ✓ Unfair turns allocation

- ✓ The lack of ICT means use

- ✓ The lack of motivating drives

- ✓ A teacher-led classroom

- ✓ Unfavorable teaching conditions, and the lack of the appropriate positive atmosphere

- ✓ Limited sessions devoted for the oral expression course

The students' conceptualization and perceptions towards the various teaching methods employed in the EFL oral classroom indicate that the types of approaches are negatively disregarded. Therefore, the questionnaire findings suggest that EFL teachers are required probably to change their instruction methods towards a more learner-oriented classroom whereby innovative means are used, providing meaningful and purposeful authentic materials; social and positive rapport towards learners are established through an encouraging positive environment and should work towards maintaining positive attitudes towards learners.

B.IV.1.1.5. The Viability of Conversational Interaction in the EFL Classroom
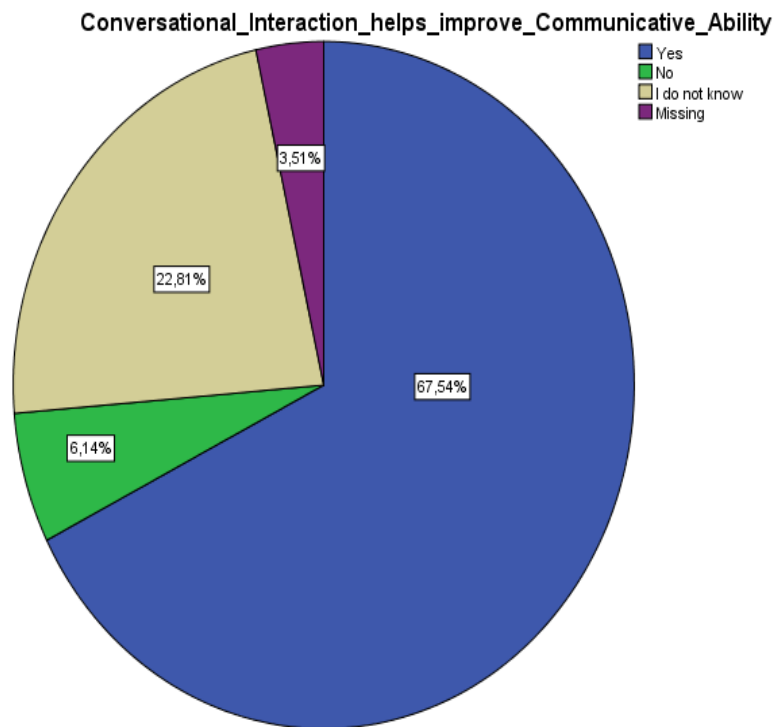
Figure 28 The Role of Conversational Interaction

In the field of EFL instruction throughout the most recent couple of decades, the perspective about what it is that empowers classroom language learners to master the target language has been dubious. Then, again, proficient experience leads us to trust that the adequacy of classroom language learning has something to do with the nature of conversational interaction taking place in the EFL classroom (Yu, 2008). To showcase how conversational interaction is perceived among EFL students, the different qualitative questionnaire results are summarized in the following charts' accounts:

Chart 1 The Importance of Conversational Interaction

Chart 2 The Importance of Practical Conversation

Text Search Query - Results Preview

are not interested — . 13 / Quite
songs and lyrics
and complicated words
group of people — , 13 / So
in this module
and uninteresting topics . 13 / More
classroom conversational interaction is our
improved my understanding . 13 / Too
not the teacher . 13 / Really
13 / It is
good way . 13 / — The most
themselves . 13 / Possibly
their best . 13 / It is

a good method
all of them
all the students
and communicate freely
and just listen
any motivating materials
as a teacher
chance to talk
curious to try
have good — English
to learn
and speaking — fast
not go
have no care
he is teaching
I am scared
in the classroom
inabilities (no competence)
is doing everything
is the opposite
acquire the
improve students' — language
correct our
fear making — mistakes
speak without
motivation and interaction
my future job
my learning process
not all teachers
not encourage participation
not interested in
of Oral Expression
on their own
present them orally
research works only
speak and communicate
all the
time for — speaking
students' main concern
them to interact
to express himself
to express ourselves
chance
space — to speak
us
totally the data
understand every word
using are bad
view and ideas
with his methods
of some — words
of the

11 / New words
4 / To teach
easy to understand
I don't know
I don't want
in the classroom
not use technology
not very satisfied
a global language and
and his students
and self - confidence
" universal language "
information . 13 / — It — is
the world ,
, 3
12 / — These methods are

13 /

Very

important

, but too bad in our
. — It helps the students acquire
The student would evaluate himself
Everyone is busy doing
16 / — and my classmates
I — can't speak English
didn't find a
22 / Because the interaction in

from the conversation the
if — we don't communicate
you don't learn
breaks the barrier
creates confidence , capacity
facilitates teacher - learner
me time
gives — the — learner / learners
you the
develop and
for exchanging
learners to
me to
practicing the
it — helps — the — learner / learners / student / students
them to
to discover
us to
improves your speaking
is — a chance
the — basic / only
makes us — more / new / speaking
learners speak with each
the — classroom is the / learner finds the / main reason to
through conversational interaction learners
we — can speak English / don't use English
when you want to

because

component because it allows the
especially — between the interaction and / including exchanging data and
even if they make mistakes
me — at least I / since I do
for — the — learning of English / students to learn
learning a foreign language .
my future job , — 1 / 13 /
in — our days and I
the — classroom because I / sense that it
it helps in improving my
method or way to learn
S019 3 / I love this
sometimes I feel like I
thing they are supposed to
avoid mistakes and to
be — able to speak / studied . — 1 , 9 / 12 / They
break the barrier of
communicate well and understand
correct our — errors and / mistakes and
to — develop my language 16 /
enrich the student's vocabulary
get — more information and / rid of shyness / self - confidence , to
give the students the
have self - confidence to
speak and to master
understand very well 16 /

Chart 3 Frequency Accounts of the Importance of Conversational Interaction

These qualitative results are supported by the students' perceptions outlined in the following graph with respect to the viability of conversational interaction in the EFL classroom.

Classroom_Conversational_Interaction_helps_to_Communicate

Legend:
- Very Well
- Well
- A Little
- Poorly
- 999,00

28,95%
53,51%
14,04%
0,88%

Figure 29 The Viability of Conversational Interaction

The current questionnaire results displayed in the former charts and graphs show that conversational interaction in the EFL classroom plays a momentous role in enhancing learners' communicative ability. It is confirmed through the graphs' results that classroom conversational interaction helps in improving learners' communicative ability with a percentage of 67.54% while 6.14% asserted that it does not. 22.81% of the students do not know whether conversational interaction contributes in developing their communicative ability or not. The remaining rate of 3.51% represents the missing value (non-answered). These findings are supported by the second graph (the viability of conversational interaction) where it has been confirmed that conversational interaction does positively lead learners to communicate well with a rate of 53.51%, and very well with a ratio of 28.95% while 14.04% of the students affirmed that conversational interaction did little help in communicating as opposed to 0.88% who stated that they poorly benefit from conversational interaction. With respect to the

qualitative findings, the most common response among students was that classroom conversational interaction contributes positively in fostering their speaking ability by granting opportunities to practice the target language. Most of the students asserted that conversational interaction is paramount on the basis that it facilitates the acquisition of the target language. The displayed charts show that conversational interaction is very important for EFL learners with a frequency of 197 times. EFL students confirmed that conversational interaction helps learners acquire the target language, discover authentic situations, improve their speaking, exchange data, avoid mistakes, get more information, get rid of their shyness, promote learners' Self-confidence, correct their mistakes, enrich their vocabulary, break barriers, communicate and understand very well, and by expansion master speaking. Students' other reasons and explanations stated in favor of conversational interaction are summarized in the following table:

Table 12 Students' Assertions with respect to Conversational Interaction

Explain

	Responses	N	Percentage	Valid Percentage	Cumulative Percentage
Valid		38	33,3	33,3	33,3
	According to the topic	1	,9	,9	34,2
	Because sometimes I don't really care about it or I don't focus enough.	1	,9	,9	35,1
	Because the interaction in the classroom is about specific topics.	1	,9	,9	36,0
	Because the interaction in the classroom is about specific topics.	1	,9	,9	36,8
	Because we don't really use English outside the classroom, so frequent conversational interaction in the classroom would help.	1	,9	,9	37,7

Communication helps us learn from each other because the teacher is not the only person to learn from. Some students ask very interesting questions that may help us one day even if the question may seem silly to others.	1	,9	,9	38,6
Conversation in the classroom shows different opinions that makes students learn through their mistakes and have self-confidence and speak without fear.	1	,9	,9	39,5
Conversational interaction in the classroom did not help me to improve my communicative ability, because these conversations are rarely taking place and happening, and when it happens most students start making noise and I had not the chance to listen.	1	,9	,9	40,4
During the interaction with the other students, I can know new words and different information.	1	,9	,9	41,2
Each time I learn new words that help me get a rich vocabulary and new information.	1	,9	,9	42,1
Every time I can understand, but when I try to answer and communicate I can't maybe I haven't a method, but really I want to be a teacher to help me speak a fluent English with good characteristics.	1	,9	,9	43,0
Exchange knowledge and enlarge my vocabulary	1	,9	,9	43,9

I am very sorry I have a problem explaining my opinion. I understand very well, but I can't express myself.	1	,9	,9	44,7
I can exchange ideas and information with my teacher and colleagues. I correct my wrong ideas and my mistakes.	1	,9	,9	45,6
I can learn new expressions, information which I can use in communication.	1	,9	,9	46,5
I do not take part	1	,9	,9	47,4
I get new information, and I know about the best ways of interaction.	1	,9	,9	48,2
I haven't interacted in the classroom and I don't listen to others' interaction.	1	,9	,9	49,1
I learn from my classmates and I got corrected in information, pronunciation or grammar. It helps me overcome my fears in expressing my thoughts.	1	,9	,9	50,0
I learn new expressions and new words to add to my personal dictionary.	1	,9	,9	50,9
I learn new vocabulary, phrases and expressions and it helps me to speak fluently.	1	,9	,9	51,8
I say yes although I don't speak in the classroom, but I think that this helps us to improve our communicative ability of course for those who are interacting and speaking in the classroom.	1	,9	,9	52,6

I think the kind of the conversation in the classroom entails a lot of listening and sometimes speaking helps the students memorizing the ideas and trying to express them in their own ways.	1	,9	,9	53,5
If I make mistakes in the first time, in the next time I try to improve my pronunciation and I am supported by the other students when I see them speaking.	1	,9	,9	54,4
If we don't speak in the classroom, we can't learn English and we can't teach English after graduation because when we speak we break our fear and shyness and can communicate even with native speakers	1	,9	,9	55,3
If you don't make mistakes, you don't learn.	1	,9	,9	56,1
In our classroom, some students do not give us the chance to talk because when you make mistakes, they don't correct, but laugh so this makes me keep my information.	1	,9	,9	57,0
In some cases Yes, when I have information and with people or friends I know. In other words, when I find myself comfortable, but no when I do not know what to say and with people who laugh when I make mistakes.	1	,9	,9	57,9
In the classroom, I think of what I would say before saying it. I try to use fluent correct and grammatically proper English.	1	,9	,9	58,8

Indeed it does because I think that when I learn something even by heart, it is not sufficient unless i communicate it to an audience. If I did it will then help me not just to understand, but also to convey it clearly and simply.	1	,9	,9	59,6
It depends on the subject when I like the subject I keep speaking and that happens rarely. It is always the same boring subjects. But, I think yes if we talk frequently we can improve our language.	1	,9	,9	60,5
It gives us the opportunity to correct the students' mistakes	1	,9	,9	61,4
It gives you the chance to use the language to be able to communicate with that language.	1	,9	,9	62,3
It helps improving the level of understanding and speaking.	1	,9	,9	63,2
It helps me improve my ability to communicate very well and to correct my mistakes	1	,9	,9	64,0
It helps me improve my communicative ability because it helps me to master the language better, to speak correctly and fluently.	1	,9	,9	64,9
It helps me know my errors and use and practice the language.	1	,9	,9	65,8
It helps me to be always ready when the teacher asks me and have always something to say.	1	,9	,9	66,7

It helps me to be courageous to speak and communicate fluently. In addition to acquiring new words, phrases and maybe correcting some expressions I used to use before.	1	,9	,9	67,5
It helps me to get new information and I know about the best ways to interact and I get the chance to participate.	1	,9	,9	68,4
It helps me to know my level how many times I make mistakes and I try to correct them for myself.	1	,9	,9	69,3
It helps the students to understand more and more and become good speakers of English in the future.	1	,9	,9	70,2
It helps us know what is the problem in our language spelling, and what is the relationship between conversation and having a good language.	1	,9	,9	71,1
It helps us to break the inner fear, improve as learners, and encourage us to communicate in the classroom without shyness.	1	,9	,9	71,9
It helps us to know the others' thinking, to get different ideas, learn different things and new information.	1	,9	,9	72,8
It helps us to learn from each other.	1	,9	,9	73,7
It is a solid foundation for good language.	1	,9	,9	74,6
It is difficult for me to speak with an audience listening to me even in French which is a language I master.	1	,9	,9	75,4

It is known that practicing the language helps you to master it. This is also one of the most useful techniques to improve our communicating ability.	1	,9	,9	76,3
It is the key to improve my English language, but unfortunately I speak only in the oral exam.	1	,9	,9	77,2
It is very effective. It helps me develop my abilities and to get good and more open-mind about the English language.	1	,9	,9	78,1
It makes me overcome my fear to speak, to enlarge my vocabulary, and it helps me to develop my skills in communication.	1	,9	,9	78,9
It motivates me more and pushes me to perform better and I like competing in learning I always want to prove to myself that I have different capacities that are not explored yet by me.	1	,9	,9	79,8
It obliges me to be ready always.	1	,9	,9	80,7
It prepares me to better express myself and if I am able to communicate with my classmates, that should help me increase my communication skills in many other areas often outside the classroom. So, it is very useful.	1	,9	,9	81,6
It reduces shyness	1	,9	,9	82,5
Many times I want to talk and give my opinion.	1	,9	,9	83,3

Of course it improves my communicative ability by motivating me to interact with others.	1	,9	,9	84,2
Practice makes perfect because I am sure it contributes to improve our ability.	1	,9	,9	85,1
Some teachers speak and speak and speak about the course even if the students are not with them; this makes the students out without any satisfaction.	1	,9	,9	86,0
Sometimes I cannot understand when they speak; they speak quickly. I cannot follow.	1	,9	,9	86,8
Sometimes I feel that I need to talk in English, and because I have none to talk with I prefer to talk in the classroom.	1	,9	,9	87,7
Sometimes I speak in the classroom and I make some mistakes, but when the teacher corrects them for me, I accept his correction and I try the next time not to make the same mistake.	1	,9	,9	88,6
The more interaction has been made the more precise I have to be and by this depicting an issue would be targeted easily.	1	,9	,9	89,5
The more you listen and talk, the more you improve your communicative ability.	1	,9	,9	90,4
The one most interfere in such topics in order to know how the others think.	1	,9	,9	91,2
The teacher corrects us	1	,9	,9	92,1

This motivates me to speak and to get the language	1	,9	,9	93,0
Through conversation I can know my level and try to develop it.	1	,9	,9	93,9
Through conversation we can deal with each other and help us communicate and develop our skills.	1	,9	,9	94,7
Till now I don't know if I can communicate with native speakers or not.	1	,9	,9	95,6
To improve my English, to correct my mistakes especially in the pronunciation.	1	,9	,9	96,5
When there is conversational interaction, there is an active use of the language. So, the language moves from the theoretical to the practical form by using it.	1	,9	,9	97,4
When we speak, we get new words, we learn from the mistakes of others.	1	,9	,9	98,2
Yes of course it helps me a lot to improve my communicative ability it develops my self-confidence and overcoming hesitation and shyness.	1	,9	,9	99,1
You practice what you have learned and the more you practice the more confident you get	1	,9	,9	100,0
Total	114	100,0	100,0	

It is evident from the findings that for the students, conversational interaction is the corner stone of learning through which they evaluate their capacities, and a component to learn from their teachers. Through conversational interaction, the teacher can know whether the

students can handle appropriate communications and exchanges. Indeed, the questionnaire qualitative and quantitative results arguably confirm the paramount role of EFL conversational interaction in engaging EFL learners in different communicative tasks and by extension promoting their EFL learning.

B.IV.1.1.6. Frequency of Interactive Opportunities in the EFL Classroom

Language learning in the EFL classroom is managed through the positive role of classroom conversational interaction taken place in the classroom. From the previous section, it has been confirmed that conversational interaction is a productive teaching strategy whereby learners foster and practice the target language. To assess how frequent are the interactive opportunities taking place inside and outside the EFL classroom, the displayed graphs below summarize the distribution of interactive junctures:
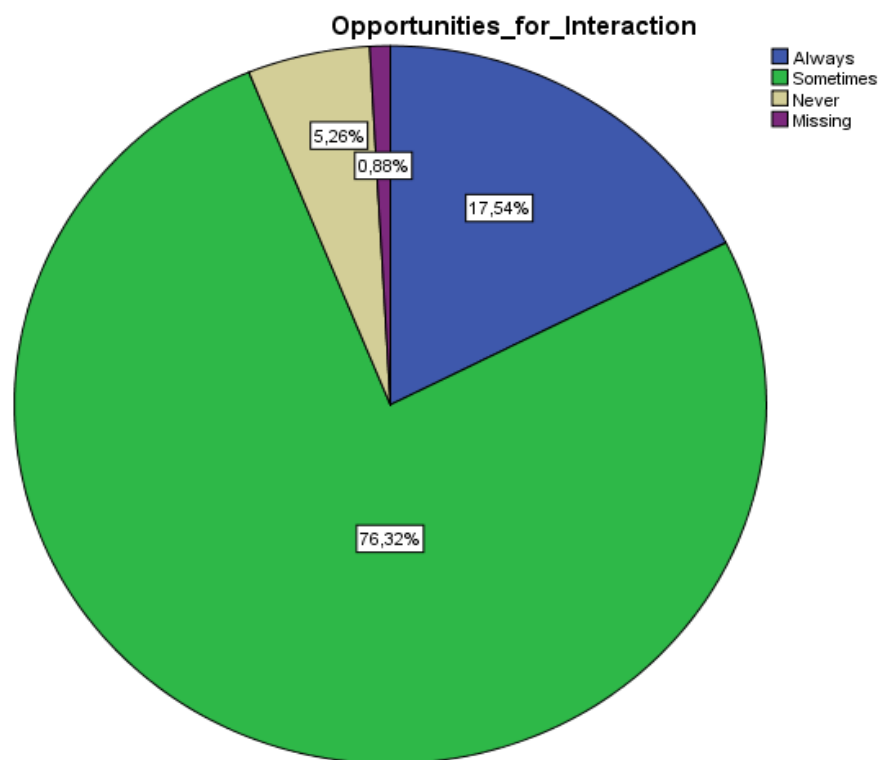
Figure 30 Interactive Opportunities
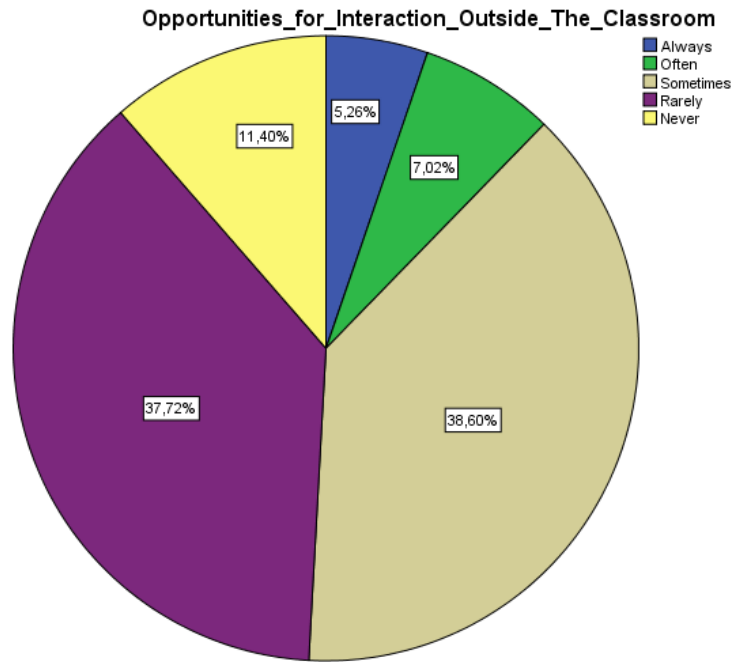
Figure 31 Interactive Opportunities outside the Classroom
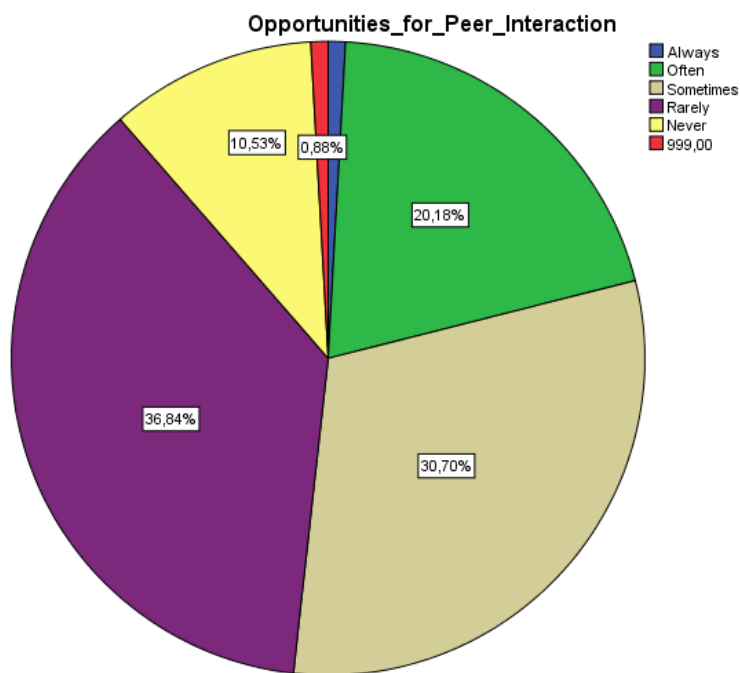
Figure 32 Opportunities for Peer Interaction

The graphs show that the highest rate of interactive opportunities in the EFL classroom range from 76.32% of sometimes attribution. Whereas circumstances for interaction

outside the EFL classroom are rare with a rate of 37.72% although a very close percentage of the learners (38.60%) claim that they had frequent (sometimes) interactive opportunities. However, with respect to peer interaction, 36.84% of the students contend that they rarely interact with their classmates while a very impending rate with 30.70% of the learners assert that they did sometimes interact with their peers. These results are an illustration of the fact that in the Algerian EFL context, classroom conversational interaction takes place considerably within instructional settings, and it is a slightly frequent feature of learners EFL practices outside the classroom. The questionnaire results determine that interaction has a focal role in our EFL settings despite of the less strong rates; it still plays a pivotal function either inside or outside classroom contexts. From the results, it could be assumed that the most valuable finding from these accounts is that classroom interaction does have a moderate place in the Algerian EFL context. It is a distinctive feature of EFL teaching and learning practices, and very crucial in the learning milieu (the classroom mainly).

Because the students answered that they did rarely interact with their peers outside the classroom, an attempt to understand the reasons for these scant interactive opportunities has been sought by an extended question to collect in depth data with this regard. The range of the responses is summarized in the following table:

Table 13 Reasons behind Interacting or Not-interacting outside the Classroom

Why ?					
	Responses	**N**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid		18	15,8	15,8	15,8
	All of my classmates do not use English outside the classroom.	1	,9	,9	16,7

All the students I know do not use the English language outside so with whom I speak.	1	,9	,9	17,5
All the time we use our mother tongue and the majority are ashamed to speak English outside and because the majority do not have the sense of more practice makes things more perfect.	1	,9	,9	18,4
Because each one wants to work alone and no communication between each other.	1	,9	,9	19,3
Because of our shy nature if someone hears us and starts to make comments.	1	,9	,9	20,2
Because of our society because if you talk to your friend in English, all the focus and the eyes will be fixed on you.	1	,9	,9	21,1
English is heavy for my tongue, and I am not good in communicating and I use my mother tongue frequently.	1	,9	,9	21,9
Everyone is busy doing something else	1	,9	,9	22,8
Fear and Confusion	1	,9	,9	23,7
Fear from the teacher.	1	,9	,9	24,6
First because the others speak always in Arabic and fear of making mistakes.	1	,9	,9	25,4
For having extra information and improve my ability of talking.	1	,9	,9	26,3

For many English outside the classroom appears to be such a contentious matter. Some distract their language; some put it to be like showing off and many others at all cannot spite out correct sentences in terms of structure and even pronunciation.	1	,9	,9	27,2
Frankly most of the English learners come across the idea of not being able to speak English properly and that lead to not believing in it or even think into it this creates a down.	1	,9	,9	28,1
Honestly, when I tend to use English outside the classroom, people usually think that I am showing off so I simply stand back.	1	,9	,9	28,9
I am from Batna and most of my classmates are from other regions se we don't have a good relation outside.	1	,9	,9	29,8
I am not a native speaker and so I have to create a setting similar to the native one. I can do that by speaking English with my friends for as long as I possibly can.	1	,9	,9	30,7
I am not talkative	1	,9	,9	31,6
I and my classmates are not comfortable in communicating with each other in English.	1	,9	,9	32,5

I asked my classmates many times, but they refused to use English outside so I gave up quickly.	1	,9	,9	33,3
I can't explain what I want exactly in English.	1	,9	,9	34,2
I can't find the person or my friend to interact with because after the sessions each one goes to his home.	1	,9	,9	35,1
I can't meet them after the end of the session I go to campus directly in addition to this I can't interact with anyone.	1	,9	,9	36,0
I can't speak English outside because I can't express myself well in English.	1	,9	,9	36,8
I come to University only when I have courses and leave it when the courses are over. I haven't much time to spend it with my classmates because of my occupation.	1	,9	,9	37,7
I did not find someone to communicate with.	1	,9	,9	38,6
I didn't find a classmate who speaks English outside the classroom.	1	,9	,9	39,5
I didn't find a classmate who wants to speak in English. They aren't interested.	1	,9	,9	40,4
I didn't have the courage to make mistakes and most of our classmates can't communicate correctly.	1	,9	,9	41,2
I don't have courage. I don't have a rich vocabulary and remain searching for words.	1	,9	,9	42,1

I don't have friends and I am not talkative	1	,9	,9	43,0
I don't know really.	1	,9	,9	43,9
I don't meet them all the day, but sometimes when I meet them, we try to speak English. Also, when we finish the course each one goes to his room.	1	,9	,9	44,7
I don't meet them always and when the course finishes everyone goes to his room. We don't stay to speak.	1	,9	,9	45,6
I fear making mistakes and I haven't friends in our department to communicate with and other friends are not learning English.	1	,9	,9	46,5
I feel more comfortable to speak with my friends, free to make mistakes and even they correct me and I don't know; the words flow to my mind so I speak well and I can express myself appropriately.	1	,9	,9	47,4
I feel relaxed with my friends and there are no limits between me and my friends.	1	,9	,9	48,2
I have no chance to talk English with someone who masters this language. I have no multimedia resources to talk to native speakers.	1	,9	,9	49,1
I have nothing to speak about it with them or because I didn't get a chance to speak with them outside the classroom.	1	,9	,9	50,0

I have some friends in Facebook and sometimes we chat in English. I think it is very helpful even if we make a lot of mistakes.	1	,9	,9	50,9
I haven't friends	1	,9	,9	51,8
I like exchanging information with my friends in English because really I like English for me it represents the mother language.	1	,9	,9	52,6
I like this way to learn English because some new words are learnt from my friends and because we can talk freely and no one can judge us, but other friends don't prefer to communicate in English; they may be shy or afraid to be laughed at	1	,9	,9	53,5
I prefer to speak with my classmates in my mother language, and we are somehow lazy.	1	,9	,9	54,4
I want to acquire the English language.	1	,9	,9	55,3
I wish I had the chance to speak with my classmates because the fear of speaking in class made me less confident even with my classmates unfortunately.	1	,9	,9	56,1

I'm sorry to say this, but outside the classroom people and even my classmates don't have a typical language since the Algerian Arabic is not a language, and if we use English and even French outside the classroom, it will be a bit odd.	1	,9	,9	57,0
In the first place I am not a talkative person. Second, I don't stay with my classmates a lot outside.	1	,9	,9	57,9
It is heavy for me to talk English outside beacuse I can't speak quickly.	1	,9	,9	58,8
It is not my native language and we are not in a native environment.	1	,9	,9	59,6
It is really a problem to speak outside the classroom and sometimes I forget to speak.	1	,9	,9	60,5
It is related to the lack of self-confidence, lack of knowledge, lack of motivation, the fear from making errors.	1	,9	,9	61,4
It's a matter of laziness. When we can't, we don't try.	1	,9	,9	62,3
Me myself I have difficulties when I speak especially the grammatical ones. I hope to improve my English, but I don't know how sometimes I thought to re-study English in a private to improve my grammar.	1	,9	,9	63,2
Most of my classmates are influenced by their mother tongue.	1	,9	,9	64,0

Most of my classmates don't know how to speak English and and can't speak the English language.	1	,9	,9	64,9
Most of my friends communicate in English.	1	,9	,9	65,8
Most of the students prefer the French language.	1	,9	,9	66,7
Most of the students when someone talks in English and he makes mistakes they will laugh at him and they don't try to correct his mistakes.	1	,9	,9	67,5
Most of the time we talk about the courses or we try to explain something that was clear in the explanation of the teacher and most of the time during the period of the exams.	1	,9	,9	68,4
Most of them are shy to make mistakes and be corrected by their classmates and some feel inferior towards some elements considered to be "the stars" of the group.	1	,9	,9	69,3
Most of them prefer to speak the mother language to understand each other better with no difficulties.	1	,9	,9	70,2
My friends do not have the desire to speak. Most of the time they want to take notes they don't care about learning English. I try to develop my skills, but not with my friends or in the University.	1	,9	,9	71,1
My mother language was the best for me.	1	,9	,9	71,9

No interest from the other students. Just listening through the internet, the social media, friends outside, but always find difficulties.	1	,9	,9	72,8
Not a lot of people speak English outside. I just speak with those who speak English.	1	,9	,9	73,7
Not all of my classmates can interact and use English.	1	,9	,9	74,6
Only when I do not understand the lesson or what the teacher says.	1	,9	,9	75,4
Outside I meet with two or three of my classmates, but in class we are numerous if we interact orally it would be a mess.	1	,9	,9	76,3
Outside the classroom I get disinterested to this language, and because we are living in campus, we find many problems, but only when I am in my home town, I remember that I want to be a good English speaker.	1	,9	,9	77,2
Outside the classroom we always forget about the English language and we use our mother language the "Chawi language".	1	,9	,9	78,1
Some of my classmates do not speak inside the classroom, and try to speak English outside.	1	,9	,9	78,9

Some of my friends cannot understand some words, also because of some difficulties like the lack of vocabulary. But, this doesn't mean that we aren't trying to improve our British accent.	1	,9	,9	79,8
Some students are not honest and confident.	1	,9	,9	80,7
Sometimes I do interact with my classmates, but I interact with them outside the classroom especially through internet and social networks and it was helpful to me. I have learned so many new things, but interacting in the classroom is somehow difficult especially when the teacher seems careless.	1	,9	,9	81,6
The lack of motivation.	1	,9	,9	82,5
The majority outside the classroom do not speak English.	1	,9	,9	83,3
There are not serious projects outside the university.	1	,9	,9	84,2
There are some classmates when we speak to them in English, they answer in Arabic.	1	,9	,9	85,1
They feel scared to talk or make mistakes when speaking.	1	,9	,9	86,0
To avoid mistakes.	1	,9	,9	86,8
To improve my language.	1	,9	,9	87,7
To know more about the previous lesson to bring other or old handouts and more information.	1	,9	,9	88,6

We are used to speak Arabic or French.	1	,9	,9	89,5
We are used to talk in our native language.	1	,9	,9	90,4
We don't have time to meet. Everyone has other responsibilities	1	,9	,9	91,2
We don't meet often and our talks are often out of the studies.	1	,9	,9	92,1
We try to interact outside, but we could not.	1	,9	,9	93,0
We try to speak some words with our friends and each one of us corrects the mistakes of the other ones.	1	,9	,9	93,9
We try, but unfortunately we don't know how we find ourselves speaking in our mother language.	1	,9	,9	94,7
We use our mother language more than English.	1	,9	,9	95,6
When I am speaking something in myself makes me afraid of making mistakes.	1	,9	,9	96,5
When I am with my classmates I do not fear and I am not shy.	1	,9	,9	97,4
When I find someone to speak English with or to chat with somebody in another country.	1	,9	,9	98,2
When I finish my courses I go home and I don't stay in the University for a long time.	1	,9	,9	99,1
When we interact it is usually in Arabic so it is not useful.	1	,9	,9	100,0

Total	114	100,0	100,0	

Among the reasons stated by the students for either engaging in interactive practices or non-interactive processes are: First, the students do not interact outside the classroom because their classmates do not feel comfortable while using the target language outside the classroom, and if they want to speak they do not find people with whom to practice. Some students asserted that they feel ashamed to speak English outside the classroom because they are shy in nature, and they do not accept if somebody would make any comment, and, also, because it would be considered as a contentious sign of showing off. Other students alluded to the fact that most EFL students prefer using their mother language outside the classroom because they are afraid of making mistakes which does not give them more chances to interact with the target language. However, as opposed to those who do not interact, engaging students found that interacting outside the classroom would help them to have extra information and improve their speaking abilities. Interacting outside the classroom via English for some would mean creating similar circumstances as authentic native real-life situations, and this is encouraging because among peers learners feel more relaxed, and they can make mistakes without fear of blame, judgment or conditioning. More importantly, interacting for EFL learners is a valuable way of acquiring the target language. The questionnaire results with respect to the question of interactive opportunities inside and outside the classroom confirm that students do engage in interaction because for them it is the only way through to develop their communicative skills and by extension to develop their EFL learning; however, some psychological and contextual factors may hider others from getting involved in interactive practices despite of their will to acquire to target language.

The above results are supported by the forthcoming findings assessing whether the students' interaction is self-motivated or teacher-pinpointed. The results are displaying as follows:
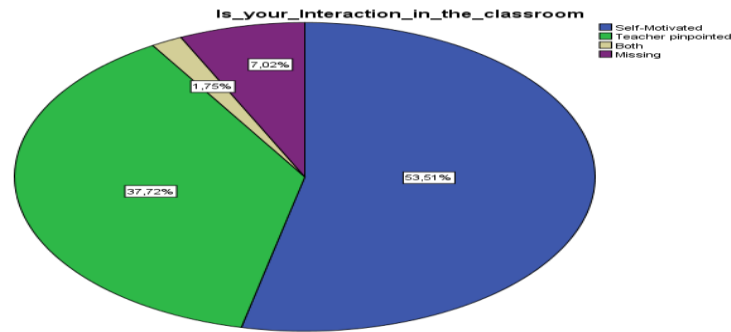
Figure 33 The Drive to Interact

The graph shows that 53.51% of the students are self-motivated to interact while 37.72% are pushed by their teachers, and a proportion of 1.75% of the students is driven by both self-motivation and the teacher's assignment. The proportion of 7.02% represents the missing value (the non-answered). It is evident from the results that EFL students in Batna University are considerably aware that their ability to communicate and use the target language is improved through interaction. For this reason, they feel prompted to take the initiative to participate in the classroom. This explains their self-motivation in engaging in the many interactive routines. The findings, also, indicate that even their teachers are aware of their students' needs to engage in the different communicative and interactive tasks. This shows that significantly the opportunities to interact and engage in the different communicative routines are fostered by both teachers and the students themselves. The questionnaire results showcase how students perceive the importance of interactive opportunities in shaping their language development. The findings illustrate that EFL conversational interaction is favored by both the students and teachers in our EFL context, and is enhanced by various means.

B.IV.1.1.7. Assessing the Type of Skills Mastered
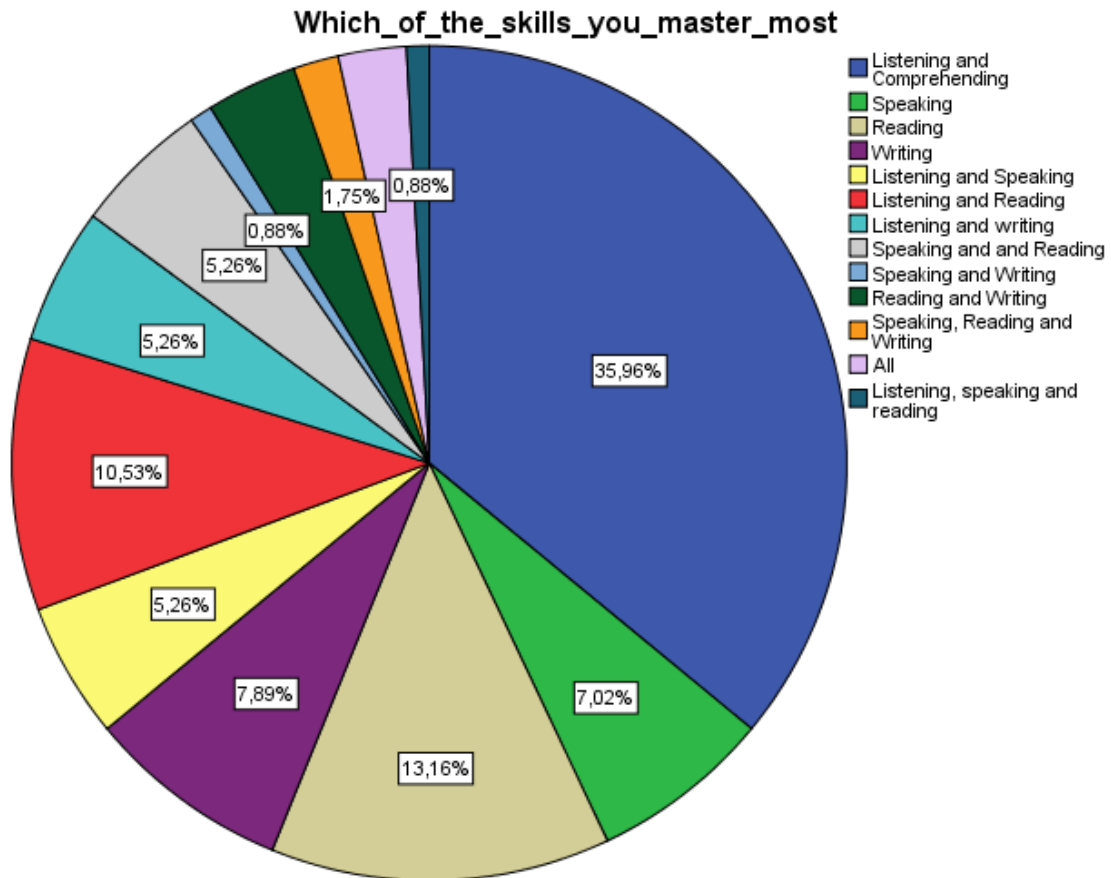
Figure 34 Skills Mastered

The main purpose of this section is to shed light on some facts with respect to the different skills mastered from the students' perspective and to provide an insightful account about the essential skills thought to be mastered by EFL students. The findings denote that our EFL learners are mostly experienced in listening and comprehension with a rate of 35.96%. The questionnaire results indicate that the mastery of the reading skill comes in the second rank with a totality of 13.16%, writing comes third with 7.89%, and speaking represents the least ratio with 7.02%. These results confirm that for EFL students, speaking is the most difficult language skill to master. Put together, EFL students perceive their mastery of listening and reading with a rate of 10.53%, listening and writing/ listening and speaking equally with a percentage of 5.26%,

reading and writing with a totality of 3.5%, speaking and reading with an amount of 5.3%, speaking/reading/writing with a range of 1.75%, listening/reading/writing with a proportion of 0.88% equally with speaking and writing, and speaking/reading/writing with a frequency of 0.99%. The number of students who claim to master all the four skills is represented with a range of 2.6%.

These significant results allude to the fact that EFL students feel more comfortable with listening, reading and writing while speaking represents a difficult skill to master. At this stage, it could be probably assumed that EFL learners had more practical opportunities with writing, listening and reading, but less practices with speaking. This, in fact, advocates the results obtained from the previous answers where it is stated that learners had little opportunities for interaction, communication, exposure and participation. This, indeed, explains the low level of mastering the target language's communicative competence.

B.IV.1.1.8. Error Treatment in the EFL Classroom and Its Impact on EFL Oral Performance
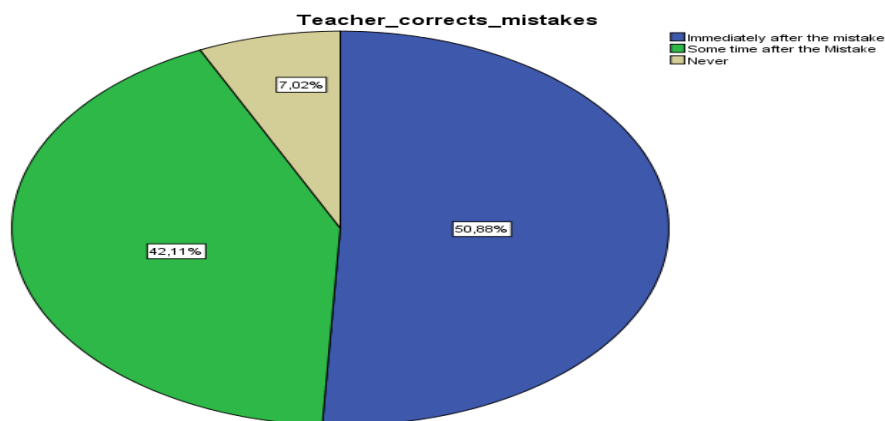
Figure 35 Error Treatment
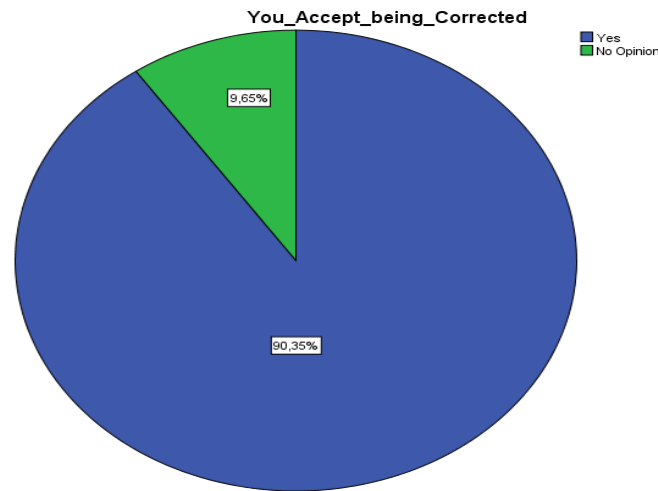
Figure 36 Perceptions towards Error Correction

Error treatment in the EFL classroom has been considered to be an issue of interest for EFL teachers, practitioners, and even learners. Throughout the current section, there is an attempt to highlight the importance of error correction in improving learners' communicative competence, and to show whether the type of error treatment applied is beneficial or damaging to learners' fluency and motivation.

The results indicate that the most adopted error correction strategy in our EFL contexts is the immediate feedback with a range of 50.88% whereas delayed feedback represents a proportion of 42.11%. Still, 7.02% of the students claim having never been corrected. These findings are correlated with the next graph's results stating the students' perceptions towards the idea of error correction. The graph shows that the majority of the learners accept being corrected with a ratio of 90.35% as opposed to 9.65% who have no opinion.

From the findings, it could be assumed that teachers in the EFL context at Batna University do care much about error correction. EFL teachers in this context seem to apply what could be ostensibly termed as "error-free utterances" (Hendrickson, 1978) procedure where the focus is on accuracy rather than fluency. In fact, the validity of the

"error-free utterances" technique could not be questioned in this context as it requires further investigation; instead, the assumption embraced in this study is that in lieu of encouraging students to produce flawless speech, it is rather preferable to encourage them to communicate in English about things that matter for them. In reverence with this, Chastain (1971) argued that "more important than error-free speech is the creation of an atmosphere in which the students want to talk" (p.249). This view has been advocated by the fact that when learners are naturally encouraged to make mistakes their self-confidence about the target language use is enhanced. Here, the idea of feedback has to be the one that supports and endorses communication as well as provide positive conditions for learning the target language. The claims asserted beforehand within this respect confirm the assumption that learners do face obstacles in speaking and communicating because they are afraid of making mistakes. Those students prefer to have a flawless talk, but immediate error treatment would cause a hindrance to communicate naturally in the EFL context, and they would not feel prompted to communicate for fear of mistakes.

B.IV.1.1.9. Sources of Inhibition in the EFL Classroom
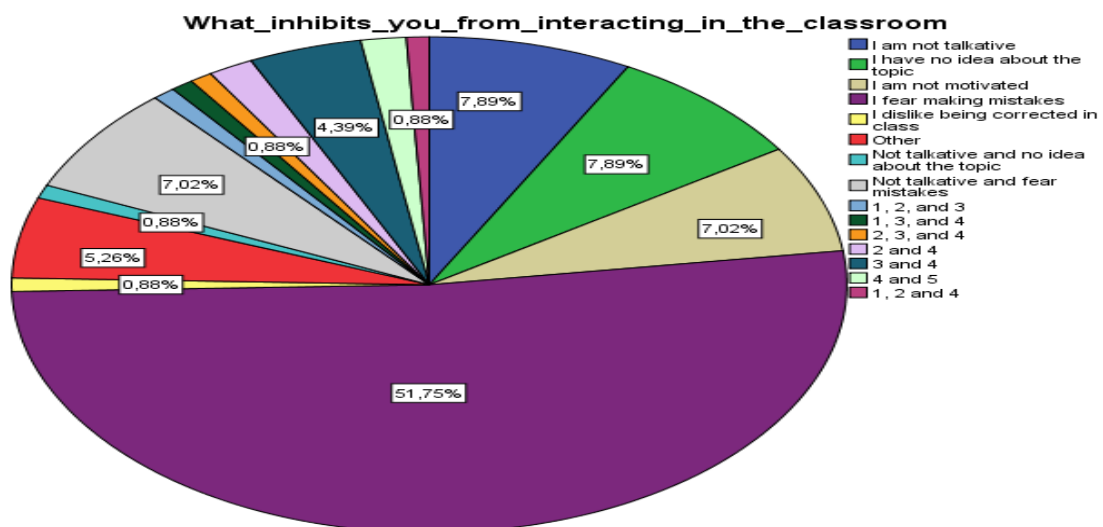
Figure 37 Sources of Inhibition

Table 14 Sources of Inhibition in the EFL Classroom

What_inhibits_you_from_interacting_in_the_classroom?

	Responses	N	Percentage	Valid Percentage	Cumulative Percentage
Valid	I am not talkative	9	7,9	7,9	7,9
	I have no idea about the topic	9	7,9	7,9	15,8
	I am not motivated	8	7,0	7,0	22,8
	I fear making mistakes	59	51,8	51,8	74,6
	I dislike being corrected in class	1	,9	,9	75,4
	Other	6	5,3	5,3	80,7
	Not talkative and no idea about the topic	1	,9	,9	81,6
	Not talkative and fear of mistakes	8	7,0	7,0	88,6
	1, 2, and 3	1	,9	,9	89,5
	1, 3, and 4	1	,9	,9	90,4
	2, 3, and 4	1	,9	,9	91,2
	2 and 4	2	1,8	1,8	93,0
	3 and 4	5	4,4	4,4	97,4
	4 and 5	2	1,8	1,8	99,1
	1, 2 and 4	1	,9	,9	100,0
	Total	114	100,0	100,0	

Factors inhibiting EFL learners from communicating and interacting in the EFL classroom according the questionnaire results are mainly: the fear from making mistakes with a rate of 51.75%; not having an idea about the topic and not being talkative in nature with an equal percentage of 7.89%; the lack of motivation with a range of 7.02%. Exploring these factors in depth leads us to assume that EFL learners

are inhibited because they are agonized over committing errors. They are dreadful of feedback or losing face, or just short of the consideration that their discourse pulls in, or even more, they are not talkative in nature, and they are not motivated to speak. In fact, students do not see the crucial peculiarity of speaking the language. They do not feel propelled to communicate or to interact. Within this respect, Littlewood (1984) contended that "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers" (p.53). Thus, the improvement of communicative competence can just occur if learners have the motivation and chance to express their personal identities and relate with the general population around them (Littlewood, 1981). However, the current findings confirm that EFL learners do encounter difficulties in mastering the target language due to their affective factors, and they, also, complain about the lack of driving motives or even they have no idea about the topic. Other sources of inhibition are summarized in the following graph:
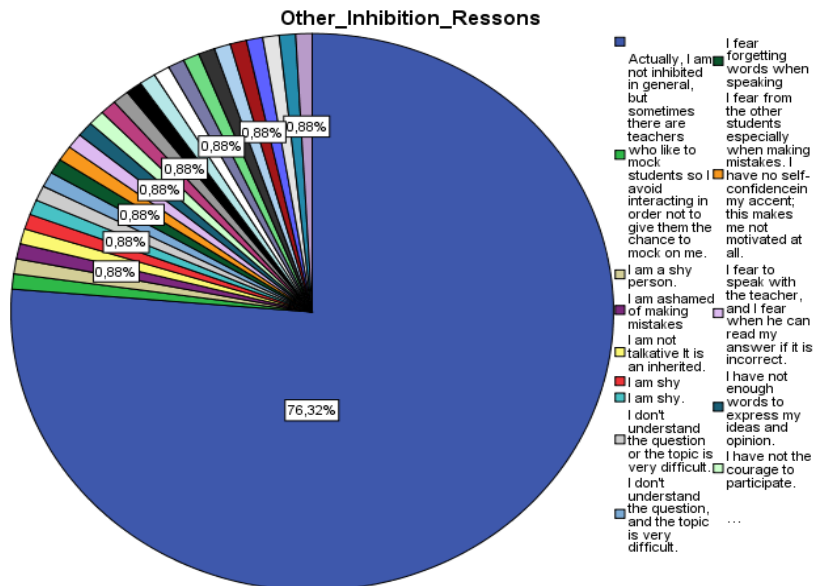
Figure 38 Other Sources of Inhibition

The results indicate that 76.32% of the students are inhibited because of the negative attitudes and discouraging behaviors of some teachers, so they avoid interacting and communicating for not giving them a chance to vanquish them. Others contended that they fear their teachers and they do not have the courage to participate with a rate of 0.88% while 0.88% of the EFL students equally share the view that they have not enough words to express themselves, they fear their teachers because their answers might be incorrect, they have no self-confidence, they fear being ashamed in front of their peers, the topic is difficult for them, or even, they do not understand anything about the topic.   From, here, it could be assumed that learners are inhibited because of:

- ✓ Students' personal affective factors
- ✓ Teachers' negative attitudes
- ✓ Unsupportive classroom environment
- ✓ Social and contextual considerations

Thus, the findings support the assumption that for enhancing communicative skills in the EFL classroom, it is prerequisite to strive for a positive pleasant atmosphere where every student can feel engaged, relaxed, and motivated to communicate and interact orally.

B.IV.1.1.10. Attitudes towards EFL Oral Expression: Opportunities and Challenges

Considering the importance of EFL conversational interaction in developing EFL learning, this study endeavors to find out the appropriate teaching procedures, instructional materials that provide learners with positive opportunities that help learners to master the target language. The tendency in this section is to shed light on some of the students' perceptions with regard to the way the oral expression has been taught in the English Department at Batna University and to withdraw pedagogical

implication that might fit learners' needs and interests. The current part of the analysis summarizes the results obtained from a Likert scale questions (18 Items). Students' views and attitudes are gathered in the following graph to enlighten and inform both practitioners and researchers about some crucial aspects about the teaching of oral production skills.
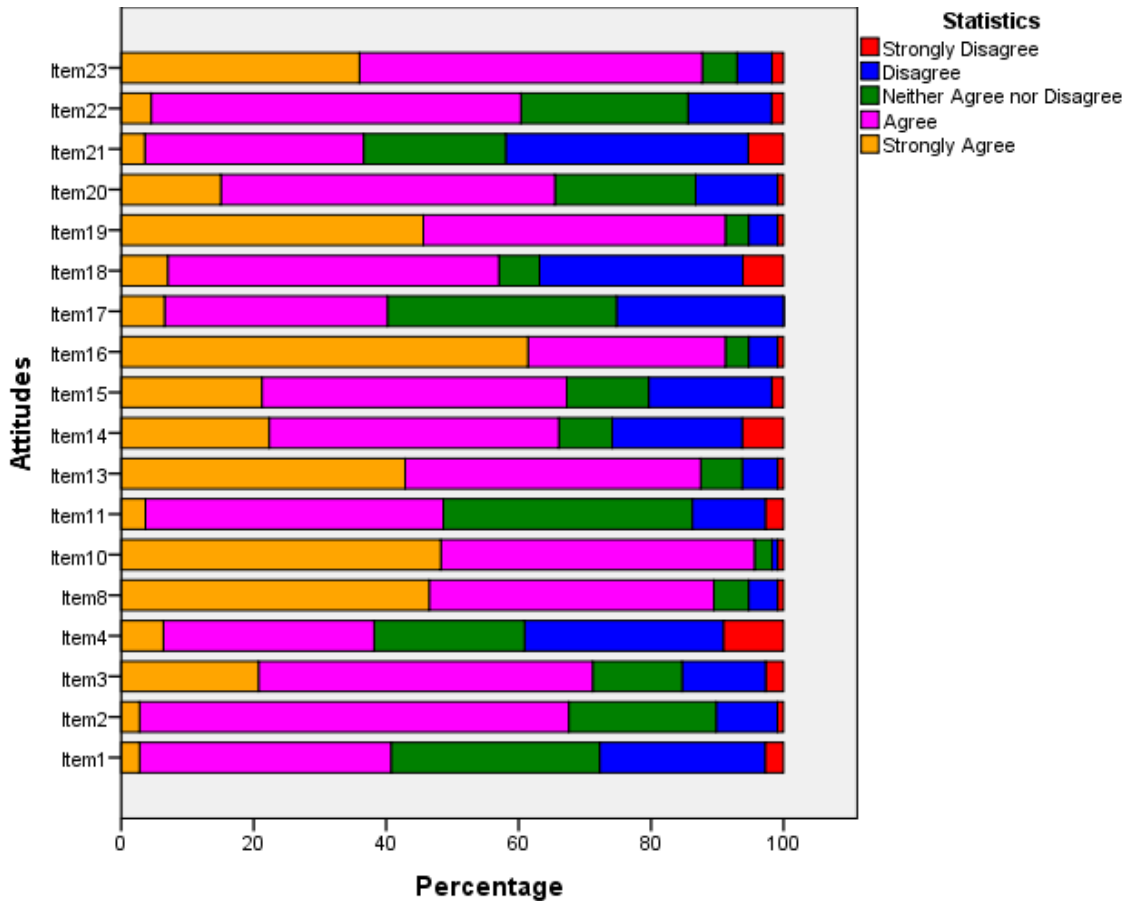
Figure 39 Students' Perceptions: Teaching/Learning Opportunities

This graph is supported by a detailed table showing the frequencies for each variable.

Table 15 Students' Perceptions: Teaching/Learning Opportunities

Attitudes	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Item1	2,8%	25,0%	31,5%	38,0%	2,8%
Item2	0,9%	9,3%	22,2%	64,8%	2,8%

Item3	2,7%	12,6%	13,5%	50,5%	20,7%
Item4	9,1%	30,0%	22,7%	31,8%	6,4%
Item8	0,9%	4,4%	5,3%	43,0%	46,5%
Item10	0,9%	0,9%	2,6%	47,4%	48,2%
Item11	2,8%	11,0%	37,6%	45,0%	3,7%
Item13	0,9%	5,4%	6,2%	44,6%	42,9%
Item14	6,2%	19,6%	8,0%	43,8%	22,3%
Item15	1,8%	18,6%	12,4%	46,0%	21,2%
Item16	0,9%	4,4%	3,5%	29,8%	61,4%
Item17	0,0%	25,2%	34,6%	33,6%	6,5%
Item18	6,1%	30,7%	6,1%	50,0%	7,0%
Item19	0,9%	4,4%	3,5%	45,6%	45,6%
Item20	0,9%	12,4%	21,2%	50,4%	15,0%
Item21	5,4%	36,6%	21,4%	33,0%	3,6%
Item22	1,8%	12,6%	25,2%	55,9%	4,5%
Item23	1,8%	5,3%	5,3%	51,8%	36,0%

The questionnaire results indicate that 38% of the students agreed that textbook dialogues are how native speaker English speakers talk as opposed to 25% who disagreed. With respect to Item2 (Appendix C), 64.8% agreed that students are unaware of spoken grammatical features compared to 22.2% who were neutral in their opinion. For Item3 (Appendix C), 50.5% of the EFL learners agreed that teachers should focus more on the direct teaching of conversation, and 20.7% did strongly agree upon the premise while 12.6% of the students did disagree upon the idea. In addition, 31.8% of the students agreed that studying via course books is the best way to learn English conversation in an EFL context whereas 30% did disagree. Besides, 46.5% of the students did strongly agree that the conversation class should be mainly devoted to students' talk more than the teacher's talk. 48.2% of the students strongly agree that students should have frequent conversations with their teachers, and 45% agree that

conversation should be taught deductively as opposed to 37.6% who were neutral in their opinion. According to 44.6% and 42.9% of the learners peer interaction should be encouraged in the classroom through allowing frequent conversations among students. With respect to Item14 (Appendix C), 43.8% of the students agree that the university oral expression course prepares EFL learners for communicating well with native speakers. 46% of the students agree that knowing about western culture is a requirement for learning English conversation as opposed to 18.6% who disagree. Furthermore, 61.4% strongly agree that spending some time in Britain will help in promoting their oral English. However, 34.6% of the students are very neutral about the fact that students cannot learn authentic conversation in the classroom as compared to 33.6% who agree upon the premise. The striking results with respect to question 18 (Appendix C) are that 50% of the students agree that conversation in class does not always lead to improvement in the communicative ability as opposed to 30.7% who disagree. Moreover, 45.6% strongly agree that the time allotted for the oral expression course is not sufficient to enable learners to become fluent English speakers, and 50.4% agree that the approaches used for the teaching of English conversation do not fit the learners' needs while 12.4% disagree. With regard to question 21 (Appendix C) of the questionnaire, 36.6% disagree that learning conversation is an ambiguous task while 33% agree that it is. Additionally, 55.9% agree that conversation tests should be internationally standardized while 12.6% disagree. In the end, 51.8% of the students agree that reading develops speaking, and 36% strongly agree upon the premise.

These significant results lead us to assume that EFL learners consider exposure to authentic books as a source of native English talk whereby they can develop their communicative skills through reading, but still they consider that traveling to an English native environment would help much in developing their speaking abilities. The

students affirmed that they are unaware of the different communicative functions of English, and they disapproved the various teaching procedures implement in the teaching of oral productive skills. For them, the time devoted for the teaching of oral skills is scant where about teachers should give more opportunities for learners to interact and engage in the communicative and interactive acts by encouraging teacher-learner interaction and peer interaction, and they should focus more on the direct teaching of conversation. Despite all this, EFL learners at Batna University confirmed that the oral expression session did prepare them to communicate well with native speakers. From here, one can claim that despite the lack of the appropriate learning and teaching conditions learners assume to be able to communicate with native speakers.

B.IV.1.1.11. ICT Tools in the EFL Classroom: Attitudes and Facts
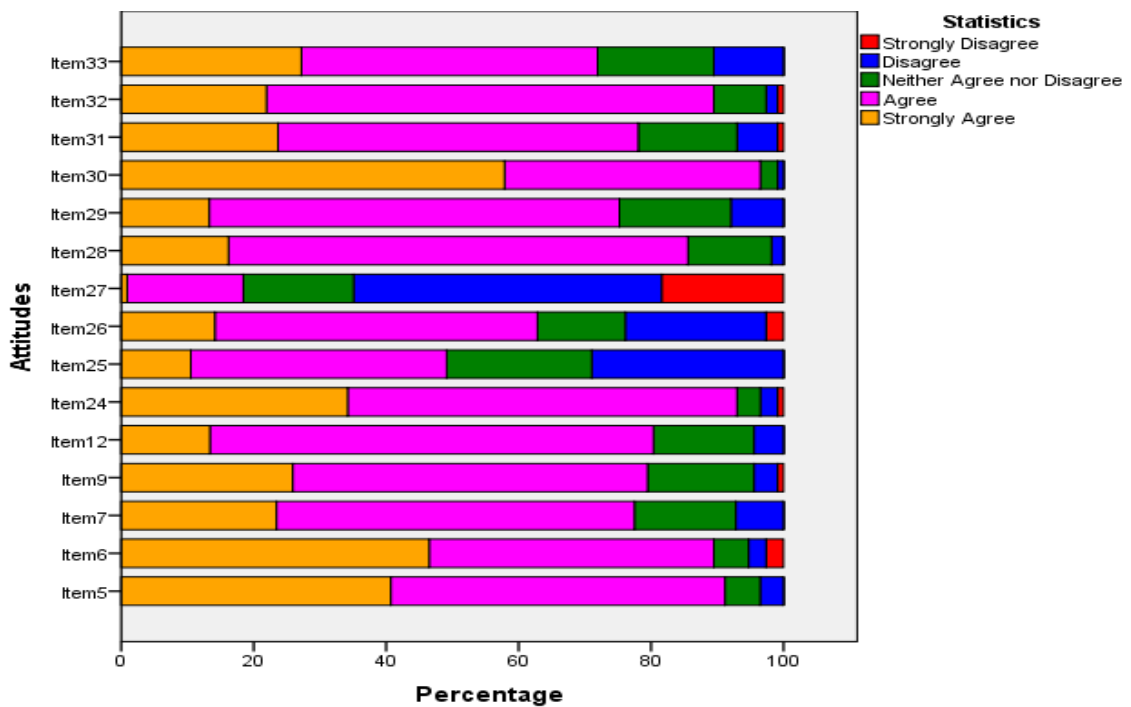
Figure 40 Attitudes towards ICT Tools

Table 16 Students' Perceptions towards ICT

Items	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Item5	0,0%	3,5%	5,3%	50,4%	40,7%
Item6	2,6%	2,6%	5,3%	43,0%	46,5%
Item7	0,0%	7,2%	15,3%	54,1%	23,4%
Item9	0,9%	3,6%	16,1%	53,6%	25,9%
Item12	0,0%	4,5%	15,2%	67,0%	13,4%
Item24	0,9%	2,6%	3,5%	58,8%	34,2%
Item25	0,0%	28,9%	21,9%	38,6%	10,5%
Item26	2,7%	21,2%	13,3%	48,7%	14,2%
Item27	18,4%	46,5%	16,7%	17,5%	0,9%
Item28	0,0%	1,8%	12,6%	69,4%	16,2%
Item29	0,0%	8,0%	16,8%	61,9%	13,3%
Item30	0,0%	0,9%	2,6%	38,6%	57,9%
Item31	0,9%	6,1%	14,9%	54,4%	23,7%
Item32	0,9%	1,8%	7,9%	67,5%	21,9%
Item33	0,0%	10,5%	17,5%	44,7%	27,2%

The question of ICT tools' integration in our EFL contexts is paramount. This section of the analysis attempts to highlight some of the significant attitudes and perceptions of the EFL learners towards the viability of ICT means for the development of EFL communication skills and learning in general. The findings of the current study showcase that 50.4% of the students agree that using multimedia resources fosters their speaking ability and 40.7% strongly agree upon the premise as opposed to 3.5% who disagree that they do. Within the same respect, 46.5% strongly agree that the use of videos and authentic materials develop their speaking proficiency, and 43% agree that ICT means contribute in fostering their proficiency level. In addition, 54.1% of the students agree that they learn better through exposure to native speakers via innovative means, and 23.4% strongly agree that they are effective tools while 15.3% hold a neutral view. Besides, 53.6% agree that teachers should use innovative means in the

teaching of conversation skills, and 25.9% did strongly agree upon the idea whereas 16.1% have a neutral perception in reverence with the latter. On the same wavelength, 67% agree that authentic materials that provide genuine English conversations are a priority for learners, and 13.4% do strongly agree with this regard while 15.2% hold a neutral opinion. Moreover, 58.8% of the students agree that ICT tools in the EFL classroom are a source of motivation and propel them to learn. With respect to the use of ICT in every lesson the students were somehow divided: 38.6% agree that ICT should be implemented in every lesson; however, 28.9% disagree and 21.9% neither agree nor disagree. But, 10.5% more do strongly agree that ICT should be present in every lesson. Concerning Item 26 of the questionnaire (Appendix C), 48.7% agree that they learn better while exposed to ICT means and 14.2% strongly agree as opposed to 21.2% who disagree. Being asked whether ICT can be boring and unnecessary, 46.5% of the students disagree while 17.5% agree. However, 16.7% of the students neither agree nor disagree upon the idea. The question of motivating EFL learners through the use of multiple ICT devices has been answered with a rate of 69.4% agree, 16.2% strongly agree, 12.6% neutral and only 1.8% disagree. From here, the results of the forthcoming item (Item 29, Appendix C) are very significant with a range of 61.9% of the proportion who agree, 16.8% who disagree, 13.3% who strongly agree, and only 8% who disagree. Furthermore, Item 30 (Appendix C) of the questionnaire has been positively perceived by the students where 57.9% strongly agree and 38.6% agree that films, videos and different E-learning means help them to foster their English skills. Also, the students have been asked if they had a chance of teleconferencing with other universities, would it be challenging for them, and they have answered as follows: 54.4% agree, 23.7% strongly agree, 14.9% neutral, 6.1% disagree, and 0.9% of the students strongly disagree. In relation to whether computer-based tasks make the

sessions more enjoyable, 67.5% of the students replied (agree), 21.9% (Strongly disagree), 7.9% (neither agree nor agree), 1.8% (disagree), and 0.9% (strongly disagree). These results endorse the forthcoming findings whereby 44.7% of the students agree that computer-assisted lessons are more enjoyable and effective than traditional lessons, 27.2% agree upon the premise; and17.5% got a neutral attitude. Despite these positive results, 10.5% of the students disagree that ICT tools are more enjoyable and effective than traditional courses.

The current study's findings provide positive accounts and attitudes about the integration of ICT means in the EFL classroom. The results confirm that ICT tools in the EFL classroom increase learners' motivation. They contribute in providing authentic contexts where about learners can foster their speaking proficiency. And, ICT devices are very important for the development of EFL learning and especially the speaking skills. For these reasons, the use of ICT tools in our EFL contexts should be considered seriously whereby teachers should integrate innovative means in their teachings to make their sessions more enjoyable and propelling although the introduction of some blended learning mediums could be challenging for EFL students. The current questionnaire findings evidence that ICT can significantly support, promote and enhance EFL learning in positive ways.

B.IV.1.2. The Analysis of Students' Interviews

In this section, students' interviews qualitative results are displayed with respect to the viability of EFL conversational interaction enhanced by ICT means in developing EFL learning. The aim of this part of the analysis is to determine the realization of students towards the different teaching procedures implemented in the EFL context and, mainly, to assess the feasibility of the CPP model in endorsing communicative language skills. Students' interview perceptions are categorized in the following basic themes:

1. Obstacles hindering EFL Proficiency Achievement

2. Causes Leading to the Current Level in English

3. Expectations in the CPP Program Classroom

4. The Viability of ICT in Promoting Communicative Abilities

5. Frequency of Target Language Usage

6. The Viability of Conversational Interaction

7. The Significance of Conversational Interaction and Related Concepts

8. The Viability of the CPP Program

9. Characteristics of the Ideal Teacher

10. Features of the Ideal Teaching Environment

11. Future Expectations for Promoting EFL Proficiency

Figure 41 Students' Interviews Themes

B.IV.1.2.1. Obstacles Hindering EFL Proficiency Achievement

The qualitative analysis of the focus group interviews revealed that EFL learners face a real hurdle in communicating with English because based on their personal experiences and assertions, they have not too many opportunities to practice the target language; they did not work hard enough and this is much more related to learners' learning styles and even the different teaching procedures implemented. The students in their answers mentioned the idea of teaching techniques, assessment and peer evaluation whereby this latter has a direct effect on driving their motivation to learn. Besides, the teaching of English in Algeria is exam oriented. And teachers give much more attention to high achievers rather than low achievers.

> *S6: A problem is uhhh about uhhhh EVALUATION (raised intonation) the uhhhh the problem*
>
> *S12: In addition uhhh we just study to pass the exam and this does not help us to improve our level especially the teachers of oral expression uhhh are generally with good students who have a good pronunciation and fluent in speaking.*

EFL students claim that written exams are traditional ways of dealing with learners' oral production skills. Students, also, asserted that when communicating they focus more on what to say, not on how to say it. In other words, they give prominence to correctness and grammatical accuracy rather than appropriateness.

> *S5: uhhh the problem is not uhh about what to say uhhh , but how to say uhhh when I speak , I focus on uhhh what to say, not how to say. This is the most problem*

Among other assertions with respect to the obstacles encountered are the lack of exposure to authentic materials and innovative means, and the lack of importance granted to the oral expression course. The students affirmed that students are now getting bored with traditional techniques.

> *S9: I think that uh some teachers during the lessons of first years did not give us more time to express ourselves to share our knowledge.*
>
> *S8: students are now getting bored very easily by ancient uhhhh the traditional methods of teaching.*
>
> *S8: in this department it is not considered as an important module*

Other students contended that they find native talk more challenging. And, they often do have a second major to study.

> *S13: and maybe we have not enough time to express ourselves and second of all we uhh I for me I missed the chance to practice my English in the first year because I had a second field*
>
> *S13: a second major so during the whole year I did not attend any oral expression session, but I had the chance to attend with other teachers in the oral expression with other levels*

Other students' claims could be summarized in:

- ✓ The lack of vocabulary
- ✓ Fear of making mistakes
- ✓ The lack of practice
- ✓ The impact of anxiety
- ✓ The tasks are challenging
- ✓ Translating from Arabic into English
- ✓ The problem of a generation gap
- ✓ The focus on grammatical accuracy rather than communicative appropriateness
- ✓ Not being knowledgeable about communications maxims
- ✓ The oral session is teacher-oriented
- ✓ The lack of background knowledge
- ✓ The large classroom size

The first accounts of the interviews' analysis with respect to the difficulties confounding EFL proficiency achievement lead us to assume that EFL learners in the English department face real impediments that contribute negatively in affecting their communicative ability.

B.IV.1.2.2. Causes Leading to the Current Level in English

The in depth analysis of the students' interviews indicates that the causes leading to the learners' current level in English are:

✓ The lack of practice

> *S3: No! Not at all. because I don't practice it at all.*

✓ Studying another field

> *S9: No, no , of course I am not satisfied with my language because I didn't have time to master it in my second branch.*

✓ The lack of motivation

> *Wonderful: I think for me the major cause is about how to be familiar with the language itself, and it is part of my motivation, not what they do, but what they have.*
> *Frank: I am one from those who like uhh who like me need motivation who have pushed me now I found when I have entered at the University I found myself alone. So, I have the lack of motivation. I have no motivation. I think the real cause is that because there isn't enough practice in oral expression.*

✓ Shyness

> *Funniest: My level isn't uhh I didn't accept my level in English. I suffer from shyness. I need more motivation. I didn't concentrate well.*

✓ Teachers' motivation

> *Wiseman: Uhhh I think the causes that pushed me to have the current level in English*

> *is my studies and the teachers. I think teachers that pushed me to learn uhhh and involved me in class.*
> *Sweetest: Well, first of all, I think my teachers who helped me learning from them so much as my level because I've never stopped learning from them. They never stopped uhh helping me correcting me and guiding me. Also, a second thing uhh secondly, uhhh I always try to uhh to uhh to uhhh to practice my English at home with my friends and uhhh*
> *Lovely: Well, this is due to my teacher of the secondary school. I used to have excellent teachers, an excellent teacher who pushed me among my students his students and encouraged me a lot. I think it was the best module during my studies, and also this continued uhh this continued till now.*

✓ The lack of personal efforts

> *Calm: [inaudible] because I blame myself. I think teachers helped me a lot, but I think it is more a personal effort every person uhhh my own personal efforts.*

The interview results show that EFL learners reached the current level in English because either they did not have a good deal of practicing activities, they did not work hard enough, they cannot concentrate on the study of English because they study a second major, they are shy, they have not worked hard enough, they are not motivated, or because of the positive attitudes and good teaching strategies of their teachers who helped them overcome their difficulties or even inspired them to learn. From, here, it could be assumed that attitudes, motivation and practice are the core causes for the students' current level in English.

B.IV.1.2.3. Expectations in the CPP Program Classroom

The CPP program promises a lot to EFL students and endeavors to meet learners' expectations through providing the required environment in order to help them overcome their communicative obstacles and promote their communicative skills. The scrutiny of the interviews answers revealed that EFL learners are expecting much from the CPP program. The students' views are summarized in the following excerpt:

> *Wiseman: Uhhh I think it helps me to become a good speaker. It helps me i think to speak in front of others. Not to be shy.*
> *Wonderful: Of course, in this classroom, I want uhh my goal was to uhh to perfect my language and also to ameliorate my level among my classmates.*
> *Sweetest: Well, I believe that I can learn from anyone anything and that pushed me towards this course. I'd like also to to uhh get rid of my uhh shyness in speaking and also I'd like to practice from you.*
> *Ambitious: I think it is a good occasion to express ourselves to uhh improve our self-confidence. So, we are trained to communicate without any problems. It helps me to make mistakes, we are sure we are not judged by others because we are in a because we are in a familiar environment.*
> *Calm: I expect to improve my English speaking and to interact more with my friends.*
> *Lovely: Ah! I really enjoy getting more words from my friends and the teacher and uhh catch interest in new expressions new expressions new expressions. I do my best to grasp more expressions that I can.*
> *Gentle: I am sure that it may give me help me in uhh it will give me the phonetic and the vocabulary lessons and get new information.*
> *Frank: I hope to fulfill the dream the dream to can uhh to be able to be fluent speaker.*
> *Gentleman: This class I like it so much and I know that I uhh in this classroom my English uhh will improve my English will be better especially with a teacher like you yeah! (Laughter)*
> *Gentleman: And this classroom also it helped as a lot it broke that obstacle that we got to talk fluently English uhh like Miss Sweetest said that shyness I have to get rid of my shyness yeah!*
> *Smart: Perform more. Master my English*

The excerpt shows that EFL learners expect from the CPP program to become fluent speakers of English, to perfect their language proficiency, to get rid of their personal hindrances such as shyness, to practice more, to learn more vocabulary, to learn more phonetic rules, to perform more, and more importantly to realize their dreams of mastering English.

B.IV.1.2.4. The Viability of ICT in Promoting Communicative Abilities

The CPP program is based on the integration of ICT means in the teaching of English where this latter represents a focal factor in enhancing learners' EFL proficiency level. For this, EFL learners have been interviewed about the feasibility and usefulness of innovative means in promoting their speaking skills. One example is

provided in this section to summarize the students' opinions and views with that respect.

> T: *How important is the use of multimedia resources in our EFL classrooms for the development of the speaking skill?*
>
> S8: *uhhh here I like to share you my own example umm when I have been studying another language specifically if I may refer German I've been trying to use it and it was really helpful. If I did use the same thing in English I could have got a better English uhh in accuracy, in fluency , in the correctness of the structure that I'm making and the like I uhh I used for example trying to listen as with just being through with you it was like uhh training our ears uhh to grasping talking phonetically the weak forms before if we were not listening how can we understand the word like "of" when it comes in the middle of the word it is turned into a schwa or schVa(as it is pronounced) so to say and for uhh grammar also there are structures that we think well for example when the adverb comes after uhh ummm uuh a noun uhh a verb or before it or between a compound verb it is totally different but this is coming through the practice with the software. You cannot just be even with reading and writing but it cannot being really the same way like the way in the audio or Visio-audial umm.*
> Sweetest: *the best example uhh I guess is that when I read it at home and look at the list of the new words, new vocabulary and uhh I don't know how to pronounce it though I have a dictionary so uhh I use this uhh this Software uhh secondly I think I can find everything in this technology. I don't return 100% on it because I think, I mean but that when I learn from it or rely on it 100% I uhh I can't I wanted uhh I can understand, but if I rely on it let's say 40% I use my own umm let's say works, I guess I get the benefit from it.*

The interview excerpt illustrates that ICT means are very useful tools for enhancing learners' communicative skills. It enables them to practice the target language at their own pace, anytime, anywhere, and expose them to authentic and real-life situations and language.

B.IV.1.2.5. Frequency of Target Language Usage

Based on the premise that practice makes perfect, this study accounts for the frequency of the target language as this study's results revealed that most students complain about the lack of practice. Students' responses with this regard vary from frequent, sometimes, rarely and never. The following excerpt illustrates some of the views exposed in this study.

> *T: How often do you use English outside the classroom?*
> *S1: A lot actually.*
> *T: a lot?*
> *S1: Yes, I use it with my friends a lot of my friends have the intention or the desire to carry on their studies abroad. Also I used it at home*
> *T: With whom?*
> *S1: With my little brother. I also find someone who wants to master English who is always practicing with me. So all in all I can say that I use English a lot outside the classroom.*
> *S2: Okay umm in the department all the time with my friends. Of course my English students friends uhhh on Facebook may be I always chat with my friends in English That's all.*
> *T: Did you have a chance to speak with native speakers.*
> *S2: Yes, I had.*
> *T: Orally? Or?*
> *S2: Orally and by typing. In the VCD conference Program we had students. We spoke to students from Washington DC. And it was a great experience.*
> *S4: Ummm Rarely very rare because umm I think that the uhh I with my friends uhh I always go to my home alone so uhhh it is only within the department sometimes yeah!*
> *S5: I don't use it at all never!*
> *S7: I uhh I didn't use it a lot but I use it a lot in Facebook with my friends.*
> *S8: Well uhh for the last years I just use it very seldom. I don't think maybe I used it before that in my early years of age. I was uuh really using it and I wanted just interacting in English especially you know in the entourage umm some of my siblings and uhh you know the like family. That's it.*

The interview results show that there are some students who are frequent and regular users of the target language, and others who are irregular or uncommon users of English. This, for some reasons, explains why some students do have a good command of the language and some do not. Some students can find extra time to practice English outside the classroom in order to practice more while others find it a burden for them because they do not find the appropriate environment, they are not motivated, or even they find it challenging to use the target language outside the instructional settings. However, this could not be generalized to the overall population as there are some students who have a good level in English, but still they do not use it outside the classroom context.

B.IV.1.2.6. The Viability of Conversational Interaction

Conversational interaction, which is at the heart of this study, plays a pivotal role in enhancing learners' communicative competence. This claim has been positively supported by EFL learners' interview perceptions as it is illustrated in the following extract.

T: How important is conversational interaction for you to master the English rules?

S1: I think uhh it's very important very crucial. How else can I promote my speaking skills without conversational interaction.
S2: Of course, it is really important I think that the best way to learn any language is by practicing it orally besides reading and writing.
S2: Very important ummm very uhh very important umm I think we learn uncountedly grammatical rules by speaking and grasping the mistakes and the rules.
S8: Conversation for me is the really crucial thing so if you uhhh and also here we are going to talk about the person himself. So the person if he uhh when he is discussing and interacting if accepts the new knowledge that is of good one to discuss with somebody who is just very uuhh hard-headed and uhh he just wanted to convince you and convince about to convey his ideas giving you no opportunity to express yourself I don't think It's going to work. One if he is open to discuss or given the fact given for example that we have good uhh good people or two for example good people discussing for me uhh it is going to be so useful in the way that in which we are exchanging ideas first and the way we are exchanging ideas it's certainly going to depend upon which uhh ground we are thinking if we are thinking this that is the target language that would be so much better if you are thinking in their mother languages language and then you later on translate your point the greater is the problem. You aren't going to express themselves respectively more than going to be able to speak with uuhhh the target language in it correct forms and ways.

The extract illustrates that conversational interaction is very crucial for promoting the students' speaking skills because it is through conversational interaction that learners practice their skills learn about the grammatical rules, give a chance to make mistakes and learn from them. Conversational interaction is considered to be a means of building social interactive bonds with peers, teachers, and the surrounding environment. Thus, it could be assumed that conversational interaction has a momentous role in shaping the learning agenda of EFL students in many respects.

B.IV.1.2.7. The Significance of Conversational Interaction and Related Concepts

For pedagogical purposes, the current study intends to showcase whether the learners are aware of the essence of some pedagogical concepts. Since this study is about conversational interaction, there was an attempt to discover how learners perceive this term, and even to see the extent of familiarity with such kind of concepts. The results of the query are summarized in the following excerpt as one example.

T: How do you qualify conversational interaction? (How do you define conversational interaction?)
Smart: Well! Honestly, I know not exactly how to respond because this is unfamiliar to me! But a try worth it, so the answer is a highly personal surmise with no particular, related prior knowledge. CONVERSATIONAL INTERACTION seems to have to do with communicative approaches. It's a systematic and systemic way of conversing and interacting where participants rely very much on their general tacit agreement evaluating each other's behavior (both verbal and physical) and act accordingly; take initiatives, expect other to take them, and comply with one another to some degree; respecting certain social rules like turn taking and not breaching the rules (politeness, pragmatic, etc.) which dominate to determine a successful talk.
T: How do you qualify negotiation of meaning? (How do you define negotiation of meaning?)
Smart: Again, the reply is quite characteristic to my own understanding and guess, as well as reasoning of similar concepts where very poor or no prior knowledge might ever be claimed. NEGOCIATION OF MEANING entails many strategies, much commitment, vast imagination, and highly elaborated skills. Meaning by nature is so diversified. Apart from the outside world, and from a semantic linguistic point of view, meaning is conveyed connotatively or associatively. So words can be used to transmit literal meanings as well as intend a non-literal meaning. Within context now, and from a social and sociolinguistic point of view, meaning is even much more complex. We often hear of people misunderstanding each other; we ourselves happen in more than few occasions to be miscalculated as we do misinterpret others. So the interlocutors bargain and negotiate meaning; they convey messages much far beyond the verbal (linguistic) form. Actually, the linguistic behavior and the intended meaning may very likely happen to be in complete paradox, but this does never appear inconvenient or inconsistent and the message is communicated through very perfectly and successfully. Always the social rules of behavior, monitored by personal characteristics, interfere and influence, define or redefine the situation.

The extract indicates that the interviewed learner has shown a high level of awareness and understanding of the terminology being used. This student has perfectly illustrated the essence of the nature of conversational interaction and provided an eloquent

definition that has even exceeded expectations. From, here, it could be assumed that at Batna University the quality of the students' level could not be undermined or underestimated.

B.IV.1.2.8. The Viability of the CPP Program

The CPP model in this study has been implemented to help learners meet their expectations in becoming fluent speakers of the language. It is also designed in a way that ensures the appropriate positive learning environment for students. To evidence for whether these ends have been met or not, a collection of students' views could be displayed in the following interview excerpt.

T: what do you thing of the CPP Program teacher, procedure techniques and attitudes towards you?

S4: I think that it is very useful because it depends on many techniques like the software it makes us deal with native speakers and different procedures that was very useful.

S8: I don't know uhh I guess I am running out of words uhhh I don't have other words to say or to qualify because I just say but PERFECT. It goes very well its really I mean I had many ideas like that before in my mind and here I find the answers to them and just once again for many years I have many questions and I find answers to many of my questions and uhh if you know we are teachers to be so in the future with God's will if I am a teacher or if I will be teaching I will use most if not all of the techniques and the way it's been used here I really gained great things from it I have retained many different really useful aspects of it not to talk also about the way that my language was enhanced and benefited from so well and uhh developed and all that thanks to you to the way you I mean there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good experience. Thank you very much.

S11: The teacher was too passive.

S1: For the CPP Program I uhh I consider this program a chance to learn and uhhh we can use this program and learn different strategies and use it by myself alone and uhh learn in a house for example. That's all.

S3: The CPP Program is the good opportunity for me because I learned very much from this CPP Program and I uhh give the opportunity to speak and encouraged me to uhh explain my feeling my opinion and uhh to speak without being afraid. That's all.

S4: For the CPP Program I think it is an amazing experience for me that let me practice English uhhh so uhh because when I finished my studies I think this is enough because my goal to study English is just to know English not to practice it or to be a teacher of English. So I said it is enough so uhh but this experience give me the

> *ambition to continue and uhh to grow away and thank you to you teacher THANK YOU a lot.*

The interviews indicate that the CPP model has been a successful experience for most of the EFL students. It is evident that the students did find what they were looking for. The CPP model was a chance for learners to interact, share, communicate and learn. It is evident that the CPP program has offered opportunities through the use of innovative techniques as well as multiple and varied procedures. The program was a propelling experience for the learners and even encourages them to endeavor for future projects. It is clear that the students found the CPP experience an amazing despite of the fact that some would claim that the teacher was too passive, nonetheless based on the aims and premises of the project to enhance learners' agency and autonomy the teacher's role was slightly restricted, but still on the overall, the CPP experience could be regarded to some extent a successful and viable one depending on leaners' opinions.

B.IV.1.2.9. Characteristics of the Ideal Teacher

Quoting one of the learners' views with respect to the role of the teacher *" there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good experience."*, and based on the questionnaire results talking about teachers' attitudes, the current section attempts to highlight the characteristics of the ideal teacher from a leaner perspective in order to shed light upon the requirements needed for consideration. Analyzing the students' interviews, the results could be summarized in the following extracts:

> *T: According to you who do you think was the good or the bad teacher? (You do not have to mention names) , just speak about the approach and the attitudes towards learners?*
> *S3: For me the good teacher is uhhh I met one in my four years uhh she was really uhhh I forgot the words.*

T: You did forget the words?

S3: uhhhh I think she has a great procedure and uhh method uhh she helped me a lot I learned from her a lot many things. May be not only in English , but also in my life uhh . But the bad teacher I don't think I am in level that make me say that this teacher is the bad teacher or not.

T: You have to bear in mind here that we are not judging persons as persons , but we are talking about teachers as teachers. We are talking about teaching attitudes , teachers using different methods to help their students. Some of your friends said things like : a monster , this one is arrogant... This could be seen as one of the factors that stops you from communicating , that would push you to talk or not . I think from this angle you are going to speak and give your opinion.

S3: For me uhh the bad teacher who did not interact with uhh all uhh his students uhh also uhhh uhh when he abuse his students or make something bad just to satisfy himself.

T: Let's move to the qualities of the good teacher. What do you think made that good teacher?

S3: Uhh cose I feel that I am really relaxed. I learned from her uhh a good teacher is just when I feel that uhhh I am uhhh relaxed and uhhh so I understand everything.

S4: So uhh for me the good teacher is the one who creates a good atmosphere during or within the classroom he tends to speak and treat his students as friends uhh and try to share with them works. Try to share with them work and not to be uhh only the leader. So he give some responsibilities to his students uhhh on the other stand in the other side the bad teacher he never he is the one that he is very uhhh umm upset he didn't care about his students never mind if uhh yes there is no interaction between him and his students. He enters the class he give the lecture or do his job and without any interaction with his students.

T: What about the good teacher? You have talked about the good teacher what do you think made that teacher a good teacher?

S4: As I have mentioned the good teacher is the one that he shares his work with his students it means when he enters the class he never makes you feel that you are uhhha student that you are uhhh a friend more than a student.

S8: No need to mentioning the names also uhhh rise me to just to refer to something of somehow important of importance here I am not going to refer to he or she I am going to refer to it by using he the pronoun. Concerning the good teacher for me it is the smiley, friendly, and the one helping the one that is vastly knowledgeable not only in his domain but can have his own shots on different umm domains and aspects even out of the teaching matters. Uhh the teacher has also to be uhhh has to try to understand very well his students their manners their psychological side and treat uhhh the learners trying treating them psychologically so that they will be driven back to the right path so when he just uhh he does this his students are going to be liking uhh his session so much and then they are going to uhh to gradually getting rid of the obstacles they are facing and they are refining their ways either in talking or writing or whatever kind of aspects. So when there is any kind of mistake for example you should not correct it immediately , but when it is something of crucial importance uhh meaning for example you have to just try to help helping them, but when it comes to grammar for example or pronunciation, pronunciation is also is well uhh to a specific percentage could be uhh could be recommended to be uhh corrected immediately, but still it depends on the uhh the way the word it is pronounced and on the way the word is used if it has its uhhh dominance in the in speech it has its importance too. Now uhhh shifting or coming or going for talking about the bad teacher I like to mention some kind of attributes I myself seeing so he is the teacher that is not interacting with his students actively who is not or so like friendly with them he is not going to find himself work. The climate is not going to work well for him he just going to find many hurdles himself not to talk about students at a different matters. They are not. They

> *are going to be totally lost. It will be like an ocean where students find no shores to sit or where they are swimming exactly to. We know when it comes to English uhh for us we are uhhh the University students or college students if we can say we are still cannot still not or we still not claim that we are mastering the language very well nobody can say the opposite especially we are not native speakers when it comes to knowledge it is another task. So the mastery of language on the one hand and the mastery or accounting for knowledge is another aspect. So the teacher is short if being uhh a good teacher he had to try and endeavor making better enhancing of the language for the bad teacher he has to reconsider some other facts that uhhh are going really make the class better for him and his session to go well.*

> *T: You have talked about the good teacher what do you think made that teacher a good teacher?*
> *S9: It is his SOUL. I think it is not his special attitude or uhh so his SOUL.*
> *T: His Soul?*
> *S9: Yes, his Soul.*

> *I can't do anything because uhh they didn't give us any chance to uhhh or opportunity uhh anything*
> *T: you had a teacher that marked your memory so what do you think made that good teacher.*
> *S2: umm for me uhh he changed all my life because (...) uhhh he tried to help us from the start uhh from the beginning as if I didn't know anything about it about that language.*
> *T: what about the methods he used?*
> *S2: Yeah, he used new methods.*
> *S3: Good morning. First of all, I want to thank you Miss for this chance you give us to explain our feelings and our opinions. For me I have one good teacher and one bad teacher in my checklist. The bad teacher for me I think comes to the classroom without preparation and read uhh read without stopping when he finished he says good bye to the next time. He treats us as like uhh sorry for the word like animals some teachers treat us like animals they did NOT give us any uhh opportunity to think. Uhhh they think we aren't the uhh the same level with them. They are proud of their high level and they think that we can't reach their level. They think we can't reach their goals they reached we are always uhh they make us feel we are uhh we must give up. For me some teachers make me want to give up sometimes uhh I find myself SICK*
> *S3: because I always fail. I can't speak because when I want to speak I think that he is going to hit me. Because he is always angry. He came when he comes to the classroom he is always angry he says I don't know what to do. So huu I feel myself I never study I never learned English language I feel I don't know like uhh anything. I cannot feeling myself in the classroom when he comes*

The illustrated extracts, above, highlight that there are two types of teachers: The first one is the teacher who does not interact with his students. He mistreats the learners. He oppresses them. He frustrates them. He does not care about his students, and even he is not well knowledgeable about his subject. Also, he does not give the opportunity for learners to express their feelings and opinions. He does not share or exchange ideas with

them. All in all, he is the one who beholds negative attitudes towards teaching and learners. On the other hand, the second teacher is the one who encourages mutual interaction. He engages learners in spaces where they will feel more relaxed to share and create knowledge. He respects their identities. He is friendly, smiley, knowledgeable, and beholds positive attitudes. He is the one who cares about the students feelings and he is very much helpful. All in all, the ideal teacher is the one who has a pure soul, he is passionate about his work, and he has a positive attitude towards teaching and learners.

B.IV.1.2.10. Features of the Ideal Teaching Environment

With respect to the previous analytical accounts, this part of the analysis aims at shedding light upon the characteristics of the positive atmosphere that fosters EFL learnability. Students' responses are summed up in the following excerpt illustrating the recurrent and common views.

> *T: How do you describe the ideal teaching environment?*
> *Smart: THE IDEAL TEACHING ENVIRONMENT can very arguably be put as a setting where there is complete response from among learners; this setting is worked out and managed by the instructor. It is a common ground where learners do intrinsically run the floor. The teacher is there only when he is called upon by learners for help; or in the last resort when errors and mistakes occur and no reaction or heed is raised or paid, or when the situation is stuck. It is an environment where spoon-feeding is crossed out with red; and rather inductive and deductive ways of teaching are merged, and, again, the only existing tool of communication is the target language with no dogmatism whatsoever. Needless to mention the atmosphere of humor and suchlike.*
> *Smiley: I see the ideal teaching environment as a place where the teacher can really help the students. A place where all tools & materials are available. An ideal environment is where the teacher & the student are in harmony and share some interests. It's an ideal environment where a teacher can stimulate & motivate learners. and can change his attitudes depending on the situation. An ideal environment is when the teacher enjoys the task of teaching and not consider it as a job that he must do.*

According to the excerpt, the requirements of a good positive environment is the one that engages learners in the communicative act where the teacher is see as a mentor a guide and a coach. It is a friendly environment based on mutual respect and understanding between the teacher and the students. It is the one that supports peer collaboration and involvement, and it is the one that pushes learners to invest their personal experiences through autonomous agent acts.

B.IV.1.2.11. Future Expectations for Promoting EFL Proficiency

> *T: What are your future plans as an English learner?*
> *Smiley: Concerning my plans, I'm trying to make a program: daily listening (at least 2 hours per day) daily speaking (at least one hour per day) daily reading and writing. If I follow my plan and create my own English environment, I'll be a better and successful English learner.*
> *Angel: Be exceptional be different from the others do it in another way to be I mean exceptional. Apply the what I have learned in the CPP program apply them step by step I promise*
> *Bright: I try my best to uhhh to be uhh to listen more to the audios to use why not these instruments and tools to teach why not*
> *Gentleman: Thinking of limiting the number of students MUST limit the numbers I will try to apply what I have seen in the CPP Program*
> *Successful: For my plans uhhh in the future uhh I plan to apply the points I extracted from the CPP program and improve my English.*

The interviews query denotes that the students are aspiring for a better future where about they look for becoming distinct people applying the teachings and principles of the CPP program. From, here, it could be assumed that the CPP Model has been positively apprehended by EFL learners for the many positive and supportive outcomes it reached. Among the pedagogical assumptions suggested by EFL learners at the end of this program is that the size of the group should be somehow accommodated in a way that enables a fair share of participation among students. Create activities that meet the students' needs and expectations and that motivate them to learn.

B.IV.2. Teachers' Perceptions towards EFL learning

B.IV.2.1. The Analysis of Teachers Questionnaire

Teachers' perceptions questionnaire could be categorized as follows:

1. Types of problems observed among learners

2. Teaching through the use of multilingualism

3. The quest for teaching strategies

4. Attitudes towards learners

5. The quest for innovative teaching procedures

B.IV.2.1.1. Types of Problems Observed among Learners
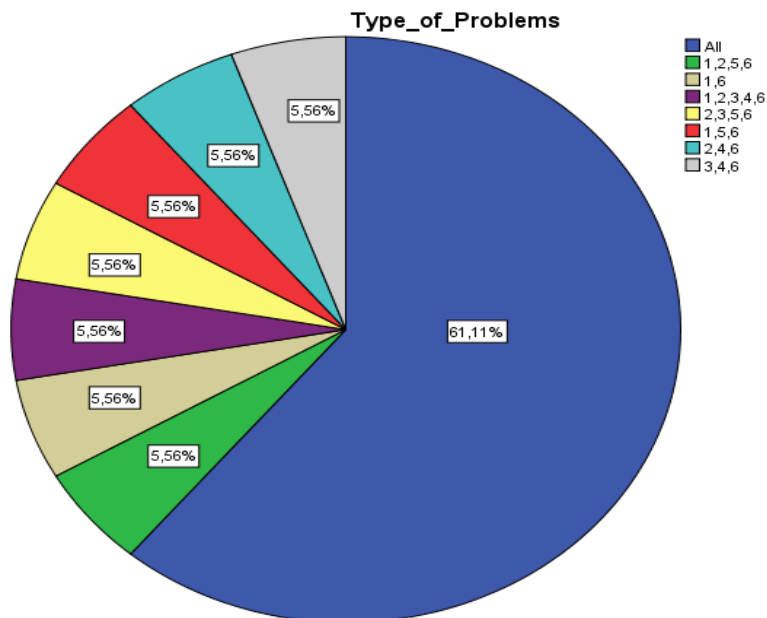
Figure 42 Problems Noticed among Students

The questionnaire results show that EFL learners do face problems in all levels: comprehension, correctness, appropriateness, syntax, spelling, and oral production with a rate of 61.11% while equal proportions of the teachers with a standard of 5.56% believe that learners do encounter problems orderly stated in: (comprehension, correctness, spelling, and oral), (comprehension and oral), (comprehension, correctness, appropriateness, syntax, and oral), (correctness, appropriateness, spelling, and oral),

(comprehension, spelling, and oral), (correctness, syntax, and oral), and (appropriateness, syntax, and oral). The findings indicate that EFL learners do encounter real hurdles mainly in oral production skills as agreed by most of the teachers.

B.IV.2.1.2. Teaching through the Use of Multilingualism
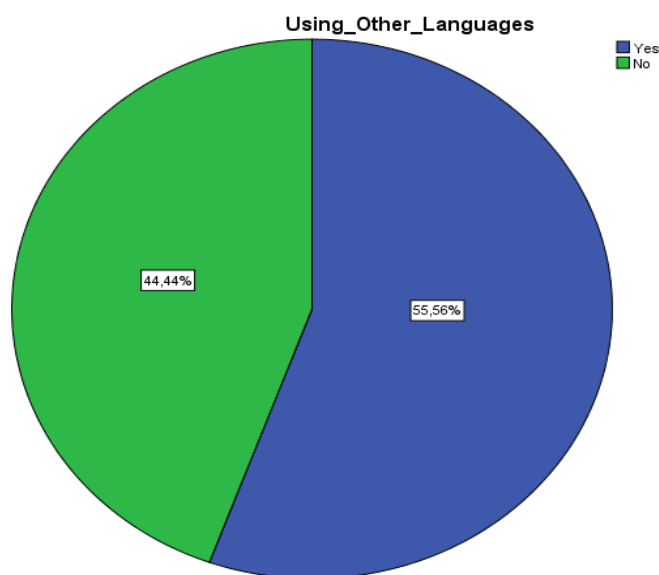
Figure 43 The Use of Other Languages

The graph illustrates that 55.56% of the teachers do use other languages in their teaching as opposed to 44.44% who claim not using other languages than English in their teaching. In fact, the issue of using multilingualism as a teaching strategy in the EFL classroom has been considered to an issue of controversy for many instructors. One focal point is that the same variables might prompt distinctive conclusions and approaches for diverse instructors, and notwithstanding when diverse strategies and practices are applied in the classroom, every one of them may well prompt fruitful results. The current study's results denote that EFL teachers favor to use multilingualism because of the following reasons summarized in the below chart and table:
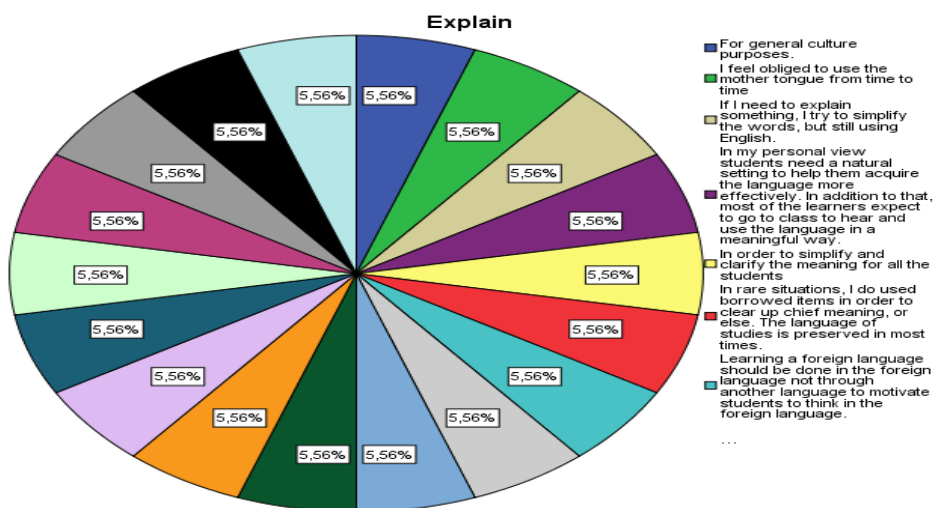
Figure 44 Reasons for Using Different Languages in the Classroom

Table 17 Reasons for Using Different Languages in the Classroom

Explain

Responses		N	Percentage	Valid Percentage	Cumulative Percentage
Valid	For general culture purposes.	1	5,6	5,6	5,6
	I feel obliged to use the mother tongue from time to time	1	5,6	5,6	11,1
	If I need to explain something, I try to simplify the words, but still using English.	1	5,6	5,6	16,7
	In my personal view students need a natural setting to help them acquire the language more effectively. In addition to that, most of the learners expect to go to class to hear and use the language in a meaningful way.	1	5,6	5,6	22,2
	In order to simplify and clarify the meaning for all the students	1	5,6	5,6	27,8
	In rare situations, I do used borrowed items in order to clear up chief meaning, or else. The language of studies is preserved in most times.	1	5,6	5,6	33,3

Learning a foreign language should be done in the foreign language not through another language to motivate students to think in the foreign language.	1	5,6	5,6	38,9
People who want to learn a language have to use only the language to be learnt.	1	5,6	5,6	44,4
Sometimes I just need to make a linguistic comparison in teaching phonology "Sound systems of languages" I use French, German and Spanish, but just some examples for the sake of comparing not to explain the learner using other languages. English is the sole language I use.	1	5,6	5,6	50,0
Sometimes students face problems in understanding the meaning or the whole idea so I include some Arabic or French words beside this I try to make it easy for the sake of attracting their attention with understanding the topic.	1	5,6	5,6	55,6
Sometimes there are things you cannot explain in English so we use French also this fact will depend on the level of the students in the classroom.	1	5,6	5,6	61,1
Students are supposed to master the English Language and consequently should be all the time exposed to the foreign language.	1	5,6	5,6	66,7

Teaching EFL using other languages as L2 or L1 will give weak results especially in creative writing where students try to bring new/Original thoughts and ideas that should be in English starting from creative thinking to reach creative writing.	1	5,6	5,6	72,2
To clarify some ambiguities and to enrich their linguistic dictionary.	1	5,6	5,6	77,8
To gain a more complete grasp of difficult words and ideas, to consolidate students' understanding of the main concepts used in the course, to help slow learners catch up on materials and tasks used in the course.	1	5,6	5,6	83,3
To gain time and facilitate comprehension.	1	5,6	5,6	88,9
We should challenge our students and let them struggle with the foreign language from time to time, but we can use the first language to explain intricacies.	1	5,6	5,6	94,4
Yes, I do use another language which is Arabic their mother tongue because sometimes they face lots of difficulties understanding the lesson So I would use their mother tongue to transmit the right message and sometimes it is them who ask and beg for an Arabic explanation.	1	5,6	5,6	100,0
Total	18	100,0	100,0	

Both the graph and the table indicate that EFL teachers endeavor to use various languages in their teaching for:

- ✓ Cultural reasons

- ✓ The urge to use L1

- ✓ Simplifying and clarification purposes

- ✓ Linguistic purposes

- ✓ Driving the students' attention

- ✓ Gaining time

- ✓ Accommodating learners' comprehension needs

However, the teachers who disapproved the use of different languages other than English contended that the English classroom is supposed to be an authentic context whereby opportunities for exposure to the target language should be prompted. From these significant findings, one can assume that in order to convey authentic meaning and input, teachers should be aware and very cautious about the use of various languages within the EFL setting. That is, an in depth scrutiny of the EFL context has to be undertaken to confirm without any doubt about the usefulness of multilingualism as an instructive means within the EFL context.

B.IV.2.1.3. The Quest for Teaching Strategies
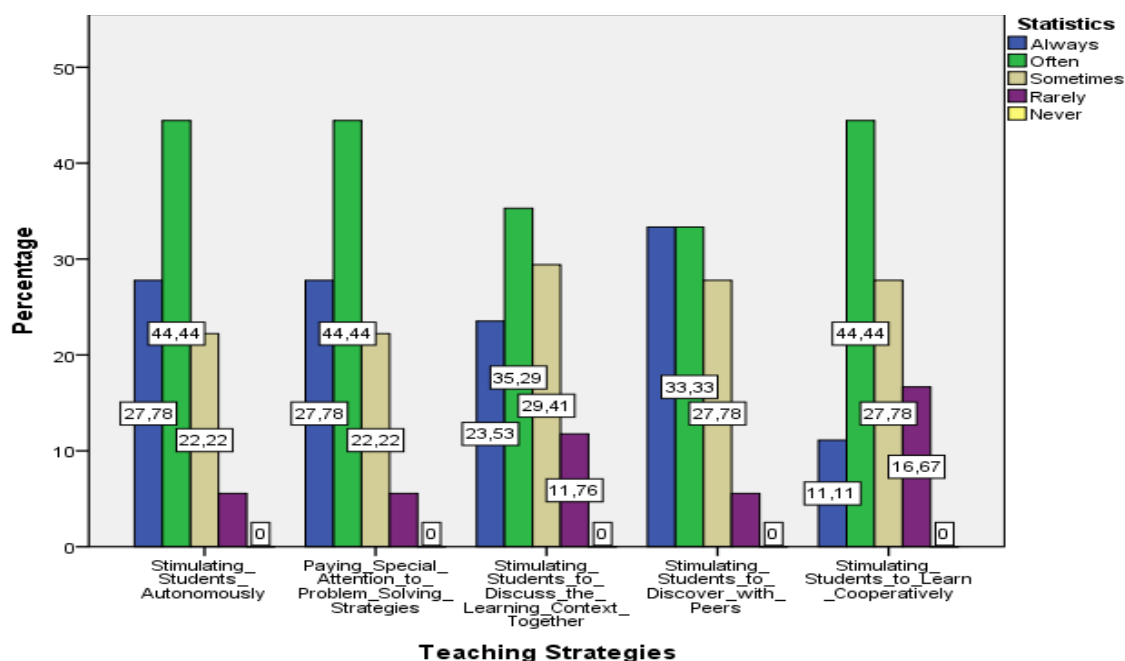
Figure 45 Teaching Strategies

Table 18 Teaching Strategies

Items	Always	Often	Sometimes	Rarely	Never
Stimulating Students Autonomously	27,8%	44,4%	22,2%	5,6%	0,0%
Paying Special Attention to Problem Solving Strategies	27,8%	44,4%	22,2%	5,6%	0,0%
Stimulating Students to Discuss the Learning Context Together	23,5%	35,3%	29,4%	11,8%	0,0%
Stimulating Students to Discover with Peers	33,3%	33,3%	27,8%	5,6%	0,0%
Stimulating Students to Learn Cooperatively	11,1%	44,4%	27,8%	16,7%	0,0%

Both the graph and the table's results show that 44.4% of the teachers often do stimulate

learners to work autonomously; they pay attention to problem solving strategies, and

stimulate learners to work collaboratively while 27.8% of the teachers do always

stimulate their learners for autonomous learning and they pay attention to problem

solving strategies. The questionnaire results indicate that 33.3% stimulate students to discover with peers while 35.3% of the teachers do discuss the learning context together. Another significant finding is that 16.7% of the teachers do rarely stimulate their students to work cooperatively. These results, thus, lead us to assume that EFL teachers in the English department moderately encourage the use of positive teaching strategies such as enhancing autonomy, working towards enhancing problem solving techniques, endorse discovery among peers, hearten cooperative learning, and spur the discussion of the learning agenda with their learners.

B.IV.2.1.4. Attitudes towards Learners
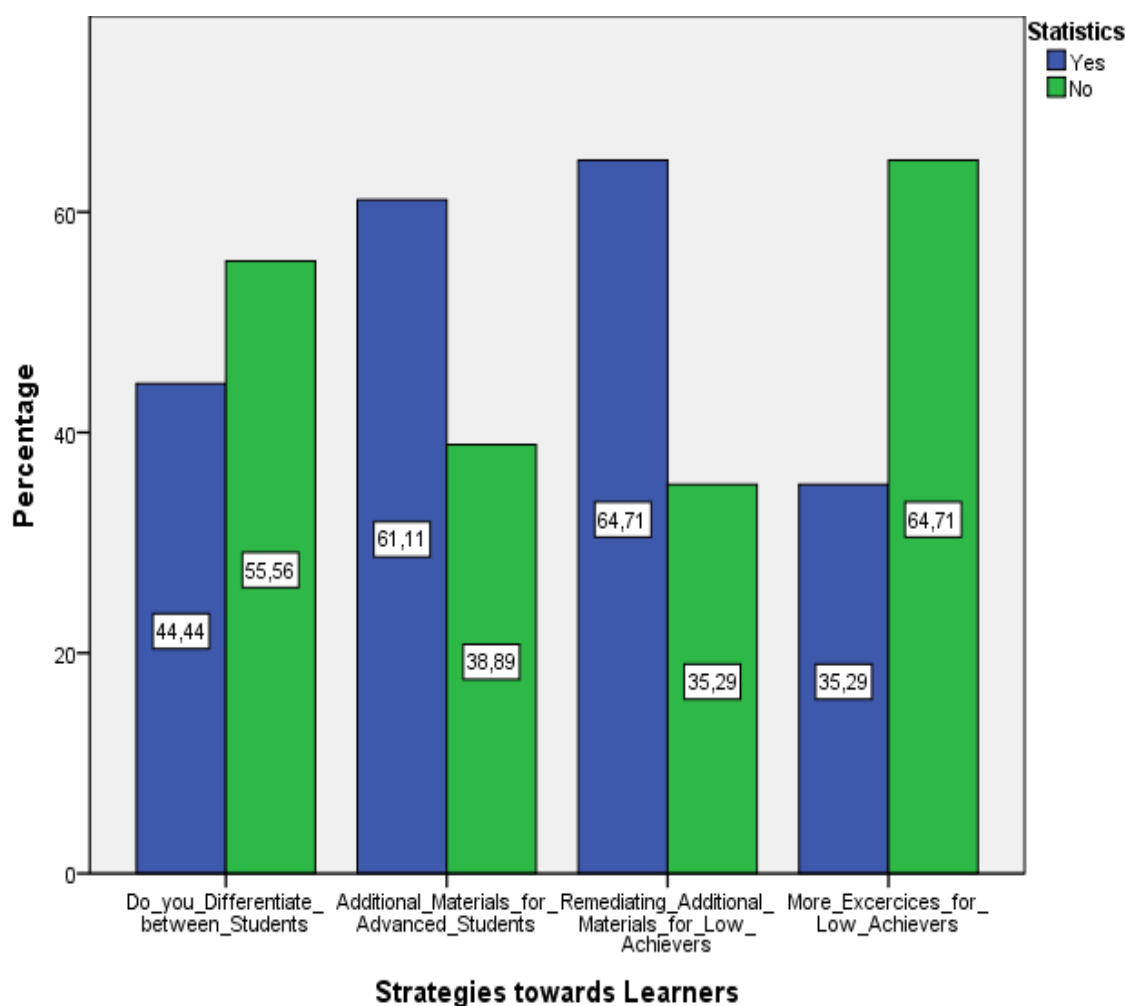
Figure 46 Attitudes towards Students

Table 19 Attitudes towards Learners

Items	Yes	No
11 Do you Differentiate between Students	44,4%	55,6%
12 Additional Materials for Advanced Students	61,1%	38,9%
13 Remediating Additional Materials for Low Achievers	64,7%	35,3%
14 More Exercises for Low Achievers	35,3%	64,7%

Graph 28 illustrates that 55.56% of the EFL teachers do not differentiate between High Achievers (HA) and Low Achievers (LA) while still a significant proportion with a range of 44.44% of the teachers do differentiate in their treatment towards HA and LA. Teachers' reasons put with respect to Item11 are summarized in the following illustrative graph and table:
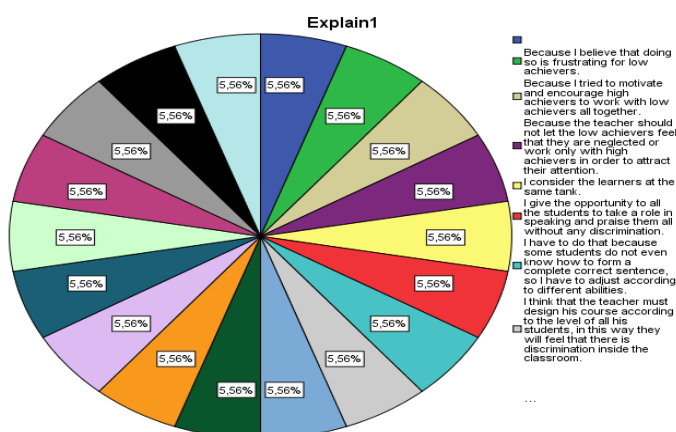
Figure 47 Reasons for Teachers' Attitudes

Table 20 Reasons for Teachers' Attitudes

Explain1				
Responses	N	Percentage	Valid Percentage	Cumulative Percentage
Valid	1	5,6	5,6	5,6

Because I believe that doing so is frustrating for low achievers.	1	5,6	5,6	11,1
Because I tried to motivate and encourage high achievers to work with low achievers all together.	1	5,6	5,6	16,7
Because the teacher should not let the low achievers feel that they are neglected or work only with high achievers in order to attract their attention.	1	5,6	5,6	22,2
I consider the learners at the same tank.	1	5,6	5,6	27,8
I give the opportunity to all the students to take a role in speaking and praise them all without any discrimination.	1	5,6	5,6	33,3
I have to do that because some students do not even know how to form a complete correct sentence, so I have to adjust according to different abilities.	1	5,6	5,6	38,9
I think that the teacher must design his course according to the level of all his students, in this way they will feel that there is discrimination inside the classroom.	1	5,6	5,6	44,4
I tried my best, but I usually do differentiate between high achievers and low achievers in designing the speaking tasks often conditioned by time to finish the syllabus.	1	5,6	5,6	50,0
If they do not understand they cannot speak.	1	5,6	5,6	55,6

Low achievers have special needs, they proceed at their own pace. To involve low achievers who are often shy and silent to participate in tasks which are appropriate to their level. In group work, it is better to know who the high achievers are and who the low achievers are to mix them in one group so that the latter won't feel ignored.	1	5,6	5,6	61,1
Our classrooms are made of mixed abilities	1	5,6	5,6	66,7
Sometimes to encourage the performance and the speaking skills and add more self-confidence.	1	5,6	5,6	72,2
Speaking tasks are not the only means to differentiate between high achievers and low achievers though they may help.	1	5,6	5,6	77,8
Their oral performance does not reflect always their real level	1	5,6	5,6	83,3
To design adequate tasks.	1	5,6	5,6	88,9
To encourage low achievers to do efforts and learn more to better their overall level	1	5,6	5,6	94,4
When designing tasks we have to take into consideration these levels, simply to reach the aims and objectives set in the module.	1	5,6	5,6	100,0
Total	18	100,0	100,0	

The questionnaire results indicate that teachers do not differentiate between HA and LA because:

✓ It is frustrating for learners

✓ Learners should not feel discarded or unfairly discriminated

✓ All learners are equal

However, the category of teachers who tend to differentiate between HA and LA claim that they are doing so because:

✓ Time constraints

✓ To accommodate the tasks according to the students' level

✓ To engage LA to contribute more

✓ To motivate LA to practice more and work harder

✓ To meet the objectives of the course

From, here, it could be assumed that pros and cons for the differentiating instruction strategies and attitudes towards learners should be considered in any part of the design and implementation of the different teaching tasks.

With Respect to Items 12, 13, and 14, the statistics show that 61.1% of the teachers assign additional materials for HA while 38.9% do not, 64.7% of the teachers remediate additional tasks for LA as opposed to 35.3%. However, 64.7% of the teachers do not assign more exercises for LA compared to 35.3% who do. The reasons stated for the chosen strategies are summarized in the following graphs:

Explain2

Figure 48 Item 12

Explain3
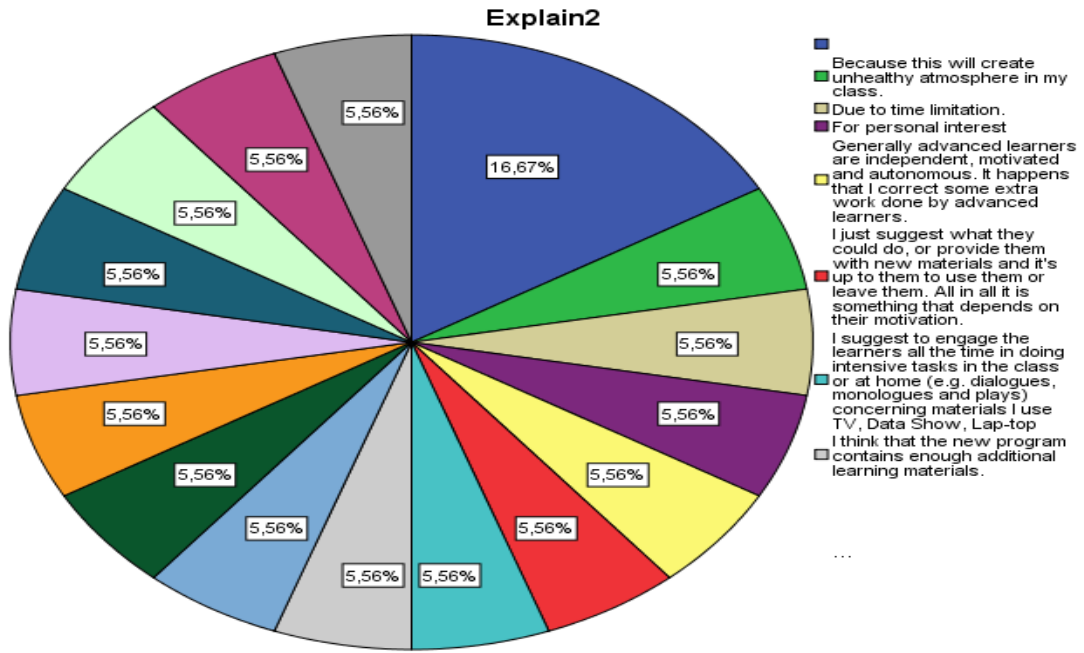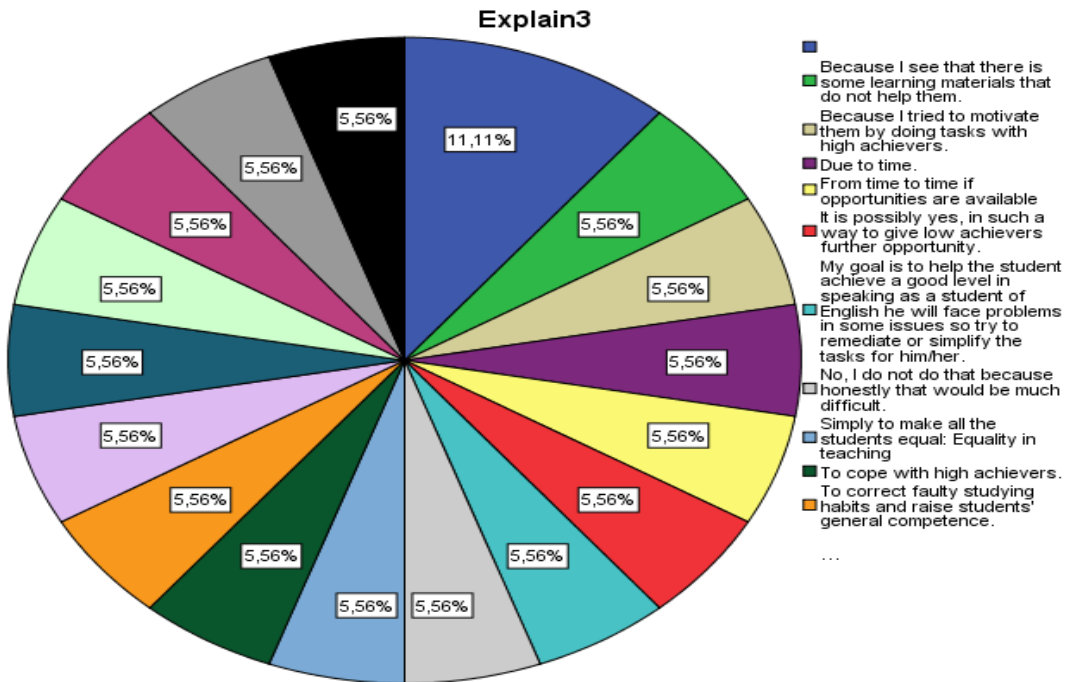
Figure 49 Item 13
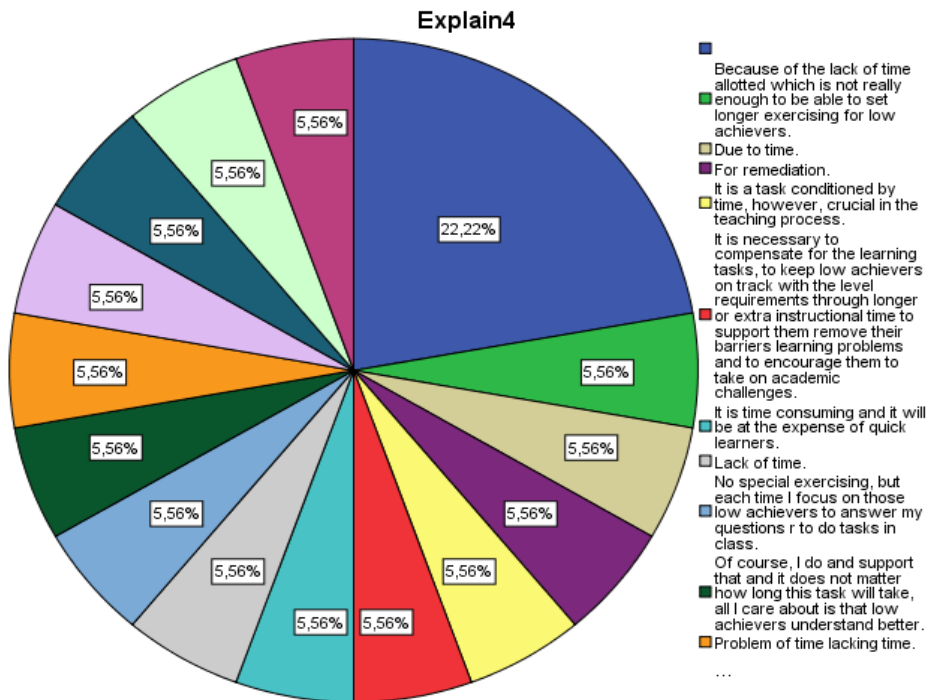
Figure 50 Item 14

Teachers' responses could be summarized in the following bullet points:

➢ Teachers do not assign additional materials for HA because this will create unhealthy environment.

➢ Teachers do not assign additional tasks to HA because of time limitation.

➢ Teachers do design extra tasks for advanced learners for personal reasons and depending on their motivation.

➢ Teachers assign innovative means and engage students in intensive tasks to provide them with more opportunities for practice and help them enlarge their knowledge.

➢ Teachers set extra tasks for learners to support their learning and more importantly to increase their desire to learn.

➢ Teachers remediate additional materials for learners because some curriculum materials do not fit the students' needs and level.

> Teachers create simplified versions of some tasks to cope with learners' speaking difficulties.

> Teachers remediate extra tasks to correct faulty studying habits and increase their competencies.

> Teachers do not assign extra tasks for LA because it is time consuming.

> Teachers assign more activities for LA to help them overcome their speaking barriers and reinforce their learning.

These significant findings allude the fact that differentiating instructional attitudes towards various learners categories allow for more positive effects on learning as well as attempts to cope with learners needs, levels, and interests. However, for some time constraints' factors this could be plausible in some cases.

B.IV.2.1.5. The Quest for Innovative Teaching Procedures
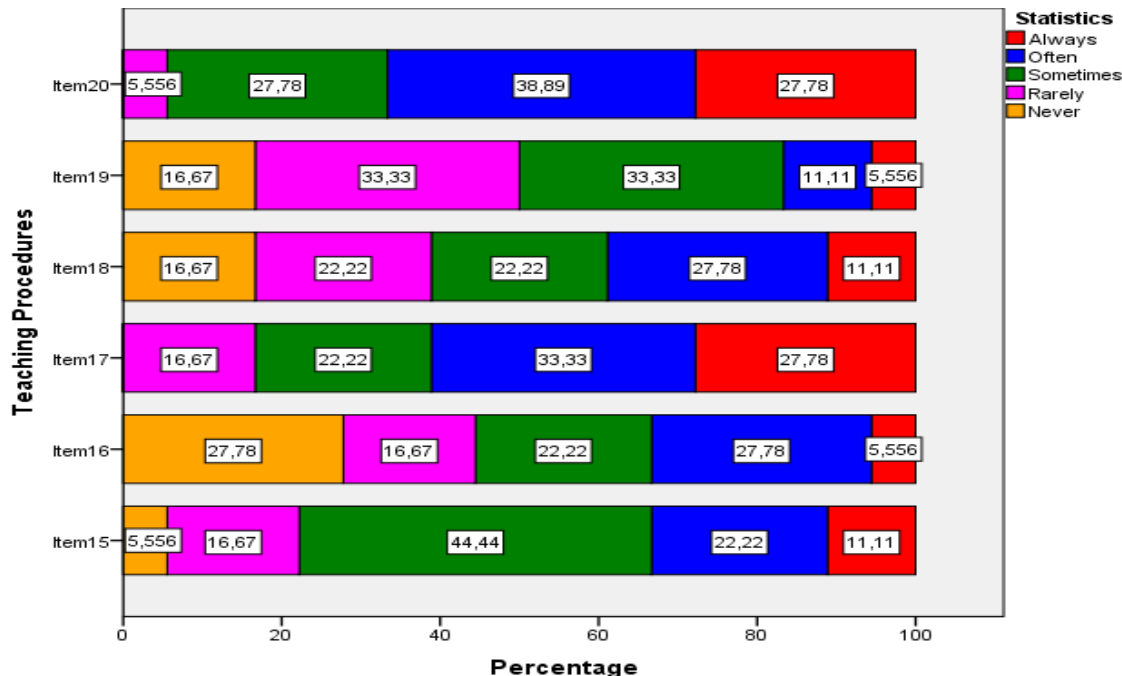
Figure 51 Innovative Teaching Procedures

Table 21 Innovative Teaching Procedures

Items	Always	Often	Sometimes	Rarely	Never

15Allowing Students to Choose Learning Tasks Themselves	11,1%	22,2%	44,4%	16,7%	5,6%
16Allowing Students to Choose Learning Content	5,6%	27,8%	22,2%	16,7%	27,8%
17Using Authentic Materials	27,8%	33,3%	22,2%	16,7%	0,0%
18Integrating ICT in the Classroom	11,1%	27,8%	22,2%	22,2%	16,7%
19ICT for presenting Different Activities	5,6%	11,1%	33,3%	33,3%	16,7%
20Skills' Integration	27,8%	38,9%	27,8%	5,6%	0,0%

The questionnaire results denote that 44.4% of the EFL teachers sometime allow learners to choose the learning tasks themselves while 16.7% do rarely allow for autonomous acts. With respect to encouraging students to choose the learning content, the statistics connote that 27.8% of the EFL teachers share the teaching agenda with their learners while 27.8% never allow their learners do decide for the content of the course. With regard to the use of authentic materials in the EFL classroom 33.3% of the EFL teachers do use them while 16.7% rarely do. Concerning ICT integration and the use of innovative means, 27.8% of the teachers do integrate ICT in their teaching, 22.2% rarely do, and 16.7% never used ICT tools in the classroom. The questionnaire findings show that 33.3% of the teachers did present different activities to learners through multimedia resources. Equally, some teachers (33.3%) rarely use ICT tools while 16.7% of the teachers never used innovative mediums. The most significant finding from this questionnaire is the rates obtained for skills' integration where 38.9% of the teachers often integrate skills in their teaching. 27.8% of the teachers both sometimes and always do integrate skills, and only a very small percentage of 5.6% of the teachers claim that they do rarely integrate skills in their teachings.

These statistics lead us to account that with respect to enhancing learners' autonomous acts, the overall teaching procedures are moderately in favor

notwithstanding that the teachers do not share students' views in shaping the content agenda of learning. With respect to ICT tools means, the teachers do moderately incorporate teaching procedures that rely on ICT. Finally, teachers in the EFL context at Batna University do much pay attention to skills integration as a teaching strategy.

B.IV.2.2. The Analysis of Teachers' Interviews

Teachers Interviews are categorized into the following themes:

1. Teachers' Perceptions towards Learners' EFL Communicative Ability

2. Teachers' Evaluation of the Communicative Tasks Implemented

3. Types of Communicative Tasks Implemented

4. Types of Teaching Strategies Implemented

5. Teachers' Strategies and Attitudes towards Learners

6. Teaching Approaches Adopted in the EFL Classroom to Enhance Learners' EFL Communicative Ability

7. Causes Leading to the Students' Current Level

8. Teaching Techniques to Accommodate Learner's Proficiency Level

9. The Use of Authentic Language and Materials

10. Significance and Role of Meaning Negotiation

11. The Viability of Conversational Interaction in the EFL Classroom

12. Perceptions towards Teachers' Instructional Experience

13. Qualities of the Ideal Teacher

14. The Qualities of the Effecctive Teaching Approach

15. Techniques to Maximize Learners' Potential and Autonomy

16. The Viability of ICT Tools in the EFL Classroom

17. Future Expectations

Figure 52 Teachers Interviews Themes

B.IV.2.2.1. Teachers' Perceptions towards Learners' EFL Communicative Competence

In this section of the analysis, teachers' qualitative perceptions towards learners' EFL communicative ability are collected to account for the current state of learners' proficiency level. The in depth qualitative analysis and even NVIVO quantitative analysis of the interviews indicate that EFL teachers find learners' EFL communicative and oral performance to be very low with a rate of 45%, average, medium and mid-level with 24%, 23.07% of the teachers found it good, and 7.69% are not satisfied about learners' level and a lot has to be done. These results are supported by some of the assertions quoted from the interviews (Appendix I).

> *R: Okay! So, how do you perceive the current level of your EFL learners' communicative ability?*
> *John: Well, uhhh communicative ability I would say that uhh level is I know to a certain extent uhhh well good good, but uhhh with some uhh no no those brilliant speakers are are very scarce.*
> *John: It's average*
> *Helen: I think it's uhh very low if we are speaking about university level*
> *Mike: Well, I'm not really satisfied a lot has to be done.*

Within the same respect, the teachers' have been asked a more precise question saying "As an active participant in classroom conversational interaction, how do you qualify learners' language use and performance during communicative tasks?" (Appendix H), some of the teachers answered as follows:

> *John: students' performance uhh students tend to be uhh tend to be uhh very passive they do rarely intervene so it's uhh it's the teacher who's uhh who's speaking all the time. Uhh the students keep they prefer to keep mute the students prefer to keep silent so they turn into uhh passive listeners*
>
> *Mike: Well, the problem is most students or most learners have got that psychological barrier they are not put at ease if they find the appropriate atmosphere, I guess they keep trying to utter words, to communicate, and so on, but the problem is with the teachers. They are not capable in providing their students with a relaxing atmosphere*

> *where they can express themselves even some teachers I don't know if they are doing it intentionally or not they are just supposed to be there for them just to spot students' or learners' mistakes and uhh jump over oh! I caught you! You made a mistake that's really horrible and terrible. It's not really encouraging at all.*

The displayed extracts shows that really EFL learners' level at Batna University is perceived to be below the standards and, indeed, students do face real hurdles in communicating through English as it has been observed by many teachers and a lot of effort has to be devoted to bring them to good quality standards. Still, as it has been affirmed students are not the only responsible of this situation, but even teachers do have their part of the share.

B.IV.2.2.2. Teachers' Evaluation of the Communicative Tasks Implemented

In this section, teachers' perspectives about the assessment of the different communicative tasks used in the EFL classroom are accounted. Among the findings obtained are summarized in the following extract.

> *R: Okay! So how can you evaluate the type of communicative tasks you use in the EFL classroom?*
> *John: well, we don't really vary activities uhh when it's uhh when it's uhh communicative English we will we generally focus on how how to develop speaking we intend to focus more on the academic aspect of language I mean uhh respect of grammar grammatical rules uhh good pronunciation*
> *Tom: okay! So I can say that it's uhh it's effective to a certain extent because I uhh I you can say that I focus more on the psychological sides of the students so I try to familiarize myself with them so I try to let's say break the ice at the beginning of the sessions to have that communication especially that we are in oral expression so we cannot make that wall between you and themselves I try to break the ice with them and uhh uhhh use many many uhh different ways visual audio a lots of uhh*
> *Helen: No! I haven't I can say that in a group well I have two groups in a group I have one or two students who are really good competent excellent all the time help me help me to I mean when I ask a question they answer and they interact and just uhh when I ask a question it is what we call a catalyzer I don't know how to say this in English but uhh someone who motivates me to work more and more just for uhh, but the rest they are really they ignore a lot they have a lack of vocabulary appropriateness uhhh even I encouraged them to speak even with me with mistakes and they are all the time afraid of speaking of asking questions sometimes I may some are not interested in didactics*

because they don't want to be teachers this is why they do not worry they don't ask questions even don't ask they don't read they uhh like I gave them a bibliography at the beginning of the year but they never they are not interested then I think it's uhh motivation they are not motivated here in Algeria in foreign language learning I think and also uhh maybe the uhhh they are just interested in the mark and to get a grade and don't try to uhh to improve their grade they don't mind then they are not interested so they don't know what why they have chosen this discipline sometimes I have uhh really it's a nightmare what we are living especially in the English department.

The interviews data illustrated above highlight that there are two types of views; the perspectives of the teachers who consider the psychological aspect of the learner and who tend to meet learners expectations, and the perspective of the teachers who believe that learners are demotivated unconcerned and not interested at all. For the first type of the teachers, their ways of instructing communicative and oral skills are perceived to be to a certain extent effective while the others did obtain negative results from their students. Also, some teachers reported that they cannot evaluate their teaching tasks as they use only one single task (Appendix I). From here, it could be deduced that most of the EFL teachers in the English department at Batna University do focus more on the correctness and structural aspect of the language in teaching oral expression while there are still few members who consider the cultural, the psychological and the appropriateness side of the language.

B.IV.2.2.3. Types of Communicative Tasks Implemented

R: What type of communicative tasks you use in your EFL classroom?
John: we don't have enough we don't have adequate equipment to do that
uhhh well uhh the teacher can make use of uhh some let's say uhh some appropriate means some means uhh some available means such as podcasts maybe.
Tom: uhhh I use ICT uhhh sometimes I try to let's say give the students the ability to express him or herself freely for example if you want to present something you are welcome I try to uhh let's say give them freedom to the students to conduct themselves from time to time but I concentrate more on ICT because uhh students nowadays are more attracted to visual and things of technological stuff so I try to include them in uhh my lessons.
Mike: Well, I'm that teacher who's got a long experience. I use whatever I think it's

> *feasible, it's doable, whatever the technique, or the task or the methodology or the activity that makes my students communicate for me it's doable even if I criticize the administration or criticize the political system or criticize my colleagues, my intention is to make my students talk so all the means are legal for me.*

The analysis of the current extract intends to shed light and provide concrete evidence on the recurrent communicative tasks used by EFL teachers in the English department at Batna University. The interviews reveal that teachers tend to use innovative tasks in the teaching of oral production skills such: giving them some space of freedom to express themselves, ICT tools, podcasts, audiovisual means, listening materials, watching movies, asking them to perform plays through watching authentic drama. And, some teachers tend to use the most traditional means, different exercising activities such as role plays, group and pair work. Nonetheless, there are some teachers who claim that there is a lack of ICT means and resources, so they use only what is afforded. All in all, teachers attempt to use nearly every task they judge fruitful and something within the reach of students. They have the tendency to use whatever it is doable, feasible, and that makes students communicate and participate in different communicative acts.

B.IV.2.2.4. Types of Teaching Strategies Implemented

Teaching techniques, strategies and approaches are focal for the understanding of the underlying causes and effects leading to the current state of learners' EFL proficiency level. The qualitative interviews data seek to showcase the type of approaches implemented in the Algerian context. Among the views held are the following:

> *Mike: I use all the approaches, all the methods, the classical ones, the new ones, the old fashioned ones, the ones that have not been invented.*

> *Tom: sometimes I uhh use communicative language teaching*
> *Tom: uhh sometimes I adopt more eclectic methods so I mix between sometimes I use audio-lingual so sometimes from time to time I try to mix because uhh according to the need of the students sometimes I see that some students need to have more communication with their teachers so I try to improve that sometimes I try to be a just a counselor not uhh so just a guide to the students so that's it.*
> *Helen: The strategies I am using to uhh the first the first uhh I ask what are if you'd like exactly what are the needs what are the needs I mean academically intellectually I am aware about when they are weak what do they need and so on so on but concerning their objectives concerning their aim what do they want to do with English I think they really did when I all the time ask are they interested in teaching in uhh translation what are they going to do in this uhh I mean uhh this diploma uhh they don't know they don't know they don't know then certainly the strategies that I am trying to use is to make them to give them knowledge of course through I mean through the material an authentic material I try to bring because uhh I don't like to use something which has been translated concerning texts and uhh and so on uhh I try to uhhh make them understand and take what uhh new vocabulary through discussion through uhh strategies uhh I'm not using unfortunately using any technology I mean no no in grammar no!*
> *Angelica: probably I'm uhh I'm prone to use the communicative approach uhh I try to stimulate them to communicate well the least the least I do is ask them for the meaning of the word using the dictionary and even exchanging the meanings I ask what is that what is that what is the difference find any differences and so on and so forth.*
> *Natalie: The humanistic*
> *Rachelle: I would go for the direct method is the most appropriate for my classroom yes.*

The analysis of this extract reveals that the most prominent and commonly teaching approaches and strategies used in the Algerian EFL context are the communicative, the direct method, the humanistic, and the eclectic approaches while others affirmed that they use distinct techniques in order to motivate learners to speak and to meet their expectations, needs and interests.

B.IV.2.2.5. Teachers' Strategies and Attitudes towards Learners

Teachers' professional and personal attitudes towards learners seem to be affective factors that contribute either positively or negatively in enhancing leaners' communicative EFL proficiency. Interviews data are explored to display how teachers

behave pedagogically towards their learners. The current excerpt is an illustration of the different teachers' attitudes mainly the differentiating instructional strategies.

> *R: Do you use different strategies to distinct proficiency levels?*
> *Rachelle: yes of course I have to do that so that they do not get bored this is first of all and to uhh to target different abilities of different students and also to uhh decipher a lot about our students I mean the more you differentiate the strategy the more that you detect different abilities.*
> *John: well, I uhh honestly I I adopt the same the same strategy strategies for all the learners I uhh I think that those are those means could be used for all levels.*
> *Barbara: Yeah! It depends on the level of the students I got an advanced group within that group I do make use of different varieties of teaching strategies as you have said uhhh I do provide them with tape uhh videotapes with listening uhh with a lot of what techniques and once I find them that they do respond quite positively to what I am really providing uhh I do I do really feel uhh how to say satisfied uhh and from their side they do really feel satisfied in return.*
> *Mike: For sure! For sure! We should be eclectic eclecticism is my philosophy.*

The current excerpt shows that EFL teachers do definitely adopt differentiating techniques with different levels. This latter is embraced to create the best learning experience possible for EFL learners. Most teachers use the concept of "eclecticism" to describe their attitudes. Still, there are some teachers who prefer not following this procedure because the means used could be adapted to all levels. From here, it could be assumed that differentiation attitudes are perceived as a means via which teachers discover their learners' abilities and enable them find out the appropriate way to deliver content that fits their needs, interests, and learning styles.

B.IV.2.2.6. Teaching Approaches Adopted in the EFL Classroom to Enhance learners' EFL Communicative Ability

> *R: Which approach do you adopt to enhance the learners' communicative skill?*
> *Carole: I think all uhh the majority of the time it's the learner-based approach.*
> *John: it's uhh it's the communicative approach*
> *Mike: I use all the approaches, all the methods, the classical ones, the new ones, the old fashioned ones, the ones that have not been invented*
> *Nancy: Eclectic since the communicative does doesn't always work with the low students' proficiency or low proficiency students so I prefer to uhh mix sometimes within uhh for example grammar translation sometimes uhh I sometimes use translation in cases or in case students feel that uhh words the only difficulty is the*

word that they do not know they do not understand so why not some uhh from time to time translate the word into French all the time I use French I never use Arabic uhh or communicate between each other by using the different uhh techniques for communication.

The above interviews data confirm that teachers tend to apply the leaner-centered approaches, the eclectic and anything that would drive learners to communicate. Many teachers believe that learner-centeredness and eclectic ways are favored because they lead to better speaking practices. They help learners to break communicative barriers, get informed and lead to acquisition.

B.IV.2.2.7. Causes Leading to the Students' Current Level

R: In your opinion, what are the main reasons for learners' low proficiency in English?
John: Because they do not have the uhh they do not have uhh the adequate vocabulary to do that
Nancy: they come from high school with uhh difficulties so they inherited their difficulties already from high school perhaps from low teachers degrees or uhh level uhh sometimes so when they come with uhh not the uhh the required or the necessary level this makes us uhh not go further with the others who have a good level of English or in English uhh we may find in that students' low level may may be the result of uhh not being uhh oriented to the best uhh or the one uhh the subject they have already chosen or they wanted to choose so the level they have or the uhh for the our cases for our case English which the students have found themselves learning at university was not their own uhh preference or uhh subject that they have chosen uhh it was only uhh because of their marks.
Nancy: They were forced uhh some others maybe uhh or may we find may find themselves at university at the department of English uhh they like uhh learning English but they didn't uhh expect that uhh they will find such subjects as uhh or such modules as uhh literature they thought that English is only the one that they hear from films or in films or etcetera so once they uhh they are deepening in studying English they find difficulties this is why they become more and more frustrated from uhh having a good level.
Mike: ahhh! For such a question, I got a lot of answers maybe uhh maybe they are not well oriented. Students shouldn't be in our department it's a matter of political decisions political I don't know business they find themselves studying English though they are not good at English. This is a problem of orientation. The second problem is uhh the teacher. I always keep saying there is no good or bad language learner. There is always a good or a bad language teacher.
Tom: They don't like English I think this is uhh the main let's say the main meaning in uhh in my classes most of the students don't like English they just study it for the study.
 Natalie: there are many factors many many factors uhh I don't want to judge I don't

want just to judge them they are indeed uhh indolent they are indolent but there is uhh there is a lack in materials there is a lack in teachers' experience there is a lack in uhh their behavior maybe their conduct isn't that explicit they're still some barriers between teachers and uhh students actually maybe this is the main factor maybe I didn't really analyze the situation before!

With respect to the reasons and causes that led EFL learners to have a low proficiency level in English, EFL teachers replied that the students do not have the adequate vocabulary. Learners are demotivated. Teachers do not have qualified experience. They do have certain attitudes that hinder learners from learning. There is a lack in the teaching materials. Learners were obliged to study the English stream. EFL learners are not motivated to study English. They are wrongly oriented because of their marks or some political and economic decisions of policy makers. Thus, it is clearly evident that learners suffer from weaknesses in English due to psychological, social, contextual, pedagogical and orientation factors.

B.IV.2.2.8. Teaching Techniques to Accommodate Learners' Proficiency Level

R: Okay! So, what are the steps to be taken to face and accommodate their communicative problems?
John: Uhhhh maybe uhh we need to focus on uhh okay! That's uhh again again try to to to uhh enrich their vocabulary stores. Teach them uhh and uhh again uhh in parallel teach try to teach grammar focus on grammar. uhhh pronunciation as well and vocabulary well in case in case the student is unable to say uhhh how investigate how the student has okay in our case lexical items words okay vocabulary to say something uhhh articulate its vowels that in in uhh let's say in uhh in a good way okay! Respecting phonology uhh rules.
Tom: well may be with uhh creating let's say a group of discussions debates groups let's say not just for one uhh for just the group let's say we mix the groups let's say we do a lot of what we call that uhh pass and pass and pass circle of passing if you want to share something if you have something to present something like this because students sometimes want to improve themselves or want even to attend without speaking, but from time to time they will adapt with let's say good levels so you uhh will melt them with a good good students.
Helen: the steps I think they should start from the beginning not at university level to help someone uhh (Laughter) to speak I think we should focus on uhh beginner beginners teachers teacher training is very important then they're not trained teachers they're not trained to face this task which is really hard not a hard task teaching but it is different from teaching other disciplines like mathematics and uhh when we teach a

> *foreign language when we teach a language we teach a way of life and can we teach a way of life in classroom is not sufficient we should uhh bring this social context in classroom how? HOW? Then I think all this uhh new technology can help if we have multimedia classes in schools uhh and motivating I don't know in France I think the example French teachers are uhh all the time sending their students to England to America to improve their English the teacher needs to I mean uhh culture is important culture uhh some teachers are teaching English but they have never been to England or to America they ignore a lot about the way the people are living how how and probably the problem of appropriateness using in translating from Arabic to English from French to English then uhh I think we need we can teach in uhh when we are trained in this way then a lot of can be done in Algeria for the teaching of foreign languages*
> *Mike: The first problem that any teacher should take into consideration is taking care of the learner putting them at ease creating that relaxing and relaxing atmosphere where students are not inhibited psychologically physiologically politically okay they are treated as human beings.*

The interviews transcript shows that among the techniques and procedures applied by EFL teachers to accommodate their proficiency level are the following:

- ✓ Enrich their vocabulary

- ✓ Give more prominence to grammar and pronunciation

- ✓ Create interesting and propelling discussions and debates

- ✓ Attempt to create heterogeneous groups to allow for more interaction

- ✓ Think of starting from the basics and remote levels

- ✓ Go for more teacher training

- ✓ Allow both teachers and students to have more language stays in English native countries

- ✓ Push teachers to reconsider the learners' needs mainly the humanistic and psychological side

- ✓ Create positive, supportive, and healthy environments

These accounts confirm that the principles to be followed to accommodate learners' proficiency level are mainly the linguistic, the sociocultural, the psychological, the pedagogical, and the contextual.

B.IV.2.2.9. The Use of Authentic Language and Materials

> *R: okay! How often do you expose your students to the target language? Authentic language?*
> *John: Authentic target language now uhh whenever whenever we meet I mean whenever we meet in the classroom in classroom.*
> *R: So, do you use authentic materials in your teaching?*
> *John: Yeah! When uhh whenever the equipment necessary for that is available.*
> *John: again , but you need high tech*
> *John: Those labs we do have we have three labs but I don't know language laboratories but those are uhh inefficient.*
> *Mike: I do my best very often.*
> *R: Do you use authentic materials in your teaching?*
> *Mike: For sure! This is the most important ingredient in my teaching techniques. I have to use British, Canadian, Australian, American authentic methods.*
> *Rachelle: I always do that yes!*
> *R: Do you use authentic materials in your teaching?*
> *Rachelle: Unfortunately not! Not always!*
> *R: Why?*
> *Rachelle: yes because I don't have them and I don't have them in this department.*
> *Helen: Authenticity is very important it is uhh and should be the objective of all teachers and valid I think in order to be valid I think we need to be authentic.*

With respect to the use of authentic language and authentic materials in the classroom, EFL teachers contended that authenticity in the EFL classroom is a requirement for successful teaching and learning. Some teachers tend to use authentic language and materials in their teachings as they are important ingredients of their teaching techniques. They tend to expose learners to various English native dialects, books, multimedia, resources, and authentic texts. However, a category of teachers do complain that the English department is devoid of the necessary equipment that provides the necessary authentic materials. These results indicate that there is somehow a controversy in teachers' views and opinions.

B.IV.2.2.10. Significance and Role of Meaning Negotiation

The communicative language classroom is characterized by conversational interaction whereby both teachers and learners are engaged in interactive processes based on manipulating, comprehending and negotiating meaning. Thus, the current study attempts to shed light on one prominent features of conversational interaction

which is meaning negotiation to assess whether this latter is common in our EFL

contexts or not. Teachers' perceptions with regard to this have provided the following

assertions:

R: How do you qualify negotiation of meaning?
John: negotiating meaning? uhhh negotiating meaning it depends on it depends on uhh it depends on the the vocabulary itself I don't know because the word might have might have so many different meanings if we depend on uhh again it's uhh the vocabulary store
Claire: of meaning uhh so uhh students' uhh you mean students who ask questions they want to uhh understand more and more?
Angelica: so uhh I get the idea that negotiation of meaning is much more about how to communicate a particular idea
Carole: uhh so this is the first time that I heard this concept so I don't know what it is exactly if you can explain to me what is it?
Mike: Well, I stick to the word negotiating. It's one of umm an essential technique since you are dealing with human beings and human beings have got different opinions and views you as a teacher you should not supervise and control everything you should negotiate because teaching and learning are based on a technique of negotiation and sharing so automatically you have the choice to listen to them you have to share all this goes under negotiation. I think so!
Rachelle: umm it's something very important I think we have to negotiate meaning to uhh I don't know to target different abilities to see how students' think or students perform how they perceive that thing I think this is the way I define it.

R: What is role of meaning negotiation in your classroom?
John: no I don't I don't uhh focus too much on that because what's important to me in uhh is basically teaching teaching uhh not more than two three meanings of okay of the same word because if you focus too much on that and you go teaching meanings different meanings of every word that's uhh gonna be a waste of time and again it's uhh again I want to insist on the fact that we don't have enough time ah! I mean the subject itself we don't have enough time to teach uhhh how to teach people I mean learners how to how to speak fluent English.
Claire: so they uhhh what I have remarked MOST of the students they uhh they keep quiet why? Because they are afraid of uhh Claire: Yeah! Yeah! Errors mistakes and so on so I always encourage them to speak to use the foreign language even if they uhhh they make mistakes they make errors so they can learn through time they recognize their mistakes and errors.
Claire: purely negative.
Angelica: without negotiation of meaning the uhh they can't really we can't really proceed in my teaching simply.
Carole: It has a great role it it's to avoid uhh the cut or this hesitation of the students it's to give them the idea how to communicate with each other without hesitating without this slip of the tongue all these mistakes that they may make.
Rachelle: uhh it helps them it helps them to develop their abilities this is the role of

> *negotiation of meaning.*
> *Mike: Well, it's uhh an important element well otherwise there is no communication will take place. If you do not negotiate, everything politically, socially is negotiated.*

> *R: Okay! So, how often do you perceive your students negotiating with each other In English? What do you think do they use English among each other?*
> *John: Well uhh even even in uhh I noticed that even in the classroom whenever they engage in the uhh I don't know whenever they want to start a kind of uhh a discussion debate uhh they do it in uhh Arabic language.*
> *Claire: So often*
> *Rachelle: Yes! Yes they do that especially if it is a task that is uhh in common between them they always negotiate that*
> *Mike: Well, to be frank with you they don't negotiate so often in English. They use their mother tongue yeah!*

The above three extracts treat the idea of understanding the essence of meaning negotiation, the role it does play in the EFL classroom, and the frequency of EFL learners' negotiations in English. The current interviews data confirm that the majority of EFL teachers are unaware of the meaning of "meaning negotiation". Some did attribute it to vocabulary, some relate it to techniques and strategies of sharing opinions, some perceive it as a way to distinguish between abilities, and some just have not heard of this concept before. With respect to the role that meaning negotiation plays in the EFL classroom, some teachers did say that they do not focus too much on it, others said that students tend to keep silent; thus, it does play a pure negative role, while others have affirmed that it does play a pivotal role whereby students can avoid making mistakes hesitations and erroneous sentences, and some just replied by saying that it so important because without which there would be no communication. In addition, in relation to whether EFL students have been observed negotiating meaning in the classroom with their peers, the answers were between often and they do use their mother tongues when they interact with each other.

Besides, another part of the query related to meaning negotiation was to investigate the students' perceptions towards meaning negotiation from the point of the teachers. Hereafter are the views collected showing how students reacted to meaning negotiation.

R: What do students say and how do they respond to negotiations in English?
John: they spontaneously uhhh talk in Arabic forgetting that it's uhh an English an English classroom
Richard: They did not really respond as we wish them to do but with some exceptions some exceptions.
Helen: Well, the brilliant students are trying to, but the weak ones have not they don't try to negotiate
Angelica: well uhh I can't really give you a definite answer because this is relative in a way it depends always on the students and the situation and the type of question and the content uhh in the morning for instance I was trying to make a personal contrast between a novel that I taught the scarlet letter and the one that next week we're going to see okay I've given them the novel uhh like one month ago
Angelica: I mean asked them to to read it I was trying to make a contrast with the person I was uhh asking them to uhh to uhh to identify the differences , but I was like talking in vain because simply they haven't read the novel
Mike: WA LLAHI (Swear God) I have no answer. No ready answer for this question for such a question.

The excerpt shows that teachers perceive learners' reaction to meaning negotiation as inadequate whereby they usually tend to communicate in Arabic forgetting that they are in an English classroom. Some did consider their reactions as not meeting the teachers' expectations while others claim that they could not give a definite precise answer to this question. However, other teachers observed that the brilliant students are attempting to negotiate meaning in English while the low achievers are not.

The analysis of the interviews results with respect to the issue of meaning negotiation leads us to assume that most of the EFL teachers are unaware of the essence of meaning negotiation. Despite this, they did find it very crucial with some exceptions. But, with respect to learners' use of meaning negotiation in their classrooms one could

affirm that its application among EFL learners is mediocre and decent. The results

provide evidence that meaning negotiation in the EFL classroom is something that has

not been widely exerted.

B.IV.2.2.11. The Viability of Conversational Interaction in the EFL Classroom

> *R: How important is conversational interaction for you in enhancing learners'*
> *communicative proficiency?*
> *Arianne: Of course! Conversation is very important I mean the students if they do not*
> *learn how to use the language in all its, I mean, in uhh skills in the reading skill, in the*
> *speaking skill, in the listening skill, in the writing skill, and most importantly in the*
> *communicative I mean the spoken form of the language so that at least they can uhh*
> *use this language and they can uhh I mean express themselves using the language.*
> *Conversation is very important to exchange ideas with each other so to respond to*
> *each other's I mean uhh questions to know for example whether someone is asking a*
> *question or he is just providing a symbol they meant or for example someone is*
> *surprised etcetera. They need to uhh put into practice the uhh the language so that they*
> *can converse.*
> *Helen: conversational interaction I think it's very very important I think very*
> *interaction should uhh encourage we should encourage interaction in the classroom*
> *Nancy: As I said if we mix the groups for example or the pairs the low workers or the*
> *low achievers uhh students with the uhh the good ones so the one who has good*
> *English may help his uhh his peer or his friend uhh this is how the uhh so this is uhh*
> *the students will feel umm active or uhh the the positive effect is that the student may*
> *take information from his friend or uhh peer easily without having any uhh obstacle*
> *when he asks the teacher so uhh asking his friend or his peer will help him acquire the*
> *information.*
> *Mike: I think we shouldn't ask such a question because it goes without saying it's*
> *really really important. It's very important. It's major. It's it's uhh it's one of our*
> *priorities.*

The current data indicate that conversational interaction plays a pivotal role in

enhancing learners EFL proficiency. EFL teachers have confirmed that conversational

interaction allows for more interaction, exchanging ideas, and more importantly it

contributes in helping learners to practice the target language and to express themselves.

The data confirm that EFL conversational interaction is a means via which learners are

propelled to be active participants in the communicative acts especially if groups have

been mixed. That is, LA with HA. From here, it could be contended that conversational

interaction in the EFL classroom is a priority that needs to be encouraged in the EFL context. An important point to note at this stage that EFL conversational interaction is the medium that enhances EFL speaking abilities.

B.IV..2.2.12. Perceptions towards Teachers' instructional Experience

> *R: How would you describe your teaching experience with your students?*
> *Helen: it's really a failure they have to do a lot; they should do something.*
> *Nancy: I never uhh the student is never to be underestimated we always I uhh we were students and we know that if we find someone to guide them to help them to help us to guide them to guide us there will be a result so uhh while we know that some or most of the students come to university with low level of English but with our help when we guide them when they feel that the teacher really understands their needs so they will work perfectly so they will uhh themselves feel that they are uhh low and they need help so they will make too much effort to succeed.*
> *Mike: What you want me to say! Sometimes I feel happy, sometimes I feel satisfied, sometimes they feel I'm teaching myself if I have a second chance I would choose to do things differently.*

The data excerpt shows that the EFL teachers' experience with their learners could be described for some satisfactory, for some a happy experience while for other a total disaster. However, as it has been affirmed by some teachers, learners should not be underestimated or undervalued; nonetheless, great efforts are needed to reach successful outcomes.

B.IV.2.2.13. Qualities of the Ideal Teacher

> *R: How would you describe an effective teacher?*
> *Helen: how to describe an effective teacher an effective teacher umm is uhh someone who is motivated first, even teachers should be motivated (Laughter) and should love what they are doing.*
> *Nancy: So an effective teacher is the one who understands his students the one who knows that he if his students or her students are weak it's for him to or her to uhh help them with whatever techniques the technique that he or she he thinks are good uhh for their or his or her students to succeed they will or he will they he or she they will help them or use them in their classrooms.*
> *Mike: An effective teacher is the one who loves his job, and he loves his students.*

The interviews data confirm that the qualities of the ideal teacher are the following:

- ➢ A great teacher understands his students and respects their opinions.

- ➢ The ideal teacher is the one who is motivated, enthusiastic and propelling.

- ➢ An effective teacher is the one who knows his students very well.

- ➢ The ideal teacher is the one who helps his learners using whatever plausible and viable techniques.

- ➢ A paragon teacher is the one that that cares about his students' interests and needs and has great expectations about them.

- ➢ An epitome teacher is the one who loves his students and loves his job.

The interviews results with respect to the issue of the ideal teacher confirm that teachers need to be knowledgeable, passionate, helpful, caring, comprehensive, motivated, inspiring and constantly works for the quest of outstanding quality teaching. But, still this could be to some extent utopian.

B.IV.2.2.14. The Qualities of the Effective Teaching Approach

R: According to you what is the most effective teaching approach?
Helen: effective the teacher should uhh should use according to the needs different techniques from different methods then there is no best method I mean there is no best method of teaching and a good teacher is someone who is trying to know who are the students the learners and try to and it depends on the objective what is his his objective and then decide about how to teach according to the situation according to uhh a lot of needs in the classroom and we can't really be a slave of methods uhh of one method of teaching.
Angelica: I would say the communicative approach
Barbara: As I have said, maybe it is the learner uhh what based approach yeah!
Mike: There is no ready-made recipe in teaching. You should be eclectic.

The results obtained above allude to the fact that the qualities of the ideal teaching approach centers on the learning needs of the students, provides support, guidance and extended understanding of the educational agenda. Some teachers asserted that the communicative approach is appropriate while others mentioned the learner-centered approach. To some degree, developing effective instructional procedures has to

be a priority for both researchers and practitioners. Thus, a growing need for understanding the educational setting is prerequisite at this level. To this end, one can assume that there is no absolute recipe or a ready-made method. So, to be eclectic could be appropriate.

B.IV.2.2.15. Techniques to Maximize Learners' Potential and Autonomy

The analysis in this section is of two layers: the first part deals techniques to maximize the learning potential and the second part treats the issue of autonomy.

> *R: Describe a teaching strategy you used to maximize the learning potential of your students.*
> *John: uhhh maybe the uhh it could be described as relaxing it's uhh teaching with songs the learners learnt more via through listening to one song than what they learn listening to the teacher talking I don't know maybe talking for one hour and a half.*
> *Natalie: a teaching strategy variation in terms of methods not in terms of content of the syllabus because I cannot do that but variation maybe in methods.*
> *Caroline: Well, it's most of the time the PC or the data show these are the tools that we can use as a way of teaching.*
> *Mike: uhh I use the means, the materials, the ICT tools that are available unfortunately in our schools they are not so much available uhh we can use a PC. We can use data show. We can use laboratories from time to time, but it's so difficult to rely on that example what happened to me this morning I prepared the lesson based on a data show when I came to the administration, the administration all the staff of the administration were absent so I was obliged not to use the data show because a colleague of mine took it and put it in her office and left.*

> *R: How do you keep your students engaged in the communicative tasks?*
> *Angelica: well first giving them an authentic material this is the first thing I think that enhances uhh learners I mean abilities in English the second uhh exposing them to videos by native speakers to uhhh by professors by speakers in universities is to help them uhh well I think uhh of course pushing them to uhh to give presentations uhh or asking them to give presentations uhh trying to convince them to communicate and to debate this is will help them.*
> *Arianne: The teaching strategy that I've used the teaching strategy I'm using is that first of all, I respect always students and I do not uhh make any discrimination between good and bad students so that I give the opportunity to all the students to take their role in learning in uhh participating in everything so, I feel that they uhh the teaching strategy I succeeded to impose and somehow apply in the classroom is that I make my students feel at ease whenever I make my students feel at ease, I feel that they can uhh respond, they can participate because most uhh I think most of the students they come from different backgrounds, some of them are shy, some of them are reticent to speak some of them they uhh I'm pretty certain that they I mean they have got a good uhh*

written I mean level, but when it comes to the oral aspect of the language, they are shy, they become red I mean they cannot speak and so on and so forth so I find that the first thing that teachers should apply in the classroom is to make the students feel at ease first whenever they feel at ease, they start learning.

Mike: Just being natural; the fact of being natural just talking about their problems and their interests their likes and dislikes they enjoy that. Well, I believe I believe in the following proverb "variety is the spice of life" if you keep using the same song or the same dance or the same technique, one thing is sure you as a teacher you'll get bored of it what about your students so you should bring a difference always couscous couscous couscous you get bored of couscous again so you have to vary bringing data show, listening, material recorded materials, videos always is welcomed by your learners they appreciate it when they see something new in their class. So, the element of newness is one important ingredient to stimulate the communication abilities or skills.

R: So, how would you decide what should be taught in your classroom?

John: I uhh do not do impose my opinions I generally uhh it's uhh it's a kind of uhh a kind of a democratic process okay I uhh I allow I allow okay I give the chance to learners debated uhh among themselves okay think about what they would like to share with them their mates okay so they are free to choose whatever whatever no limits whatever topic they would like to or the issue they would like to share with the uhh with the teacher and their mates we make uhh a list and exhaustive list to write at the beginning at the beginning of every semester because we generally we devote one semester for speaking and one other for listening and normally the listening semester should come before uhh should occur before the speaking.

Helen: first before I uhh all the time in uhh the past I used to to try to know about the language I mean of my students a pre-test all the time when I started teaching for the first time I make pre-tests trying to understand uhh who they are what are what do they bring with them in the classroom they have knowledge then I have to complete it and help them to use it then pretests then I decide how to teach what to teach what kind of vocabulary they need and so on this is important for me.

Mike: Well, according to my students' needs and according to the program and syllabus.

The data obtained above confirm that the prominent techniques deployed to maximize the learners' learning potential are through using multimedia resources and ICT tools as well as varying both content and ways of delivery. In doing so, they keep their students engaged. Some teachers tend to build social positive rapport and bonds with the students. They tend to expose them to authentic materials and they give their learners the opportunity to participate in everything and every task. They tend to make a healthy positive relaxed environment where all learners feel at ease. Despite these

promising aspirations, some teachers have alluded to some unfavorable conditions which are more related to the administrative management of these pedagogical tools and resources. From these results, one can say that teachers do have the will and the motivation to meet high quality teaching expectations that are conducive to effective learning, but this would not be accomplished without the help of the managers. With respect to autonomy, the teachers answered that they do not tend to impose their opinions. They give a chance to learners' viewpoints. They tend to meet students' needs and interests. They carry out a needs analysis survey to get to know how to teach and what are the main aspects to be considered in the course. Thus, these significant results do show that learners' autonomy is encouraged to some extent in the Algerian EFL context.

B.IV.2.2.16. The Viability of ICT Tools in the EFL Classroom

Assessing the feasibility of ICT tools in the Algerian context from the teachers' perspective is core to the purposes of this study. Enhanced ICT pedagogies in the Algerian EFL classroom has been sought by the current project to highlight its importance in driving the learning potential. The following extracts illustrate the importance of innovative resources in enhancing learners' EFL communicative performance and some facts about ICT tools in the Algerian context.

> *R: What role does ICT play in your classroom?*
> *John: Yeah! Songs when I use laboratories I seek the language laboratory headphones this is I mean uhh strings etcetera so CDs and DVDs etcetera that's uhh that's uhh that we can find*
> *Nancy: Uhhh We all know that there is no uhh modern uhh modern techniques all deal with or all rely on uhh technology uhh we know that in our case it's very difficult to uhh help students with this technologies for economic reasons one but why the uhh why not making the first step so making the first step for example asking for uhh a room where students may find themselves in uhh we're using different technologies uhh may take much help.*
> *Angelica: uhh well it is useful but uhh I use it rarely to be honest.*
> *Mike: Well, some teachers especially classical ones they think they are afraid of that,*

> *but young learners are very interested they are very fond, they manipulate and they like seeing such materials introduced in their classes. I do encourage colleagues to think about ICT.*

> *R: How do you use technology to enhance your students' speaking proficiency?*
> *John: now again whenever we come to talk about technology high tech I uhh it's uhh it's technology it cannot be high technology whenever we talk about technology uhh I think that we are a bit a bit underdeveloped ah! We do not have enough uhh technological means we do not have uhh adequate so technology is uhh still a great obstacle.*
> *Angelica: not speaking proficiency but most importantly the comprehensive say aspect.*
> *Nancy: so, as I said I use videos uhh first the students I introduce to my students or the learners to the uhh the topic uhh to the new uhh course they are going to uhh to deal with ones they have already or uhh I have warmed up my students uhh to the topic then we will see or we will learn the project to the information through for example as I've said through videos through the uhh from You Tube videos uhh I will ask them some questions for example oral we have just to see the uhh the tape to see the video or to listen to the tape and then pick the right information according to uhh to the questions or to the uhh to the text or to the task let's say task yeah to the task I have given so it will be step by step from less difficult to more difficult first they have just to pick for the exact information and then we will uhh discuss the information according to the uhh their own point of view for example.*
> *Mike: Well, it depends on the module you teach. If for example if I teach oral expression since I'm teaching oral techniques I use data show to show pictures to make my learners to listen to recorded authentic language and authentic material this is going to develop their oral skill, their listening, and so on.*

> *R: What do you think of ICT as a learning tool?*
> *John: We cannot unless unless we develop technology it's compulsory , but at well for the time being I think that before we uhh talk about that a technological what to say a technological uhh progress should occur before talking about various uhh we cannot! We cannot use something we don't possess*
> *Nancy: No one can deny its effect so uhh the only problem with our students with our uhh in our department is the deficiency of these uhh this that we are not provided uhh yet with this uhh technology so if this technology is provided we are all sure that it will give very good results.*
> *Mike: It is a must nowadays. It is a must it is something compulsory and obligatory. If you don't use it you become an old fashioned teacher.*

The current interviews data indicate that definitely ICT means do play a prominent role in the teaching of speaking proficiency. Rather, ICT is considered to be a must and a requirement. In fact, it importance for the teaching of EFL speaking

abilities is undeniable, but the problem is that as some teachers has mentioned "we cannot use something we do not possess". The deficiency is that there is a lack of such devices at the heart of the department. Or, let us make it more factual. The devices do exist but for unknown reasons they are not most of the time functional. So, many teachers tend to rely on their personal efforts and their personal devices. Among the ways incorporated in the teaching of speaking through multimedia resources, teachers reported the some listening activities, comprehension tasks, and authentic materials such as pictures or recorded texts. To sum up, it can be deduced from the current data sets that ICT devices and its enhanced pedagogies are viable instruments that need to be regarded in the EFL context.

B.IV.2.2.17. Future Expectations

R: What do you think of the future of the Algerian university and the use of ICT tools in our Algerian university? Can we talk about ICT in our context?
Richard: well, decision makers talked a lot about the future of Algeria, but everything for me is uhh it's still unattainable since nothing in practice is visible.
Natalie: Ah! If uhh it's too hard as uhh according to my experience I have no concrete scenes about the ICT technique here I hope to do maybe meet that in the future , but I think that in nowadays and uhh according to the evolvement of different technologies and the different methods and approaches in language teaching in the world it is crucial to have this technique here.
Nancy: We are optimistic for uhh my case I'm too optimistic so the only difficulty if the students if the teacher makes efforts to work or to uhh to learn something about technology so the use of technology and we see that students or uhh a child of two years old may use a computer easily so uhh the use of technology is not the problem, but how to provide it in our classrooms so ones it is provided I know that in one year or six months of training are enough to uhh to prepare the teachers ones the teachers are prepared the students are also eager to uhh have these technologies in our classrooms.
Mike: More materials, the more means are used the more comprehension, understanding of students because they like seeing new things in their classes. I wonder why these things are happening in all universities all around the world except Algeria though Algeria has got a lot of money why can't we provide our schools our universities our teachers with such materials which can help a lot.
Mike: I may say both! Sometimes I feel uhh we are in slow motion. Sometimes I lose optimism. I say I don't think that people are really serious in that matter they are just thinking superficially.

The current data set displays some of the responses with respect to the future aspirations of Algerian EFL teachers and their predictions about the fate of ICT usage in the EFL context. It seems evident from the results that some of the teachers tend to have a very dark vision about the future of the Algerian university concerning the use of multimedia resources while other stay optimistic and aspire for better facts. Nonetheless, based on the observed facts, these results lead us to assume probably that much effort is needed and a lot of work has to be done by both decision makers and practitioners to reach promising outcomes.

To conclude, both the questionnaires and interviews results confirm that EFL learners do encounter real impediments in communication due to affective, social, contextual, and pedagogical factors despite of the great efforts made by teachers. Nonetheless, it seems to some degree that both teachers' and learners' views do correlate in some points, but in many cases they do contradict.

B.IV.3. Students' Scores and Performance Tests' Results

To assess the feasibility of the CPP program and to evaluate whether learning opportunities have been fostered, the current oral performance tests' results are displayed below in the following quantitative corollaries:
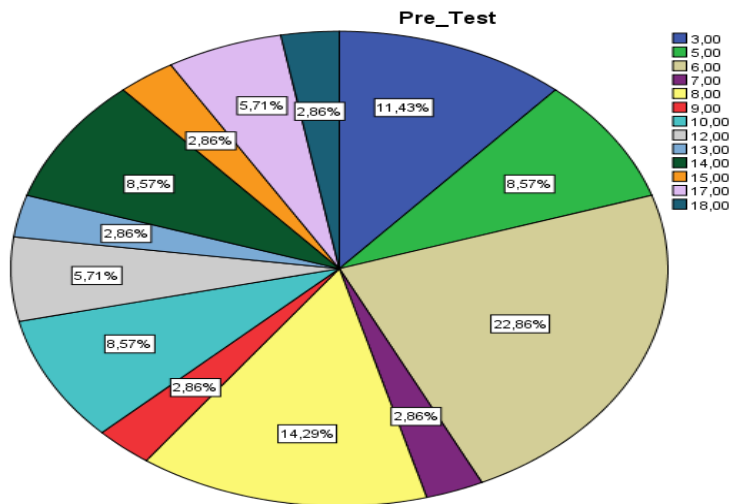
Figure 53 Pre-Test's Results
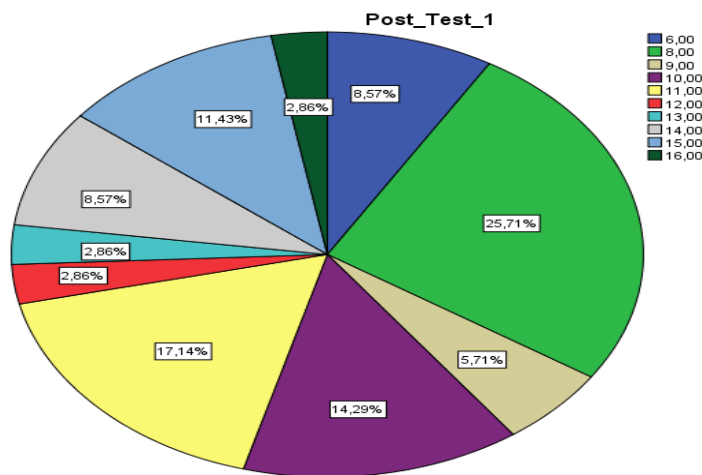
Figure 54 Post-Test's Results 1
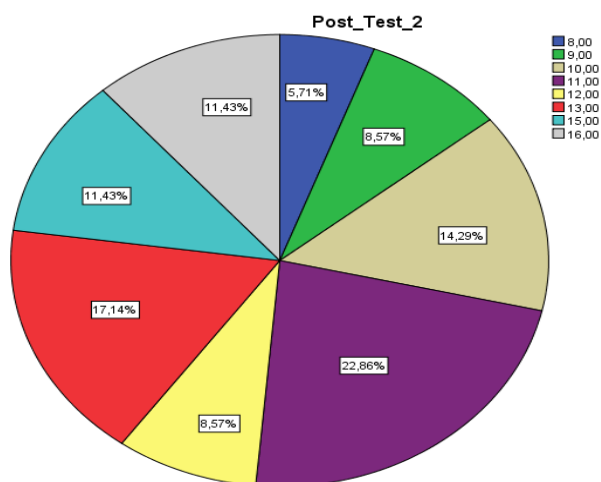
Figure 55 Post-Test's Results 2
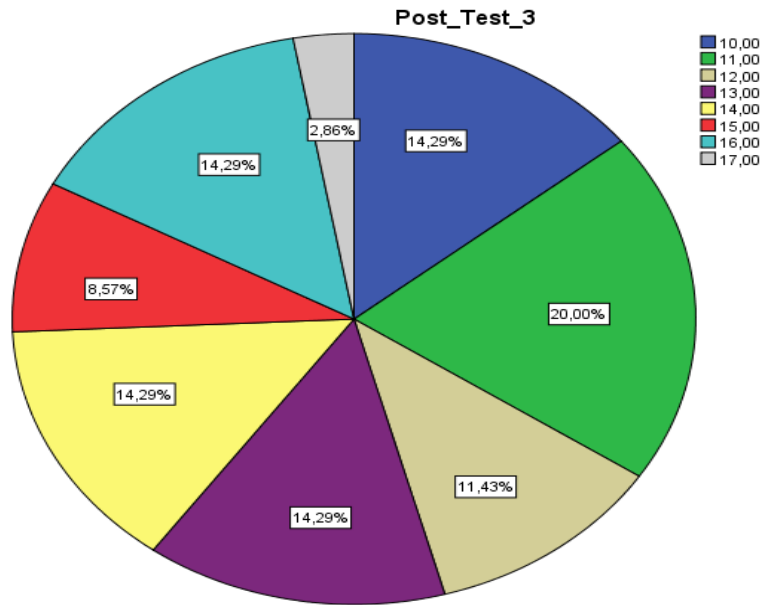
Figure 56 Post-Tests' Results 3
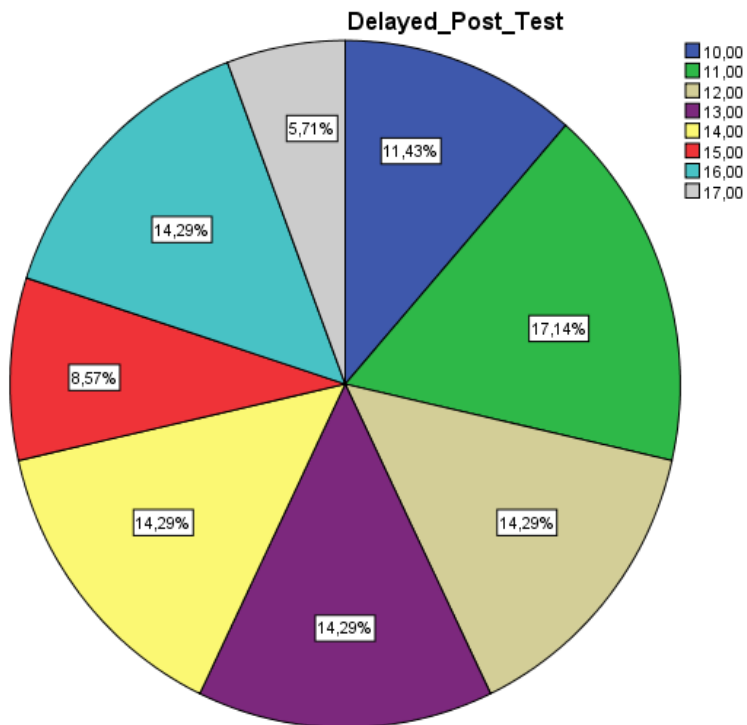
Figure 57 Delayed Post Test
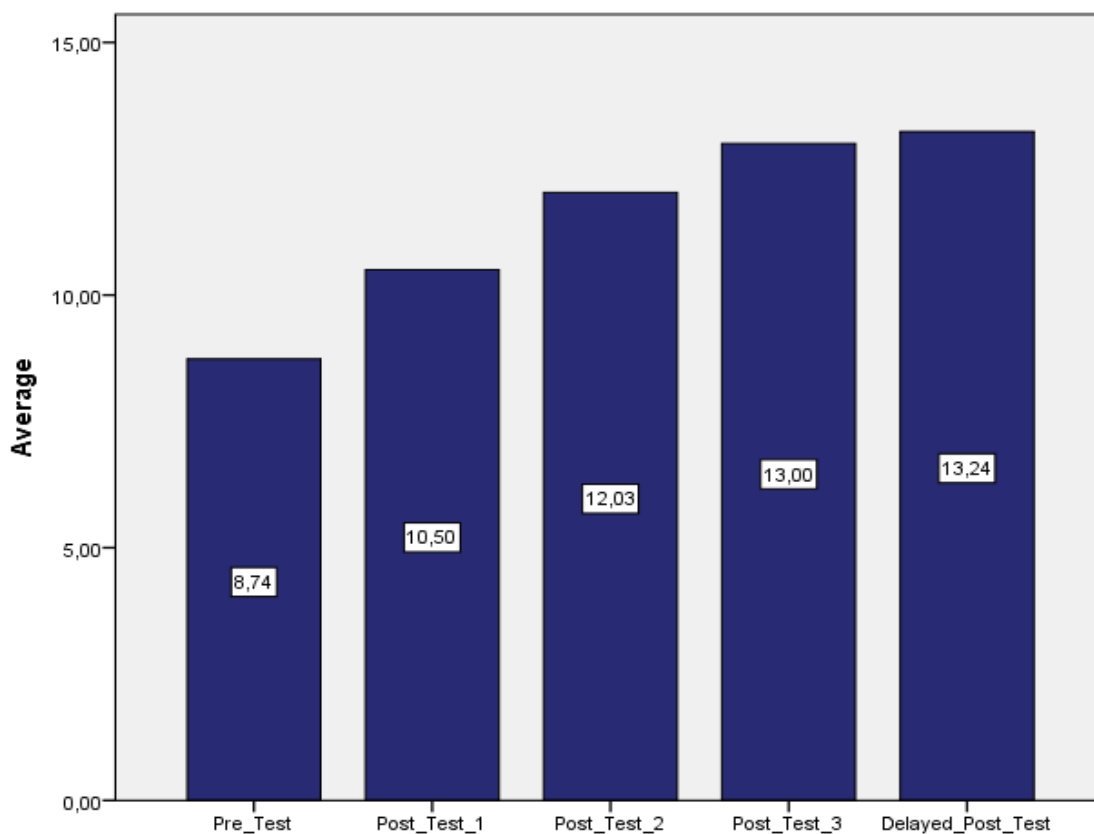
Figure 58 Students' Performance Evaluation

It is evident from the current results that EFL learners' oral performance has significantly increased after the implementation of the CPP approach. The results show that the mean average score in the pre-test is 8.74 out of 20 with an increase to 10.5/20 in the first post-test. The scores shown above demonstrate that there was a slight increase in the second post-test reaching the level of 12.3/20 and a steady development in the third and delayed post-tests with an average of 13 and 13.24/20. This increase in students' scores is a result that there was a development at the level of their oral produced output. Although the level of the scores did not peak off, nonetheless, one can affirm that learning opportunities have been enhanced to some extent. May be due to the short period of testing that might have influenced the rate of progress, but still this slight development is significant for the feasibility of the approach. If we look at the first chart

(Figure 53), one can say that from the average of 6/20 with a rate of 22.86% in the pre-test, EFL students scored 11/20 with a rate of 17.14% in the delayed post-test. This, in fact, could be considered as a plausible progress. From here, one can assume that the CPP approach has significantly contributed in procuring opportunities for learning where about EFL learners' performance has increased accordingly.

Discussion

B.1. Understanding the Algerian EFL Macro-Context

In this section, the obtained findings are interpreted with respect to the research queries raised with an attempt to highlight the features and characteristics of the EFL macro-context. Part of the discussion is an attempt to focus on portraying the usefulness of the CPP model, the newly devised pedagogy, in the teaching of EFL speaking and communicative competence.

EFL learning in the Algerian context has been progressively critical in the last decades. The teaching of English in higher education agendas in Algeria could be characterized as teacher-led whereby the teacher does most of the talk in the EFL classroom with a rate of 74.56%. The quantitative and qualitative results of the current study confirmed that EFL learners at Batna University do face real hurdles in communicating fluently via English despite the great motives and drives that push them to study it. Nonetheless, the results obtained from the teachers' perceptions posit that EFL learners are facing these problems because they are demotivated and because they are not supposed to study English. In other words to say, students are miss-oriented to the English stream. As opposed to this, the students' perceptions confirm that they have these problems because of the lack of positive learning conditions and the mediocrity of the teaching approaches adopted.

As it has been asserted beforehand, the purpose of this study is to propose an innovative teaching model based on students' interests and needs taking into account the contextual and psychological factors, and more prominently the role of meaningful conversational interaction enhanced by ICT tools.

With respect to the first research question, it has been found that the CPP model does offer opportunities for L2 students' meaningful interaction. Classroom observation

has demonstrated how the CPP model encouraged meaningful interaction in various ways. The CPP model prompted active participation in the communicative acts, self-repair, scaffolding and content feedback. Classroom observation confirmed that the CPP program enhanced meaning-centeredness teaching approaches where about the focus is granted to both fluency and accuracy. The findings denote that the CPP program has enhanced EFL practice through encouraging active learner initiative and created a dynamic context through meaningful conversational interaction. With respect to classroom observation results, it has been clearly brought to evidence that the CPP program has constructed learning instead of obstructing it. It has, also, shown that meaning negotiation is apparent in the CPP classroom, and feedback is non-judgmental and positive. The CPP program has, indeed, encouraged dialogic practices via English. Nonetheless, it has been observed and noticed that communication breakdown is common in the EFL classroom. Among the prominent findings in this study is that the quality of EFL discourse produced in the CPP classroom resembles to a great degree casual conversations. That is, EFL conversational interaction enhanced by the CPP model has engendered an authentic meaningful discourse.

With regard to the second research question, significant findings revealed by this study that EFL conversational interaction enhanced by ICT tools created opportunities for EFL students' participation and engagement to invest their personal identities and experiences in classroom discourse. Data showed that the CPP model has prompted EFL learners to generate an authentic meaningful discourse whereby they "speak as themselves". That is, EFL conversational interaction advanced by innovative means empowered learner's agent and autonomous acts. Results have shown that learners thanks to the positive environment learning conditions made available by the CPP program and due to positive CPP teacher's attitudes towards learners, EFL learners

were able to evince agent acts and took responsibilities to experience their personal identities in the classroom, and by extension this has led to improvements in their oral productions and communicative proficiency. The CPP model has allowed for more learner initiative where learners carried out the instructions of the teacher, volunteered to answer the teachers' questions, encouraged peer interaction and collaborative work, and carried out debates and discussions speaking as themselves. The significant results within this respect led as to assume that in order to create an authentic EFL classroom discourse environment, both teachers and learners should be experiencing proactive processes supporting autonomy. This eventually maximized the learning potential.

With respect to the third query, in order to have a teaching approach conducive to EFL learning, meaningful conversational interaction should be fostered through motivation, creating ample spaces procured for practice, creating opportunities for collaborative conversations, fostering conditions for socializing and establishing a relaxed positive atmosphere based on building trust and mutual rapport. Nonetheless, this meaningful interaction is hindered by negative teaching attitudes, personal affective factors such as shyness, fear and anxiety, and ineffective teaching procedures. There was a consensus that eclecticism could be appropriate to deal with learners' learning demands.

Thus, from the findings obtained, it could be assumed that a high proportion of both learners and teachers are willing and supporting the use of multimedia resources in the EFL classroom because it contributes much in fostering EFL learners' communicative performance. A big change has been noticed in terms of approach and techniques used to deliver the same content. However, there are still other teachers who are slightly reserved about the usage of the innovative technology as these latter claim that the real challenge for them is that the environment is slightly not idealistic as in

Algeria we do not possess these ICT means. But, for the learners what is challenging is the language not the medium of transferring the target language whether it is the teacher, the video, or the computer.

From here, the Algerian EFL macro-context could be characterized as follows:

- ✓ Teacher-led
- ✓ Learner-centered
- ✓ EFL communication challenges
- ✓ Teaching procedures devoid of innovative means
- ✓ Challenging conditions hindering L2 development

Thus, it could be assumed that the CPP classroom could be probably the way to get through these hurdles and cope with the different challenges faced by both teachers and learners. More insightful tips and implications are discussed in our next chapter.

Conclusion

B.1. Summary of the Results

The findings reported in this study appear to further support the role of conversational interaction advanced by ICT tools in developing and creating EFL learning opportunities. On the basis of this, the conclusion is that encouraging learner participation through agent acts, autonomous attitudes and transportable identities may have positive outcomes on successful language learning, and that, therefore, the Algerian teaching methods and strategies should adopt ways of introducing this pedagogical philosophy into the EFL classroom. With respect to the first research question, understanding the nature of EFL classroom conversational interaction under the CPP design has been expanded throughout the analysis of the different episodes of classroom interaction. The data highlighted the need for a positive environment where students are encouraged to take the initiative in the different communicative and interactive tasks, and to have an active role in shaping the educational agenda in the Algerian EFL context. To end up having an authentic EFL discourse, teachers should be made aware of the important role that their learner's personal experiences play in determining the overall course of classroom discourse. They should be prompted to give their students enough space and time to contribute in the different communicative events. The data explored in this study highlight how teachers are made aware of how to encourage learner initiative, agency, independence, and through practical procedures to give their learners a chance to speak as themselves. The findings provide evidence for the CPP teacher's positive attitude, philosophy and pedagogical assumptions with respect to creating healthy and positive environment that would prompt learning opportunities.

Because current pedagogical trends in EFL teaching in Algeria are calling for more learner-centered orientations in language classrooms, which could be understood as a stand for more practical pedagogies based on collaborative and autonomous learning experiences, it is believed from the results obtained that communicative activities enhanced by ICT tools and pedagogies create a great amount of pushed output; thus, providing learners with increased opportunities for practice and negotiation of meaning and form, and by extension learning. As presented all throughout this study, all instances of conversational interaction in the EFL classroom as succinctly analyzed emphasizing that both teaching and learning are interactive processes which require a dynamic engagement of the teacher, the learners and the context.

B.2. Pedagogical Implications

It has been argued that "Implications are often expressed in the form of injunctions, appeals to teachers to do something different" (Allwright, 1984, p. 166). In this section, the implications of classroom conversational interaction enhanced by the CPP model and learning management from both the learners' and teachers' perspectives are accounted for. Throughout this section, the potential usefulness of the CPP approach as a means of enhancing EFL communicative competence is highlighted. Necessary recommendations for practitioners, teachers and decision makers are provided.

The current study's results hold that a positive communicative atmosphere should be made available in our EFL classroom by providing enough opportunities for exposure to authentic materials and genuine target language. Socioculturally speaking, EFL conversational interaction offers students opportunities to invest their personal identities and experiences, and therefore, facilitates the acquisition of the target language. Linguistically speaking, conversational interaction enables learners to negotiate meaning, scaffold their interlanguage and promotes both comprehension and production

and by extension develops EFL communicative competence. Pedagogically speaking, this study confirms that EFL learning takes place if students are totally engaged in the different communicative and interactive routines where about they are encouraged to "speak as themselves" and take active agent roles in the EFL classroom. Psychologically speaking EFL teachers are required to gain trust with their students, establish close mutual rapport by creating a positive healthy non-threatening atmosphere and maintain positive attitudes towards their learners to foster collaborative learning that would enhance their social communicative skills in real-life situations. Within this respect and to answer the raised queries, creating an interactive EFL classroom that adheres to the principles of the CPP Framework with developing EFL learning purposes in mind is based on the following suggestions:

1) Designing appropriate motivating and interesting tasks based on cooperative learning techniques where the teacher is seen as a mentor, a facilitator and a guide of the learning process.

2) Encourage autonomous learning by enabling learning to take active roles in shaping the teaching/learning agenda.

3) Creating pleasant and relaxed conditions in the EFL classroom

4) Developing good rapport with learners

5) Familiarizing learners with authentic language

6) Promote learner autonomy and engage students to "speak as themselves"

In this study, the effectiveness of the CPP Program has been examined in a small category of EFL learners, but it is expected to be spread all over a large scale study for future research to test its viability among the whole population. Given the fact that students are generally conceived as "Digital Natives", "Screen Generation" owing to their familiarity with ICT, we expect that the teachers' traditional role will be

reconsidered by educational researchers. Most EFL learners favor ICT-oriented roles over traditional roles. Therefore, we expect to supply our classrooms with more innovative means. The CPP Project provides EFL learners with:

7. Friendly learning environment.

8. Give learners a chance for self-monitoring.

9. Autonomous learning settings.

10. Extra-practice and feedback.

11. Integrated skills.

12. It increases flexibility of delivery and learners can access knowledge easily anytime and from anywhere.

By incorporating the CPP Project in the EFL setting, you are empowered to greatly expand learners' language acquisition options through the following aspects:

➢ Digital video viewing and production.

➢ Digital audio listening and production.

➢ Podcast listening and production.

➢ Simulation software.

➢ Digital images, charts and graphics.

The CPP Framework will not be effective unless the decision makers provide the learning environment with a portable laptop computer, viable connections, internet availability, and a cable-ready TV. While some additional software might be needed for some venues, many times the necessary software is free or very low-cost. The only

thing holding us back is US. May be US! The only additional resource which should be updated to apply these technologies to the EFL class is the EFL teacher. It is the language teacher who must learn to accurately use and apply these and many other current and future multimedia technologies to effective use in EFL classrooms. Insightful lesson planning, thoughtful, motivating lesson types and dynamics on the part of the teacher can easily make the combination of Technology and TEFL a resounding success when their students are learning a foreign language using multimedia (Lynch, 2012).

B.3. Strengths and limitations of the Study

This study is appealing in a sense that it focuses on a number of different techniques for data collection and analysis, a fact that has engendered rich data sources. It was really a good source for descriptive and explored data providing meaningful explanations. The study could be easily replicated because of the insightful methodological details provided. This study is systematic and credible. It has followed planned procedures of data collection and analysis. It is rigorous in a sense that it has gone through scrupulous methods to solve the highlighted queries. It involves careful collection, presentation, analysis and interpretation of data. It is related to our reflective thinking about the EFL context. It is based on solid robust evidence that could serve in identifying programs that best fit students' needs and interests. It is original in a sense that it has treated the issue of EFL conversational interaction within the computer-mediated context from a totally new perspective and research paradigms. This study is valid and reliable because it has followed correct research procedures based on truth and could be to be trusted. It is analytical because it has used proven analytical frameworks in gathering data. It is, also, critical in a sense that it exhibits careful and precise judgments and scrutinizing towards the process of investigating a foolproof project. It is

methodical because it was conducted in a methodical unbiased manner. One limitation, however, is that the sample is slightly small to be able to generalize the results to the overall EFL population, and just one classroom has been observed.

B.4. Suggestions for Further Research

A longitudinal experimental comparative study is worth undertaking investigating the feasibility of the CPP program on EFL students of the LMD system in order to ascertain whether the issue has to do with pedagogy or other underlying factors. Also, further research is required in this area to reach generalizable findings with different population that does have the same characteristics as the one participating in the current study. Future research is needed to compare teaching styles with the CPP program as opposed to other approaches. The sample could be in the future larger to rise up the probability rate of confidence.

B.5. Final Conclusion

"Do not be afraid of losing your authority and class control if you

have the belief that your competence in working with ICT is inferior to

that of your students." (Jenkins, 1999)

ICT is a reality that has imposed itself in our English Department. It started with a dream of a novice teacher. It was supported by the hope of young learners. And, it has become real with the commitment of our leaders and policy makers. In seeking to integrate innovative means in our EFL classrooms, it is crucial to identify the challenges we may have ahead in the long term. The current demand for more newness in terms of methodology and tools requires that both policy makers and researchers implement or search for higher quality and greater utility procedures. As Heck (2004) pointed out:

"one of the things most astonishing to posterity about our times will not be how much we understood, but how much we took for granted"(p.9), quoted by Underwood (2009) (p.24).

The results obtained from this mixed methods research, taking into account the relevant literature exposed in project confirm the fact that the adoption and use of ICTs in education have a positive impact on academic performance. EFL conversational interaction enhanced by ICT means provides a rich environment and motivation for the EFL teaching/learning processes. It offers new possibilities for learners and teachers, and which may have a positive influence on their achievements in their endeavors. From these findings it can be concluded that ICT in the English Department is a fact that could not be marginalized. To answer the raised queries, it can be assumed that we have a piloting evidence for the viability of ICT tools in the EFL classroom. However, this latter should be supported with a real commitment from policy makers to meet the 21st century challenges and requirements. If we have set a system that is more learner-oriented; therefore, we should make everything that works with this plan. Henceforth, multimedia resources should be part of this framework.

Finally, this could be backed up with what Pachler and Field (2001) have vindicated.

"Learning is a process of discovery, information processing and expressing."(p. 251).

Definitely, Technology will not replace teachers, but it will defiantly be a plus if used correctly and appropriately in the EFL classroom. EFL students of Batna University claim to find Moses Rod through the CPP Program that would lead them to

the mastery of English because for them the digital tools are a window to the native speaker world.

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Part C :

Appendices

C.1. Appendix A /

Informed Consent Form :
Consent to Participate in Research :

Project Name : Conversational interaction and foreign language learning.
Investigator : Guerza Radia   *Email :* howthorne@hotmail.fr
The University of Batna has given approval for this research project .
Introduction :
You are invited to consider participating in this research study . We will be evaluating the effect of carrying out different conversational activities on learning English as a foreign language (E.F.L) . This form will describe the purpose and nature of the study and your rights as a participant in the study . The decision to participate or not is yours . If you decide to participate , please sign and date the last line of this form .
Explanation of the study :
We will be looking at how different kinds of speaking activities help EFL learners in Algeria develop skills such as fluency and accuracy . In particular , we are interested in investigating the impact of new technology incorporated in conversational activities to enhance English learning . 30 forth year students will participate in the experimental study, and about 400 will participate in the descriptive analysis . You will carry out speaking activities , and you will be exposed to an English speaking software . Each speaking activity will take approximately 15 minutes to complete . A video-recorder will be used to record what you are saying during all speaking activities . All the activities will be completed over a nine-week period .
Confidentiality :
All of the information collected will be confidential and will only be used for research purposes . This means that your identity will be anonymous . No one besides the researcher will know your name . Whenever data from this study are published , your name will not be used . The data will be stored in a computer , and only the researcher will have access to it .
Your participation :
Participating in this study is strictly voluntary . That means you do not have to be a part of the study . Your decision to participate will in no way affect your grade in any class . You will participate in different activities since you will be divided into two groups . If at any point you change your mind and no longer want to participate , you can tell your teacher . You will not be paid for participating in this study . If you have any questions about the research , you can contact Miss Guerza Radia by email (howthorne@hotmail.fr) , or in person at office 24 .
Investigator's statement :
I have fully explained this study to the students . I have discussed the activities and have answered all the questions that the students asked . If necessary , I have translated key terms and concepts in this form and explained them orally .

Signature of investigator _____ Date _____ .

Student's consent :

I have read the information provided in this Informed Consent Form . All my questions were answered to my satisfaction . I voluntarily agree to participate in this study .

Your signature _____ Date _____ .

C.2. Appendix B /
Participant Consent Form :

Project title : The Role of conversational interaction in developing EFL learning .
Researcher's name : Guerza Radia , MA.
Supervisor's name : Pr. Dr. Nedjai Med Salah .

I have read the Informed Consent Form , and the nature and purpose of the research project have been explained to me . I understand and agree to take part .
I agree to have my final mark for the language course in which I am enrolled forwarded to the researcher to be used in her analyses .
I understand the purpose of the research project and my involvement in it.
I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future .
I understand that while information gained during the study may be published , I will not be identified and my personal results will remain confidential .
I understand that data will be stored in a locked container within the researcher's reach and will only be accessed by people directly involved with the research project , including the researcher and her research supervisor .
I understand that I may contact the researcher or supervisor if I require further information about the research .

Signed _____ (Research participant)

Print Name _____ .
Date _____ .

Appendix C

C.3. Learners' Perceptions Questionnaire

Dear Student,

This is a questionnaire to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous.

Thank you

Please, tick (√) appropriately:

Section 1: Learners' Background:

1) Male ◯ Female ◯
2) How old are you? …………..
3) Why are you studying English?..
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………..
4) What is your goal of learning English?
   ➢ To prepare for a test ◯
   ➢ To communicate well in English ◯
   ➢ To get into an academic program ◯
   ➢ For business purposes ◯
   ➢ Other goals:
   ……………………………………………………………………
   ……………………………………………………………………
   ……………………………………………………………………
   ………………
5) When you listen to a native speaker, you understand:
   ➢ 10% ◯
   ➢ 30% ◯
   ➢ 50% ◯
   ➢ 70% ◯

➢ 90% ⃝
➢ 100% ⃝

6) Have you had a chance to speak to native speakers?
    ➢ Yes ⃝ No ⃝

7) If, Yes? Do you find difficulties in communications with native speakers?
    ➢ Yes ⃝   No ⃝

8) If, Yes? Name your difficulties:

    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………
    ……………….

9) Who does most of the talk in the Oral Expression session?
    ➢ Teacher ⃝   Students ⃝

10)   When you talk and listen to your teacher in English, do you find any difficulty?
    ➢ Yes ⃝   No ⃝

11)   If, Yes? What are your difficulties?

    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………
    ………………

12)   Are you satisfied with your teachers' teaching methods in the Oral Expression course?
    ➢ Yes ⃝ No ⃝
    ➢ Please, explain Why:

        ……………………………………………………………………
        ……………………………………………………………………
        ……………………………………………………………………
        ………………………………………………………………….

13)   How important is classroom conversation for the learning of English?

    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………
    ………………

14) How often does the teacher give you the opportunity to interact orally?
   - ➤ Always ◯
   - ➤ Sometimes ◯
   - ➤ Never ◯

15) How often do you interact with your classmates inside the classroom?
   - ➤ Always ◯
   - ➤ Often ◯
   - ➤ Sometimes ◯
   - ➤ Rarely ◯
   - ➤ Never ◯

16) How often do you interact with your classmates in English outside the classroom?
   - ➤ Always ◯
   - ➤ Often ◯
   - ➤ Sometimes ◯
   - ➤ Rarely ◯
   - ➤ Never ◯

   Please, explain Why:

   …………………………………………………...…………………
   …………………………………………………………………………
   …………………………………………………………………………
   …………………………………………………………………………
   ………………………………………….

17) Is your interaction in the classroom:
   - ➤ Self- motivated? ◯
   - ➤ Teacher pinpointed? ◯

18) Which of the four skills you master most?
   - ➤ Listening and comprehending ◯
   - ➤ Speaking ◯
   - ➤ Reading ◯
   - ➤ Writing ◯

19) Classroom Conversational Interaction helps you to communicate:
   - ➤ Very well ◯
   - ➤ Well ◯

❯ A Little ◯
❯ Poorly ◯
❯ Very Poorly ◯

20)   Your teacher corrects your mistakes:
❯ Immediately after the mistake ◯
❯ Some time after the mistake ◯
❯ Never ◯

21)   You accept being corrected:

Yes		No		No Opinion	

22)   Does frequent conversational interaction in the classroom help you improve your communicative ability?
❯ Yes ◯ No ◯ I do not Know ◯
Please, explain Why:
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
……………………………

23)   What inhibits you from interacting in the classroom?
❯ I am not talkative ◯
❯ I have no idea about the topic ◯
❯ I am not motivated ◯
❯ I fear making mistakes ◯
❯ I dislike being corrected in class ◯
❯ Name other reasons, if any:
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
…………………………………………………………………

Section 2 : Attitudes towards Oral Expression:

Please underline one of the following Five positions that corresponds to your opinion:

1. Textbook dialogues are how native English speakers talk.

> 1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

2. Students are unaware of spoken grammatical features such as vagueness, ellipsis, and head and tail slot fillers.

> 1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly

3. Teachers should focus on the direct teaching of conversation.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

4. Studying via course books is the best way to learn English

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

5. Using multimedia computers in learning English fosters my speaking ability.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

6. The use of videos and authentic materials develops my English speaking proficiency.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

7. I learn better through exposure to native speakers via multimedia resources.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

8. In a conversation class, students should talk more than the teacher.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

9. The teacher should choose innovative means to teach English conversation skills.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

10. Students should have conversation with the teacher.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

11. Conversation should be taught deductively.

> 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

12.Students need more exposure to authentic English conversation.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

13.Students should mainly have conversation with other students.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

14.University Oral Expression course prepares students for communicating

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

16.Knowing about Western culture is necessary for learning English conversation.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

17.Spending some time in Britain will help improve my oral English.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

18.Students cannot learn authentic conversation in a classroom.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

19.Conversation in class does not always lead to improvement in communication ability.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

20.The time allotted for the Oral expression course is not enough to enable learners to be fluent English speakers.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

21.The approaches used for the teaching of English conversation do not fit the learners' needs.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

22.Learning conversation is an ambiguous task.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

23.Conversation tests should be internationally standardized.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

24. Reading develops speaking.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

25.   The use of Technology in the language classroom increases your motivation.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

26.Teachers should use Technology in their classrooms for every lesson.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

27.I can understand language better when my teacher uses technology in the class.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

28.Technology can be boring and unnecessary.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

29.Different technological devices should be used in class to increase learners' motivation to learn English.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

30.Technological Devices are necessary for language learning.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

31.Films, Videos, CDs and e-learning can be helpful to develop my English skills.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

32.If you have a chance of teleconferencing with other universities via distance education, it can be very challenging for you.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

33.Computer-based teaching activities make lessons more enjoyable.

1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree

34.Computer-based lessons are more enjoyable and effective than traditional lessons.

| 1.Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly Agree |

C.4. Teachers' Perceptions Questionnaire

Dear Colleagues,

This is a questionnaire to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous.

Thank You

✓ Please tick where appropriate.
1. Male ⬭   Female ⬭
2. English Teaching Experience:
   3 ⬭ 5 ⬭ 10 ⬭ More ⬭
3. What Type of problems have you noticed in your students?
   ➢ Comprehension ⬭
   ➢ Correctness ⬭
   ➢ Appropriateness ⬭
   ➢ Syntax ⬭
   ➢ Spelling ⬭
   ➢ Oral ⬭
   ➢ All ⬭
4. Do you use other languages in your teaching?
   ➢ Yes ⬭
   ➢ No ⬭
   ➢ Explain why:

   …………………………………………………………………
   …………………………………………………………………
   …………………………………………………………………
   …………………………………………………………………
   …………………………………………………………………
   …………………………………………………………………
   …………………………………………………………………
   …………………………………………………………………
   ……………………………………………
5. How often do you stimulate your students to work autonomously?
   ➢ Always   ◯

- ➢ Often ◯
- ➢ Sometimes ◯
- ➢ Rarely ◯
- ➢ Never ◯

6. How often do you pay special attention to problem solving strategies?
   - ➢ Always ◯
   - ➢ Often ◯
   - ➢ Sometimes ◯
   - ➢ Rarely ◯
   - ➢ Never ◯

7. How often do you stimulate your students to discuss the learning context together?
   - ➢ Always ◯
   - ➢ Often ◯
   - ➢ Sometimes ◯
   - ➢ Rarely ◯
   - ➢ Never ◯

8. How often do you stimulate your students to find out things on their own or together with fellow peers?
   - ➢ Always ◯
   - ➢ Often ◯
   - ➢ Sometimes ◯
   - ➢ Rarely ◯
   - ➢ Never ◯

9. How often do you stimulate your students to learn cooperatively?
   - ➢ Always ◯
   - ➢ Often ◯
   - ➢ Sometimes ◯
   - ➢ Rarely ◯
   - ➢ Never ◯

10. How often do you support active learning in your classroom?
    - ➢ Always ◯
    - ➢ Often ◯
    - ➢ Sometimes ◯
    - ➢ Rarely ◯
    - ➢ Never ◯

11. Do you differentiate between High achievers and Low achievers in designing the speaking tasks?

➢ Yes ⬭
➢ No ⬭
➢ Explain Why:

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
……………………………

12. Do you suggest additional learning materials or tasks for advanced learners?

➢ Yes ⬭
➢ No ⬭
➢ Explain Why:

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
……………………………

13. Do you remediate learning materials or tasks for Low achievers?

➢ Yes ⬭
➢ No ⬭
➢ Explain Why:

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
……………………………

14. Do you set more or longer exercising for Low achievers?

➢ Yes ⬭
➢ No ⬭
➢ Explain Why:

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
………………………………………………………………………………

15. How often do you allow students to choose learning tasks themselves?
- ➤ Always ◯
- ➤ Often ◯
- ➤ Sometimes ◯
- ➤ Rarely ◯
- ➤ Never ◯

16. How often do you allow students to choose the learning content themselves?
- ➤ Always ◯
- ➤ Often ◯
- ➤ Sometimes ◯
- ➤ Rarely ◯
- ➤ Never ◯

17. How often do you use authentic materials?
- ➤ Always ◯
- ➤ Often ◯
- ➤ Sometimes ◯
- ➤ Rarely ◯
- ➤ Never ◯

18. How often do you integrate ICT in the learning environment?
- ➤ Always ◯
- ➤ Often ◯
- ➤ Sometimes ◯
- ➤ Rarely ◯
- ➤ Never ◯

19. How often do you use ICT for presenting different activities to different learners?
- ➤ Always ◯
- ➤ Often ◯
- ➤ Sometimes ◯
- ➤ Rarely ◯
- ➤ Never ◯

20. How often do you integrate Skills in your classroom?
- ➤ Always ◯

- ➢ Often ◯
- ➢ Sometimes ◯
- ➢ Rarely ◯
- ➢ Never ◯

C.5. Lessons' Data Transcription

Putting Power in Your Steps

Who does not want to strive and become successful? Exactly, no one. Deep inside all of us, we have our own personal reasons for striving for success, and really, we all define success in very different ways whether it is for financial freedom, or a mere sense of accomplishment. When you go the book store, there is a reason that there are 6000 different books proclaiming to know the recipe for success. It's one of the most sought after things on the planet. Ironically, we tend to think that the most complicated solutions are the most efficient and we subsequently ignore the simple facts. Simplicity is what makes everything possible and with every great feat, there were hundreds of small, simple decisions that had to take place first. In this article, I am not going to break some earth-shattering news or reveal a 10-step program to success. Instead. I want to refresh your brain a little bit; tip so simplistic approaches and get you back to basics. The simplest things are easily forgotten, have some of these fallen from your scope?

To come from a place power, a clear understanding of past, present, and future is critical. In dwelling on the past, we are deterred from our dreams and dream objectives. By emotionally living in the past, we distract ourselves from discovering and giving voice to our deepest, most inspirational desires.

The Past Does Not Equal the Future

In thinking of the past, we stir up negative explanations as to why our dreams can't come true because they haven't come true in the past. It is a specific sort of blame game and subtracts from our power to take responsibility for what our life has become. Develop a habit of catching yourself in these thoughts and instantly correct them to shift your power by taking action in the present moment.

Our lives are a reflection of what we continuously focus on. Therefore, if we continue to focus on what happened in the past, we continue to repeat the past. History repeats itself, particularly for those who keep focusing on it!

"But how can I learn from my mistakes if I don't look back?" Although this question seems to make sense, there is weakness in this thinking. It makes the assumption that mistakes have been made. However, I believe that there is no such thing as failure, and that all seeming failure is an opportunity for adjustment. An adjustment is an improvement, rather than a correction of a mistake. When we think in terms of mistakes, this thinking comes from lack, or fear.

In thinking from power, faith, and responsibility, we simply make improvements. When we shift our thinking from fear of repeating mistakes to acceptance of a learning opportunity, the negative past loses its power over us.

The Future

The future is exciting because it's a blank slate, and if we understand it as a creative opportunity, the future will not keep us in fear. The past is gone and the future is not yet here, so by investing ourselves too much in either the past or the future, we diminish our power to act in the present moment.

If live in the future in our mind, then we can easily get into fear, and become afraid of what will or won't happen. "What if?" may be a statement of fear about the future, and when you catch yourself saying it, that is an opportunity to change your attitude to one of faith instead of fear.

Having faith in the future is a way to establish your dreams in the thinking stuff. Fear of the future is focusing on and visualizing a negative outcome. To see good dreams manifested, invest positive faith in the future and guide your thoughts away from fear of the future and fear of the past.

The Powerful Present Moment

The past and future are illusory. They are not tangible, and only reside in the mind. This is where the self-control of thoughts will influence your dreams—in the present moment. The present moment is so powerful that modern quantum physics shows evidence that the present can alter the past. When we begin to define our dream statement of 15 words or less, it is powerful to make the statement in the present tense. We, therefore, visualize our dreams in the present and actually attract the future based on our focus.

The Ten Dream Steps for Success

STEP 1— Change your mind- set

STEP 2—Launch Your Courage

CONCEPT: Courage to Dream

STEP 3—Drive Your Desires

CONCEPT: Conscious Belief Systems

STEP 4—Free Your Imagination

CONCEPT: Imagination Stimulation

STEP 5—Stage Your Dream

CONCEPT: Enlightened Visualization

STEP 6—Pen Your Dream Script

CONCEPT: Power of Words-Write it!

STEP 7—Set Your Dream on Fire

CONCEPT: Ignite Dream Momentum

STEP 8—Publish Your Dream Plan Book

CONCEPT: Connect with the "Thinking Stuff"

STEP 9—Inspire Your Dream With Action

CONCEPT: Power of the Present Moment

STEP 10—Taking big risks

"Progress always involves risks. You can't steal second base and keep your foot on first." – Frederick Wilcox

Taking risks is scary for almost everybody, but you don't reach success by playing it safe. You have to go after what you want; it isn't going to miraculously appear on a silver plate in front of you. The bigger the risk, often the bigger the success!

STEP 11—Trusting your gut and following your intuition

"I rely far more on gut instinct than researching huge amounts of statistics." – Sir Richard Branson

Don't always overthink everything and try to be as logical as possible, sometimes your intuition is far more accurate in making the best decision for you, according to most successful people. It isn't easy to do when all logic is telling you otherwise, but learning to trust your gut feeling more could be the best thing you do; it somehow already knows what you already want.

STEP 12—Fighting your fears

"In order to succeed, your desire for success should be greater than your fear of failure." – Bill Cosby

If you want to succeed, you have to learn how to overcome your fears and deal with them so they don't undermine your success. If you don't master your fears, they will certainly master you and rob you of success.

STEP 13—Setting and sticking to goals

"Setting goals is the first step in turning the invisible into the visible." – Tony Robbins

Most people don't set and stick to goals because it takes discipline and that extra effort. Did you know that the majority of the most successful people in this world regularly set goals? Goals are your roadmap to success. Don't overlook this important success habit.

STEP 14— Taking responsibility for your results

"Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else." – Les Brown

You cannot be a victim and blame others for the results you have in your life. You create the results you want, you can't expect somebody else to achieve your goals and get you what you want. If you want success, you have to take responsibility for you achieving it or not, you can't blame others.

STEP 15—Waking up early

"Lose an hour in the morning, and you will be all day hunting for it." – Richard Whately

This is on top of most people's list, it is often just so hard! It is true though, that by waking up just one hour earlier every day, you'll have an extra five hours a week to work on achieving your goal. Statistics don't lie and most successful people don't sleep in, they rise early.

STEP 16— Getting up after getting knocked down

"It's not whether you get knocked down, it's whether you get up." – Vince Lombardi

You don't have control over what happens to you, but you do have control over how you deal with it. To be successful, you have to keep going when you feel like giving up. You can't give up on your goal because one thing didn't work out, that is like slashing your other three tires when one goes flat.

STEP 17—Stop procrastinating

"Only put off until tomorrow what you are willing to die having left undone." – Pablo Picasso

Procrastinating can seriously sabotage your chances of success. You lose opportunities, money, damage your reputation and confidence. Deal with your procrastination if you know it is holding you back, don't let procrastination steal your dreams and success, it happens too often to too many people.

STEP 18—Putting Results before Comfort

"The dictionary is the only place that success comes before work." –Vince Lombardi

You need to work harder if you want more success in life: the extent of your efforts is the extent of your rewards. It's not about working long hours and getting as much done as possible, it is about working smarter. At the beginning you need to put in that little bit extra and work harder to give you that boost you need starting off. What you put in, you will get out.

STEP 19— Getting it going

"Do what you can, with what you have, where you are." – Theodore Roosevelt

It is easy to come up with a million reasons why you should put off taking 'certain' actions that you should be taking. How often do you say, "The time isn't right," or "I'm not ready"? You just have to get it going, it doesn't have to be right or perfect, but you need to keep taking continuous steps closer towards your goal. There is always something you can do to take you closer to your goal.

STEP 20—Dealing with change

"Change is vital; improvement is the logical form of change." – James Cash Penny

It is hard to change and accept it at times, but it is necessary to reach certain goals and be more successful. Strive to embrace change and find ways to adapt to it easier. You need change if you want more success, otherwise, you would be successful now. Don't resist it, welcome it!

STEP 21— Avoiding mindless gossip

"Great minds discuss ideas; average minds discuss events; small minds discuss people." – Eleanor Roosevelt

You and your success are largely influenced by your environment and your circle of friends. The conversations you have with them are the seeds of thoughts, and you want successful thoughts. Talk about ideas and have inspiring conversations and don't resort to mindless conversations with nothing positive to them that only pollute your mind.

STEP 22— Reaching out to others

"The person who tries to live alone will not succeed as a human being." – Pearl S. Buck

Nobody becomes successful alone, it is not possible. Reach out to others and build relationships on the way. Ask others for guidance when you need help and help others too. It isn't easy to find and build strong relationships, it takes effort and commitment, but they are super important for success.

STEP 23—Not worrying about what other people think

"No one can make you feel inferior without your consent." – Eleanor Roosevelt

It is hard to not let other people's comments and opinions get you down at times, you are human after all. However, it clearly doesn't help you when it comes to reaching your goals; with no confidence it becomes twice as challenging. It is up to you whether you will allow others to make you feel less, it is your choice. Simply smile at the people who doubt and put you down and keep moving forward.You can't strive to have everybody like you in this world.

STEP 24— Doing what you truly love

"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle." – Steve Jobs

One of the biggest keys to success is to love what you do. You already have the motivation, inspiration and commitment to support you from the outset and along the way. It is challenging to actually do what you love in life and make a great living from it at the same time, but don't put limits on your life. You decide what is possible in your life; get creative and find ways to make it work if that is what you really want.

STEP 24—Planning Effectively

"Nobody ever wrote down a plan to be broke, fat, lazy, or stupid. Those things are what happen when you don't have a plan." – Larry Winget

You need to have a plan and you need to plan effectively as well. If you don't plan, how do you know where you are going? You need to set goals, plan how you will reach them and execute your plan. Learning to plan effectively is important as well, it is easy to undermine your efforts with bad planning and therefore undermine your chances of success.

STEP 25— Staying enthusiastic

"Success consists of going from failure to failure without loss of enthusiasm." – Winston Churchill

Staying enthusiastic when things don't look good is much easier said than done. In the face of adversity, keeping that spirit of enthusiasm will give you the strength you need to keep going. What you focus on expands, so don't focus on what isn't working, put your focus on what you can do to make it work and be enthusiastic about the next possibility.

STEP 26—Finding the courage to follow your dreams

"All our dreams can come true if we have the courage to pursue them." – Walt Disney

You need to look fear straight in the eye and move past it. You can reach all your goals and have all the success, if you have the courage to take all the action required with a courageous mindset to back it up. Have the courage to follow your dreams and don't give up until you reach them.

STEP 27— Taking on all challenges

"To be successful you must accept all challenges that come your way. You can't just accept the ones you like." – Mike Gafka

You attract the exact challenges that you need to overcome in order to reach your goals and be successful. You can't pick and choose which ones you get to have, you have to take them all on. They are there to support you in growth and in reaching your goals, they are all equally important to your success.

STEP 28— Always taking continuous action

"Action is the foundational key to all success." – Pablo Picasso

When you go to gym, you have to go regularly to really see new results and the same goes for success. You have to take a lot of regular and continuous action if you want to have more than ordinary results. Dreaming, willing and planning alone will not get you there, continuous action will.

STEP 29— Always believe in yourself

"Belief in oneself is one of the most important bricks in building any successful venture." – Lydia M. Child

If you don't believe in yourself, you can't expect somebody else to either. You have to be your own cheerleader and toot your own horn. Having confidence in yourself is what makes you successful. Don't doubt yourself, believe in yourself and you will succeed.

STEP 30—Going that extra mile

"Success is doing ordinary things extraordinarily well." – Jim Rohn

The only difference between ordinary and extraordinary is that little bit more effort you put in. It is hard and takes much more energy, but how badly do you want success?

Success is possible if you are willing to do the things you need to do to get you where you want to be. Don't give up on your goals and dreams of success; know that they are truly possible if you really want them to be. We all have the same chances of success, whether we take those chances when they come is our first choice.

STEP 13—Awaken Your Dream with Thanks

CONCEPT: Attraction Action of Gratitude

STEP 32—Become a Dream Achiever

CONCEPT: Live, Share, Expand Your Dreams

This article has been inspired by the works of Deborah Nelson who is the author of several books including the Dreams to Reality Series: Author Your Dreams Action Plan, available on Amazon.com; and http://www.AuthorYourDreams.com and Kirstin O'Donovan who is the founder of Top Results Coaching and author of 'Maximize your time to maximize your profits'. Kirstin is a Productivity coach, helping individuals to accomplish more with less, be more productive, make every minute count, and design their desired life.

Lesson Two: Getting to Know the EFL Context

Group One

This session has lasted 90 minutes. The teacher initiated the lesson by asking some questions: Teacher: 1.How do you evaluate your current level in English?

Teacher: 2. According to you what creates an appropriate learning environment?

These are genuine questions meant to sort out what kind of problems might hinder learners from communicating fluently in English. These questions were asked at the beginning of the session to open a long and interactive debate with students, and to start from understand things from the beginning.

The Teacher is (T) in this transcript. Students are anonymously referred to by (S1 , S2, S3, …S15) . All the students are referred to by (Ss). Unknown students or rather the (Unperceived) are referred to by (USs). (….) is referring to silence. Upper CASE refers to stressed words and raised intonation. ***Bold Italics*** refers to slow and lengthened speech.

The Transcript:

T: So today, we are going to have a free and honest talk about our previous learning experiences. First let's start with some insightful questions uhh.. How do you qualify your current level in English? Uhh actually we want to know at the end of this session what hinders you from communicating uuh in English? We want uhh also to know or rather we try to help you create the appropriate environment to learn English. You have to know that this is beneficial not only for you as participants in this research , but also for the coming future generation uhh you will help yourself to solve the problem and also to help us understand your queries. So let us start from the beginning uhhhh we want at the end of today's session to help you get answers to many of your problems. Okay, So who wants to start? (Smiling)

S1: Today uhhh I have measured my own experience

T: Uhhhhh?

S1: uuh what I have observed is from my own experience cause uhhhh I didn't work enough on myself uhhh, but I uhhh

T: uunhhh (attentively trying to drive the student to talk) using body language

S1: but I want to give some suggestions uhh I

T: Of COURSE (Raised Intonation) go ahead

S1: uhhhhh the I(…..) uuuhhh I think that uuhhh a lot making us uuhhh make (…) on some modules uhhh like the oral expression module (mispronounced) uuhhh a lot make us to er.. on some modules uhhhh like the oral expression course and general culture to SPEAK (raised intonation). It is the time where the students uh the student have the chance to speak uhh

T: uuhhhh To express himself

S1: uhhh to uhhh to uhhh to give them the chance for other techniques uhhh like the project works uhhhhhhhh

T: THANKS shouting the name of another student

S2: (Interrupting by saying) : uhhhh it's better for us to make ourselves in the atmosphere of uhhhhh

T: Thanks pointing to S1

T: Of uhhh? Of uhhh?

T: uhhhhn, (pushing the student to speak and to finish the sentence using body language, eye gazing, using her hands to push the student keep on talking)

S2: of the subject of talking

S1: Miss I want to give uhh some suggestions

T: Nodding her head

S1: I uhhh I prefer if uhhh there is a possibility that a psychologist be here in our department to help uhhhhh

T: uhhhh YES YES ?

S1: uhhh to help in their behaviours to haaa if uhh they have any problems

Ss: [inaudible words] [Laughter]

T: [Laughter] PLEASE (raised intonation) go on.

Ss: [Laughter]

T: YES, why not Yeahhh! why do you think a psychologist is so needed for

S2: (interrupting) I think that uhhhh

S3: uhhhh for me uhhhhh

S4: (interrupting) the need for a psychologist?

S3: I think many of us uhhh many are of the problems uhhh many problems are included uhh.

T: Many problems are interrelated.

S3: With uhhh our uhh which uhhhh

T: with our learning?

S3: YES (stressed and raised intonation)

S5: (raised his hand)

T: Yes, Yes,(pointing to the student opening the floor for discussion).

 S5: uhhh the problem is not uhh about what to say uhhh , but how to say uhhh when I speak , I focus on uhhh what to say, not how to say. This is the most problem

T: Another uhhhh!

S6: A problem is uhhh about uhhhh EVALUATION (raised intonation) the uhhhh the problem

T: uhhhh (encouraging the student to speak) Feedback.

S6: I see that I uhhh I if that the peer evaluation has importance uhhhh to motivate the students to learn English

T: uhhhh the students to learn English (nodding her head)

S6: so I uhhh I uhhhh I may say that uhhh the written examination is a traditional method uhhh uhhhh I prefer oral exams or errrrrrr… where the students participate the teacher asks students to participate the teachers just evaluate the pronunciation and uhhhh evaluate the student without uhh know

T: Knowing

S6: knowing , yes without knowing his face , nor his name

T: Okay. So Good..

T: Do you agree with the fact that I should record my students during evaluation befor errrrr. And then I shall put a secret code or letter on that recording and later refer to it later without looking to the student's face and I just take that record

Ss: Record? (stressing on the pronunciation)

T: Record (stress is on the first syllable because it is a noun)

Ss: to his name

T: to his name or to uhhh other features , patterns what do you think of this? Is it Okay for you uhhhh?

Ss: Yes! Yes!

T: shouting the name of one of the students pointing her opinion S7 what do you think? Is this a good way for you? UHHH?

S7: uhhh I think uhhh the teacher gets closer to the student. We need the expressions facial uhhh facial expressions uhhh body language is very important recording

T: uhhhhhhh

S7: is not enough not enough I think is not is not enough I think

T: uhhhhh!

S7: It is not a useful method to follow it may be this uhhh person is is not uhhhh well

T: uhhhhh?

S7: giving HIS (raised intonation) him uhhhh another uhhh chance uhhhto express himself well.

T: uhhhhhh!

S7: This is uhh may be uh the uhhh will make uhhh good

T: uhhhh!

S7: achievement and uhhh and uhhhh

T: (smiling) Good enhhhh

S7: I want to say something

T: uhnnnn!

S7: that uh ummmm the lack uhhh of exposing us uhhh to the natural device I mean

T: enhhh authentic

S7: the authentic language, the multimedia resources like authentic materials the lack of the use

T: enhhhhh!

S7: of multimedia resources uhhhh

T: uhhhhh!

S7: also the evaluation of tests uhhhh assessment of the students does really matter

T: enhhhh!

S7: does really matter for promoting the levels of the learners.

T: MATTER!

S7: the level of the learners uhh exact better

T: BETTER

S7: I think

T: Good. Good. Other perceptions S8 what do you think. If you have any problems in communication? Do you have any problems in communicating?

S8: I think uhhh the oral expression session uhhh is uhhh

T: Uhuuu?

S8: the most important session since studying uhhh we are studying language to speak. uhhh we are supposed to speak.

T: uhhhh!

S8: and in uhhh in this department it is not considered as an important module. So uhhhh

T: So uhhh the lack of importance given to the oral expression course. Okay! What do you think?

S9: I think that uh some teachers during the lessons of first years did not give us more time to express ourselves to share our knowledge

T: uhh!

S9: some of them demanded uhhh written exposition uhhh I think uhhh that uhhh (….)

T: Good. So uhh the procedure?

S8: students are now getting bored very easily by ancient uhhhh the traditional methods of teaching.

T: In teaching Oral uhh?

S8: So they uhhhh teachers must have new techniques to or to lead students to express experience themselves or to language.

T: Can you suggest some techniques for us?

S8: As they have said uhhh

T: the use ?

S8: the use of multimedia resources.

SS: THE REQUIRED ENVIRONMENT

T: the required environment!!!

S8: I think speaking is the most important uuuh skill in the study.

T: speaking is the most important skill.

S8: in the study of languages.

S10: I do agree with you uhhh yes.

T: Yes?

S11: Listening and speaking.

Ss: Listening and speaking.

S12: In addition uhhh we just study to pass the exam and this does not help us to improve our level especially the teachers of oral expression uhhh are generally with good students who have a good pronunciation and fluent in speaking.

T: Ummmmm!!!!!

S12: So they do not look for other students whereas other students I do not want to say uhhh the bad students uhhh

T: Low achievers! Or the less proficient!

S12: they need really to be dealt with.

T: Good. Good. Yes? S13 what do you think?

S13: I DISAGREE Miss I do not think that the problem is the teacher Cose first of all we are too numerous

T: Class Size?

S13: and maybe we have not enough time to express ourselves and second of all we uhh I for me I missed the chance to practice my English in the first year because I had a second field

T: Major?

S13: a second major so during the whole year I did not attend any oral expression session, but I had the chance to attend with other teachers in the oral expression with other levels

T: uhhhh!

S13: with the other levels in the LMD system but it was really amazing. The teacher I attended with him corrected mistakes for his students and er.. and uhhh tried to make them all involved.

T: Engaged

S13: students engaged in the sessions neither he or she is good or a low in his level. Second uhh I for me I have a problem in comprehension and in conveying the message because of my voice I always struggle to raise it up I think this is ummm my problem.

T: Good

Ss: [inaudible]

S14: I think my problem is that ummm I translate always English to Arabic

T: Uhhh? What about your English ?

S15: I have a lack of uhhh misunderstanding native speakers and uhhhh understanding what they say.

T: This is the One! Good

S9: some uhhhh give me your opinion

T: some teachers say give me your opinion

S9: something discussed uhhh this topic in uhhh in the exam.

T: uhh

S8: But when you write your opinion uhhh and you write in your way didn't get the score.

T: Uhhhh!

S9: WHY? When you [pause] uhhhh they tell us when you give uhhh the information the teacher gave to you , you will get a high score. So uhhh I stopped giving my opinion and getting the same information of the teacher and uhhh put it in the sheet of paper and that's all.

T: for you criticism is to give your own point of view BUT NOT the teacher's point of view uhhh teacher's explanation in reference to the student's answer. This is it according to you?

S9: Not, Not like that but uhhhh sometimes the teacher wants the students' point of view

T: unhhhh!

S8: But they did not uhhh correct on this base

T: AHHHAH! I see Okay then.

S9: the teacher of linguistics this year asked us to write our impacts based on the information we get in uhhh during the classroom.

T: uhhhh!

S9: Most of us started reciting all the information and most of has get bad marks.

T: had bad marks uhhhh so here we are talking about the criteria of assessment. You think that there is no set of criteria for assessing the students.

S9: YEAH! So they did not understand this problem.

T: uhhhh!

S9: WHY? Because we thought when the teacher asked us when we write our opinion we get bad marks we did not understand this problem.

T: uhhh here the word to qualify this is called awareness AWARENESS okay so you're uhh you were not[pause] taught how to raise this language awareness regarding different texts because I think it is related to language, and you were ***not taught how to use what we call in English Problem solving techniques***. You're not taught this?

Ss: No!!!

T: At all ?

Ss: body language (nodding their heads).

T: So, problem solving and language awareness these two elements were missing in your carrier as a student or in your courses of uhh from the first year the fourth year. Good. Good. Uhhhh.

T: [laughter] so now we are going

Ss: [laughter] [inaudible]

T: so now we are going to have an extra activity entitled "What If" to cherish a little bit the atmosphere. The instructions are the following (Appendix1)

S9: I am not going to rely my day on what the horoscope says. I will travel no matter what happen

T: what happen or what happens?

S9: what happens because I like travelling.

T: Okay, S5 what do you think

S5: I do not believe in horoscopes, and I do not read them [inaudible].

T: what if your horoscope tells you that you are going to meet your Prince Charming today? S8

S9: If my horoscope tells me that I will meet my prince uhhh my charming prince [laughter]

Ss: [laughter]

S9: I think I will see if he is rich

S6: I will say one second

T: one second?

S5: NOT true [laughter]

T: *What if*?

S9: I will not say one second , I will faint

S10: I will flee but [laughter]

T: (smiling) she will flee WHAT IF? (Rapid pace)

S7: First of all UHH I will take the decision for travelling because I love traveling [pause] for the second option uhh I actually don't rely on this

Ss: [Laughter] yeah!

S7: I just not rely on that I uhh

T: Good WHAT IF?

Ss: [inaudible]

T: may be what ?

USs: [inaudible]

T: WHAT IF?

S6: sorry uhh but I will not rely on this and I will travel any way.

T: what about you S4

S4: I will not do anything uuh will cry only.

T: WILL CRY? I will cry

S4: I will cry only

Ss: [laughter] [inaudible]

T: WHat if you got lost on a walk in the woods and it is dark suddenly?

S2: the first thing I do is to pray [inaudible] I still can't believe it and I can't walk

T: S3 What if?

S3: if I find my horoscope say that I will call my brother

T: AHHHA!

Ss: [laughter] [inaudible]

S5: if this happens I will cry cry cry and cry.

Ss: [laughter]

T: Good. What If somebody comes to you holding a red rose and saying you are the loveliest person in the world?

S8: if I find someone like that I will look at him and then say uhh I will call my brother.

S7: I have first to ask about the psychological problems.

USs: [inaudible]

T: what if you woke up in the morning and you found a snake under your bed?

S2: I can't think of this situation, but if it happens I WILL ESCAPE and I will ask someone to help me

USs: [inaudible] [laughter]

T: so we have to study a lot about snakes what are you thinking of?

S12: snakes can hear not smell

T: they perceive the motion of creatures

Ss: yeah [laughter] speak

T: you will speak and speak. Uh so food uhh food thoughts smell.

S14: I am going to die

T: (smiling) what are you going to do?

S14: I WILL DIE

T: What if you got lost in a walk in the woods, and you can't see anything.

S15: I will pray God

T: it's dark and you can't see anything

S11: I will stay in my place because I know that the morning is coming.

T: you think that the morning is coming? Okay?

S6: I will breath (mistake in pronunciation)

T: you will Breath (correcting the mistake).

T: Good. YES who else? Others? Who wants to speak?

S13: For me I will wait the light

T: Sure the light is coming sooner or later

S2: I ask God for help

T: Okay you ask God for help

Ss: [inaudible]

T: you can even think of praying? UHH?

S2: Maybe yes, and uh I will take time to wait for help OOHH

T: Yeah a Good hand

S2: May be a human being will come uhh may be is coming for help

Ss: [laughter] [inaudible]

T: Good. Good. What about you?

S4: uhh I uuh I seek a place for a place to hide and ask God someone to help me uhh

T: That's nice!

S8: I will stop in my place till the morning.

T: will stop? EVEN IF IT IS DARK?

S8: No, I will stop waiting for the light

S12: I WILL DIE

Ss: [laughter] [inaudible]

T: *you will die* (falling intonation) Good

T: I repeat the question What IF one day a handsome man comes to you holding a red rose in his hand telling you are the beautiful girl I saw in this world uhhhh?

S3: If I have uhh someone in my life I would say sorry you are too late [laughter] I cannot accept your rose so uhhhh But if I haven't anyone in my life I would think uhhh and I will see [laughter]

Ss: [inaudible]

S4: first I would tell him go to see my father

T: your mother, your brother uhhhh? [Laughter] and what ARE you going to do?

S4: [inaudible] [laughter]

T: question 13 WHAT IF?

S9: I will take them to the restaurant [laughter]

T: question 4 WHAT IF? [FACIAL EXPRESSIONS]

S6: I don't want to risk

T: you do not want to risk

USs: I want uhhh I want [inaudible]

T: Courageous people UHHH GOOD. GOOD.

Ss: [laughter]

T: WHAT IF ? question14

S9: I think I will look at myself and uhhh say are you sure [laughter]

T: Okay!

S9: Are you sure I am the loveliest and pre- pre- the pretty prettiest in the world because I am not that uhhh I am the loveliest.

T: REALLY? You will uhh he will tell you YES?

S9: [laughter] Yes uhh I will say goodbye thank you. [laughter]

T: (smiling) GOOD

Ss: [inaudible] cough

S8: I take the rose uhh but I do not accept [inaudible] [laughter]

T: GOOD we have cautious people here

Ss: YES [laughter]

S5: in my case I think that I do not accept, but uhh I take the rose

T: you take the rose , but you do not accept the offer.

Ss: [inaudible] (….) SILENCE

T: Tell me Have you noticed something as far as this activity is concerned? How do explain this silence

Ss: Yes

T: Look in this situation how the cultural background plays er a big role in choosing the topic of discussion. With such kind of issues you felt uncomfortable to express yourselves. Is it because talking about such kind of issues in our culture is considered to be one of the taboos

Ss: TABOOS!!!

T: I have noticed that you found difficulties in expressing yourselves, lots of hesitations, laughter. What do you think if we had the same topic , but with western speakers *DO you THINK it would be the SAME situation for them? Would it be different? Do you think they would respond freely, uttering or suggesting different ideas?*

Ss: NO!!!

[SILENCE]

S15: YES uhh it would differ a lot.

T: So uhhh Okay . I think this all for today I hope you have enjoyed today's session and you had an opportunity to practice your English as well as you have learnt something.

Ss: YEAH ! A LOT

T: so in the end take care of yourselves enjoy your time and keep yourself safe till we meet the next time. Good bye!!!

Group Two

The Transcript:

T: So today, we are going to have a free and honest talk about our previous learning experiences. First let's start with some insightful questions uhh.. How do you qualify your current level in English? Uhh actually we want to know at the end of this session what hinders you from communicating uuh in English? We want uhh also to know or rather we try to help you create the appropriate environment to learn English. You have to know that this is beneficial not only for you as participants in this research , but also for the coming future generation uhh you will help yourself to solve the problem and also to help us understand your queries. So let us start from the beginning uhhhh we want at the end of today's session to help you get answers to many of your problems. Okay, So who wants to start? (Smiling) AGAIN what creates a good learning environment? WHAT kind of difficulties you did experience while speaking in English?

S1: for me uhhh [pause] have the idea uhh but uhh uhh I can't express uhh my. My. Myself I can't find my uhhh my uhh my words *I get confused when I want to say something*

T: why you can't find your words? Is it because you don't have

S1: NO! No! uhhh

T: is it because of the lack of vocabulary

S1: NO! because of my background.

T: your language background?

S1: I uhh I (silence)

T: say what uhhh? What ?

S1: because I studied English as a second field because I uh I (silence)

T: Does it have to do with some personal problems. PSYCHOLOGICAL PROBLEMS for example?

S1: No uhh! (Silence) uhhhI fear of uhhh I fear uhh I fear of if I uh I uh I say something wrong they uhhh (silence)

T: some people would laugh at you?

S1: I don't care about people.

T: are you afraid of the teacher?

S1: No

T: No?

S1: I AM AFRAID OF OF SAYING

T: Making mistakes?

S1: of SAYING SOMETHING WRONG That's it.

T: Oh! PERFECT okay uhh Sir? S2

S1: TEACHER (the name of S2)

T: Okay Teacher S2 Teacher , teacher? Good

S2: For me the problem is the lack of practice and vocabulary

T: Okay, the lack of practice and the lack of vocabulary?

S2: It is a major problem for me [pause] not knowing to talk.(silence)

T: S3

S3: (silence) (making gestures) not now

T: think about it I will return back to you later think about it (smiling)

T: yes? Pointing to another student

S4: I get confused when I speak because when I was nervous my words get lost from me so I can't speak uhh and the lack of vocabulary.

T: okay ! another one?

S5: [inaudible] the lack of vocabulary so I can't speak much more words

T: uhh?

S6: It is not easy to speak.

T: why because of the lack of words or ???

S6: voca- vaca- vocabulary in my mind the production the idea seems clear and so easy , but when I come to transmit it in English I find difficulty to express myself in English and to send my message.

T: Yes pointing to another student?

S7: Yes? I don't find any difficulty to speak

T: Oh YEAH

Ss: [laugther]

S7: Yes!

S8: I suppose he will not find it difficult to do the activities

S7: However, uhh during the last test I feel a lot of pressure.

T: you felt a lot of pressure.

S7: I NEEDED a lot of practice and I am not used to those kinds of tests I lack practice in listening skills.

T: What about you S9

S9: Actually, I have no problem with speaking , but I can speak about some pedagogical implications and to speak about the teaching of Englsih in this department. I had problems with some teachers.

T: uhhh

S9: I think teachers lack motivation

T: the teachers or the learners?

S9: the TEACHERS. First when I studied English in Singapore I had no motivation and there was a teacher who motivated me and inspired me a lot. He actually changed my mind and pushed me forward to study English. Teachers here have really a bad sense of teaching. I think that sense of teaching is significant. Second is the background of teachers.

T: what do you mean?

S9: their cultural background their past how they have been taught. Teachers don't know what does it means by English skills

T: classroom dynamics!

S9: how to handle their classrooms carefully. They do not know how to manage their classrooms according their needs. You know and this is another cup of tea. I want the teacher who challenges me.

S10: because the teacher does not understand the learner. He does not speak to us. What do we need.

S9: what are our problems he does not stay with us that much. When there is something they tell us to go to the administration stuff and this does not help us. He gives the lesson and leaves the classroom. Because uhhh when the teacher is so close to his students. He can understand them and give them what they want and I think this is because of their teaching background how they have been taught by previous traditional teachers.

T: do you thihnk that there is a generation gap in understanding?

S9: they treat us we are the teachers and you should be the student. There is this high rank and low position of us

T: remember we are here not to judge people for a given behavior. We are just trying to understand the implications of a given phenomenon

S9: the best teachers are starting to look at that idea of the TEACHING STUFF uhh that's all.

T: ummm! S11

S11: I have a problem when I speak I always translate from English to Arabic and also some teachers did not give us a chance to speak about a given idea.

T: you mean they did not give you enough time to express yourself because there are too many students in the classroom or because they do the whole talking during the session?

S11: YES and it is not always to speak about the teacher. Outside the classroom we don't talk to each other in English uuuhh and sometimes the lack of vocabulary.

T: S12? Not Yet?

S12: Yes uhh Yes vocabulary for me

T: Good!

S12: Teachers teach us only grammar but uhhh they do not teach us how to communicate in English.

T: They concentrate on the structure rather than communication! Okay!

S13: *The problem that uhhh I face when speaking is when I face the audience or the teachers uhhh I can't talk fluently uhhh*

T: enhhhh!

S13: also the grammar uhhh in the second year uhhh in the first and second year I uhhh I did not uhhhalso I was uhhhh also the lack of vocabulary

T: So you were not attending the sessions of grammar during the first and second year, AND YOU THINK ALSO THAT because of the lack of VOCABULARY you can't express yourself fluently That's it?

S13: Yeah

S14: we haven't THE BASICS OF COMMUNICATION

T: In the SYLLABUS?

S14: we have not studied the communication skills in oral expression what we did is just uhhh presentations research projects we write and that all

T: And you think it is not enough?

S14: yes

T: Good.

[inaudible] (32 seconds)

T: S3 could you?

S3: [inaudible] (28 seconds) the teacher does not give enough time to express my mind about the subject.

T: the teacher does not give you enough time to express yourself about a given subject?

S3: it depends on the subject that we are discussing that we are uhhh that we are uhhh and the person that we are talking to. Sometimes the teacher in the classroom uhhh the problem is the teacher in the classroom.

T: Body language (smiling)

S3: the teacher does not give uhhh give me a space of time to express my mind uhhh even if he asked me uhhhh and give me a uuhhh the question he asks uhh is hard not easy to find the solution or the answer and uhhhhh

T: what else can you say?

S3: other thing is the lack of motivation and vocabulary is not uhhhh

T: crucial or a problem for you?

S3: a problem a problem YES uhhh and uhh when I speak sometimes I feel uhhh stuck sometimes I feel uhhh when I talk sometimes uhhh I uhh I uhhh stuck in uhhh the subject so I just uhhh

T: emnhhh!

S3: so I just uhh I just let it go uhh like this so I feel disappointed YES!

T: You feel stuck for example in different subjects of different fields because you do not have a background knowledge in a given area for example in physics or science or religion or whatever and you are supposed to express yourself about these issues in English?

S3: YES! Yes!

T: Thank you!

T: The same question that we were talking about S15?

S15: [inaudible] (1 minute 04 seconds)

T: That Good. Thank you so much for your honest contribution. We hope throughout this research project together and the CPP Program designed on purpose to meet your needs and to help you solve out your problems to overcome all your difficulties uhhh our purpose if for example your level is now 40% SO LET's reach a 100% or 70% LET's see!

T: We move on to another activity quiet different from the atmosphere of questioning. Today WE ARE GOING TO SEE how WOULD YOU REACT IN A GIVEN SITUATION the title of this activity is "WHAT IF" Are you Ready? Ready ? Let's Start What if (Appendix 1)

T: Question one (Appendix1)

S1: I will travel

S2: I like travelling so I will travel

S3: I will

S4: I do not believe in horoscopes and I don't read horoscopes I will travel

T: What If?

S5: I will travel

S6: Me TOO

S7: I don't care I will

T: WHAT IF? (Rapid pace) (smiling)

S8: I don't read horoscopes so I will

T: WHAT IF ?

S9: I WILL

T: What if you found a snake under your bed?

S10: I will jump and use a stick to kill it

S11: I will ask for help?

S12: I will stay in my place till somebody come to me

S13: I ask my brother for help or somebody

T: If you got lost on a walk in the woods?

S15: I will Pray God

S14: I will wait for the light to come

T: What if?

S1: I know the light is coming So! I wait

T: What If? (question3)

S6: [laughter] I uhhh I uhhh

T: What If?

S8: I don't know?

Ss: [LAUGHTER]

S9: I will think of that person [laughter]

T: question 12

S5: I will eat the food I prepared with my family that's all.

T: question 13

S11: I will cook quickly as I am a cook

T: you do not have anything in the fridge?

S11: I will take them to the restaurant and eat outside

T: you are too generous!! GOOD

S6: cook for them uhh go to the supermarket and buy everything and cook for them.

T: Good

T: I think we did not have enough time to finish this task, but do not worry we will have from time to such kind of questions to cherish a little bit the environment and to make you at ease. In the end I hope you have enjoyed today's session it was really fruitful for me I hope it was likewise for you to finish up

Ss: Take care of yourselves and keep yourself safe till we meet the next time!

T: (smiling) Take care of yourselves, thank you very much for your attention and keep yourself safe till we meet the next time. Bye See You tomorrow!

Lesson Three : Work

The objectives of this lesson are to increase the learners' confidence in expressing opinions in discussions, and to improve their ability to structure their discussions.

T: In few months you'll be future teachers. May be you've already started searching for a job, or even you've already found one. If not, this is your chance to talk and think of work as a serious matter. Today we are going to talk about work and the importance of work in our daily life. Throughout today's session we will together try to increase our confidence in expressing opinions in discussions. We will improve our ability to present a well structured talk that is both coherent and cohesive. As you know in our academic setting most of the time we are asked to give different talks discussing matters and exchanging ideas about certain facts you are asked to defend an idea especially when you are asked to present something orally expected to exchange information in such a way to justify your own views. You don't just take the document and you start reading it bit by bit as you know this is not a good way of expressing opinions. It is not only boring, but you don't get the ends or the gist from that talk. So before we carry on, I would like that you listen to the instructions delivered by the software and try to capture specific phases or expressions or as we will call them today examples of sing posting or sing posts. Have you heard of this word before?

SS: No!

T: Okay! So today we are learning a new word "Signposts". I am not going to say anything further. I want you just to listen and underline uhh select those significant expressions from which you perceive a move from one idea to another in the speaker's talk. As you listen indicate when you hear the start of each idea or section. Is it clear?

SS: Yes!

T: Are you ready?

Ss: Yeah!

T: Take a deep breath, exhale let's start. Let's try it with one listening first and we will see how far you've understood the extract.

Task: Listening to the Software.

T: After a first listening. What do you think of the quality of the language presented? Was it easy to understand, clear or slightly difficult?

S1: Clear, but slightly quick

Ss: Yes, quick

S2 (Saoussen): Yes, clear, but quick we didn't have the time to take notes.

T: Do you need another listening?

Ss: Yeah!

T: Okay! Another listening then! Listening Task

T: Let's us start okay! What have you found?

S1: ((Inaudible)) He stressed all the words at the beginning of his talk on the confirmation uhh reconciliation of family work. He stressed the importance of work. And the use of some signposts. She focused on the relationship between work and children. That's all.

T: Give me what have you understood from the Software Tell me!

S2: Well uhh I have just picked up some sing posts (Mispronounced)

T: Umm SIGNPOSTS, Sign (Corrected pronunciation).

S2: Signposts for example uhh but, and uhh some expressions used by the speaker umm like uhh the reconciliation of work umm of family work class of family. She was describing the situation in a working family also the confirmation of work. She focused on the relationship between work and family members uhh children

T: Uhh !

S2: she stressed on the importance of work, working children. And uhh she focused on some neglected aspects of work family balance merely children.

T: From children's perspective?

S2: Umm From children's perspective, she concentrated on uhh That's all. (Smiling)

T: S3 what about you?

S3: I didn't pick up so much also. I understood that uhh the word reconciliation come from European

S2: European

S3: European opinion. I understood that she makes she made uhh such a comparison between this uhh the understanding of this word reconciliation in the Eastern Europe and the western world and the North America.

T: Good, Good. S4?

S4: I have taken some notes, but I couldn't gather them in one idea.

T: Uhhh. Tell me what you have just gathered for instance.

S4: She was talking about a particular aspect of work uhh which is uhh working family balance and uhh that's it (smiling).

T: Thanks! S5?

S5(Amina): I think she uhh talks about uhh working families working in different countries in uhh North America and uhh Norway

T: Uuhh

S5: And the west of Europe, Yes and uhh the west of America.

T: YES! Good, Perfect! S6?

S6 (Nadjet): Yes, I just want to uhh (communicative breakdown)

T: Answer the questions!

S6: So uhhh Yes, some expressions uhh which as uhh which are used by the uhh

T: The woman.

S6: is uhh to express her uhhh (communicative breakdown)

T: Opinion. Or point of view. Ummh

S6: Opinion yes, she said that uhh for example to give uhh examples or SI UHH she said she uhh Said we discovered uhh we uhh and she said

T: Uhh

S6: We uhh the things are to give interests in the subject. She uhhh to uhh to move uhh from uhh an explan uhh to move uhh from an information to explanation she said uhh we uhh she used some words uhh like we conclude with we uhh uhhh ! (Hesitation)

T: UHH

S6: And she uhhh she used the expression before going to uhh we WE are WE take a break.

T: Some expressions that are uhh very useful Yes, Yes! That's perfect, That's nice!

(A smooth shift to the following learner.)

S7: She talks about uhh the main topic is work and family life and work in family interface and uhh and uhh work into family balance in different countries.

T: Uhhh. (A smooth shift to the next speaker)

S8(Hind): And uhh in signals of examples, she used for example. That's what I pick up (Smiling).

T: Uhhhh Good!

S9(Hiba): The contexts uhh the context of this uhhh talk is a research.

T: It is a research!

S9: It is a research of uhh about family interface or the work family imbalance uhh in nineteen uhh in twenty uhh hundred and uhh 2004 yeah 2004

T: Uhh

S9: They uhhh they focused on uhh the uhh the, the relation uhh the relationship between parents and children uhh in uhh getting uhhh in taking in consideration the importance of government ideas uhh the ideas of children and parents and uhh also to communicate the experiences of uhh of the health professional and teachers uhhh and teachers

T: Uhhh!

S9: And although uhh and also uhh the importance of peer uhh peer systems.

T: Uhhh!

S9: And uhh and uhh the uhh the importance of generating techniques and uhh and ideologies and methods and uhh also

T: UHHH! Okay! That's it?

S9: he mentioned the uhh this uhh

T: Yeah!

S10: This in European countries Europe uhh European uhh Eastern Europe

S9: Yeah!

T: Okay!

S9: In generating new policies and uhh principles That's all.

T: Perfect! Thank you!

S10: I understood that uhh the main topic was about work and family life and uhh how uhh parents neglect the opinion of their child children and uhh if their opinion is taken in consideration they uhh might have in family work.

T: Yeah! Perfect! Good! Perfect!

S11(Souad): Uhh the topic uhhh the, the main topic is about uhh work family policies uhh she started by uhh by saying today uhh the particular aspect of uhh work

T: Yeah!

S11: Is today then she returns to have surveys in 1960's For example in the 1916 in British literature uhh the high work in uhh British from 30 uhh for uhh 40 days for a week

T: Uhhh!

S11: And uhh in 1919 the health professional children uhh teachers find they can communicate their opinions.

T: Yeah! Perfect!

S11: And uhh also the work experience

T: Yes, Good! Good! Great! Yes? (pointing to another student)

S12(Ghania): She talks about work and family policies and she compared with uhh this uhh parents and children relation in Europe and uhh in North America. That's all.

T: Yeah Good! S13?

S13(Ali): I was focusing on gathering some of the words uhh (smiling) I think. I wasn't uhh!

T: Yes, What words have you gathered?

S13: Like by this,

T: Uhh!

S13: like today

T: Uhhh!

S13: such is, of the end, of the end of today

T: Uhh!

S13: Then, I am going to explain

T: Uhhh!

S13: Before we go

T: Uhhh!

S13: I am going to

T: Yes, so notice these are the signposts, these are the signposts. Perfect! Good that's nice Uhh! Good

S14(Azmi): She is talking about uhh work family uhhh (hesitation) work and uhh family interference and uhh she used the transition of one posts sign such as to express an example

T: Uhhh

S14: using such as, for example uhh

T: Uhhh

S14: we come uhh to conclude

T: Uhhhh

S14: Also she talked about uhhh the opinions of parents and uhh in different places in North America in Europe

T: Uhhh

S14: Also uhh the children's perspectives

T: Uhhh

S14: yeah! Ummm what else? What else? Uhhh

S14: She introduced her topic by saying today I am gonna talk about a particular aspect of work

T: Yeah! (Admiration) Good!

S14: Yeah! What she said? The word she has? (Asking another student)

T: Yeah!

Ss: Work family balance and children

S13: Work family balance and children

S14: Yes! That's it work family balance

T: Yes, Good! Perfect! Yes? Yes? (inviting another student who wanted to speak willingly)

S15: I just wanna add just one thing uhh to what my friends have said

T: Yes, Yes Good!

S15: Well she according to her speech she talks about work and family

T: Uhhh

S15: And she made uhh she, she talks she talked about uhh she made global comparisons comparison

T: Uhhh

S15: comparison in different places European, India and I guess western European countries

T: Uhhh

S15: etcetera and uhh I guess David and his colleagues

T: Yeah

S15: Researched work experience

T: Yes, yes

S15: That's all

T: She referred to David and his colleagues' research findings.

S15: Yes, Yes

T: Good

S6: And she used a lot of phrasal verbs.

T: Okay!

S6: It is very uhhh

T: difficult?

S6: It is very difficult to uhh get all the phrasal verbs which are used by the native speakers.

T: First, I want to go through the extract are there any difficult words or expressions , new words you have not understood?

T: the teacher started to explain difficult vocabulary that might be useful for the students such as blimey, smelter, nod off, ledger Do you know what is Ledger?

Ss: No!

T: Ledger is a book for keeping the financial records of a company.

S6: Records Focusing on the pronunciation

T: There is a difference between record the verb and record the noun the noun is pronounced like this: Record (Providing the correct pronunciation)

S6: Record, Record

S5: Record

T: Record repeat moving from one student to another (all the students engaged)

T: What do you think was the accent of the speaker?

Ss: British!

T: Yes, British! What type of British accent?

Ss: Academic

T: Let's check some features. How did she pronounce short vowels, the T sounds, and so on?

Ss: She used a lot of stops

T: Uhh stops! Glotal stops glotalization is a feature of what type of speech variety?

Ss: We do not know!

T: Okay! Glotalization is a feature of the southern eastern part of London which is known as cockney. But the speaker was a lecturer from Edinburgh. So it is the Scottish accent.

Ss: Scottish!

T: Oh! Yeah! Yes, yes Okay! I am so happy that you got all that information this means that you have grasped the essence of the lecture provided. Now we are going to sum up those ideas in a form of useful language. What kind of expressions do we usually use when we want to express an agreement or even a disagreement? This is a list of useful language. You should know that in speech we distinguish between three different types or rather forms of expressing opinion. We have the one in academic settings, seminars, or formal discussions. Actually you are supposed to give lectures and engage in academic discussions where you are obliged to use those expressions. We have the neutral expressions, and we have the less formal. Okay! Who can give me some useful expressions?

S6: In my opinion

S7: To my mind

S1: I think

Ss: as far as I am concerned

T: If I ask you to categorize them from the more formal to the less formal? Would you?

S5: As far as I'm concerned is more formal

T: What do you think?

Ss: Yeah!

T: Okay! What else?

S13: To my mind is less formal

T: Okay! Let's have a look (Appendix)

T: In what follows I want you to discuss with your partner what have been the most significant changes in working life in the last 10-20 years in Algeria, and I want you to use those expressions in your discussions. Have you understood?

Ss: Yeah!

Group discussions' Transcript:

Soumia: Oh! You are talking about jobs Oh! You are looking for jobs.

T: Yes, Yes, What are you looking for? Jobs or what? What qualities you are looking for?

Soumia: I am looking for a job as teacher.

T: Okay! Carry on as if I am not here with you.

Soumia: Why are you looking for jobs?

Azmi: It's good for you to work hard. Also uhh try to uhhh that's it to work hard. Try to talk to your students and try to be friend with them friendly with them but with limits as I have said that's it and you will get this respect.

Soumia: If you have another option. Another option not teaching.

Azmi: Not teaching?

Soumia: Yeah!

Azmi: business (laughter)

Soumia: Business okay! Business?

Azmi: Yeah!

Soumia: Business English?

Azmi: No! yeah (laughter)

Soumia: No I mean you have studied for four years.

Azmi: Oh! Yeah!

Soumia: You have studied for four years this is your uhh okay!

Azmi: you mean I have studied with English I have to work with English.

Soumia: The use.

Azmi: The use of English?

Soumia: yeah!

Azmi: Umm uhh (reflection) I can work as a translator in the Sahara for example Yeah! I liked.

Soumia: It depends on the work.

Azmi: Yeah! I think uhh I think uhh that I don't have to work with uhh I have studied English I have to work with English. I have to uhh I don't uhh have I think I don't have to work in English because if I find any job it will be a good job without my uhh study I will work I find with a good salary within good conditions uhh (laughter).

Soumia: (Laughter)

Azmi: I will work I don't care about uhh this side.

Soumia: the good salary is the highest priority for you (laughter)

Azmi: Yeah! Yeah! (laughter) because I am a man I am not a girl or a woman for you uhh like you for example,

Somia: (laughter)

Azmi: yeah! Because I have to create my family and I have to work for my future.

Soumia: Yeah!

Azmi: yeah! It's my perspective

Soumia: Good

Ali: I think you must have a dream that you must achieve not just children.

Soumia: Yeah! That you have to achieve!

Azmi: yes! Of course

Soumia: If you don't work in a job that interests you that you aren't interested in you won't uhh do uhh a great job.

Ali: If you are not interested in the work that you are doing.

Soumia: Yeah! You are not doing it I mean in the great way. You won't do it in a good way. If you are not interested in the job you are doing you won't do it in a good way yeah!

Ali: (laughter)

Azmi: With a good salary I will be very, very interested in my job uhh with my work and I uhh we will work harder to get more opportunities of uhhh from uhh for

Ali: For promotion

Azmi: for promotions, for promotions in my future career development.

T: Oh! That's really interesting. Good carry on.

Samia: in the future I want to be a future teacher an English teacher.

Sihem: so what uhh what so why uhh why how you chose to become uhhh

Halima: An English teacher.

Sihem: Is it uhhh?

Samia: Yes! An English teacher

Sihem: Is it so important.

Samia: It is my dream to become an English teacher you have high salaries and for my dream because I loved English teacher when I was a student. I want to complete my studies and finish my magister and uhh okay

Aicha: What were (laughter)

Hiba: Oh! Amina!

Amina: Hi Wahiba How are you? It's been a long time that I didn't see you.

Wahiba: Me too!

Amina: Yes me too you know I am I am uhh I am working on the BBC Channel.

Hiba: BBC Channel? Lucky you interesting.

Amina: Yes, Yes.

Hiba: So you are interested in journalism.

Amina: yes. Oh! God! And those things

Hiba: How makes uhh you or uhhh what, what makes you chose this uhh in particular?

Amina: Yes, You know I studied journalism before Studying English

Hiba: Really?

Amina: Yeah! An I just study English just to help myself work in uhh many channels like the BBC and CNN and so on.

Hiba: UHHH So uhhh

Amina: Yes, you know working as a journalist you'll have a high salaries honey!

Hiba: really?

Amina: Yes!

Hiba: But I think it's boring.

Amina: no! It is not boring at all you know all the time you are learning new things, new events to cover uhhh from one place to another

Hiba: Uhhh

Amina: move from one place to another Okay ! and in addition to that I have opportunities for promotion and promotion career development.

Hiba: but it's uhhh It's really ! uhh that's big.

Amina: yes it's really an interesting work.

Hiba: Wow!

Samia: what's about the environment?

Amina: Yeah! The environment is uhh how to say all the time working outside

Samia: Yes!

Amina: my work is outside to cover the events and so on

Samia: Yes!

Amina: It's somehow dangerous you know to cover some umm uhh conflicts, wars and so on , but uhh I still find it an interesting work. It is so interesting for me.

Hiba: I wish you all the luck. Thank you Thank you

Hiba: I can watch you motivated if I can watch you on TV

Amina: Yes, so I will say Hi Hiba How are you? (Laughter) Oh! What about you? What are you looking for?

Hiba: I am looking for a job as an English teacher. I am interested in this uhhh specialty Okay!

Amina: Oh! Yes

Hiba: so it's my dream from the uhh childhood

Amina: from the child

Hiba: from the childhood yeah! Yeah! I think it's very interesting

Amina: The responsibility of teaching?

Hiba: Yes, because I love I love students I love the classroom. To be in the classroom and all that stuff I really uhh enjoy it.

Amina: But you know today's students are not like the old uhh yes the old

Hiba: The old ones.

Amina: Yes the old students.

Hiba: But I have uhh I have studied uhh I have teached I have uhh I have uhh I have taught yeah I have taught yeah I have taught students before in uhhh

Samia: In University?

Hiba: Yeah!

Samia: you have some university experience so you are experienced.

Hiba: Yeah!

Amina: What else any motivated uhh you are you motivated by other things or uhh

Hiba: uhh the only thing that I gonna to uhh to be or uhh is to meet with my dearest teachers in the University of El Hadj Lakhdar.

Samia: Are you using new techniques for teaching or the classic?

Hiba: Of course uhh the new techniques

Samia: or the classic ones?

Hiba: Of course the new techniques I guess I guess I use uhh I use uhh yeah I use multimedia because media will uhh will encourage and will motivate the students to uhh to learn more uhh more yeah!

((inaudible)) to teach children in high school or at university?

Hiba: I preferred uhh my brother told me umm told my brother told me maybe the teacher maybe the teachers of English required other skills.

Amina: Okay!

Hiba: Yeah, yeah

Samia: Yeah!

Hiba: That's what I think because the uhh the user uhhh the English students are more used to uhh to uhh ((inaudible))

Amina: How about you samia what are you doing? ((inaudible))

Samia: I think about uhh to work in an office uhh in the post office I want to be uhh a secretary.

Amina and Hiba (together) : Ah! Yeah!

Amina: Maybe it will be very difficult.

Samia: no not at all I like my job. I like my boss also I would uhh (laughter)

Amina: Laughter

Hiba: Laughter.

Samia: I would do plenty of things.

Hiba: Yeah!

Samia: Yes, I am so happy and uhh I did my major

Hiba: ((inaudible))

Samia: I like this uhh I like that so uhh I like I like so uhh ((inaudible))

Amina: Yeah! What do you like about it.

Samia: yes and my job is near my house because I have my mother which is ill that I can be uhh near my mother. This is why I chose this work and this job.

Amina: but it's Short time journey.

Samia: No! LONG JOURNEY I all the time am busy but I like this way of working I like it.

Hiba: Yeah

Samia: yes!

Amina: Halima? (laughter) talk about yourself you all the time silent.

Hiba: Yeah! You are all the time shy and invisible and silent.

Halima: Yeah! I am thinking of something interesting may be I will create a company for uhhh job for uhh I don't know

Amina: Don't get shy to uhh you will get time to get promoted.

Halima: but uhh I have to say that uhh the most important thing to me is uhh the work has to interesting because I am the kind of persons who get bored easily.

SS: Laughter

Halima: I have to mention that I may work in different jobs (laughter) yeah!

Amina: So what's uhh what are you looking for in your future job High salary, short time journey

Samia: Security job

Halima: I wanted for uhh I want all of them everything is important.

Samia: Yeah!

Halima: Important. It seems good to have a high a good salary long hours to work for long hours.

T: you want to work long hours?

Halima: I want to uhh work long hours yes no I know I won't I won't (laughter) I uhh (laughter) I don't want to work for short hours and to get uhh

Hiba: To get bored.

Halima: Yes, I don't want to uhh to remain staying for a long time yes long hours okay!

SS: ((inaudible)) you think your work will not be easy.

Hanan: It's not uhh I mean uhh I know I know uhh I mean that uhh but I try to manage myself yeah!

Azmi and Samia (together) how could you do that how can you keep, keep doing that job and uhh

SS: For example?

Hanan: uhh for example my priority uhh in working is uhh short journey hours.

Azmi: Yeah!

Hanna: I mean umm I uhhh

Azmi: One hour a day?

Hanan: no!

Azmi: No! Yeah! (laughter)

Hanan: not exactly.

Azmi: Yes!

Hanan: yes uhh not only uhh for uhh manage between uhh working in uhh managing in my health

Azmi: My health yeah I don't know!

Hanan: yeah I have uhh because I have a health problem so I have to uhh manage this working a short journey.

Azmi: HEALTHY PROBLEMS? Oh ! I wish you uhh

Hanna: Yeah!

Azmi: I wish you'll be okay!

Hanna: Thank you Thank you Thank you

Azmi: uhh and how could you get the respect from your uhh

Hanan: I mean in uhh a sense uhhh in an environment you have to earn your respect around people and from others from other uhh from other uhh I mean that uhh you mean that uhhh in this situation uhh in my work?

Azmi: Yes

Hanan: As I have uhh I have said to them that I want uhh more careful attention uhh I just want to uhh to uhh work in a situation where uhh there are uhh native uhh natives.

Azmi: but we are in a foreign uhh

Hanan: Laughter native not foreign

Azmi: Yeah!

Hanan: I wanted to practice my studies or not studying this beginner English in a natural perfect uhh

T: Environment

Hannan: environment yeah! Uhh I mean uhh the association of the Algerians with the Americans like uhh the companies in Algiers for example.

Azmi: Yeah!

Hannan: Yeah! Because uhh why I said this uhh that because uhh I translate on uhhh I want to be creative uhhh excel (mispronounced) uhh excel (corrected pronunciation) uhh everyday uhh in more work, learn new things translation and uhh meet uhh different uhhh

Azmi: Different new mates

Hannan: new people

Azmi: new people or new friends yeah!

Hannan: Yeah!

Azmi: as you said teaching is so boring

Hanna: No

Azmi: as all the time you are repeating the same subject you describe uhhh

Hannna: No

Azmi: you have to talk all the time about the same subject you have to start talking so much and yeah!

Hannan: no (laughter)

Azmi: Yeah! Laughter

SS: you have to make it uhhh

Hannan: No uhh I hate that uhh ((inaudible)) stability in uhh doing things not in my day in whole my life uhh I want to change to be creative to be uhh

Azmi: She is a very active woman yeah!

Hannan: laughter

Azmi: Yeah!

Hannan: Thank you Thank you.

Azmi: What is your dream you said you uhh have to uhh

Ali: Yeah!

Azmi: Yeah!

Ali: I want to be a chef cook

Azmi: Oh! Really?

Ali: Yeah!

Azmi: so you uhhh you like eating yeah!

Ali: Laughter. No! I like smelling uhh I like uhh

T: The flavor

Ali: Yes, I like the flavor

T: what type of food do you like?

Ali: The spicy food

Us: ((inaudible)) Yeah! I can do that

T: You know how to do the mahjouba

Ali: Yeah! I can show you uhhh

Us: Learn you can do it I mean uhh it's not uhhh

T: what's your favorite cuisine?

Ali: Yes, like the Moroccan like the Indian one

T: uhhh

Us: What about the Italian one?

Ali: I don't like the French and the Italian

T: What about the Japanese food

Ali: I mean I like the Asian also

T: Uhhh Where do you want to work?

Azmi: like working in uhhh the fatafeet channel (Laughter)

Ali: Laughter

T: Ummm

Ali: (Laughter) I've been working in something like it before

Azmi: Really!

Ali: Actually I had a formation about that

T: Training

Ali: Training yeah, before yeah!

Azmi: Yeah!

Saousen: uhh to get rid of my uhhh social phobia

Us: ((inaudible)) clause , clause , claustrophobia This is called claustrophobia

Saousen: yes, yes, I have this I have it.

Us: We call this claustrophobia

Samia: we have public fear , fear of public speaking phobia

Saousen: Oh! Yes

Samia: We have research that says that it is uhh a disease Oh! Yes.

Saousen: ((inaudible)) but I have also I have also worked uhhh I am working right now as a spokesperson in civil engineering and hydraulic uhh I am a personal assistant of inform uhh of computing uhh IT uhh it's a good job uhh.

Samia: good experience

Saousen: It is a good job uhh though my master uhh my uhhh my uhh (laughter) my boss is a severe uhh woman but I liked her uhh I like her and uhh I really learned uhh a lot from her. She is a wonderful woman she uhh she is lovely though she cannot express uhh herself she uhh she always pretend to be a strong one, but uhh when you uhh when you work with her and uhh understand how she uhhh how uhh once you work with her you will uhh you will really enjoy it. Enjoy the job.

T: Okay! Good. That's it for today time has run fast I am afraid, but I hope that you have enjoyed today's lesson. I am so happy that you have made it today. I hope you have learned something. You have had a chance to experience new things and you have managed to overcome some of your problems. It was really interesting we have had a good mixture of ideas and dreams. I wish you all realize your dreams.

Ss: Yes, with God's will

T: In the end, thank you very much for your attention take care of yourselves, enjoy your time and Keep yourself safe till we meet the next time. Thank you see you tomorrow same time, same place. See you bye!

Lesson Four: Foodand Traditional Dishes

The objectives of today's lesson are to improve learners' confidence in expressing agreement and disagreement in discussions, and to help them use appropriate styles in conversations.

Scenario: Traditional Dishes

Brilliant: I would like to talk about the culture of food in Algeria. Especially, here, in Algeria, we don't care a lot about diet. You know we talk a lot about flavor, meat. What is special about the Algerian Cuisine is that there is a lot of hybrid uhh or carbohydrates oil. There is a big percentage of carbohydrates why? Because uhh a lot of food like this there is a lot of oil. Also, the use of a lot of spices like beans especially Thniat El abed in my home town or in Algeria. Yeah! It's all our country; I mean all in all this is what I think of food in Algeria. They use a lot of oil [inaudible] a lot of spices. Also, we have like our food to be chilly like uhh Mahjouba, Doubara uhh this is we like a little bit chilly. I mean this is uhh

T: What distinguishes Algerian traditional cuisine from international dishes?

Brilliant: What I can say about food in Algeria?

T: Like features especially the Chaoui "Berber" ingredients.

Brilliant: Like the Chaouia ingredients?

T: Ingredients!

Brilliant: Like the Chaouia ingredients cause a lot of problems in our health, but it's gonna uhh

T: How?

Brilliant: Yeah! It causes a lot of problems, but we really don't care about the health of the prominent food we are preparing. The food they eat; they don't care about health [inaudible] especially Algerians it's obvious.

T: In Algeria?

Brilliant: we Algerians especially, in Algeria yes! We concentrate a lot on flavor a lot.

T: Yeah! Good! Good!

Brilliant: You welcome!

Talkative: So, uhhh we were discussing in our project which is traditional dishes. That, is a glorious heritage of our grandparents and it is very delicious and spiceful and also it gathers all the members of the family uhh or the guests to share the same plate. Unlike holidays' food which is very preferable to share them and somehow it is very beneficial and it is fine or uhh by cooking for people for all of them which would which wouldn't uhh which give all the ingredients uhh of the dish [inaudible] all the dishes rather than uhhh

T: To give help in preparing the dish.

Talkative: Yes! To help! Them in preparing the dish.

T: What is your favorite dish?

The biology student: I like uhh Mhadjeb!

Talkative: For me, I like uhh Mhadjeb (Laughter)

T: Mhadjeb!

Talkative: Oh! My God! I like them because it is so sweet. Oh! I like spice food. Oh! [Inaudible]

T: Spicy food (Recast)

Talkative: Spicy food yeah!

The Teacher gives the floor to the biology student.

The biology student: I like everything cooked by my mother (Laughter).

T: Do you know how to cook them?

Talkative: Yeah! Cout cout

T: Not yes? Not yet?

Talkative: Maybe the next year.

T: Maybe in summer? This summer.

Talkative: Maybe in summer.

T: Thank you very much!

The psychologist: I know how to cook it. Can I say something about it? Can I tell about how to prepare traditional dishes?

T: Yes!

The psychologist: It is very difficult to prepare the uhh

T: The Mahjouba!

The psychologist: And you must uhh you must have experience in cooking it.

T: You know how to cook Mahjouba?

Ss: Laughter

The psychologist: Yes! Of course!

T: He said of course! Yeah!

The psychologist: Yeah! I help my mother.

T: Oh! Great!

The psychologist: Yes!

T: Where are you from?

The psychologist: From Thniat El Abed.

T: Great!

The psychologist: You have to be patient in baking and preparation time also you have to decorate

T: Decoration!

The psychologist: you have to decorate your dish with vegetables also by baking vegetables you must be uhh there are [Inaudible]

T: Decoration.

The psychologist: Yeah! Decoration. Other ways of uhhh

T: How can you help others prepare Mahjouba? Or how do you prepare Couscous for instance? (Engaging students to speak as themselves personal meaning and identities)

The psychologist: When we are preparing we choose certain vegetables.

T: What type of vegetables?

The psychologist: It depends! The courgettes (pronounced in French) I know it's uhh

T: Courgettes! (Recast)

The psychologist: In English?

T: Yes! Courgettes is in English. Tomato?

The psychologist: Tomatoes uhhh

T: Peas?

The psychologist: Peas? Not the

T: Yes! Peas. There are beans and peas PEAS PEAS

The psychologist: And other different vegetables.

T: Is it tasty with lamb or with chicken?

Ss: Or both?

The psychologist: No! No! Not both, but sometimes uhh

T: We mix the two?

The psychologist: Uhh NO! NO!

T: Never mix between the two?

The psychologist: No! No!

Ss: [Inaudible] we decorate

T: With roasted chicken ROASTED chicken

Ss: [Inaudible]

T: (Laughter) lamb with chicken.

The psychologist: You must be patient with all your cooking (Laughter)

T: Good! That's it?

The psychologist: Yes! Of course.

T: This is the end of today's session. I hope you've enjoyed it. In the end, I shall say thank you very much for your attention take care of yourselves enjoy your time and keep yourself safe till we meet the next time. See you tomorrow. Bye!

Lesson Five: Health /Organic Farming
Task: Reading

The objective of this task is to enhance students' reading skills and foster their ability to analyze authentic language also through this lesson new vocabulary has been taught. It also aims at improving learners' confidence in expressing agreement and disagreement in discussions and helps them use an appropriate speaking style in presentations. It aims also at teaching them some reporting strategies (Reported speech and Reporting Verbs and Reporting Expressions)

Transcript: Group One:

T: In the Name of Allah the Most Gracious the Most Merciful. May God's peace and blessings be upon all of you. Good morning everybody. How are you today?

Ss: Fine!

T: Good! Today we are going to carry on our journey in fostering our speaking ability but this time we move on to another skill "Reading" together we will discover how to improve our speaking skill through reading as you have said before most of the problems encountered in speaking are due to the lack of vocabulary most prominently Am I right?

Ss: Yes

T: So today we will discover first some useful language to report your ideas after reading the texts we will learn strategies for reporting ideas. In seminars or tutorial discussions, you often have to talk not only about your own ideas, but also those of the authorities in your field that you have read in text books and journals or heard about in lectures. You have to take care to make it very clear to your listeners when you are expressing your own opinions and when you are reporting ideas you have read or heard about of course the same could be said when you write. In what follows some useful language used for reporting:

For example you would say:

"X says…

According to X,…

X defines … as…

X believes…

X's theory is that…

X argues that…

X makes a strong case for …

X suggests that…

Note: Use just the surname or personal name and surname of the authority you are referring to not titles such as Doctor or Professor

According to John, …/ John argues …

According to John Brown, …./ John Brown argues….

And so on and so forth Okay! Good Good Have you taken down all these expressions

Ss: Yes

T: Good! Today also we will try to enlarge our vocabulary store through reading different texts and I hope that you'll find them very interesting to read. Working in a group of four I will circulate four pieces of texts for each one of you every one is supposed to read and summarize the different ideas and after that try to report what you have read to your friends. Is that okay?

Ss: Yes

T: Good I will circulate the texts (Teacher circulating the text over the students) Okay! You'll have about 20 Minutes to read your texts silently and then you start your group discussions is that alright

Ss: Yes

T: Good!

Reading task (20 Minutes)

Discussions:

T: So, what type of strategies have you used to read the texts?

Smiley: I started to read the text twice. For the first time just to understand it first.

T: UHHH

Smiley: Then, I started to uhh divide the text.

T: UHHH

Smiley: Uhhh I go, first I have an introduction.

T: UHHH

Smiley: During the first phase, I was taking notes of the most idea of the important problem and trying to write it in my own words.

T: Your Own words UHHH

Smiley: Then uhhh, for example, here, in my text I understood that the benefits of the biotech agriculture. Then, I started to uhh explain the benefits one by one. Then,

T: UHHH

Smiley: Then, I started to take notes. Then, uhh

T: This is the first attempt after reading the text. What about you?

Ambitious: In uhh for me, the uhh firstly, I have uhh I have read the text, and I have a general idea of the text.

T: How many times have you read the text?

Ambitious: I have read one time.

T: Once! <mark>(Recast)</mark> Okay!

Ambitious: Yes! And I uhh secondly, read the paragraphs more and more one after the other, and I uhh I uhh tried to get the main idea from each paragraph and to use somehow I use my own words, and sometimes I explain words. I explain words from the text.

T: Good! <mark>(Positive feedback)</mark>

Safia: For me, first I read the text twice. Then, I tried to uhh divide it into small paragraphs and uhh make an idea from each paragraph.

T: What about text one?

The successful: First, I have read the text twice uhh. Then, I have checked for the strange words in the dictionary. Then, I have uhh taken notes.

T: What kind of notes have taken? For example, could you state some to us before taking notes did you divide the text into paragraphs or what have you done?

Successful: Into paragraphs yes!

The awake: For me, I have read the text twice. I have divided the text into paragraphs. I came up with three ideas.

Lovely: I read the text twice, and looked for key words key words, and I tried to explain them, and to get the meaning of the words, and the general idea from the text. Then, I took the ideas and the main idea. Then, I tried to relate the ideas to the main idea uhh the main idea that joins uhh I was trying to,

Angel: Actually, for me, I tried to read the text and learn uhh pick up the main words from the text. Then, I was trying to divide the text. After that, I uhh was introducing from one paragraph a different idea of the others of previous ones.

Wonderful: I think my strategy for report is to begin is so different from my other classmates.

T: Why?

Wonderful: According to my age so uhh so, I read the longer time than everybody every day. So, then, I extract the words that are difficult to me, and check the meaning uhh their meaning in the dictionary. After this, I uhh after that I uhh after that I gather the ideas about the text this text is on. Then, I formulate the whole idea about the text.

T: Why are you referring to your age?

Wonderful: Yes! Because I am old.

T: Is it a factor?

Wonderful: A factor. It's a factor.

T: Oh! Good! Yes? (Addressing another student)

Talkative: Uhh I tried to read the text twice. Then, uhhh I tried to uhh pick up the key words to understand the general idea. For example, my text one is how biotechnology are good for agriculture.

T: Yeah! Good! Miss Optimistic?

Optimistic: [Inaudible]

Sweetest: I understood that uhhh [Inaudible] the text is about biotech.

T: You got the general idea?

Sweetest: Yes! I got the general idea.

Gentleman: I read the text twice only. First, trying to understand the general idea first. Then, I uhh tried to uhh answer the questions.

T: Yeah!

Gentle: Uhhh first, I read the questions. I read the questions you gave us beforehand. Then, I uhh (Laughter) so, I read the text. I read the text, and I divided it into questions. All the questions it contains two ideas. So, I paraphrase them when I revised.

T: Miss Beautiful?

Beautiful: Well, uhh my text introduced my questions.

T: UHHH

Beautiful: So, my strategy is answering the questions.

T: UHHH

Beautiful: That's why I have read first of all the questions. Then, I have read the remaining paragraphs umm which gave me the general idea about the topic which is [inaudible] in the text. Then, I picked up the difficult words, and I explained them from the dictionary. Then, I'll paraphrase paraphrase the uhh paragraph and guess the uhh ideas the remaining ideas related to the subject.

T: What about you Mr. Psychologist?

Psychologist: I read the text four times. I used the dictionary to pick up all the difficult words. I started by finding out the general idea of the text. Take the meaning of for example biotech. I know that it is very dangerous. That's all. I got the meaning of the whole text.

The teacher addressing another student

Wiseman: I read it four uhh for times and get the meaning of uhh the text in general. The meaning of the whole text and uhh what is the next question? (asking another friend). Then, I paraphrase the text twice.

Psychologist: [Inaudible] using the dictionary.

T: Trying to answer the questions. Good!

Shy: I read the text three times. Then, I paraphrase the questions, and I searched for the meaning of the abbreviations of some words, and I have read the text there other times, and finally divided the text into paragraphs and ideas.

T: How many ideas have you found?

Shy: Maybe ten.

T: Good!

Smiley: This text is about biotech or biotechnology mainly in agriculture so uhh in the text it shows the benefits of biotechnology uhh biotechnology in agriculture so the first thing that is mentioned is that biotechnology increased the need uhh decreased the need for pesticides (body language) so there is less need for the use pesticides in agriculture this is the first point the second point is uhh deciding on developing new ways to make more uhhh tastes in our food through these techniques or uhh through bio uhh biotech the third point is that uhhh there is some deficiencies in uhhh in the human uhh body in the human body that can be controlled through the biotech example in the text the deficiencies of uhh vitamin A so it can be controlled through the biotechnology uhh then so uhh yes it increases the income for the farmers so it increased the quality of seeds of seeds' plants so that they can do large harvests from their lands it's not like the old uhh methods they can also have uhh small harvests and so on but thanks to uhh the biotechnology techniques they can do a large harvest in the small uhh in short period of times umm yes it also increased yields reduced chemicals and uhh mineral salts using this it helps farmers to uhh use less uhh how to say that costs so much to pay the work or uhh someone this helps to increase their incomes finally uhh it's easy to store the biotech uhh biotech products because it doesn't need refrigeration and it has uhhh long self-life yes that's all

Wonderful: [Inaudible] Yes if they don't succeed and the other studies showed that government and the biotechnology companies they have a test which shows that uhh the

uhhh the modified pro uhh (pause 2.0 Sec) how to say it umm modified protein is uhh in fact is uhh more uhhh affects the health but uhhh the main issues is uhhh neglected which is uhh the uhhh how to say it in English engineering process (self-repair) which is the most and the uhhh the basic the basic element in health this is the main point in the text.

(The teacher is moving from one group to another observing the different discussions going on between the smaller groups)

Beautiful: It is important to use uhhh

Safia: So they are with or against

Wonderful: Against

Safia: Against

Wonderful: Against

Safia: It is my turn now the third text is about uhhh it supports the idea that uhh that says that food which are producing the biotechnology are the same from that which uhh which are produced (Self-repair) in normal way and they say that the composition of this food is uhh is the same and uhh they are as the same as uhh as uhh the traditional uhhh

Wonderful: Crops

Safia: the traditional crops (peer assistance and interaction) and uhh there are many agencies that support this idea such WH World Health Agency that's it

Friendly: [Inaudible] this bigger uhh how to say it

Gentleman: Amounts

Gentle: Amounts quantities huge big amounts

Friendly: Yes amounts amounts yes and also the farmers bring their products to uhh mold it with biotech crops because they are easier to store and have larger self-life

Gentle: Have larger life to store? (Comprehension checks)

Friendly: Yeah yeah they haven't uhh they haven't they don't need a refrigerator or uhh (laughter)

Gentle: So biotechnology is good for agricultures so it stops the increasing of insects (Comprehension checks)

Friendly: Yeah

Gentle: Improve uhhh

Sweetest: Increase

Gentle: Yeah the crops

Friendly: Yeah and have a larger self-life

Gentle: even another uhh (body language meaning what?) (Laughter)

Sweetest: Benefit?

Gentle: Benefit yeah (Peer assistance) even in the market when they sell their products they will get more that it resists for a long period of time

Friendly: Yeah

Gentle: And they can use it easily

Friendly: Yeah

Gentle: And you what have you done souzana your text is about what? (Autonomy)

Sweetest: My text is about engineering genetically modified uhh

Gentle: Food (Peer assistance)

Sweetest: Food

Gentle: Engineering yeah

Sweetest: Yes this term has been first used in 2001

Gentle: What?

Sweetest: In 2001 okay the whole study uhh they make a survey on genetically modified organics and what its effects on uhh health effects this is the main idea what they found uhh what they did they find they have found (Self-repair) that just three studies showed three studies published and actually they were not uhh they were not with high differences the first of these studies showed less uhh they were less anxious because uhh the results of organic food on animals weer just for something else not more and the second uhh research or study showed that the research wasn't covering all the uhhh genetic modified organics just so it wasn't done on all the genetically modified organics just sharing the proteins that were important which are used for pesteciding animals plants and uhh to get more animals and uhh the survey the second survey or research has said that uhh

Gentleman: The second one?

Sweetest: Yes I speak about the second and then move uhh yes the survey has said that uhh the second one [inaudible] in the conclusion they uhh confirm that uhh this research about uhh that this research are not covering its effects on uhhh of engineering its cells of foods which is from this or relevant to uhh on health that's all

Gentle: I don't understand yet pre-modified (Clarification Request)

Sweetest: Yes suppose I have a farm

Gentle: Yes

Sweetest: If all animals I need to feed them to get uhh the benefit from them to get uhh meat and so on and this food uhh

Gentle: Give them this food just for seventy days

Sweetest: Yes to develop this food just for they uhh give the food just for uhh for seventy days

Friendly: They develop just by food? (Clarification Request)

Sweetest: Yes

Friendly: Yeah

Gentle: Yes

Students looking at Gentle, Friendly pointing her finger on him what about you uhh?

Gentle: Ah! Yes yeah yeah to produce meat so they feed them seventy days so they will uhh

Sweetest: Listen listen this molded or this food they are taking before or uhh earlier used uhh

Gentleman: Gentically

Sweetest: Genetically modified organics

Gentle: Ah!

Sweetest: Okay! We just give them for seventy days that's all as a mixing or uhhh

Gentle: Yeah

Sweetest: That's it

Gentle: Yeah Okay!

The teacher is going to another group of students

T: Okay! What were you discussing?

Ikram: The text is about biotechnology it says that it is beneficial

T: You were discussing?

Ikram: The point of Biotechnology whether it is beneficial for the human

T: UHHH

Ikram: We found it beneficial in a way and uhh I mean and helpful in another way

T: UHHH what about your text? Addressing Calm

Calm: Uhhh they have said that uhh the different foods and they said that uhh in this text is uhhh more easy and finally find that it have a good idea about uhh the chemical products that it has uhh (Self-repair) that it is not very important that it has advantages and as she have said that uhh health companies they have used potatoes like uhh they have found vitamins like vitamin E in potato to be more uhh

Ikram: Take more vitamin E and uhh that was beneficial for the health of uhh children

T: Good

Ikram: I mean they are prefer and that prevent prevented them from using their uhh (Self-repair)

T: Their?

Ikram: (Pause 2.0 Sec)

Calm: and it so have just uhh

T: Has

Calm: Its convenience for health we know well that children prefer a lot of potatoes because in the past they don't have uhh they don't use the chemical (in French pronunciation) products and they have used foods and uhh more safely

T: UHHH well actually it's chemical (correcting the pronunciation) (Recast)

Calm: Yes

T: It's not chemical (tʃ) but chemical (K) okay

Calm: Chemical yes

T: Good thank you very much

The teacher moving to another group

T: Okay! What about you

Psychologist: Uhhh

T: You could intervene of course uhh (addressing Frank) you could intervene UHHH

Frank: Yes

Psychologist: According to what I read in the uhhh text and uhhh what I listen to uhh what's your name?

Frank: Me Frank

Psychologist: According to Mr. Frank and Mr. Wiseman I think uhh since I saw that it is a good idea

T: Uhhh

Psychologist: Mr. Frank talked about uhh the biotechnology how to uhh how how how to compare it how biotechnology develop uhh help to develop the uhh (pause 3.0 Sec)

T: Uhhh

Frank: You could see the text

T: You could help with words for instance okay!

Frank: The text was talking about the benefits of biotechnology (Peer assistance)

Psychologist: The benefits of food

Frank: What? You said What?

Psychologist: How to save food?

Frank: The safety of food

Psychologist: Yeah the safety of food

T: UHHH

Psychologist: Mr. Wiseman talked about uhh

Frank: Sorry! About that but you talked about no idea until now

Psychologist: I don't know uhhh

Frank: You have read the third text yeah?

Psychologist: Yeah

Frank: What is it about?

Psychologist: I think uhh the third text talks about uhhh uhh how uhh the uhh the association the World association sacrificed and fighted to make the biotechnology food safety uhhh how to uhh how uhhh this association he confirmed

T: Confirmed what?

Psychologist: Confirmed the biotechnology uhh food uhh safety

T: UMM Good that's it

Psychologist: Yes

T: Thank you Okay! The student (Addressing the biology student)

The biology student: The first text which is the more productive sectors so uhh

T: UHHH

The biology student: I think that biotechnology has enormous potential benefits among them that uhhh we find some biotech crops can increase the need for pesticides and herbicides (Mispronounced)

T: It's uhhh pesticides and herbicides (Recast)

The biology student: Scientists are looking at ways to use both and to deliver more nutrients and better points another potential benefit of biotech is increased the income of farmers

T: UHHH

The biology student: Which is farmers can save into the process of bringing their products to the market

T: UHHH

The biology student: With biotech crops

T: UHHH

The biology student: This is the first text

T: UHHH

The biology student: For the second one genetically engineered? (Mispronounced)

T: Genetically engineered (Recast)

The biology student: engineered food still labeled and tested and agreed by Green Peace in 2001

T: UHHH

The biology student: The first point so uhh I get it is there are only at this time which is uhhh I think which is the time of uhhh the publishing of this uhhh article

T: UHHH

The biology student: So the uhhh there are only at this time three published studies of uhhh of the health effects of the consuming GMO so uhhh

T: UHHH

The biology student: Other published studies used as evidence of safety by government and uhhh biotechnological companies but mostly the existing studies haven't tested the side effects of the engineered engineered

T: Engineered (Recast)

The biology student: Engineering

T: Engineered (Recast)

The biology student: Engineered Process which is the main health concern

T: Okay!

The biology student: I think they think about GMO but the study is not the whole

T: Okay! Could you tell me in few minutes what type of strategy you have used while reporting this text?

The biology student: So I used the strategy of uhhh to take points

T: Ahhh! For instance how could you move from one step to another please!

The biology student: Uhhh So UHH I think it's a better one

T: UHHH

The biology student: Because I give just an idea when I finished so I uhh passed

T: Moved

The biology student: moved the second one

T: UHHH

The biology student: Yes

T: That's it

The biology student: I think yes

T: Okay! There is another strategy for example while reporting for instance usually the common way is uhh that we go from the general to the specific to the particular

The biology student: Yes

T: For instance before uhh when reading the texts you've read them how many times how many times you've read the texts for how many times?

The biology student: Twice

T: Twice Okay! First your friends said that they have read for uhh let's say three or four even more

The biology student: I think because I am alone

T: Okay! May be five times so the first time was to get the whole general idea

The biology student: yes I uhhh

T: The second one to get key words the third to uhh discuss to explain the difficult words and so on and so forth but uhh it is advised first to underline key words first and then to explain the difficult words and then move on to read the first topic sentence and uhh the concluding sentence and then move on to get the whole idea or the general idea of the text okay! Okay! This is how we should proceed actually while reporting I have noticed that you have used the words of the text

The biology student: Yes

T: Okay! So this one should be avoided it's a big big mistake so we should avoid this. This one is called plagiarism we should not use the same words of the text or the author but rather we should for instance paraphrase okay! Or use the same meaning but differently uhh in different forms like using the passive voice using the passive form using the synonyms of the words but never never use the same words okay!

Ss: Okay!

T: So this is as afar as reporting is concerned what about the second text?

The biology student: It's is the same strategy

T: you've used uhh the same strategy okay! So uhh

The biology student: In two points

T: As far as what I have said what we have dealt with what do you think is the most suitable strategy?

The biology student: Of Course yours!

T: HHHH (Laughter) okay but I know so as far as scientific research is concerned plagiarism should be avoided

Ss: Okay!

T: So uhh plagiarism should be avoided thank you okay! I hope you've enjoyed today's task now we would like to define key or important terms in the texts:

Nutrient is a substance that provides nourishment essential for the maintenance of life and for growth.

Nutritious means efficient as food; nourishing something that contains vitamins

Genetically modified, genetically modified organism (GM, GMO) or biotech crops: are foods produced from organisms that have had specific changes introduced into their DNA using the methods of genetic engineering. These techniques have allowed for the introduction of new traits as well as a far greater control over a food's genetic structure than previously afforded by methods such as selective breeding and mutation breeding. It is an organism whose genetic characteristics have been altered by the insertion of a modified gene or a gene from another organism using the techniques of genetic engineering.

Grain: Wheat or any other cultivated cereal used as food. It is a single fruit or seed of a cereal.

Seed: The unit of reproduction of a flowering plant, capable of developing into another such plant.

Harvest: The process or period of gathering in crops.

Yield: It is the amount produced of an agricultural or industrial product.

Fertilizers: It is this chemical or natural substance added to soil or land to increase its fertility.

Pesticides: It is a substance used for destroying insects or other organisms harmful to cultivated plants or to animals.

Herbicides: It is a substance that is toxic to plants, used to destroy unwanted vegetation.

Insecticides: It is this substance used for killing insects.

T: Have you understood? Is it clear for everybody?

Ss: Yeah

T: Now I would like to ask one final question for everyone here How did you find this task?

Lovely: Well uhh this this task is uhhh as a new method for us

T: UHHH

Lovely: Because it goes around scientific researchers

T: UHHH

Lovely: And uhh there are a lot of terms that are uhh strange us starnge for us (Self-repair)

T: UHHH

Lovely: I find uhh other uhh I found that this task is uhh beneficial beneficial in terms of uhh the new words new expressions

T: UHHH

Lovely: New expressions and uhh in personal uhh uhh I've been a lover of this task and this kind of research

T: UHHH

Lovely: And uhh well I will uhh

T: Yes

Lovely: I will summarize uhh some uhh some ideas I get from it

T: UHHH

Lovely: Well this is uhh a biotechnological research (Autonomy)

T: UHHH

Lovely: Well that has shown biotechnological research has shown that the commercial available food developed or evolved through agricultural biotechnological

T: UHHH

Lovely: And the uhhh term biotechnology is used for living cells and bacteria living in uhhh industrial in uhhh the industrial process (self-repiar) uhh yeah this method or this uhhh method is substantially equivalent substantially equivalent it means that uhh the nutritional content is the same as food developed through traditional plant breeding

T: Good!

Lovely: And the plant breeding is uhhh like the breeding season

T: UHHH

Lovely: This means the producing of young uhh of young plants

T: UHHH

Lovely: To get animals and so on and so forth so yeah this term of substantially equivalent substantially equivalent means to indicate that the composition of these foods is uhh basically the same

T: UHHH

Lovely: In terms of uhh nutritional content

T: Good!

Lovely: There are a lot of organizations that have confirmed that uhh that have confirmed that the safety of biotechnology biotechnological products like uhh like for example (Self-repair) the uhh the food and agricultural organizations also we have uhh the national academy of sciences of uhhh seven nations in these organizations as I have said all confirmed that uhh all confirmed the safety of the uhh biotech products

T: Excellent Brilliant! How did you find this task? (Addressing beautiful)

Beautiful: I think it's a useful task and uhhh I learned many things firstly I gain some confidence and uhh I mean it's a good way to uhh to work together without the intervention of the teacher (encouraging autonomous learning)

T: UHHH

Beautiful: Yes uhh That's all

T: Good How did you find this task (Addressing Wonderful)?

Wonderful: I find it more uhh useful and uhh helpful to uhh us to uhh work together and to exchange our ideas and to know each other how can uhhh report his way to uhhh to reporting his ideas his uhh information and uhhh or her information and uhh the specific uhh way to uhh to be together

T: Good Thank you

The teacher moving to another group of students

Gentleman: Repeat please!

T: Yes I know. How did you find this task please?

Gentleman: What? Sorry?

T: Today's activity how did you find today's activity?

Gentleman: Well uhh fruitful really fruitful

T: UHHH (inciting the students to say more)

Gentleman: I have learned from my friends uhh

T: UHHH

Gentleman: Other uhh mistakes they uhhh they make mistakes I learn from them

T: UHHH

Gentleman: And I make mistakes I learned myself and I learned uhh from you

T: UHHH

Gentleman: This lesson how to express and how to report uhhh

T: Information

Gentleman: That's it

T: Did you correct your friends' mistakes or uhhh

Gentleman: Ask them

T: Yeah! He corrected you?

Friendly: Yes and he helped me to get some words

T: Did you correct him while making mistakes

Friendly: No

T: Gentle did you correct him while making mistakes?

Gentle: Yeah NO he was just reading

T: Laughter

Gentleman: No he is uhhh (A friendly atmosphere)

Gentle: He was reading not uhhh reporting

T: He was reading not reporting

Gentle: Yeah I have said one thing you have to forget about your paper

T: UHHH

Gentle: And just use what uhh what you understood

T: Okay!

Gentle: You've understood yeah (Self-repair)

T: Would you uhh would you be able to report without papers next time (Addressing Gentleman)

Gentleman: EEEyeeee yes!

T: Yes? (Addressing Gentle)

Gentle: He used the rote learning

T: Laughter

Gentle: Yeah!

Sweetest: Shall I ask him?

T: Yes go ahead

Sweetest: Would you please report uhhh

Friendly: Report <mark>(At the same time Overlap)</mark>

Sweetest: Report because he has done nothing

T: Okay!

Gentle: No I just read the uhh important words

Gentleman: Not the text (Laughter)

Gentle: No the key words

T: Key words

Gentle: Yeah! That's all

T: Thank you thanks

Friendly: For me uhh I can't do it without a paper I can't I can't

T: Okay! Thanks thanks

The teacher going to another group of students

T: How did you find the task?

Ikram: Very very interesting it tackled the uhh I mean a very delicate subject

T: UHHH

Ikram: I mean uhhh I mean uhhh if it is it is taken seriously it will be very beneficial for the human beings

T: How did you find the task?

Calm: It's my first time and I uhhh find it a little bit difficult because uhh I haven't uhh I am uhh I don't speak in English always that's the problem I have uhh a problem of vocabulary I think uhh

T: Good Okay how did you find the task of reporting?

The biology student: So uhh it's good

T: Uhhh

The biology student: It's a good one because uhhh uhhh from this task you can know how you can do reports

T: UHHH

The biology student: Especially if uhhh you have the hope to complete your high study

T: UHHH

The biology student: So uhhh I think you need always to learn something new

T: UHHH

The biology student: Yes that's all

T: Good thank you. In the end I shall say that I hope you've enjoyed today's special session together about reading and reporting Oh! By the way I will leave some handout in the Library make sure you bring your copies for tomorrow's lesson please do not look at them just bring them and do nothing with them tomorrow with God's will we will discover what they are meant for okay

Ss: Yes okay!

T: Then I shall say thank you very much for coming and I am happy that you've made it today in the end as usual thank you very much for your attention take care of yourselves enjoy your time and keep yourself safe till we meet the next time see you tomorrow bye see you

Ss: Thank you madam

T: Thanks

Group Two:

T: What type of strategy you've used while reporting the text?

Pious: Well while reporting the text I uhhh follow the strategy of uhh classifying

T: UHHH

Pious: The main important uhhh points

T: UHHH

Pious: So then uhh I tried to memorize uhh the difficult words

T: UHHH

Pious: And uhhh the important key words let's say

T: UHHH

Pious: I think I tried to understand the subject not the subject of the text as a whole then I tried to uhhh

T: UHHH

Pious: Reform it or produce it through my own language

T: UHHH

Pious: This is my uhhh (body language)

T: Okay! So could you report to us the main ideas in this text?

Pious: So far the first text it is uhhh sorry it was uhhh it is about the uhh the increasing or the improving of the uhh the productivity of uhh agriculture

T: UHHH

Pious: Agriculture so through the use of biotechnology

T: UHHH

Pious: This text

T: This is number one text number one

Pious: Yes text number one

T: UHHH

Pious: It says that this text says that uhh biotechnology brought a very enormous potential benefits (Self-repair)

T: UHHH

Pious: (Body language) it is regarded in four points

T: uhhh

Pious: The first one is benefits is in reducing the environmental (mispronounced) environmental (corrected) (Self-repair)

T: Environmental uhhh (Recast)

Pious: Environmental impact of agriculture

T: UHHH

Pious: The second one was in decreasing the need of uhh pesticides and herbicides

T: UHHH

Pious: So for uhh

T: This is as far as the first text is concerned?

Pious: Yes

T: Okay! How did you find the task of reporting information easy difficult?

Pious: Difficult yeah

T: In what terms difficult?

Pious: (Silence)

T: The language?

Pious: Maybe the language maybe the knowledge because it's too much information

T: UHHH

Pious: One I have to receive those information properly in order to

T: UHHH

Pious: In order to uhhh (body language)

T: Report them appropriately uhhh what about the language in terms of the language did you find difficulty reporting using the language? (Teacher assistance and help to overcome the communicative breakdown)

Pious: Yes Somehow

T: Uhhh because of the lack of vocabulary?

Pious: Yes maybe the lack of vocabulary

T: The field chosen?

Pious: Yes the speciality of this field

T: The field of this text okay good

Pious: Yes

T: Okay! Good

The teacher addresses another student

T: Yes?

Bright: The text is talking about genetic genetically modified organisms (Self-repair)

T: Yeah

Bright: Umm it's focusing on uhh (paus 2.0 Sec) Ah! The most transmitted meaning and information here maybe is uhh to ignore the uhhh the side effects of uhh genetically modified organisms

T: UHHH

Bright: Ah! Their uhhh commercial commercializing to them but not really aware of uhh the bad effects (Self-repair)

T: UHHH

Bright: I didn't really get the text

T: So uhh

Bright: I am not aware of uhh it's a kind of an experiment that you need to be aware of every uhh

T: UHHH

Bright: Detail in this information scientific (body language)

T: The language was difficult for you?

Bright: Not really

T: So what was uhh actually?

Bright: UHH difficult?

T: So what was difficult for you in uhh comprehension or uhh?

Bright: As I told you maybe its scientific scope

T: Because it's scientific

Bright: Yeah

T: Too scientific?

Bright: Yeah I have to be uhh I have read the text a lot about this

T: So the vocabulary needed you don't have the vocabulary?

Bright: Yeah

T: So you don't have the vocabulary needed?

Bright: Yeah

T: So what's what is your main strategy used in reporting information?

Bright: Maybe to collect the uhh main inform uhh information

T: What is the first step?

Bright: (Silence 2.0 Sec) To read

T: Uhhh

Bright: The whole text and to uhh grab the uhh the difficult words

T: UHHH

Bright: Trying to understand

T: Uhhh how many readings you had?

Bright: For this one I had three

T: Three readings?

Bright: Yeah

T: Okay! Good the third okay (addressing brilliant)

Brilliant: Yeah

T: The third text?

Brilliant: The third text the third text is trying to answer the question or the uhh whether the genetically modified foods are uhh safe and uhh beneficial as uhhh the regular ones

T: UHHH

Brilliant: the text is saying that uhh the answer is yes

T: UHHH

Brilliant: It's okay and safe to consume the genetically modified food

T: Okay!

Brilliant: They have the same nutrient uhh nutrients as the regular ones the uhhh

T: UHHH

Brilliant: That are grown in fields and uhh

T: UHHH

Brilliant: Also he used the term substantially equivalent

T: UHHH

Brilliant: So they are the same

T: UHHH

Brilliant: And to back up his answer he said that this was uhh the result of uhhh research done by uhh many organizations throughout the globe

T: UHHH

Brilliant: Like the World Health Organization WHO uhh FAO

T: Yeah

Brilliant: Food and agricultural organizations of the United Nations

T: Umm did you rely on a dictionary while reading the text?

Brilliant: In this text? No

T: Okay!

Brilliant: It was fairly simple I mean

T: Very simple the language used what what strategy you have uhh have you used while reporting?

Brilliant: Well while reporting I tried to uhh simplify

T: UHHH

Brilliant: The information

T: UHHH

Brilliant: As much as I can

T: UHHH

Brilliant: As possibly as I can

T: UHHH

Brilliant: I tried to use the key words

T: UHHH

Brilliant: I tried to uhh move from uhh something general to something more specific

T: UHH good

Brilliant: So this is the strategy I used to report the information

T: How did you find the task?

Brilliant: (Silence)

T: Did you appreciate it uhh it helps you it adds something to you?

Brilliant: Yes yes actually it does well I thought I always

T: So uhh

Brilliant: I always thought one of my weaknesses is communication in trying to uhh

T: UHHH

Brilliant: Reporting information

T: UHHH

Brilliant: So I don't know if I have done a good job or uhh

T: UHHH

Brilliant: I think it's uhh simple it's not uhh as difficult as I thought before

T: UHHH UHHH So you think you've done a good job

Brilliant: AHH! (body language) I don't know I mean uhh it's uhhh (Laughter)

T: Laughter

Ss: Laughter

Brilliant: It's for you to judge

T: Yes you've done a good job YEAH Yes good good thank you

Brilliant: You welcome

T: Thanks What about you Mr. Billel?

Billel: The text four here is talking about agriculture biotechnology

T: UHHH

Billel: Ah! And if ihh it can uhh it can satisfy uhh the world hunger

T: UHHH

Billel: Or not here they said that uhh in the text here they said that uhhh here uhh not only biotechnology here can uhh satisfy uhh alone uhhh alone the hunger in the world

T: UHHH

Billel: But uhh maybe the contribution of uhhh the traditional agriculture

T: UHHH

Billel: (body language) maybe the uhh they can it's impossible to uhh

T: UHHH (inciting him to speak)

Billel: It uhh it's impossible to uhh (pause 3.0 Sec)

T: Okay!

Billel: Theoretically

T: UHHH

Billel: But by by by work hard and uhh and uhh biotechnologies uhh and find the new technologies maybe they can uhh solve this problem

T: UHHH okay!

Billel: Yes

T: Umm what is your strategy while reporting the information of this text?

Billel: First I uhh I read the text

T: UHHH

Billel: then I tried to reformulate it

T: How many times have you read the text?

Billel: Maybe two or three times and then try to reformulate the text simplify it to me

T: UHH UHH Easy difficult for you?

Billel: Umm it was uhh it's easy not difficult

T: How what did you think of uhh

Billel: For me I think the scientific texts (Overlap)

T: So what do you think of uhh this task for instance does it add something to you in terms of language of course?

Billel: It depends on the text

T: This text for instance?

Billel: Yes for me it's not difficult in reporting information

T: UHHH does it add something to you in terms of language as far as speech is concerned or speaking in general

Billel: yes maybe new uhh new words

T: UHHH new words okay

Billel: Yes

T: Good thank you

Billel: You welcome

T: Thank you okay! With regard to the four texts since most of you have agreed upon the fact that these texts are too scientific and contain new vocabulary and a totally new jargon for you now I would like together to take few minutes trying to define the most prominent key terms let's start the first one is

Nutrient is a substance that provides nourishment essential for the maintenance of life and for growth.

Nutritious means efficient as food; nourishing something that contains vitamins

Genetically modified, genetically modified organism (GM, GMO) or biotech crops: are foods produced from <u>organisms</u> that have had specific changes introduced into their <u>DNA</u> using the methods of <u>genetic engineering</u>. These techniques have allowed for the introduction of new traits as well as a far greater control over a food's genetic structure than previously afforded by methods such as <u>selective breeding</u> and <u>mutation breeding</u>. It is an organism whose genetic characteristics have been altered by the insertion of a modified gene or a gene from another organism using the techniques of genetic engineering.

Grain: Wheat or any other cultivated cereal used as food. It is a single fruit or seed of a cereal.

Seed: The unit of reproduction of a flowering plant, capable of developing into another such plant.

Harvest: The process or period of gathering in crops.

Yield: It is the amount produced of an agricultural or industrial product.

Fertilizers: It is this chemical or natural substance added to soil or land to increase its fertility.

Pesticides: It is a substance used for destroying insects or other organisms harmful to cultivated plants or to animals.

Herbicides: It is a substance that is toxic to plants, used to destroy unwanted vegetation.

Insecticides: It is this substance used for killing insects.

T: Is it clear now for you I guess so?

Ss: Yes

T: Okay! This the end of our today's session before you leave I would like to inform you that there is a handout on the library some pictures that I want you to collect please Make sure you bring them with you tomorrow please do not do anything with them just bring them and tomorrow with God's will we will discover together what they are meant for okay

Ss: Okay!

T: Great! I hope you've enjoyed today's lesson and you've learnt new things. In the end I shall say as usual thank you very much for your attention take care of yourselves enjoy your time and keep yourself safe till we meet the next time thank you for coming thank you see you tomorrow bye

Ss: Thank you Miss

Lesson Six: Identifying ,Describing and Interpreting Pictures
Group One:

The objectives of this lesson are first to enhance learners' ability to describe and interpret pictures and put meaning into meaningless photographs. The lesson also aims to foster learners' capacity to imagine and find deeper and more subtle detailed interpretations. This excercise also would enable learners to produce genuine discourse as it is related to analyze and interpret personalities. This activity also would bolster their motivation. The students are expected to produce lists of words related to personalities such as age, education, family background, profession, likes and dislikes, interests, ambitions and problems. All these aims would be achieved through group and peer work.

T: In the Name of Allah the Most Gracious the Most Merciful. May God's peace and blessings be upon all of you How are you today?

Ss: Fine!

T: Great! Today we will be doing something slightly different you have your handout with you haven't you

Ss: Yes

T: Okay! Put them in front of you please I would like you to have a look at them for a couple of minutes without saying anything just look at them okay!

10 Minutes Task: Students looking at their pictures for ten minutes

T: Okay! Now I want you to form groups of two please! Work together for 20 minutes and try to describe those pictures today's lesson is about "interpreting and describing pictures" try to use appropriate expressions to describe what you see. Ready!

Ss: Ready!

T: You can start!

Group work Task: Describing Pictures

Wonderful: I think if you express the two pictures the first picture what do you think about it?

Calm: I would speak about uhhh

Wonderful: The first yeah the first one

Calm: I think uhh an old woman she seems like uhhh I think she is a thinker or something like that umm she seems sad or uhh

Wonderful: But she is smiling

Calm: smile but uhh she seems sad she seems sad a little bit sick

Wonderful: what about the next picture

Calm: the second picture I think uhh he is an old man she seems angry and she is uhh depressed

Wonderful: And he is an old man

Calm: He is an old man (Peer Correction)

Wonderful: uhh this picture uhh this picture represents what it represents a lovely woman

Calm: Yes

Wonderful: With a lovely smile and I guess uhhh she is a doctor maybe or uhh a teacher or uhh I don't know exactly what uhh her job and the second and the last picture is uhhh a Canadian person who is uhh enjoying his uhh time he is drinking and uhh I guess he is uhhh uhh a sport man uhh in a specific a specific sport that's all

T: Good

Optimistic: For the first picture I think that uhh a European woman she feels very bad

T: UHHH

Optimistic: And she is uhh very pessimistic umm

T: Umm

Optimistic: That's all

T: UHHH (pointing to the next speaker)

Shy: The second picture it represents for me uhh a European man I think

T: UHHH

Shy: A man who has uhh who has a scientific side

T: UHHH

Shy: uhh thinking

T: UHHH

Shy: He is a serious man I think

T: Good That's all?

Shy: That's all

T: Was it easy difficult for you to interpret a picture

Shy: Somehow

T: Why?

Shy: We can't uhh (pause 1.0 Sec) we can't judge personalities on their uhhh

T: What about vocabulary you have enough vocabulary to describe this picture

Shy: Somehow

T: Somehow the lack of vocabulary

Shy: Yes

T: Yeah! Thank you what can you tell about these pictures (Addressing the psychologist)

The psychologist: So uhhh

T: Raise your voice a little bit please!

The psychologist: Umm as a psy uhh as a psychologist I'll try to interpret those pictures I uhhh

T: Please! Please! Your attention please!

Gentle: Analyze

Students talking to each other

T: Please your attention please we have a psychologist here

Ss: Laughter

T: Maybe!

Ss: Laughter

Frank: He will read between the lines

T: Yes so he will read uhh between

Dreamer: The lines

T: The lines Yes Good

The psychologist: I am uhh as a psychologist I'd like to give some notes about the picture the pictures (Self-repair)

T: UHHH

The Psychologist: And try to give uhhha psychoanalytic uhhh a psycho view point of uhhh the people who are in

T: Yeah Great

The psychologist: uhh the page yeah

T: Yeah

The psychologist: First of all the woman with the first picture (Mispronounced)

Gentle: Picture (Peer Correction)

T: UHHH

The psychologist: Uhh I guess she is she is ill with schizophrenia or phobia

T: UHHH

Ss: Laughter

The psychologist: Laughter yeah

T: Good

Psychologist: She looks bad

T: UHHH

Psychologist: Tired and afraid

T: UHHH

Psychologist: I think she suffered with illusion and deliria

T: UHHH

Psychologist: She needs for uhh a protects or psychologist help

Ss: Laughter

Wonderful: Like you

T: Laughter

Psychologist: Yes so the next person with next picture I guess he is here for helping the woman

T: UHHH

Psychologist: Laughter he looks a Wise man (mispronounced)

Wonderful: wise man (Peer correction)

Psychologist: And strict with himself I think he is uhh Sigmund Freud or uhhh someone like this

T: UHHH

Psychologist: He is he is (body language) I guess he is a (pause 1.0 Sec) a doctor

T: Great!

Friendly: A doctor?

Psychologist: Yes and uhh the uhh person with the last one picture

T: UHHH

Psychologist: He seemed he seemed with a cup of wine

T: UHHH

Psychologist: He looks strong and bad

T: UHHH

Psychologist: I guess he is uhh an addicted of Alcohol

T: Yeah

Dreamer: (Nodding her head) yeah

T: Yeah

Psychologist: He seems needs for some psychologist's helping too (Self-repair)

T: Yeah

Dreamer: All of them I think (in Arabic) كلهم

Psychologist: I think she is uhh a psychologist

T: OH! Great!

Wiseman: Can I say something?

Psychologist: She is here for uhh to give some uhh an idea

T: UHHH

Psychologist: to help the person

T: Great! Great! So we should uhhh

Psychologist: I think uhhh

T: Yes

Psychologist: That's all (Laughter)

T: I think before we should choose more psychological topics to push you to speak

Ss: Laughter Yeah

Psychologist: I wanna I wanna add something I will I wanna ask the students about the mental ill

T: Illness <mark>(Recast)</mark>

Psychologist: Illness yeah

T: UHHH what what? Yes?

Psychologist: Mr. Gentleman how uhh have you some idea about schizophrenia or uhh phobia for example

Beautiful: About What?

Psychologist: I can give you some idea of schizophrenia for example <mark>(The student speaking as themselves)</mark>

T: Yes!

Psychologist: schizophrenia is set to be a mental illness

T: UHHH

Psychologist: Characterized by a varieties of symptoms including of course trouble with reality

T: Great!

Psychologist: Disabled behavior disorganized thinking and seeking social withdrawal

T: UHHH

Psychologist: UMM (pause 2.0 Sec)

T: Yes

Psychologist: Increased emotional uhh suffering with delusion and uhh

T: Good!

Psychologist: Deliria

T: Yes

Psychologist: Persons with schizophrenia (Pause 1.0 Sec) a person with schizophrenia uhh sees himself or think himself king of Britain for example where he is not

T: Yes

Psychologist: And uhhh (pause 2.0 Sec) I think (Laughter) that's all

T: Great! It's great really yes good

Ambitious: So it is a person who has two personalities at the same

Dreamer: Yes

Psychologist: NO NO

Ambitious: And disorder

Psychologist: NO NO schizophrenia is another set of uhh

Ambitious: Schizophrenia is uhh a person who has two personalities at the same time

Psychologist: NO NO

Ambitious: Being a person and uhhh for example uhh will uhh (Overlap)

Psychologist: Disorder in uhhh

T: In?

Wiseman: Identity

Psychologist: Person UHH

T: Personality

Psychologist: the SELF

Wiseman: Maybe disorder or depressed

Psychologist: Disorder of uhh maybe after depression uhh

Ambitious: But uhhh

Wonderful: It's a major uhhh

Safia: Like Hamlet Hamlet

Ambitious: schizophrenia is a self-disorder

Psychologist: It's different it's different

Sweetest: We have a doctor here

The medical student: Schizophrenia is a disease where there is a main feature the main feature in schizophrenia is uhh the ambivalence you know the person can do two things instead they are opposites

Ss: At the same time

The medical student: At the same time

Ss: Yes

The medical student: Let me give you an example who would say to you (Overlap)

Ambitious: I love you and at the same time he will do something and will make you suffering

The medical student: (Nodding her head) something like that

Psychologist: NO NO

The medical student: He may beat you or uhh he may smuggle his father or his mother I want my mother but he will kill her or uhh just beat her

Psychologist: As uhhh

The medical student: That's it

Psychologist: As a medical student

The medical student: Yes

Psychologist: Have have you an indea named symptoms

The medical student: Yes

Psychologist: You know symptom

The medical student: Yes (Overlap)

Psychologist: uhhh symptom is the point uhhh

Ambitious: You know generally

The medical student: It's a sign

Ambitious: A group of features (Peer Assistance)

Psychologist: A set of features with a symptom you can you can (body language) give a definition about the illness

Dreamer: The status

Psychologist: The symptom of schizophrenia is a difference is different (Self-repair) than symptom of uhh the mental disorder

T: Good Good

Psychologist: Yes schizophrenia symptom the symptom of schizophrenia (Self-repair) is uhh delusion deliria social withdrawal and decreased emotional and uhh the mental disorder and the symptom of uhh mental disorder it's uhh melancholic and uhhh

Wonderful: As we have seen in Hamlet dipsomania

Psychologist: And uhh dipsomania and something like that

T: Great great good good

Ss: Laughter

T: Good What about you? (Addressing sweetest) what do you think of these people so we have the schizophrenic we have uhhh

Ss: Laughter

T: We have uhhh

The medical student: The schizophrenic

T: Yes

The medical student: Don't take care of himself and this person is uhh seeming to be uhh very very uhh very she

T: UHHH

The medical student: She is not uhh she is not well dressed and she is uhh well (body language)

T: UHHH

Ambitious: Well held (Peer assistance)

T: Yes

The medical student: And she is a very good looking a schizophrenic person doesn't take care of himself (Self-repair)

T: Are you sure?

The medical student: Yes

T: Okay! Right

Psychologist: This is not difficult

Ambitious: Why it is not difficult? (Clarification Request)

Psychologist: Another uhh

The medical student: Sorry!

Psychologist: This is another symptom of schizophrenia

The medical student: A schizophrenic person doesn't take care of himself this uhhh

Psychologist: All the people who have nevrotic disorder or illness he can he can take care of himself

The medical student: But a schizophrenic person is different the nevrotic the neurotic (Self-repair)   is a psychoanalytical trouble. There is a difference between

The psychologist: Neurotic and psychotic

The medical student: the Psychotic

The psychologist: the psychotic is a man who can take care of himself

The medical student: Yes but a schizophrenic person cannot

The psychologist: schizophrenia is a neurotic sick uhh illness

The medical student: It is not neurotic

T: Okay!

Psychologist: No schizophrenia is neurotic

The medical student: Not it is not

T: We are uhh in the middle of a medical debate

The medical student: Yeah

Ss: [Unperceived]

Ambitious: If we carry on this uhh we will

T: Okay! So could you? What is your interpretation so we have the schizophrenic we have mentally depressed so what about you what do you think?

Ambitious: For me

Safia: For uhhh (At the same time)

Ambitious: I start first if you uhh for me the first picture the first idea which comes in my mind uhhh is the person look like Mona Lisa

T: UHHH

Ambitious: Who has a secret in her eyes

T: UHHH

Ambitious: Perhaps she is a woman who is awaiting for something she is a woman who has doubt at the same time when we look the uhh the situation the position of her hands

T: UHHH

Ambitious: This uhhh the general idea which I uhh which I have what do you think Miss uhhh? (Autonomy)

Safia: I think we can say that she has a bad feel

Ambitious: Yes

Safia: According to me

Ambitious: Well we move to the second picture what do you say about this person?

Safia: I think that uhh this person is look like uhh a wise man

T: Is looking (Recast) (Scaffolding)

Safia: Is looking like

T: Or looks like

Safia: Looks like a wise man or a serious man a genius decisive all these characteristics are how to say about this person

T: UHHH

Safia: What do you think of the third picture? (Autonomous learning)

Ambitious: Uhh she is a woman who looks like a scientist or perhaps uhh perhaps a business woman she uhh she has confidence on her in herself because how she hold holds (Self-repair) the cup perhaps she is uhhh

T: The same interpretation of the other group yeah!

Ambitious: Perhaps!

T: Yes Good Good

Ambitious: Yes this is my first impression when I see this woman

T: Good

Ambitious: And for the last picture what do you think of this man who is celebrating something perhaps

Safia: Maybe is maybe he is supportive or uhh supporter

T: UHHH

Safia: He looks like uhh celebrate something because of uhh the cup uhh of the wine

T: Celebrating (Recast)

Safia: Celebrating

T: Celebrating

Safia: But I think that he is pretending

T: UHHH

Safia: Just pretending because the man who needs to hold a wine is not

Ambitious: alone

Safia: Is not a good man

T: Good good Uhh the next group

Butterfly: So concerning these pictures uhh the first picture is uhhh she looks like a woman in the Mona Lisa

T: UHHH

Butterfly: By Leonardo Da Vinci

T: UHHH

Butterfly: Her smiling does really mean that she is not happy

T: UHHH

Butterfly: And she is waiting for something maybe the announce of death

T: UHHH

Butterfly: Because she seems like hopeless and not educate educated woman ==(Self-repair)==

T: UHHH

Butterfly: The first person looks like a wise man

T: Friendly could you say something about the wise man

Friendly: Yes I want to say something like about the old woman

T: Yeah!

Friendly: I think she looks like she is waiting or looking for something she is uhhh her smiling is not from her heart

T: UHHH

Friendly: She is uhh I think she is alone

T: UHHH!

Friendly: She is uhh she looks very tired from uhh in the end of her life

T: UHHH

Friendly: And in the picture of uhhh the old man umm I think he is uhh anger

T: Angry ==(Recast)==

Friendly: Angry yeah he looks like uhh a wise man

T: UHHH

Friendly: he hasn't a purpose and weird

T: Good Miss Ikram?

Ikram: I think that uhh the old woman she is thinking about her life keep on imagining if uhh her life uhh couldn't be better or different

T: Yeah

Ikram: and imagine like life only in her mind

T: Good good okay! Thank you Sweetest?

Sweetest: For the four pictures I did a human analytic not a psychoanalytic neither uhh

T: Analysis

Sweetest: Uhhh the first picture uhhh figure uhh 3a.

T: UHHH

Sweetest: I see that uhh this woman is uhh so tired uhh

T: UHHH

Sweetest: And uhh she come through hard times

T: UHHH

Sweetest: Umm and uhh as if she is waiting for uhhh a relax from the horror she live

T: UHHH

Sweetest: For the second picture this old man looks like a scientist or a philosopher

T: UHHH

Sweetest: uhh umm the uhh the third

T: What about you Mr. Wiseman?

Wiseman: Umm the (a) first picture

T: So you've you've you have divided the tasks Yes?

Wiseman and Sweetest: Yes

Wiseman: She is an old woman in her sixties probably

T: UHHH

Wiseman: Uhh white face with black hair

T: UHHH

Wiseman: she seems to be waiting for something

T: UHHH

Wiseman: And doubtful and raising her eyes to up

T: UHHH

Wiseman: The second 3b. and old man white beard

T: UHHH

Wiseman: Umm probably a wise man probably

T: UHHH

Wiseman: Probably

T: Like you

Ss: Laughter

T: Good

Wiseman: Thinking thinking probably of something important

T: UHHH

Wiseman: And uhh the third one 3c. She uhhh

Wonderful: She seems (Peer Correction and assistance)

Wiseman: She has a happy face

T: Happy?

Wiseman: Yeah

T: UHHH

Wiseman: And uhh holding a cup

T: UHHH

Wiseman: Umm she is a woman in her fifties

T: Of course

Ss: Laughter

Wiseman: Probably

Ambitious: Beautiful woman

Wiseman: Uhhh she has a red chain in her neck

T: Necklace (Recast)

Wiseman: Necklace

T: Okay!

Wiseman: Yeah and she seems to be a scientist researcher

T: A scientist researcher?

Wiseman: Yeah

Sweetest: I see her as a social reformer or uhh

T: Social reformer

Sweetest: A busy woman with great responsibility

T: so a business woman

Sweetest: Yes yes

T: A business woman (Confirmation)

Sweetest: Yes with great a responsibilities

T: A great responsibility (Recast)

Sweetest: Yeah and a successful housewife

T: Good

Wiseman: And for uhh four picture the fourth picture <mark>(Self-repair)</mark> uhh young (mispronounced)

T: Youth or young <mark>(Recast)</mark>

Wiseman: Yeah sitting

T: UHHH (Overlap)

Wiseman: Holding a cup

T: UHHH

Wiseman: Of wine

T: UHHH

Wiseman: And uhh smoking a cigarette probably

T: UHHH

Wiseman: Yeah (body language saying that's all)

T: Yes how did you find the task of interpreting pictures?

Wonderful: He is smoking a cigarette?

T: How did you find yeah!

Sweetest: It sounds great

T: Yeah

Sweetest: And it pushes me to uhh (body language) to use my uhh sleepy vocabulary that I uhhh didn't use

T: UHHH (Laughter)

Sweetest: So many times

Wiseman raises up his hand

T: Yeah (Addressing Wiseman)

Wiseman: He is relaxing

T: UHHH

Wiseman: And he seems to be happy probably

T: Good! Was it easy difficult to find the words?

Wiseman: AH! Too easy

T: Too easy?

Wiseman: Yeah!

T: Okay! Thank you

Sweetest: Thank you

The teacher moving to another group of students

Beautiful: Umm the first picture when I see the woman she seems like a mysterious woman and uhhh she looks sad and a widow maybe

T: UHHH

Beautiful: Very poor and uhh and she is uhh her regard looks like she thinks about something disturb her and her smiles give some hope

T: UHHH

Beautiful: And the second picture errr the old man looks like a philosopher and uhhh he is uhh he has a severe look (self-repair)

T: UHHH

Beautiful: And uhh he looks he looks like thinking about distinct theories he is trying to solve it

T: Yes Mr. Gentle what do you think what do you think of the other people?

Gentle: Umm I observed the uhh first picture

T: UHHH

Gentle: Uhh umm I was looking uhh looking in her eyes and uhh

T: UHHH

Gentle: I observed that she is uhh a sad woman

T: UHHH

Gentle: Very tired

T: UHHH

Gentle: Thinking about something she lost it

T: UHHH

Gentle: She lost yeah (pause 2.0 Sec) maybe she is living miserable life (Self-repair)

T: Living A miserable life (Recast)

Gentle: A miserable life yes

T: UHHH

Gentle: As she she said she is a widow huu umm(pause 1.0 Sec) she's very umm

T: Yes Miss Biology student?

Gentle: Calm and tired

T: Yes calm and tired Miss Biology student

The biology student: And maybe (mispronounced) maybe very calm (self-repair)

T: Umm

The biology student: So there is some hope in her eyes

T: YEAH!

The biology student: Maybe waiting for something to come

T: Yes

The biology student: For the second picture uhh she looks uhh he looks like a confident person (self-repair)

T: UHHH

The biology student: Uhhh he has a sharp (tʃʌrp) (mispronounced) vision maybe uhh

T: Sharp (ʃʌrp) (Recast)

The biology student: Sharp (ʃʌrp) a sharp vision

T: UHHH

The biology student: Maybe this returns to some experience lived before

T: Yeah

The biology student: Maybe a retired person from military services

T: Yeah

The biology student: Because this person is uhh looked like that (Self-repair)

T: Yeah Good

The biology student: So uhhh for the uhhh third picture uhh she looks very nice

T: UHHH

The biology student: Umm very peaceful woman very organized

T: UHHH

The biology student: Maybe uhhh

Beautiful: She looks happy as well (silently whispering to the biology student) (Peer assistance)

The biology student: Uhhh smiling and optimistic

T: UHHH

The biology student: For the uhh the last one uhhh he looks uhh lazy a drinker a fat person (body language) that's all

T: How did you find the task all of you three? How did you find the task of interpreting the uhh

The biology student: Each one has uhh

Beautiful: Each one uhh (at the same time as the biology student Overlap)

Beautiful: All of us uhhh first we've enjoyed the task

T: UHHH

Beautiful: Working with each other and correcting correct mistakes and it's uhh I think it's uhh

T: Did you rely on your L1

Ss: (body language facial expression meaning What? they haven't understood when I said L1)

T: I mean uhh Arabic French did you rely on them?

Beautiful: Yes we use Arabic

T: Because you didn't find the right word to express yourself in English

Beautiful: Yes

T: Yes Good Mr. Gentleman

Gentleman: From uhhh our perspective we uhhh find the first picture is uhhh a fifties lady

T: UHHH

Gentleman: From the middle class

T: Yeah!

Gentleman: She is uhh she looks frustrated and disappointed for her surrounding

T: Ahh!

Gentleman: Uhhh she is uhh suffering maybe from a chronic disease

T: UHHH

Gentleman: But she is satisfied

T: UHHH

Gentleman: She is compassionate

T: UHHH

Gentleman: She uhhh

The medical student: She used to be from uhhh a high (Silently)

Gentleman: She used to be from a high class

T: UHHH

Gentleman: But uhh (body language meaning regressed) but through time she became from the middle class

T: UHHH yeah good

Gentleman: She maybe looking for her uhh her children who played uhh playing around

T: UHHH Yes

Gentleman: The second picture is uhhh he looks that he is an intelligent person personally a philosopher or uhhh

T: UHHH

Gentleman: He has sharp eyes

T: UHHH

Gentleman: Realized the hardship of life in his front side he has uhhh he is a high-minded person (self-repair)

T: UHHH

Gentleman: As if he is looking for uhhh a solution for uhhh a long uhhh

The medical student: Longer problem (Overlap)

Gentleman: A big problem

T: UHHH

Gentleman: He is pessimistic he is an inspired person and wise

T: Yes Miss Medical student

The medical student: For the uhh for the third picture AHH it seems to be uhh a kind generous friend-wide person she is uhh introverted

T: UHHH

The medical student: I think she is introverted she uhhh

T: Introvert (Recast)

The medical student: Introvert

T: Introvert yeah

The medical student: Ahh! She seems to be working in a social field

T: UHHH

The medical student: And she is very comprehensive

T: Good (positive feedback)

The medical student: At herself on herself (self-repair)

T: UHHH

The medical student: And for the last one he seems to be uhhh an American football

Gentle: Player

The medical student: Player (at the same time as gentle Overlap) but he is wearing a Canadian canadian T shirt

T: UHHH

The medical student: Umm UHHH he seems to be uhh a high working or rich very comfortable he is sitting at ease without complex uhh although he is black AHH

T: Good

The medical student: He is very arrogant I think

T: How did you find the task?

The medical student: The pictures weren't of good quality

T: No no tell me about the task itself not the quality of the pictures It was somehow very easy because we didn't get uhh have the words the words that we wanted to say (self-repair)

T: Did you rely on Arabic or French?

The medical student: The two yes

T: Both of them

The medical student: Yes

T: Mr. Gentleman

Gentleman: I think they are uhh even we are trying to uhh get the interpretation of the picture we didn't get uhh the exact

T: Word?

Gentleman: Interpretation

T: Yeah Good

Gentleman: It's a little hard

T: A bit hard <mark>(Recast)</mark>

Gentleman: Yeah!

T: Yeah thank you very much Okay this is the end of our today's session I hope you've enjoyed todays' task

Ss: Yes thank you Miss

T: Thank you for you for coming thank you so much in the end I shall thank you very much for your attention take care of yourselves and enjoy your time and keep yourself safe till we meet the next time see you tomorrow bye see you!

Group Two:

Smiley: Okay! What do you think of this man

Funniest: He looks like a wise man

Smiley: Yes

The awake: He looks like a professor or a writer or something like that

T: UHHH

The awake: Like a very important person in society

Smiley: For me he is uhhh a sharp-eyed person

T: UHHH

Smiley: You you can feel in his uhh wisdom

The awake: Wisdom (at the same time Overlap)

The funniest: He is so serious

Smiley: Yes

T: It's rather his seriousness

The funniest: Yeah

Smiley: Yes (At the same time Overlap)

T: Seriousness

The funniest: Yeah

Smiley: What about this whitebeard man

The awake: He seems to me like a lazy person

T: UHHH

The awake: A lazy person he spends most of the time in front of the TV looking and eating

T: UHHH

Smiley: Yes here he is eating junk food

The awake: He is wearing a T. shirt

Smiley: Yes drinking wine uhhh

The awake: With a flag

Smiley: Maybe he is from Canada or he likes Canada

The awake: He seems like he is watching football

T: UHHH

Smiley: Yes

T: Good

The funniest: Uhhh the third one I think she looks like uhhh a business woman

Smiley: She is uhh

T: UHHH

The funniest: She looks happy too

Smiley: Yes she is an intellectual person for me

T: UHHH

The awake: I have to mention that she seems to be a teacher or a headmaster or a uhhh I think

T: What made you decide that she is a headmaster or uhh a teacher

The awake: I think her uhh (body language) her look her clothes her

T: Posture

Smiley: The way she is taking the glass of water or I don't know

T: UHHH Good

The funniest: For the first one I think she is uhh as I have said the Mona Lisa when she gets under she looks sad

T: UHHH

The awake: I think she is smiling as if she is uhh hiding something

The funniest: Yeaj theer is something in her eyes

Smiley: In addition to that she is wearing black

The funniest: Yes yes

T: UHHH

Smiley: Maybe she is really really sad

The awake: she looks like she is having a lot of problems but she is uhhh

Smiley: As if she has lost some one

T: How did you find the task of interpreting pictures?

The awake: I uhhh

The funniest: It depends on the picture (interruption)

T: UHHH

The funniest: Maybe these are uhh easy to describe

T: UHHH

Smiley: Yes Maybe uhh we haven't the good vocabulary just to describe uhh

The funniest: Yes

T: Features

Smiley and the funniest at the same time: Yes

Smiley: Features of the pictures and uhh that's all I liked the idea to describe uhhh

T: To uhh

Smiley: Pictures because I think when I was young

T: UHHH

Smiley: That's all

T: So here the problem is?

The awake: is this method is helping us to use our imagination

T: UHHH

The awake: So I like it

T: Good

The funniest: It can also it can also uhh we can form that our interpretation of people we can uhh I don't know we can uhh we can know people from the first sight (body language) or uhh (laughter)

The awake: Impression

The funniest: Yeah the first impression

T: Yeah

The funniest: Or something

T: Good good

Smiley: the psychologists said people describes other people describe other people other people according to uhhh to their own personality (Self-repair)

T: UHHH

Smiley: So maybe he we uhh as we have said she is a sad woman Ah! It depends on for example a previous experience

T: UHHH

The funniest: Yeah

Smiley: I have uhh experienced before yes

T: Okay! Good good thank you

The funniest: You welcome

Lovely: Here we are dealing with interpreting pictures would you please start Miss talkative

Talkative: Actually looking at many uhh the four pictures

Lovely: Uhh

Talkative: To represent different characters from different uhh from different?

Lovely: Environment (Peer assistance) (Autonomy)

Talkative: Environments yes and even different times for the first picture I've noticed that uhhh that she gets to represent uhh very old woman

Lovely: UHHH

Talkative: That she uhh she seems that she is uhh very worry and think she think about nothing actually also it uhh I think it belongs of uhh of one of the European nations uhh where uhh in maybe in the uhh during the uhh (body language) maybe first war or the Second World War

T: UHHH yeah

Talkative: What about the second picture?

Lovely: The second picture represented an old man and seems somehow seems somehow and uhh he represents uhh or that he uhh that

Talkative: Yes

Lovely: That belongs to the madman errrr if you watched the series

Talkative: yes I actually did

Lovely: Yes

Talkative: even the Godfather

Lovely: Or maybe the Godfather yeah the Godfather film yeah also and uhhh he seems an American person as I think what about the third picture?

Talkative: I think that for the third picture uhh the first uhh my first impression is uhh that she seems like she is like uhh a teacher or uhhh

Lovely: (nodding her head saying yes) UHHH

Talkative: A doctor or something like that

Lovely: UHHH

Talkative: She is uhh she is she seems that she is very happy proud about what she realized till now

Lovely: UHHH

Talkative: This is uhh this is my opinion

T: Good

Lovely: Uhhh the fourth picture or the fourth figure seems like a Canadian uhh singer of uhh

T: UHHH

Lovely: Of rock music a fat a fat black man

Talkative: Uhh she is happy about uhhh

Lovely: He is (peer correction)

Talkative: Yeah he is happy about himself

Lovely: Yeah

T: Okay! Good good what do you think of this task of interpreting pictures

Lovely: The interpreting pictures I think we have experienced this in primary school

T: UHHH

Lovely: And uhh and we didn't experience it anymore

T: UHHH

Lovely: And I think it's very beneficial in terms of uhh in terms of translating pictures in terms of uhhh in terms of words

T: AHHH!

Lovely: that's all

T: Easy difficult for you?

Lovely: No

T: To find words

Lovely: It's not difficult because we relied on the Para physical features

T: Oh! Yeah!

Talkative: I think she is very interesting and uhh

Lovely: UHHH (nodding her head)

Talkative: And it could help us a lot especially to get more objectives to be more objectives uhh more adjectives from that pictures (Self-repair)

T: Good good

Lovely: We have really enjoyed it

T: thank you thanks

Lovely: Thank you for you madam

Teacher moving to another group of students

Brilliant: She looks spacy

T: UHHH

Brilliant: Like she is thinking about uhhh also she has a fain smile

T: UHHH

Brilliant: Somehow she looks sad

T: UHHH

Brilliant: And uhh figure 3b. the man looks really intense

T: UHHH

Brilliant: He is thinking about something

T: UHHH

Brilliant: maybe something is troubling him

T: UHHH

Brilliant: And uhh figure 3C. I can't see it very well but I see that is smiling she is smiling she is happy somewhat she is happy and uhh the fourth figure the fourth picture it's not that clear it's just uhhh at all I can see just what the man is doing

T: UHHH

Brilliant: Practically is holding a glass of uhh something about beverage like he's proposing a toast

T: UHHH

Brilliant: So Maybe it's some occasion or uhh a happy occasion

T: UHHH

Brilliant: This is my interpretation for the four pictures

T: UHHH AH! How did you find the task of interpreting pictures?

Brilliant: Well first of all I thought that's gonna be easy

T: UHHH

Brilliant: But when I was trying to interpret I find uhh I found some difficulties (Self-repair)

T: Difficulties in what terms?

Brilliant: We don't know really what we look for uhhh that's it

T: UHHH

Brilliant: I mean I don't know how to interpret pictures I don't know how if I like uhhh I must concentrate on the facial expression

T: UHHH

Brilliant: Or describing what's around the people of these pictures

T: UHHH

Brilliant the surroundings (self-repair)

T: UHHH What about the language was it uhh an obstacle for you

Brilliant: To find the exact words?

T: Yeah

Brilliant: No I did

T: No

Brilliant: I didn't find difficulties

T: Yeah

Brilliant: Yeah as an obstacle was an obstacle (Self-repair)

T: So we can say assume that the task was uhh easier for you in terms of the language usage

Brilliant: Yes yeah

T: It was easy

Brilliant: Yes yes as I said that yes

T: Thank you thanks Yes Miss Bright

Bright: Okay! The first picture reminds me uhh of Mona Lisa

T: UHHH

Bright: It's just uhh somehow uhh I can't interpret really her face she seems sad she seems happy she has a fain mine or face

T: UHHH

Bright: So uhh I don't know she is a kind of ambiguous

T: UHHH

Bright: The second seems to be uhhh very important uhhh figure

T: UHHH

Bright: He seems strong

T: UHHH

Bright: Uhh strong headed

T: UHHH

Bright: He had uhh a strong personality also

T: UHHH

Bright: Uhh and a man who done a lot of (body language) who has achieved a lot in his life <mark>(Self-repair)</mark>

T: UHHH

Bright: Maybe the third seems to be uhh satisfied

T: UHHH

Bright: Uhh in reconciliation with her life uhh

T: UHHH

Bright: Uhhh happy

T: UHHH

Bright: Umm Okay

T: Yeah!

Bright: Uhh the third seems to have a party uhh he's happy also

T: He is happy yeah (Confirmation)

Bright: He is happy yeah okay that's it

T: Good what about the woman?

Bright: Which one?

T: This (pointing to the picture) Yeah!

Bright: Umm as I told you she seems to be satisfied she's she seems to be in uhh having a good life

T: If she has a job what kind of job you can give her?

Bright: A psychologist

T: Uhh a psychologist umm

Bright: Maybe (pause 1.0 Sec) uhh a researcher

T: UHHH

Bright: A scientist

T: UHHH good

Bright: Maybe a doctor

T: Yeah good good (Positive feedback) how did you find the task of interpreting pictures

Bright: Okay! I don't know the these people personally so I have a kind of uhh difficulty in interpreting

T: UHHH

Bright: The facial expressions

T: UHHH

Bright: But I don't have a problem about words uhh that's it

T: In terms of language so you don't have any problem finding the adjectives?

Bright: No not at all

T: The appropriate adjectives used?

Bright: Yeah

T: Good

Bright: Thank you

T: Thanks

The teacher moving to another group of students

Pious: So the figure uhh if we take the first image she is a woman she seems uhh of uhh having a nostalgia

T: UHHH

Pious: She is focusing on uhh something

T: UHHH

Pious: Maybe she is thinking

T: UHHH

Pious: She is playing with his uhh her fingers (self-repair)

T: UHHH

Pious: Her hair is long

T: UHHH

Pious: I think she is Virginia Woolf

T: UHHH (smiling)

Pious: The second one is angry I mean the man is very solemn very stiff

T: Uhhh

Pious: From his uhhh from uhh he is a scientist

T: UHHH

Pious: I don't know

T: UHHH

Pious: With a beard and a moustache

T: Yeah good

Pious: The third one here a lady she is happy with glasses her hair cut

T: UHHH

Pious: Is short

T: UHHH

Pious: She wears a necklace also (cough) she holds a glass

T: UHHH

Pious: Wears glasses also

T: UHHH

Pious: A sport T. shirt uhh with a flag of Canada

T: UHHH

Pious: he holds I think uhh it's a cup of wine

T: UHHH

Pious: It seems his manner of seating it shows him like to be somehow primitive or uhhh

T: UHHH

Pious: From the symbol of his leg on the other leg

T: Okay!

Pious: So this is it

T: Good good how did you find the task of interpreting pictures?

Pious: I have to focus on uhh the details some details

T: UHHH

Pious: It's easy but uhhh with language I find difficulties in uhh

T: Uhh finding

Pious: Ordering

T: Ordering

Pious: Ordering the adjectives

T: Uhhh okay so for instance if you have three or four in one sentence

Pious: (nodding saying yes)

T: Which one to start with this is your problem

Pious: Yes

T: Okay so adjectives' order okay

Pious: Yes order maybe

T: Good thank you yes Mr. Billel

Billel: Well the first picture this woman seems to be sad

T: UHHH

Billel: And uhh looks uhh and maybe this picture is uhh was taken in a hard period of this woman (self-repair)

T: UHHH

Billel: Also I see the physical I think uhh her physical appearance uhh she has long hair and also she is playing with her fingers as said as pious said

T: UHHH

Billel: For this man for me I do think he is a scientist

T: UHHH

Billel: And he is uhh he must he must he must be very intelligent

T: UHHH

Billel: I like him (Laughter)

T: Okay! Good

Billel: Yeah!

T: Good

Billel: And the other woman here is the one who is smiling

T: UHHH

Billel: Yeah so maybe she is uhh umm (body language) maybe she is uhh a poet or something like that

T: UHHH

Billel: She wears a necklace and the glasses and uhh (pause 2.0 Sec) and also a cup in her hands

T: UHHH

Billel: And this one maybe in uhhh we was talking uhh we were saying that maybe he is a pop singer (Self-repair)

T: UHHH

Billel: Yes

T: Good that's all?

Billel: Yeah

T: How did you find the task of uhh interpreting pictures?

Billel: For me I liked interpreting the faces

T: UHHH

Billel: Not the physic

T: UHHH the physical appearance (Recast)

Billel: Yeah

T: What about the language? what kind of difficulties have you found?

Billel: The lack of vocabulary

T: The lack of vocabulary okay! Thank you

Billel: You welcome thanks

T: Okay! Thank you for all of you I hope you've enjoyed our lesson today in the end I shall say as usual thank you very much for your attention take care of yourselves enjoy your time and keep yourself safe till we meet the next time Ah! By the way please I have some handouts on the library for you please make sure you bring them with you for tomorrow okay

Ss: Yes

T: Please do not read the texts in the handouts do not even look at them just bring them and tomorrow we will work on them together with God's will okay

Ss: Okay!

T: Thank you very much see you tomorrow bye see you!

Lesson Seven: Culture/ Reading Strategies

The objective of this lesson is to enhance learners reading ability and to teach them how to speak fluently through reading. It aims at teaching the students different reading strategies such as skimming and scanning and how to spot answers of different questions from the text in a very short time. The skill to be taught is speed reading.

T: I would like to know what kind of strategies you use when you read.

Gentleman: I used key words to get the main idea to use a notebook but uhh we didn't

T: UHHH

Gentleman: Uhh (pause 2.0 Sec) that's all

T: This is what you have used

Gentleman: Yes

T: There are two main strategies skimming and scanning

Ss: Skimming and scanning

T: Skimming and scanning okay Good uhh who wants to speak more what have you done in this passage? Shy?

Shy: All the students are reading silently

T: UHHH

Shy: They are scanning and uhh reading the questions and uhhh to answer the question

T: UHHH UHHH was it hard to locate the answers

Shy: Somehow it's uhh it's not so difficult to get the answers since uhhhi don't know

T: Say it say it whatever it is

Shy: (silence 3.0 Sec) it's not so difficult uhh but

T: But?

Shy: (silence)

Ss: She is shy

T: But you've made it okay good

Shy: That's all okay! Thank you

T: Gentleman?

Gentleman: First we have read the questions

T: Yeah

Gentleman: Then we searched for answers and look for the key words that uhh reflect the answer

T: UHHH

Gentleman: Then uhh we should when we read (present tense) when we read (past tense) (Self-repair) the whole text we choose (ʃʊz) (mispronounced) (body language) the key words as I've said

T: WE WE?

Gentleman: Choose (ʃʊz) (mistaken)

Wonderful: Chose (tʃ) (Peer Correction)

T: We chose choose (tʃ) okay

Gentleman: We choose the key words as I have said chose the key words and uhh that reflect uhh as I have said

T: And we have and you have we identified you you? (Recast)

Gentleman: We identified the information

T: Good good others who wants to add more? Miss Calm

Calm: First we have read the paragraph

T: UHHH

Calm: Umm on Uhh for a specific purpose (Self-repair)

T: UHHH

Calm: The text then research the key words

T: UHHH search for the key words (Recast)

Calm: After we find we were trying to find the difference between the two phrases

T: The two phrases?

Calm: Yes

T: Okay!

Calm: Of the question and in the paragraph

T: Good

Calm: That's all

Sweetest: Actually when we started to read the question I've taken notes about the key information that I should find in the text and the next when I've started to uhh read the text I tried to search for words that have uhh relations with uhh the notes that I've taken uhh then I uhh compared them so that I get the right answer

T: Excellent

Sweetest: Thank you

T: Good good great improvement even with an accent a typical British accent

Ss: Laughter

T: Good Miss Angel?

Angel: Yeah well because uhh our purpose or uhh our uhhh reason for reading is to answer the uhh the questions

T: UHHH

Angel: First of all I've read the uhh the questions Ah! Then I uhh moved to uhh realate each question relate the uhhh relate the appropriate or adequate passage

T: UHHH

Angel: Relate it to the answer

T: UHHH

Angel: Then uhhh I looked for the uhh the key words

T: UHHH

Angel: AH! Then to uhh identify the answers according to uhhh according to the questions

T: Perfect excellent Wonderful?

Wonderful: Yes the first step uhh we uhh we have followed to answer this uhh these questions (Self-repair) First we have to have a look first on the questions then we uhh look for the key words then we link these words to the passage and uhh to uhhh to have uhhh umm to to try to uhh pick out uhh the correct answer

T: Perfect Excellent

Safia: Actually what I did is to start by reading first the questions the first time I use this strategy to read questions and then uhh

T: UHHH

Safia: And then answer and read the text

T: UHHH

Safia: Because I uhh when I read the question I find the text is easy

T: UHHH

Safia: Because I select I uhhh sele I've selected my object to answer those questions (Self-repair)

T: Good good optimistic?

Optimistic: First I read the questions then uhh I searched for information in the text

T: Uhhh Good great biology student?

Biology student: First I read the questions uhh after uuh I uhhh pick out the uhh key words and uhh try to find and check these words in the passage when I read it so uhh and from and do a comparison (in French)

T: Comparison (Recast)

Biology student: Comparison between the two uhh to to know if it is the right answers of this questions

T: These questions it is the right answer (Recast)

Biology student: It is the right answer of these questions

T: Very good excellent the ambitious?

The ambitious: Today we have uhh learned about a new strategy for reading it's uhhh which is new for me uhh first uhh the first step I've that we must do is to is to uhh to read directly the questions and to uhh check the key words that uhhh we will uhhh be depend when we read uhh the paragraph uhh the passage the second step is uhh reading quickly the uhhh the passage and uhhh trying to answer the questions

T: Ah! Actually it's that we will depend on (Delayed recast)

Ambitious: Yes

T: That we will depend on

Ambitious: That we will depend on

T: Not we will be depend but that we will depend on uhhh

Ambitious: That we will depend on (at the same time)

T: The beautiful?

Beautiful: (Smiling) thank you uhh Miss I use I used to read the text first and then I read the questions and I find it it's not a good strategy to answer the questions and uhh answer them I think it's uhh much much more better than the uhh the first strategy

T: Good Miss Friendly

Friendly: I always when I have a text with questions I prefer to uhh to read questions then uhh I uhh I remember the uhh the words I uhh then I try to uhh find the answers and uhh write them

T: Very good good yes Dreamer?

Dreamer: First of all we read the questions to pick up and to know the key words then we read the passages to know key words and link it with uhh the question to answer the questions

T: Perfect good psychologist?

Psychologist: Yes the text is divided to many short paragraphs which facilitated reading and understanding

T: UHHH

Psychologist: and according to the question you can find the key words on the text

T: UHHH

Psychologist: And pick up the answer easily

T: Good

Psychologist: Yes

T: Yes good Frank?

Frank: I think reading the questions give us background where we can start from

T: UHHH

Frank: So when reading the text we gonna achieve we gonna achieve our target easily

T: UHHH

Frank: If we already have a background

T: Excellent Perfect wonderful you're going to play the role of the teacher I'm not going to say anything it's up to you yes (teacher enhancing learner autonomy)

Wonderful: Okay!

T: Yes go ahead

Wonderful: So you have uhh you have to read the text then you have to uhh to answer the questions

T: UHHH

Ambitious: (Laughter) You've changed the strategy

Ss: Laughter

Wonderful: Which strategy which which strategy?

T: Good good say it interact

Wonderful: Which strategy yes

Ambitious: Which strategy uhh yes I just want to uhh remember you that we uhhh now we are uhh read first of all we read the questions (self-repair) and then uhh have to read uhh have to pass (Laughter)

Wonderful: It's the same

Ambitious: Pass to the uhh to the passage to read it it's a new strategy that we must uhh

Psychologist: After reading the question read the text

Gentleman: And try to answer uhhh

Psychologist: That's uhh what she wants to say

T: So uhh

Psychologist: The strategy is uhh to read the questions

Safia: beginning by reading the questions

Psychologist: Then read the text

Wonderful: GOOD

Ambitious: We must uhh

Ss: Laughter

Wonderful: I don't know where the problem with the strategy I know uhh so we uhh first have to uhh hav to have a look on uhh the questions then we move to uhh the text

Shy: Yes

T: Perfect

Sweetest: Miss I think the teacher wonderful committed a mistake purposefully so that she uhh she looks for uhh the students' answers whether they are uhh updated on time or not (Laughter)

T: (Smiling) good

Ss: Laughter

T: Good very good so how much time you grant them teacher?

Wonderful: For ten minutes

T: Ten Minutes

Ss: Ah!

T: Ten minutes

Ss: Severe teacher

Ss: Laughter

T: Laughter good thank you

Time for reading the text 10 to 15 Minutes

T: What are your reflections after reading the text?

Psychologist: Great this approach theory

T: So uhh what do you think of uhh the theory he was talking about uhh he created when saying a man uhh psychology when he defined psychology he said it's a black cat in a black uhh in a black room have you heard about this theory?

Psychologist: First of all he based uhh he based on uhhh three uhh which he named uhhh the ego and uhh the self and uhh (body language) (pause 3.0 Sec) how to say

T: How do we say yes

Psychologist: Ferr for uhh for what Sigmund Freud he create in psychology he he based on uhh ego and uhh the uhh the self

T: UHHH

Psychologist: Probably it's uhhh it's not uhh it's not uhh (pause 3.0 Sec) a fact in the human but it's uhh (pause 1.0 Sec) I don' know how to say it

T: In Arabic if you want just you need to uhh you think you need uhhh there is a need to the use of Arabic

Psychologist: (Silence)

T: Do you?

Psychologist: Je pense pas que

Ss: Uhhh Laughter

Frank : Now he wants to use French

Ss: Laughter

Psychologist: Je ne sais pas comment je parle

T: UHHH Okay how is it in French?

Psychologist: Bon so in Arabic

T: Okay in Arabic

Ss: Laughter

Psychologist: (لا أعتقد أن سيغموند فرويد صحيح في كل ما أتى به لكني أعتقد أن سيغموند فرويد عبقري في كل في كل uhh)

T: في كل في كل أفكاره

Psychologist: في الفكرة التي أتى بها حول الأنا و الأنا الأعلى و الأ

Frank: Selfishness

T: So translate this I want you tomorrow to give it to me in English

Psychologist: هو كفيلسوف

Frank: Okay!

T: Tomorrow

Psychologist: هو كفيلسوف مثله مثل كارل ماركس قاموا بتغيرجذري في في زمن كانوا يعشون فيه that's all

T: You have to say all this in English tomorrow

Psychologist: Laughter Okay

Ss: Laughter

T: So translate it

Psychologist: Okay

T: Okay

Frank: Miss (raised his hand) me uhh I think he was a creative scientist because uhh of the subdivision of uhh theory the subdivision and the conscious but in other way I uhh I see he was wrong to uhh to relate all of the uhh the translation of all of our uhh actions according to the self for example I think

T: Okay have you heard about the theory which is saying psychology is a black cat in a dark room

Safia: He want to create the theory of الأنا or something like that it's created for many many uhh

Wonderful: Years

Safia: Years

T: Yes even if it has been created for many years but you can change it now

Safia: No there is no change in it

T: We can change it

Wonderful: We can change it

T: We can

Wonderful: We can change it (At the same time) (Overlap)

T: If somebody comes up with another new theory

Safia: He said he created his amazing theory or something like that الأنا what's uhh the uhh the amazing thing it's uhh (body language) we know this theory before Sigmund Freud

Frank: No

Safia: Created it's created before Sigmund Freud

T: It has been created (Recast)

Safia: It has been created before so uhh

Frank: The idea of the subconscious wasn't known before uhh so if I

Safia: Yes Uhh the subconscious

Wonderful: the subconscious (Silently)

T: Good Good So teacher open up the floor for the questions of the text for the passage reading comprehension questions and answers

Wonderful: So your ten minutes is over

T: Ten Minutes?

Frank: Are

Wonderful: Are Are over who can now want to uhh to give us the uhh the answer

Safia: (Raises up her hands) for the first time I know the answer (Laughter)

Wonderful: Someone a volunteer

Ss: Laughter

T: Designate designate

Wonderful: Umm Friendly yes

Friendly: Uhh I want to answer the uhh first question the black powder it refer to the Chinese

T: It?

Ambitious: Refer

Friendly: It invented

T: It refffeeer?

Friendly: Refers (Self-repair)

Frank: It Refers (Peer correction)

T: It refers (Recast)

Friendly: It refers to the Chinese yes in the first paragraph first passage the invention of (mispronounced) invention of (self-repair) the rockets uhh the rockets in uhhh is linked (trying to read from the text) instrico

Beautiful: Instric (trying to decipher the word)

Friendly: Inscrutably linked with the invention of black powder also the uhhh of technology credit the Chinese its discovery

T: Do you Agree? Teacher?

Wonderful: So

T: Do you agree?

Wonderful: Yes yes right what about the second who can uhhh

T: Designate designate somebody

Wonderful: The tallest the tallest

Ss: Laughter

T: The beautiful

Beautiful: Actually I changed my name

Wonderful: Sorry the beautiful

Beautiful: Laughter

T: The beautiful

Wonderful: Yes

Beautiful: Yes the second answer is uhh the rocket properly refers to the Chinese

Wonderful: Chinese let's check it on the passage

T: GOOD

Wonderful: So we can uhh check it it's uhh it's true

Beautiful: Yeah

T: It's correct (Recast)

Wonderful: It's correct yeah

T: It's correct okay!

Wonderful: The third question who want to answer

T: Who wants (Recast)

Wonderful: Who wants yes yes

T: Yeah

Wonderful: Angel

T: Angel

Sweetest: The Angel

Angel: I didn't find the answer actually

T: You didn't get the answer?

Angel: Yeah (body language)

T: Somebody else Optimistic is raising her hand

Wonderful: Yes optimistic

Friendly: Maybe C

Optimistic: It said that the Indian were the first

Wonderful: The Indians

Optimistic: Yes

T: well is that correct "b"?

Wonderful: Which sentence? Which sentence? The second?

Optimistic reading from the text the whole sentence

Optimistic: But from far away in India

T: Perfect

Wonderful: Yes it's correct

T: Is that correct Yes?

Wonderful: Yes it's correct yes "b" it's "b" India

Ss: Yeah!

T: Far away far away India Good teacher move on

Wonderful: Who wants to answer the last the last question? Yes? I missed your name sorry

Gentleman: the Gentleman

T: The gentle

Dreamer raises up her hand

Wonderful: One of you one of you

T: Laughter

Gentleman: The rocket launcher is uhh for uhh the Americans by uhh the Americans

Wonderful: Yes correct it refers to the Americans

T: Excellent Okay teacher what have you learnt from this activity?

Wonderful: What have you learnt from this activity?

Beautiful: We learned that we have to uhh first of all we have uhh to uhh to read the answers before uhh

Gentleman: Read the questions

Beautiful: Uhh read the questions and then the answers

Wonderful: Yeah!

T: Good the others?

Gentleman: We have learned uhh

Ambitious raises up her hand

Gentleman: We have learned new strategies and uhh communicating ideas uhh without being shy or something

T: UHHH

Gentleman: How to read texts umm and identify the information that's uhhh

T: Perfect perfect perfect

Safia: Reading the questions first facilitated the process of answering the questions

T: Uhhh Process Yes

Ambitious: Miss for this uhh from this activity I think that we are uhhh more limited and guided uhh this type of questions is uhh

Wonderful: Easy

Ambitious: Easier than uhh the other because just we check in the passage the uhhh this uhh the key words

T: UHHH

Ambitious: And we answer easily

T: Great How can you think this today's activity could motivate or enhance your speaking skill how can you benefit from today's task in your uhh in developing your speaking ability? (Simplified input)

Gentleman: As long as (a bit louder)

Ss: As long as (at the same time) (Overlap)

Gentleman has stopped speaking for 1.0 Sec

T: Gentleman

Gentleman: As long as I learned how uhh how uhh the reading strategies

T: UMM

Gentleman: We are going to make uhh more difference and we are going to learn more uhhh how to read and uhh how to interpret information and make uhh a prediction as you have said

T: Good

Gentleman: That's the main uhh point

T: Psychologist?

Psychologist: According to me and what students say I understand that uhh the strategy strategy strate

T: The strategies

Psychologist: STRA-TE-GIES STRA-TE-GIES is uhh

T: The strategies used

Psychologist: Used the students umm not yet but uhh later on

T: Okay! I will come back to you uhh teacher?

Wonderful: Yes I think it's uhh perfect way to uhh to uhh to have uhh to have more information about the text and to report the ideas first we have uhh mainly to have a look to the questions then link these questions to the uhhh the text

T: Then link those questions to the text (Delayed recast)

Wonderful: Link those questions

T: Questions to the text

Wonderful: Questions

T: Good uhh biology student?

Biology student: So to me uhh this uhh a new strategy new reading strategies I think uhh

T: So these are these are new strategies (Recast)

Biology student: These are new strategies uhh from that uhh I think it's a good uhh good to read the questions before the answers and you can uhh get the right answer in a short time

T: Perfect

Biology student: Yes

T: Yes Dreamer

Dreamer: Uhhh I think uhh today I have learned uhh a new strategy which is uhh reading questions before reading the text to find the uhh to answer the questions

T: Good good the last one

Ambitious: Miss to me I was uhh I was really disappointed because uhh the old way these many years uhhh passed I was doing wrong uhh way

T: UHHH

Ambitious: It's uhh if we have read before many many things a lot of things but we didn't kept uhh we didn't keep (Self repair) the meaning just a little information uhh I think it be uhh it will improve my uhhh myself uhh improve myself improve my reading skill in the future

T: Perfect good So we shall stop here we've run out of time thank you In the end I shall say thank you very much for your attention take care of yourselves and enjoy your time and keep yourself safe till we meet the next time thank you for coming thank you see you tomorrow bye.

Group Two:

Smart: A person has to be versatile in doing things

The medical student: In an easy way is it? (Clarification request)

Smart: If I can make it clearer I would say the person is going to be having very serious abilities into taking different things or the subject matter that is taking into consideration and the like

Talkative: You mean skillful (Clarification request)

Smart: Yes skillful likewise

Lovely: The person who is able to do many various things

Smart: A lot of things a lot of things simultaneously

Lovely: Simultaneously it's a kind of uhh (Confirmation)

T: UHHH

Bright: This is how to say multitasker person

T: Multitasker? Skillful (Recast) (Reformulation)

Smart: I said that we we be I mean uhhh in one way or another expressing just uhh a big a bigger part of it

T: UHHH

Smart: Though it is somehow uhh if we can say the larger than just that

T: UHHH good good (Positive feedback)

Lovely: For example we can say uhhh versatile actor means that the actor can be really uhh variety of uhh roles

T: Different roles (Reformulation)

Lovely: Different roles

T: Different roles yeah (confirmation) Good okay what is your strategy in the reading skill?

Brilliant: Well when I read I first try to scan what I'd like to read then uhhh

T: UHHH

Brilliant: Then I do a general reading uhh so I divide my reading into two phases

T: UHHH

Brilliant: the first is scanning the second one is uhhh comes if we may call comprehension

T: UHHH good (Positive feedback)

Brilliant: Yes this is my strategy for reading

T: This is for the brilliant okay I will uhh I will

Ss: Laughter

T: I will try to get uhhh errr another association for uhhh you okay tell me Miss Hadjer

Bright: Okay I uhhh read the whole text

T: UHHH

Bright: May be trying to uhh pick the difficult words

T: UHHH

Bright: Try to read into uhh the context

T: UHHH

Bright: Of the sentence and comprehend

T: UHHH

Bright: UHHH then I focus on uhhh the (body language) first sentence it uhh it has the main

Brilliant: The topic (Overlap)

Bright: the topic sentence yeah

T: UHHH

Bright: That has the main idea of the whole text

T: UHHH

Bright: Okay

T: Good the awake not the sleepy anymore uhhh?

Ss: Laughter

The awake: First I uhhh try to uhh read the text

T: UHHH

The awake: To uhh to get the uhhh (body language) the first idea of the text

T: UHHH

The awake: Then I try to uhh as she said to uhhh (body language) to find the difficult words

T: UHHH okay!

The awake: Then uhhh (body language nodding right and left)

T: Then uhh That's it?

The awake: Yes

T: Smiley?

Smiley: Miss as I said before uhh I read the text many times

T: UHHH

Smiley: UHHH Ah! I don't know why I have problems in reading in English especially

T: UHHH

Smiley: I didn't catch up the main idea in uhhh a short period of time

T: UHHH

Smiley: So uhh I read for the first time to get the general idea of the text

T: UHHH

Smiley: Then the second time may be to uhhh check the different uhh the different difficult words

T: UHHH

Smiley: And check their meaning

T: UHHH

Smiley: Then uhhh the third reading uhhh I totally may be understand the uhh the whole text.

T: Good good the medical student?

The medical student: Ah! My uhh one of my teachers it was a French teacher in high school she taught me how to read she gave us (personal identity) strategies how to read and since then I used their uhh her strategies (Self-repair) and it was very very beneficial so uhh first of all you have to read the uhhh umm the title

T: UHHH

The medical student: You have to get an idea about the uhhh the text you're speaking about uhh then you have to uhhh read the uhh the source of the uhh of this text if there is so uhhh you have to go to the end of the text and you uhh you understand these uhh this extracted from where

T: Uhhh

The medical student: The second thing to do is to uhhh read the first paragraph and the last paragraph.

T: That's it?

The medical student: Then you come to skimming.

T: UHHH

The medical student: Skimming is reading very rapidly

T: UHHH

The medical student: Trying to get the uhh main uhh the key words

T: UHHH

The medical student: That uhh that are uhh in relation to the subject.

T: UHHH

The medical student: We call that in French le champ lexical we use it for uhhh example this text is speaking about cigarettes so uhh when skimming when scanning ah! When skimming first you have to get the uhh the words that are related to that subject.

T: UHHH

The medical student: Then comes scanning. Scanning is reading studying each paragraph talking about what and that's it.

T: Good! Perfect! The funniest?

Lovely: Yes Lovely!

T: Lovely yeah!

Lovely: Yeah uhh well my colleague covered all the details that I was intending to say uhh well uhh I first uhh I read the topic sentence if theer is no title.

T: UHHH

Lovely: Yeah! To uhhh to know or to get the main idea controlling the whole text.

T: UHHH

Lovely: Then I uhhh I move to uhh the paragraph uhh the other paragraphs,

T: UHHH

Lovely: To get uhh to get more words.

T: UHHH

Lovely: More words then uhh I rely on uhh also on transcribing words.

T: UHHH

Lovely: Yeah! To uhh get the uhhh the correct pronunciation of them.

T: UHHH

Lovely: Then AH! I will uhh I move to uhh to analyze the text to analyze the text in terms of uhhh ideas.

T: UHHH

Lovely: In terms of ideas then uhh to generalize those ideas to get one uhhh one basic idea.

T: Good! <mark>(Positive feedback)</mark>

Lovely: That's my strategy for reading

T: Miss Hanna You are the ?

Talkative: The speechless

T: The speechless okay!

Talkative: Actually I am not uhh I haven't uhh different startegies from uhh my friends as they uhh said all before uhh my first step is to uhh read the text to get the whole meaning.

T: UHHH

Talkative: Then I would depict the difficult words and explain them uhh then I would uhh read the text once again to uhh to get what is uhhh read what is written <mark>(Self-repair)</mark> between the lines uhh especially if it is literature or uhh work.

T: UHH a literary work <mark>(Recast)</mark>

Talkative: A literary work then I uhh would depict uhh I would divide the text into paragraphs then I would uhh for uhh for each paragraph I would uhh give it a specific special specific idea <mark>(Self-repair)</mark>

T: Okay! Good <mark>(Positive feedback)</mark>

Talkative: That's it.

T: The smart?

Smart: OH! Thank you. Well while coming to reading it actually depends on the text I am reading I mean the text that is before me so first of all what I do umm I actually have three things I generally always most of the time I do first scanning ah! Uhh skimming then I prefer to follow that with uhh the scanning then comes the comprehension.

T: UHHH

Smart: In the scanning in the skimming in the scanning process sorry! I try to check and uhh understand what is the meaning of each and every word that is in there if I if I do not know the word existing in there, then I try to get it of uhh from the context. (Self-repair) I need not to check any kind of uhh dictionary or anything, but try to understand the general and the whole meaning.

T: Yes

Smart: AH! This is when it came it comes to (Self-repair) reading texts. So, to speak maybe scientific text texts (self-repair) and the like when it comes to the literary stream to literary texts and what is similar to that I just try to get the idea what is Ah! Behind the lines.

T: UHHH

Smart: What is coming into play uhh behind the words just stating there.

T: UHHH Yeah!

Smart: AH! In the comprehension process I try to read carefully and understand the whole umm idea of the text simultaneously.

T: UHHH

Smart: I don't neglect the details that are uhhh that are included in the text itself.

T: UHHH

Smart: Umm and then and I guess I focus while doing the comprehension the comprehension the comprehension while doing the process of comprehension (Self-repair) I here focus on the first uhh paragraph and the last one why? Because (Autonomy)

T: UHHH

Smart: Certainly the first paragraph is uhh can uhh is going to be an initiation that's going to give the general idea of the text and in the uhhh the concluding one the last one that is I am going to have it simplified or uhhh maybe just giving an answer to some questions that are already uhh arose in uhh in my mind while I mean reading the text.

T: Good (Positive feedback) the Wiseman?

Wiseman: Umm actually I uhh each book I get I read uhhh I used to read three times.

T: UHHH

Wiseman: The first thing to do is to read aloud.

T: UHHH

Wiseman: Without checking the difficult words.

T: UHHH

Wiseman: Uhh to uhh to discover about the styles and the second reading is to explain the difficult words and check the dictionary.

T: UHHH

Wiseman: And thirdly third thirdly to understand the general meaning of the text or what you are reading about.

T: Good! Thank you!

Teacher's Diary: The teacher said the following: Now I want you to have a new experience. You know that in less than a month you are supposed to be future teachers and I want you to prepare yourselves for facing your students and have to teach them something about today's topic I am not going to designate anyone you have to volunteer and stand here and face all your classmates. The aim of the task is to enhance your ability to speak publically and to face an audience. Who wants to take the initiative? (Enhancing autonomy)

Smart: I will go for it.

T: Please! Do imagine that these are your students and you've free choice of what you are going to teach them.

Smart: We have also some other questions to answer after reading these texts and I hope uhh you all have your handouts with you everybody has uhh

Ss: Yes

Smart: That's very nice well so uhh umm here you know you're going to try reading the text first maybe you are going to uhh substitute the paragraphs for each of you for each one of you as you're going to read the paragraphs between you and till the text is finished then after that somebody is going to read the whole text. A reading session for about (20 Minutes) or I am going to do the task depending on which is your position and after that we are going to uhh analyze it carefully and check the uhh umm the difficult words to uhh explain them and uhh then of course we're going to answer the questions. Ready to do that?

Ss: Yes! Yes!

Smart: Thanks!

T: Thank you!

Smart: You welcome!

T: Another one YES Smiley!

Smiley: Today we are going to carry on AH! umm reading strategies so uhh I asked you yesterday to bring with you your handouts. Did you?

Brilliant: Yeah!

Bright: Yeah!

Ss: Yes!

Smiley: Okay! So umm we gonna sorry we will read the text together and uhh we will read umm you will read first by yourself sorry then read together explaining some difficult words then I will taught I will tell you about some reading strategies to make use of them in the future In Chaa Allah Thank you. (Self-Repair)

Ss: Laughter

T: (Smiling) Brilliant, Brilliant? (asking him to take the floor and stand in front of the students)

Brilliant: Good morning everyone

Ss: Good morning Sir

Brilliant: Today we are going to see how to read it is a simple and fairly simple task.

Ss: Yeah!

Brilliant: You have a text about cigarettes smoke each one of you will read the text uhh a paragraph we have 123456789 nine paragraphs I'm gonna cite each of you to read a paragraph I've read as I've said before it's quite simple we would uhh would find some technical words associate associated with (Self-repair) medicine so uhh our uhh your colleague is gonna help you to understand more these words so uhh let's start.

T: Good (Positive feedback)

Ss: (Clapping)

T: Great!

Bright has taken the initiative on her own.

T: Bright

Bright: Thank you good morning guys!

Ss: Good morning Miss!

Bright: How are you?

Talkative: What about girls only guys?

Ss: Yeah!

Bright: You have your handouts?

Ss: Yeah!

Bright: Okay! So read them see you next week.

T: Laughter

Ss: Laughter

T: Good (A friendly environment to lesson anxiety)

Bright: Well we have a bunch of uhh texts you have to read them carefully then we will tackle the uhh the difficult words then we'll ask questions as far as what we want is to bring your dictionaries out and we will talk about that later.

T: Good! Sleepy! The awake!

Ss: Laughter

T: Bright she brought hers give me mine (Talking about the handouts).

The awake: Good morning ladies and gentlemen uhh today we are going to to practice what uhh one important part of learning English which is uhh reading strategies and uhh here is the text I hope you all have your handouts with you. I'll give you mine if you don't mind.

Ss: Laughter

The awake: Uhh each one of you has to read the the whole uhh the whole the whole text and you have to take uhh rough papers and uhh write the most difficult words or uhhh or ideas or uhh and then we will try to explain it. (Speaking as themselves)

T: Good! Medical school medical student?

The medical student: Good morning students how are you?

Ss: Fine

The medical student: Today today we are going to uhh we continue with uhh the reading strategies and uhh the reading skills. So, we have today a text that speaks about the risks of cigarettes smoke and uhhh try to read uhh the text silently try to identify the difficult words and we'll discuss after after 10 Minutes let's say 10 Minutes. So try to be quiet and read silently and we discuss after after errrr

Brilliant: When we finish (Peer assistance)

The medical student: Afterwards (Self-repair)

T: Afterwards. Thank you! Lovely?

Lovely: Well good morning everybody well uhh first of all I'd like to remind you about what we've seen last time so uhh we've actually we've read uhh maps and faces and we tried to uhh read between lines and the other staffs. Today we gonna read the text a text or uhhh a content well our text today or our lesson today is about the risks of cigarettes smoking well first of all I would like you to read silence uhh silent reading (Self-repair) then we'll try to uhh discuss the uhhh how uhh discuss and analyze the paragraphs together okay.

T: Thank you! Thank you! Speechless?

Talkative: I will

T: I would rather say talkative (laughter)

Talkative: Speaky

T: Speaky! Okay! Speaky!

Talkative: Good morning everybody.

Ss: Good morning Miss!

Talkative: How are you today?

Ss: Fine thank you!

Lovely: A sunny day!

Talkative: Ah! I think that uhh you all have an idea about what we are going to say today. Aren't you?

Some Students: Yes

Smiley: No (At the same time) (Overlap)

Talkative: Actually uhhh

Lovely: We don't have an idea.

Talkative: Really! So you haven't done your homework.

Lovely: Yes

Talkative: Minus Four for your exam. I think that uhh our task for today is uhh the risks of cigarettes smokes isn't it interesting?

Smart: It is!

Ss: Yes it is

Talkative: I think most of you have uhhh had to look for uhh for that subject before.

Ss: Yeah!

Bright: We are familiar with it yeah!

Talkative: Yeah! Okay!

Ss: Some ideas.

Talkative: So I'm going to ask you to read that text silently then after that I uhh we are going to ask you some questions. Okay!

Ss: Okay!

T: Wiseman?

Wiseman: Good morning everyone our task for today is uhh reading the reading skill we will uhh our first step is to uhh to check the difficult words and the third one is to uhh (body language) asking questions to you and uhh from you to me you learn and understand everything.

T: UHHH Good! Thank you! This is the end of today's session I hope you've enjoyed it so much. In the end I shall say as usual thank you very much for your attention take care of yourselves and keep yourself safe till we meet the next time. Thanks! See you tomorrow Bye!

Lesson Eight: Language

The unit aims at developing learners' speaking ability through increasing their confidence in giving explanations in discussions. It also aims at improving their skill to deliver oral presentations.

Group One:

Teacher's Diary:

The starts the lesson with the usual opening of the session and the salutation saying:

T: In the Name OF Allah the most Gracious the most Merciful. May God's peace and blessings be upon all of you. Good morning everybody. How are you today?

Ss: Fine

And then she asked the students about how well they are doing and she expressed her pleasure for being able to attend the session.

T: Great! I am so happy that you've made it today.

The teacher then started initiating the lesson by introducing the topic of today and the main useful language. She said that:

T: Today we are going to improve our skill and confidence in giving explanations. Usually when you explain something, such as a process, structure, situation or theory, you give the reasons why it is like it is. This involves linking causes (the reasons) with their effects (a description of the thing you are explaining). In this unit you will practice explaining some of your beliefs about certain facts we will discover the main topics later on, and suggesting explanations for your thoughts. For this you need to use some useful expressions like: First let's start with expressions used in identifying causes and reasons such as: Please! Do not take notes I'll provide you with a handout later on at the end of the session Okay!

The reason (for…) is (that…)

That's because…

That's because of/due to…

The/One explanation (For…) is (that…)

What has brought this about/ led to/ caused this…is…

What's responsible for…is…

Can you think of any other expressions to add?

Other forms of providing explanations is showing how certain or uncertain about specific facts or topics. Thus, you can start your explanations saying the following:

I think…that's because/the reason is (and so on….)

It is likely that

I'm certain

I'd say

It could be that

It could be well that

Possibly

I'm sure

There is no doubt (in my mind) (that)

Undoubtedly, ….(you speak about the idea you want to explore)

Okay! Is that clear?

Ss: Yes!

T: Before we are going to put into practice these expressions we are going to listen to today's topic and see how the lecturer provided explanations in his topic. Are you ready?

Listening task: comparison of English and Outlandic:

1st Listening

2nd Listening

Students are taking notes during the two listening.

T: So uhh Friendly start what can you tell us about the topic you have just listened to?

Friendly: From uhhh good morning!

T: Good morning!

Friendly: From the second listening, I can notice uhh I noticed all the differences the four differences between the English language and I don't know what uhh the name of the second language. I think uhhh

Biology student: Outlandic?

Friendly: the Anglic?

T: The?

Friendly: Anglic? Yeah?

T: Anglic?

Biology student: Outlandic?

The successful: Outlantic?

T: Who else? Angel?

Angel: Outlantic?

T: It's Outlandic.

Dreamer: Outlandic uhhh

Ss: Outlandic

T: Outlandic Yeah! Outlandic (Laughter) Okay! I will write it down. Okay! Carry on! I will put it down on the board.

Friendly: Also, I can uhh I can uhhh, I can know some words from this dialect.

T: UHHH

Friendly: Like uhh in you in "imoron"

T: AH!

Friendly: It means tomorrow. "Laranga"

T: UHHH

Friendly: It means orange.

T: Orange (Confirmation)

Friendly: And uhh for uhh for uhh the fourth differences uhh. I start by the first one uhhh. In the English language, the subject comes uhh at the beginning.

T: UHHHH

Friendly: And the uhh. In the second language, uhh at the end of the subject.

T: Ah! Okay!

Friendly: The second difference is in the uhh adjective.

T: UHHH

Friendly: In English language, the adjective comes before the noun.

T: UHHH

Friendly: And the Outlandic out out

T: The OUTLANDIC!

Friendly: The Outlandic language uhh the adjective comes after the noun.

T: Perfect! Good! (Positive feedback)

Friendly: And the third difference is uhh in the article (A).

T: UHHH

Friendly: At the end of uhh this language.

T: UHHH

Friendly: Uhhh the feminine noun.

T: UHHH

Friendly: Ah! The feminine noun uhh.

T: Say it in English please!

The biology student: The agreement between nouns, articles and adjectives (Peer assistance)

T: UHHH

Friendly: The feminine noun let this article uhh (body language)

Wonderful: In the French language.

Friendly: Agreement between female adjectives and uhhh.

T: UHHH okay!

Friendly: And the fourth one I didn't uhh mention it.

T: Ah! You didn't get it actually (Recast)

Friendly: Yeah!

T: Okay! That's it?

Friendly: That's it.

T: Okay! Perfect! Good! (Positive feedback) dreamer?

Dreamer: Not yet.

T: Not yet! The Biology student?

The biology student: Maybe the same thing.

T: Okay! The same thing. Okay! What can you add?

The biology student: So the main topic I get it is describing the main difference between uhh English and uhh Outlandic language.

T: Good!

The biology student: So the uhh the comparison between the two languages is uhh the main differences.

T: UHHH

The biology student: So the first uhh uhhh difference is the subject in uhh Outlandic so become at the end.

T: UHHH

The biology student: But in English at the beginning.

T: It's "COMES" (Recast)

The biology student: It comes in the beginning.

T: UHHH

The biology student: So for the second difference is in the adjective.

T: UHHH

The biology student: In English, the adjective becomes uhh comes before the noun.

T: UHHH

The biology student: And in Outlandic after the noun.

T: Good!

The biology student: So uhh fer uhh the third one is for uhh feminine nouns.

T: UHHH

The biology student: So uhh the letter "A" here so uhh (body language) describes this feminine noun.

T: UHHH

The biology student: So there is grammatical agreement between articles uhh nouns and adjectives.

T: Perfect! (Positive feedback)

The biology student: The fourth one, I didn't get it.

T: No worry! Good! Perfect! Sweetest!

Sweetest: Well for me I get uhh the whole topic from the first listening.

T: The first listening! Perfect!

Sweetest: Yes! The talk was mainly describing the differences between two languages.

T: UHHH

Sweetest: Which are English and Outlandic.

T: UHHH

Sweetest: He supported his uhh his information giving us two examples.

T: UHHH

Sweetest: And then he moved at explaining them a little bit.

T: UHHH

Sweetest: Uhhh uhhh to identify which are the differences that we can get from the two languages.

T: UHHH

Sweetest: First of all, he uhh he mentioned uhh the differences in uhh uhh the first difference is uhh was mainly the uhhh the situation of the adjective.

T: UHHH

Sweetest: In English and uhh in Outlandic. Second, uhh the umm the article "A" in Outlandic which stands from the beginning.

T: UHHH

Sweetest: Umm and the third one uhh the place of uhh the adverb.

T: UHHH

Sweetest: In Outlandic, the uhh place of the adverb of time.

T: UHHH

Sweetest: Which came before the uhh before the adverb of place.

T: Umm perfect! Excellent! Good! I have noticed the influence of the glotalization in your accent. So, good good progress. Yes? Angel?

Angel: Uhh so well from my listening, I uhh picked up uhh the mainly subject discussed in the report is uhh

T: UHHH

Angel: Is about the comparison between the two languages English and Outlandic.

T: UHHH

Angel: Mainly the reporter uhh give us four uhh four differences in uhh

T: UHHH

Angel: Between the two languages.

T: UHHH

Angel: The first one is uhh the subject position.

T: UHHH

Angel: Uhhh in the sen uhh in the sentence uhh the position of the subject in English is uhh stands in the beginning or uhh at the beginning of the sentence (Self-repair)

T: UHHH

Angel: However, in the Outlandic language it is stated in the end of the sentence.

T: Good!

Angel: Ah! The second difference is uhhh the position of the adjective uhh in English it comes before the noun to modify it.

T: UHHH

Angel: But in the Outlandic language is after the noun.

T: UHHH

Angel: Ah! The third difference is uhh the agreement the grammatical agreement between the uhh the noun and adjectives and articles.

T: UHHH

Angel: In the Outlandic language, the fourth one is uhh the position of uhh the adverbs of time.

T: AH!

Angel: In the Outlandic language it is stated before the before the noun.

T: Perfect! Great! (Positive feedback)

Angel: Thank you very much!

T: Good! Correct English (Positive feedback) wonderful?

Wonderful: What I have mentioned in this report is that there is a comparison between two languages.

T: UHHH

Wonderful: The English and the other language I cannot uhh really.

T: Got you didn't get the word?

Wonderful: I didn't get the word.

T: It's Outlandic

Wonderful: Outlandic uhh we uhhh he specifically mentioned that uhh the difference is occurred in uhh in the pronoun. The English language used pronouns at the first place.

T: Uhhh

Wonderful: But in the other language at the end.

T: UHHH

Wonderful: The second difference when the uhhh the English language use the adjective before the noun.

T: UHHH

Wonderful: And the other language after the noun.

T: UHHH

Wonderful: The third there is a uhh an agreement (self-repair) between the articles uhh adjectives and uhhh the feminine noun.

T: UHHH

Wonderful: The last difference is uhh the place the position of the adverb of place which come in at the beginning (Self-repair) before the noun in uhh the English language.

T: UHHH

Wonderful: Whether is the uhhh other language at uhh after the noun.

T: So okay "comes" (Delayed Recast)

Wonderful: Comes after the noun.

T: And uhh "while" instead of uhh "whether". (Delayed Recast)

Wonderful: Okay! While.

T: Yes! While! Perfect! Good! (Positive feedback) Optimistic?

Optimistic: Yes! The main difference between English and uhhh Outlandic, the noun or the subject in English come uhh

T: Comes (Recast)

Optimistic: comes I think at the beginning of the sentence.

T: UHHH

Optimistic: And in Outlandic at the end of the sentence.

T: UHHH

Optimistic: The adjective in English come before the noun, but in Outlandic come after the noun.

T: UHHH

Optimistic: And the adverbs in Outlandic or the adverb of time come before the adverb of place. That's all.

T: Well it's "comes" always "comes", please! (Delayed recast)

Optimistic: Comes

T: Okay! Do not forget the "s" of the present tense. Dreamer? Dreamer not yet?

Dreamer: Not yet. I'm not ready (autonomy in deciding to take the initiative to participate)

T: Not ready yet!

Dreamer: Yes!

T: Good! AH! Successful?

Successful has raised her hand asking for the floor.

Successful: What I have taken from this report is that the speaker talk about uhh the the the topic about the English language and uhh the Outlandic language.

T: UHHH

Successful: And the uhh he had mentioned four main differences.

T: UHHH

Successful: The first difference concerning the position of the subject uhh which is

T: UHHH

Successful: Which is at the end in the Outlandic language and uhh at the beginning in the English language.

T: UHHHH

Successful: The second difference is concerning uhh the adjective, the position of the adjective in English uhh uhh before the noun; however, in the Outlandic language uhh is put after the noun.

T: UHHH

Successful: The third uhh difference concerning the uhhh the grammatical agreement between noun, articles and adjectives in atl uhh the Outlandic language.

T: UHHH

Successful: The last difference is uhh that uhh in adverbs of time.

T: UHHH

Successful: In English we put uhh the adverb of time before the noun.

T: UHHH

Successful: And vise-versa (mispronounced) in the English language.

T: VISEVERSA (providing the correct pronunciation) (Phonological Recast)

Successful: And he had mentioned that uhh there are other differences, but the the this the main differences.

T: These are the main differences. (Recast)

Successful: These are the main differences.

T: These are the main differences. (Repetition and confirmation) Perfect! Good! Shy?

Shy: Uhh the main topic is uhh is the is making the difference between the OUT the English language and the?

T: The Outlandic.

Shy: The Outlandic languages uhh language (Self-repair)

T: UHHH

Shy: First, the speaker speaks about the difference between two languages, and give us the difference between the two two English and the Outlandic language.

T: Gave (Recast)

Shy: First, he started by giving three examples of the two languages, and uhh Umm the trans uhh the main uhh the main translation of some words "inorelea" means tomorrow uhh "nam" means then, and "zee" it's she.

T: UMM!

Shy: The position of the subject in English uhh for example "she is going tomorrow evening" comes at the beginning of the sentence.

T: OH! Umm!

Shy: Whereas in uhh Outlandic the subject it comes at the end of the sentence. First tomorrow then she.

T: Umm great!

Shy: Uhh the second uhh the second uhh difference between the two languages is: the adjective in English comes before the noun.

T: UHHH

Shy: Whereas in Outlandic, it comes after the noun.

T: UHHH! Good!

Shy: Uhh the third feature which is the grammatical agreement for article for articles and adjectives and I don't know what it means the feminine "A's" or "A".

T: UHH UHH UHH!

Shy: The fourth feature: in English umm he gave us an example "then tomorrow at evening".

T: UHHH

Shy: The adverb comes before the noun whereas in uhh Outlandic the uhh the adverb comes uhh after the noun.

T: UHHH

Shy: "tomorrow at night then".

T: Yes! Excellent! Good good progress! Psychologist?

Psychologist: Not yet!

T: Not yet! Okay! Dreamer?

Dreamer: Okay! Well for my listening I mention from the speaker he uhh make differences between two languages which is uhh English and uhh atlandic atlandic?

T: Outlandic Uhh

Dreamer: Outlandic Yes! First of all, he give us uhh some words and he translated from the uhh the Outlandic to the English langue (French) language (Self-repair)

T: UHHH

Dreamer: Which is "oranga" which means "orange" and "imoron" which means uhh "tomorrow".

T: UHHH

Dreamer: The second he gave us uhh the adjective which is uhh in the uhh English language he come before the noun, but in the Outlandic he come after the noun uhh comes after the noun (Self-repair) then he mentioned the uhh an agreement between articles and nouns.

T: UHHH

Dreamer: And the fourth umm he mentioned uhh to that that the adverb of time comes before the noun and the adverb and the Outlandic language come after the noun. (It seems like it is a fossilized error)

T: Yes! Good! So, gentleman?

Gentleman: First of all, what was the first language?

T: Outlandic.

Gentleman: Outlandic?

T: Yeah!

Gentleman: First, the main topic was about the differences that exist between outlantic Outlandic (self-repair) language and English.

T: UHHH

Gentleman: He mentioned four different four differences that are significant which are: the first the pronoun comes at the end in Outlandic Outlandic.

T: UHHH

Gentleman: Whether whereas (Self-repair) in the English the pronoun comes at the beginning.

T: UHHH

Gentleman: The second uhh difference is the adjective. He comes before the noun.

T: UHHH

Gentleman: In uhh outland Outlandic

T: UHHH

Gentleman: But the uhh in English the adjective come before the noun.

T: Okay!

Gentleman: The third difference is the grammatical agreement between articles, nouns and adjectives in Outlandic.

T: UHHH

Gentleman: The fourth I adjective uhh adverbs of time.

T: UHHH

Gentleman: UHH it comes before the noun.

T: Okay!

Gentleman: In Outlandic whether uhh but the adverb of time comes after the noun in uhh in English. (Self-repair)

T: UHHH

Gentleman: And there are others uhhh other differences which uhh which are less important (Self-repair)

T: Umm umm!

Gentleman: These are the main differences.

T: Sorry! (DOOR OPENING)[Pause for about 2 minutes] Sorry about that! Frank?

Frank: At the beginning, I want to know about this country about this new language.

T: Yes! Okay! Yeah! Okay! Yeah!

Frank: So at first, I have noticed uhh the improvement.

T: Uhhh

Frank: Of my capacity to understand the audio.

T: Uhhh

Frank: So uhh the audio is talking about the differences between the Outlandic and uhh the English languages.

T: UHHH

Frank: The first one is uhhh the position of the pronoun.

T: Uhhh

Frank: In English it comes at the beginning of the sentence.

T: UHHH

Frank: And the extra language which I don't know its name exactly is

T: UHHH

Frank: Is at the end.

T: UHHH

Frank: The second point is uhh the position of the adjective.

T: Yeah!

Frank: In English, it comes at the beginning. I mean before the noun.

T: UHHH

Frank: So, and the other language it comes be uhh after the noun.

T: UHHH

Frank: The second one is uhh the grammatical agreement between the articles, the nouns and the adjectives.

T: UHHH

Frank: Here, in the X language, we have uhh we have a feminine case.

T: UHHH

Frank: It is dislike the English language.

T: Yes! Yeah!

Frank: So, the fourth point here is the adverb of time the adverb of time.

T: UHHH

Frank: It comes naturally after the verb

T: UHHH

Frank: In English YEAH!

T: In the Outlandic?

Frank: Before the verb.

T: Yes!

Frank: So, those are the differences.

T: Perfect! Excellent! Psychologist?

Psychologist: Yes! So, uhh the speaker talks about the comparison between Outlandic and the English language.

T: UHHH

Psychologist: Uhh according to him I understood that pronouns come in Outlandic are at the end of the sentences.

T: UHHH

Psychologist: But in Vise-versa in the English language.

T: UHHH

Psychologist: The pronoun is coming at the first of sentences.

T: UHHH

Psychologist: The second, adjectives in English come before the noun, but in Outlandic the adjective;

T: UHHH

Psychologist: But in the Outlandic language, the adjective is coming after the noun.

T: Okay!

Psychologist: (Body language meaning that's it)

T: That's it?

Psychologist: Yes!

T: Okay!

Psychologist: I couldn't write all the differences.

T: You couldn't? Why you couldn't note all the differences?

Psychologist: I don't know.

T: There is uhh there should be a reason actually

Psychologist: It's probably because uhh

T: Was it because of uhh the pace because you didn't understand the uhh what he was saying.

Psychologist: I couldn't focus all the time.

T: You couldn't focus, concentrate all the uhh through the listening.

Psychologist: Yes!

T: All throughout the listening?

Psychologist: Yes!

T: Okay! Thank you very much. Thank you.

Description:

The teacher started explaining the difficult words and mainly the topic of discussion "Outlandic". She said that Outlandic comes from outlands meaning alien or foreign. She mentioned the language In reference to the video games. She said "Do you know GODS OF WAR the famous video game. Have you seen the movies or the cartoons of the alien figures usually they speak in a strange language". "The students confirmed the idea by saying yes" the teacher then said that "Outlandic is the language used in those movies, cartoons, and videogames. In the Dungeons & Dragons fantasy role-playing game cosmology, the Concordant Domain of the Outlands, also known as the Concordant Opposition, is the Outer Plane where the souls of people of Neutral alignment are sent after death. It is popular as a meeting place for treaties between the powers. The Outlands are also home to the gate-towns. At the center of the Outlands is the Spire, atop which Sigil can be seen. The Outlands are the home plane of the neutral-minded rilmani. In the Dungeons & Dragons fantasy role-playing game, rilmani are the exemplar race of the Concordant Domain of the Outlands. We can also say outlandish which refers to something that is freakishly or grotesquely strange or odd, as appearance, dress, objects, ideas, or practices. It may mean: bizarre For example, we can say outlandish clothes, outlandish questions or having a foreign appearance. It may also refer to remote from civilized areas; out-of the-way: we can say for example, an outlandish settlement. It is also an Archaic term meaning: foreign or alien. Sigil is a fictional city and the center of the Plane scape campaign setting for the Dungeons & Dragons fantasy role-playing game. Outlands, also, is The extra dimensional realm of **Outland**, A&HC 19 sometimes mistakenly referred to as "Outlands" or "the Outlands", is the name given to the shattered floating remnants of the red world Draenor, the home world of the orcs and refuge of the draenei. Specifically, it is a large known remaining fragment of the former planet. It is also the current domain of Illidan Stormrage and his followers. Draenor was once a massive planet, and a large amount of the action in World of War craft: The Burning Crusade takes place on the largest of the planet's fragments, or continent. If you are more interested in full information about Outlandic, outlands and outlandish you can refer to the handout that I will put in the library. You can read it in summer or in your leisure time okay!" Then the teacher moved to another task.

Task Two:

T: Okay! Practice now! In small groups, practice using the certainty / uncertainty expressions by briefly explaining what you think are the causes or effects of some of the following phenomena: Global warming, Poverty, drug addiction, and crime. Good! Who wants to take the first topic?

Gentleman: We want to take it.

T: Okay! So global warming for gentleman, frank and psychologist good. Poverty?

The biology student: Poverty.

T: Okay! Crime?

Sweetest: Yeah! We gonna take it.

T: So, Drug addiction you wonderful and your group okay! Have 15 minutes of arranging your thoughts and then we will start.

15 Minutes students are interacting between each other.

Global warming Group:

Psychologist: I begin with a definition. The global warning is the increase of uhh the temperature of the atmosphere.

T: Actually, is it global warning or global warming? (Indirect Recast)

Ss: Global warming.

Psychologist: Warming.

T: Yeah! Good!

Psychologist: That's caused by the increase of particular gazes especially carbon and uhh

Frank: Dioxide (Peer assistance)

Psychologist: dioxide (In French pronunciation)

Gentleman: DIOXIDE (peer correction)

Psychologist: Dioxide yes

T: UHHH

Psychologist: This is a simple definition of uhh global warming.

T: UHHH Okay! Gentleman?

Gentleman: We are going to speak about the effects or uhh? (Asking Frank)

Frank: Normally the causes of global warming. YEAH!

Gentleman: Uhhh because of the pollution in the first place and umm the rised pollution and the rising (Self-repair) of technology and uhh industry.

T: UHHH

Gentleman: Beside uhh this uhh the smoke.

T: Uhhh

Gentleman: the Industry pollution widened the ozone hole.

T: UHHH

Gentleman: That, lead the ultraviolet layer enter to the globe which rises the temperature. This is uhh

T: UHHH Okay! Yeah! Good! (Positive feedback)

Frank: So, the global warming in general is the increase of temperature in the globe.

T: UHHH

Frank: So, is caused by the uhh the increase of gazes especially the carbon dioxide.

T: UHHH

Frank: The causes of the global warming, the main cause is uhh pollution.

T: UHHH

Frank: For instance, so uhh what are the effects of this global warming?

T: UHHH

Frank: The effects of global warming is umm

T: The effects?

Frank: Are are sorry! Sorry!

T: UHHH

Frank: I will return to the causes of global warming.

T: Okay! No worry! Please!

Frank: The carbon dioxide lead led the ozone hole to widen more and more (Body language). (Self-repair)

T: UHHH

Frank: And this uhh led also to uhh to the rise of temperature in the globe.

T: Good!

Frank: So, uhh

Gentleman: You didn't mention the changes in the climate.

Frank: I will

T: Okay!

Ss: Laughter

T: Go ahead! Good!

Frank: So, the effects of global warming are of course the climate change.

T: UHHH

Frank: And of course, it will affect the species' life and the creatures. The second one is uhh the melting of the two poles.

T: UHHH

Frank: Which leads and this will chain will change the sea level (Self-Repair)

T: UMM

Frank: Which also affects the uhh creatures' lives.

T: UHHH! Good! Thank you! Poverty?

The Poverty Group:

The biology student: So, poverty as a definition is the uhh low level of uhh or bad condition or DE favorable conditions that uhh the people live in lived in.

T: UHHH

The biology student: So, I think uhh each country has its level to uhh significant this poverty. For example, in our country umm or our level of poverty is very low.

T: UHHH

The biology student: So, if we compare between uhh our country and other countries, we found the rich one of us is the pover one in other countries.

T: UHHH

The biology student: So,

T: The pover?

The biology student: Maybe yes!

T: The pover? POVER?

Dreamer: The poor

The biology student: The poor

T: The poor

The biology student: The poor yes!

T: Good!

The biology student: So, uhh and the main causes of this uhh poverty uhh may be the uhh the unequal distribution of wealth.

T: UHHH

The biology student: For that we find the wealth the wealthy people and poor people (Self-repair)

T: UHHH dreamer?

Dreamer: It's the same idea.

T: Yes!

Dreamer: We shared together.

T: Shared! Shared! She is not the head speaker. I need to hear from everyone. Okay!

Ss: Ah!

T: Give me what is missing. No need to rely on that paper!

Ss: Laughter

Dreamer: I can't

The biology student: I help her.

T: Yes! Interact as if you were talking.

The biology student: Unemployment and the low salary.

T: So, Unemployment?

The biology student: or the low salary

T: Okay! Successful?

Dreamer: I think uhh

T: Okay! Dreamer?

Dreamer: The equilibrium between the salaries of the uhh

T: No balance?

Dreamer: No balance yes! Between the levels of the uhhh

T: The people?

Dreamer: The people yes!

T: Okay!

The biology student: Also, in our country, the major uhh reasons maybe of poverty or the unemployment is the bureaucracy (mispronounced).

T: The?

The biology student: Bureaucracy (mispronounced)

T: Bureaucracy (phonological Recast)

Ss: BUREAUCRACY

T: UHHH (laughter) Okay!

The biology student: And to give uhh we have maybe a half of the century and then until now uhh the sons of uhh the martyrs have a chance more than the other people.

T: Laughter

The biology student: There is no sons of martyrs

T: Now we in an independent

The biology student: [Overlap] There are some conditions when you want to get a job so uhh really your head is blocked.

T: Ah! Yeah!

Dreamer: I think that the rich people; I think they collect money with illegal ways.

T: UMM

Dreamer: So, they take uhh

Shy: Not all of them [Overlap]

Dreamer: All the money. I know yes! of course!

The successful: The wealth people they uhh exploit.

T: The WEALTHY

The successful: The wealthy people exploited the poor people and uhh eat their uhhh their rights.

T: UHHH AHHA swallow their rights. Friendly?

Friendly: As we are Muslims, I think that uhh people now ask for ask for ask a lot a lot from Allah

T: UMM

Friendly: They didn't give their Zakat

T: Yeah! Yeah!

Friendly: Yes!

The biology student: So, no Baraka in their money yeah!

T: UHHH! Okay!

The biology student: No social associations to help those people.

T: UHHH

The biology student: So, for example we find in educated people, for example uhh has uhh although there are more capacity to satisfy the needs of children, but we find a large number of children

T: Good! Good!

Successful: Yes! that's it

T: Shy?

Shy: Yes? Yeah! Another cause for poverty is mainly according to my uhh is the large families

T: Large number?

Shy: Large number of families members of the family (Self-repair)

T: Very good! (Positive feedback)

Shy: Uhh uhh and the low regions. These are the main causes of poverty uhh. From this kind, they couldn't get their needs or basic needs. It's uhh (Body language)

T: Good! Good! (Positive feedback) psychologist you want to say something?

Psychologist: Yes! I want to say that uhh the increase of the ultraviolet make

T: UHHH (Changing the course of the discussion)

Psychologist: Make the iceberg melting

T: UHH

Psychologist: With the sea. So, this uhh this caused that the sea is increased than the ordinary and normal level.

T: Very good! Perfect! (Positive feedback for the initiative)

Psychologist: That threat the coast of villages in all the world.

T: So, you want to say: It is a threat or you wanna refer to the verb THREATENS (Indirect recast)

Psychologist: threatens Yeah!

T: Threatens. Good! Good! Good! Perfect! (Positive feedback)

Shy raised her hand

Shy: I want uhh I want to add something. So, as a result to uhh to this number uhh large number of family uhh children uhh children uhh go uhh go from schools uhh to travel in order to help their parents in family uhh in the family uhh.

The biology student: Maybe they uhh

Dreamer: Maybe they leave their schools to help their families (At the same time)

The biology student: To help the families or maybe they uhh go in the bad ways.

Dreamer: Yeah!

T: Good! Good!

Shy: The spread of uhh crimes

Wonderful: [inaudible] this is the bad impact of poverty.

Dreamer: Lead to crimes.

The biology student: This is the result of poverty.

T: Yes! Go to the bad way. So, would lead us to Wonderful?

Wonderful: Lead to crime

T: Crime, addiction, drug addiction!

Wonderful: Of course! You're right!

T: So uhh

The biology student: Maybe the uhh the last point, I think the main uhh solution for this poverty maybe we have we must uhh do or make controller of each field.

T: So, here, have control over (Recast)

The biology student: Yeah! Yes!

T: Have control! Have control! Yes! Who wants to start? 5addressing another group of students)

Drug Addiction Group:

Wonderful: So, uhh I continue from uhh where this group uhh has stopped. (Autonomy)

T: Yeah!

Wonderful: uhh the poverty is also lead to crime and drug addiction.

T: UHHH

Wonderful: Which is uhh which cause it uhh mostly social environment and uhh.

T: UHHH

Wonderful: Mainly the government rule is not uhh well done by uhh the responsibles.

T: UHH UHHH

Wonderful: That have uhh the uhh the how to say it the uhh the make the maker rule? (Request)

Sweetest: The maker policy? (Request)

T: The the making, the policy makers.

Wonderful: The policy makers;

T: The policy makers

Wonderful: the policy maker has not uhh

T: UHHH

Wonderful: restricted uhh punishment to those who buy these uhh the drug or uhh

T: This poison actually.

Wonderful: Yeah!

T: This poison uhh Optimistic?

Optimistic: Yes! Uhh I uhh see tha uhh the drug addiction is one of the reasons of crime and it is because uhh it has many reasons maybe the social environment.

T: UHHH

Optimistic: Uhh family also the relation between parents and uhhh kids especially uhh.

T: UHHH

Optimistic: In the age of teenager.

T: UHHH

Optimistic: Umm also the government. It doesn't take action at all.

T: UHHH

Optimistic: Uhhh towards this uhh situation to uhh

T: UHHH

Optimistic: To build centers for this uhh for these teenagers. (Self-repair) That's all.

T: Good! Angel?

Angel: Yes! Well, we've discussed uhh together our uhh subject uhh the addiction uhh drug addiction (Self-repair) the addiction to drugs, I mean lead to the crime.

T: UHHH

Angel: We've mentioned uhh first uhh the causes

T: UHHH

Angel: Lead to uhh addiction

T: Leading (Recast)

Angel: Leading to addiction.

T: Good!

Angel: Ah! Mainly uhh the social uhh the social uhh factor

T: UHHH

Angel: Have affected the child when he grows up in a family without uhh the absent of uhh the careness or the awareness of the uhhh parents.

T: UHHH

Angel: Ah! In addition to that uhh the bad condition; I mean the environmental uhh situation

T: UHHH

Wonderful: Unhealthy, unhealthy (Peer assistance)

Angel: Unhealthy situation or in uhh environment ah! That can affected the social.

T: That can?

Angel: Affe?

T: Affect! OKAY! (Recast)

Angel: Affect, affect the uhh the child.

T: UHHH

Angel: In addition to that uhh, we mentioned uhhh

T: Sweetest, sweetest.

Angel: Okay!

T: Sweetest?

Sweetest: Well, the topic crime and uhh drug addiction, I see that the two problems are interrelated.

T: UHHH

Sweetest: And one causes the other and it's a reciprocal impact.

T: UHHH

Sweetest: And uhh it has uhh it has many uhh I mean proved uhh by many scientists and social uhh

Angel: Researchers (peer assistance)

Sweetest: Okay! Researchers let's say!

T: UHHH

Sweetest: That it has uhh a prominent relation with uhh family role.

T: UHHH

Sweetest: And uhh parents' role upon their uhhh (Body language)

T: Their?

Sweetest: Their kids!

T: Their kids Good! Thank you very much! This is the end of 27/05/2013 Session. Thank you! In the end I shall say thank you very much for your attention take care of yourselves enjoy your time and keep yourself safe till we meet the next time. See you tomorrow!

Lesson Eight: A comparison between English and Outlandic: Group Two

Butterfly: The text is about two languages. The first language I didn't understand is English and the second language I didn't learn it very well. The main difference between the two languages is uhhh he used two phrases one about orange the word "orange" or "manorange" in the second language I don't know the first phrase. And, the second phrase is "she is going tomorrow last night". I don't know the second phrase.

T: Yes! It is in Outlandic. Carry on!

Butterfly: The first difference is in uhh between the words and the second difference is uhh the places of the adjective. In uhh in English, the adjective is before the noun.

T: UHHH

Butterfly: And in the second language, the adjective is after the noun. So, the difference is uhh the third adverb of time comes before the adverbs of place.

T: That's all?

Butterfly: Yeah!

T: Good!

Lovely: Well, the software is about the difference between the English language and the Outlandic language. The main difference between both of them. He he mentioned. He highlighted the two sentences. He relied on translating word by word. He mentioned a word from translation. Well uhh well the main differences, the main difference is uhhh we have four, we have four main differences: the first one is uhh in the subject pronoun which comes at the end in the Outlandic language. The Outlandic language in comparing with uhh in comparing with the English language which comes which comes at the beginning of course in Outlandic. Also, in the Outlandic language comes the noun umm, and also, sorry! Sorry!, and also the uhhh [pause 3.0 Sec] Yeah! He used also uhh three words that uhh that uhh [pause 2.0 Sec] that indicate that indicates (Self-repair) that difference between words uhh between yeah! He compared between the letter "B" or "A", the letter "A" but also articles and adjectives. Now adverbs of time; it comes before in the Outlandic language. I think that's all. YEAH!

T: Yeah! Good!

The awake: The main topic of this uhh

T: Software

The awake: Software is a comparison between English and Outlandic language. First, he started by translating words from English into Outlandic.

T: UHHH

The awake: And he has mentioned the differences between those two languages by uhh he mentioned only the four main differences. First, the subject in English comes at the beginning. The adjective in English comes before the noun. The letter "A" in the Outlandic language refers to the feminine form, and uhh adverb adverbs of time comes before adverb of place in Outlandic language.

T: Good! Good! (Positive feedback)

Talkative: The main topic was about the comparison of English and uhh Outlandic. The speaker gave us uhh four main differences between the two languages. The first one is the subject in English comes at the beginning uhh , and in the uhhh Outlandic comes at the end. The second one is uhh the adjective in English comes before the noun, and uhhh in the Outlandic after the noun. Also, it comes after the noun. He mentioned , he talks also about the letter "A", which is uhh indicates the feminine noun in the Outlandic language. He talks about the difference between articles and nouns and adjectives. The fourth difference is about uhh the adverb of time comes before the adverb of place in the Outlandic language.

T: Pious?

Pious: Thank you!

Pious: First of all, the topic , the main topic was uhh the comparison between Outlandic and English. He used difference different (Self-repair) points. First of all, he started by uhh the sentence structure. In the Outlandic language, we find that the order of the word goes through verb object and subject while in English, it is the opposite subject verb then object. He talked about also the position of the adjective in the Outlandic language, adjectives comes before adjective sorry! Goes (Self-repair) before nouns uhh after the noun while in English, it is the opposite uhh . Third? The third point, it's the article "A" which is added to the noun to determine the feminine feature, and he mentioned also that the adjectives in the Outlandic language follow the noun while in English, they don't, they don't. The fourth point is uhhh the adverbs of time and place adverbs. We uhh in English, the place is before the time, but in Outlandic, it is the opposite. He said that these are the four main differences, but there are other features, and he get the the impression of uhh English is a modern language while the Outlandic is something primitive. Thank you.

T: Thank you very much!

Ambitious: The main differences I get if I have understood from what I have listened is uhh a comparison between the English language and the Outlandic language. He gives us uhh three examples and he translated he translated them word by word, and after that he extracted the main differences between the two languages. And first, uhh the first difference he made is the uhhh place of the subject and uhh in English, we find them at the beginning, but in The Outlandic language at the end. Then, the second difference is uhh the order of the subject adjective and noun. The difference is that in the English

language, the adjective comes uhhh comes at uhhh before the noun. It comes before the noun, but uhh in the Outlandic language, it is just the adverse uhhh. The third difference is uhh he speaks about an article "A", and he says that uhh this article refers to the feminine adjective uhh feminine adjective. And, the fourth difference is uhh the order of uhh the adverbs of uhh places where in the Outlandic language, adverbs of time , they come uhh they come before the adverbs of place. That's all.

T: Thank you very much!

Bright: Well, the comparison he made was purely uhh grammatical uhh. He mentioned four differences in the structure uhhh. In Outlandic there was a verb then an object then a subject whereas in English it is the subject and the object. The second was the adjective before noun uhh in English whether uhh whereas (Self-repair) in uhh Outlandic is adjective after the noun. The third was uhh the letter "A" in the feminine nouns. He mentioned something about agreement. I didn't hear well. The fourth difference was uhh adjective of time before adverb adjective of place in Outlandic. Then uhh whereas in English it is uhh the adverbs of time after the adverbs of place (Self-repair)

Brilliant: Well, for introducing, it is about the development from Outlandic to English uhh sorry! From English to Outlandic. The speaker wanted to determine the four four main differences between the two languages. Firstly, unlike English, the subject pronoun comes at the end of the sentence in Outlandic. Secondly, the adjective is placed after the noun in Outlandic which is not the case in English. Thirdly, the adding of the letter "A" at the end of the article "M", and the subject of the noun. The speaker wants uhh what will do is to establish a grammatical agreement between the article, adjective and noun like in French the use of articles go along with nouns. Finally, the adverbs of time comes after the adverbs of place in Outlandic, which is not the case in English.

T: Good!

The medical student: So uhh the speaker was uhh making the difference between the Outlandic language and the uhh the English. So, uhh the uhh the first uhh the first difference is in the place of the subject. The subject is placed at the end in Outlandic, at the end of the sentence, but in also in English it is placed at the first of the sentence. So, the second difference is in uhh the place of the adjective. It is placed before the before the noun in English, and it is placed AFTER in the Outlandic language. The third difference is uhh in adding the letter "A" at the end of the article or the adjective and the noun, and this means this article is uhh has this causes a feminine umm connotation to that words. So, uhh the grammatical point, this is a grammatical feature umm of the Outlandic language that supposes that there is uhh that it is feminine, and that feature is not found in English. The fourth difference uhh the fourth difference made is in the place of the adverbs of time and the adverbs of place. The adverbs of time the adverb of time is placed before the adverb the adverb of place in the Outlandic language and uhh that was the main difference the main differences between the two languages and that uhh That's all. Thank you! (A lot of Repetitions)

T: Thank you! Very good! (Positive feedback)

Beautiful: So, first the speaker spoke about the difference between two languages, between English and Outlandic, and he defined (mispronounced) he defined (correct pronunciation) (Self-repair). The main differences between the two languages. And, the

first uhhh difference is in uhh the subject uhh the subject is in the Outlandic language is at the end whereas in the English language it is at the beginning, and uhh. The second difference which is the adjective is uhh in English comes before nouns whereas in Outlandic, the adjective comes after uhh

T: The one verb or the noun?

Beautiful: Yes! It comes after nouns and uhh. Thirdly, he talked about uhh "A" article which indicates feminine nouns. And, finally, adverbs of time in English come firstly and in the Outlandic language come after place, and these were not the only main differences. That's all. The only differences with the English language.

T: Okay! Thank you very much. Thank you.

Wiseman: The speaker wants to highlight the differences between two sentences not all the whole differences between the languages as the others said uhh. First uhh firstly, he translated some words from Outlandic in English, and then he shows that shows us for me two differences between Outlandic and English. First, the subject pronoun comes after the noun in uhh Outlandic and adverbs of time before adverbs of place which is the opposite in English, and uhh he gives us three words which end in the letter "A" "amanzayda" , in "Oranga" That's all, and that showed (Laughter) the agreement.

T: Oranga!

Wiseman: Yes! (Laughter) that showed the agreement.

T: Between the article and the noun.

Wiseman: Yeah!

T: Okay! Thank you very much. Smart? You want to say something?

Smart: Well, the talk is about the differences that are that are between English and the Outlandic. Well, the uhh the speaker was invariably trying to first he was first exemplifying and transcribing and after that describing. Well, he certainly goes through some uhh bold differences the very the first one well first he said something that concerns the subject. Well, of course! We are not going to expansively talk about English, but we are just going to focus much on part of the language that is in the study which, here, which is the Outlandic outlandic uhh the Outlandic sorry!. So, he talked about the subject pronoun and the place where it comes. Comparing to English, it comes always in uhh at the end of the sentence, and then he clearly draws a distinction from talking about the uhh the issue of the adjective the adjective and noun. So, the adjective is almost all the time coming after the noun which is not the same case in English. So, uhh he thirdly, then just prominently and PROM predominately and showed first the difference to the feminine "A" that is added to the verbs found in the Outlandic. So, he says that the adjectives, the articles as well as nouns have to agree in the gender and the like. Well, the last thing he mentioned was the uhh that with the reference to the adverbs interest to or uhh we have place and time adverb adverbs (Self-repair). So, in the Outlandic language, we find adverbs of time always precede adverbs of place.

T: Thank you very much that was really stunning! (Positive feedback) let's now move

The medical student: What is Outlandic?

T: Outlandic look OUT LAND OUT and Land

The medical school: It is some sort of languages of the Eskimos?

T: The language of the Eskimos, the North pole?

Brilliant: Outlandic comes from Alien, strange.

T: Okay! Outlandic comes from outlands meaning alien or foreign. Do you know GODS OF WAR the famous video game?

Brilliant: Yes!

T: Have you seen the movies or the cartoons of the alien figures usually they speak in a strange language? "The students confirmed the idea by saying yes" the teacher then said that "Outlandic is the language used in those movies, cartoons, and videogames. In the Dungeons & Dragons fantasy role-playing game cosmology, the Concordant Domain of the Outlands, also known as the Concordant Opposition, is the Outer Plane where the souls of people of Neutral alignment are sent after death. It is popular as a meeting place for treaties between the powers. The Outlands are also home to the gate-towns. At the center of the Outlands is the Spire, atop which Sigil can be seen. The Outlands are the home plane of the neutral-minded rilmani. In the Dungeons & Dragons fantasy role-playing game, rilmani are the exemplar race of the Concordant Domain of the Outlands. We can also say outlandish which refers to something that is freakishly or grotesquely strange or odd, as appearance, dress, objects, ideas, or practices. It may mean: bizarre for example, we can say outlandish clothes, outlandish questions or having a foreign appearance. It may also refer to remote from civilized areas; out-of the-way: we can say for example, an outlandish settlement. It is also an Archaic term meaning: foreign or alien. Sigil is a fictional city and the center of the Plane scape campaign setting for the Dungeons & Dragons fantasy role-playing game. Outlands, also, is The extra dimensional realm of **Outland**, A&HC 19 sometimes mistakenly referred to as "Outlands" or "the Outlands", is the name given to the shattered floating remnants of the red world Draenor, the home world of the orcs and refuge of the draenei. Specifically, it is a large known remaining fragment of the former planet. It is also the current domain of Illidan Stormrage and his followers. Draenor was once a massive planet, and a large amount of the action in World of War craft: The Burning Crusade takes place on the largest of the planet's fragments, or continent. If you are more interested in full information about Outlandic, outlands and outlandish you can refer to the handout that I will put in the library. You can read it in summer or in your leisure time okay!" Let's move to another task. Today's second task is entitled "Spot the difference" it is "a Jigsaw task" you are supposed to find out the missing things in each picture. Okay!

The teacher distributed the handout on the students.

T: Okay! You have 10 minutes to look at those pictures and then we shall try to describe those pictures.

Task Two: "Spot the Difference"

Brilliant: Well, the main difference between the two figures or mainly the second picture: first of all, the time on the clock is different.

T: The time . Okay! What else?

Brilliant: We have 12 O'clock in the second and 10 O'clock in the first. Also, there is the word written in the glass "Buffet" which is not written on the second one and also the man holding a mug which is black in the second one and white in the first one. The uhh the boy leaning on the wall has striples missing on his T. Shirt. There is button missing in the second picture on the woman's coat. And also (Laughter)

T: Laughter good!

Brilliant: And also an earring is missing as well. The tag on the suitcase is missing as well. Also, there is a little boy on the poster in the second one these are all the main differences.

T: I think there are other differences

Brilliant: I mean when you look at the picture longer you will discover other mistakes. There is a woman sitting with her back. This is flash a splash on the picture.

T: You will discover more differences when we go on.

Ss: A white man

T: Probably yeah! There is a white man. Picture ONE first.

Wiseman: Three differences, here, uhh so about time, it was 10 O'clock in the first picture. The second 12 O'clock, and then uhh on the ground on the first picture there is uhh a paper on the ground. In the second there is not. The buffet of the first picture there is an indicate it, in the second they didn't indicate.

T: Indication. There is no (Recast)

Wiseman: There is not an indication uhh. There is a public space in the first picture, but here there is no public space. But, here, in front of "Buffet" there is no mentioned direction. Yes! "Buffet" "buffet" uhh. From the opened door in the first picture for the first picture there is a man, and in the second she is a woman. On the suitcase, in the second picture, they have mentioned London, and in the first they didn't mention, and there's uhh a tag a tag?

T: Tag! Yeah! (Confirmation)

Wiseman: Tag! Yeah! In the first there is a tag, and there is no tag on the second. That's all.

The medical student: A tag?

T: A ticket or a tag it is some sort of stickers sticker STICKER "ER" Ah!

The medical student: There is not a tag on the first picture. He said there is.

Wiseman: On the picture next to the mountains, there is a boy showing his face. There is no boy, here, in the second picture. There is not boy uhh in the picture to the mountain. And uhh the boy in umm T. shirt with stripes on the second picture, and on the first there is single T. Shirt. The Woman (saying an Arabic word [Inaudible] referring to earrings)

T: No Arabic!

Wiseman: She wears on the first and there is no Wearings wearings on the second.

Ss: Laughter

T: EARRINGS!

Wiseman: Earrings yeah! (Laughter)

Butterfly: So, concerning these two pictures there are many differences. The first one is uhhh concerning this watch; the time isn't the same, and the second is uhh on the buffet and on the arrow that gives the direction of this buffet uhh. The third is uhh the paper on the floor. The fourth is the stripes of the T. Shirt of the boy next to the wall. The other one is uhh the hair of the officer, also the button of the coat of the woman, and the tag of the suitcase. The suitcase of the baggage (Mispronounced)

T: Luggage (Recast)

Butterfly: Yeah! Of the luggage, and the boy is missing in the second picture of uhh yeah! That's all.

T: Thank you butterfly!

Butterfly: Laughter

T: I call you butterfly because you look like a butterfly.

Pious: The mark in the second picture if they uhh to the second picture they will starve. There is no indication for "buffet". They will starve because theer is no indication in the second picture.

T: Laughter Starve uhh Ah!

Funniest: Yes! (Laughter)

Ss: Laughter

T: Yes! Of course (laughter)

Pious: And the cup

Funniest: Yes the cup is in the first. The cover of the cup in the first picture is white, and in the second is black

Pious: Black [Overlap] (At the same time)

Funniest: Is black yes! (Confirmation)

T: Yes!

Lovely: [Overlap] And also, the T. Shirt in the second picture comparing with the first one. Uhhh the button is missing in in the uhh

T: The coat

Lovely: The coat of yeah the first woman. Also, there isn't uhh isn't uhh the frame uhh the first in the first picture it's 10 O'clock whereas in the second picture it's uhh 12 O'clock. Also, the missing boy in the picture on the wall on the first picture. Also, uhh what what else uhhh the paper here in the sheet of paper is missing in the second picture.

T: That's all?

Lovely: Yes!

T: Okay!

The medical student: I don't know from where to start. I don't find the words in English to describe the expressions that correspond to describe what I have in Arabic.

T: What about the second picture? Let's move on the next picture. Can you spot any differences?

Brilliant: So, the comparison of the pictures in page 55, so uhh the first one is uhh the window is broken in the second one. The window is broken. I mean uhh the cable I think it is called the teapot. The cable is black in the second picture and it's white in the first one. Also, there isn't any key hole on the door of the second one. These are the main differences. There is also Ah! There is some sort of a rat hole or a mouse or something like that. There isn't one in the second.

T: A rat hole or a mouse house. Yeah!

Brilliant: Laughter Yeah! Here, in the first picture (showing to the students the placement of the hole)

Ss: Laughter

Brilliant: Okay! The third one, there is a small pen on the chair on the second.

Pious: [Inaudible]

Bright: The wall paper in the first one is torn out. The wall paper the wall paper in the second one is I mean in the first one is torn out uhh. The script on the paper of the typewriter uhh in the second uhh picture. Also, the coffee is black in uhh the second in the second picture uhhh. The button on the uhhh five links five syndrome electrical or I don't know how to call that.

T: It is a heater.

Bright: Heater, Okay!

Brilliant: But it's small. It's so small.

T: Yeah! So, this is a heater Okay!

Bright: The time uhhh

Brilliant: [Inaudible]

Bright: Okay! The time in the uhh the time is different in the clock. The time!

T: In the clock (Confirmation)

Bright: Yeah! Also uhhh what else the phone, the circle inside the phone; the font is black and above is white uhhh. I think that's all. And uhhh and uhh and

The medical student: I don't find the appropriate expressions to express myself in English.

T: Well!

The medical student: I am not saying. I'm not saying how can I describe those two pictures.

T: I am just trying first to see your attempts, and then I will give you the exact words you're looking for.

The medical student: There are so many, so many differences in these uhh in these two pictures. It is a messy room, but I think that it's a messy room of the British writer as said pious, so uhhh the only difference is on the wall a very tiny corner on the door. I just uhh behind the door uhh next to the door the paper wall that is like you have said is uhhh

Bright: Is torn out.

The medical student: Is torn uhhh (Peer assistance)

Brilliant: Torn out.

The medical student: TORN OUT

Brilliant: Torn out torn out torn off

T: Tear, tore, torn out

The medical student: torn out yes!

T: The verb is to tear; the past is tore, the past participle is torn out.

Brilliant: Yeah! Torn out.

The medical student: To tear, tor

Brilliant: Tore and torn

T: Tear, tore, torn out.

The medical student: Torn (Mispronounced)

T: Tear, tore, torn out (Recast)

The medical student: Tear, tor

Brilliant: Torn, T-O-R-N

The medical student: Torn out!

T: Tear, T-O-R-E, torn out.

The medical student: tear, torn, torn. So, what! the verb is torn?

T: No! The verb is to tear out. The past is tore, and the past participle is torn out.

The medical student: Torn out. The timing in the clock isn't the same in the two pictures uhh the glass is probably broken by the uhhh umm umm how is it?

T: A rock?

The medical student: A rock yes! Or the projectile (Mispronounced)

T: PROJECTILE (Recast)

The medical student: probably broken by a project.

T: PROJECTILE!

The medical student: projectile found at the house. Umm the key uhh the key on the door or uhh the hole of the key.

T: The key hole!

The medical student: The KEY HOLE is missing in the door of the second picture umm. The cable!

Brilliant: The CABLE!

The medical student: The cable is white in the first picture, and is black for the uhh

Brilliant: Teapot. (Peer assistance)

The medical student: Teapot. The heater

Beautiful: The next is the pen, also, in the first in the first picture there is uhh I think milk or uhhh, and in the second, I think coffee YEAS! (Laughter)

The medical student: Probably!

Beautiful: Yes!

The medical student: Yes! We can speak like that probably! Probably!

T: And also, you can imagine anything you want in relation to the described pictures.

Beautiful: And uhh the picture of the car in the uhhh on the wall. The difference is in the glass and here uhhh.

Brilliant: [Inaudible]

The medical student: Oh! Yes! Yes!

Beautiful: Yes, and also what else what else. I may uhh this umm the paper in the uhh first is blank, and the second which is uhh

The medical student: Typewriter (Peer assistance)

Beautiful: Typewriter (Mispronounced)

T: TYPEWRITER (Recast)

Brilliant: Typewriter.

Beautiful: I think these is all these are the differences. (Self-repair)

T: Yes? (Addressing another student)

Ambitious: When we see the two pictures on the first glance, it seems that they are similar, but when we observe (Mispronounced) observe (correct pronunciation) (Self-repair) each one we can spot some differences some differences umm the first one uhh is uhh the wall uhh the wall paper which is torn out in the first uhh in the first picture. I think it is caused by humidity.

T: Good! (Positive feedback)

Ambitious: The second picture, the second difference uhh is uhh is uhhh is the written paper here that in the paper, but in the first picture it is a blank paper.

T: A written script on the papers of the second paper, and we have a blank peper on the first picture. (Recast)

Brilliant: [Inaudible]

Ambitious: Another uhh difference , another difference the cable is somewhat black for the first. It is white in the first picture [Inaudible] here I see a pen in a chair.

T: UHHH

Ambitious: Yeah! And uhh the coffee , a black liquid yeah! Maybe the first is milk, and the second is coffee uhh uhh. The glass of the window is broken and uhh the cable of the uhh

T: Teapot (Teacher assistance)

Ambitious: Teapot! The color of the cable the first is uhh white, and the second is black. The button on the heater also is absent in the first uhhh

T: Picture (Teacher assistance)

Ss: [Inaudible]

Ambitious: Pardon! Yeah ! uhh that's all. That's all. Yeah!

T: Thank you!

Ss: [Inaudible]

T: I want you to use the expressions that we have seen together so far!

Pious: The expressions yeah!

The medical students: What expressions?

T: The expressions about certainty and uncertainty and the others about expressing opinion and so on and so forth.

Pious: I want it to be uhh it would be my room in the future In Chaa Allah (With God's will). I think this is all. This is all the difference.

Ss: [Inaudibel]

Funniest: I am not sure. I am not sure.

Ambitious: The environment yeah!

T: What do you think of today's task?

Bright: They are missing all the words.

The medical student: This task is so special. It requires special terms.

T: This task requires specific expressions that you don't know beforehand.

Ss: Yeah!

The medical student: [Inaudible]

Ss: [Inaudible] (Laughter)

T: What about Miss Awake?

The awake: I repeat the differences?

T: Can you describe the two pictures using your own words. Tell us what you see.

The awake: Firs, I see the broken window in the first picture, and uhh the pen on the chair uhh; the heater is uhh; the cable is uhh no! the wall paper is uhh

T:Torn off, tear tore, torn (Teacher assistance)

The awake: Torn! Yes!

The awake: I see the broken glass, and the wire of uhh

Calm: The cable which is white in the first picture, and is black in the second picture. First of all, the pencil.

Ss: [Inaudible]

Calm: What? It is difficult for me.

T: Just try! Give it a go! (Encouragement)

Calm: I see the broken glass, and uhh in the first picture, and in the second it's not broken. Maybe I think, we have certain [Inaudible] maybe truly there is a small pencil on the chair in the second figure, and the wire which is black in the second and white in the first figure (Mispronounced)

T: Figure (Phonological Recast)

Calm: Figure, and uhh the paper on the wall which is torn off torn out torn out.

T: That's it?

Calm: That's all. That's all.

T: That's all?

Calm: That's all! Yes!

T: Thank you very much for your attention. I hope you have benefited a lot from today's tasks. This is the end of task two and the end of the session.

Lesson Nine: Environment

The main objective of this lesson is to improve the students' ability to interrupt appropriately in discussions. It helps them introduce their presentations effectively.

Listening Task: Organic Farming and the Environment

T: What have you understood from the first listening? Mr. Wiseman?

Wiseman: The topic is about organic farming.

T: UHHH

Wiseman: She uhhh (body language) she gives us principles of organic farming.

T: UHHH

Wiseman: I noticed uhh the use of natural sources natural systems.

T: UHHH

Wiseman: And uhh to pay care attention to animals.

T: UHHH

Wiseman: And uhh the third one uhh I missed the word.

T: UHHH

Wiseman: To consider why the uhhh (body language) I missed the word.

T: Is it Fauna and Flora? FAUNA FLORA these two words?

Wiseman: I don't know.

T: Okay!

Wiseman: Ecological uhhh ?

T: Ecosystem.

Wiseman: Ecosystem.

T: Yeah! Ecosystem. Okay! Okay! Gentle?

Gentle: For me the listening was uhh like uhh (body language) like pulling the teeth.

T: UHHH

Gentle: So, the main topic is talking about the effects of uhh organic farming on our daily environment.

T: UHHH

Gentle: She talks about she talks about about the principles of organic farming.

T: UHHH

Gentle: that's what I uhhh

T: What you got.

Gentle: Yes!

T: Good! Good! Your friend has used an explicit perfect expression: pulling the teeth. Okay!

Ss: [inaudible]

T: Good! You explain the uhh to your friends the expression.

Gentle: It was uhh hard.

T: Good! Okay! So, it's an idiomatic expression. So, tomorrow with God's will we will have our session on idiomatic expressions. Okay! Good! Perfect!

Psychologist: Uhh the organic uhh the speaker talks about uhh the organic farming.

T: UHHH

Psychologist: In the environment uhh system.

T: UHHH

Psychologist: He talks about uhh how to uhh how to organize uhh (pause 3.0 Sec) work in the organic farming (Progress perceived for this learner)

T: UHHH yeah!

Psychologist: That's all

T: Good! Perfect! Without any mistake perfect! YES!

Friendly: uhh from my from my listening I uhh noticed that uhh the main topic talked about organic farming on the environment.

T: UHHH

Friendly: presented by Susan.

T: UHHH

Friendly: Uhhh in a seminar.

T: UHHH

Friendly: And she uhh she used uhh at first a definition uhh of the organic farming.

T: UHHH

Friendly: Then she moved to to give an overview uhh she gives an overview about the organic farming uhh then she moved to uhh the principles of the organic farming.

T: UHHH

Friendly: Then she uhh end.

T: She ends (Recast)

Friendly: She ends her talk, the talk

T: Yeah!

Friendly: Her talk

T: She ends her talk good (Positive feedback)

Ambitious: Miss for the uhh listening I couldn't pick up many many things.

T: UHHH

Ambitious: Because it was very very quick. I just can understand uhh can understand the uhh the main topic which is uhh about organic farming and uhh the impact in environment.

T: UHHH

Ambitious: Uhh for uhh first she speaks about she spoke she gives us a definition and uhh the main the main headlines which will uhh

T: UHHH

Ambitious: Explain after.

T: UHHH

Ambitious: And she uhh spoke about the research the researchers which support organic farming and uhh gives argument.

T: UHHH

Ambitious: And uhh she uhh after she she uhh she speaks about the impact of this in our environment.

T: Good! Good (Positive feedback)

The successful: From my first listen I uhh

T: From my?

The successful: (Silence 3.0 Sec)

T: Listening! From my Listening <mark>(Recast)</mark>

The successful: From my listening, I understand that the main topic was about the organic farming on the environment, and their impact uhh concerning the United Kingdom uhh, and uhh also the speaker talked about the main principles that define organic farming in uhh on the environment.

T: UHHH

The successful: For example uhh they talk about the most research that support the uhh this environment. For example, the practice of uhh the organic peat.

T: UHHH

The successful: and uhh he talked about the farms uhh; for example, the crops.

T: UHHH

The successful: And uhh the animal consideration

T: UHHH

The successful: And then uhhh he talked about the data (Mispronounced) concerning population.

T: UHH DATA <mark>(Recast)</mark>

The successful: Data

T: You've mentioned the word PEAT. Do you know what Peat is?

The successful: No!

T: You know how to write it?

The successful: No!

Ss: Peat?

T: Peat! Yeah!

Wonderful: Peat?

T: Peat! Yes! What is it? Do you know (Addressing Wiseman)

Wiseman: No

T: Okay! So, what is peat?

Ss: (Silence 5.0 Sec)

T: You know uhh umm when you have plants okay! On the soil okay! On the soil you notice those dead plants okay those dead plants. So, those dead plants are called peat okay! Or peats So, Literally peat is a brown material consisting of partly decomposed vegetable matter forming a deposit on acidic, boggy, ground, which is dried for use in gardening and as fuel.

Ss: Yes!

T: So uhh so it's uhh these plants are used to

Ss: For organic farming

T: For organic farming or are used as ingredients okay! Or, things for, to fertilize the soil. This is called peat; okay! Did you get the word in Arabic?

Ss: Yes!

T: No need to say it. Okay! Good!

Ss: Laughter

T: So, Shy?

Shy: Yes! For me the main topic is uhh umm the organic farming and environmental uhh definition in the United Kingdom.

T: UHHH

Shy: Uhh he is speaking about he speaks about uhhh the principle of uhh defining the organic farming.

T: UHHH

Shy: He gave us the impact of uhh population and farms' crops

T: UHHH

Shy: He moves to uhh to the most research which support the organic farming umm (pause 3.0 Sec)

T: UHHH

Shy: And also the impact of this organic he he he also adds uhh some uhh (body language)

T: Some?

Shy: I don't know how to call it to work without a natural he gave uhh (pause 3.0 Sec)

T: Yeah! Is it an expression that you are looking for?

Shy: Yes!

T: Say it, say it!

Shy: He gave us (Pause 2.0 Sec) I haven't the word to say.

Ambitious: Give an example.

Shy: Yeah! It seems like examples to work without to work without with natural substance rather, I don't know what are the words uhh to maintain lands and to pay attention to animals.

T: UHHH Okay!

Optimistic: The main topic is organic farming and environment. She speaks about the effects of organic farming uhh of on the (Self-repair) environment in the United Kingdom.

T: UHHH

Optimistic: And she umm she said that it is very harmful to the environment and she talked also about the principles of the organic farming.

T: Okay! Good!

Optimistic: This uhh (body language)

T: Good! Good!

The biology student: So, the main topic I get it is uhh the organic farming and environment.

T: UHHH

The biology student: So, uhhh the speaker first speaks in general.

T: UHHH

The biology student: And moves uhh in detail.

T: UHHH

The biology student: Which uhh detail according to uhh the principles of organic farming according to the United Kingdom register.

T: UHHH

The biology student: So, she uhh states five points.

T: UHHH

The biology student: So, the first one is to work with natural farming.

T: UHHH

The biology student: Or natural system

T: UHHH

The biology student: The second one to encourage the biological ecosystem

T: UHHH

The biology student: So, the third one is to maintain or she speaks about species

T: UHHH

The biology student: The fourth one is uhh to pay attention to the animals.

T: UHHH

The biology student: And the fifth one, I didn't get it.

T: No worry! No worry! Good!

Beautiful: From what I have recorded, she talks about organic farming principles in the United Kingdom, and she said that she said it is healthy, but it could be helpful. Miss I couldn't catch the words because she was talk too quickly.

T: She talked (Recast)

Beautiful: She talked too quickly.

T: Yeah! Good! Wonderful?

Wonderful: Yes, What I have grasped from this speech is the main idea is about organic farming in our environment.

T: UHHH

Wonderful: And she gives us uhh principles about organic farming, then she suggested that many proposals like not neglect animals and family system.

T: Uhh! Good! That's it?

Wonderful: That's all.

Lesson Ten: Education/ In The Library

The objective of this lesson is to improve the learners' effectiveness to use questions and to improve their questioning skill.

The psychologist: I wanna ask you. I wanna ask you what is your program in the language center? I wanna, I wanna enroll myself in the language center I wanna uhhh

US: Help yourself [Inaudible]

The psychologist: I wanna uhh sorry I wanna have some development in my education, in my language, in my English language (Self-repair) uhhh would you uhh would you help me and show me what is your program in this language center?

Frank: [Inaudible] Okay! Language in the CPP school. So, in uhh here, we study foreign languages like English, Spanish, German.

US: [Inaudible]

Frank: what? (Laughter) Italian! Why not!, and also uhh oriental languages like Mandarin Indian, Turkish, and Japanese, Why not! So, maybe you want to be a student of English why not! You are a student of English?

Psychologist: [Inaudible] I will uhhh [pause 3.0 Sec] I uhh I uhhh I am a student in uhhh I am an English student. I am also a student of the English language, but uhh I

haven't found much in this year. So, I came and I wanna get the information uhh [Pause 5.0 Sec]

Ambitious: Yes! My name!

Wiseman: uhhh Sorry! First of all, we have to show how easy is to study our languages even for the first time YEAH! Second, you have to prepare students uhh from the low level and uhh we have to distinguish between

Psychologist: What does it mean?

Wiseman: To make a separation between students of a high level, and you have to pay much of them much of knowledge thank you! And uhhh and when we do this uhh leave them uhhh

Candy: Which is literate and we will see which is the good idea.

Wiseman: Yeah! What do you think? Yeah!

Gentle: Okay! So peers please! Can you inform me and give me information about how this center works, what's my steps? First step, I should make uhh to start my uhhh career or uhh yes! Start!

Frank: Here, we are working on developing the four skills of course! You know at first we gonna uhh make a test

Gentle: Yeah! [Overlap]

Frank: Here is to know your level first.

Gentle: Yes!

Frank: Secondly, we gonna , we gonna distinguish between the levels. So, we gonna separate them okay!, and I think it's one good idea to mix them altogether so uhh

US: [Inaudible]

Frank: I mean uhh

Gentle: How many levels do you have?

Frank: Holding the record of the students maybe seven. Accordingly, maybe!

Gentle: [Inaudible] Seven! It's too much yeah! For me

Frank: Why?

Gentle: Especially for me!

Gentleman: The high level Seven is too much!

Gentle: What is your scale?

Wiseman: There are other levels in our University. There are two intermediate and two advanced and uhh like this one uhh for example you find someone high level, but they can't speak. They can write, but he can't read. One probably he will miss one skill.

Gentleman: For me seven is high level. They must master the four skills.

Wiseman: I said you may find!

Gentleman: Yeah! Yes! Of course!

Psychologist: uhhh looking at my skills I wanna develop my level in English!

Frank: The first step that you can make is uhh for me okay! According to the level of the students, let's say, for example, you have a score of 3 in grammar so can find good background something about grammar!

Psychologist: so, maybe uhhh!

Candy: I come to this center. I am s student of English uhh of English language and after you have said that uhh this center is for foreign languages. How about the right to study two or more languages at the same time?

Frank: Yes! You can!

Candy: How uhh how to organize that for students in the language center?

Frank: There are two options.

Candy: I am asking you have uhh I the right to study two languages of different foreign languages at the same time. How to manage this student in the languages center? In this kind of situation to study more than one language?

Frank: I think we manage uhh I think this in specially

T: You need to ask them what kind of information they need to provide them with!

Candy: Have they a special program?

T: Are you asking about having information from the language center?

Candy: But this is very difficult!

Frank: You mean uhh they can uhh or they can't [Inaudible]

Ss: Yeah!

Candy: [Inaudible]

Dreamer: I am a student of the English language. I have heard of the language, but I uhh I know a little bit of uhh I want uhhh to develop my language. So, give me some information about uhh the Spanish language yeah!

Frank: (Laughter) nowadays, we are much concerned about the English language!

Dreamer: No! I am not uhh I know the English language , but I uhh want to develop Spanish. I know a little bit, some words, but I want to know about grammar, vocabulary, and so on yeah! Give me some information, or a program or uhh a schedule about the Spanish language.

Frank: [Inaudible] I don't know about the time

Dreamer: But this depends on the time, but this needs skills. I need skills.

Frank: Because there is a program according to the students' time you can manage between

Dreamer: I want to know when to start, start with uhh alphabet or uhhh

Frank: No! this depends on your level! According to your level!

Dreamer: Level! Of course! Okay! Thank you!

Friendly: Good morning gentlemen, I am an English student in the uhh 4th English language level. I want to know, I want to know Frank about this program so that I can attend it uhh. First of all, I want to know the timing of this program, and uhh [Pause 2.0 Sec] (Laughter) I think that's all. That's all.

Frank: So, concerning your question about the time time, all the information you need will find it in our FORUM here Good! So, what is your second question? Please! Sorry!

Friendly: What skills in this program?

Frank: What?

Friendly: What skills are available in this program (Self-repair)

Frank: Okay!

T: What skills!

Frank: Skills! So, we gonna work on uhhh I think the four kills, the four skills. For example, the listening skill, we gonna work on some recordings sorry! In level three, we gonna hear, we gonna keep in touch with native speakers. Here, you know all the uhh all the teachers here are native speakers. So, uhh you will find yourself in an English environment. So, uhh in reading, also we have uhh techniques here, certainly to all students here other skills you're gonna know them later on In Chaa Allah (With God's will)

T: Other?

Frank: Skills skills yeah!

Gentleman: Good morning! Director!

Frank: Good morning!

Gentleman: I was looking for you!

Frank: (Laughter) you welcome!

Gentleman: I heard about that language center, a friend of me told me a lot about this language center. They said that uhh the level is acceptable uhhh and in speaking the language foreign language, and I want to know about how to learn, and to improve my English language. Now, I came to you to ask uhh you about the program, about uhh how can I join the school, if they uhh are with money, how much I have to pay for you uhh yeah!

Frank: (Laughter) you welcome!

Gentleman: I want to know all the conditions.

Frank: There are no conditions. The only condition, here, is to uhh be free from uhh

Gentleman: Yeah!

Frank: So uhh you have to give us all of your time.

Gentleman: To the language?

Frank: to learn the four main skills.

Gentleman: (Laughter) Yeah!

Frank: You have to uhhh the second condition, here, is uhh I don't know how to say it to uhh [Pause 3.0 Sec] I know it in Arabic uhhh

Wiseman: Stay with us?

T: You can't find the word?

Frank: Yeah! يلتزم

T: Ah! COMMIT, COMMITMENT! (Teacher assistance)

Frank: Yes! Commit

T: Perfect! To commit to the whole program's rules!

Ss: To the rule yeah!

Frank: Commit to the rules YEAH!

Gentleman: To the rules yeah!

Frank: These are the main conditions.

Gentleman: What about the rules?

Frank: All the rules you'll find them in the forum on our forum (Self-repair) yeah! Can we say to stick to our rules?

Wiseman: Of course! We can!

Gentleman: What about the tests I have to take? They are orally or uhh

Frank: Of course! There are tests you have to do. We have oral oral tests. We have written

Gentle: So, what about when we finish? When we finish our studies, how we uhhh can we give lessons or uhh teach others? We give lessons to others.

Frank: Yes! You can here yeah!

Ss: [Inaudible]

Gentle: Here, at the beginning they are saying that the English center is working with a foreign teacher, and uhh we are Arabic teachers. The English center works with foreign foreign teachers foreign teachers from England yes and uhh

Frank: [Inaudible] in speaking!

Psychologist: Yes! I have a problem with pronunciation and uhh with grammar, which kind of the speaking of the teacher you advise me to uhh to study with him with them I can learn from Algerian or Foreign teachers?

Frank: Yeah! I can't [Inaudible]

Psychologist: With a British accent I prefer.

Frank: Okay! Let's move forward. Why you have said you want to learn the British accent?

Psychologist: Sorry!

Gentleman: It is too formal. Sorry! Uhhh I have said that the native speakers can't communicate with them why is it due to uhhh

Psychologist: How they uhh at the beginning you should learn the British accent, and then you gonna uhh

Frank: In the speaking, they used to communicate.

Gentleman: I don't know about the English language. We are trying to develop our speaking skills. I don't know. They are native speakers. I don't know (Laughter) they don't know our native language so uhhh

Frank: They know! They know your first language!

Gentleman: They talk Arabic?

Frank: Yeah!

Gentleman: But uhh how come?

Frank: Yes!

Wiseman: If you don't understand the language?

Gentleman: Yeah!

Wiseman: You have to be familiar with uhh with it, but uhhh just to keep your ear familiar with the language especially with native speakers especially in from US use uses the informal language and the British use the formal one, and uhh then you have to read the formal to read, but to read uhh to read aloud to uhh to tran your tongue and uhh just to uhh forget the Arabic, English or whatever your language or your mother tongue is and uhh even if you find difficult words, you particularly the literary one , the first thing to do is to expose yourself to the native speakers.

Gentleman: But I don't understand. I don't know. I want to know more about this language. It is difficult for me. I want to know more if I don't understand, but when I speak, I carry on.

Wiseman: Uhhh! You have to learn. You should probably learn more words; you have to have background even in Arabic, and then if you don't know the word probably this uhh this sentence you have this in your mind in Arabic.

Gentleman: Yeah!

Wiseman: You have to read first; you have the definition in your mind, and then you should use a dictionary as a beginning, you may use a dictionary English/Arabic, but when you have a certain level, you're not allowed even to use English/French dictionary, and try to expose yourself to the native English Okay!

Gentleman: Yeah!

Wiseman: You got the idea?

Gentleman: Yeah!

Wiseman: Is it the end?

Candy: I heard that your center have many activities to create to create good climate for your students. So, can you tell me which kind of these activities that you have?

Frank: The activities that we have, here, in our center. We have uhh travel around yeah so to uhh especially to uhh the first English speaking country uhh countries native language Okay! Secondly, there is uhh we have seminars, here, uhh we have library, here, and uhh its uhh in your term line. You have uhh hours to to spend them in the library. You have to! Okay!

Friendly: Uhh thank you for your explanation Sir. Now, I I want you to give me certain steps so that I can follow I how I want to know certain steps from this program I can follow from this center.

Wiseman: I give you suggestions!

Friendly: Yeah!

Gentle: Uhh the first thing, you have to follow the uhh your teacher if this is what you mean. I don't know you've to follow the teacher.

Frank: The rules!

Gentle: Yes! (Laughter), and you have to uhh be committed. You can have, we will have uhh extra lessons to develop our skills writing and listening and uhh the uhhh this program is for you without a teaching that's uhh (Laughter)

Friendly: Yeah!

Wiseman: Probably all the things that you'll find uhh that you'll need or uhh may ask from your teacher this depends only on you if you want to uhh gain on yourself you have to make your own efforts. The teacher is only a guider and uhh

Gentleman: Sorry! For my interrupting umm if I am the director, my condition is that you should be present all the time.

Friendly: I have to be present all the time?

Gentleman: Yeah! If you are absent twice you'll be out!

Friendly: Excluded!

Gentleman: You'll be off yeah!

Friendly: [Inaudible]

Gentleman: What?

Friendly: If I am absent twice?

Gentleman: Yeah! Twice, and if you come late, you'll not enter the classroom.

Psychologist: Also, you will leave the school.

Gentleman: What?

Psychologist: Also, you will leave the school!

Gentleman: Yeah!

Psychologist: The teachers?

Gentleman: if they come late yeah!

Frank: You'll end up with no teacher or any student!

Gentleman: No! We want discipline. We want uhh

Frank: Yes! I know, but uhh

Gentleman: Yeah!

Candy: I think this instruction is for the teachers also I think this instruction

Gentleman: The teacher yeah!

Frank: If the teacher if he come late

Gentleman: Yeah!

Candy: [Inaudible]

Gentleman: Yeah! They will be fire fired (Laughter)

Ss: [Inaudible]

Gentleman: Of course! A lot of teachers want to work here in my uhh in my (Laughter) in my school. We have to be very very difficult. The classes are waiting there for a place.

Psychologist: Sorry! Mr. to interr uhhh

Ss: Interrupt (peer assistance)

Psychologist: You talk about discipline uhh uhh

Gentle: You were saying that you want the program of teaching for a full time work uhh

Psychologist: I am all the day uhh I am busy I am busy all the day. I can't uhh I haven't free time uhh for uhh to be disciplined all the time. The center works all the day. I want to ask you if you if you can programmed the night.

Friendly: Yeah!

Gentle: Program! (Peer correction)

Psychologist: Be programmed (Self-repair) like uhh

Gentle: Give program? Of course!

Psychologist: Are there courses of the evening uhh by six uhh beginning

Gentle: Yes! Of course, but there is no teacher. Only the high advance only high advanced (self-repair) only advanced learners only high advanced learners can give you lessons at night.

Psychologist: No! Not for lessons. No! it's not for students.

Gentle: Students to students.

Frank: Students here are beginners!

Gentle: Yes uhh you may! the rather the highly advanced learners can give him without a teacher.

Wiseman: Sorry! Mr. the director are we intended to to develop only levels or we have something else something else in we need to achieve we need to achieve?

Gentle: Of course!

Wiseman: Only to prepare students to speak to listen to write only this?

Gentle: We gonna give them the make them develop their skills.

Wiseman: Yes!

Gentle: In each active domain in this life not only for example English language

Wiseman: English language!

Gentle: Yes! We are going to teach them other skills like linguistics, and literature

Wiseman: Yes!

Gentle: And uhh other fields even religion not only grammar, phonetics and speaking this you can say that they are compulsory yeah! Is it okay!

Wiseman: Yes! So uhh your own goal is to develop students to make their own or that to raise their uhhh their level their level for me in English in the four skills.

Gentle: Yes! You can say this. For me, this is the first thing to do.

Wiseman: And beside this goal, you teach other subjects like religion subject, linguistics and literature?

Gentle: Yeah!

Wiseman: Thank you!

Friendly: Oh! Sir, I want to ask a question concerning this program especially uhh is for children the young, the old ?

Gentleman: [Inaudible]

Gentle: Yes!

Friendly: Is there a specific level of age or uhh

Gentle: [Inaudibel] the only thing is the level. We are going to teach grammar and uhh listening in uhh something related to his age, and then, we move to other

Gentleman: The old people you said the old people I don't need old people the old people are going to learn by themselves (Laughter) Yes! Why not?

Ss: (Laughter)

Friendly: I think he has answered to my question yeah! let's start from the beginning

Gentle: From where are we going to start our uhh?

Friendly: This program is it uhh I'd like to say that I'd like to ask you. I'd like to ask you about the age for example the young people uhh do uhh do you make uhh

Frank: Special things! (peer assistance)

Friendly: Not special things uhh the age the age!

Gentleman: [Inaudible]

Gentle: This program is concerned with the capacities of the learners. All the students. We are talking about the capacities

Ss: Yes! Yes!

Gentle: It is not important how old you are or uhh

Frank: The level

Gentle: Yes! The level.

Friendly: [Inaudible] the young people yeah!

Gentleman: The old people, the old people who are extremely old are they going to study with uhh students who are 25 of age or 20?

Ss: [Inaudible]

Gentleman: Okay! What are you going to do?

Ss: Laughter

Gentle: Yes! This is not in our center, but in other centers you can uhh

Gentleman: Have this?

Gentle: Yes!

Candy: Do you accept foreign students for example uhh for courses do you use religion, culture in your lessons or just by language or?

Gentle: We can have courses in religion, and linguistics, and other uhh but the English language is on uhh specify it we are not just going to go in deep in

Frank: You have asked about uhh the religion okay! The religion course I think we have uhh several doctrines several religions here in your school yeah! So, uhh religion we pronounce (Laughter)

Ss: [Inaudible]

Gentle: We are specialized in language itself not in uhh we don't deal with uhhh [inaudible]

Candy: foreign students and foreign cultures they do not accept the religion or the culture of uhh the students like Laic "Pas de religions, pas de politique"

Gentle: No religion! No politics!

Candy: Yes!

Wiseman: Laic Miss how to say Laic in English? LAIC LAIC

T: LAIC LAIC or Secular!

Wiseman: Not no religion uhh

Friendly: They do not respect the religion?

Wiseman: For me it's the right like economy you have to separate religion from economy from the economic field, but uhh in uhh politics

T: You have less than Five minutes!

Wiseman: I have to go uhh sorry! About this idea, but uhh

T: What are you talking about?

Gentle: Here, as I have said we are not talking about uhh religion, we are talking about the language center.

Dreamer: I have one more question uhh about the diploma is it valid when you give it to me is it international?

Gentle: Yes! Of course!

Dreamer: That's all!

Friendly: Thank you Sir for your explanation. I will be happy to join them and to be part of your University thank you!

Gentle: We also you are welcomed to our center!

Psychologist: I can take some information about the English center. Now, I am ready to be student in uhh in your center teacher uhh I wanna I wanna have uhh a uhhh a uhhh a uhh what I say Sir I am a beg umm I am a beginner I am a beginner in this uhh language I have uhh I haven't so much information here so uhh

Gentle: you're welcome!

Ss: Laughter!

Gentleman: So, if you're studying here in this school uhh for one year you'll be able to speak without any paper or anything yeah!

T: Thank you very much for your collaboration! I hope you've enjoyed today's experience and you have expressed yourself and you've enjoyed today's task. Unfortunately, this the end of today's lesson thank you very much for your attention, take care of yourself, and enjoy your time and keep yourself safe till we meet the next time. Thank you. See tomorrow the same time the same place! Thank you! See you!

Lesson Eleven: Education

The objective of this lesson is to improve the learners' agreement and disagreement skills. It also aims at helping the learners to use appropriate expressions while presenting orally. This advanced task is meant to enhance learners' problem solving skills and to enlarge their vocabulary store.

Group A

T: In the Name of Allah the Most Gracious the Most Merciful. May God's peace and blessings be upon you. How are you today?

Students: Fine thank you.

T: Great! Well!

In today's session we will spend approximately 2 hours talking about two important things and fulfill two main aims. First, by the end of today's session you have to feel comfortable while using specific expressions related to agreeing and disagreeing. In other words, we will be looking at the different statements to express agreement and disagreement. We will look at both formal and informal styles. Throughout today's session we are going to increase our confidence in expressing agreement and disagreement in discussions. I want you use the appropriate speaking style in handling oral presentations. May be we will spend some time to cover the first objective and tomorrow we will practice a bit for the second task. But, before that I want you to listen to the software as usual and we will discuss it afterwards. I want you to have a first

listening without taking any notes just get the language and listen to the style uhh try to think of what types of styles is the speaker using in this lecture. I want you also through your first listening to spot the topic of the discussion.

Task1: Listening1(Speaking Software/ Appendix)

T: Now I want you to spot some key words related to the topic discussed in the lecture. All the difficult words have been explained and identified.

Task2:Listening2

Description: (For this lesson I have followed the instructions step by step of the teaching material "Speaking" Unit 2 Food (See Appendix). The types of useful language have been written on the board and explained one by one). A conventional definition has been provided for every difficult word.

Task3: Reading. I want you now to spend a couple of minutes reading those extracts on your own try to spot some specific glossary related to the topic of Genetically Modified Food

Time allotted for the reading task approximately 15 minutes

Speaking Task: Scenario: In the Library

T: We have all dreamed of an ideal University. Today we are going to create a project The University of our dreams. Let's call it the University of the CPP program (Laughter).

Students: (Laughter) that's great!

T: This is our first step in the creation of this University. I want you to imagine yourself dreaming of one outstanding University. You are the creators of this University. Think of how you would handle certain situations like the new students' demands. Think of the library, of the accommodation. Okay! We are going to spend one day at the newly created university. Today First we will start by "The Library" I want you to think of an appropriate scenario taking place in the university library.   I will divide you into two groups. Okay! Ready to start?

Students: Yes

T: Let's start then Oh! By the way Please, Please! Make sure you use those expressions of agreeing and disagreeing. Do not forget to use the appropriate style of sign posting you have about 30 to 35 minutes to finish the task Are you ready?

Students: Yeah!

T: Go ahead.

Students are talking to each other (Laughing and smiling)

Unperceived Student: Okay! Not uhhh Good morning so I am uhh the uhhh so you are the student.

Hind: You are the student in the library. Library? Library? Library uhhh how to say the librarian (Mispronounced) I think the term is librarian UHH LIBRARIAN? What do you think? I want to get the right word

Samia: Librarian

T: Library is the place and the Librarian is the person working there! Librarian (giving the correct pronunciation)

Samia (The wonderful Student): Library is the place yes

Hind (The beautiful) : Librarian uhh Librarian uhh The LIBRARIAN

Sihem (The biology Student): Good morning I am the librarian (Mispronounced) The librarian(corrected)

Nadjet (Ambitious): Good morning I am the student Good morning I am Nadjet. I am a new student in this University. I am looking for some books. I want to get information

Dreamer: Welcome!

The Ambitious: I want to get information about uhhhthe uhh about the system how to uhh work here.

The wonderful: Why are using the word system? I want to know about the rules.

Two students together at the same time: or laws or the laws of organization uhh rules Okay!

The Ambitious: I need some books if you can help me could you help me please!

The biology student: Okay this is a catalogue about uhhh edition in this field uhh I suggest that help you.

The Ambitious: I need some books if you can help me could you help me please!

The biology student: Welcome to our University. You can find in this table all the laws or rules of this library.

The Ambitious: Thanks

The Biology student: Thank you

The wonderful: Come on you can read it

The Biology student: carry on you can express yourself

The ambitious: Yes!

The biology student: There is not uhh there are not uhh not a lot of laws just you need to [Inaudible] subscribe to the university and yes!

The Ambitious: So, it's okay for me so uhh it's okay for me I accept this law uhh I want just to borrow (Mispronounced) To BORROW (Corrected pronunciation) I want just to borrow some books can you borrow (Mispronounced) BORROW (corrected) uhhh can you help me to choose which books uhhh

The wonderful: the appropriate book

The biology student: You can accept the laws yes?

The Ambitious: Yes!

The Biology student: I want to ask you about your field

The Ambitious: Which field?

The Biology student: Your field

The Ambitious: Yes I will carry on in uhhh the English University uhh in the English Department. So I am uhhh I like to carry on uhh literature I have uhhh So I need some books if you can help me. Would you help me? Please!

The biology student: Okay! This is a catalogue about uhhh with the new edition and the last edition of uhhh editions in this field uhh I suggest that uhhh help you uhhhh [pause] uhhh

Teacher: will help you.

The biology student: THAT will help you (Raised Intonation).

The ambitious: That's great.

Students: Laughter

The wonderful: When we speak we lose all our words. (Addressing the teacher)

Teacher: That's why we are having such activities. We want you to develop you speaking ability. Go ahead!

The ambitious: It's great. I am very happy to meet you uhhh and thank you and thanks.

The wonderful: For your help.

The ambitious: For your help (At the same time). Good bye.

The wonderful: Which uhhh

The ambitious: If you allow me uhhhh If you allow me I will just look later on.

The biology student: You can sit down in the library.

The Biology student : Are uhhhh if you are interested really uhhh about these laws uhhh These laws are they suitable uhh for your uhhhh? for your uhh

The wonderful: program uhhh you don't speak you have to give your opinions about these rules.

The ambitious: we say uhhh just that we imagine uhhh and we say uhhhh just to find expressions to uhhh YES! I just imagine.

The wonderful: Okay! OKAY.

The biology student: you can sit in the library and take your time uhh to choose any book uhh any books.

The wonderful: We change the roles now uhhh we change uhh WE CHANGE (Raised intonation).

Hind (The beautiful): I am the student and you are the libararian. Good morning Sir uhhhh (Laughter) sorry

The wonderful: Madam uhh Any way here uhhhh

The beautiful: Laughter I am a new student I am here to get information about uhhh how the library works.

The wonderful: so welcome to our university.

The beautiful: I heard that it is a good one uhhh It is not a good one but uhhh

The wonderful: YES UHHH IT will be It will be a good one. Let's have a look to the rules of our university. You have to get uhh you have to have a look first about our rules then you have to uhhh to choose any field you are interested in it.

The beautiful: What do you mean by field.

The wonderful: FIELD? Your field uhhh The second one you you speak about the catalogue and then you ask her about your field. This is the rule of our university.

Dreamer: Our Library.

The wonderful: OKAY! Of Our library.

The beautiful: Thank you. I want UHH I would like to prepare uhhh the student card uhhh ID CARD UHHH ID CARD? ID CARD?

The wonderful: ID CARD

The beautiful: ID CARD yes! La carte d'étudiante? LA CARTE D'ETUDIANTE?

The wonderful: Student card uhhh student card

The beautiful: STUDENT CARD how uhhh what are the steps (Laughter)

The wonderful: OH! My God uhhh Come on

Students: All at once speaking [unintelligible words] It is written here. Its here you can have a look at this paper and you have to uhhh to choose or to collect papers uhh to uhh to your UHHH

The Shy (Souad): I want a student card to borrow with it books. INORDER to borrow with it books. Did you get me?

US: She wants uhh the card she has to borrow books.

The wonderful: Before we speak about the card she has to know about the rules of the library then we uhhh The next step is to uhhh ask questions.

T: Good, Good Carry on

The beautiful: I don't know the words we use uhhh It is not the uhh I don't know how to talk about the rules uhhh.

The wonderful: No. YOU have to have a student card to confirm just that you are member uhhh So the main papers needed to form the your card are found in uhh it is written in this paper.

The beautiful: Laughter. Thank you

The wonderful: You are welcome. YOU ARE WELCOME.

The ambitious: You can also become a member or join us by email. Uhhh so you can join us take our site web uhhh our uhhh this is our website

The wonderful: This is our email then if you have any question uhh any questions in the future you can ask about it.

The beautiful: So, I prefer then to talk about uhhh about my student card. I prefer to come the next day uhhh UUH I can't uhhh can I borrow books?

The wonderful: Sorry for now you cannot till you have your student card.

The beautiful: YES I will I was preparing but uhhh I uhhh need really need this book.

The wonderful: You see! It is difficult you have uhh it's a rule we have uhh to to stick to the rules.

The biology student: You can search the file of the library uhhh for the books of the library. You have to get in the website. You know we have to modify the rules of our library UHH WHEN YOU FINISH.

The wonderful: Sorry! We don't have to give a book. Sorry! We cannot give a book without a student card.

The beautiful: But you haven't understood.

The wonderful: I didn't uhh I didn't

The beautiful: I need this book.

The biology student: You can give her the website of the library. You can get a look for example for that day and tomorrow uhh you can read the website of the library and when you finish your preparation of the student card you can borrow the original of the book.

The wonderful: the original copy of the book.

The biology student: The original copy of the book.

The beautiful: I have another question uhh do you have a book uhh about uhh how to say [hesitation] uhh there are books available in Arabic NO! There are uhh available books in uhhh

The wonderful: Sorry uhh we are Oxford University UHH WE CANNOT uuhh it hasn't this type of uhh this type of books we haven't only, only English books.

The beautiful: Listen to my question. These books are in English. Listen to me. Listen to my question.

The wonderful: OKAY! We have yes! We have we have.

The beautiful: I am happy (Laughter)

The wonderful: Laughter.

Ss at once: if you ask her about this uhhh the first this is a barrier (Laughter)

The beautiful: Why they are not available.

US: Because of uhhh you know uhhh

The wonderful: NO uhh No, No You know sorry beautiful

The beautiful: everything uhh should be available uhhh

The wonderful: sorr uhh sorry this a library sorry and oxford library.

The beautiful: I want this book.

The wonderful: This is oxford library then it contains all kinds of uhhh books and all religions and all languages.

US: YES!

The wonderful: About all the religions and all the languages.

The beautiful: And uhh what is your opinion about religion, religion and they respect religion?

T: In our discussion we should focus on matters related to the library such as borrowing books.

The beautiful: YES! Thank you I am so pleased to join this university.

The wonderful: Also we are uhhh (Laughter) we are also happy to uhh to receive you in our uhh to see you in our university Thank you bye.

T: Very, very great!

The wonderful: we are happy that you become a member of our university.

T: Other speakers? Yes?

Shy: Good morning I am the student, I am the new student and you are uhhh the director uhh librarian, LIBRARIAN? LIBRARIAN.

Shy: Good morning I am a new student here in this university and I want to uhh borrow some books and I want to know about uhh the rules of the library.

Calm: Welcome to our University before you borrow (mispronounced) you borrow uhh you will borrow books you have to uhhh first prepare your student card uhhh so thar you can uhh borrow books from here.

The wonderful: Good!

Dreamer: I have a student I uhh I a student lecture card in literature and I want to borrow a book because our teacher suggested to uhh to do a research uhhh and I am a student in in the English uhhh

The wonderful: Department!

Shy: department the English department would you help me to choose the uhh the books that help me in this research?

Calm: Yeah! This catalogue contains all the books that we have in our university in the English field uhh you can have a look in the list of these books. And you also uhh you can go to the website of the university to umm to have more books or more titles uhh you want what title? Uhh what type of uhhh

The ambitious: Of books uhh what sort of books that would be beneficial for me for my research?

Calm: In my research.

The ambitious: I am sure that you have an idea before a former idea so uhhh would you please uhhh guide me to choose the best one because I don't have uhhh I don't know authors I don't know the editions.

Ss(addressing the teacher): So what we did just what we need in the library. It is very general. It is very large. It is not limited.

Calm: Yes, this is a limited list that will help you more YEAH. Of course I can help you this is another list which is limited and it can help you more.

The ambitious: Okay! I choose this number uhhh

Calm: Yeah!

The ambitious: Would you help me to fill this paper that I will give you paper of uhh

Calm: Yes! Of course I can.

Dreamer: What I am going to write here?

Calm: Yes, write your name and your number the number of the book and the title of the book and that's all.

The wonderful: Full name

Calm: Yes full name

Dreamer: Thank you

The biology student: and the title of the book

Calm: and you are all welcome.

Dreamer: just to carry in your expression. We are the students you are the student.

Shy: Good morning I am a new student in the oxford university.

Dreamer: We are happy to your joining to us.

Shy: a new student in the University of Oxford I need uhhh

The biology student: You take your breadth

Dreamer: welcome to our University.

Shy: I need uhhh

Dreamer: How can I help you?

Shy: Yes I need your help I need uhh to uhh know how the uhh know the uhhh Oxford library works in order to uhh borrow uhh books uhh

The biology student: So to borrow books so you first need to enroll we can't say we can't say uhh s'inscrire inscription we can't say uhh we can't say inscription, inscription inscribe we can say ? (asking the teacher)

T: OH! TO ENROLL YES try to talk with no Arabic to enroll

The biology student: To enroll to enroll

T: To enroll or to register

The biology student: Repeat

Shy: From the beginning?

The biology student: YES

Shy: ummmm

The biology student: I am uhhh

Shy: I am the uhhh new student of university uhhh of Oxford. I AM THE STUDENT OF OXFORD UNIVERSITY of the university of oxford uhh and I am new in this library I need your help uhh in order to uhh enroll

The wonderful: enroll

Shy: To enroll

The biology student: Good morning and welcome to us how can I help you?

Shy: Yes, as I said I need your help uhhh in order to uhh to get and enroll uuh and to have a card to have a student card.

The biology student: SO to borrow any books from this library you need to enroll in this library so it is uhh a brief uhh a brief point about how you can enroll in this library so

first you must that uhh here you must enroll uuhh in this university and you can just give us the papers and you can uhhh enroll, enroll, enroll

The ambitious: join us by enroll uhhh enrolling us in our file or email

Shy: YES thank you this is the paper.

The biology student: Yes thank you sorry how can I help you?

Shy: How can I fill this paper?

The biology student: It is very easy just do that and that and it is okay (laughter) sorry about this

Shy: Thank you

The biology student: It's okay YEAH so you need to borrow any books you have the paper to enroll yourself today

The wonderful: [inaudible] here in the library so HOW! Uhhh can I ask you any question?

The biology student: imagine that you are in a real library and ask

Shy: I am interested in many books in literature Yeah first of all this is that paper I have finished them where or what

The wonderful: Where shall I give them?

Shy: Where or when can I get it uhh this student card?

The biology student: So uhh if you finished this for example this is (إستمارة) enroll you can enroll quickly you can give me just 5 minutes. I finished your student card you can get it.

Shy: Thank you very much I just want to uhhh [inaudible] so I want to borrow a book now because you have finished my student card to borrow a book uhhh so The biology student: I just want to know about your field or your interests to know about uhhh

Shy: I am a student in the English department and I need uhh some books that can help me in this uhhh

The wonderful: this field

The biology student: I can give you a catalogue about the most interesting books in this field and uhh then the uhhh the last editions so this can help you

Shy: Yes Thank you!

The biology student: So you know about uhhh the time of borrowing the books

Shy: No!

The biology student: Just you can borrow two books you know we are in Oxford university and there are a lot of people from uhhh for this I can't give you

Shy: you can suggest to me that for a (pour un renouvellement)

The wonderful: To RENEW

The biology student: Renewal

Shy: Can I get a renew

The biology student: you have two days and then you can renew the books.

Shy: Yes, Thank you

T: What expressions have you used? (FOLLOW UP QUESTION)

Ss: my advice is that, How can I help, this and that, she can borrow the books, more books for a long time,

The ambitious: we started talking about our laws

T: Great that's interesting carry on!

The ambitious: We repeat or we start

The wonderful: Repeat

Dreamer: Good morning I am the new student I am coming here for uhh Oxford university to follow my studies.

The wonderful: Welcome in our University.

Dreamer: Thanks I want to know just can you help me to get information about how to enroll in this library and be a member of this library.

The wonderful: For sure! This is the paper where you can get a look of this paper and you have to uhh to choose your field your suitable time you see it all what you think about is written in this paper so you have to get a look.

Dreamer: Great! It is really interesting that's what I want to know would you help me please to know to choose the best uhhh the benefit uhhh the beneficial books for me because I am uhh I have a research in uhh literature this week would you help me please to choose the title.

The wonderful: I don't know but for sure this paper is uhh contains all it describes all the books you can have a look then we can interfere.

Dreamer: It is a very important list the list is very long but I haven't defined uuhh defined I haven't defined I haven't defined would you guide me because my research is about Hamlet and Macbeth I want to find the analysis about uhhh

The wonderful: OH! I see you uhh yes, yes I suggest that you go uhh to go to our website and to choose your topic in the website.

The ambitious: Yeah!

The wonderful: and you get the information that you want.

The ambitious: YEAH! Wonderful is it possible now?

The wonderful: Yes, it is possible and easy and you are not going to waste your time.

The ambitious: Yeah! But Madam I haven't uhhh yes it is the easiest means but in my room I haven't the net can I use uhh can I use this uhh computer.

The wonderful: Yes you have the right (Laughter)

The ambitious: Laughter

The wonderful: Yes you have the right to use it

The ambitious: Thanks.

The wonderful: It is for students you have the right to us it is used for the students to use it.

The ambitious: Thank you Thank you very much and I am pleased to join your university.

The wonderful: I am happy I am happy to be uhh to be a member of our university and I hope that you can pass uhhh

The beautiful: be a better student

The wonderful: you can pass to be better student you can benefit from our university.

The ambitious: Thanks (Laughter) suitable time

The beautiful: Let's start Let's start Yes so that I can uhhh

Shy: Yes

T: Actually that was really fascinating what you have experienced here but unfortunately it is time to conclude.

Ss: Okay! It is time to conclude

The beautiful: Oh my God it is uhhh stuck the words are coming spontaneously.

The wonderful: I have to conclude. Okay I am very happy I am too happy to help you I am glad that you are a member of our university and we hope that you can pass all uhh your exams and spend a nice time.

Dreamer: spend?

The wonderful: spend a nice time in our university this is oxford university the best university in the world I ask everyone to enjoy us uhhh TO JOIN if you have the possibility to uhhh be here in England so don't hesitate

The ambitious: hesitate to join us and to visit our university to get our books our new editions so it is very important to say that we are for spreading knowledge uhh to join the forum to be a member of our group of researchers so you are a student you are teacher you are uhhh you are uhhh

The wonderful: whatever you are.

The ambitious: whatever you are anything you want we are here to help you. Thank you.

Ss: Thanks (Laughter)

T: What have you extracted or rather learned from this task?

The beautiful: Madam I wanted to be limited in speaking use just few words to say a lot.

T: In the end I hope that you did enjoy this task and you learned pretty much from it and you have expressed yourselves. In the end I shall say thank you very much for your attention take care of yourself and enjoy your time and keep yourself safe till we meet the next time thank you see you tomorrow.

Ss: Thank you to you madam.

T: Never mind!

Lesson Eleven: Education

Group B

Task One: Listening (Speaking Software) (Appendix)

Task Two: Pair work : Organizing Activities: Lay out activity

Ss: [inaudible]

Smart: so in organizing our zoo we have taken into consideration the following facts first of all we categorized the animals into two types domestic and wild so we tried to put animals that won't get agitated at the main entrance and uhh in the first location we chose to put the three lamas and in that empty slot we have decided to put the fox since uhh he won't

Bright: take much space [overlap]

Smart: Yes its small he needs a small space and it is not a risk to the lamas you understand uhhh and uhh yes

Ss: [inaudible]

Smart: I am sorry No, NO its not uhh its not you know the fox is not domestic but wild uhh but he is not dangerous he does not need much space so uhh number three I think its uhhh good

T: Good [overlap]

Bright: Good space

Smart: Adequate space for him yes [Overlap] in space number three we have decided to put the cafeteria there uhhh yes the cafeteria

T: Thank you Miss Bright why have you chosen this place?

Bright: The cafeteria is three uhh we have chosen this according to uhh the green space uhh and the best location for visitors

Smart: [Overlap] there is large space for the cafeteria there

Bright: Yes

T: It is your own zoo you decide to put in it whatever you want and to design it in the way you would like. It's your own zoo Yeah!

Bright: Laughter, Yes

Ss: [inaudible] can't change it

Smart: No, No we changed the positions and we designed it in the way we want.

T: [inaudible] you don't need to keep everything as set in the layout.

Smart: Okay! We have put in space three the cafeteria

Bright: [overlap] uhh the cafeteria in space three

Smart: [overlap] and the giraffe in space number four

Bright: then as I have said we have putt the one giraffe we think it's a good idea

Smart: It will not bother people and uhh it won't get agitated from the people coming in or out from the cafeteria and uhh in number five uhh we gonna leave the hyenas right there in number five

Bright: [Overlap] because it is quite isolated

Smart: Yeah as the hyenas are very aggressive and uhh very dangerous and uhhh in number uhhh

Bright: six [Overlap] we have the dolphins where there is a larger pool and the other pools uhh number seven we have bought three tigers (Laughter)

The medical school: There are two lions I think (laughter)

T: Three tigers Yeah? (addressing bright) [Overlap] Yes ummm instead of the lions you have brought tigers and are you going to keep the lions?

Bright: No, No we are changing instead of the lions we are keeping the tigers then.

The medical school: [inaudible] (arguing why have you changed the location of those animals like that) why have you put tigers instead

Bright: (laughter) IT IS OUR ZOO (laughter)

Smart: we can sell or buy other animals

T: Because it's your zoo you can place any animal you want

Bright: Okay!

T: Yes, I do agree you can do wherever you want in your zoo

Bright: uhhh number eight the crocodiles are there

Smart: yes they will stay there in number nine location we have placed the hippos there

Bright: [Overlap] Yeah!

Smart: I think they have sufficient space there

Bright: Yeah

Smart: [Overlap] also there is enough water so far number ten two lions

Bright: Sorry

Smart: in uhh we have placed the two lions uhh yes number ten the two lions in location number ten uhh in location number eleven LOCATION NUMBER ELEVEN (raising the attention of miss bright)

Bright: in location number eleven we have left the five pelicans in their place and the four monkeys (laughter) yeah

Smart: you haven't mentioned the four monkeys

Bright: eleven the five pelicans twelve the four monkeys

Smart: in thirteen we're gonna put the two zebras there at the main entrance like I've said we have the camel and the panda I mean they won't get agitated or bothered by the people and also they are not aggressive

Bright: Yes, so the people can get attracted to the zoo by the pandas

Smart: When they see the pandas they are uhh they wanna see more

The medical student: So the hyenas are dangerous? [overlap]

Smart: the hyena is الضبع in Arabic

The medical student: Thank you

T: who wants to be uhh who wants to be the next

Ss: sorry [inaudible]

Hanan: we have thought to put the camel the panda and the two zebras uhh we have put the animals who live in uhh we have just classified the animals who live in the woods and something like that we put them may be at uhhh in a good order and the other and the other animals we have just put them in a way that suites us in a way uhhh that's why I am going to hear the words of my friend

T: What lay out have you decided on?

Fatima: We have decided to put the camel the panda and uhh the two zebras uhh

T: What are you going to put first? How are you going to organize your zoo? I want you to give me in details where and why and even how you are going to design your zoo.

Fatima: we have thought to put the camel in front of the two zebras and the giraffe in the main entrance because they were uhh they are calm and uhh domestic animals the cafeteria in the same area uhh the two hyenas (mispronounced) and the two pelicans the two zebras and the three dolphins

T: HYENAS (correcting the pronunciation)

Fatima: Hyenas (mispronounced)

T: HYENAS (correcting the pronunciation)

Fatima: HYENAS (correct pronunciation) in umm the main entrance we have put the two lamas in nine turn and twelve uhh we have put the three dolphins the two hippos the five pelicans and the three crocodiles in the areas where uhh where there is a pool

T: uhhh?

Fatima: [Overlap] and the lions and the hyenas in the corner uhh I don't know

T: In the corner

Fatima: IN THE CORNER because they are the most dangerous animals yes the four monkeys in the third chamber uhh they can uhh how can we say (making gestures) يتسلق

T: CLIMB

Fatima: climb yes they do not need uhh a big space that's all

T: That's all?

Fatima: yeah!

T: (addressing the medical student) Don't be depressed

The medical student: [inaudible]

T: Thank you Yes? (giving the floor to another group of students) who are you going to put first in the main entrance tell me how have you decided to organize your zoo

Halima: First of all we have decided in the entrance to put the four monkeys on the left and the camel on the right side because the monkeys are interesting to be uhh (laughter) in the entrance image of the main entrance

T: you mean they would attract more viewers to your zoo when put in the front

Halima: Yes

Ss: [inaudible]

Halima: No, no uhh and in this empty place we have decided to put the fox it's a short space and its uhhh and I don't think the fox needs uhh because the fox doesn't need uhh

Hiba: a large space

Halima: Yes and uhh the

Hiba: [overlap] we have decided to move the panda at the back of the zoo uhh visitors

Halima: they will be curious to know what's in the back [inaudible] the cafeteria we decided to leave it there and uhh we decided to uhh move the uhhh dolphins in front of the cafeteria and if someone wants to see them

Hiba: [overlap] in the main entrance

Halima: yes to watch them much better

Ss: But they don't have a pool

Halima: Yes (laughter) we uhh it's our zoo we are organizing it like this and we uhh and I think the dolphins uhh need uuhh a bigger pool uhh

Hiba: we bought a new pool

Halima: (laughter) Yes

T: Laughter

Ss: Laughter

Halima: Yes Laughter for the show (smiling)

T: That's all Halima ?

Halima: I think that's all

T: Thank you very much

Halima: UHH some animals we didn't give them more importance (laughter)

Ss: [inaudible]

Halima: we moved the hyenas to the entrance we have put them in the main entrance I think that's it.

T: Yes who else? (giving the floor to another group of students)

Ghania: So uhh

Ss: [inaudible]

Ghania: OUR ZOO so we put the two pandas in the entrance

Ss: [inaudible] the two pandas in the entrance?

T: they want to design their zoo like this

Ghania: (laughter) yes too in the entrance because people really love pandas yes

T: Pandas?

Ghania: Pandas yes in the second space in the empty wall we have put in number four the giraffe what else the hyenas we have put the four monkeys in the uhh space three it's more larger than uhh the space twelve

Sarra: space twelve I think umm we uhh have changed

Ss: put together?

Sarra: there are two zebras in space two in twelve we have exchanged the place we put the two dolphins in space eight instead of uhh we have the three dolphins and put them in in space eight instead of the three crocodiles yes it's larger and it is in the middle of the zoo it may be uhh attractive

T: It is more attractive

Sara: yes it's more attractive and more beautiful and it is in the center of the zoo uhh we have changed the place of the two lions and the three lamas umm the three lamas what else we have the three crocodiles in space six because they are uhh may be dangerous they uhhh need to be uhhh isolated

Ghania : isolated yes for the lions we've put them somehow in space number six and we have put the two uhhh

Sarra: Hippos

Ghania: Hippos in space five

Sarra: That's all

Ghania: they need a little bit of space

Sarra: in comparison

Ghania: in comparison (at the same time) to the crocodiles uhh what else we get uhh

Ghania: the cafeteria in ummm

Sarra: in the same place

Ghania: in the same place (at the same time) we kept the cafeteria in the same place we bring uhh some snakes and we put them in space five

T: Snakes? WHAT SORT OF SNAKES?

Ghania: (laughter) the unusual ones I don't know names

Ss: [inaudible]

T: (giving the floor to another group of students)

The pious: first of all what did we do

Anfel: The entrance

The pious: for the entrance we brought the two zebras from the cage three

T: Right!

The pious: to the cage 14 EY! 15 because we need to put the monkeys in cage three even the two zebras are domestic animals they won't be disturbed by the uhh humans

T: where have you put the two zebras?

The pious: in cage 15

Anfel: IN CAGE 15 (at the same time)

The pious: we replaced the pandas

Anfel: Yeah [overlap]

The pious: so uhh the giraffe I let it there uhh we let it there [inaudible]

Anfel: [inaudible]

The Pious: No the pelicans at the back to the cage by with uhhh yes and the pandas in four we put the pandas in cage four to be at ease just it will be a peaceful place not very noisy the cafeteria I let it there in uhh *we let it there* [inaudible] cage thirteen we exchanged the two dolphins with the two hippos

Anfel: the fox in uhh the cage number two

Pious: in the empty space [overlap]

Anfel: In the empty space

The pious: the four monkeys in cage number three and uhh we've left the three lions in their place in the center

Anfel: Yeah! In the center

T: what about the hyenas?

Anfel: number four the hyenas in the fourth cage

Smart: and the Lions? [inaudible] (asking about the placement of the other animals

The pious: Yes it was in the first cage in the place of the giraffe sorry, sorry in the 10 cage the lions are left there in the center as well as the three crocodiles

Bright: why they have a big large space I don't think that the crocodiles should stay in there

The pious: THEY NEED SPACE

Anfel: YES

The pious: yes they need space yes they need space

Anfel: that's all

The pious: [inaudible] we have made our surgeries so you can see it from both sides that's all.

T: Thank you (giving the floor to another group of students)

The medical student: uhh so at the entrance in the first place we've put three lamas the three lamas and in the second we've put the fox at the end in the corner and uhh at the 15th at the 15th uhh cage we

Bilal: and first the visitors [overlap] here lead them and move the visitors to move, move on to know more the camel we put it in cage 15 and we left the cafeteria there because I think that uhh should be in the uhhh in the entrance yes and at the beginning

The pious: at the beginning [inaudible]

Bilal: NO NO the panda yes there are dolphins (laughter)

T: What have I said again it's their zoo.

Bilal: I think I would like to relax and to see more animals when I go out

SS: [inaudible] yes

Bilal: No I think that uhh the camel is a common animal you can see it everywhere so we put it in the entrance and the children want to see it

T: In the entrance?

Bilal: In the entrance Yeah the panda uhhh [inaudible] and you keep the best to the end maybe you can classify the panda as uhhh the panda is uhhh a rare animal so we uhh put it in the first because the camel animal as I said then the uhh look the four monkeys we put them in cage seven because they need more space yes

The pious: they are active [overlap]

Bilal: Yes

The medical student: the two zebras were transferred to the first cage uhh the giraffe the giraffe we exchanged it with three lamas so in cage four the two hyenas we left them there in the 5th cage the three dolphins we've put them in cage six because uhhh

Bilal: it's a big space

T: and large [overlap]

The medical student: large space

Bilal: large large space because the dolphins are so attractive also yes they are very good animals and people wanna see dolphins and uhh for me I will put uhh I will choose some uhh how to call it may be hamster to attract the visitors YES

T: (giving the floor to another student)

Amina: I put the four monkeys in cage seven and uhh the two lions uhh the two lions in cage number 10 uhh we have kept the crocodiles in their cage eight

Khadidja: EIGHT

Amina: The fox The fox?

Khadidja: the fox is put in cage number two yes in the entrance [inaudible]

Amina: the five pelicans we put them in cage number nine

Ss: [inaudible]

Khadidja: the two hippos in cage number 11 [pause] that's all Miss for the cafeteria yes yes

The pious: what about the cafeteria?

Bilal: YEAH!

Amina: the cafeteria we left it in the main entrance

Bilal: Okay! Regarding the cafeteria for me if I have to plan this

T: yes

Bilal: I say I would have 15 say I have 15 cages I may get three ranges to classify the animals maybe birds fish and

T: uhhh

Bilal: the wild and the ferrous and the dangerous ones and dangerous animals maybe in the first rank

T: Sure your plans are all fascinating

Halima: I may buy some horses

T: Okay! More horses you love Horses

Halima: Yes (laughter)

T: Okay! This it for today I think we've run out of time I hope you have enjoyed today's session this is the end of task two in the end I shall say thank you very much for your attention take care of yourself and enjoy your time I hope at the end you have enjoyed today's session and you have expressed yourselves with slight difficulties than usual thank you for coming see you tomorrow take care bye!

Ss: Thank you madam.

Lesson Twelve: Globalization

The objective of this lesson is to increase the learners' confidence to give explanations in discussions.

T: In the name of Allah the most graceful the most merciful. Good morning everyone. How are you doing today?

Ss: Great!

T: I would like to thank you so much once more for being able to make it today.

Ss: Thank you for your madam for gathering us every day you are doing such a great effort for us all.

T: Thank you! Okay as usual we will carry on our journey with the different expressions and we are still with how to learn the different discussion skills. Today we are going to increase our confidence in giving explanations in discussions we are going to improve our ability of identifying causes reasons and expressing certainty and uncertainty. In fact, when you explain something, such as a process, structure, situation or theory, you give the reasons why it is like it is. This involves linking causes (the reasons) with their effects (a description of the thing you are explaining). In today's session we will together practice explaining some of beliefs about learning English, and suggesting explanations for your progress, or lack of progress, in one aspect of your English skills. In what follows some useful expressions and language that might help you. For example to identify causes or reasons we may use expressions like: (See Appendix F: Unit Three: language)

Task One: T: Now we are going to move to the listening task

Task Two:

Group One: Scenario: Talking about Childhood Memories:

T: Let's talk about our memories the memories that marked our childhood.

Ss: Laughter

Ali: So I remember myself uhh I pronounced "z" "the" not with "z"

Azmi: It's funny (Laughter)

Ali: That made me shy and I did not go to the school (Laughter) anymore for that word.

T: REALLY?

Ali: So later on when I grow up when I grown up grow?

T: Grew

Ali: Grew up Yeah I discovered that my grandfather had the same problem (Laughter)

Ss: Laughter

T: Good Laughter Good

Ali: Yeah so this is uhhh my first memory.

The ambitious: Thanks. We move to uhh The psychologist.

Wiseman: I want to be the second one I want to talk about middle school uhh primary school

The psychologist: Sorry we talk about the primary school?

T: In school or wherever primary middle or high.

Ali (The chef): Okay!

Wiseman: Okay! I have two memories one good and one bad in primary school that it will not be forgotten by me. The first one our teacher in the primary school You know

we have only two teachers one teacher for Arabic and one for French the first one is with Arabic when I was in the fourth year uhh

Azmi: Third Year Arabic

Wiseman: Fourth year Yeah Arabic

Azmi: I thought you said French

Wiseman: She wanted to check our memorizing of the lesson like lecture uhhh when I uhhh the one uhhh who raised up his uhh hand she won't uhh she will not ask him to come.

The Chef: Ask him?

The ambitious: [inaudible]

Wiseman: NO, No If I raise my hand

The ambitious: Yes! [Overlap]

Wiseman: The first she will not ask me to come and I did it because I did not memorize the lesson when she (Laughter) when she asks me to come I didn't answer and she said so the proverb when uhhh

The ambitious: What do you think?

The chef: Explain it in Arabic say it in Arabic

Wiseman: uhhh uhhhh

The ambitious: In French?

Wiseman: The one who uhhh uhhh

The chef: [inaudible] Oh! God he will find it!

The psychologist: WHAT (in dialectal Arabic)

Azmi: WHAT?

Wiseman: NO (silently) (يحفر) what do we call uhh what (يحفريحفريحفر) in English

The ambitious: attempt NO

Wiseman: Dig a hole in the ground to dig a hole in the ground Yeah

The ambitious: Make

Wiseman: Who makes a hole in the ground he will find it (Laughter)

The ambitious: who makes a hole for others he will uhhh

Wiseman: for others

The ambitious: He will

Wiseman: He will fall in the uhhh HE WILL FALL IN IT the first is the bad memory and the second uhhh

The funniest: Do you call uhh How to say (Laugther) [inaudible]

Wiseman: I just raised my hand she thought that I have memorized my lesson but in fact I didn't

Ss: [inaudible] that you were?

Wiseman: I thought she was going to ask those who didn't raise their hands uhh is not going to raise his hand uhh the one who uhh (Laughter)

Ss: (Laughter)

Wiseman: and the second one uhh it was uhh the good one it was in uhhh the French module when I was uhh one of my colleagues when I give when I gave my copy book to her she said Thank you in French she said "merci" and I didn't know what words to use since it was in the fourth year she mentioned when someone says uhhh thank you, you said you welcome or "de rien" and I didn't forget this word from that day and that's all.

The ambitious: That's all we move on to uhhh who wants to speak so for me I don't remember too many things because I was very, very angry

Azmi: Why you are angry?

The ambitious: NO perhaps I have NO because I lived many uhhh many uhh many experiences in my life so uhhh

Azmi: [inaudible]

The ambitious: perhaps I will be so boring but I remember an event which happened to me when I was in the third year uhh so I was an excellent uhh pupil YES and uhhh but always I have a problem with the module of drawing yes

Azmi: YES

The ambitious: YES but when uhh in the exam our teacher asks uhh asked us to draw uhh to draw a tree

Azmi: TREE?

The ambitious: TREE YES So what I draw uhh what I drew uhh in the start drew do we say uhh just the shape of a tree and uhhh I have put uhh some of apples green tree and circle and for apples in fine which I colored in red and I was uhh very happy for uhhh what I have done but finally I have a bad had had a bad mark and I cried and cried and I demanded that another evaluation from other teacher why you give me uhh he gave me this you gave me this mark and I cried for many many uhh many days because my uhh myt score my score was uhh my score being uhh diminished so I decided to uhhh know how to draw so and after that I enrolled in our cultural center to learn how to uhh to draw so after that experience I become uhhh

Azmi: Become?

The ambitious: I become a proficient I couldn't say a professional but uhhh it worked for me now I haven't a problem with drawing its uhhh that's what I remember now so uhh I learned I learned when we don't know don't be don't hesitate don't be pessimistic so we try again and again and you will achieve what you want.

T: Great!

The ambitious: YES you're welcome.

The chef: You mean that you were painting an art

The ambitious: I will uhhh to uhh I will well in this field but I haven't uhh chosen painting YES but I haven't a chance to uhh enroll in scholl or in uhhh

Teacher: A school of fine arts.

The ambitious: YES, YES YES I wanted to belong to this school uhh just when I arrange my life I will uhh will enroll

Azmi: So it has become your dream now sorry to interrupt

The ambitious: One of my dreams

Azmi: REALLY?

The ambitious: One of my dreams is to uhhh because I think the art is is uhhh is the picture you find in ourselves because we have our minds we have our hearts we have our profession we have many things but art is the beautiful side in ourselves that we need to discover as to paint uhh to play music

Azmi: NOT MINE, NOT MINE

The ambitious: uhh but I have what do we say PRIORITIES in our uhh in my life

Azmi: I understand now.

The ambitious: So we need to uhhh to order them and I didn't uhh give up my dream (Laughter) my dreams.

The chef: [inaudible]

The ambitious: What's YES

The chef: Are you going to invite us to go when you open your gallery.

The ambitious: If God will I will invite you but let me uhh give me your emails (Laughter) and phone numbers uhh and make sure that you will not change them and then uhh but your emails you will

The chef: ummmm

The ambitious: So I pass the word uhhh

Azmi: What do you think of the drawing module?

The ambitious: its uhhh

Azmi: [inaudible][Overlap]

The ambitious: NO, No it is uhh in uhh I uhh

T: [inaudible] you hadn't a prior experience in painting?

The ambitious: YES YES exactly I wasn't I don't know how to draw anything uhhh

The chef: To draw?

The ambitious: I learned it uhh I learned it

Candy: [inaudible] You know in the field of painting?

The ambitious: Some of them some of them some of them I just if I know

Candy: Do you think we could learn the module of painting.

The Chef: سريالية

T: Surrealism

The ambitious: I have an idea I have a background about uhh that uhh about this because uhh because at that time I uhhh I MET SOME Persons who is uhh who are professional in this domain but unfortunately I am not uhhh I have changed uhhh I have changed my uhhh my way for uhhh but this is uhh this dream is always uhh

Candy: Special in painting like PICASO and uhh [inaudible]

The ambitious: There is one uhhh how do we say

Candy: If I speak about painting we should have the whole session we will not have the time to speak about our memories.

T: Don't worry I will give you the chance. I WILL GIVE THE CHANCE TO EVERYONE TO SPEAK ALL OF YOU

The ambitious: As I am the head

Ss: Laughter You are the boss

The funniest: Not me but give the floor to others

The chef: Thank you

The ambitious: as I have said uhhh

Azmi: So uhh I am sorry I have just one word to say so you become interested in painting because it has been inspired by your teacher in the primary school.

The ambitious: ummm just uhhh I can't say that uhh it was a failure for me that uhhh that day so I wanted to uhh Yes to uhhh to make a challenge and to uhhh to excel one day in this domain.

Azmi: That's good YEAH!

Ali: The last question.

The ambitious: YEAH

The chef: uhhh YEAH I like her have you heard of Nesser Eddine Dinet

The ambitious: YES, Yes OF COURSE how to say he is French be he changed his religion

Azmi: It worked uhh

The chef: You know where he lived

The ambitious: In Boussada (Laughter)

The chef: He settled in Boussada YES a town in the south eastern part of Algiers

The psychologist: so uhh can I tell you how my story in primary (mispronounced) school.

Azmi: PRIMARY (correcting the pronunciation)

The psychologist: PRIMARY (corrected pronunciation) Primary school YEAH umm I remember a memory about uhh the first time in primary school (mispronounced) uhhh PRIMARY school (corrected pronunciation) firstly uhh it was a bad experience for (laughter) experience for me ummm it stayed with me all the time uhh

The wonderful: [inaudible]

The psychologist: absolutely YES I am from Thnyat El Abed I am from a CHAOUI family uhh yes (laughter) and I haven't any experience in uhh the Arabic language.

T: Before going to school?

The psychologist: Before YEAH and uhh whenever uhhh whenever my faily uhh changed to another place exactly in Seryana I was surprised to find uhh people who speak in Arabic language uhh I haven't uhh anything about uhhh it about it umm

The chef: How to Say? Uhh ?

The psychologist: so the first time uhh my colleagues made me make me uhh made me ashamed uhh yes because I haven't anything in this language I can't speak absolutely nothing in the Arabic language so I uhhh Yes I uhhh it was uhh I wasn't uhhh I couldn't communicate with uhh the people yes my colleagues neglected me uhh all the time (laughter) because I can't communicate with them Yes uhh with this situation uhh I couldn't adapt with adapt with uhhh them with this situation I remember my first teacher named Dalila she is a CHAOUI woman and uhh she can communicate with me uhhh and uhh helped me all the time to umm

The funniest: Express

The psychologist: to speak Arabic and she completed with me the class after all five years.

The ambitious: I want to ask you do you think that our children in our families need to learn two languages at the same time you are agree that children should learn Arabic or French or English at the same time.

The psychologist: so uhh absolutely

The ambitious: what do you think about this?

T: DO YOU AGREE WITH THIS

The psychologist: sorry (laughter) your question is not seemed right

The ambitious: I think that if you are uhh your family entered the use of Arabic in your family at the same time you will not be exposed to this problem that's why I am asking this question what do you think just say what (laughter) do you think

The psychologist: [pause] [no answer]

T: take a deep breath think of your ideas think how you should organize your ideas to express yourself.

The psychologist: YES

T: Carry on by the way.

The psychologist: YES that's all about my bad memory

Dreamer:

T: carry on do not stop (to the dreamer)

Ss: [pointing to the dreamer]

Dreamer: I remember that when I was in primary school I was really happy there was one bad memory it was in the middle school I was an excellent pupil so one day when I was in the classroom my teacher my English teacher she went to the headmaster I don't know what she wanted from him anyway she put one of my classmates to put the name of anyone who speaks se we was quiet all the time when stand up and asked my classmate about the word that the teacher mention she writed in the course in the uhhh

T: Written

Dreamer: she has written in the blackboard just ask when I stand up she came my teacher when she found me like that she hurried to me she punished me and she slapped me when I remember I want to cry uuhh

Ss: Laughter

Dreamer: she slapped me she punished me and she called me uhh stupid and more than a stupid that was uhhh

Ss: [inaudible]

Dreamer: that hurt me and I love this I loved this uhh my teacher she was a polite with me I don't know from that day uhh I swear that one day I will be an English teacher and when I met her in uhh the street I told her I remember her I will remember her

T: I will remind her

Dreamer: I will remind, remind her about that this was unfair to me I think uhh

The funniest: I want to interrupt you when she go uhh when she went to the headmaster I think she uhh (laughter)

The ambitious: she had a problem with him (laughter)

Dreamer: yes that's right

The funniest: she had a fight with him

Dreamer: YES that's all

Students giving the floor to Azmi to speak

T: is it recording?

Azmi: YES uhh hello everyone talking about my memories

T: talking about memories in five minutes

Azmi: yes I lost my words uhh in primary school I was a fighter (laughter) a fighter yes I was uhhh

T: Really?

Azmi: YES, I was uhhh in the primary school yeah every day with a battle with anyone yeah

Ss: Laughter

Azmi: I was uhh how to say a gangster (laughter)

Ss: Laughter

Azmi: yes and also in the fourth year I remember I studied the English language I was uhh in a special class I remember that I was uhh not a good pupil but uhh I remember that I could learn or could read anything and one day when I had a severe teacher to teach English I DON'T like HIM till today

Ss: Laughter till today?

Azmi: YEAH I remember he wrote a word in uhhh on the blackboard umm and yeah and he asked me to uhhh read this word and I said I was uhh imitating I know how to uhh to read this word but I was imitating that I was afraid of him he was really a severe person and uhhh I have read uhh "I am" and he said you are really a stupid because uhh

Ss: Laughter

T: Laughter

Azmi: umm I still remember this day in the fourth year

US: Fourth year? Which Year?

Azmi: Fourth year in primary school

The chef: do you want to take revenge at the uhhh teacher (laughter)

Ss: Laughter

Azmi: Revenge! I don't think so if I meet him outside I will remember him

Dreamer: REMIND

Azmi: I will remind him yeah remind him

Dreamer: SORRY

Ss: laughter

Dreamer: I am not just take revenge I will remind her as a stupid girl she will become she will become a teacher like you

Ss: Laughter

Dreamer: that's all not the revenge

Ss: laughter

Dreamer: I am peaceful

Azmi: NO I think if you met her you will beat her looking at your speaking (laughter) for

T: Have you finished?

Azmi: Yeah for me that's all

T: giving the floor to candy

Candy: For me and for my memories in school I think was as bad as good, good because I was uhh an intelligent girl uhh girl a gil which hass interest a lot uhh much for her study and for her clothes uhh a girl which uhh look for to be the beautiful and the intelligent girl in the school but my memory which is bad was in the changing of uhh my class being in the middle of the year I was the only girl which has to change his class

Azmi: her class

Candy: her class uhh but I don't know why it was my chance like that and that was bad for me because in the beginning of each year I face problems with a new teacher uhh new teachers uhh new friends that's what makes me always ask myself why I had to uhhh I had to change my class my father and my parents also were suffering with me in this problem always my father come to school to change my uhh to take me back to the previous class but uhhh he didn't for example the director said to her uhh to him this is uhhh the law this is the program of uhhh the rules of uhh the school that's all.

T: Thank you so much Now please design one of your group to sum up what you have discussed you are supposed to come here in front of all your friends and that's your chance to expose orally in public one of your topics and discuss what have been tackled in your group Okay! Who wants to come a VOLUNTEER? Shall I design one?

Ss: Yes

T: The funniest would please come yeah

The funniest: to sum up this discussion

Wiseman: will you stand up?

T: Not yet?

The funniest: Not yet (laughter) umm I uhh I really enjoyed her first memory I have my teacher uhhh thank you

The ambitious: she didn't say anything

T: maybe you need some time to gather your ideas take your seat have few minutes to reflect Group B are you ready to expose your experience in front of the audience YEAH! Gentleman

Gentleman: well uhh good morning everybody uhh our topic is uhh about what we like and what we dislike in our country;

Azmi: Yeah!

Gentleman: uhh first of all as an introduction Algeria is known as uhh as you all know all now is the first country in Africa now this gave it uhh gave it a strategical location in the Mediterranean region in South Africa

Ss: North Africa

Gentleman: North Africa what did I say

Ss: South Africa

Gentleman: AH YES (laughter)

Ss: Laughter

Gentleman: Okay! Thank you in addition to that as long as it is a big country uhh it will contain if the term is correct different weathers and climates uhh the variation of climate uhh I said the weather and the climate are varied from one region to another besides this it contains a lot of national treasures uhh treasures for example oil

The chef: fuel

Gentleman: fuel yes concerning the conditions and the culture our country is still conservative towards uhh its religion and ethics

Ss: [inaudible]

Gentleman: SORRY?

The chef: can I interrupt to say something sorry to interrupt

Gentleman: please!

The chef: I think when it comes to these issues Algeria becomes slightly critical about the cultural ideas and uhhh

The ambitious: about the nature?

The chef: the nature of its culture

Gentleman: Okay! Thank you uhh I was saying concerning traditions and culture our country is still conservative towards its ethics and religion uhh even when uhh not I forget it uhhh

Ss: laughter

Gentleman: (laughter) politically our system is uhh gives us at a degree they said that uhh the system or government gives us freedom but I don't agree with this

The wonderful: Sorry to interrupt but we have to speak about reality we have a peaceful country

The biology student: we are not in a war

Gentleman: that's what we like in our country the most besides this you know the lasndscapes or uhhh you know what we dislike is uhh rubbish is everywhere (laughter)

Ss: (laughter) someone is knocking the door that's because of people and minds and what they think beside this terrorism one of my friends said that it is still a problem but now for me for my perspective I see that this problem is gone for a long time uhh the other thing is uhh the unemployment uhh people are not working because of bureaucracy and corruption and uhh the counterfeit and in addition to that the economic system is uhh depends only on one thing which is raw materials which is a negative point in our economy in the end we have to gather efforts and we have to carry on in developing our country as she said we have to put hand in hand to carry on and that's uhhh

T: Thank you

Gentleman gives the floor to the funniest

Ss: [inaudible]

The funniest: good morning everyone to start with I am not a master speaker I had the chance to be the head of the group of my classmates uhh today we have talked about uhhh our first memories in school uhh everyone had a good and bad memory uhh let's start the first uhh my first classmate who was talking who was the Wiseman (laughter)

Ss: Who?

T: THE WISEMAN

The funniest: YEAH!

T: carry on carry on please! [Overlap]

The funniest: The Wiseman interrupted the frank uhh and he was asking of interrupting politely also his first memory he has a problem in pronouncing of a word (this) (laughter) we uhh noticed not he knew that he inherited this from his grandfather uhh let's move on to the Wiseman he had also he had two good memories as I told you uhh yeah the first one which is the bad uhhh he was in the classroom and uhh (laughter) the

teacher asked them to answer a question (laughter) sorry he was thinking that uhh (laughter) he was thinking that if he raises his hand the teacher choose not to ask him to answer but unfortunately (laughter)

Ss: Laughter

The funniest: unfortunately she asked him to answer and he didn't have the answer and uhh for the ambitious girl she had a bad memory uhh she had a bad memory uhh she was uhh her teacher often she asked her to draw and she didn't uhh know how to draw she drawed

T: she drew

The funniest: she drew badly and this hurt her a lot and let her cry for many days but this is a good thing a good thing that pushed her to uhh learn how to draw and this is uhh come uhh to become

T: has become

The funniest: has become for her uhhh

T: you have to finish in five minutes move on and speak about the second person

The funniest: Yes

T: don't worry you will have the chance to speak tomorrow

The funniest: I want to end by the psychologist:

T: Okay!

The funniest: yeah! He has uhh he also has a bad experience uhh at first he can't

T: He couldn't

The funniest: because in his home uhh his family is not talking in Arabic and when he entered the school uhh he can't communicate with his classmates uhh and this uhh to all his classmates only his teacher who can understand this also his dialect uhh and she uhh she helped him a lot and then he learned Arabic and he *learned Arabic* (Falling intonation) that's it.

T: Thank you. That's it for today this the end of our today's session I hope you have enjoyed today's session and you have at least learnt something in the end I shall say thank you very much for your attention take care of yourself enjoy your time and keep yourself safe till we meet the next time see you tomorrow good bye.

Ss: THANK YOU See you tomorrow

T: same hour same place see you BYE.

Group Two: Scenario: What do you like and dislike in your Country:

The wonderful: [inaudible] Yes!

T: Carry on!

The biology student: So we speak about the variety of our culture of our uhhh

The wonderful: We say that there are many dialects uhh variety of languages uhhh variety of language I mean our language

Calm: How to say اللهجات in English?

The wonderful: Dialects

Teacher: Dialects

Calm: Dialect (mispronounced) uhhh Dialect Dialects (trying to correct the pronunciation) dialects (correct pronunciation).

Gentleman: Yes! Uhhh

T: You have to speak as well you don't just take notes

The wonderful: You have to speak about our religion our traditions our uhhh

Gentleman: Our language

The wonderful: Our language uhh our varieties of language the varieties that our language is based on;

Shy: Also democracy policies (Silently)

Gentleman: What?

Shy: Also we talk about our democracy policies

The wonderful: System? Uhhh political system uhh political system

Shy: Yes!

The wonderful: All these are what we like in our country

Gentleman: Dislike?

The wonderful: You dislike the political system (laughter)

Gentleman: What system?

The biology student: we should talk about that we are free. This is a positive point.

Students: A positive point in our political system.

The wonderful: We are free FREE FREE!

Gentleman: [inaudible]

The wonderful: Oh! My God! In your country?

Gentleman: Yes!

The wonderful: Why? You are free

The successful1: I think we should move to the next point (Deciding on their own learner autonomy)

The wonderful: Yes! What we dislike is to see the rubbish everywhere in every place everywhere even if the government are uhh is uhh

Gentleman: is providing solutions to solve this problem

The biology student: But I think the problem is in people themselves

The wonderful: Yes! I know the habits that we have we uhh we haven't this culture to contain our rubbish in the trash bin.

Gentleman: So you are contradicting yourselves uhh you said the culture and tradition and then you said people uhhh (body language)

The successful1: These are first problems in some problems

The wonderful: But we criticize ourselves

Shy: Can I interrupt you?

Gentleman: Yes

Shy: This is part of the first uhhh notes you have exposed you have positive and negative points

Ss: Yes

Gentleman: People (taking notes of what they are talking about at the same time)

Shy: You can say that these are the disadvantages and the positive points of uuhhh

The wonderful: Yes! Both sides positive and negative

The biology student: Terrorism?

The wonderful: Oh! My God!

Gentleman: No Terrorism in our country now

The biology student: We have to talk about this word in this country because the other countries so uhhh "Islamphobia"?

Gentleman: You dislike this or you like this?

The biology student: Islam?

The wonderful: But we don't have terrorism in our country?

Gentleman: I think (Confirmation check)

The biology student: What happened in the 80's

The wonderful: It's passed

Gentleman: It's positive it's positive you know in the past there was terrorism but now

The biology student: but now we are surrounded uhhh [overlap]

Gentleman: We did something to end up this terrorism

The wonderful: This is the advantage from this point.

Gentleman: Yes!

The biology student: This problem is not defeated

Gentleman: uhhh I don't think so we don't have such a thing (Confirmation Check) let's write it down (writing down)

The wonderful: Let's put as a point

The successful1: Can I add something so uhhh

Gentleman: Yes!

The successful: Something about the work we haven't uhhh even if we have a diploma we still don't have a work

Gentleman: Unemployment the lack of jobs

Calm: It's a major problem

The successful: Yes!

T: How to call this?

The wonderful: Unemployment?

The successful: unemployment

T: Unemployment unemployment (Confirmation Check)

The biology student: Also we have the problem of uhhhh

T: The rate of Unemployment Okay!

The wonderful: In other countries we have this problem not only in our country

The biology student: (Overlap) But in Algeria it's uhhh a big problem

Calm: I think it's not because of the government

The wonderful: Yes!

Calm: The person themselves uhh himself uhhh

The wonderful: Don't take opportunities to work uhh they rely on the Government

The biology student: So uhhh we make the point of bureaucracy

The wonderful: Yes bureaucracy

The biology student: bureaucracy bureaucracy yes bureaucracy (Confirmation checks) with a correct pronunciation (Self repair)

The biology student: There is a lot of bureaucracy

The wonderful: We see in our country Yes

The successful: Bureaucracy ? (Checking peer correction)

The biology student: Bureaucracy

The successful: Bureau? CRACY Bureaucracy

Calm: And I think [overlap] there is the idea of racism

Gentleman: Racism?

The wonderful: In different states uhhhyou mean to differentiate between regions.

Calm: Yes!

The wonderful: In the North in the South

The biology student: In the one region itself we say for example Ouled Sidi Yahia I don't know so we separate uhh we are all Muslims so we don't need this uhhh

The wonderful: This separation

The biology student: To separate between the groups and this influences a large number of people

The wonderful: You see uhhh hurts

The biology student: [overlap] we judge a large number of people for his origins

The wonderful: Yes we have this problem too yes (Confirmation checks)

The biology student: Mainly in Batna for example when uhh we go uhhh to for example uhh to the west we don't find this problem

The wonderful: Excuse me I want to add something but uhh even in America they have this problem

The biology student: I speak about the west of Algeria

The wonderful: Excuse me

The biology student: not the uhh the western world

The wonderful: Excuse me the uhhh

The biology student: For example Oran or uhh you don't find any difference, but in uhhh when you said to someone what is your origin he says simply I am Moustghanemi I am not for example JBAILI or uhh Ouled Sidi Yiahia (laughter) This is what I want to say

The wonderful: Yes (Confirmation checks)

The biology student: This is a policy of uhhh of France Farik tasoud

T: Divide and Conquer

The biology student: Until now we find it this is the result of uhhh tsss

The wonderful: What is the word for it?

The biology student: Colinilization

Wonderful: Colonization

Biology student: Colonization (Peer Correction)

Gentleman: So what about the system

The wonderful: All these are good points about our system

Gentleman: So you like these points about our system

Calm: No! we don't like all the points

The wonderful: I think in each criteria we have positive things and uhhh

Gentleman: Negative

The wonderful: the negative one

The biology student: Negative things

Gentleman: Corruption

Optimistic: uhh I think that the problem of Algeria is that the people they like their country but they uhh the problem with the system they uhhh they let them uhh suffer and they uhhh

The wonderful: Would you explain more your idea uhh idea

Gentleman: uhhh by example I prefer

Optimistic: for example when someone he likes his country and he wants to stay here in Algeria but if he doesn't find the work uhh he must uhh

Calm: [overlap] he is obliged to go uhhh (Peer interaction peer help and support)

Gentleman: to go overseas

Optimistic: Yes

Gentleman: UHHH

The wonderful: to go abroad to find uhhh a work this relates to the democratic system uhhh! (A mistake) to the political system all these points are related to each other

Ss: UMMMM (confirmation checks)

Gentleman: what about the economic uhh the economic system

Ss: (Silence)

Gentleman: What do you like about it

The wonderful: we speak about the economic system?

The biology student: So uhh for the economic system there are many projects that are uhh encouraged and that Algeria do it that our economic like that for example FMI (In French) the treaty of FMI (In French)

T: FMI (recast)

The biology student: FMI (correct pronuncitation) so uhh which uhh destroyed uhhh maybe uhhh the charges with other country just do it uhhh (KITAAA KHDAMAT KHASS) In Arabic

The wonderful: Services sector

Gentleman: Services sector

T: Private services sector

Calm: can I add something?

The biology student: Yes

Calm: I think we still are an underdeveloped country comparing uhh even within the surrounding uhhh

The wonderful: the surrounding countries like uhhh Tunisia and Morocco we still uhh we are still underdeveloped

The wonderful: [overlap] but we have uhh a point that we should differentiate between us and them we have stability in our country this is the main idea which uhh we have stability

Optimistic: I think that the economic system in Algeria relied on uhhh raw materials only it comes one day that uhhh

Wonderful: these raw materials uhhh

Optimistic: these raw materials uhhh (Using body language meaning finish) the economic system will fall down. That's all

Wonderful: I know about uhhh

T: say something (addressing Gentleman)

Gentleman: I think that uhhh our country is great the problem is us.

Wonderful: of course it's us (Smiling)

Gentleman: It's our problem

Ss: Yes, yes (smiling)

Shy: This is the conclusion

Gentleman: Yes

T: So you've finished

Wonderful: Yes but uhhh I want to say at the last uhh at the last that we should uhhh to gather our effects and to be uhhuand to have uhhh hand in hand to carry on uhhh in uhh developing our country and uhh love it even if uhhh there is problems there are problems (Self-repair)

The successful: and to work together hand in hand and not for the benefits of the self uhhh of the individual one (self-repair)

Wonderful: for the benefit of the society (Peer assistance)

The successful: for the benefit of the country.

Wonderful: Yes

Gentleman: scratch my back I scratch yours

Wonderful: That's it

T: Good, good so this is the end of today's task. Thank you very much for your collaboration I hope you have enjoyed today's task and you had a chance to express yourselves and expose your ideas Thank you very much.

Lesson Thirteen: Achievers/ The Power of Words: 01/07/2013
Group One

The objective of this lesson is to learn **vocabulary spelling** and **pronunciation** and use our ideas in one expressive word.

T: Good morning everyone. In the name of Allah the most Gracious the most Merciful. How are you doing today

Ss: Fine very well

T: Great! Today we are going carry on our project and finish what we've started we used to give ample opportunities and ample time to express yourselves in many sentences. Today we are going to do something different. Talking about the project our project of building our ideal University the university that everyone is dreaming of today's task is entitled the "power of words". In this task I want you to say all what you have to say in just one or two words only and this is by answering a praiseworthy question. After creating the University of our Dreams I would like to know from you what an Ideal University can offer you in just one word I will circulate pens and blank slates and I want you to think for 15 minutes and play the game as we were in primary school. You write down the word on the slate and when I say raise up you raise up when I say action you raise up. The objective of today's lesson is to teach you how to express yourselves in a short time being concise and explicit using brief expressions. Are you ready? I would say "Teach me to" and you finish the sentence with one word okay so let's have our 15 minutes of reflection ready go ahead.

15 Minutes reflection

T: Have you finished

Ss: Yes

T: Okay let's start by you Angel when I say action you raise up Okay

Angel: Okay

T: Action

Angel: To analyze

T: Raise up

Gentleman: To creat

T: to creat with (e) (recast)

Gentleman: (corrected the mistake looking at what has been written)

T: (e) at the end

T: Okay

Gentleman: to create

T: Raise up

Wonderful: Performe

T: Perform without (e) at the end (Recast)

Wonderful: Perform

T: Raise up

Biology student: to master

T: Raise up

Calm: To speak fluently

Optimistic: To speak

T: Okay! Shy

Shy: to communicate fluency and accuracy

Ss: Laughter

T: moving from one student to another

The successful: To manage

T: To manage. Raise up

Friendly: to success

T: to succeed okay! (Recast)

Friendly: to succeed

T: so again okay raise up

Friendly: to succeed

T: Okay

Dreamer: To speak

Ambitious: To interact

Beautiful: To pronounce correctly

T: Okay!

Beautiful: It is not an (O)

Wiseman: "O"أنا شفت ل (In dialectal Arabic)

T: No! Outlandic

Ss: Laughter

Wiseman: She says my (A) is an (O) and she asked me to correct it and I told her it is (A)

Beautiful: No it is (O)

Wiseman: It is my own (A)

T: Laughter

Ss: Laughter

Beautiful (taking the pen and trying to correct the letter on the slate of Wiseman she finally convinced him to correct it

Ss: Laughter

T: Laughter. Is that Okay! Put it down Okay when I say action you raise up Okay! Action

Wiseman:

Candy: To succeed to developpe

T: A mistake develop one (p) without (e)

Candy: Double (p)

T: One (p) without (e) at the end

Candy: Develop

T: To succeed: (S) – (U) – Double (C) – Double (E) – (D) (Spelling the correct word for the student) (Recast)

T: Good

Wiseman: Are you judging?

Beautiful: Laughter

Task 2: Listening

Group Two:

The objective of this lesson is to learn **vocabulary spelling** and **pronunciation** and use our ideas in one expressive word through interactive games.

T: Good morning everyone. In the name of Allah the most Gracious the most Merciful. How are you doing today

Ss: Fine very well

T: Great! Today we are going carry on our project and finish what we've started we used to give ample opportunities and ample time to express yourselves in many sentences. Today we are going to do something different. Talking about the project our project of building our ideal University the university that everyone is dreaming of today's task is entitled the "power of words". In this task I want you to say all what you have to say in just one or two words only and this is by answering a praiseworthy question. After creating the University of our Dreams I would like to know from you what an Ideal University can offer you in just one word I will circulate pens and blank slates and I want you to think for 15 minutes and play the game as we were in primary school. You write down the word on the slate and when I say raise up you raise up when I say action you raise up. The objective of today's lesson is to teach you how to express yourselves in a short time being concise and explicit using brief expressions. Are you ready? I would say "Teach me to" and you finish the sentence with one word okay so let's have our 15 minutes of reflection ready go ahead.

15 Minutes reflection

T: Have you finished

Ss: Yes

T: Action

Medical Student: Good morning madam

T: Raise up your slate again Action

Medical student: To listen

T: Action

Halima: To create

T: Lovely

Lovely: To succeed

T: Okay! Action

Funniest: To be successful

Talkative: To be innovative

T: To be innovative. Action

Bilel: To developpe

T: To develop is one (p) without (e) at the end (Recast)

Bilel looking at his word

T: Omit (e) again Okay! Action

Bilel: To develop

T: Action

Smiley: To be strict

T: Bright

Bright raised up her slate

T: Like in primary school Okay! Good

Bright: To be passionate

T: Brilliant Action

Brilliant: To be a leader (Laughter)

Ss: Laughter

T: Okay! Action

Smart: Originality

T: Okay, okay good. Butterfly

Butterfly: To be present in my domain

New: to depend ourselves

T: On uhhh to depend on ourselves repeat please (Recast)

New: To depend on ourselves

Task Two: Listening

Lesson Fourteen: Creating the Ideal University
Group One/Two: 02/07/2013

The objective of this lesson is to enhance learners' autonomy in all the interactional moves with slight interference of the teacher. This task is meant to enhance learners' creativity, creative thinking problem solving.

T: In the Name of Allah the most Gracious the most Merciful. Good morning everybody. How are you today?

Ss: Great!

T: Great! Today we are going to do something different still in relation to our project of creating our ideal university. I am going today to bring the two groups in one space still you are going to work in your own small groups but this time we will have a group representing the University and a group of the students. Group one: I want you to think about all the elements you should offer your students as an outstanding University. Group Two: I want you to think of different questions you would like to ask your University. Okay! Group one this side, group two this side. Have you understood what you are supposed to do

Ss: Yes

T: Are you ready?

Ss: Yes

T: So you can start

Group One Peer Interaction:

Angel: First we have to think about the needs of our students

Wonderful: we have to predict the needs of our students

Beautiful: give a chance to other uhhh we have to give a chance to other levels

Angel: This as a means to uhhh

Wonderful: motivate (Peer Assistance)

Angel: motivation I mean to motivate the other levels

Gentleman: So to ignore the other levels? (Clarification request)

Angel: Not to ignore the dismissed ones so if you are not enough

Wonderful: Yes

Angel: If you are not capable of uhhh I mean the qualities to enter our University

Calm: You should work hard

Gentleman: What about the second condition

Wonderful: The CV? CV?

Gentleman: Yes Yes

Wonderful: we have to ask about uhh we have to ask the student if he has or had other diplomas

Candy: So uhh we accept this condition

Angel: Yes

Candy: And we shouldn't speak about uhhh

Wonderful: uhh so we can ask who suppose uhhh supposes

T: Suggests (Recast)

Wonderful: suggestions uhh suggests

Gentleman: The relationship between uhh the second condition and uhhh

The successful: We have said that the requirements of our University that this University is an outstanding University

Wonderful: We have spoken about the level the CV other conditions?

Gentleman: Financial costs

Beautiful: It is a private University ? It's private? (Clarification request)

T: It's highly expensive

Angel: It is Free

Wonderful: It is not free

Gentleman: Highly expensive? (Clarification Request)

Wonderful: Not highly! I mean in its acceptable cost. What do you think?

Candy: So they can pay

Angel: For example in France we have uhh we have uhh public uhh the public University Universities (Self-repair) or the uhh private ones that cost many and uhh we have uhh I mean the public Universities but in Britain we have all the Universities are uhh I mean

Wonderful: That cost money (Peer Assistance)

Angel: Yeah I mean you should pay to to learn (Reformulated answer self- repair)

Candy: Can I ask a question please!

Beautiful: Can we mention the name of the University because we haven't mentioned the name of the University

T: You have to create

Beautiful: We have also to use a name

T: By the end we gonna create the name

Beautiful: Okay!

T: So think of creating a name to this University Okay! I haven't seen you agreeing disagreeing using the expressions you're just asking questions: what about, what if, if I may say

Candy: Yes we haven't

T: May I interrupt Yes Please Use them

Gentleman: Yes please we are doing this in our minds

T: Laughter

Ss: Laghter

Gentleman: Too much interruption

T: Yes?

Ss: Laughter

T: Okay a lot of interruption when you were alone

Ss: Yeah

T: So you were saying uhh

Ambitious: So I want just to add something uhh we are going we are uhhh we are choosing our conditions our uhhh University (Clarification Request)

T: YES YES

Ambitious: We can offer for example offer a scholarship for excellent students

Wonderful: Students Ambitious: Students (Overlap) at the same time

Ambitious: What do you think of this of course

T: Yes Of course

Wonderful: Personally I agree

Friendly: (raises up her hand) I would like to say something

T: Dreamer you have a lot of dreams?

Dreamer: (Smiling) What about teachers from Britain? Uhhh I haven't an idea now may be I will think about it later

The biology student: We have to talk now about the lessons may be lessons lessons?

Wonderful: We have to choose teachers before thinking of lessons

Shy: The first other uhh Sorry! Can I uhh (body language)

Wonderful: Can I interrupt (Peer Correction and assistance)

Shy: Can I interrupt?

Wonderful: Of course

Dreamer: Your highness

Shy: Yes for uhh choosing the teacher we have to decide which modules are uhh find that we can teach or study in this University

Wonderful: University Yes (Confirmation checks)

Shy: Yes

Friendly is trying to say something [inaudible] she stops interrupted by the biology student

Biology student: In our University we have all modules just uhh

Friendly: What about students' behavior

The biology student: Discipline is the first thing to talk about

Wonderful: When we speak about rules in our University we have to speak about this condition

Friendly: Yes we have to speak this is one of the conditions of the students

Wonderful: The behavior of the students

Friendly: His duty if we can say in this University

Gentleman: Behavior? (Confirmation check)

T: The attitude

Wonderful: The attitude of the students towards uhh

Friendly: This is one of the conditions

T: Among (Recast)

Wonderful: NO NO

T: Among the conditions among the conditions

Wonderful: I think we have to speak about uhh about rules

Beautiful: the conditions (Overlap)

Wonderful: Which we include in the attitude of students we have to set rules

T: You have a psychologist here in your University so the psychologist could share his view Okay so uhh Wiseman what are you going to do?

Wiseman: I think that uhh our students who enter our University should be organized we have said rules, what we offer to the students

T: Uhhh

Wiseman: What are the rules

T: Uhhh

Wiseman: and what are the fields

T: Uhhhh

Wiseman: and we have to set the rules to manage this title

T: Uhhh

Wiseman: What are the rules that should be uhhh

Wonderful: That should be followed (Peer correction and assistance)

Wiseman: (Body language Nodding meaning Yes) That should be followed by students and what are the rules of the offer and the CV and the conditions to be accepted

Wonderful: In the University (Peer assistance)

Wiseman: Nodding saying Yes

T: Calm? You are too calm

Calm: We have to speak about offering the digital equipment by offering computers uhhh

T: So you are going to uhhh

Calm: Library

T: Library software

Angel: Research center

T: Research center Okay! (Confirmation checks)

Calm: we have to uhh [inaudible] to the University

Gentleman: The conditions here the conditions I uhhh

Wonderful: Enough for conditions it's enough

T: Now the lay out

The Successful: Lay out?

Ambitious: The structure now we move to the structure the shape of our uhh University

T: We call it the lay out (Recast)

Ambitious: Lay out lay out if I can add something there is uhh the academic lecture and uhh we have to add something which is uhhh for our students just like sports clubs (pronounced in French) clubs of uhhh

T: Clubs (correcting the pronunciation) (Recast)

Ambitious: clubs

T: Clubs

Ambitious: Other activities for theatre

Angel: Creative activities (Overlap)

Ambitious: In our University we must create this uhh

Wonderful: Clubs (Peer Assistance)

Ambitious: to complete (Overlap)

Friendly: I want to add something I think this is very important for our University but uhh unfortunately it is not created at all

(Ambitious raised he hand wanted to say something then she retreated)

Friendly: Yes I wish to create this uhhh just uhh a small place which uhh for the uhh for the uhh how to say (silence) for the new students for the new students uhh to uhh when when they enter to uhhh to the University go to this mainly and find guides that guide them to the uhhh what they should do because

T: This is what we call in English having a guided tour so uhh an open day or week to the University

Friendly: Yes

T: Yes! It is a one week guided tour for the University they will present you uhh this

Wonderful: Guided tour

T: This is it Yes there is we have this in Britain Yes

Friendly: When I remember my first year when I come here I was lost

T: Something to guide to guide the students

Ss: Yes

Friendly: Go here go here go there

T: Yes Yes Good Good

Ambitious: to get the freshmen

T: Freshmen yes Optimistic suggest something

Optimistic: about the students about classes how students study in the University so uhh explain to the students (using body language in a circular shape)

T: So classroom dynamics or the lay out of the classroom Gentle classroom dynamics (informing him to take notes about this idea)

Gentleman: Classroom dynamics

Successful: (raised up her hand) also the number of students uhh must be limited yes yes

Angel: I wanna add something uhh what do you think if uhhh I mean the form of the classes we won't any more learn in classes we won't a kind of uhh I mean

Gentleman: Atmosphere (overlap)

Angel: A friendly atmosphere or uhh I mean to uhhh to enhance uhh the learners' to feel familiar with each other to communicate freely to uhhh I mean no form of classes the teacher uhhh I mean stand in the center and uhhh

Wonderful: The tables are fixed

Candy: the form of the seating like this

Angel: Yes (Nodding)

T: The layout of the classroom

Angel: the layout of the classroom yes

T: The layout of the classroom

Ss: Yes

Shy: Also I want to add a point the use of multimedia is very important like every student must have his own computer

T: Laptop

Candy: Electronic learning?

T: Sorry! E-learning

Candy: E-learning

T: So uhh what we call to enhance the use of ICT tools

Shy: ICT?

T: ICT tools Information Communication Technology

Candy: Information Communication Technology (at the same time overlap)

T: ICT

Wonderful: ICT (at the same time as the teacher overlap)

Gentleman: ICT? (Confirmation checks)

T: Tools

Gentleman: Tools

T: Yes

Friendly: I want to add something for what my classmates have said this seating I call it it's better for the students

T: UHHH

Friendly: To communicate because uhh the problem of the traditional calass we just sit with our friends close friends when we go from the class we can't speak in English at all but when we have new friends we should speak with them in our uhhh (silence)

T: Finish your sentence

Friendly: Specialized? Specialité (silently)

T: Field their field Field Field (Recast)

Dreamer: Also I have to add always I wanted to create a theatre

T: Okay!

Dreamer: In our University for the talent students who want to perform

T: Umm

Dreamer: In the stage

T: Talented students talented talented (Recast)

Dreamer: Talented?

T: Talented (Confirmation checks)

Dreamer: Talented students who want to perform in the stage like to make plays or songs or uhhh

T: Uhhh

Friendly: Yes I think what she speaks about is uhh to organize one day per week for students

Dreamer: Meeting

Friendly: Yeah a meeting for many uhh many tasks

T: Uhhh

Friendly: And different tasks they uhhh they can share (mispronounced)

T: Share (correct pronunciation) (Recast)

Friendly: Yeah share uhh

Candy: Together

Friendly: Together yes (Peer assistance)

T: Okay

Friendly: Moments uhhh

Ss: Yes

Beautiful: Do you suggest having a psychologist in our University

Psychologist: Absolutely I suggest a personal psychologist (silence)

Gentleman: in our University (Peer assistance)

Psychologist: In our University at the university of course in each department in each field uhh the psychologist can help to uhhh support at the university can help students can help student worker teachers too he can give so much for the uhhh university

Wonderful: But uhh here we speak about uhhh

Beautiful: Can I interrupt (raising her hand)

Wonderful: Sorry but we speak about foreign students who come to our university and how we can uhhh present the uhh our university and how we can uhhh how we uhhh can put them in the atmosphere of their uhhh

T: There is there is

Biology student: Even those who come from a distance (Overlap)

T: what we call psychologist support health support medical support or counseling we talk about medical support

Biology student: Yes

Wonderful: Yes

Biology student: the psychologist can help uhhh

Psychologist: the students uhh I am talking about how the psychologist can oriented

T: Orient (Recast)

Psychologist: Orient students at the university that's all

Beautiful: To help him uhh

Biology student: To adapt (Peer assistance)

Beautiful: Yes

T: Because remember while at university you are a foreign student there is sickness called "homesickness" uhh okay so people may suffer from this students lonely students they need a psychologist

Wonderful: To help them integrate

T: Yes we have also uhh (Overlap)

Wonderful: In the community

T: We have students who have diseases they have diabetes they have asthma they have so they need a doctor

Ambitious: Yes, Yes

T: You are the doctor so may be uhhh so

Successful: I want to add something (raising her hand) I suggest that uhh give a chance to uhh students to practice their ideas and training them to uhhh foster their thoughts for example uhhh put a time to uhh take them to places of uhhh to practice for example enterprise or organization

T: Companies company company (Recast)

Successful: Company training

T: So training after university a program for training

Friendly: (raising up her hand) so I suggest that uhh to let them uhh to let students uhhh a day uhhh

T: Schedule a schedule to set a day or schedule (Recast)

Friendly: Yes to set a day for cleaning the department each uhh

T: Maintenance

Friendly: Yeah

T: This is called maintenance (Recast)

Friendly: To make them feel responsible more

T: To push them to become more responsible (Recast)

Friendly: We don't have a person to clean but the student himself

T: To involve involving them in the hygiene the cleaning can we say uhh

Friendly: to make them feel responsible

Candy raises up her hand

T: Yes

T: Yes

Candy: I think also the university should contain a museum for uhh to expose uhh the project students' projects (Self-repair)

T: A museum for projects museum museum (Confirming the idea)

Candy: Yes this is uhh how I can uhh suivre (in French)

T: Follow (Recast)

Candy: Which follow

T: Follows (Recast)

Candy: Which follows uhh the studies uhh which concerns the studies of students or the cultural weather of the country for example uhh

T: Okay!

Candy: This happens especially in uhh in London when uhh when the eastern wars happened the students expressed in painting in uhhh

T: Walls

Candy: Walls

T: Graffiti

Candy: Yes Graffiti

T: To have a specific thing uhh exhibition an exhibition to have an exhibition

Dreamer: (Raises up her hand) we have to think also for entertaining

T: Entertainment (Recast)

Dreamer: Entertainment we have to organize (Mispronounced) organize (Correct pronunciation) journeys (Self-repair)

T: Journeys sightseeing tours

Dreamer: yes

Shy raised up her hand

T: Okay!

Shy: Also because uhhh we are Muslims we have to create an agency like Zakat like my friend said an agency to collect money

Angel: Charities

T: Charity Yeah

Shy: Charities to help uhh

T: Poor (Teacher assistance)

Shy: Poor students who cannot pay

Wonderful: Fees (Peer assistance)

Shy: Fees

Gentle: Fees (Confirmation Checks)

Shy: Fees of the university we uhh because we uhhh hve mentioned that our university is a private university

T: Okay! Good

Biology student: So we must mention when and how to pay fees

T: Should be paid Yeah! the deadlines to submit uhh

Biology students: Per year per month

T: You haven't even mentioned how many terms you'll have they will have to study what are the type the courses they are uhh quickly! Quickly! Calm share

Calm: We should offer them a cafeteria so they don't have to leave the university [inaudible]

T: Restaurants

Calm: To organize meeting between the director and the students to know the needs of the students

Candy: Also we should have sports clubs

New: What are the requirements to access to the university?

Brilliant: The requirements

Lovely: We have to make uhh a list of all uhhh

T: Okay! I think we should stop here we've run out of time In the end I shall say thank you very much for your collaboration I hope you have enjoyed today's lesson

Ss: Yes Very much

T: In the end I shall say thank you very much for your attention take care of yourself enjoy your time and keep yourself till we meet the next time. See you tomorrow bye!

Lesson 15: Keys to Personal Power 03/10/2013

The objective of this lesson is to enhance learners' self-determination and motivation and self-empowerment.

T: In the Name of Allah the most Gracious the most Merciful. Good Morning everyone. How are you today?

Ss: Fine Thank you

T: During the summer holidays I have been thinking about our experience in the CPP Program and I have realized that what you needed most is something to boost your motivation for learning I have been inspired that what you were looking for is something different something positive that may help you realize all the dreams we are hoping for and to enhance your zeal to learn looking at the course of your achievement in the program I have decided to end up our meetings with this lesson in a way to sum up all what we have seen together so far and to leave you with key ideas and key points that might help you in your endeavors not only as a student or rather let's say a learner

but as a teacher and most importantly as an individual we will spend more than one hour together to discover the 10 magical steps or keys for success I would like for the time being to have a first listening of the first part and then we gonna discuss few points are ready for today's journey

Ss: Yeah!

T: Okay! I want you to listen the first half of the lecture for a couple of minutes first and then we are going to discuss step by step and we are going to go through all the episodes of the lecture one by one Ready!

SS: Yes

T: Enjoy the listening please!

Listening and watching the video 20 for Minutes

The video has been taken from:

https://www.youtube.com/results?search_query=10+keys+to+personal+success+brian+tracy

T: Okay!

Gentleman: We should have listened to it before we should have this kind of videos and lectures for teenagers and start at an early age

T: Have you ever had a chance of exposure to such kind of videos in your previous classes?

Ss: No! It is the first time

T: Okay! So we have created a new environment for learning English?

Ss: Yes

T: Okay! So let's have our first students' impressions about this new environment Yes

Bright: Okay! It had corrected me a lot actually

T: Uhhh

Bright: uhh he gave us steps to uhhh to go through a paved way actually he gave uhhh he gave us ten steps to follow uhh it seems to be he seems to be uhh really a successful man (Self-repair)

T: Uhhh

Bright: He knows what he says he talked about this in evenness and mentioned how to be clear how to be focused how to be straightforward

T: Uhhh

Bright: How to have or should have a clear vision we should have goals

T: Uhhh

Bright: It helped me a lot actually

T: Okay! Good So what do you think of uhhh this new approach of teaching English via this new material? This ICT material

Bright: It should be really fruitful

T: Uhhh

Bright: Because of the information it contains uhh of the language we are in touch with a native speaker and uhhh

T: Uhhh

Bright: An American native speaker uhhh he speaks fast but uhh (Analyzing authentic language)

T: UHHH

Bright: We could really understand him so it would be really fruitful

T: uhhh Do you think that uhh such kind of materials should be used from now on in our classrooms?

Bright: Of course of course as my friend says uhh from an early age it would be really helpful

T: Yeah

Bright: To learn the language and to have good information

T: Good Thank you very much thanks a lot

Bright: Thank you

T: Okay! The same questions as your friend your impressions about this new material

Gentleman: It's really helpful for all uhhh the categories of uhh people

T: UHHH

Gentleman: From early age to uhhh the old because it uhhh gives uhh to people a new way of living

T: UHHH

Gentleman: New perspectives new uhhh a creative way of developing and uhhh to be uhh powerful

T: UHHH

Gentleman: As he said keys of personal power

Reflection: (After today's lesson they we able to analyze authentic language understand and comprehend authentic message and native speakers with ease)

Gentleman: He started with uhhh successful and unsuccessful people men and women he studied he saw their religion and uhh psychology and uhh physical appearance and everything uhhh he said that if we have ten or uhh at least if we lack only one uhh qualities that's not uhhh important if the term is correct

T: UHHH

Gentleman: We can develop uhh this principle and uhh become a habit and the person will be successful

T: Okay! What about the new approach used here the ICT tools integrated in uhh the classroom so did it uhh is it good for you as a student as a learner of English not anymore a student but rather a learner of English?

Gentleman: Yes it is as I have said uhh it gives us a new perspective to life

T: Okay! Good so do you think that we should apply this technique uhhh

Gentleman: They should

T: And spread it all over the categories and the levels?

Gentleman: Yes from the beginning to the uhh

T: To the advanced level

Gentleman: Yes

T: Good Yes (Addressing Angel)

Angel: Good morning madam good morning everybody

T: Good Morning

Angel: I Angel uhh for uhh to start with uhhh I want to say that the use of the ICT tools in the classroom for the learner of English it's very successful and fruitful

T: UHHH

Angel: Fruitful for them

T: UHHH

Angel: Uhhh it uhh helps them to uhh interactch interact sorry interact (Self-repair) and uhhhit is successful why because it's a kind of uhh visual uhh (Body language nodding) visual tools

T: UHHH

Angel: It helps to uhhh to interact with the audience or the learners

T: UHHH

Angel: It attracts their attention

T: UHHH

Angel: To follow what uhh I mean the scientist is going to say

T: UHHH

Angel: the body language the use of the body language is very interesting to uhhh I mean to uhhh express or to send the correct message

T: UHHH

Angel: Uhhh

T: Okay! So You've enjoyed the new technique

Angel: Yeah! TOO MUCH

T: The new methodology?

Angel: TOO MUCH TOO MUCH

T: Okay! So uhh what is your impression about the talk?

Angel: The talk?

T: The main message of the talk

Angel: Uhhh The message of the talk the message of the talk is very interesting

==Reflection: These questions were directed to enhance their comprehension of the native speaker's talk or speech==

T: UHHH

Angel: It helps me a lot

T: UHHH

Angel: To uhh I mean to uhhh to decide what is going to what I am going to do

T: UHHH

Angel: As a further steps uhh to achieve my ambition or uhh my goals

T: Good

Angel: In the future uhh because you've seen that uhh the talk is is uhh divided into parts

T: UHHH

Angel: So this technique uhh this technique helps us to concentrate more

T: UHHH Yes Have you noticed that I have divided the lecture into three parts from the easiest the most difficult

==Reflection: I have divide the talk into three phases first phase a small proportion of the talk stating two elements the second part stating three elements and the last five elements at once==

Angel: I mean it's uhh like a plan

T: Uhhh

Angel: Or a mind-map

T: UHHH

Angel: To follow like uhh to follow uhh to divide what is uhh first and uhhh

T: UHHH

Angel: Second step is really uhh successful

T: Okay! Thank you very much thanks a lot Yes (addressing Friendly)

Friendly: Good Morning

T: Good morning

Friendly: Uhh actually I know these steps I know this uhh what he said

T: UHHH

Friendly: But he remembered me I forgot some things he remembered me sorry

T: So reminded me

Friendly: Reminded me what I didn't know uhh it it's uhh to be clear about the results

T: UHHH

Friendly: Also he it's very uhh (pause) how to call it it's very helpful

T: UHHH As far as the technique used in sending the message by uhh Via ICT means so uhh how did you find this approach

Friendly: It is very uhhh

T: Of teaching?

Friendly: Yeah it's better than the teacher told his students do this and this and this

T: UHHH

Friendly: I think this is better

T: It's better? In what sense it's better so

Friendly: For the students

T: UHHH

Friendly: Because when the teacher told them do this and this and I mean steps

T: UHHH

Friendly: He will uhh they will not uhh how to call it

T: They will not apply them

Friendly: No! They will not uhhh

T: They won't be interested or attracted to uhhh (Teacher assistance)

Friendly: They will not be interested about all of them

T: Ahhh UHHH

Friendly: But when he uhh heard from an expert they will accept it

T: Accept it or take it seriously

Friendly: Yeah!

T: Okay! Good

Friendly: And about uhh what I learned this uhhh

T: From (Recast)

Friendly: From this technique is to be always aware that's it

T: Okay! Thank you very much

The successful: Good Morning Miss good morning everybody I am the successful

T: Good morning

The successful: For me uhhh the ICT tool is the best way to learn English or any any any domains for me the ICT tool is uhh useful because of uhh firstly because it uhhh allows us to uhh hear the native speakers

T: UHHH

The successful: It uhhh nearly help to practice our hearing

T: Listening

The successful: uhhh our listening and it makes us it makes us it makes us

T: Motivated (Teacher helps the student overcome the communicative breakdown teacher assistance)

The successful: Motivated, motivated Yes

T: UHHH

The successful: For me uhhh it must uhh added to the program of English

T: It must be added to the program (Recast)

The successful: It must be added to the program of English

T: Good Yes

The successful: For this video I uhh I benefited from uhh from it very much

T: UHHH

The successful: Because it uhh motivated me and uhh remind me how to uhh specify our goals and uhh focus on uhh the results and uhh

T: UHHH

The successful: And remember me uhh make me remember (self-repair) how to achieve my goals it gives uhhh he gives me uhh the method that I must write my goals every morning and uhh try to achieve it Yes

T: Good Thank you Good Morning

Gentle: I am gentle

T: Yes

Gentle: I liked this video this researcher

T: UHHH

Gentle: From now on I uhh will change my beliefs my uhh ideas because I wasn't a dreamer I don't like uhh I didn't like to dream

T: UHHH

Gentle: Because he said when you dream something you have to uhhh give uhhh to take that direction and uhh with sense

T: UHHH

Gentle: Because no sense of the direction will let you a failure

T: UHHH

Gentle: And ends up with failure and we have to uhh ummm to have goals in our life

T: UHHH

Gentle: Because when we have uhh we should have some ideas and specific goals in our life to be successful people

T: UHHH

Gentle: And we have to make decisions

T: UHHHH

Gentle: In our life

T: UHHH

Gentle: Umm successful people make their decisions right

T: UHHH

Gentle: We have to uhhh to have a vision uhh

T: UHHH

Gentle: To have a vision to yourself and to uhhh

T: UHHH

Gentle: And to your life

T: UHHH

Gentle: Umm we have uhh for example if we want uhh if we are thinking of uhh a project we want to do something a work or I don't know we have to focus on the results not the causes

T: UHHH

Gentle: Not the activity itself

T: UHHH

Gentle: We have to think what are the goals we have to think what we are going what we want to reach what goals we want to uhh to have

T: Yes what about the new method the new approach of sending the message through the ICT tool

Gentle: The ICT tool is really very interesting nowadays because I think I experienced this with my uhh young boy my brother (Student speaking as themselves)

T: UHHH

Gentle: Uhhh I let him watch the video in English and uhhh he started just to repeat what they said

T: UHHH

Gentle: In English

T: UHHH

Gentle: By say it wrong and then I correct him and now he uhh (laughter) for example when uhhh if uhh if I told him something he would say yes no and so on he uses some words of English so uhhh the ICT tool is very very helpful

T: Good good so you think that this uhh technique should be integrated in all our classrooms

Gentle: Yeah

T: At all levels?

Gentle: Yeah if I am still in this context of teachers I will apply it in my classroom

T: Okay! Good thank you very much thanks a lot. Now I want you to listen to the second part of the video and try to take notes of the main ideas

Task: Listening and watching 20 Minutes

T: Okay! So what do you think of his language? Easy difficult?

Ss: Easy

T: Easy language

Ss: Yeah!

T: You can understand it easily?

Successful: Really

T: Very clear

Angel: Yeah!

T: Okay! Good so what about any difficult words vocabulary No difficult words?

Ss: No difficult words

T: Simple words?

Ss: Simple words

T: Simple language?

Ss: Yes

T: Good

Angel: Even there were scientific words uhh

T: scientific words (Confirmation checks)

Angel: They are still uhhh

T: They are understandable okay! Good so what have you learnt from the second part of the video or rather of the lecture Yes

Friendly: How to use our effort

T: How to use your efforts he talked about two things could sum up them (Indirect Recast)

Friendly: Yeah! Competence and concentration

T: Competence and concentration how important are they for the learner for the learner of the language competence and concentration?

Friendly: For the learner?

T: Yeah!

Friendly: For the learner he has uhh he has to have a lot of competence and a lot of concentration he needs to know how to use it

T: So how well this will help you as a leaner to learn about competence

Friendly: It helps a lot

T: To learn about competence and concentration

Friendly: It helps a lot

T: In what ways for instance

Friendly: Uhh as I have said how to use your time

T: Uhhh

Friendly: Your efforts

T: UHHH

Friendly: How to uhhh be how to be an excellent student

T: UHHH

Friendly: Umm

T: So not anymore thinking of uhh being in the average level

Friendly: Yeah!

T: Yeah! So we should look for uhhh

Friendly: For the top

T: For the top

Friendly: Yes as you have said

T: And he has said

Friendly: He has said yes

T: Good What about you Bright what have you understood from this part

Bright: To be competent you have to set goals

T: UHHH

Bright: First of all then you have to focus on being the excellent one the best one

T: UHHH

Bright: You have to devote yourself to be uhh to work harder instead of eight hours he said you will have to work twelve hours to be excellent

T: UHHH

Bright: Eight hours will be survival and more than that you'll be an excellent

T: UHHHH

Bright: Uhhh what else excellence as he said is a journey not a destination

T: UHHH

Bright: You have to take one step a time you have to set goals to set priorities and you go through the way

T: Good

Bright: Uhh you have to love what you do if you're not loving what you do

T: UHHH

Bright: You'll be out of it you'll be a normal an indifferent uhh being

T: Okay! Good

Bright: About uhh what else concentration successful people focus on important things

T: UHHH

Bright: We have to set priorities as he said we have to do things fastly for that you have to make a plan or uhh draw your way to achieve what you want

T: Good Yes

Bright: That's it

T: Good thank you. What about you Gentleman?

Gentleman: He was talking about uhhh what is the important point that leads to success

T: UHHH

Gentleman: Which is competence

T: UHHH

Gentleman: Because nowadays people get lost or locked in one place

T: UHHH

Gentleman: But once they uhh have commitment of being excellent

T: UHHH

Gentleman: and to be competent everything is changed and it paved paves the way to be uhh excellent in specific domain (Self-repair)

T: UHHH

Gentleman: Uhh we have to work hard

T: UHHH

Gentleman: to be more competent uhh competent and invest in time

T: UHHH

Gentleman: Uhh another thing which is uhh important is self-esteem

T: UHHH

Gentleman: Self-esteem and uhh to love the work because if you don't love the work uhh you may uhh get frustrated and uhh I don't know

T: Stressed?

Gentleman: Yeah the second thing is concentration concentration and uhh is the focus on uhhh the top important things

T: UHHH

Gentleman: And uhh concentrate on the important things and what is uhhh the most valuable use of my time

T: Okay!

Gentleman: I have to ask uhh myself over and over again uhh what is important and what is uhh and how to reach it and uhh the sense of uhh urge urgency (Self-repair) the repetition of doing things well and fast and to take responsibility responsibilities (Self-repair) acting fast on uhhh work once I uhh convince myself and act fast over and over again it becomes a habit.

T: UHHHH

Gentleman: Uhhh

T: Okay!

Gentleman: That's uhh what will lead to 100% accomplishing my uhh

T: Task or goal (Teacher assistance)

Gentleman: Yes

T: GOOD Angel what about you what are your thoughts

Angel: Uhh the expert is uhh talking about two important qualities or keys of uhh to be uhh a successful person

T: UHHH

Angel: Which are the excellence and concentration

T: UHHH

Angel: About the excellence it uhh he said that it's very very important to be a successful person

T: UHHH

Angel: uhhh do your best to get better results

T: UHHH

Angel: Avoiding the excuses

T: UHHH

Angel: Because uhh finding the excuse is uhhh stops you to go further

T: UHHH

Angel: Setting yourself correctly

T: UHHH

Angel: I mean just be yourself

T: UHHH

Angel: Uhhh it helps to uhh increase your confidence

T: UHHH

Angel: Boosting your confidence to achieve your goals

T: Uhhh

Angel: The more you work the best you get uhh results

T: UHHH

Angel: Be exceptional be different from the others do it in another way to be I mean exceptional uhh exceptional in your uhh in your work

T: UHHH

Angel: He talks also about a very important item which is invest investment (Self-repair) of uhh the time

T: UHHH

Angel: If you have I mean uhh we have to uhh limit errr Ahh or just to uhh to limit or to uhh to limit the uhh the time according to the uhh work

T: UHHH

Angel: Uhhh for example uhh our work it last two uhh don't give it more than two hours

T: UHHH

Angel: This is about excellence uhh he said about the concentration uhh he did the uhh I mean concentrate on the most important uhh goal

T: UHHH

Angel: Uhh start from the top of the item items of the list

T: UHHH

Angel: Just write your list according to uhh from the most important to the less start from the top of the list and concentrate on uhh your uhh goal

T: Good

Angel: Uhh (pause 2.0 Sec) the management of your time according to uhh as I said to the uhh to the goals

T: UHHHH

Angel: Urgency in uhh doing things be fast uhh in doing things

T: UHHH

Angel: the priority of your goals

T: UHHH

Angel: I mean uhh (pause 2.0 Sec)

T: Good!

Angel: It helps you to uhhh achieve your uhhh

T: Your target

Angel: Yeah!

T: Thank you very much Okay! Successful?

Successful: the expert cited (pronounced in French)

T: Cited (Recast)

Successful: Cited two other points to be the successful person

T: UHHH

Successful: The uhh the two uhhh the first one is uhh about competence

T: UHHH

Successful: He cited (pronounced in French)

T: cited (silently) (Recast)

Successful: Cited to have this competence the first one is uhh to uhh to be successful and an excellent person to give ourselves opportunities to uhh reach to the top

T: UHHHH

Successful: To work hard to uhh to get uhh better uhh

T: Result

Successful: Results and uhh to love our works to avoid uhh frustration and failure

T: UHHH

Successful: The second point is uhh about concentration uhh he uhh

T: UHHH

Successful: He cited points to uhh to get this point

T: UHHH

Successful: The first one is uhhh to concentrate on uhhh one thing at a time

T: UHHH

Successful: The second thing is uhh the use of time

T: UHHH

Successful: Try to uhh to have useful time

T: UHHH

Successful: Uhhh and uhh the third point is uhhh asked ourselves how our time is valuable the use of uhh time

T: UHHH

Successful: And uhhh another point is uge uge ugency

T: Urgency (Recast)

Successful: Urgency which means have a quick reaction to our decisions

T: Very Good! Gentle?

Gentle: He talked about two important points that led you to success

T: UHHH

Gentle: Competence and concentration

T: UHHH

Gentle: Competence we have to bear in mind that we can do whatever we want

T: UHHH

Gentle: And then by uhh just how to work

T: UHHH

Gentle: Umm we have uhh we have to uhh to think about competence very very much because uhhh uhhh uhhh (fillers) and we have uhh we yeah (pause 1.0 Sec) yeah we could be excellent and better than those people uhh just by uhh

T: UHHH

Gentle: hard work and uhh as bright she said if you work four hours a day will be what what ?

Bright: Survival

Gentle: Survival and so on

T: UHHH

Gentle: Doing our best every time and uhhh you will uhhh be the best one

T: UHHH

Gentle: Being excellent will open the doors in front of you uhhh umm in front of you and all peoples all people will search for you because just excellent people get the best opportunities of work

T: UHHH

Gentle: Umm the harder you work the best you get

T: UHHH

Gentle: We we uhh (pause 1.0 Sec) Yeah we have to uhh like our work because if you don't like your job or your uhhh your job or the work that you're doing you will end up as a failure and will not be successful he talked about concentration he said you have to concentrate on uhh the top items

T: UHHH

Gentle: And uhhh not w waist the time

T: UHHH

Gentle: We have to be very very fast move faster as much as we can

T: UHHH

Gentle: UHHH UHHH

T: Yeah

Gentle: Yeah!

T: Good excellent. Now! I want you to listen to the last part till the end of the lecture without any interruption

Listening and watching 30 Minutes

T: This is the end of the listening task we gonna move to something else I hope you've enjoyed the video and the lecture we have learnt a lot from Dr. Brain Tracy and his ten magical C's and key steps for personal power personal fulfillment and personal success I hope everyone of us will apply them in their daily lives after today's experience which will be our last session in the CPP program I would like to end up with the following question: How do you describe the ideal environment for learning English? Yes

Bright: For me personally the teacher is a pre important element in the classroom

T: UHHH

Bright: But when involving uhh of the ICT tools it will be much better I think

T: UHHH

Bright: You can uhh the teacher will give the opportunity to uhh students to be in touch with uhh native culture native language to learn from external suppliance

T: UHHH

Bright: Okay!

T: So after the CPP program how do you think of your future as an English learner? What are your plans for example after this course would be for example?

Bright: I try my best to uhh to be uuh to listen more to the audios

T: UHHH

Bright: To uhh use it why not to use these instruments and tools to uhh to teach why not okay!

T: Good Thank you very much the same question How do you describe the ideal environment for learning languages in general and English mainly?

Gentleman: I think uhh if there is uhh interaction between uhh the teacher and uhh the learners

T: UHHH

Gentleman: Must limit the numbers of the learner the number of learners must be less than 10 or uhh

T: Okay!

Gentleman: Because uhh in order to give uhh the chance to uhh each uhh every one to talk

T: Okay! Thank you Good

Gentleman: And uhh the teacher uhh has to use body language in order to express more

T: UHHH

Gentleman: That's uhh

T: What about ICT tools

Gentleman: It's important of course

T: Okay! ICT tools are important

Gentleman: ICT tools are important

T: So how do you qualify your future as an English learner from now on after this program so uhh what what are your plans actually for learning the language from now on?

Gentleman: As a learner?

T: As a learner of course yeah

Gentleman: I don't know (pause 2.0 Sec)

T: What are you planning for? What are your plans with regard to what we have seen so far so what what are you planning for?

Gentleman: Of course I will try to uhh to apply what I have seen

T: UHHH

Gentleman: It's not uhh it is just ideas must be taken into consideration and must be applied completely

T: So practice practicing what has been learned

Gentleman: Yeah

T: Very good thank you very much so the same question how do you qualify the right or the ideal environment for learning English?

Angel: Umm After my experience or uhh during this experience of the CPP program I mean

T: UHHH

Angel: I discovered very important things

T: UHHH

Angel: To focus on

T: UHHH

Angel: It was really a great experience to me for me (Self-repair)

T: UHHH

Angel: I've learned very important things if I have the chance to make a change I will make everything

T: UHHH

Angel: I have learned before the form of the class is very important

T: UHHH

Angel: The circular seating

T: UHHH

Angel: Facing each other

T: UHHH

Angel: Contacting each other make communications

T: UHHH

Angel: It is very important to uhhh it is very important for the learners

T: UHHH

Angel: Uhhh the use of the ICT tools ICT tools it is very very fruitful and a very successful method or technique

T: UHHH

Angel: For the learners to interact to motivate them

T: UHHH

Angel: To learn uhhh I mean it's video or visual tool uhhh

T: So uhh what are your plans now as a future learner? So what are you planning for?

Angel: As I have said before I learned very important things so uhh I will (pause 2.0 Sec)

T: Apply them

Angel: Apply them step by step it's not impossible

T: Very good (smiling)

Angel: It is not impossible at all Ahhh I mean it's uhhh a promise

T: Good

Angel: I promise

T: Thank you very much thanks. The same questions

Friendly: In my opinion?

T: The ideal environment

Friendly: Yeah the ideal environment in my opinion uhh what I see what I saw (Self-repair) in the CPP program is the uhhh very ideal environment

T: UHHH Good

Friendly: We worked in uhh a friendly uhh in a friendly uhhh

T: Atmosphere

Friendly: Atmosphere

T: Yeah

Friendly: Uhhh

T: Okay! So what are your plans from now on for the future?

Friendly: Of course I uhhh I will practice what I've learned before

T: And never give up

Friendly: Yes of course

T: Okay never give up okay thank you very much Yes (addressing the successful)

The successful: For me the ideal environment to the learners uhhh is uhhh is uhh (body language) a group of points

T: UHHH

The successful: The first point is uhhh we must reduce the number of students

T: UHHH

Successful: To give a chance to everyone to share with uhh the teacher

T: UHHH

Successful: The second point is uhhh create a friendly environment

T: UHHH

Successful: The third point is uhhh give uhh project and research to the students

T: UHHH

Successful: The fourth point is uhhh and use the ICT tools

T: UHHH

Successful: Another point is uhh give a chance to uhh every student to introduce the lessons as uhh a teacher

T: UHHH

Successful: Another point is uhh umm when they graduate they must give uhh a research when they uhhh finish not like us we just graduate

T: Graduate without a memoire at the end UHHH

Successful: For my plans uhhh in the future uhh I plan to apply the points I extracted from the CPPP program and improve my English

T: Okay!

Successful: My English language

T: Very good thank you very much Yes Mr. Gentle

Gentle: The ideal environment?

T: Yeah!

Gentle: First of all the teacher should be umm very kind with the uhhh his pupils

T: UHHH

Gentle: Should be a communicator

T: UHHH

Gentle: Umm Er I don't like those severe teachers the teacher has to talk with his students and try to be a friend with them

T: UHHH

Gentle: With limits of course

T: UHHH

Gentle: Umm with the classroom uhh overcrowded classrooms is also a negative umm uhh negative point for success

T: UHHH

Gentle: Umm it must be less than twenty

T: Twenty (Confirmation checks)

Gentle: Yeah umm the use of the ICT tools

T: UHHH

Gentle: Of course we have to apply it from now on and it is really very important for for uhh umm to learn a foreign language umm English language

T: Yes Yeah!

Gentle: Yeah

T: Okay! Good so what about your plans what are your plans?

Gentle: My plans uhh I Inchaa Allah (with God's will) apply the uhh techniques that you used in the CPP program

T: Okay!

Gentle: Listening and uhh

T: Speaking

Gentle: Especially listening

T: Okay! Thank you very much very good excellent. This is the end of the session of the 3rd of October 2013. In the end I shall say thank you very much for making it today thank you for coming thank you for your attention for your collaboration and for all your efforts with me I hope the CPP program was a successful experience for everyone who participated in it. For me it is really an unforgettable experience so I wish you all of you good luck for all your endeavors and once more thank you so much in the end as usual thank you very much for your attention take care of yourselves and enjoy your time and keep yourself safe till we meet the next time In chaa Allah

Ss: Thank you Madam

T: THANK YOU BYE!

Appendix F

C.6. Students' Interviews Questions

1. What hinders you from achieving a good proficiency in English?
2. According to you, what were the causes that pushed you to have this level in English?
3. What are your expectations in this conversational classroom?
4. How can the use of the communicative software promote your proficiency level?
5. How often do you use the target language outside the classroom?
6. How important is conversational interaction for you to master English rules?
7. How important is conversational interaction for promoting your speaking skill?
8. How do you qualify conversational interaction?
9. How do you qualify negotiation of meaning?
10. What are the moments you feel the need to use different languages?
11. What have you liked about the CPP Interactive program?
12. What are the things you disliked about the CPP program?
13. Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.
14. What do you think made this good teacher?
15. What similarities and differences you see in your English learning before and after the CPP program.
16. How do you describe the ideal teaching environment?
17. If you could have changed anything in your EFL classroom, what would it have been?
18. How would you teach English if you were an English teacher?
19. These are some of the comments that EFL teachers have made about good teachers, do you agree or disagree with?
20. How do you see your future as an English learner? What are your plans to promote your proficiency level?

C.7. Focus Group Interview Sessions Transcript:

Part One

Group One

T: How often do you use English outside the classroom?

S1: A lot actually.

T: a lot?

S1: Yes, I use it with my friends a lot of my friends have the intention or the desire to carry on their studies abroad. Also I used it at home

T: With whom?

S1: With my little brother. I also find someone who wants to master English who is always practicing with me. So all in all I can say that I use English a lot outside the classroom.

T: How important is conversational interaction for you to master English rules?

S1: I am sorry can you repeat?

T: How important is conversational interaction for mastering English rules?

S1: Yeah! I remember when I started ummm learning English I took a course online and uhhh the teacher does say that the best way to uhh to avoid making mistakes is to correct them so when I speak I uhh I make a lot of mistakes when I speak actually but uhhh I uhh tend to correct them also I correct others' mistakes so it helps me a lot in grasping the rules.

T: Which method do you prefer as far as error correction is concerned? Do you prefer an immediate feedback or a delayed feedback?

S1: I don't know it depends on the situation.

T: For you?

S1: Yes! Sometimes I don't like to cut off the flow if I might say of the conversation. I would delay the correction of the mistake to the end uhh of the conversation if it feels right to correct it right away I will.

T: How important is conversational interaction for promoting your speaking skill?

S1: How Important?

T: Yes!

S1: I think uhh it's very important very crucial. How else can I promote my speaking skills without conversational interaction.

T: Thank you very much.

T: How often do you use the target language outside the classroom?

S2: Okay umm in the department all the time with my friends. Of course my English students friends uhhh on Facebook may be I always chat with my friends in English That's all.

T: Did you have a chance to speak with native speakers.

S2: Yes, I had.

T: Orally? Or?

S2: Orally and by typing. In the VCD conference Program we had students. We spoke to students from Washington DC. And it was a great experience.

T: How important is conversational interaction for promoting your speaking Skill?

S2: Of course, it is really important I think that the best way to learn any language is by practicing it orally besides reading and writing.

T: How important is conversational Interaction for the mastery of English rules?

S2: Very important ummm very uhh very important umm I think we learn uncountedly grammatical rules by speaking and grasping the mistakes and the rules.

T: Talking about the mistakes Do you prefer to be corrected on the spot immediate feedback or to have a delayed feedback?

S2: It depends on the situation I think uhh may be when it is appropriate to correct mistakes. For example, when I am with my friends I think it's uhh the best way to correct in the right situation. But with my teachers may be I will be shy or uhhh I don't know uhhh.

T: If the teacher corrects your mistakes do you prefer to be corrected on the spot or to have a delayed feedback?

S2: The both I don't have a problem with both methods.

T: Thank you.

T: According to you who do you think was the good or the bad teacher? (You do not have to mention names) , just speak about the approach and the attitudes towards learners?

S3: For me the good teacher is uhhh I met one in my four years uhh she was really uhhh I forgot the words.

T: You did forget the words?

S3: uhhhh I think she has a great procedure and uhh method uhh she helped me a lot I learned from her a lot many things. May be not only in English , but also in my life uhh . But the bad teacher I don't think I am in level that make me say that this teacher is the bad teacher or not.

T: You have to bear in mind here that we are not judging persons as persons , but we are talking about teachers as teachers. We are talking about teaching attitudes , teachers using different methods to help their students. Some of your friends said things like : a monster , this one is arrogant… This could be seen as one of the factors that stops you from communicating , that would push you to talk or not . I think from this angle you are going to speak and give your opinion.

S3: For me uhh the bad teacher who did not interact with uhh all uhh his students uhh also uhhh uhh when he abuse his students or make something bad just to satisfy himself.

T: Let's move to the qualities of the good teacher. What do you think made that good teacher?

S3: Uhh cose I feel that I am really relaxed. I learned from her uhh a good teacher is just when I feel that uhhh I am uhhh relaxed and uhhh so I understand everything.

T: You are looking for a friendly environment?

S3: Yes!

T: What do you think of the CPP Program's teacher, procedure, techniques and attitudes?

S3: Till now I think it is a great experience. I really like this program and uhhh for me uhh is the one thing uhh that I wanted from learning English. I did not want to be a teacher or another thing I attended English just to speak it nothing more.

T: According to you what pushed you to have this level in English? First, are you satisfied about your level?

S3: No! Not at all. because I don't practice it at all.

T: What about in the classroom? Do you think multimedia resources and software are useful?

S3: Yes!

T: Your teachers? Were they using them?

S3: No uhh I think only with one year teacher uhh.

T: How can the use of communicative software be helpful in mastering the communicative skills?

S3: I think uhhh they are very useful for me. For me I learned many things in few sessions.

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

S4: So uhh for me the good teacher is the one who creates a good atmosphere during or within the classroom he tends to speak and treat his students as friends uhh and try to share with them works. Try to share with them work and not to be uhh only the leader. So he give some responsibilities to his students uhhh on the other stand in the other side the bad teacher he never he is the one that he is very uhhh umm upset he didn't care

about his students never mind if uhh yes there is no interaction between him and his students. He enters the class he give the lecture or do his job and without any interaction with his students.

T: What about the good teacher? You have talked about the good teacher what do you think made that teacher a good teacher?

S4: As I have mentioned the good teacher is the one that he shares his work with his students it means when he enters the class he never makes you feel that you are uhhha student that you are uhhh a friend more than a student.

T: what do you thing of the CPP Program teacher, procedure techniques and attitudes towards you?

S4: I think that it is very useful because it depends on many techniques like the software it makes us deal with native speakers and different procedures that was very useful.

T: Good! How important is conversational interaction for promoting your speaking skill?

S4: I think that is the main uhh important thing because without conversational interaction we can uhh cannot promote our level of English how well we can also correct our mistakes through it.

T: Talking about rules and errors' correction uhh

S4: Yeah!

T: Do you prefer to have an immediate feedback or a delayed feedback?

S4: I think it depends on the mistakes uhh the mistake because if I make a mistake and this mistake did not need to be corrected on the spot because it is only a spelling mistake or a pronunciation mistake.

T: So you think when it has to do with speech you don't have to correct it?

S4:Yes, but if the mistake comes to interfere with the meaning itself I think that needs to be corrected on the spot.

T: How often do you use the target language outside the classroom?

S4: Ummm Rarely very rare because umm I think that the uhh I with my friends uhh I always go to my home alone so uhhh it is only within the department sometimes yeah!

T: How often do you use the target language outside the classroom?

S5: I don't use it at all never!

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

S5: I think I have to mention a name (laughter) really. I think you are the good teacher. I think you have all the features of a good teacher. You are smiling all the time. You are active. You are interacting. When you are giving the course uhh you are explaining the course more than once time uhh many times. For me you are the best teacher. I think the

bad teacher uhh is the one who leaves his students early. He does not finish his time even if he has not finished. And he does not care about his students if they have understood or not and he uhhh if you ask him to repeat the course I don't know he does not show interest in repeating the course. Most of the students need the course to be repeated many times. Most of the students if they don't understand the course he needs more than once that the teacher to repeat the course. I think the bad teacher does not care about students if they understand the course or not. Yes! Most of the teachers do this. I think when there is interaction between the teacher and the students and uhhh actually uhh actually I love the teacher smiling because sometimes (laughter)

SS: Laughter

S5: Sometimes I get up in the morning when I see a teacher who is not smiling I don't know Yes! I can't look at him and huuu (laughter) and the teacher has to be active and smiling patient sometimes I test a teacher uhh teachers I pretend that I didn't understand the course I do not understand the course and I ask him to repeat the course , but I understand him , but just to test him I actually (laughter) there is not a way the teacher does not repeat the course.

T: Why do you test your teachers?

S5: Umm to I would just I want to know to know his nature because the teacher has to be patient and umm repeat the courses because I am going to be a teacher I know the students uhh he will ask me to repeat the course and uhh I have to repeat the course.

T: What about the procedures, the software , the techniques used in the CPP Program?

S5: I think it's a good and new way because as I said last session I want the teacher use these uhhh most of the teachers did not use this technique.

T: The use of multimedia resources?

S5: Yes! I think it is useful and uhh we can learn more than we can learn more and uhh a good way to promote our pronunciation.

T: How often do you use the target language outside the classroom?

S6: I am not sometimes I think uhhh when I did not find uhhh I don't find the words in English I start to speak Arabic I don't think I use it a lot.

T: How important is conversational interaction for promoting your speaking skill?

S6: I think first firstly it is good for us to express our feelings because when the uhh I mean when we express ourselves we feel good and it is also a good way to uhh to I mean to improve our pronunciation it's I think it is a good thing.

T: Thank you very much.

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

S6: Concerning the best teacher uhh I think I have a specific teacher in my mind he taught me for two years and uhh I don't know he has that uhh a great method in

engraving the information in our head and he was cultivated enough to teach us he was I think he had answers to all questions uuh was I think that's all.

T: Knowledgeable teacher?

T: What do you think made that good teacher?

S6: Yes! His English I think it was perfect I uhh I don't like to be taught by a teacher who is I don't know not competent enough or uhh something like that and uhhh.

T: What about the bad teacher?

S6: (Laughter) I do have another bad teacher in my mind and she was uhhh she was very bad what was really bad is that she was giving uhhh umm an exercise for instance and when we uhhh give her the wrong answer she was laughing that uhhh I don't think that is appropriate for a teacher to laugh we are here to learn and we may make mistakes and uhh I think that was horrible for me.

T: How often do you use the target language outside the classroom?

S6: I don't use it very often uhh my problem is that I uhhh I use it in writing yes only but when it comes to speaking I uhh I don't speak very often.

T: How important is conversational interaction for promoting your speaking skill?

S6: Yes, it is very important as I said before uhh since we are studying a language we are supposed to speak that language and we have to speak.

T: What do you think of the CPP Program teacher, procedure, techniques and attitudes.

S6: I think that exactly what is needed and uhh I needed that kind of programs to push me to speak and uhh concerning the teacher I respect you so much and you were my teacher for two years and uhhh I respect you even more for doing that for us.

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

S7: For me I will not depend on the method I will depend more on the attitude uhhh and for me the attitude of the teacher is more important than the method uhh we used to uhhh we used to uhhh to study with uhhh many teachers for me uhhh I have one best teacher she is like a friend now she is more than a friend now so umm I like her a lot I like her attitudes that's all. The bad teacher there are a lot of bad teachers (laughter) and I have no comments on that.

T: What do you think made that teacher a good teacher. The way he treats or she treats his students make her or make him a good teacher especially for us as students as we have said before we can't judge but uhh I for me this teacher treats me uhhh in a good way or treats I for me he is a good teacher.

T: How often do you use the target language outside the classroom?

S7: I uhh I didn't use it a lot but I use it a lot in Facebook with my friends.

T: How important is conversational interaction to master English rules?

S7: It is very important uhh it is very important as S6 has said uhh the fact that we are studying that language we have to practice it.

T: How important is conversational interaction for promoting your speaking skill?

S7: It helped me a lot I am motivated I will promote a lot my speaking skill through it. I will practice more that's it.

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

S8: No need to mentioning the names also uhhh rise me to just to refer to something of somehow important of importance here I am not going to refer to he or she I am going to refer to it by using he the pronoun. Concerning the good teacher for me it is the smiley, friendly, and the one helping the one that is vastly knowledgeable not only in his domain but can have his own shots on different umm domains and aspects even out of the teaching matters. Uhh the teacher has also to be uhhh has to try to understand very well his students their manners their psychological side and treat uhhh the learners trying treating them psychologically so that they will be driven back to the right path so when he just uhh he does this his students are going to be liking uhh his session so much and then they are going to uhh to gradually getting rid of the obstacles they are facing and they are refining their ways either in talking or writing or whatever kind of aspects. So when there is any kind of mistake for example you should not correct it immediately , but when it is something of crucial importance uhh meaning for example you have to just try to help helping them, but when it comes to grammar for example or pronunciation, pronunciation is also is well uhhh to a specific percentage could be uhh could be recommended to be uhhh corrected immediately, but still it depends on the uhhh the way the word it is pronounced and on the way the word is used if it has its uhhh dominance in the in speech it has its importance too. Now uhhh shifting or coming or going for talking about the bad teacher I like to mention some kind of attributes I myself seeing so he is the teacher that is not interacting with his students actively who is not or so like friendly with them he is not going to find himself work. The climate is not going to work well for him he just going to find many hurdles himself not to talk about students at a different matters. They are not. They are going to be totally lost. It will be like an ocean where students find no shores to sit or where they are swimming exactly to. We know when it comes to English uhh for us we are uhhh the University students or college students if we can say we are still cannot still not or we still not claim that we are mastering the language very well nobody can say the opposite especially we are not native speakers when it comes to knowledge it is another task. So the mastery of language on the one hand and the mastery or accounting for knowledge is another aspect. So the teacher is short if being uhh a good teacher he had to try and endeavor making better enhancing of the language for the bad teacher he has to reconsider some other facts that uhhh are going really make the class better for him and his session to go well.

T: How often do you use the target language outside the classroom?

S8: Well uhh for the last years I just use it very seldom. I don't think maybe I used it before that in my early years of age. I was uuh really using it and I wanted just interacting in English especially you know in the entourage umm some of my siblings and uhh you know the like family. That's it.

T: How important is conversational interaction for you to master the English rules?

S8: Conversation for me is the really crucial thing so if you uhhh and also here we are going to talk about the person himself. So the person if he uhh when he is discussing and interacting if accepts the new knowledge that is of good one to discuss with somebody who is just very uuhh hard-headed and uhh he just wanted to convince you and convince about to convey his ideas giving you no opportunity to express yourself I don't think It's going to work. One if he is open to discuss or given the fact given for example that we have good uhh good people or two for example good people discussing for me uhh it is going to be so useful in the way that in which we are exchanging ideas first and the way we are exchanging ideas it's certainly going to depend upon which uhh ground we are thinking if we are thinking this that is the target language that would be so much better if you are thinking in their mother languages language and then you later on translate your point the greater is the problem. You aren't going to express themselves respectively more than going to be able to speak with uuhhh the target language in it correct forms and ways.

T: How important is the communicative Software for promoting the speaking skill?

S8: Would you minding repeating the question, Please!

T: How important is the use of multimedia resources in our EFL classrooms for the development of the speaking skill?

S8: uhhh here I like to share you my own example umm when I have been studying another language specifically if I may refer German I've been trying to use it and it was really helpful. If I did use the same thing in English I could have got a better English uhh in accuracy, in fluency , in the correctness of the structure that I'm making and the like I uhh I used for example trying to listen as with just being through with you it was like uhh training our ears uhh to grasping talking phonetically the weak forms before if we were not listening how can we understand the word like "of" when it comes in the middle of the word it is turned into a schwa or schVa(as it is pronounced) so to say and for uhh grammar also there are structures that we think well for example when the adverb comes after uhh ummm uuh a noun uhh a verb or before it or between a compound verb it is totally different but this is coming through the practice with the software. You cannot just be even with reading and writing but it cannot being really the same way like the way in the audio or visio-audial umm.

T: So talking about this what do you think of the CPP Program teacher, procedure, attitudes and techniques used.

S8: I don't know uhh I guess I am running out of words uhhh I don't have other words to say or to qualify because I just say but PERFECT. It goes very well its really I mean I had many ideas like that before in my mind and here I find the answers to them and just once again for many years I have many questions and I find answers to many of my questions and uhh if you know we are teachers to be so in the future with God's will if I am a teacher or if I will be teaching I will use most if not all of the techniques and the way it's been used here I really gained great things from it I have retained many different really useful aspects of it not to talk also about the way that my language was enhanced and benefited from so well and uhh developed and all that thanks to you to the way you I mean there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom

you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good experience. Thank you very much.

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

S9: I think in my point of view the best teacher is uhh this teacher who understands the level of his uhh students and uhhh he, he is not like us now learning he has learned before uhhh may be he when he was learning he makes a lot of mistakes like us and uhhh the bad teacher is the one who takes a lot of time to mistreating us and attacking us ummm I think the uhh it is good to be friendly with us but we must uuh keep this barrier between teacher and student. The teacher is the teacher and the student is the student uhhh I think that's all.

T: You have talked about the good teacher what do you think made that teacher a good teacher?

S9: It is his SOUL. I think it is not his special attitude or uhh so his SOUL.

T: His Soul?

S9: Yes, his Soul.

T: How often do you use the target language outside the classroom?

S9: Very rarely, very rarely because I am not good in chatting may be playing uhhh in watching videos at home. It is very important because it helps me listen and listen and listen to interact without shying or uhhh

T: Being Shy or shyness.

S9: Shy without shyness we have to be confident more confident uhh because uhh of course we have to make mistakes at the beginning but uhh with time we have to correct our mistakes and that's our problem uhh I have been watching a video yesterday he is he were they were talking about how to learn English our problem I think we are afraid of making mistakes by teaching grammar and vocabulary we have to we must learn phrases and not isolate words and this is our fault and problem. When I learn a word, if I want to uhh use it I find difficulties.

T: Talking about mistakes or errors which one you prefer the immediate or delayed feedback?

S9: It uhh it depends on the uuuh the situation and the word and uhh I think uhh if he is not friendly or in a comfortable situation may be he wants or prefer to be uhh after.

T: How can the use of the communicative software promote your proficiency?

S9: Yes, Yes It's a good yes it's a good idea because uhh you have to listen and uhh without the noise uhh and uhh you listen to it in calm that's why you have to attract the voice the word correct to get the word correctly yes.

T: What do you think of the CPP Program teacher, procedure and attitudes and techniques?

S9: It is a good program It is a very good program I think because you have to interact, you have to show our uhh ability to use the target language because if we uhh do not uhh speak we cannot see if we are good in language because we with reading and writing is not the best uhh only way.

T: Teacher talking about this how important is conversational interaction for promoting your speaking skill?

S9: Yes the only way we can use the language we do not just read.

T: Are you satisfied about your level?

S9: No, no , of course I am not satisfied with my language because I didn't have time to master it in my second branch I use it a lot I use it because all the documents and uhh the books are in English that's why I have to learn it well.

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

S10: For me I think I have a collection of good teachers. A good teacher for me is the one who creates a friendly environment and uhhh who and the one who don't do not force the students to learn something, but he just suggests and uhh suggests the things to them and they discuss it. (The rest of the talk is Inaudible).

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach and the attitudes towards learners.

 S11: First of all, I need to make a clear distinction between two teachers those who give the courses in seminars in amphitheatres those teachers we cannot judge them as good or bad. I think whatever he could do uhh in his session we cannot we cannot get all what he wants us to have or to grasp so no need to speak about these teachers. I don't agree with my friends who said that may be they are not good. But uhhh

S10: We are talking about teachers here in the department.

S11: The small class teachers the ones we attended with in the first and second year those teachers they were among them good teachers and bad teachers we call it umm in French we say umm cours magistrale. It come from very high it cannot grasp all the subject and you cannot uhh to the level of the teacher. I think the good teacher we had a teacher in the third year in a small group he very charismatic you know he comes to the class and he had body gestures he makes a lot of noise he was uhh exploring the course and British literature he was very motivated. In seminars I don't think I have even the characteristics of a good teacher. I could not judge them I cannot say anything about them. Yeah! Motivation in the class was the first characteristic and the second, the second very important feature is confident in his knowledge. You know I cannot learn from a teacher that he is uhh wobblating not very sure of his knowledge I would be I would also not be sure about what he gave me so very inconfident. He has to be confident in his knowledge. Umm and I don't think that the teacher should be friendly and smiling and uhh no there has to be a barrier between a teacher and the students. I don't need his uhh his smile or uhh all that I need is the knowledge his knowledge even

if he is coming that making, making bad comments it's for my uhh my help. This is my own opinions. This is for my benefit. We used to have that kind of teachers in high school and to a certain extent.

T: How this affects your communicative ability inside the classroom?

S11: In communication in school in communication in class I don't think that we need that much communication.

T: Sure? In English?

S11: Yes, because let me tell you I take it in comparison with French. In French we all the time have to listen to the teacher and the television and we get and we got a good level in English.

S10: But you speak French in all occasions So uhh?

T: Do you think that the environment does not affect your way of speaking?

S11: No, The teacher? Old fashioned I prefer the traditional method the teacher that is grasping the class and mastering his students he has to be very rigid not smiling and doing the course. He has to speak it very well he has to be confident in his knowledge and this all what we need from the teacher that everything.

T: How often do you use the target language outside the classroom?

S11: I am not com I am not communicating very, very oftenly.

S5: Don't you think that you have improved your pronunciation in this program?

S11: I will come to the CPP Program and I will say my opinion about that.

T: The bad teacher?

S11: Yes, the bad teacher is the one who is making bad remarks to his students all what he knows to do is nag about students. He is not confident about his knowledge and umm he is not mastering that specific field let me give you an example of a teacher that I had to go and uhh ask him about something he has put in his handout guess what he answered me he answered me it was something about uuh the right about the judges and something like that he told me if you want to understand you have to go and study uhh the right you have to uhh to be in the right field.

T: Law.

S11: Law yes law field. Imagine that answer I am going to him and umm very motivated to get the information from him and he is giving me an answer that is impossible to he gave me the impression that he didn't have the answer why he is ummm.

S2: I think your bad teacher and good teacher do have common features. They are both rigid and hard-headed.

S11: No, No

S10: That's the point.

S11: No, the bad teacher is the teacher when the students comes or goes to him close to him and he is pushing him away. But the good teacher is there in his place and during his place and doing the things but when you go to him he would answer you he would give you the help.

S2: How do you think the students will have the guts to go to the teacher and ask him what they need if he is not smiling and friendly.

S11: You can go to the teacher if he is confident of his knowledge.

SS: You cannot because there are frontiers you cannot go beyond them.

S11: In my imagination. I don't think that the teacher should be too friendly and too smiley.

S8: There is a very slight line in a state of mind between sanity and insanity that is it. So here may be uhh the very serious line that you are talking about between the bad and the good teachers that you are conceptualizing in your mind probably because each one of us has his own concepts, backgrounds the way he sees things, the way he judges things and so on so it is really depend on the person. We certainly cannot agree with you umm more than 50% we cannot really transcend and maybe I doubt if we can reach that because all of us have such kind of common things to agree opinions but they are like uhh to say near each other most are part of each other and together even if they are different, but not so different or vastly different.

S11: This was the approach the techniques, but the attitudes towards the students we have to make a distinction between these features we are speaking of the techniques of the teacher, but the attitudes where the students uhh students are saying are saying that you have to make a clear distinction between his level and the students' level there is a clear barrier between them but he has also to offer his help. But I am telling you I could help you but that not needs to be a friend with you I don't know. I am not making a clear idea. I had some teachers that were too friendly to an extent that I can't see them as teachers No the teacher has to be a "model" (French)

T: An Idol

S11: An Idol I think not just like me

S5: When you have a bad teacher like this you will feel frustrated.

S11: Frustrated?

S5: Yes.

S8: The way that the relationship between himself and his learners so he is. If he is so stiff in his stiff transcends the normal one then on the other hand he is not going to be able get uhh nearby his students so maybe here you are talking about rigidity and nicety to very acceptable moderate way. Thank you.

T: How important is conversational interaction for promoting your speaking skill?

S11: I think it comes after mastering the language then it comes to the practice. I don't think it has to come at the beginning.

T: It is not the beginning! After four years of studying English are you able to speak English fluently?

S11: I am trying to

T: I am not talking about the beginning you are fourth year student are you able to speak fluently?

S11: I am trying to. I am trying to.

T: Not trying, Are you speaking fluently?

S11: No!

T: What do you think of the CPP Program teacher, procedure, techniques and attitudes?

S11: The teacher was too passive.

T: The teacher too passive. Okay! This is what I wanted to hear.

S2: I think this is called learner uhh learner centered approach uhh?

T: Yeah! This is a learner centered approach the teacher is just a mentor, a guide or a facilitator as I have explained in our first meeting.

SS: You have missed some of the sessions uhh!

T: I think you have missed the introductory session. Haven't you?

S11: Yes, Yes ummm

T: Don't you think that if I was rigid or stiff you could not feel at ease while answering those questions. I think your reaction would have changed? Tell me?

S11: Yeah That's right. I have changed my mind about the teacher being friendly. I think he should. (Laughter).

T: Okay! Let's sum up and recapitulate what has been said so far to come and reach some tangible concrete results to help both parties in this learning teaching enterprise. Remember we are here not to judge the others of what they have done. But rather it is a scientific inquiry to solve and to find out why our students are having this bad level in English in spite of these many years of study. I don't think that your teachers have taught you those mistakes. Haven't they, but still you keep on repeating the same mistakes. So, Why? We have found through this informal discussion that it has nothing to do with the technique or procedure, but rather it has to do more with the teachers' attitudes towards their learners.

Ss: Just I want to know your opinion (Laughter)

T: Of course, I was a student myself that's why or rather what pushed me actually to have this project. So humbly thinking or creating or designing this project. It was a forward push to discover what learners needed it was an internal and external motivation. I was a student myself and I feel like a student and I am still a student I feel always like I am still a student I never tell myself that I am a teacher. I am not yet a teacher yet I am always learning and I am still learning, and learning till my last day.

Ss: Teacher learning?

T: Yes, Teacher learning. Believe teaching is a difficult task, but as I always say not impossible. As a student when I was a student what I have noticed what is missing? Why our students lack this high proficiency level why do they have a lack of communication in English because first they weren't motivated Okay the first thing to see or to have in touch with is the teacher. The teacher's personality plays a big role in shaping their students' level if there is this mutual communication between teacher and student if there is this friendly environment between the teacher and the student if there is this family or community uhh relationship between the teacher and the student I think things would have changed would be changed for the better of course Okay! What have discovered through your views is that students needed too much attention care okay so we have first before being teachers we have to be careful caring persons. As your friends said it has to do with morals this is number one. Secondly, we are living as you have said in this small global village we are in the 21st century and we are not dealing with ignorant students, but in fact they are smart students okay they use smart phones smart computers they use smart tools so why not involve in getting smart tools in teaching them so they are knowledgeable they are not ignorant okay the teacher I think the 21st century teacher's task is highly difficult demanding and challenging in a sense that he needs to update his methods or techniques according to the students' needs okay to the students' needs. The 21st century is so challenging and the teaching-learning experience is challenging as well so what do we need most is first use new methods that cope with the new demands, ignore about the traditional methods because we are dealing with a new generation this is the digital generation actually.

S: There are some teachers using handouts from maybe 10 years or before.

T: The same handouts for more than 10 years, no change. We have noticed that there is no modification in the content so we need to update our knowledge, update our techniques update our information, behaviors, attitudes, to treat people as humans as humans.

Ss: Yes, Yes.

T: As your friends have said we are learning from our first teacher who? Our prophet peace be upon him. So once what did he say: "you are not believers, you are not faithful unless you treat others like you treat yourself" Okay! Actually this should be our premise actually and this should be your premise when you start teaching. I treat my students because I was a student myself I want to be treated as I was a student. I am not going to treat the others because I have complexes because the others did harm us so because one teacher did give me a bad mark because he harmed, he hurt me so I will get the same things for my students. No this is not a good idea. We have to reconcile we have to be merciful the most merciful is Allah so we have to be like that we have to be tolerant with our students. We have to understand them I think the word is "understand them" Okay! Understand their needs, understand what do they want and to push them reach their goals because everyone here could be a proficient speaker of English but what we need and what we lack actually was the right environment. We didn't encourage interaction, conversational interaction communication. Not all the teacher did, but we have those who did not bring new tools in the classroom. They don't use visual aids. They don't uhh so all these work a lot in the shaping of the level of the students. So don't say this is only in BATNA. I have been a student in Algiers, and it is the same thing. Okay! It is the same thing maybe because of the lack of financial

support, but we can't say this because we see here we have an example we have computers from 2008 and they are there just having the dust, collecting the dust on them they are not workable I don't know why they aren't operational we are not using them at all so why for? And what for? Why for? And what for? What we needed is this project a push to change things that's why I say this is my feeling and I hope it is the same for you we've created a family called the CPP family okay and we are not going to stop here. We are not going to stop here till we change things it is a good thing for us we are learning from it, and it's a good thing for the other future coming generations. To change this future YOU future youngster's future if we can call them we need to work hand in hand it is 50% for the teacher and 50% for the student. If the teacher respects because you see some teachers do respect their students , but the students do not respect their teachers. You see this ?

SS: Yes

T: We have this and this. It has to be a mutual respect both sides should respect each other so this is at the top level. Then, comes the attitudes we should have or keep positive attitudes so we should always encourage ours students to work hard they have the information as I told you they are not ignorant they may learn we may learn. I am learning from my students I am learning from you. You could bring a lot to the classroom, not anymore thinking of a classroom, but a learning community. So that we should create a learning community. And this what you should create in your environments in your classrooms, a healthy environment. Healthy positive environment. Healthy positive environment. So this what we are looking for so umm as I told you a student myself being I have put aside all these negative aspects and I am always thinking positively. Okay! In a positive way if a teacher did not give me a mark this would challenge me to work hard. I always blame myself maybe the fault is in me I haven't worked hard. Maybe I will change the techniques, the method I will ask the students the teachers I would talk privately. Next time we will have a task entitled "Identify the secret" , we will study how to identify the secrets of becoming good learners and good teachers. so it's our role to identify the secret of the teacher how for example this teacher likes things taken from his handouts okay as far as I want to get a good score I have to reach this technique. This teacher for instance wants my own way of saying things, my own words, my own expressions. So I have to get this technique. If the teacher likes the information to be taken from the internet, so I will go taking the information from the internet. This teacher likes information from books, so I try to search for books. What type of books he likes as this teacher has a given perspective in life I try to get or to touch that from my deep analysis of the teacher. This is the smart student. We have smart teachers, but we have to be or should be smart students.

SS: We must put in our papers what they want, not what we want. Because you know what are we learning here is always exam guided.

T: Yeah! I totally agree with you, it is examination guided. They are not given a chance to express their opinions to give things to highlight perspectives.

SS: No!

T: you have the information and you are tested on that information. You learn for that exam and that's it , but we should change things we are at University. You Know what do we mean by University? It is Research uhh High research looking for the truth , searching for the truth to satisfy our curiosity, exchanging sharing. I remember one

word that has been said to me when I was a student from one of my teachers God bless them all. He told me "we are not anymore in University, or actually at University" " we are just in a high school , but we are old a little bit" He told us we are old pupils, old people in a big high school. Okay! So we are going to change this and make of this place a real University Okay! We can change of course we can change you are seeing the results now. There is a difference.

Ss: Yes, there is a difference. Three weeks and we are almost feeling like native speakers.

T: So if it was for four years we will be native speakers.

Ss: There is no contradiction between the practical part and the theoretical.

T: No contradiction, of course there is no contradiction. No contradiction because what was missing? We have the theory. If you follow the guidelines of this theory, you will reach the target 100% GUARANTEED.

Ss: if you respect the criteria you got the results.

T: Yes, as your friend has said you have the criteria. We have criteria of a good student if we miss one of the criteria we are lost. You won't be a good teacher and you won't be a good student Okay! So we have to follow as your friend said no contradiction between theory and uhh practicality or uuh practice okay! So this is the end of this session of the second post-test.

01/07/2013

Focus Group Interviews

Group Two

T: Who do you think was the good or bad teacher? (You do not have to mention names) just speak about the approach and the attitudes towards learners?

What do you think made that Good teacher?

What have you liked about the CPP Program?

What are the things you disliked about the CPP Program?

S1: as uhh I have said the four years of my carrier passed very fast and we lost the chance to learn because uhh that we are uhhh were concentrated on the exams and to succeed into years. And uhhh we uhh we ignore the English Language. So that uhhhh I am uuhh I am going to say that uhh the bad teachers were uuuhhh where the classroom were not dynamic and there is no communication between the teacher and uhhh we uhhh sometimes we are afraid of the teachers from asking questions uhhh and the teacher does not correct our mistakes so uhhh we do not know where uhhh where the mistakes are to learn from the mistakes and uhhh

T: Do you prefer to have an immediate feedback or a delayed one Do you awant to have a feedback on the spot or a delayed feedback?

S: delayed uhhh because when the teacher interferes I am losing my ideas uhh I am losing my ideas.

So uhhh for the bad teacher I said that the bad teacher uhh ummm because he didn't use the exercises or the practice language for example the multimedia technology uhhh for example the phonetics we are still don't differentiate very well between the vowels and uhh the oral we still do not know how to speak very well and sometimes when we are speaking we just the ideas disappear may be uhhhwer have the background uhh the words and when we are stuck we just lose the words for me but uhhh I am not going to blame the teacher am not going to blame uhhh the teacher am going to blame myself because if I uhh give this language attention uhh am going to uhhhh learn how to correct myself and uhh continued to improve my level .

T: what have you liked about the CPP Program

S1: For the CPP Program I uhh I consider this program a chance to learn and uhhh we can use this program and learn different strategies and use it by myself alone and uhh learn in a house for example. That's all.

S2: Good morning everybody uhhh so uhh the good teacher is the one who likes his job uhhh his students and help his students and he encourages his students without exception and he corrects them without exception without exceptions and he tries uhh to come up with new techniques for example he uses technology uhhh he uhh he tries to use this technology to improve his students uhhh also he understands his students and he uhh tries to build a good relationship with his students. That's all.

T: what about the bad teacher?

S2: Yeah! The bad teacher is who come and present the lesson just like this he didn't care about the students or whether they understand.

T: you had a teacher that marked your memory so what do you think made that good teacher.

S2: umm for me uhh he changed all my life because (…) uhhh he tried to help us from the start uhh from the beginning as if I didn't know anything about it about that language.

T: what about the methods he used?

S2: Yeah, he used new methods.

S3: Good morning. First of all, I want to thank you Miss for this chance you give us to explain our feelings and our opinions. For me I have one good teacher and one bad teacher in my checklist. The bad teacher for me I think comes to the classroom without preparation and read uhh read without stopping when he finished he says good bye to the next time. He treats us as like uhh sorry for the word like animals some teachers treat us like animals they did NOT give us any uhh opportunity to think. Uhhh they think we aren't the uhh the same level with them. They are proud of their high level and they think that we can't reach their level. They think we can't reach their goals they reached we are always uhh they make us feel we are uhh we must give up. For me some teachers make me want to give up sometimes uhh I find myself SICK there is the end. I

can't do anything because uhh they didn't give us any chance to uhhh or opportunity uhh anything uuh the bad teacher I hate him I HATE HIM I HATE HIM.

Ss: [Laughter]

S3: because I always fail. I can't speak because when I want to speak I think that he is going to hit me. Because he is always angry. He came when he comes to the classroom he is always angry he says I don't know what to do. So huu I feel myself I never study I never learned English language I feel I don't know like uhh anything. I cannot feeling myself in the classroom when he comes in the classroom uhh when learners and uhh the good teacher I think you are the best teacher and head of teachers I can't add anything you are the BEST THE BEST THE BEST that's all. The CPP Program is the good opportunity for me because I learned very much from this CPP Program and I uhh give the opportunity to speak and encouraged me to uhh explain my feeling my opinion and uhh to speak without being afraid. That's all.

S4: Good morning everybody. So I this uhhh this is a big question and it is difficult to answer. So we have two thoughts the teacher and the student so we judge as we are students but uhhh we don't know uhh may be the thoughts of the other side. So uhhh I think the good teacher is who respect their students there is some mutual respect who respects his students who uhh respects their discussions uhh can discuss with his students so ummm also who give knowledge so ahhh it's okay that the teacher just guide the students not give them all the knowledge just for example give some references uhh some titles and the students can check this so uhhh for the bad teacher is the opposite of the good teacher. So umm and uhhh the most uhhh worst thing in the bad teacher I think who didn't accept the students to correct or discuss his knowledge because he is the one who knows all things. All people can so make mistakes so uhh this is for the good and bad teacher. For the CPP Program I think it is an amazing experience for me that let me practice English uhhh so uhh because when I finished my studies I think this is enough because my goal to study English is just to know English not to practice it or to be a teacher of English. So I said it is enough so uhh but this experience give me the ambition to continue and uhh to grow away and thank you to you teacher THANK YOU a lot.

S4: Good morning everybody. So I want to speak about my experience at University. So I can uhh I don't reach the level that uhh I can judge teachers uhh therefore I haven't enough knowledge to be at that level. But what I have noticed through my experience is that some teachers once in the classroom they terrified the students so uhh students can't speak or express their ideas and their thoughts and other teachers give the opportunity to the brilliant students not all the students uhh another point I have noticed also is about the bad use of techniques uhh methods used in teaching uhh as I have seen at our university they have materials like umm materials that uhhh

T: Computers and labs

S4: YES, Yes but they don't use the techniques used in teaching uhh they don't use it at all. I ask myself always why these materials are there in the lab what is their function there is there a GARNITURE or uuhhh [laughter].

T: Are they a Décor?

S4: Yes, Yes are they a décor. For the CPP Program I am I enjoy it a lot and it gave me a chance to be more linked to the language and to speak freely without a barrier and it gave me a chance to ummmm interaction with my colleagues or friends or uhhh

T: Classmates

S4: Classmates Yes. And I also want to thank you a lot for this chance.

S5: good morning everybody. First I want to talk uhh about before uhh we talk about the bad teacher and the good teacher I wanna talk about uhhh something for me to make things alright uhh I want to talk about uhhh the leadership I wanna talk about responsibility uhh respect uhhh (…) uhhh when I talk about leadership I wanna talk about the teacher who make who can make the student uhhh know himself and uhhh he can achieve his skill skills uhhh he is the teacher uhhh a good teacher who can uhh provoke uhh the students' skill and uhh then when we talk about the good teacher I can talk about the teacher who can still respect uhh is respectable uhhh into all with uhh with, with the students I uhhh (…) there is something I wanna add something I want to uhh add it uhh something is interaction in the classroom uhh students needed for interaction with the teacher uhh the multimedia umm (…) sorry words are not coming in and as the student say we can't judge the teacher may be all the students judge I think one teacher for I believe and I uuhhh I know him good may be it a problem of many responsibility make him like this uhhh ummm and the CPP Program I feel good with this work uhh this make makes me motivate

T: motivated. Have you noticed a difference.

S5: OF COURSE uhhh as I say after four years ago in this department I uhhh now I am just beginning uhhh I am just beginning with uhh with uhh

T: with the basics

S5: with the basics yes, yes That's all.

S6: Good morning. Okay! Uhh as a matter of fact teachers in old times were seen as Sanctified if the term is correct uhh but now they are just seen as a source of information we are going to study and provide us with information and we are going to study whereas uhh but the good teacher has to be uuh first of all a source of information and to be a guider and uhh a friend all these good aspects of uhh you know the students reflect the level of the teacher uhh nowadays we see that all the students are in bad level that reflects the uhh the level of the teacher. But we uhh have in fact to share the all the blame not all the blame is going to be on the teacher because the students also don't read don't attend the sessions and they don't read uhhh so to help the good teacher has to be high minded uhhh (…) we in our department here they are arrogant teachers they don't uhh even take care of uhhh their students or they are uhhh they see themselves as a source of information. I get the information from books from the internet from anywhere but for me the teachers uhhh should care about the students uhh give them advice and all what they need. I get tested and that's it.

T: what about the bad teacher?

S6: They are teachers uhhh most of the teachers teach in the traditional way. The use of ICT tools I see it very helpful and as far as I am concerned uhhh without it you cannot progress and make development in your skills.

T: what do you think of the CPP Program?

S6: It is really a source of inspiration and uhhh motivation and uhhh really I uhh from the first day I said to myself I have start to buckle down apply what I have leaned. I started reading the books and get me to work.

S7: Good morning. For me being a good teacher is really uuhh hard it is uhh really difficult . It is not easy to be a good teacher and so easy to be a bad teacher ummm and I have experienced this in my internship at high school. It was really difficult. My first session I remembered was really difficult because I uhh I don't have no idea how shall I work how shall I work with pupils I just come and uhh getting in the classroom I started the course about anything without saying hello how are you and so on. But within the second session the others were thirty pupils and I come a session with a second year uhh pupils when I entered the classroom uhh I remembered the words of my teacher of didactics uhhh being a good teacher is how to be a friend with your pupils and I started the course with uhh saying good morning I want to be your friend let's forget about being a teacher uhh Mutual Respect between the teacher and his students Friend to friend.

T: this one word has changed their attitudes towards you?

S7: Yeah, and they laughed and they enjoyed the class.

T: The session

S7: Yeah the session. And uhh as I said a good teacher is who is my friend a good teacher is a friend and uhh who communicates with uhh his students uhh gives information uhh don't be severe uhh as she has mentioned uhhh he enters the classroom as a MONSTER [laughter] Yeah as a monster and also I think that if that teacher uhh don't have that knowledge to give to his students but who and who has a good behavior to interact with his students he will be uhh succeeded yeahh uhhh so the behavior is very important ummm. The bad teacher as I have said just coming and learning from the handout without any explanation uhh that's all. I like the teacher who communicates with the students , laugh with them uhhh who is giving jokes in the classroom and that's all.

T: What about your experience in the CPP program. It is really helpful. I like these techniques and this teaching where there is more information and uhh more umm it makes us familiarize with uhhh the native uhh natives if I can say Natives YES it really a good way to uhh teach.

T: what do you think of the CPP program teacher's teaching procedure attitudes towards the learners?

S7: The CPP Program is really a great opportunity to me the study with friends with the teacher umm it is really a break of the obstacles of talking and communicating with uhh each other that we haven't experienced that way of teaching before. It is really helpful. It is really a very good way of teaching Good Thank you very much.

S8: Good morning to everybody. Good morning Miss. So First I want to thank you for this opportunity to speak about the good and the bad teacher with uhh a simple way and with no consideration so for me uhhh the good teacher as my friends said about the good teacher and bad teacher is correct so uhhh I just want to add uhh to add a simple

things for me the big thing about the good teacher is uhhh in the university has to be so competent to have the conscience and to speak clearly and support the English and the uhh the students to learn to uhhh do not give the information because uhh in reality information is not the important thing. I want to see in the good teacher who can give his point of view about the information because the information cannot make a great student uhh cannot help the student to understand what happens about the course so to give examples. For the bad teacher uhh the bad teacher is who have many responsibilities and he took the teaching as a way to get money or something else so uhh I think that's all. For me for the media resources is so important uhh so important because it is a way to uhh attract and uhh help the students to practice and understand their courses and to get answers and uhhh I think you are the best teacher for me because you know how and want to take this way of teaching as what happened in the developed countries so for example the seating of the students in the form of a U it's a normal way in the developed countries. I think that's all.

S9: In my humble view I think we have to be objective as my friends said before we judge teachers I think we can't judge the others without knowing them as our prophet Mohamed (peace be upon him) said " Find seventy excuses for your prior partner"

T: that's why I have said without mentioning names

S9: there are some criteria uhh we have the controlled relationship between teachers and students first uhhh the respect in my carrier uhhh in my study life I come across uhh some teachers are really vulgar , rude they uhhh treat the pupils as slaves I don't know how to say it. Second, how can I say is the way how to deal with the pupils or the students I have read before in a magazine in the USA they are obliged uhhh teachers are obliged to wear casual clothes to break the wall between the teacher and the students.

T: to break the ice

S9: Yeah! To break the ice so uhh the same criteria I think is the amount of culture of the teacher the much more culture

T: Knowledge

S9: Yeah knowledge Okay so uhh the teacher in my view is uhh who can be more cultured

T: Knowledgeable

S9: Knowledgeable Okay so uhh that teacher has to be updated we are in the 21st century so he should use Softwares.

T: SOFTWARE is used for both the plural and the singular it is always in the singular form.

S9: Yeah Software is the only way that keeps us or uhh let's us keep in touch with native speakers because you know we are in an Arabic environment and we have no tourism

T: What do you think of the CPP Program teacher , teaching procedure attitudes towards learners and method?

S9: So uhh really it was an amazing experience it was unforgettable experience too so it give us gave us the opportunity to speak out to share our opinion to vanish the fear of speaking in front of the others really it was amazing.

S10: As my friend S9 said our prophet Mohamed (peace be upon him) he was the best teacher ever created and he keep careful on the young people and we are young people we always have new ideas new things that we haven't uhhh for what to telling more what are the new ideas to let them real uhh because all that no one care of the young people the prophet Mohamed peace be upon him he cared a lot of the young people. Who cares.

S11: Just I want to add something uhh now we are students we are the audience and uhh our teachers are like a movie or uhh they are the actors one day we will be the teachers and uhhh we I advise you my friends and myself to master the stage one day.

S12: what I have noticed from my friends' suggestions uhh the most issue was not an issue of the lack of knowledge uhh my advice to them what you are seeing as a wrong doing try to avoid it as a future teacher.

01/07/2013

Focus Group Interviews

Part Two

Group B :

T: Describe one teacher that has influenced you so much. Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach, the procedures and the attitudes towards learners. What do you think made this good teacher?

Smart: In my experience?

T: Yes, speaking about your own experience.

Smart: Okay! There was one, one of the lots of good teachers but he was the one which I consider the best in my four years' experience. He was the best he made me stimulated my desire to think uhh to know more he used to uhhh give us so many help lines if I can say that and ask us to do uhh the rest of research by ourselves. I used to like his course since it was challenging it wasn't only related to what we were supposed to study but it has but indeed he used to uhh speak about other things that used to find interesting.

T: He was a teacher of what course?

Smart: Literature

T: who was the bad teacher according to you?

Smart: Also he was the teacher that couldn't (Laughter) without mentioning names of course he was the kind of teacher that uhh don't want to challenge his students I mean he wasn't uhhh he was uhh inadequate to tell the truth despite his degree uhh his academic degree I uhhh we used to me myself personally speaking I used to hate his course because I uhhh there wasn't a lot of interaction with him and uhhh I also was

afraid of the consequences if I corrected one of his many mistakes also I am trying to be honest also in his course uhh also in his course there was a lack of knowledge he made a lot of mistakes he lacked the good manners I mean the only thing I see and I want from the teacher I want him to be respectful I mean if I am gonna respect my teacher it should be uhh somehow he should respect me as well so respect is a key element in teaching and the teacher learning process. The student has to respect his teacher and uhh the teacher has to respect his students otherwise umm in other otherwise there are certain people that might hate the module.

T: Did you have a good mark?

Smart: No (Laughter) actually I hadn't anything (laughter) in my four year I never had such a bad mark the thing also that brings me to the next point which is the teacher for me should help his students to use their imagination should push them to embark in new areas of research he shouldn't limit his students' abilities if I might say so I won't like to give the teacher what he has given to uhh what he has given me I don't like uhh I don't want to uhh I don't know wide and a lot of ideas and I don't know how to sort them out anyway all in all I mean that was why I consider him to be the bad the bad teacher.

T: (Smiling) what do you think of the CPP Program teacher? What do you think of me as a teacher?

Smart: Yeah what do I think of you as a teacher here in this program or uhhh?

T: In this program and in general tell me the truth.

Smart: Yeah I mean you are a great teacher I have to be honest in uhh for me this year's course like literature as well as uhh this course you're actually you dedicate from your own time and give it to others I mean this is uhh I mean this uhhh I mean this is something I will wish to appreciate also I can have I mean as you have noticed I mean throughout the course I participate a lot without raising my hand I don't do that in other courses (laughter) something I never do. You gave us a space to participate and to interact with you as a teacher and to interact with my colleagues that's why you are uhh I consider that you are a great teacher in this program.

T: Thank you so much. Bright the same questions who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach, the procedures and the attitudes towards learners. What do you think made this good teacher a good teacher?

Bright: Okay! There are two teachers that have marked me without mentioning names I love their way to interact with students umm I liked the love of that persons I have learned a lot from them they gave us the opportunity to express ourselves to learn new things all the times uhh to uhhh the first teacher has encouraged me a lot he believed in me he gave me the chance to uhh express myself with freedom uhh without fearing about his opinion he corrected me guided me a lot he supplied me with information even uhh out of the course he gave me links and books to learn more. The second course was in literature actually uhh the teacher was uhh instructed was uhh aware about the how to deal with students he was a great friend and great now great person umm a great teacher umm he didn't raise how to say barriers he didn't give himself the title of I am a big teacher no one could talk with me uhh yeah of course umm I was

enjoying every single thing in his lesson and uhh a bad teacher is without mentioning names (laughter) yeah who is dealing a lot who is proud with his title of uhhh (nodding) okay really lacks self-confidence and trying to I think he has uhh I think this is the end of the tape.

T: Pious the same questions who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach, the procedures and the attitudes towards learners. What do you think made this good teacher a good teacher?

The Pious: So like Khadidja said in her answer there are a lot of good teachers but the one I preferred which I will imitate In Chaa Allah in my future teaching career is the one who has a background knowledge background culture and when we care to performance may be a guider or uhh the guider of the class he is the one who like said stimulates push his students without limits someone who can change my mind up to date so this is about the good teacher.

T: What about interaction?

The pious: interaction can be included in the stimulation because each stimulation leads to a response when the teacher stimulates you he allows you to respond about his stimulation is in itself interaction this about the good teacher.

T: What about the bad teacher?

The pious: The bad teacher is the arrogant one who sees himself and sees no one else

Ss: There are exceptions

The pious: the bad teacher is completely the opposite he tends to humiliate his students he gains his happiness from uhh hurting the others. For the CPP Program teacher I have nothing to say I will pray God that he will grant her a place in his paradise.

Smart: In my opinion I think he didn't concentrate on the approach that the teacher is using as much as we have focused on the uhh

SS: The person

Smart: Yes on the person himself his attitudes his manners because there are I've just wrote down a couple of approaches like we have studied this year the communicative approach the behaviorist approach why these approaches on the uhhh the methods that the teacher use I am pretty sure the more we grow ahead on saying is just a speculation. I think we don't focus on how did the teachers teaching us what we focused on is his his or her manners all the teachers we have focused more about the person more than the techniques the approach or the method used.

T: Among the methods you have been taught with which one you think met your needs, which one you think is the best?

Smart: The communicative maybe.

The pious: They are the same.

Anfel: We used to hate some teachers in the first and the second year, but in the third and fourth when the teachers are changing we used to like them rather than hating them.

The pious: You change your mind about becoming a teacher

Anfel: we can't depend on the modules and I think it's all about the attitudes

T: what about the good tecahers

Smart: Their attitudes was great

The medical student: I don't think the problem is in competence

Ss: Yeah

The medical student: I think we cannot judge I can't judge a teacher's competence I don't think it has nothing to do with his competence I don't know how it is for you , but it has more to do with his performance. I think we cannot judge a teacher's competence but I think his performance uhh was really bad to the point that we cannot appreciate his competence. There is nothing to do with procedures I think they lack a lot in performance [inaudible] a lot yeah

The pious: There is a teacher who has great competence especially in his specialty he himself told me that you cannot judge the teacher when I judged him as being the best teacher he himself told me don't judge the teacher from his competence or his knowledge but judge him according to his performance he changed he changed my mind he was very humble I think

T: uhhh Thank you so much indeed for your collaboration but I think we've run out of time so this is the end of the first part of the interview. As usual thank you very much for your attention take care of yourself enjoy your time and keep yourself safe till we meet the nest time thank you see you tomorrow.

Group A:

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach, the procedures and the attitudes towards learners. What do you think made this good teacher a good teacher?

Angel: good morning everyone good morning everybody uhh to answer this question uhh I just uhh during my experience for uhh four years uhh I met or I uhhh we worked together as uhh as students with our teachers but uhh the most teacher that uhh gave me uhh a push uhh towards uhh my objective or uhh like to achieve my ambition is uhhh the uhh umm without mentioning names but uhh she makes me uhh she changed my life uhh for her procedures in teaching let's uhh talk about first that her procedures in teaching [pause] she is very intellectual and she is a very intellectual woman uhh very technical I mean she uses new methods each time uhh to get all the students involved not excluded or humiliate the others and involve other ones others other one [pause] uhh to talk uhh about her as a person me myself I appreciate her support even sacrifice she sacrifice for us just to push us uhh as I said uuh to achieve our objectives uhh she encourages us to support to uhh [pause] I mean she is really amazing okay! Uhh for the uhh bad one I consider that that the teacher who excludes or make uhh his students humil I mean he humiliates uhh his students uhh a lack of knowledge the lack of uhh interaction between him and uhh his students uhh all the time blame us for uhh the uhhh our faults uhh I mean our failure sister it's not our mistake or it's not our mistake to blame not our fault to blame us for this he is also responsible to make change but all the

time I mean he keeps uhh blame us uhh and several times and sometimes insult us sorry to say that but uhhh it makes me depressed for one week umm I am not hating him but uhhh his behaviors his attitudes towards uhh his students in the class and outside the uhh I mean uhh he doesn't care much for uhhh about uhh about his students uhh [pause] that's it uhhh

T: What do you think made that good teacher a good teacher and the bad teacher a bad teacher what is special about them?

Angel: I think even the teacher who has enough uhh knowledge or uhh I mean he has a technique uhh techniques or methods good methods the behaviors during his course but I mean the lack of interaction uhh to make uhh the students involved to push them I mean uhh to achieve uhh their objectives or uhhh I mean to stimulate them uhh to attract uhhh I mean to make them attract to what he si going to present uhh but the student and his uhh teacher should be respectful at first level I mean we uhhh should respect each other uhh in both sides I mean this is the most thing yes yeah I want to add something for you about the CPP Program (smiling hhhhh) if you don't mind umm

T: Okay! Laughter go ahead

Angel: I want to thank you uhhh so much about uhhh this program you gave me a good chance and a great opportunity to express myself I mean in a good way you pushed me uhh I mean uhh to reach uhh my ambition uhh I love English but you makes me love it more and more and more and uhhh you are so special (laughter) yeah and I know that (laughter) I mean as you are uhhh what amazed me is uhh that you are uhhh that ummm beside a woman who makes uhh changes in people's life every day and in good environments umm I mean you give me love support and uhhh everything beautiful (laughter) so thank you so much you are amazing you are amazing yes.

T: Thank you very much thanks who wants to be the second I will ask the same questions yeah who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach, the procedures and the attitudes towards learners. What do you think made this good teacher a good teacher?

Ss: Yeah

T: just speak about the procedures and attitudes you are learners we have our impressions and opinions about certain things so what can you say about the good and the bad teacher?

Wiseman: First this Ibrahim uhh I think that uhh a good teacher is the one who want to achieve a goal first of all his set of goals and work works for it but this depends on uhhh the teacher himself TEACHER a good teacher probably has uhhh has uhhh good attitudes towards his students and uhhh he has to look at them as a parent as a father uhh simply because a father really love his sons and uhh won't harm them and uhhh what did he learn on his career after uhhh before he is going to be a teacher his social environment his friends his behavior his ethics moral ethics and uhh [pause] he has to uhhh to uhhh he has to not to make separation between students look at them carefully and uhh help them helps them reach their goals and uhhh but uhhh on the other side the bad teacher has uhhh is the one who has a lack in knowledge and who is uhhh who humiliates his students in front of each other and uhh [pause] who always uhh he sees

himself as the one who is not going to do mistakes and even if he did he uhhh he always blame others uhh [pause] uhh the bad teacher teacher uhh

T: What makes that teacher become a good teacher?

Wiseman: The good teacher is always up to date with his subjects and the bad teacher [pause] uses old techniques and always probably always reading from the handouts not to explain a lot uhhh always reading back in his explanation his explanation is not an explanation he is just reading what in the paper and when it comes to the exams he always shock SHOCK?

T: Shock

Wiseman: Shock shock? Yeah

T: Shock?

Wiseman: Yeah shock his students umm and as I have said this always depends on his career before becoming a teacher uhhh he is if he is good with his friends with his family his surrounders he will become a good one with his students and if he is a bad one with all then uhhh he become a bad one with his students unfortunately we have a lot of them nowadays.

T: so what do you think of the good teacher you had a good teacher in mind that impressed you don't you?

Wiseman: Yeah

T: So what do you think made that teacher a good teacher?

Wiseman: The good teacher is the one who is always working uhh works hard uhh working hard and uhhh always wants to see his students as good ones uses memorizing ideas or information and when they go out they uhhh [inaudible]

T: What about his interaction?

Wiseman: He is always uhhh encouraging us to speak and to improve ourselves to express our opinions uhh it doesn't matter if he does agree or not since we all have minds and we all have different opinions and uhh they pay attention to them when they speak and don't stop them when they start uhh speaking that's all.

T: What do you think of the CPP Program teacher?

Wiseman: As a whole?

T: Yes

Wiseman: ummm really this is good good enough uhh I haven't words to express myself yeah we weren't exposed to this kind of uhhh

T: Before?

Wiseman: Before yeah even with good teachers but this does not mean that they are bad

T: Of course!

Wiseman: And a good environment to improve ourselves in the classroom we're not pretend to make discussions between ourselves between students themselves not only between teacher-student student-teacher and uhhh it's a good way to improve our level and our uhh our speaking our even our vocabulary skill and uhhh and there is a good environment to know each other better in the classroom say the classroom yeah.

T: Who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach, the procedures and the attitudes towards learners. What do you think made this good teacher a good teacher?

Funniest: Good morning first of all I want to talk about the good and the worse teacher in general I mean the good teacher I think is uhhh who do his work from the beginning to the end and the worse who did not care about his students if he didn't continue his lesson or his lecture he didn't return to his lecture but he moves to another one and uhh to specify uhh I want to start by the worse teacher and I continue what miss Hanan said I think I guessed whom she uhhh who's she was talking about which teacher I mean uhh really before uhh before you call us for the CPP Program really I was disappointed because I am in the end of my career in this degree yeah really I find myself uhh I have nothing that prove that I am in the fourth year of the English language I was thinking that I didn't uhhh learn at all just learnt some information I don't know but I didn't learn the English language also he uhh let me uhh I'm sorry for the term but started to hate him he uhhh (laughter) really he always blame us uhh always say that umm just the students are not are the students responsible of this of what's happen in this department uhh but unfortunately he is the uhh responsible uhh and uhh I think that the good teacher let's students be good students and the worse teacher lets students be worse students not in knowledge also in behavior uhh and to talk about the good teacher uhh thanks to Allah I prefer to say Allah there are some teachers good in this department but the most are not do their job exactly for the good teacher uhhh I think is who did his job till the end also he uhhh care of his students if they understand or not also he uhhh there is some uhh I don't know some uhhh not respect but uhhh also is not feeling I don't know how I call it but uhhh (laughter) understanding yeah between the student and the teacher also the good teacher let the students learn even if they didn't uhhh love his module or uhh [pause]and uhh I think the principle uhh [pause] the principle issue that uhhh teachers now they ignore it is to come to uhhh to the class present the lecture and go there is no interaction between a teacher and the students at all they didn't know their students they [pause] there are a lot of procedures but these are the most I think that's all.

T: What do you think of the CPP Program teacher?

The funniest: For you I start by I think if all the teachers are like you (laughter) there is no problem in this department in this language sorry ther is no problem at all absolutely in this department yeah uhh and I wish I hope that this program in the future will uhhh be part of this uhhh

T: Part of the curriculum

The funniest: Part of the sorry?

T: part of the curriculum

The funniest: part of the curriculum yes and uhhh but I hope that all the teacehrs that will teach this program they will uhhh love it at first then start then uhhh then try to uhhh transmit it to the students by heart not just a program.

T: Thank you very much let's move on to another speaker who do you think was the good or bad teacher? (You do not have to mention names), just speak about the approach, the procedures and the attitudes towards learners. What do you think made this good teacher a good teacher?

The ambitious: Good morning everybody at the beginning I'd like to thank Miss Guerza for this CPP Program she uhhh which gives us the opportunity to express ourselves uhh I think uhh for me it was a different experience because as I was a student for five seven or eight years ago and I have interrupted my studies and I returned back to the university so uhh when I returned back it was uhh I haven't a choice I must succeed in my study so uhh because of personal reasons I must learn by heart it's uhh it's the only yes the only solution to success in my study studies uhh but now I am free I want to learn uhhh to learn this language thanks to this opportunity and it is an occasion for me from the beginning so I start from the beginning so it is a base for me now for me the best teacher I think I've seen so many teachers and I think that uhhh the behaviors of teachers are different as my friends have said we are okay for the same point that knowledge knowledge has an important influence in teacher's behavior in teacher's competency

T: Competence

The ambitious: Competence Yes so uhhh when we are uhhh we master our matter we give everyone without complex but when we feel that we are uhhh (The end of the tape)

Interview Data :   02/07/2013

T: Good morning! Uhhh according to you what pushed you to have the current level in English?

Wiseman: Uhhh I think the causes that pushed me to have the current level in English is my studies and the teachers. I think teachers that pushed me to learn uhhh and involved me in class.

T: What are your expectations in this conversational class? What do you expect to find in this conversational classroom?

Wiseman: Uhhh I think it helps me to become a good speaker. It helps me i think to speak in front of others. Not to be shy.

T: That's it?

Wiseman: Yes!

T: What is the usefulness of the communicative Software? How can the communicative Software promote your communicative proficiency?

Wiseman: I think part of learning English language is listening.

T: UHHH

Wiseman: It may help me and uhhh that's

T: That's it?

Wiseman: That's it.

T: Thank you very much. Good morning Miss Wonderful!

Wonderful: Good morning Miss!

T: What do you think were the causes of your current level in English?

Wonderful: I think for me the major cause is about how to be familiar with the language itself, and it is part of my motivation, not what they do, but what they have.

T: What are your expectations in this conversational classroom?

Wonderful: Of course, in this classroom, I want uhh my goal was to uhh to perfect my language and also to ameliorate my level among my classmates.

T: Good! Good! How can the communicative Software promote your communicative proficiency?

Wonderful: To be honest, I was so far from this technique. I'm not familiar with this task. So, uhh I find some difficulties about this task, but I try to be familiar with it.

T: What was difficult about it?

Wonderful: Now I uhh I can adapt.

T: What do you think were the causes that pushed you to have the current level in English?

Sweetest: Well, first of all, I think my teachers who helped me learning from them so much as my level because I've never stopped learning from them. They never stopped uhh helping me correcting me and guiding me. Also, a second thing uhh secondly, uhhh I always try to uhh to uhh to uhhh to practice my English at home with my friends and uhhh

T: How do you qualify your level? Good? Bad? Highly advanced?

Sweetest: Well, not highly advanced. Actually, I think it's uhh it's so so (Laughter)

T: Give a percentage.

Sweetest: 50%

T: 50%?

Sweetest: Yes!

T: What are your expectations in this conversational classroom?

Sweetest: Well, I believe that I can learn from anyone anything and that pushed me towards this course. I'd like also to to uhh get rid of my uhh shyness in speaking and also I'd like to practice from you.

T: Since we are talking about the listening, How can the communicative Software promote your proficiency level?

Sweetest: the best example uhh I guess is that when I read it at home and look at the list of the new words, new vocabulary and uhh I don't know how to pronounce it though I have a dictionary so uhh I use this uhh this Software uhh secondly I think I can find everything in this technology. I don't return 100% on it because I think, I mean but that when I learn from it or rely on it 100% I uhh I can't I wanted uhh I can understand, but if I rely on it let's say 40% I use my own umm let's say works, I guess I get the benefit from it.

T: So, you understand and learn more when you rely on yourself rather than on the Software?

Sweetest: No!

T: The opposite?

Sweetest: The opposite, Yes!

T: Okay! Good morning! According to you, what were the causes that pushed you to have the current level in English?

Ambitious: So, uhh to me I think that the majority of our teachers have done their duty. If I uhh didn't get uhh I didn't get what I what I want so the person to blame is me, and I think that any person person who wants to reach his uhh the level he needs to work right from what he has learnt from them.

T: Good! What are your expectations in this conversational classroom?

Ambitious: I think it is a good occasion to express ourselves to uhh improve our self-confidence. So, we are trained to communicate without any problems. It helps me to make mistakes, we are sure we are not judged by others because we are in a because we are in a familiar environment.

T: Perfect! How can the use of the communicative Software promote your proficiency level?

Ambitious: It makes it useful it makes it uuhh the using it it stimulates our brains to get in words in our brain to make use of the information which we learnt before. That's it. It is interesting it is better than uhh reading and uhh anything than reading.

T: You think it motivates you better?

Ambitious: Yes! Uhhh I think that when we listen we uhh fix to understand the comprehension not to uhh to learn the word or to uhh get how we read the word or how we write the word, but we just the information, just how to pronounce it, how to use it in a correct sentence how to use it in global in global context.

T: Good Morning! According to you what were the cause that pushed you to have the current level in English?

Calm: [inaudible] because I blame myself. I think teachers helped me a lot, but I think it is more a personal effort every person uhhh my own personal efforts.

T: How can the communicative software promote your proficiency level?

Calm: The communicative software helps me practice my speaking. It helps me to understand. It motivates us. We're trying to hear words correctly. It helps me to know how to pronounce them.

T: What are your expectations in this conversational classroom?

Calm: I expect to improve my English speaking and to interact more with my friends.

T: According to you, what are the causes that pushed you to have the current level in English?

Lovely: Well, this is due to my teacher of the secondary school. I used to have excellent teachers, an excellent teacher who pushed me among my students his students and encouraged me a lot. I think it was the best module during my studies, and also this continued uhh this continued till now.

T: What are your expectations in this conversational classroom?

Lovely: Ah! I really enjoy getting more words from my friends and the teacher and uhh catch interest in new expressions new expressions new expressions. I do my best to grasp more expressions that I can.

T: How can the communicative Software promote your proficiency level?

Lovely: Yeah! I really I feel absolutely certain uhh that the communicative software will uplift my level, and my speaking uhh I want I wanna to speak fluent English with no mistakes and with the correct the correct pronunciation yeah!

T: Good morning! What are the causes that pushed you to have the current level in English?

Gentle: You mean it is related to motivation or uhh?

T: It is related to anything.

Gentle: Well, I started learning and studying English recently, but uhh and always I studied it because of teachers who really did motivate me and uhh other friends always who pushed me to study it. That's it!

T: What are your expectations in this conversational classroom?

Gentle: I am sure that it may give me help me in uhh it will give me the phonetic and the vocabulary lessons and get new information.

T: How can the communicative software promote your proficiency level?

Gentle: Well, listening is important in phonetic and I get new words and it helps me in pronunciation.

T: According to you what pushed you to have the current level in English?

Frank: I am one from those who like uhh who like me need motivation who have pushed me now I found when I have entered at the University I found myself alone. So,

I have the lack of motivation. I have no motivation. I think the real cause is that because there isn't enough practice in oral expression.

T: What are your expectations in this conversational classroom?

Frank: I hope to fulfill the dream the dream to can uhh to be able to be fluent speaker.

T: How can the communicative software promote your proficiency level?

Frank: Well, I think this is the only way to improve to improve my skill.

T: Good! What are the causes that pushed you to have the current level in English?

Gentleman: The cause Yes! I totally disagree with my friends who just blame the teachers because honestly, but rather the teachers all the teachers are doing their best. All the teachers are best, but the problem uhh we are the problem and the problem yeah, but if we have managed to study and do the hard work yes we are the problem yeah!

T: So what was your problem? Is it the teachers, is it the lack of hard work, motivation?

Gentleman: Hard work and motivation. Yeah!

T: What are your expectations in this conversational classroom?

Gentleman: This class I like it so much and I know that I uhh in this classroom my English uhh will improve my English will be better especially with a teacher like you yeah! (Laughter)

Ss: Laughter

Gentleman: And this classroom also it helped as a lot it broke that obstacle that we got to talk fluently English uhh like Miss Sweetest said that shyness I have to get rid of my shyness yeah!

T: According to you, how can the communicative software promote your proficiency level?

Gentleman: Yeah! The software is really helpful yeah! With it we can improve our listening skills and we can also (Phone ringing) I'm sorry. Uhh We can also uhh we can also master the pronunciation of the difficult words that uhh it helped me in the listening. It is really helpful.

Group B:

T: Good morning! uhh What were the causes that pushed you to have the current level in English?

Smart: Personal internal motivation.

T: What are your expectations in this conversational classroom?

Smart: Perform more. Master my English.

T: According to you, how can the communicative software promote your proficiency level?

Smart: It helps me a lot. I don't have to work with the teacher. I can work on my own.

T: Good morning Miss Funniest! According to you, what pushed you to have the current level in English?

Funniest: My level isn't uhh I didn't accept my level in English. I suffer from shyness. I need more motivation. I didn't concentrate well.

T: So, what was the cause you didn't concentrate well, the teachers, you didn't or you haven't worked hard uhh.

Funniest: I think I didn't work hard. I need to practice more.

T: What are your expectations in this conversational classroom?

Funniest: I think this classroom will meet uhhh

T: Will meet your needs?

Funniest: Yeah! My big point is to listen more and more. I will speak more.

T: According to you, how can the communicative Software promote your proficiency level?

Funniest: It will help a lot in the listening and speaking.

T: How would it be useful to you especially for speaking?

Funniest: Yeah! I will understand more native speakers. Maybe I will be like them.

T: According to you, what were the causes that pushed you to have the current level in English?

Friendly: For me, I think the main cause was the lack of teachers not all the teachers from the first year and the second year, some teachers uhh I suffered from grammar and written expression.

T: How important are grammar and written expression for oral expression and speaking?

Friendly: Very important! To know how to express yourself and your ideas. If you don't know the rule, if you don't have the rule, you can't make the sentence. I mean there is the correct answer. Yes! Because of that I am afraid to talk to make more mistakes.

T: What are your expectations in this conversational classroom?

Friendly: Very good! It helped me a lot. I became more

T: Confident.

Friendly: Yeah! I am talking. I am not afraid to speak.

T: In spite of the fact that you're making mistakes!

Friendly: Yes! I am learnt a lot from this.

T: I have

Friendly: Yes! I have learnt from this course.

T: Good good! How can the communicative software promote your proficiency level?

Friendly: It helped me to uhh listen and understand native speakers, know how they convey information, how to report uhh

T: Yes! That's all?

Friendly: That's all!

T: Good! According to you, what were the causes that pushed you to have the current level in English?

Butterfly: I learned a lot by myself. Teachers also helped me to improve my pronunciation and my level.

T: What are your expectations in this conversational classroom?

Butterfly: To practice my English and to understand more native speakers.

T: How can the communicative software promote your proficiency level?

Butterfly: Actually, it helped me a lot to focus on the native speech.

T: Good morning! Miss Candy! According to you what were the causes that pushed you to have the current level in English?

Candy: [inaudible]

T: What are your expectations in this conversational classroom?

Candy: I will promote my listening.

T: How important is the communicative software for promoting your proficiency level?

Candy: I think it is really important because when I listen to native speakers, I will be familiar with pronunciation, with them, also with vocabulary. I knew new words.

T: Good morning Miss Talkative! According to you what were the causes that pushed you to have the current level in English?

Talkative: The lack of concentration, the lack of motivation. I can't say teachers because I didn't do the hard work.

T: What are your expectations in this conversational classroom?

Talkative: What I will expect to find after this program?

T: What are you waiting for?

Talkative: After this program, I will improve more my skill, my experience in speaking fluently, talking in front of other classmates without making mistakes, without shyness.

T: Without shyness?

Talkative: Yes!

T: So, how can the communicative software promote your proficiency level?

Talkative: I think it would help me a lot. So, for me, it's a useful material because as any person can have his own material when you got your own material literally you wouldn't be distracted with the other things. You just think of what you got.

T: So, you're the owners of your own learning. You have your own laptops, headphones and software.

Talkative: In Algeria, I don't think uhh, but we don't have this in Algeria. I don't know why we cannot have these in Algeria easily.

T: Why do you think we have this in Algeria?

Talkative: I think this is uhh because the responsible of this kind of things always try to make issues like that uhh so justify something like that to find something like that.

T: Good morning Mr. psychologist! According to you what were the reasons that pushed you to have the current level in English?

Psychologist: (Silence)

T: You miss expressions, the lack of practice; you need the teacher to give you more chance to communicate.

Psychologist: A lot of vocabulary.

T: What are the features you want to concentrate on?

Psychologist: Vocabulary and listening.

T: You need a lot of vocabulary. So, what are your expectations then in this conversational classroom?

Psychologist: To be more confident, to learn more vocabulary, more words, to be familiar and understand more native speakers.

T: How can the communicative software promote your proficiency level?

Psychologist: It helps me in my speaking Skill to learn more words, more interesting topics.

T: According to you, what were the causes that pushed you to have the current level in English?

Billel: Actually, I'm I am not a good student in English this is because I uhh I don't work hard at all. I uhh I just relied on my attendance in the classroom and uhh I think that the students are working more to get marks on.

T: So, what are your expectations in this conversational classroom?

Billel: Really this conversational classroom gave me a real beginning. It is uhh for me uhh it's uhh it uhh motivates yes it motivates me to learn more English. Actually, I don't have difficulties in uhh listening, but in speaking and especially in writing skill. I want to write very well.

T: How can the communicative Software promote your proficiency level?

Billel: It helps me a lot because uhh I used to uhh I used to be familiar with French and I watched a lot of movies in French, but in uhh now I am watching movies in English and I think it's uhh I don't have difficulties in uhh understanding.

T: How can this be helpful in speaking?

Billel: In speaking, I think that if you listen more you will speak fluently.

T: This the end of today's interview. Thank you very much for your collaboration and for your valuable answers. Thank you.

Focus Group Interviews Transcript Part Three:

T: What do you think hinders students from achieving a good proficiency in English?

Smart: On unequal terms, learners of any foreign language can barely fully cope with the new functioning systems of the target language. As often is the case, learners of English from an Arabic background find it particularly slippery and uneasy to the grasp at the first (early) stages; it is only at later time, however, that they get to grips with some fundamental processing   connection to the language. But the operation grinds to a halt as the organism is found within a new context to accommodate with and which is radically different from the customs existing in the native setting. To cut this short, many student _ restrictively, students here refers to college level learners of English_ are involuntarily driven to fossilization. This saturation comes into play due to various rationales; chief among them: Unskilled and ill-informed tutors; spoon-feeding; interference, lack of practice; favoring quantitative way of studying over a qualitative one; poor guidance; full and loaded timetables; too many tasks to do and so many modules to study; vanity; the vastly common, false dogmatic belief among students that the grade(mark), other than mastery of skills, is the filtering sieve for recommendation; the teacher's exertion of favoritism and inequality in the class; personal strategy in learning and aptitudes; negative attitudes toward the target language and the lecturers; diversity of means and availability of effortless, ready-made information.

 T: According to you what were the causes that pushed the students to have this level in English?

Smart: The question is somehow ambiguous! To be well fitted within its frames, the answer, as such, will be comprising two sections. The first, in precision, is dedicated to the causes of students' LOW level. The last, on the other hand, is committed to those with a GOOD (high) level. The lion's share of the answer to the former is yet provided in the preceding above answer. Still, what can be added is mere secondary prelude to the more salient otherwise section. In this regard, causes may have to do with the students themselves as could very probably be linked to their tutors, of course with allowance for the social-psychological factors. Moving on to the latter (i.e. causes that led students to acquire PROFICIENCY in English), I should like to point out that here again we have two possible sub-cases dictated straightforward through by the question: addressing the proficiency as mirrored by the CPP program and personal point of view, which I opt to favor is more like the case; and/or viewing this mastery from a broader (i.e. general) basis. In any case, a hybrid, I venture to think, is the resort as a compromise. Many more underlying rationales can be spoken of in fact; but let's exclude restrictive and exceptional cases for reasons we ignore (esp. my personal

expertise for I haven't been through much of what most learners undergo, i.e. my case isn't a cognate one because, as familiar to your knowledge, I was reared in a family where once only English and French were the domestic atmosphere.) Orderly procedural steps all the course through can be vital causes drawing the students' attention toward a matter of concern in connection to language in general, and some skill in particular, leading ultimately to the grasp of the area. Constant worry about the deficiency only to have it remedied. Personal traits, like a dire pursuit of knowledge and being obsessed to quench unsettled wonders. Exposition to native speakers (especially that in modern circumstances this is quite often manageable through Net and the stuff).Open-mindedness and things of similar sort.

T: What are your expectations in the conversational classroom?

Smart: CONVERSATIONAL CLASSROOM is expected to be very much successful in bridging the gap between and among the instructor and the students, in much the same way to overcome the jigsaw. It helps exteriorize the inhibited zest for interaction and communication. To meet certain aims of getting the learners more acquainted with their deficiencies and come about subconscious(but not unconscious) remedial work on them. To have the passive tacit knowledge familiarized and hence gradually drag the reluctant to be cooperative and share their perspectives apart from shyness, solitude and aloofness.

T: How do you qualify conversational interaction? (How do you define conversational interaction?)

Smart: Well! Honestly, I know not exactly how to respond because this is unfamiliar to me! But a try worth it, so the answer is a highly personal surmise with no particular, related prior knowledge. CONVERSATIONAL INTERACTION seems to have to do with communicative approaches. It's a systematic and systemic way of conversing and interacting where participants rely very much on their general tacit agreement evaluating each other's behavior (both verbal and physical) and act accordingly; take initiatives, expect other to take them, and comply with one another to some degree; respecting certain social rules like turn taking and not breaching the rules (politeness, pragmatic, etc.) which dominate to determine a successful talk.

T: How do you qualify negotiation of meaning? (How do you define negotiation of meaning?)

Smart: Again, the reply is quite characteristic to my own understanding and guess, as well as reasoning of similar concepts where very poor or no prior knowledge might ever be claimed. NEGOCIATION OF MEANING entails many strategies, much commitment, vast imagination, and highly elaborated skills. Meaning by nature is so diversified. Apart from the outside world, and from a semantic linguistic point of view, meaning is conveyed connotatively or associatively. So words can be used to transmit literal meanings as well as intend a non-literal meaning. Within context now, and from a social and sociolinguistic point of view, meaning is even much more complex. We often hear of people misunderstanding each other; we ourselves happen in more than few occasions to be miscalculated as we do misinterpret others. So the interlocutors bargain and negotiate meaning; they convey messages much far beyond the verbal (linguistic) form. Actually , the linguistic behavior and the intended meaning may very likely happen to be in complete paradox, but this does never appear inconvenient or inconsistent and the message is communicated through very perfectly and successfully.

Always the social rules of behavior, monitored by personal characteristics, interfere and influence, define or redefine the situation.

T: How do you describe the ideal teaching environment?

Smart: THE IDEAL TEACHING ENVIRONMENT can very arguably be put as a setting where there is complete response from among learners; this setting is worked out and managed by the instructor. It is a common ground where learners do intrinsically run the floor. The teacher is there only when he is called upon by learners for help; or in the last resort when errors and mistakes occur and no reaction or heed is raised or paid, or when the situation is stuck. It is an environment where spoon-feeding is crossed out with red; and rather inductive and deductive ways of teaching are merged, and, again, the only existing tool of communication is the target language with no dogmatism whatsoever. Needless to mention the atmosphere of humor and suchlike.

T: According to you what were the causes that pushed the students to have this level in English?

Smiley: There are many reasons that led me to have this level (average):

First, Daily contact to the language in university. (only listen to the teacher and write)

Second, In my 2nd year one of my teachers gave us short stories to read and summarize every week. Reading and summarizing helped me a lot to enhance my level.

Third, Dealing strongly with English only in periods of exams staying long hours making summaries, doing exercises and sometimes learning by heart.

Fourth, Making some research works and presentations helped me a lot. In my 2nd and 4th year, I was asked to do some researches and present them in Oral expression and American civilization. These presentations were fruitful because they improved my writing, reading and speaking skills. As you can see miss I didn't have the chance to speak and practice my English. The only thing I was doing is to succeed and have good marks. Even in oral expression we prepared a topic (usually my friend learn by heart) than present it without even being anxious.

(teachers didn't correct our mistakes which made me think that i don't make mistakes) also, personal efforts are required. However, I didn't make much efforts to enhance my level.(either me or my friends).

T: If you had the chance to change anything in your classroom what would you do?

Smiley: Concerning this question, I will make small groups of learners. I'll not dictate or give the students too much information, instruction or rules of the language. I'll focus on reading and listening so that writing and speaking are promoted. I'll be a guider to information not the source of it.

2. I think I will try to stimulate students. I will ask them to make researches and present them. then, correct all the mistakes: spelling and speaking mistakes.

I think I'll make them listen to English: movies, songs, conversations, news,...etc. and try to put them in similar situations.eg: conversation between 2 or 3 students, make them sing in English or even imagine themselves as journalists and present a show or

news. etc. + reading (not only literary works but also articles about different topics which they are concerned with)

T: What are your future plans as an English learner?

Smiley: Concerning my plans, I'm trying to make a program: daily listening (at least 2 hours per day) daily speaking (at least one hour per day) daily reading and writing. If I follow my plan and create my own English environment, I'll be a better and successful English learner.

T: What do you think hinders students from achieving a good proficiency in English?

Smiley: I think the lack of practice of the four skills hinders students from achieving a good level in English. Also, being evaluated can prevent them from enhancing their level because they have to study only to succeed in exam not for the sake of learning the language.

T: What are your expectations in the conversational classroom?

Smiley: my expectations: conversational classroom helps students to get rid of their shyness. It helps students to practice their language. It helps them to share what they've learned. It helps to encourage students to enhance their level in learning the language through comparing themselves to their mates who have both high & low level. It helps them also when they discuss their difficulties while learning. They may find some solutions.

T: How do you qualify conversational interaction? (How do you define conversational interaction?)

Smiley: I don't really understand what do you mean (sorry)

T: How do you qualify negotiation of meaning? (How do you define negotiation of meaning?)

Smiley: I'm not familiar with such concepts I don't find a good definition.

T: How do you describe the ideal teaching environment?

Smiley: I see the ideal teaching environment as a place where the teacher can really help the students. A place where all tools & materials are available. An ideal environment is where the teacher & the student are in harmony and share some interests. It's an ideal environment where a teacher can stimulate & motivate learners. and can change his attitudes depending on the situation. An ideal environment is when the teacher enjoys the task of teaching and not consider it as a job that he must do.

T: What do you think hinders students from achieving a good proficiency in English?

Bright: About your question, I think the reason behind the level I have in English , though I know , I still have a lot of work to do to achieve a better one ,is the eager to learn new things , English had always been a beautiful language to me, and each time I learn a new word in English , my thirst to learn more is never quenched , reading also but not only in English , in other languages also helps the creativity, watching movies helps always learning new vocabulary , and imitating the natives accent , listening to songs and of course practicing was what brought more life to what I've acquainted

About the students having a bad level in English, I think they haven't work on themselves as much as a good level in English requires, may be they do not read, because reading always has a fruitful result, and the lack of practice.

T: If you had the chance to change anything in your classroom what would you do?

Bright: If I had the chance to change something in the classroom, it would be having more space, why not classes in gardens or green spaces, it is way too imaginary; but why not! This would evoke more creativity comfort and ease to the students.

T: How would you teach English if you were an English teacher?

Bright: I am an English teacher , and I'm constantly looking for what makes the students interact better and work more with me, I'm trying to be creative in the way I'm teaching ,to create an atmosphere of competition within the classroom, to be modest moderate and vivid.

T: What are your plans to promote your proficiency level?

Bright: Maybe to read more about successful teachers, and trying to take the method and the way my good teachers had with us, to work on my knowledge in the module I'm teaching.

T: How do you see your future as an English learner?

Bright: I will have a really rich repertoire with God's will, and will master both accents British and American.

T: What do you think hinders students from achieving a good proficiency in English?

Biology student: For me, the problem is me if I worked hard I can realize better results.

T: According to you what were the causes that pushed the students to have this level in English?

Biology Student: The causes that pushed the students to have this level in English were essentially the lack of practice.

T: How do you qualify conversational interaction (How do you define it?)

Biology student: In reality, I don't understand the question very well.

T: What are your expectations in the conversational classroom?

Biology student: Conversational interaction is the best method to acquire a foreign language.

T: How do you qualify the negotiation of meaning?

Biology student: This question means the use of different accents to speak one language.

T: How do you describe the ideal environment?

Biology student: The ideal teaching environment I found it really with the CPP Program and especially with my group where I found myself comfortable to speak, to

interact, but also I found it with the other group if we were interacting more together. So, the important thing is the mutual respect between the students and the teachers, the search to take knowledge.

T: This is the end of today's interview. Thank you very much for your collaboration and for your valuable answers. Thank you.

Appendix H

C.8. Teachers' Interviews

1. How do you perceive the current level of your EFL learners' communicative ability?
2. How can you evaluate the type of communicative tasks you use in the EFL classroom?
3. What type of communicative tasks you use in your EFL classroom?
4. As an active participant in classroom conversational interaction, how do you qualify learners' language use and performance during communicative tasks?
5. What type of teaching strategies you implement to meet the learners' communicative needs?
6. Do you use different strategies to distinct proficiency levels?
7. Which approach do you adopt to enhance the learners' communicative skill?
8. In your opinion, what are the main reasons for learners' low proficiency in English?
9. What are the steps to be taken to face and accommodate their communicative problems?
10. How often do you expose your students to authentic language?
11. Do you use authentic materials in your teaching?
12. Why?
13. How do you qualify negotiation of meaning?
14. What is the role of meaning negotiation in your classroom?
15. How often do you perceive your students negotiating with each other in English?
16. What do students say, and how do they respond to negotiations in English?
17. How important is conversational interaction for you in enhancing learners' communicative proficiency?
18. How would you describe your teaching experience with your students?
19. How would you describe an effective teacher?
20. According to you, what is the most effective teaching approach?
21. What role does ICT play in your classroom?

22. Describe a teaching strategy you used to maximize the learning potential of your students.
23. How would you decide what should be taught in your classroom?
24. Describe your use of multimedia resources as a teaching means in your classroom.
25. How do you keep your students engaged in the communicative tasks?
26. How do you use technology to enhance your students' speaking proficiency?
27. What do you think of ICT as a learning tool?
28. What do you think of the future of the Algerian University and the use of ICT tools? Can We talk about ICT in our context?

C.9. Appendix I: Teachers' Interviews:

1/Teacher: John:

The researcher: Okay! So good morning!

John: Good morning

The researcher: This is an interview to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I will be very much grateful if you could respond to the following questions. Your contribution will help much for this research, and the answers would remain anonymous.

John: You welcome!

The researcher: Okay! So uhhh the first question: for how long have you been teaching English?

John: uhhh eff it makes now 17 years.

The researcher: Okay!

John: 12 years let me just bring a slight precision

The researcher: Yeah!

John: Well, 12 years spent teaching in the high school

The researcher: Okay!

John: And now let's say 5 years!

The researcher: 5 years

John: 5 years at the university.

The researcher: Okay! So, how do you perceive the current level of your EFL learners' communicative ability?

John: Well, uhhh communicative ability I would say that uhh level is I know to a certain extent uhhh well good good, but uhhh with some uhh no no those brilliant speakers are are very scarce

The researcher: Okay!

John: So, it's uhh it's uhh it's average

R: Average!

John: It's average.

R: How can you evaluate the type of communicative tasks you use in the EFL classroom?

John: uhh eff the EFL English as a foreign language type of activities?

R: Yeah!

John: well, we don't really vary activities uhh when it's uhh when it's uhh communicative English we will we generally focus on how how to develop speaking we intend to focus more on the academic aspect of language I mean uhh respect of grammar grammatical rules uhh good pronunciation

R: Okay!

John: So, it's rather uhh it's rather a pronunciation grammar more than uhh I mean more than perhaps when we when we use competence

R: Okay! So, what type of communicative tasks do you use in your English EFL classroom?

John: uhhh when we come to teaching oral expression is it

R: Yeah yeah oral expression!

John: Oral expression okay when teaching oral expression you know we have a great variety of activities, but we don't in fact we don't have enough time to do them the problem is about time. So, I think that there are they are a bit uhhh in uhh it's a it's a time deficiency in fact

R: Okay!

John: I would like to have time to do all that. You know we cannot vary activities we cannot perform so much have so many activities so many difficult activities.

R: Okay!

John: In our teaching uhh teaching people how to speak a foreign language in a very fluent way

R: Yeah!

John: at uhh another job of three hours per week that's uhh that's uhh that's insufficient

R: Okay! So as an active participant in classroom interaction how do you qualify learners' language performance during communicative tasks?

John: students' performance uhh students tend to be uhh tend to be uhh very passive they do rarely intervene so it's uhh it's the teacher who's uhh who's speaking all the time. Uhh the students keep they prefer to keep mute the students prefer to keep silent so they turn into uhh passive listeners

R: Okay! So what type of teaching strategies you implement to meet the learners' communicative needs?

John: well, uhh when we come to talk about I don't know maybe technology

R: Umm

John: Technological uhh equipment

R: Yeah!

John: used in teaching uhh teaching oral expression oral expression we uhh we don't have enough we don't have adequate equipment to do that

R: Uhhh!

John: uhhh well uhh the teacher can make use of uhh some let's say uhh some appropriate means some means uhh some available means such as podcasts maybe

R: uhhh maybe! Yeah!

John: uhh audiovisual means

R: uhhh!

John: listening to tapes

R: uhhh!

John: uhh watching movies why not!

R: uhhh!

John: that's uhh that's all we can afford we can afford!

R: Okay! So uhh do you use different strategies with distinct proficiency levels?

John: well, I uhh honestly I I adopt the same the same strategy strategies for all the learners I uhh I think that those are those means could be used for all levels

R: UHH!

John: So, the level does not matter doesn't matter much

R: Okay! So which approach do you adopt to enhance the learners communicative skill?

John: which strategy?

R: Strategy! Approach!

John: approach?

R: Is it the communicative approach is it uhh

John: it's uhh it's the communicative approach

R: UHH!

John: but again uhh again it's uhh about uhh the enormous difficulty in fact we face when we deal with learners in the classroom even if even if you try to adapt the communicative approach it's very it's uhh you know you're you're uhh standing before uhh I'm not gonna say that they are lazy but some of them are I don't know uhh energetic students but uhh students I I noticed that students rarely intervene

R: okay!

John: rarely intervene they prefer to keep mute to listen to the teacher even if you try to stimulate them even if you try to stimulate them

R: uhhh!

John: try to get a response a feedback uhhh a kind of a reaction they prefer to keep silent agree on all what you say is uhh is welcomed

R: okay!

John: you're right you're uhhh you know uhh much better than we do

R: okay!

John: so what we say is uhh is uhh is right

R: okay! So in your opinion what are the main reasons for learners' low proficiency in English?

John: Spoken English?

R: Yeah!

John: What are the means?

R: Reasons!

John: Reasons?

R: Yeah! The main reasons! Yeah

John: What are the main reasons?

R: Yeah!

John: it's uhh it's my only uhh you know I have dealt with these particular phenomenon in my uhhh Magister thesis

R: UHHH

John: It was about about that you know the uhh I uhh the hypothesis I made for my investigation was uhh the students do not do not speak because they uhh don't have enough vocabulary to do that students have not these uhh some students are uhh I don't know very clever very smart intelligent

R: UHHH

John: uhhh then they cannot they do not say what they do have in mind

R: uhhhh

John: Because they do not have the uhh they do not have uhh the adequate vocabulary to do that

R: Okay!

John: so, uhhh what to do in such a case I think uhhh better try to uhhh enrich their vocabulary store

R: uhhh!

John: so as to uhh to make them feel more comfortable whenever they come to say what they want to say in uhh in English.

R: Okay! So, what are the steps to be taken to face and accommodate their communicative problems?

John: Uhhhh maybe uhh we need to focus on uhh okay! That's uhh again again try to to to uhh enrich their vocabulary stores

R: uhhh

John: teach them uhh and uhh again uhh in parallel teach try to teach grammar focus on grammar

R: uhhh

John: uhhh pronunciation as well and vocabulary well in case in case the student is unable to say uhhh how investigate how the student has okay in our case lexical items words okay vocabulary to say something uhhh articulate its vowels that in in uhh let's say in uhh in a good way okay! Respecting phonology uhh rules

R: uhhh

John: and grammar rules that's uhh that's nice tha's gonna be very nice

R: okay! How often do you expose your students to the target language? Authentic language?

John: Authentic target language now uhh whenever whenever we meet I mean whenever we meet in the classroom in classroom

R: Okay!

John: but outside of uhh I don't know outside of the classroom we generally tend to again we fall into that uhh circle of the environment no one speaks English outside the classroom

R: So, do you use authentic materials in your teaching?

John: What do you mean by authentic

R: I mean for example do you use movies or uhh do you use real talks from native speakers do you use conversations from native speakers?

John: Yeah! When uhh whenever the equipment necessary for that is available.

R: Okay!

John: again , but you need high tech

R: Do we have this?

John: unfortunately this in this university we don't.

R: We don't

John: Those labs we do have we have three labs but I don't know language laboratories but those are uhh inefficient

R: uhhhh how do you qualify negotiation of meaning?

John: negotiating meaning?

R: Yeah!

John: uhhh negotiating meaning it depends on it depends on uhh it depends on the the vocabulary itself I don't know because the word might have might have so many different meanings if we depend on uhh again it's uhh the vocabulary store

R: uhhhh

John: it depends on uhh it depends on what's meant by a word in uhh a very particular situation

R: Okay! For you how could you define it for example what does it mean for you?

John: well, it means uhh what we what we uhh what we were taught every word has one let's say the exact meaning proper meaning what's called in French sense proper sense figuré uhh and maybe many uhh so many other figurative meanings

R: Okay!

John: it depends on uhh it depends on uhh the situation it depends on what you want to uhh convey as a message okay in about one precise issue

R: What is role of meaning negotiation in your classroom?

John: meaning negotiation that could be

R: Have you perceived meaning negotiation among your students?

John: no I don't I don't uhh focus too much on that because what's important to me in uhh is basically teaching teaching uhh not more than two three meanings of okay of the same word because if you focus too much on that and you go teaching meanings different meanings of every word that's uhh gonna be a waste of time and again it's uhh again I want to insist on the fact that we don't have enough time ah! I mean the subject itself we don't have enough time to teach uhhh how to teach people I mean learners how to how to speak fluent English.

R: Okay!

John: three hours per week again that's uhh that's a short time insufficient uhh it should be it should be three hours per day

R: Okay! So, how often do you perceive your students negotiating with each other In English? What do you think do they use English among each other?

John: UHH

R: I mean in class outside the classroom?

John: Well uhh even even in uhh I noticed that even in the classroom whenever they engage in the uhh I don't know whenever they want to start a kind of uhh a discussion debate uhh they do it in uhh Arabic language

R: uhhh

John: even when they think they think in Arabic then translate it it's a kind of uhh I don't know very it's very tiring very boring

R: uhhh

John: I honestly used to tell them do not think in Arabic this is step one and then step two do not translate Arabic into an English then this is task two then say it to the others in English this task three this is time consuming and this is tiring boring try to think in English and uhh express yourself in English

R: Okay! So what do students say and how do they respond to negotiations in English?

John: uhhh only the efff the good ones ah!

R: uhhh

John: between inverted commas only the good ones uhhh respond in English have a kind of uhh a kind of uhh simultaneous response uhh to English in English

R: Okay!

John: The rest the others uhhh again use the mother tongue use Arabic even in uhh even when sometimes when it's a matter of a kind of uhh spontaneous uhh response

R: uhhh

John: they spontaneously uhhh talk in Arabic forgetting that it's uhh an English an English classroom.

R: Okay! So how important is conversational interaction for you in enhancing learners' communicative proficiency?

John: uhh again this is mainly a matter of the older school the mother school (Laughter)

R: UHHH

John: the old school the grammar translation method the communicative communicative approach uhhh honestly I I used to have a kind of uhh it was uhh it a was a conviction a kind of I am not gonna say it's a belief

R: uhhh

John: I was uhh I was in the past I was convinced that the teacher is there to do everything

R: uhhh

John: but you know recently the idea that came to change my mind

R: uhhh

John: uhh it's very important it's very important to to adapt a kind of a communicative approach communicative learners say a little as a teacher say a little and listen much so uhh and this is uhh this what makes what makes it a bit difficult not to say hard but difficult to teach expression you know for your you're in front of passive learners

R: uhhh

John: uhhh you find yourself uhh the only speaker in the classroom

R: uhhh

John: doing all almost all the job uhh this it is very tiring even if you even if you try to uhh how to say to even if you try to communicate with them uhhh you know they are they are they are not all of them , but the majority is a bit very very passive

R: uhhh

John: so you'll find again it's very uhh it's a bit difficult to to adapt such a method I mean the communicative method because I think that our students I mean learners are not used to do it they were not maybe in the past they were taught by teachers who uhh tend to dominate

R: uhh

John: everything and uhhh learners are just listeners listening to the teacher supposed to be maybe the knowledge of the older

R: Okay! How would you describe your teaching experience with your final year students third year fourth year

John: Unfortunately I didn't teach the third neither the third year nor the fourth year I used to teach first year and second year

R: UHHH

John: uhhh you know it's a bit different first year second year are uhh the level is not really the same

R: uhhh

John: uhhh I'm not gonna talk about a particular case here but we're talking about learners in general first year come to the department what's called I don't know I think uhhh and they are really fresh some of them were brilliant uhhh and come from literary streams some others are uhh weak

R: uhhh

John: I don't know this could be due to the uhh the background perhaps

R: uhhh

John: but some of them and few are uhh completely out of topic and they should be I don't know they should be taking uhh some other uhh some other kind of training they shouldn't be at university they shouldn't be here at all uhhh now if we uhh if we wanna

I don't know measure that in percentage of uhh I say that the only uhh maximum 30% of them can be can follow the English training the other 70% should be somewhere else

R: Okay! How would you describe the effective teacher?

John: that's uhh that's utopian I believe

R: Okay!

John: there is no perfect teacher I think that we can say that there is performant teacher effective teacher that uhhh there is no no competent teacher the uhhh to me the best teacher let's say the best teacher is the one who uhhh succeeds in teaching at least I don't know one two three per session maybe one two or three new new okay new data new information that's uhh that's more than enough don't try to teach I don't know tons and tons of uhh information in one session uhh that's uhh that's gonna be you know too much you gonna try to teach at a slow pace okay uhh and a minimum a minimum it could be fair enough

R: Okay! So what do you think what is the most effective teaching approach?

John: uhhh you know a teacher is uhh a teacher could or shall be shall adopt whatever approach he considers the best to uhh to teach learners so a teacher and I don't know can can adopt so many different many different approaches

R: UHHH

John: in one same lesson what matters is uhh is teaching itself okay what matters is try to convey try to get okay your learners understand what you're doing

R: uhhh

John: now how you do that is a different matter at all

R: uhhh

John: so you can adopt so many different approaches now if we talk when we come to talk about oral expression I think that I'm not gonna say the perfect the ideal that I think the best method is the communicative approach

R: Okay! So what role does ICT play in your classroom?

John: ICT?

R: Yeah!

John: what does it stand for?

R: Information Communication Technology

John: ah! Technology

R: You've talked about technological means

John: and so on technological means may be online teaching

R: Yeah! Like online teaching

John: videoconferencing e-learning

R: e-learning

John: electronic learning yeah

R: yeah

John: yes uhhh it's fashion today uhhh well recently we have been uhh we have been following we teachers I mean following a kind of a training about this exercise itself okay e-learning how to prepare uhh how to design lessons electronic lessons uhh to provide for your students and students maybe students everywhere

R: Okay!

John: umm that's uhh that's very useful and uhhh so many so many students maybe everywhere or around the world could be could benefit of that not only the students your students you meet in your classroom.

R: uhhh! Describe a teaching strategy you used to maximize the learning potential for your students?

John: Sorry!

R: Describe a type of a teaching strategy you used to maximize the learning potential of your students?

John: uhh a learning strategy

R: Yeah! You've said that your students are lazy passive uhh do not interact

John: I know I know one

R: What have you done to promote

John: I know one uhh one one strategy it's very useful very uhh attractive

R: Yeah!

John: uhhh maybe the uhh it could be described as relaxing it's uhh teaching with songs

R: Okay! So teaching with songs!

John: I uhh I teach with songs I adopt I adopted this strategy and I uhh I teach with songs uhhh and I very often very often use it it's relaxing it's uhh attractive and I noticed that uhh my students learned more in a lesson spent listening to a song not only listening but it's okay it's listening with some precise kind of activities

R: uhhh

John: learned the learners learnt more via through listening to one song than what they learn listening to the teacher talking I don't know maybe talking for one hour and a half

R: Okay! Very good! So how would you decide what should be taught in your classroom?

John: I uhh do not do impose my opinions I generally uhh it's uhh it's a kind of uhh a kind of a democratic process okay I uhh I allow I allow okay I give the chance to learners debated uhh among themselves okay think about what they would like to share with them their mates okay so they are free to choose whatever whatever no limits whatever topic they would like to or the issue they would like to share with the uhh with the teacher and their mates we make uhh a list and exhaustive list to write at the beginning at the beginning of every semester because we generally we devote one semester for speaking and one other for listening and normally the listening semester should come before uhh should occur before the speaking

R: okay!

John: uhh with respect to the gradual I mean gradual order of the language skills

R: uhhh

John: uhh when we come to semester two when it is when speaking should occur this is how I proceed so I let them think about okay give them enough time allow them enough time to think about it even if it takes I don't know half an hour uhh suggest uhh I ask them it's a kind of an assignment think about minimum three issues that you would like to share and it's individual

R: Okay!

John: It is an individual task uhh then they suggest okay we make a list an exhaustive list about that and uhh whenever every time we meet we choose one among that list the list we already we made and we make a classroom debate and from time to time I may just to break the routine to change the mood etcetera I uhh make them I uhh make them listen to extra expose them to some songs

R: Okay! How uhh describe your use of multimedia resources as a teaching means in you classroom?

John: Multimedia resources

R: If ever you've used them? You said you've used songs and uhh

John: Yeah! Songs when I use laboratories I seek the language laboratory headphones this is I mean uhh strings etcetera so CDs and DVDs etcetera that's uhh that's uhh that we can find

R: How do you keep your students engaged in the communicative task?

John: ah! How to keep them you know I think it's scientifically it had been scientifically proved that a learner cannot focus more than 20 Minutes

R: How can you?

John: the 20 Minutes the 20 first minutes and it's uhh then it's uhh the absence the absence of mind they how to keep them focused?

R: Yeah!

John: ah! You know I'm I uhh I how to keep them focused it's uhh it's a kind of a personal approach I uhh I use it's uhh it's uhh what's called what I can call describe as a relaxing atmosphere

R: Okay!

John: I uhh whenever I uhh whenever I notice that they are they run maybe they run out of their uhh they're no more concentrated no more focused I uhh it happened to me that I uhh I used jokes let me tell you a joke just to uhh even uhh even if jokes in Arabic just to uhh make them focus again okay focus follow me again but as told you I try to speak uhh I try to uhh as a teacher I try to intervene to make my intervention my interventions very very scarce

R: Okay! How do you use technology to enhance your students' speaking proficiency?

John: now again whenever we come to talk about technology high tech I uhh it's uhh it's technology it cannot be high technology whenever we talk about technology uhh I think that we are a bit a bit underdeveloped ah! We do not have enough uhh technological means we do not have uhh adequate so technology is uhh still a great obstacle

R: okay!

John: In Algeria

R: So, what do you think about ICT as a learning tool could we apply it could we uhh are we far beyond?

John: We cannot unless unless we develop technology it's compulsory , but at well for the time being I think that before we uhh talk about that a technological what to say a technological uhh progress should occur before talking about various uhh we cannot! We cannot use something we don't possess

R: Okay! In the end I would really thank you so much for your answers for your valuable contribution

John: you're welcome

R: and uhh it really meant a lot for us thank you so much

John: you're welcome

R: as I said your comments and your opinions will remain anonymous

John : Anonymous thank you so much I hope this uhh is gonna bring I don't know bring uhhh bring a help

R: yeah! Thank you

John: perhaps is gonna uhh maybe contribute in your investigation

R: yes surely

John: uhhh I wish you a good luck

Thank you very much

John: and a lot of a lot of courage

R: laughter thank you thank you very much thank you many thanks

John: goodbye!

R: thank you!

2/ Teacher: Tom

R: This is an interview to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous.

Tom: Okay!

R: So, the first question how do you perceive the current level of your EFL learners' communicative ability?

Tom: Umm?

R: How do you perceive how do you see your students' level in speaking

Tom: In speaking?

R: Yeah!

Tom: Well, in speaking I can say that of course I'm teaching oral expression

R: Yeah!

Tom: and I start to uhh let's say I try to mix some of Neuro-linguistic programming in my teaching and uhh in my lessons

R: uhhh

Tom: so at the beginning of the year I'd start give them what they called I called smart goal it's uhh a technique that let's say direct the students toward his goal or her goals for example when one student wants to improve his English for example I help him with this technique so he can follow the steps of this technique so uhh at the end of the year I uhh I last years I saw so many students improve themselves and uhh their level of speaking.

R: What do you think How do you consider their level good bad uhh average?

Tom: well it depends I can say

R: If you have to give a percentage for example

Tom: I can say it's good

R: good?

Tom: Yes it's good! Yes it's good

R: good so how can you evaluate the type of communicative tasks you use in the classroom

Tom: umm I didn't uhh

R: How can you evaluate the type of communicative tasks you use in the EFL classroom?

Tom: Mine?

R: Yes! Yours yes!

Tom: okay! So I can say that it's uhh it's effective to a certain extent because I uhh I you can say that I focus more on the psychological sides of the students so I try to familiarize myself with them so I try to let's say break the ice at the beginning of the sessions to have that communication especially that we are in oral expression so we cannot make that wall between you and themselves I try to break the ice with them and uhh uhhh use many many uhh different ways visual audio a lots of uhh

R: Yeah! Good so, what type of communicative tasks you use in your EFL classroom could you cite names or examples

Tom: uhhh I use ICT uhhh sometimes I try to let's say give the students the ability to express him or herself freely for example if you want to present something you are welcome I try to uhh let's say give them freedom to the students to conduct themselves from time to time but I concentrate more on ICT because uhh students nowadays are more attracted to visual and things of technological stuff so I try to include them in uhh my lessons

R: Okay! So as an active participant in classroom interaction how do you qualify learners' language use and performance during during communicative tasks?

Tom: I can say it's good

R: Yeah!

Tom: The uhh average of them is so I can say they are good.

R: good so what type teaching strategies do you implement to meet the learners' communicative needs

Tom: Teaching strategies?

R: yeah!

Tom: You mean methods?

R: methods yeah! Ways techniques!

Tom: sometimes I uhh use communicative language teaching

R: okay!

Tom: uhh sometimes I adopt more eclectic methods so I mix between sometimes I use audio-lingual so sometimes from time to time I try to mix because uhh according to the

need of the students sometimes I see that some students need to have more communication with their teachers so I try to improve that sometimes I try to be a just a counselor not uhh so just a guide to the students so that's it.

R: Do you use different strategies to distinct proficiency levels? For example you have different students high achievers low achievers do you use different techniques?

Tom: Of course! Of course but I uhh I try to use implicitly

R: Ahh!

Tom: So I don't show that to the students because maybe the low level will be will be let's say look at the best students in a bad way or in uhh or that will not motivate them to move on so I try to use this implicitly so yes

R: Which approach do you adopt to enhance the learners' communicative skills?

Tom: so as I've said the eclectic method

R: The eclectic method!

Tom: the eclectic method yes!

R: In your opinion what are the main reasons for learners' low proficiency in English?

Tom: They don't like English I think this is uhh the main let's say the main meaning in uhh in my classes most of the students don't like English they just study it for the study.

R: okay! So what are the steps to be taken to face and accommodate their communicative problems? According to you?

Tom: well may be with uhh creating let's say a group of discussions debates groups let's say not just for one uhh for just the group let's say we mix the groups let's say we do a lot of what we call that uhh pass and pass and pass circle of passing if you want to share something if you have something to present something like this because students sometimes want to improve themselves or want even to attend without speaking, but from time to time they will adapt with let's say good levels so you uhh will melt them with a good good students.

R: uhhh how often do you use do you expose your students to the target language authentic language native speakers how often do you use uhh

Tom: I use I use videos podcasts yes this what I normally use

R: so do you use authentic materials in your teaching? So do you bring for example native speakers into the classroom for example conversations from uhh

Tom: Well, in Algeria we don't have native speakers, but in Batna I mean so we don't have people that they are natives, but I uhh

R: Through the use of ICT?

Tom: yes! I use them I use them so I try to give them sometimes a type of conversation formal informal especially for British because we are let's say they learn in on the way of the British English so I try to uhh make it easy for them show them informal

language sometimes I expose them to uhh a native conversation sometimes I uhh bring a podcast talking about let's say cultural or uhh daily life in England and things like that

R: So why do you think this is important?

Tom: Because I uhh it's important because they are learning English it's a language and it is necessary to learn their culture how they are thinking how they are behaving and how they are dealing so this will let's say push them to uhh and motivate them to improve their language more and more yes

R: So how do you qualify meaning negotiation

Tom: Meaning?

R: negotiation! So do they uhh in your opinion so this concept how do you define it if I say meaning negotiation how do you understand it?

Tom: Meaning negotiation maybe uhh is it is it meaning negotiation is it giving an idea and uhh discuss it through different point of view

R: Okay! So this is how you do perceive it

Tom: Yes yes

R: Okay! So what is the role of meaning negotiation in your classroom?

Tom: Well it is important because I all the time try to give that uhhh problem let's say and that let the students try to do that uhh to sort that problem so they try to give me their opinions about uhh the tasks maybe through conversation maybe through debates uhh this is my way actually

R: okay! How often do perceive your students negotiating with each other in English

Tom: perceive yes

R: have you noticed them?

Tom: Yes yes I've noticed them , but uhh well they all the time go outside from the subject trying to uhh criticize the person of the idea so I try to uhh I don't know let's say uhh put them on the way let's say saying that you haven't to do that not to do this so uhh in this way I uhh play the role of the counselor so I'm trying just to withdraw and look how they are doing especially in debates so uhh if they are right uhh if they are not have one vision about it so I let them to discuss it then at the end I try to give them a sum up what did I uhh let's say observe

R: what do students say and how do they respond to negotiations in English?

Tom: uhhh

R: what do they say for example when they have problems and they try to discuss?

Tom: well, uhh

R: Communicate

Tom: of course from their own uhhh

R: perspective

Tom: perspective and uhh point of view so according to what they know according to what they are seeing what they are living in their daily lives they react let's say freely and uhh spontaneously

R: could you tell me what things they do say for example

Tom: for example I think I need a subject here so for example for example I have before the holidays a debate about freedom for working women

R: ah!

Tom: some they agree with some they are against for example when a student tell that I don't like if I am going to have a woman so uhh I don't like her to go outside and uhh work I am going to do the work and she stays at home so this is uhh his own way of looking at a subject others would say I know I don't have a problem if she can keep her uhh her home safe and her children or uhh okay so there is no problem with me

R: how important is conversational interaction for you in enhancing learners' communicative proficiency?

Tom: So it is very important because the role of oral expression is to interact let's say develop interaction and communication and speaking with students so uhh it is very very important

R: So how would you describe your teaching experience with your students?

Tom: umm inspiring

R: Inspiring yeah!

Tom: so uhh I like it a lot because I like teaching and I want to teach so I give more in teaching so uhh so so you can say that I reached my goals I will give you 80% I can make the students that I want make themselves

R: Oh! Great!

Tom: of course! I don't have uhh let's say in a classroom 80 students or 60 students so that I cannot help them all but a motivated one I try to enhance them and uhh I see good good results I believe at the end of the year

R: good! How would you describe an effective teacher?

Tom: well, the teacher I think the most uhh teachers how can I say it

R: for you who is

Tom: can you repeat the question please!

R: yes the question how would you describe an effective teacher for example in your opinion what are the characteristics?

Tom: Yes the effective teacher must inspire the students okay because the student is at this level he is looking for someone to follow the need to be in a group well, I know

psychologically speaking if you will uhhh see a teacher who attracts his attention who behave gently with him who express uhh let's say his idea about perfect teacher so he will follow it he will uhh let's say improve himself so uhh I think that teachers who must inspire the students actually attract him to the sessions not make that walls between them yes

R: According to you what is the most effective teaching approach?

Tom: I would say uhh the communicative language teaching or uhh the eclectic method yes

R: what role does ICT play in your classroom?

Tom: a very important role of course because you can say uhhh 90% of my lessons are done with uhh ICT

R: Okay! So describe a teaching strategy you have used to maximize the learning potential of your students.

Tom: umm my strategy ?

R: Yeah!

Tom: Well, first I start with a warm up for example if I have a subject to talk about uhh second I would try to find also let's say include or uhh attract the students' attention to the subject with some questions I try to uhh tell them if uhh they have an experience about that if you want to share it or something like that and I try to go the subject implicitly so the students can uhh react with me I don't like to come and say our lesson today is like this and like this and like that maybe it is boring for some of them so I try to uhh make them participate with me in the uhh session so uhh at the end I can see that lots of them are interacting with me with themselves and understanding understand the subject very well.

R: Okay! How would decide what should be taught in your classroom? for example do you ask yours students what uhh

Tom: Well, Yes yes I had this question in mind sometimes I ask them , but sometimes I prepare by myself so I try to well sometimes I ask them and I do what I want it's like having uhh an idea about they are uhh want to talk about about uhhh discuss in classroom because you know it's not a grammar session or a civilization session when you come and give the lesson and you go so it's uhh oral expression so oral expression so they have to express themselves orally and the like my goal in teaching English is I say it all the time to my students my role is my goal at the end of the year I want the students to express his ideas through English fluently fluent English

R: Fluent English

Tom: yes

R: describe your use of multimedia resources as a teaching means in your classroom

Tom: well I use data show uhh sometimes podcast videos sometimes my phone

R: yeah! Good!

Tom: yes my phone sometimes I didn't find the electricity in the department so use just the phone and it was effective

R: so you apply these techniques easily

Tom: Yes sure

R: You didn't find any problems

Tom: No just silence we don't have electricity so I try to make the students look gentleman if you're not interested you don't have to say so we need to have a session so I try to improvise so what we are going to do is listening to a podcast through my phone okay

R: good

Tom: so silence they listen and they have the session orally

R: and it helped a lot

Tom: yes yes

R: very good how do you keep your students engaged in the communicative task?

Tom: well with asking them questions all the times so I try to sometimes I use humor with them so that do not get them bored some gets up or break for uhh five minutes sometimes I change the subject I go to cite something a subject to give them some stories experience ideas and go back to the subject so this we try let's say give them sometimes to rethink about the subject and go back in a good uhh a good way

R: good so your experience with your students would tell us a lot about the use of technology so how do you use technology to enhance yours students' speaking proficiency?

Tom: well, in fact I use uhh I used to uhh I use Facebook too so uhhh I created a page for them I said oral expression Mr. Zidat asked me oral expression how is it you can't speak in uhh in Facebook so I said it's just a name for my group to know me so I all the time each year I create a group in Facebook oral expression so they express themselves sometimes we uhh with ideas exchange lessons things uhh and I bring what they are what they do sometimes in Facebook to the class to discuss because this their life so I try to uhh transport English everywhere

R: okay!

Tom: with the students

R: good so the last question what do you think of ICT as a learning tool?

Tom: well it's a very very very important uhhh technique these times because I think that we are in uhh in an age of technology everything is working with technology students are uhh let's say bound to technology in a way by one way or another I think that all of them have smart phones all of them they are connecting to internet 24 hours so uhh it's a need so it's uhh it's above awareness if I see a teacher teaching just uhh he has to use ICT because it is very very important and uhh even uhh the scholars in uhh outsiders Chomsky Krashen all of them said that we have to include ICT in our days

even these days I think David Crystal he's talking about technology twitter Facebook this is his subject I uhh I have a look yesterday on internet about his last conversations and uhh discussion he's just talking about twitter and uhh ICT in education and is English going to be let's say uhh this language of the world after a hundred of years according to him so we do uhhh the use of technology in society in contribution with technology uhh is very important with the uhh with ICT I think ICT is very important. So having it let it go!

R: Thank you so much indeed

Tom: You welcome!

R: thank you for your contribution and as I said your contribution will remain anonymous.

Tom: It's okay!

R: I really appreciated your ideas yours point of and it really counts for me a lot

Tom: Yes! You welcome

R: thank you so much thank you so much! Thank you!

3/ Teacher: Richard

R: Good morning Sir

Richard: good morning

R: So this is an interview to collect data and information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the displayed information will remain anonymous. Shall we start?

Richard: Yes!

R: the first question is how do you perceive the current level of your EFL learners' communicative ability?

Richard: So, I consider it as average not most of them are able to make themselves understood

R: Okay! So how can you evaluate the type of communicative tasks you use in the EFL classroom?

Richard: uhhh well, I always take into account the fact that I must equip my students with a maximum of vocabulary because I used to meet communicative errors.

R: Okay! So what type of communicative tasks do you use in your EFL classroom?

Richard: I use nearly every task that I judge fruitful and something being something within the reach of my students.

R: As an active participant in classroom interaction how do you qualify learners' language use and performance during communicative tasks?

Richard: Umm let's say few uhh 50% is adequate with uhhh varied levels uhh because I have mixed ability classes.

R: Okay! So what type of teaching strategy do you implement to meet the learners' needs?

Richard: uhh once again as a teacher I see that I must vary my teaching strategies in order to meet the different learning styles of my students.

R: Okay! Do you use different strategies with distinct proficiency levels?

Richard: uhh well I do not use them but I can uhh I can see clearly uhh the different levels that do exist in my classes.

R: But do you treat them the same way?

Richard: I do not treat them the same I do not expect expect something better from let's say slow learner

R: So which approach do you adopt to enhance the learners' communicative skill?

Richard: uhhh talking about approach which I do not use a specific approach, but usually as I said I do vary let's say it is the eclectic method

R: Okay! So, in your opinion what are the main reasons for learners' low proficiency level in English?

Richard: uhh for me there are a lot of reasons that can be summed up in one word which is that learning today and learning for students is no more an essential part in their lives.

R: okay! What are the steps to be taken to face and accommodate their communicative problems?

Richard: uhh well we are I myself I'm trying to figure out ways in order to help them do better but I see that most of them are not motivated.

R: So how often do you expose your students to authentic language?

Richard: in uhh oral expression sessions it's always

R: always

Richard: so its' uhh it's uhh

R: so do you use authentic materials in your teaching?

Richard: Yes! I do

R: Could you state some?

Richard: uhh BBC, six minute learning, uhh especially in oral expression with first year students

R: Okay! So Why?

Richard: Because I judge that this the English language and they must acquire the Received Pronunciation.

R: So how do you qualify negotiation of meaning?

Richard: uhh when talking about negotiations of meaning most of my students are not knowledgeable about strategies to be used in order to negotiate meaning

R: uhhh

Richard: uhh eff I have tried a lot in order to make them able to negotiate meaning through seeking the meaning of words through concepts or terms but I did find that it is a bit difficult for them.

R: So, what is the role of meaning negotiation in your classroom?

Richard: it has an important role being able to figure out what it a text about what is is it first understood by my students

R: How often do you perceive your students negotiating with each other in English?

Richard: Umm it's uhh inadequate it's uhh inadequate for me

R: What do students say and how do they respond to negotiations in English?

Richard: they did not really respond as we wish them to do but with some exceptions some exceptions

R: so how important is conversational interaction for you in enhancing the learners' communicative proficiency?

Richard: Ah! It is very important because the only means which is conductive to real communication

R: How would you describe your teaching experience with your students?

Richard: well if I say that I'm satisfied this means that I won't do better still I'm I'm learning I'm trying to do my best in order to make myself useful for my students.

R: how would you describe an effective teacher?

Richard: uhh an effective teacher is uhh the teacher who knows what fits his students, a teacher who works taking into account the pace of his learners and the teacher who varies the activities in order to make all the learners benefit from the teaching/learning process.

R: According to you what is the most effective teaching approach?

Richard: once again to me there is no effective teaching approach since all approaches matter and have some drawbacks which led to the development of the new ones so for me is a combination of all the previous language methods and approaches.

R: What role does ICT play in your classroom?

Richard: uhh it is through it uhh it's place is very important.

R: describe a teaching strategy you used to maximize the learning potential of your students?

Richard: Would you please repeat the question?

R: describe a teaching strategy you have used to maximize the learning potential of your students?

Richard: well, I cannot describe a specific strategy but I used a combination of strategies so as to help them exteriorize and explore their hidden potential

R: Could you name some of them

Richard: No I'm knowledgeable about the names of some of them I'm sorry!

R: How would you decide what should be taught in your classroom?

Richard: Umm before deciding about what should be taught in my classroom as I must know to whom it must be taught whether it fits the students' or the learners level is it within or with the reach I must take into account the time allotted to in my session and I must also take into account that I have a mixed ability class

R: Describe your use of multimedia resources as a teaching means in your classroom?

Richard: uhh I beg your pardon would you please!

R: Describe your use of multimedia resources as a teaching means in your classroom?

Richard: uhh well unfortunately we have labs which do not function properly and each time teachers get into troubles and seek other people to help in order to work in a healthy atmosphere so it's a lack of material which is really problematic.

R: Okay! How do you keep your students engaged in the communicative task?

Richard: I keep them engaged by choosing interesting topics topics of which they have a lot of things to say uhh and sometimes I ask them to prepare things they find themselves interesting because as a teacher looks different uhh between me and them in terms of age gap this is why I need to know who they are before deciding about the choice of the subject in order to make them talk engaged and involved

R: How do you use technology to enhance your students' speaking proficiency?

Richard: uhh unfortunately as I have said technology cannot be used here because without labs I think we are uhh we have labs which are I might say old fashioned they do not cope with the new electronic devices

R: so what do you think of ICT a learning tool?

Richard: uhh it it is very important provided uhh the required material and all data must be present with the presence of uhh the presence of media and uhh material and the presence of all the electronic devices that people use around I think it's gonna be a very tough mission

R: so, how do you expect the future of the Algerian university as far as the use of ICT tools is concerned?

Richard: well, decision makers talked a lot about the future of Algeria, but everything for me is uhh it's still unattainable since nothing in practice is visible.

R: So, in the end I shall say thank you so much for your contribution

Richard: You are welcome

R: and for answers for your invaluable contribution and as I've said your information and your contribution will remain anonymous.

Richard: thank you

R: so thank you very much thank you

Richard: you are welcome

R: thank you!

4/ Teacher: Natalie

R: Well, this is an interview to collect data and information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous. So, the first question is how do you perceive the current level of your EFL learners' communicative ability?

Natalie: How to perceive it or how uhh

R: How do you perceive it?

Natalie: I think that it's is medium it is not that excellent and it is not uhh they are not that beginners there are many most of the time they are not really brilliant students I wish I shall say medium yes!

R: so, how can you evaluate the type of communicative tasks you use in your EFL classroom?

Natalie: it's not that excellent I think that it is bad not bad to a certain extent let's stay optimistic but it is not that excellent hopefully I wish it was more uhh evolved or uhh more excelled yeah!

R: What type of communicative tasks do you use in your EFL classroom?

Natalie: The most classic one yes

R: Standard ones

Natalie: the most basic ones. Unfortunately I don't have extra materials to excel my teaching process.

R: Okay! So as an active participant in classroom conversational interaction how do you qualify learners' language use and performance during communicative tasks?

Natalie: How would you qualify?

R: Yeah!

Natalie: to qualify do you mean how to evaluate?

R: Yeah! Are they passive active or uhh

Natalie: yeah! Most of them uhh most of them uhh

R: are they reluctant or uhh

Natalie: it depends you know each each classroom actually each year I have to question they are completely different there is a sort of divergence between two classrooms and I uhh I find this really paradoxical a little bit but in general not most of uhh I had I had a little experience in teaching like you know but most of students tend to be passive and maybe prevented by shame they are not that confident they still have this part

R: What type of teaching strategy do you implement to meet the learners' communicative needs?

Natalie: to uhh to propose or to suggest something that may interest them in the subject matter of my syllabus you know the syllabus is already traced by people who are higher than me but I just try to bring some points that may make them interested just to attract them just to not make it boring.

R: Do you use different strategies to distinct proficiency levels?

Natalie: uhhh do you mean strategies that are personal to me as a teacher?

R: Yeah! Yeah!

Natalie: Yes! From time to time I do invent I uhh I say just a bit I say this with humility I invent this from time to time if needed

R: Yeah! So which approach do you adopt to enhance the learners' communicative skill?

Natalie: the humanistic

R: In your opinion what are the reasons for learners' low proficiency in English?

Natalie: there are many factors many many factors uhh I don't want to judge I don't want just to judge them they are indeed uhh indolent they are indolent but there is uhh there is a lack in materials there is a lack in teachers' experience there is a lack in uhh their behavior maybe their conduct isn't that explicit they're still some barriers between teachers and uhh students actually maybe this is the main factor maybe I didn't really analyze the situation before!

R: What are the steps to be taken to face and accommodate their communicative problems? What have you done to help them overcome their communicative problems?

Natalie: Maybe to be uhh less serious from time to time to be less rigid I tried to be most of the time flexible but uhh it's too hard for me because as I said as a young teacher I have to uhh manage the classroom but uhh I have a lot of let's say adults but they maybe they are still adolescents or uhh teenagers but uhh it's most of the time hard

but I think that the suitable method that I'm practicing now is to be less serious than uhh and less rigid maybe!

R: How often do you expose your students to authentic language?

Natalie: ah! Very often very often as much as I can yes!

R: Do you use authentic materials in your teaching?

Natalie: I don't know what do you mean by authentic materials?

R: Authentic language do you for example bring conversations native conversations in class?

Natalie: only by my side with no materials with no technology

R: No no do you use although?

Natalie: (laughter) if I find why not?

R: Have you used them before?

Natalie: Before no! I didn't have the opportunity I didn't have the opportunity No!

R: why?

Natalie: the lack of materials I uh I wasn't uhh adept with the necessary materials.

R: How do you qualify negotiation of meaning?

Natalie: how do I qualify it's still too divergent it's too divergent because uhh they still we still have uhh they still think in an Algerian Algerian culture and since we are in the classroom they cannot convert their thinking to just try to acquire the language in its cultural context still they're not

R: What is the role of meaning negotiation in your classroom?

Natalie: too important crucial but it is uhh it's not that excellent in my classroom it is usually bad

R: How do you perceive your students negotiating with each other in English?

Natalie: most of the time it is uhh it is driven by the emotion to express the desire to express themselves but there is let's say they are just driven by expressing themselves and neglecting the syntactic side of the language there are many errors in their conversations and maybe they I uhh I can understand that because maybe they don't have the opportunity to express themselves because they are most of the time prevented by shyness and many many other factors and uhh at the moment in which they feel comfortable to do a release uhh this uhh feeling or uhh through uhh to uhh to have a desire to express themselves they are just neglecting it's uhh it's uhh they can't help it but there are many many errors in the fluency in grammar in uhh sometimes in uhh spelling and pronunciation

R: Yeah! How important is conversational interaction for you in enhancing learners' communicative proficiency?

Natalie: How important do you please! Uhh would you repeat the question?

R: How important is conversational interaction for you in enhancing learners' communicative proficiency?

Natalie: it's too important I think it's obviously important.

R: How would you describe your teaching experience with your students?

Natalie: uhh let's say it's uhh it's good in general with many with many back points but it's good

R: How would you describe an effective teacher?

Natalie: an effective teacher it's uhh it's too hard to reach that perfection to be at least effective it's too hard but maybe the most or the main factor is to be flexible

R: According to you what is the most effective teaching approach?

Natalie: Still the humanistic one

R: What role does ICT play in your classroom?

Natalie: I didn't try it

R: describe a teaching strategy you have used to maximize the learning potential of your students?

Natalie: a teaching strategy variation in terms of methods not in terms of content of the syllabus because I cannot do that but variation maybe in methods

R: How would decide what should be taught in your classroom?

Natalie: it's not to me to decide but I can just maybe remediate to add some details to suppress some details.

R: you've said not me to decide who would decide then?

Natalie: uhh most of the time we uhh we are having the sessions of coordination.

R: So describe your use of multimedia resources as a teaching means in your classroom?

Natalie: I didn't uhh use the uhh I didn't have the experience

R: How do you keep your students engaged in the communicative task?

Natalie: oh! We have to make them awake at first we make them engaged yes it's the classical method to still attract their attention to bring them important interesting things for them, but you know it's too hard because I have to be uhh most of the time I have to adjust the syllabus so I cannot practice it or uhh do it all the time so it is a little bit hard for me.

R: How do you use technology to enhance if you have the chance to use technology to enhance your students speaking proficiency?

Natalie: if I had technology I would focus on audio uhh yes or the uhh audio because in the classroom what it is the most important I do believe that it is communication the more we are exposed to to listen to language the more we can uhh

R: master

Natalie: yeah!

R: what do you think of ICT as a learning tool?

Natalie: it's a good one I didn't try it but it's a good one it's uhh it's quite important in nowadays because everything is uhhh digitalized that I think it's important it's crucial we cannot just rely on the classical methods of teachers and especially in particular we cannot still rely only on the teachers' efforts in the classroom.

R: What do you think of the future of the Algerian university and the use of ICT tools in our Algerian university? Can we talk about ICT in our context?

Natalie: Ah! If uhh it's too hard as uhh according to my experience I have no concrete scenes about the ICT technique here I hope to do maybe meet that in the future , but I think that in nowadays and uhh according to the evolvement of different technologies and the different methods and approaches in language teaching in the world it is crucial to have this technique here

R: Okay! In the end I shall say thank you so much for your invaluable contribution and for your invaluable responses as I have said your contribution will anonymous. Thank you so much!

Natalie: Thank you!

R: Thank you so much!

5/ Teacher: Helen

R: This is an interview to collect data and information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous.

Helen: Okay!

R: The first question is how do you perceive the current level of your EFL learners' communicative ability?

Helen: I think it's uhh very low if we are speaking about university level

R: yeah! Yeah!

Helen: it's really not the university level especially this last decade okay! Students are not motivated they are not interested at all if we can say this because uhh in the classroom of 50 students more in general we have 45 or 50 students I think you will find ten students have an average level and sometimes you find one or two have passed or the able level those students I think they're relying on themselves they are motivated they are working hard and to the rest uhh I think we have a lot to do because we are really at university level.

R: Okay! So how can you evaluate the type of communicative tasks you use in the EFL classroom?

Helen: uhh I mean interacted classroom?

R: Yeah!

Helen: No! I haven't I can say that in a group well I have two groups in a group I have one or two students who are really good competent excellent all the time help me help me to I mean when I ask a question they answer and they interact and just uhh when I ask a question it is what we call a catalyzer I don't know how to say this in English but uhh someone who motivates me to work more and more just for uhh, but the rest they are really they ignore a lot they have a lack of vocabulary appropriateness uhhh even I encouraged them to speak even with me with mistakes and they are all the time afraid of speaking of asking questions sometimes I may some are not interested in didactics because they don't want to be teachers this is why they do not worry they don't ask questions even don't ask they don't read they uhh like I gave them a bibliography at the beginning of the year but they never they are not interested then I think it's uhh motivation they are not motivated here in Algeria in foreign language learning I think and also uhh maybe the uhhh they are just interested in the mark and to get a grade and don't try to uhh to improve their grade they don't mind then they are not interested so they don't know what why they have chosen this discipline sometimes I have uhh really it's a nightmare what we are living especially in the English department.

R: So what type of communicative tasks do you use in your EFL classroom?

Helen: in my EFL classroom before uhh beforehand I give them the topic that we are going to discuss the task I give I have given them I suggest them to have a look to that uhh to have an idea about what we are doing I ask some questions the questions we are going to discuss and we cover them up yes we try to discuss and sometimes the uhh one yes this uhhh the students this year with the LMD system I think look I do nothing which can I'm not doing what I am uhh what I would have liked to do because they are not interested uhhh with the old system we used to have uhh we had we used to have two sessions one session devoted to uhh I mean uhhh what we call cours magistral then I speak to them explain and we give time to one or three students who are going to uhh to have a talk about something about something having a link with didactics and we have the debate sometimes we use ICT we use computers we use data show we use a lot of things to explain , but this year with LMD is the first time I teach them and not only they are weak and they are not interested it's not obligatory as with the old system that they should have a talk they should have prepare an exposé they should do a lot in didactics but with the LMD system it's not obligatory they have just one hour and a half a week uhh it's not enough to uhhh to have this kind of this communicative task I used to have in traditional in the traditional system

R: Okay! So as an active participant in classroom conversational interaction how do you qualify learners' language use and performance during the communicative tasks?

Helen: how uhh the use and the usage?

R: yeah! Use performance

Helen: use is performance I think it's very difficult to judge and to make a bridge between the two it is important to talk about I mean the forms about the grammar, but

how to make this knowledge how to write in outside I mean in real social situation it's hard

R: okay!

Helen: What I used to do in uhh yes for example in grammar what I used to do when I uhh when I uhh when I give a course in grammar when we discuss the structure of the uhh then I uhh should give these forms this uhh the way they should say it I uhh thinking uhh about grammar and so on but when in TD another session I try to make them use it through exercises it's very very difficult yes this is to make this bridge between the two it's uhh a bit challenging to make the bridge between the two use and usage performance

R: Yeah! So what type of teaching strategies do you implement to meet the learners' needs

Helen: The strategies I am using to uhh the first the first uhh I ask what are if you'd like exactly what are the needs what are the needs I mean academically intellectually I am aware about when they are weak what do they need and so on so on but concerning their objectives concerning their aim what do they want to do with English I think they really did when I all the time ask are they interested in teaching in uhh translation what are they going to do in this uhh I mean uhh this diploma uhh they don't know they don't know they don't know then certainly the strategies that I am trying to use is to make them to give them knowledge of course through I mean through the material an authentic material I try to bring because uhh I don't like to use something which has been translated concerning texts and uhh and so on uhh I try to uhhh make them understand and take what uhh new vocabulary through discussion through uhh strategies uhh I'm not using unfortunately using any technology I mean no no in grammar no!

R: Do you use different strategies with distinct proficiency levels?

Helen: I am aware that they are not at the same level but I don't like to uhh to show them that some are weak some are uhh then I try to uhh to teach uhh in a way that the weak ones are going to try to be motivated through the uhh the advanced learners and the brilliant learners to uhh to create this uhh what we call emulation I don't know if it is word we use in English or we use it in French when uhh they are well when they try to perform as the brilliant students at performing we encourage them yes when I uhh when I for example when I try to address a weak student I tend to use uhh a vocabulary and an English they can understand because if they don't understand they aren't going to uhh

R: Participate

Helen: Yes! But when uhh I don't uhh I don't like to show them that they are weak I pay attention to this really really!

R: Yeah! So which approach do you adopt to enhance the learners' communicative skill?

Helen: the approach well I am not teaching oral expression uhh in grammar in grammar, teaching is grammar which has a link more with writing this is more for syntax how to write how to uhh the varied way of writing how uhh not all the time you know we don't

use the same structure then uhh it is more yes it is communication you know I'm going to say it is communication (Laughter)

R: Yeah!

Helen: but it is not oral communication then uhh yes helping them a lot to vary their way of writing and use different strategies and structures and make them uhh look for alternative structures to replace some of the structures in order to to have uhh to improve their writing yes

R: So, in your opinion what are the main reasons for learners' low proficiency level?

Helen: yes in fact there are many many reasons a lot the lack of intrinsic motivation this is the first there is one uhh when someone is not motivated you can do nothing even if you bring materials methods good methods or techniques but you can do nothing then I think the first job of the teacher is to start to motivate him start motivating you are going to tell me how by the variety of techniques I think by uhh yes ask them what they are interested in what uhh try to uhh not go very far from uhh their environment in which they are living then I uhh give you just an example when one day I observed a teacher teaching in middle school I think it was in middle school and not in a town in countryside and the teacher was asking about skating skating and the students ignore about skating they were really not attracted at all instead of uhh by warming up explaining uhh yes through pictures through I don't know some techniques to show them what is they listened it has no link with their everyday life and they are not going to make skating here in the countryside I think that what the teacher should do. This tool uhh select something in which the students are interested in something having a link with their everyday life then speaking about football why not because instead of speaking about skating then we are going to motivate them but but by the material we are bringing into the classroom techniques will somehow I would have liked to use all this technology techniques I mean materials in my classroom but unfortunately there is no multimedia classes in uhh the department for language department is it normal? No! I think we need uhh there is a lack of material teachers are not trained as they should be training teachers helping them pedagogically and so on and uhh we are still foreign language learners teachers and I think we need native speakers with us at the same uhh in the environment

R: Okay!

Helen: like in Canstantine for example I have observed teachers teaching and all the time they have problems with appropriateness something like that idioms and uhh they have a native speaker and he is here to help the teachers to really adjust the right material if it is important then uhh the only way to motivate his students is the way we are teaching or uhh the extrinsic motivation and the external motivation I think it comes from what we are going to do with this uhh with this uhh the language uhh English for example.

R: So what are the steps to be taken to face and accommodate their communicative problems then?

Helen: the steps I think they should start from the beginning not at university level to help someone uhh (Laughter) to speak I think we should focus on uhh beginner beginners teachers teacher training is very important then they're not trained teachers

they're not trained to face this task which is really hard not a hard task teaching but it is different from teaching other disciplines like mathematics and uhh when we teach a foreign language when we teach a language we teach a way of life and can we teach a way of life in classroom is not sufficient we should uhh bring this social context in classroom how? HOW? Then I think all this uhh new technology can help if we have multimedia classes in schools uhh and motivating I don't know in France I think the example French teachers are uhh all the time sending their students to England to America to improve their English the teacher needs to I mean uhh culture is important culture uhh some teachers are teaching English but they have never been to England or to America they ignore a lot about the way the people are living how how and probably the problem of appropriateness using in translating from Arabic to English from French to English then uhh I think we need we can teach in uhh when we are trained in this way then a lot of can be done in Algeria for the teaching of foreign languages

R: that's right!

Helen: A lot a lot a lot!

R: How often do you expose your students to the native to the authentic language?

Helen: I think I uhh mean uhh through the materials I use it's all the time authentic language I choose uhh well I sometimes I well I use uhh well yes what I suggest for teachers teaching language itself is to use uhh all the time this new technology I mean computers uhh I uhh I all the time use data show uhh listening making them listen through the laboratory.

R: Laboratories

Helen: Laboratories are important I think they are really now they are performant they are different from the old ones they are more efficient even because we can they can listen to native speakers they can uhh they can interact and listen a lot to native speakers in the classroom through CDs I mean all these materials I think but for me uhh I'm not using a lot in the EFL class in EFL what we are doing is not to teach language itself to the student English is just normally the module is teaching foreign languages we are trying to give them advice taking uhh and help them to teach we are not teaching the language itself like teachers who are teaching uhh writing oral expression grammar or uhh the are more concerned with new technology than when we are teaching I mean English in uhh the module of didactics is just a medium do you see?

R: Yeah yeah!

R: Then my objectives my aim is to make them use the target language and the right techniques when teaching the right materials to select the right to know about the needs of the students and so on then I'm not concerned a lot with language itself but when I am teaching grammar for example I'm teaching language because as teachers we normally teach vocabulary we teach a lot of things

R: So, do you use authentic materials in your teaching?

Helen: yes I'm using a big proportion all are authentic materials books written by English people uhh I never use something which is not authentic I uhh

R: Why? For example?

Helen: Why? Because when we teach uhh through uhh I mean a language which is not authentic we are teaching something which is not authentic do you see?

R: uhhh

Helen: then the students are going to use this uhhh

R: non-authentic language

Helen: yes non-authentic language

R: yeah!

Helen: its' not the aim of teaching foreign languages I need to take the steps of the authentic in order to face uhh I mean problems we encounter outside the classroom if they are abroad they're travelling I don't know do you see

R: yeah!

Helen: authenticity is very important it is uhh and should be the objective of all teachers and valid I think in order to be valid I think we need to be authentic

R: Sure! How do you qualify negotiation of meaning?

Helen: yes the negotiation of meaning I think it is important we are all the time negotiative and our native speaker when we speak we uhh we try to negotiate and this is important to negotiate uhh the meaning uhh when we are uhh speaking with someone when we interact

R: so what is the role of meaning negotiation in your classroom?

Helen: the role yes I let them uhh ask me many times for example or uhh when they are unable to say something I think uhh yes I think about something that can say this they can say that we negotiate all I think in uhh in communication what is important is to understand is to understand the cultural context this is the communicative approach

R: Yeah!

Helen: It is about uhh but communication is not that what I all the time say try and try try again what is important is to make yourself uhhh

R: Understood

Helen: understood by someone and then of course we need to overcome this stage but I think it's necessary to move from different stages uhh when we acquire a foreign language.

R: How often do you perceive your students negotiating with each other in English?

Helen: In particular, I didn't have the opportunity uhhh When they are interacting?

R: Uhhh

Helen: Well, the brilliant students are trying to, but the weak ones have not they don't try to negotiate

R: So, how important is conversational interaction for you in enhancing learners' communicative proficiency?

Helen: conversational interaction I think it's very very important I think very interaction should uhh encourage we should encourage interaction in the classroom

R: So how would you describe your teaching experience with your final year students?

Helen: I think they fail to have uhh this failure it's a failure for me well especially this last decade

R: Okay!

Helen: it's really a failure they have to do a lot; they should do something

R: we should do something! Teachers!

Helen: yeah I should

R: So, how would you describe an effective teacher?

Helen: how to describe an effective teacher an effective teacher umm is uhh someone who is motivated first

R: uhhh yeah!

Helen: even teachers should be motivated (Laughter) and should love what they are doing

R: Yeah!

Helen: If you don't love what you are doing you can't succeed a teacher is paying attention to students as human beings okay! Not as objects trying to understand I'm going to tell you that it is very difficult to be an effective teacher in Algeria because of many reasons that we don't ignore the number of students uhh to pay attention who they are uhh help them to uhh to make a metacognitive analysis about themselves who they are what are the strategies to know about different styles of the students to try to teach differently in uhh in one group in the classroom not to teach the same way for all the students but also this is very difficult to do why? Because of the lack of materials, the number of students all these uhh prevent the teacher even if he is a good teacher he can't because of this lack of materials of uhh the number of students he can't be effective 100%

R: According to you what is the most effective teaching approach?

Helen: the most uhh I don't think that there is one method which can be uhh

R: effective

Helen: effective the teacher should uhh should use according to the needs different techniques from different methods then there is no best method I mean there is no best method of teaching and a good teacher is someone who is trying to know who are the students the learners and try to and it depends on the objective what is his his objective and then decide about how to teach according to the situation according to uhh a lot of

needs in the classroom and we can't really be a slave of methods uhh of one method of teaching.

R: what role does ICT play in your classroom?

Helen: it uhh yes for me as I told you I don't teach with uhh but I think this is what you young teachers and new methods of teaching should be based I am I'm yes I'm encouraging students teachers to use it it is the only way because we are not native speakers and the uhh the only way to uhh to improve and uhh to go ahead is to listen to native speakers and uhh use this ICT

R: describe a teaching strategy you have used to maximize the learning potential of your students?

Helen: sorry!

R: describe a teaching strategy you have used to maximize the learning potential of your students? So what have you done to promote the students' skill or communication speaking ability?

Helen: I used a lot (laughter) you know yes

R: Cite examples for example tell me what have you done?

Helen: what I have done? Uhh yes I'm going to speak about the techniques I have used

R: Yeah! A Teaching strategy what have you used?

Helen: I have used with uhh in uhh data show I have used uhh my students uhh I have computers in uhh and I participate of course yes ICT uhh what I this in foreign language in grammar I have done a lot yes I have even done a seminar about when I have tried it was in Constantine to try to find uhh to understand why students are uhh failing why then I have tried to understand the problem through uhh an experience when uhh I have taught grammar differently without paying attention to methods and techniques and uhh and so on then I have used uhh the method when I uhh started teaching grammar with my students and I asked them to say all what think a kind of uhh brainstorming for example I just give you an example of a course when I ask them to uhh to give me uhh all what they know about uhh structure about vocabulary we put them aboard and we try then understand this and make them discover the rule and write the correct structure without giving them rules without teaching them the structure we work in groups and uhh to show them that grammar is not difficult and they can get it in this way you know I have done a lot in writing grammar writing and speaking

R: So, how would you decide what should be taught in your classroom?

Helen: how?

R: would you decide what should be taught in your classroom?

Helen: first before I uhh all the time in uhh the past I used to to try to know about the language I mean of my students a pre-test all the time when I started teaching for the first time I make pre-tests trying to understand uhh who they are what are what do they bring with them in the classroom they have knowledge then I have to complete it and

help them to use it then pretests then I decide how to teach what to teach what kind of vocabulary they need and so on this is important for me

R: So, describe your use of multimedia resources as a teaching means in your classroom?

Helen: the uhh media?

R: Multimedia resources in the classroom if you have ever used you have uhh

Helen: what do you mean by multimedia resources?

R: Multimedia resources

Helen: Ah! Multimedia yeah! Could you ask the question one more time

R: Describe your use of multimedia resources as a teaching means in your classroom? How do you use this material in your classroom?

Helen: Yes I uhh I used I haven't used a lot multimedia yes I uhh I've used uhh sometimes in when I was uhh in the university of Constantine I used to make my students watch films

R: Films!

Helen: Yeah! A lot because we have uhh it is different from Batna we used to make them to watch films and discuss about having uhh watching films what I have experienced also uhh with my students is very important to make them uhh discover a lot of films yeah I have used what we call Diapostive I used a lot of diapositives

R: Transparent slides

Helen: transparencies also I think watching films a lot because when I started teaching we have no computers no internet (laughter) watching a lot of films

R: How do you keep your students engaged in the communicative tasks?

Helen: to keep them engaged by asking questions about uhh the main idea then make them try to uhh when there is something interesting in the film I try to make them associated with their with their everyday life and try to make them to make them appropriate what is in the film yeah and use it in their uhh in their life experience.

R: How do you use technology to enhance yours students' speaking proficiency?

Helen: yes uhh laboratory a lot of laboratory

R: So, what do you think of ICT as a learning tool?

Helen: This is what I suggest for all because I have been I have taught yes this ICT it's something new yes especially in Algeria yes and I uhh advice all teachers to teach through this uhh

R: So how do you see the future of the Algerian university using the ICT tools?

Helen: yes I think if we start using them from the start from the beginning uhh I think they are going to replace the uhh the blackboard we need to uhh to forget about writing

on the blackboard and start teaching using this ICT but I think it seems a great utopian in Algeria

R: Let's hope!

Helen: let's hope!

R: yes let's hope keep on hoping and uhh

Helen: I think we should uhh

R: be optimistic!

Helen: Yes I'm yes do you think uhh I'm a little bit pessimistic

R: laughter

Helen: Because I don't we don't uhh we have to give a lot of importance to the teaching of foreign languages in Algeria but we uhh normally we should do

R: We should

Helen: We should and we should and should should!

R: In the end I shall say thank you so much for your invaluable contribution for your invaluable answers

Helen: I would have liked to spend a lot of time with you to discuss this issue but uhh because this issue is uhh very important

R: Very important yeah

Helen: very very important

R: we hope that we will have enough time who knows to discuss more

Helen: Yeah! Why not

R: to discuss this topic

Helen: to see progress

R: Yes yes progress hopefully hopefully so, as I have said your information will remain anonymous so I promise

Helen: thank you! Okay thank you so much

R: once more thank you it's been really a pleasure for me to talk with you

Helen: for me also it was a pleasure

R: Yes thank you very much!

6/Teacher: Claire

R: Good morning!

Claire: Good morning!

R: So, this is an interview to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I will be very much grateful if you could respond to the following questions. Your contribution will help much for this research, and the supplied answers would remain anonymous.

Claire: You welcome

R: So, would you uhh let's start from the first question how do you perceive the current level of your EFL learners' communicative ability?

Claire: So in general?

R: In general yeah!

Claire: In general we cannot say that it is uhh a bad level so mid-level mid-level some students are as uhh are high achievers the others are low achievers so the overall level is mid-level medium

R: Okay! So how can you evaluate the type of communicative tasks you have used in the EFL classroom?

Claire: Communicative tasks?

R: Yeah!

Claire: would you like to clarify more?

R: For example when you are teaching oral expression so how can you evaluate your tasks?

Claire: I never taught oral expression

R: Oh! At all!

Claire: So in you grammar classrooms when you're teaching for example linguistics or uhh do you enhance your students to speak during the session?

Claire: Of course! Of course! But uhh you know most of the students don't like to speak so in my uhh in linguistics most of the students even if I try to make them uhh speak uhh communicate uhh through uhh their work or uhh they uhh don't like to uhhh

R: To Speak!

Claire: To speak yeah!

R: So what type of tasks do you use in your EFL classroom?

Claire: So in linguistics some uhh some questions to be uhh as a home work to be uhh to be worked out at home so in my case in linguistics so usually I give them some questions to be dealt with uhh at home a small research.

R: So as an active participant in classroom interaction how do you qualify learners' language use and performance during tasks? So how do you evaluate their

performance? When you said they are reluctant uhh they are passive so uhh could you give them uhh

Claire: Most uhh most of the students uhh they uhh don't use the foreign language and this is the problem they uhh they use the native language.

R: So what type of teaching strategies you implement to meet the learners' needs?

Claire: teaching strategies?

R: Yeah!

Claire: so uhhh through uhh through questions through uhh I try to uhh most of the time I uhh introduce the course through questions uhh questions.

R: So, do you use different strategies to distinct proficiency levels?

Claire: would you like to clarify more?

R: for example you know that in the classroom we have heterogeneous learners so they are not on the same level

Claire: mixed abilities?

R: Mixed abilities so we have low achievers high achievers do you for example use distinct strategies for low achievers and other specific strategies for high achievers or do you treat them as the same?

Claire: I treat all the students uhh as uhh as uhh why because if I uhh if I treat uhh low low achievers differently from high achievers so this is not beneficial for them for the low achievers so I try to uhh to give the same level mid-level to give them the possibility uhh to motivate them to uhh to learn more to better their uhh their level

R: Okay! So which approach do you adopt to enhance the learners' communicative skill?

Claire: which?

R: Approach

Claire: Approach

R: Yeah! Is it the communicative approach is it the eclectic approach?

Claire: Of course! Communicative approach well nowadays this is uhh the eclectic approach from each method from each approach a method we select the appropriate uhh the needed the needed approach in the uhh appropriate situation

R: so in your opinion what are the main reasons for learners' low proficiency in English?

Claire: Okay! Would you repeat please!

R: in your opinion what are the main reasons for learners' low proficiency in English?

Claire: So, this is my personal uhh

R: Yeah!

Claire: my personal opinion most of the students they uhh they didn't choose English because they don't like English so uhh I try to uhh talk to them many times to ask them this question many times the question of the choice most of them they uhhh they answer by saying uhh I didn't uhhh find uhh what to do so I am doing English

R: Okay! So what are the steps to be taken to face and accommodate their communicative problems according to you?

Claire: What?

R: what are the steps to be taken to face and accommodate their communicative problems? So what can be done according to you to help them go over those problems?

Claire: We try to uhh we try to motivate them we try to uhh to make them more engaged in the process of uhh in the learning process.

R: So, how often do you expose your students to authentic language?

Claire: authentic language?

R: Yeah!

Claire: so often uhh I make them listen to uhh for example in uhh in my field of study in uhh in linguistics I try to make them listen to uhhh Chomsky's uhh conference in linguistics done by Chomsky.

R: So do you use authentic materials in your teaching?

Claire: Yes! This is the only type of authentic material I use or uhh I give them some uhhh for example uhhh some uhhh sites uhh maybe in the BBC to uhhh to listen uhh at home not in the classroom to listen to uhh and this is for of course the motivated learners those who are uhh motivated to learn so I give them some sites some links web links to listen to authentic materials.

R: Why do you think it is important to expose them to authentic language?

Claire: Of course! Because learning foreign languages first of all learning a foreign language of course from uhh from a native speaker isn't uhh it differs from learning a foreign language from uhh a non-native speaker.

R: So how do you qualify negotiation of meaning? How do you define it for example? According to you what does it mean?

Claire: Negotiation of uhh

R: Meaning

Claire: of meaning uhh so uhh students' uhh you mean students who ask questions they want to uhh understand more and more?

R: So maybe for me it's when for example when they speak they do find problems so they do use strategies to overcome those problems have you observed this on your students?

Claire: (silence)

R: When they speak because when they

Claire: When they speak

R: when they speak because for example they find problems to speak in English to express themselves

Claire: Of course!

R: So do they use a specific strategy to overcome those problems in speaking?

Claire: so they uhhh what I have remarked MOST of the students they uhh they keep quiet why? Because they are afraid of uhh

R: Making mistakes

Claire: Yeah! Yeah! Errors mistakes and so on so I always encourage them to speak to use the foreign language even if they uhhh they make mistakes they make errors so they can learn through time they recognize their mistakes and errors

R: So what is the role of meaning negotiation in your classroom?

Claire: So this is what you mean by meaning negotiation?

R: Yeah! Do you find uhh if you have observed it so do you find that it plays a role in the classroom?

Claire: so those students who uhh

R: Find difficulties to communicate

Claire: what's the role?

R: Yeah! What's the role as a strategy?

Claire: (Silence)

R: Does it have a role does it play a role in your classroom

Claire: it's uhh negative negative

R: Negative!

Claire: purely negative

R: So how do you often perceive your students negotiating meaning in English? Do you perceive your students negotiating with each other?

Claire: So often uhhh

R: So often

Clair: ummm uhh

R: What do students say and how do they respond to negotiations in English when it comes to speaking so how do they respond what do they say is it good is it bad ah! Do they accept it?

Claire: They accept it yeah! Yes!

R: Okay! How important is conversational interaction for you in enhancing the learners' communicative proficiency?

Claire: Conversational?

R: How important is conversational interaction for you in enhancing the learners' communicative proficiency?

Claire: Of course! It is important so uhhh communicating in the classroom interacting so I always encourage interaction in the classroom peer interaction or teacher student interaction of course because it is through interaction that students can uhh can use the foreign language can uhhh

R: Yeah! How would you describe your teaching experience with your final year students?

Claire: Why final year?

R: Fourth year students, third year students LMD

Claire: umm would you repeat please!

R: How would you describe your teaching experience with your final year students?

Claire: you mean the result?

R: I mean final year graduate students fourth year or third year LMD students all of them are in their final year of study we cannot specify either the third or the fourth so they are in their final year.

Clair: YES! But how do you uhh

R: Describe your teaching experience with your final year students?

Claire: through experience you mean uhh you mean the result

R: Yeah from what have you observed with them how you taught them what is your impression about them for example?

Claire: It depends each year each year we uhh each year we have uhh students which defer from each other so for example this year's uhh

R: If we talk about the last years' students

Claire: The last years' students mainly I remarked many students are uhh motivated to learn they are uhh they want to uhhh to to uhh they are always asking about uhh asking us questions about Master about the Doctorate degree so they are this shows that they are motivated to learn

R: So, how would you describe an effective teacher? For example what are the characteristics of an effective teacher?

Claire: (laughter) so an effective teacher, a teacher who uhh of course a teacher who uhh communicates with his students or tries to understand the students' uhh problems mainly the low achievers so who thinks that qualifying them as bad students this is wrong we do our best a teacher who does his best to uhh to uhh encourage his uhh students to learn more to uhh

R: Yeah! So according to you what is the most effective teaching approach?

Claire: most effective teaching approach here we are in the domain of method and approach

R: Yeah!

Claire: Of course an eclectic approach which takes from each method from each approach something positive something which uhh is appropriate to the what he is teaching.

R: What role does ICT play in your classroom?

Claire: In my classroom so in my uhh so when you say ICT the use

R: ICT tools the use of data show wherever you've said you are using bringing conferences audio conferences from Chomsky and uhh presenting them so in the classroom so it plays a role

Claire: when I use what I have remarked when I use this ICT tools

R: Yeah!

Claire: ICT tools mainly uhh for example the course through or live data show it is uhh mostly liked by the students they are motivated to uhh to learn to follow I remarked that they uhh so the classical course has been has become boring for students a data show course with data show motivates students they are uhh they so we remark I remarked that they are interested in the course.

R: Yeah! So describe a teaching strategy you have used to maximize the learning potential of your students.

Claire: a teaching strategy?

R: Yeah! you have used to maximize the learning potential of your students something you have done to enhance and raise up their level to bring up their level into the high standards for example .

Claire: so for example uhhh the high achievers so I remarked that when I give them some extra readings some articles even if it is an extra reading an extra information then it is an extra information so uhh some students of course the high achievers they are interested more and more to to uhh to read those articles they ask me questions the next session I remarked that they ask not like the low achievers so they do not pay attention

R: At all?

Claire: to the extra readings.

R: So how would decide what should be taught in your classroom?

Claire: decide?

R: Yeah!

Claire: what should be taught?

R: what should be taught in your classroom?

Claire: so in my case I have a program a program I follow this program as it is when uhh when I see that students are uhh they need more and more clarification so I uhh add some uhh I don't know some uhh

R: Some headlines

Claire: some headlines yes!

R: Describe your use of multimedia resources as a teaching means in your classroom?

Claire: Describe multimedia

R: Yeah!

Claire: as I have just mentioned so uhh I uhh use authentic materials they listen to uhh for example Chomsky to uhh other linguists

R: Do you use computers do you bring uhh

Claire: In the classroom?

R: In the classroom

Claire: yeah in the classroom

R: How do you keep your students engaged in the communicative task? How to keep them interested in your session in your course?

Claire: In my session?

R: Yeah!

Claire: each time I give them uhh let's say a problem to solve for the next session for the next session a question to be dealt with at home

R: So this will be to motivate them

Claire: yes for the next session we discuss this uhh this issue that's it.

R: So how do you use technology to enhance your students' speaking proficiency? Do you use technology?

Claire: technology to enhance speaking

R: Yeah! To enhance speaking

Claire: so uhh in my case since I am teaching linguistics so the only technology is the use of uhh authentic materials multimedia they listen to linguists

R: So what do you think of ICT as a learning tool?

Claire: It is of course it is a motivating tool for students mainly the students of foreign languages English as a foreign language the use of uhh mainly uhh internet uhh Web sites they listen to authentic materials uhh they are updated it keeps them updated

R: What do you think of or how do you perceive the future of the Algerian university using these tools in their teaching in their uhh in their classrooms how do you expect our future

Claire: An electro uhh an electronic university

R: Why not? For example can we have can we afford ICT tools in our context can we think of it?

Claire: Of course!

R: can we uhh so what do you think about our future

Claire: Our future so the uhh the future is uhh ICT itself so uhh classical teaching and learning I think it is over

R: Can we say Algeria is far beyond the use of ICT or is it still lagging behind it could be a dream to realize?

Claire: It could be yes it could an ICT university why not

R: Why not! So in the end I shall say thank you very much indeed for your invaluable contribution

Claire: you welcome

R: for your invaluable answers it really helped a lot as I've said your information and answers will be kept anonymous.

Clair: Thank you

R: Thank you very much thank you

7/ Teacher: Angelica

R: This is an interview to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much for this research, and the supplied answers would remain anonymous. So the first question is how do you perceive the current level of your EFL learners' communicative ability?

Angelica: uhh let's say good and of course it depends on the students it varies actually from one student to another from one group to another anyway it's an impersonal issue.

R: So how can you evaluate the type of tasks you use in the EFL classroom?

Angelica: well, I can't really evaluate them because I don't really have the choice to uhh to vary even to evaluate the sole task I'm giving are communicative tasks yeah! I'm actually relying on giving presentations to learners especially third year students and uhh like trying to create a kind of debate whenever I ask questions about like literary issues.

R: Yeah! So, what type of communicative tasks do you use in your EFL classroom.

Angelica: I think I have already answered the question presentations and yeah a kind uhh debate let's say and this is varied

R: What kind of discussions?

Angelica: short discussions yes uhh giving their opinions of course yeah!

R: So as an active participant in classroom conversational interaction how do you qualify learners' language use and performance during communicative tasks?

Angelica: well uhh would you repeat again please!

R: As an active participant in classroom communication how do you qualify learners' language use and performance during communicative tasks?

Angelica: actually it depends there are those who are really excellent there are those who are medium there are those who are shy they do not participate uhh and of course there are those who are forced to speak but uhh it's like it's a burden for them

R: yeah! So what type of teaching strategies do you implement to meet the learners' communicative needs?

Angelica: teaching strategies?

R: Yeah!

Angelica: ah! Teaching strategies well uhh may I say that I'm the type of uhh I'm a bit an old fashioned teacher

R: Really?

Angelica: yeah! Well umm well I rely on explaining the course providing the information using sometimes uhh videos sometimes uhh well the videos they may contain audio books uhhh as E- literary books sometimes uhh important let's say a criticism or a piece of criticism upon about a certain work of literature uhh what else that's all of course besides giving the handouts giving the slides giving summaries sometimes I give articles uhh I mean I inform them that this is not my own article of course with the bibliography with the reference yeah!

R: So do you use different strategies to distinct proficiency levels?

Angelica: well proficiency level is actually detected by uhh well proficiency level depends on varying the tasks I give to students so sometimes I give them take-home quizzes okay! Uhh well and it's when and when it is a take-home quiz I I basically give them uhh questions uhh of course I'm talking about literature

R: Of course!

Angelica: questions that that may help them to uhh to express their point of view about a specific issue in literature sometimes I give them to write personal responses uhh sometimes I give them the choice to answer two questions some other times I simply uhh give them a quick question to uhh to examine thei understanding I mean superficial not that deeper uhh I mean

R: yeah!

Angelica: sorry sorry for the interruption

R: Yeah

Angelica: sometimes yeah of course it depends on the course I'm teaching uhh I'm asking them to to perform plays on a CD and uhh of course the feedback is going to be after seeing the performance here I'm like uhh not testing but at least evaluating their performance abilities

R: Yeah! Interesting! So which approach do you adopt to enhance the learners' communicative skill?

Angelica: probably I'm uhh I'm prone to use the communicative approach uhh I try to stimulate them to communicate well the least the least I do is ask them for the meaning of the word using the dictionary and even exchanging the meanings I ask what is that what is that what is the difference find any differences and so on and so forth.

R: In your opinion what are the main reasons learners' low proficiency in English?

Angelica: by proficiency in English do you mean proficiency in general or when it comes to the speaking skill?

R: in general we have observed a low level

Angelica: yes! Well

R: When it comes to speaking when it comes to writing when it comes to

Angelica: well for me the uhh the first missing point it is reading they don't read well if you don't read you can't really the teacher is not enough uhh the information we get from the teacher is too not enough uhh well our students unfortunately are not I don't know whether the teachers are not motivating them though we are trying our best or they're not motivated themselves uhh and where are those students who are really like wanting to read and make a research and uhh I think that reading equals of course getting vocabulary enriching ones' dictionary I mean and uhh only a good writer is a good speaker for me of course!

R: Yeah! So what are the steps to be taken to face and accommodate their communicative problems?

Angelica: uhhh the most we push them to speak uhh the more I think their communicative abilities will be enhanced.

R: So how often do you expose your students to authentic language?

Angelica: Always always

R: Always! Do you use authentic materials in teaching?

Angelica: Yes!

R: Why?

Angelica: uhh well as you know I'm teaching literature and I'm teaching literary texts so I can't I can't teach English literature without uhh without I mean texts that are written or that have been written by uhh native speakers whether uhh they are American or English.

R: so how do you qualify meaning negotiation?

Angelica: Again what is meant by negotiation of meaning?

R: so for me is uhh defining if you have either it is a communicative exchange or a mutual exchange between two people

Angelica: Students

R: students or speakers and even between the student and the teacher or it is for example whenever it is a strategy used by the learner to overcome uhh difficulties or problems they have in speaking

Angelica: so uhh I get the idea that negotiation of meaning is much more about how to communicate a particular idea

R: so this is how you define it

Angelica: yeas this is for me the uhh the meaning the essence let's say of negotiation of meaning.

R: so what is the role of meaning negotiation in your classroom?

Angelica: without negotiation of meaning the uhh they can't really we can't really proceed in my teaching simply.

R: so how often do you perceive your students negotiating with in English?

Angelica: umm with each other

R: Yeah!

Angelica: well I'm always going to back to the point that it depends on the course I'm teaching now third year students this is the core of the course but for the first year and the second year students basically is negotiation of meaning with me the students I mean and the students not the students uhh

R: Themselves

Angelica: yeah!

R: so what do students say and how they respond to negotiations in English?

Angelica: well uhh I can't really give you a definite answer because this is relative in a way it depends always on the students and the situation and the type of question and the

content uhh in the morning for instance I was trying to make a personal contrast between a novel that I taught the scarlet letter and the one that next week we're going to see okay I've given them the novel uhh like one month ago

R: uhhh

Angelica: I mean asked them to to read it I was trying to make a contrast with the person I was uhh asking them to uhh to uhh to identify the differences , but I was like talking in vain because simply they haven't read the novel

R: Uhhh

Angelica: you see well there is uhh it depends on the students on the situation

R: So if uhh if we have for example to give a percentage of learning uhh learnability could you get a score for that out of uhh

Angelica: probably uhh

R: Out of 100 could you get one

Angelica: probably 30%

R: 30%?

Angelica: Yeah!

R: Okay! So how important is conversational interaction for you in enhancing learners' communicative proficiency?

Angelica: uhh communicative proficiency well it is important it is pretty important actually

R: How would you describe your teaching experience with your uhh here it's third year so final year students?

Angelica: Yeah! How do you describe your teaching experience with your third year students?

R: Third year students!

Angelica: yes uhh well this year is an exception but my experience with third year students I mean last year was acceptable I think let's say

R: uhh acceptable yeah

Angelica: It was fine

R: So how would describe an effective teacher according to you?

Angelica: according to me well we are very optimistic you know we uhh we expect that the teacher let's say is the uhh the center of the uhh of the motivating procedure of the teaching procedure that we uhh simplifying the obstacles well for me an effective teacher is the one who stimulates his uhhh his students' motivation who uhh who tries to uhh to get their attention to use all the means to uhh to get I mean in uhh not only

their attention but to lake them like following their line of thought okay this is the effective teacher now once you are like in the classroom things are totally different

R: in what sense different?

Angelica: uhh well sometimes you uhh you do your best to uhh to make the students interested but they are not I gave the example of uhh of the novel so I told them I told them that there is a movie I mean the adaptation of the uhh I gave them the website I uhh I gave them like important websites to read from them but there was no echo

R: According to you what is the most effective teaching approach?

Angelica: I would say the communicative approach

R: What role does ICT play in your classroom?

Angelica: What role?

R: Does ICT play in your classroom?

Angelica: uhh well I would be honest maybe say it's uhh not that great at all.

R: Describe a teaching strategy you have used to maximize the learning potential of your students what have you done to enhance the students   potential to learn English?

Angelica: well first giving them an authentic material this is the first thing I think that enhances uhh learners I mean abilities in English the second uhh exposing them to videos by native speakers to uhhh by professors by speakers in universities is to help them uhh well I think uhh of course pushing them to uhh to give presentations uhh or asking them to give presentations uhh trying to convince them to communicate and to debate this is will help them

R: So how would you decide what should be taught in your classroom?

Angelica: would you repeat please!

R: How would you decide what should be taught in your classroom?

Angelica: depending on the pedagogically bases

R: describe your use of multimedia resources as a teaching means in your classroom?

Angelica: uhh well it is useful but uhh I use it rarely to be honest.

R: So how do you keep your students engaged in in the communicative tasks?

Angelica: by uhh by asking them all the time to do so.

R: How do you use technology to enhance your students' speaking proficiency?

Angelica: not speaking proficiency but most importantly the comprehensive say aspect.

R: Okay! So what do you think of ICT as a learning tool?

Angelica: Of course useful and helpful.

R: from here what do you think are the expectations of the Algerian university as far as the use of ICT tools in our teaching?

Angelica: well this is actually a uhh a means that may help that may help the teacher to pursue or at least to to arrive to his goals it's to make the lecture clear

R: so are we far beyond?

Angelica: Yes

R: So is it utopian to talk about ICT in our context?

Angelica: exactly!

R: Thank you very much! In the end I shall say thank you very much indeed for your invaluable contribution and for your invaluable responses thank you so much

Angelica: you welcome

R: as I've said your information will be kept anonymous

Angelica: thank you

R: thank you so much!

8/ Teacher: Nancy:

R: This is an interview to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much for this research, and the supplied answers would remain anonymous. So the first question how do you perceive the current level of your EFL learners' communicative ability?

Nancy: low

R: Low

Nancy: low low

R: so how can you evaluate the type of communicative tasks you use in the EFL classroom?

Nancy: That tasks I use?

R: Yeah!

Nancy: according to the level of the uhh my students uhh the tasks I uhh I intend to do with my students once in the classroom uhh the most of the time they do not work so uhh since the level what I intend and the level of the students does not much work.

R: So what type of tasks do you use in your EFL classroom?

Nancy: uhh sometimes uhh role plays uhh group responses sometimes individual responses the tasks which require uhh responses from the students while they're working individually then when they work sometimes in uhh pairs or in groups but most

of the time the one which doesn't work is the individual work uhh once they work in pairs the work may give some effect.

R: So as an active participant in classroom conversational interaction how do you qualify learners' language use and performance during communicative tasks?

Nancy: as I said weak weak uhh to many mistakes no fluent English uhh they are disturbed with the words they do not know so uhh the lack of uhh the necessary vocabulary.

R: So what type of teaching strategies do you implement to meet the learners' communicative needs?

Nancy: uhh sometimes I use native speakers' uhh tapes uhh CDs uhh video videotapes may help may help and I have worked with video tapes which have video courses while students hear the uhh native speakers so uhh this may and I have uhh experienced too much contribution from the part of students.

R: So do you use different strategies to distinct proficiency levels?

Nancy: of course! Of course! So uhh those who have acquired an advanced level uhh may be uhh using different tasks from the ones uhh with low level uhh or uhh mix when I mix the two levels together the tasks are going to be less difficult than uhh for the advanced level of course or level and uhh the I prefer sometimes when working in groups always uhh mix uhh the advanced with uhh the advanced students with the low ones so that may be others do not or will not feel ignored or uhh non-motivated for example.

R: So which approach do you adopt to enhance the learners communicative skill?

Nancy: uhh (silence)

R: Is it the communicative approach is it the eclectic approach?

Nancy: Eclectic since the communicative does doesn't always work with the low students' proficiency or low proficiency students so I prefer to uhh mix sometimes within uhh for example grammar translation sometimes uhh I sometimes use translation in cases or in case students feel that uhh words the only difficulty is the word that they do not know they do not understand so why not some uhh from time to time translate the word into French all the time I use French I never use Arabic uhh or communicate between each other by using the different uhh techniques for communication

R: In your opinion what are the main reasons for learners' low proficiency in English?

Nancy: they come from high school with uhh difficulties so they inherited their difficulties already from high school perhaps from low teachers degrees or uhh level uhh sometimes so when they come with uhh not the uhh the required or the necessary level this makes us uhh not go further with the others who have a good level of English or in English uhh we may find in that students' low level may may be the result of uhh not being uhh oriented to the best uhh or the one uhh the subject they have already chosen or they wanted to choose so the level they have or the uhh for the our cases for our case English which the students have found themselves learning at university was not their own uhh preference or uhh subject that they have chosen uhh it was only uhh because of their marks

R: So they were forced

Nancy: They were forced uhh some others maybe uhh or may we find may find themselves at university at the department of English uhh they like uhh learning English but they didn't uhh expect that uhh they will find such subjects as uhh or such modules as uhh literature they thought that English is only the one that they hear from films or in films or etcetera so once they uhh they are deepening in studying English they find difficulties this is why they become more and more frustrated from uhh having a good level.

R: Yeah! Interesting so what are the steps to be taken to face and accommodate their communicative problems according to you?

Nancy: Many since we are in uhh technology age world and uhh time we see that students speak mainly speak good oral English or uhh informal English this is why or this is the reason from uhh seeing films hearing clips uhh and so on so why not using this as an aid in their in the teaching of English which instead for example songs which uhh deal with the subject why not songs or uhh films or documentaries which deal with famous writers films authors' films novels and so on

R: Interesting! So how often do you expose your students to authentic language?

Nancy: uhh from the time for the time being I'm teaching only the grammar module and you know that it's uhh quite technical but when uhh I taught one day oral expression and I used uhh tapes for uhh for example good pronunciation from native speakers I used uhh power point uhh I used uhh some uhh hints from documentaries and it helped too much uhh in my work.

R: So do you use authentic materials in your teaching?

Nancy: Of course! Uhh I said for the time being I'm teaching grammar it is technical

R: So in teaching grammar do you use authentic materials?

Nancy: Not too much in grammar not too much since uhh time devoted for uhh this module is too uhh restricted but for the the oral expression that I taught before most of the time in tapes since uhh bringing uhh the PC for every student the students most of the time do not have PCs for example for their uhh economic reasons or uhh or social reasons and uhh it's not always working in the department that the uhh the lab works this is why uhh the CDs so the tape recorder was most of the time the one I have brought with me so uhh

R: why do you think the use of authentic materials is important?

Nancy: It helps it's an aid uhh we know that students are fascinated with new technologies so uhh everything new you bring to the classroom which is new which has something with technology uhhh makes them eager to uhh to see to change the climate that always it's the teacher who delivers the course.

R: Yeah: So how do you qualify negotiation of meaning according to you how do you define it?

Nancy: negotiation of meaning meaning uhh collaboration uhhh students' one student may have uhh something the other may not so this is a form of an exchange so an

exchange one who has uhh the information may give it to the other who hasn't or uhh they may uhh help as help perhaps the one who has the information maybe faulse and another may have a good information so one can correct the other so it's uhh a form of correction collaboration and uhh understanding so sometimes it is better for the student to uhh to have the information from his peers than from the teacher he feels more relaxed uhh more comfortable;

R: Yeah! What is the role of meaning negotiation in your classroom?

Nancy: uhh while working for example in pairs or uhh I always give my students time to uhh exchange as I have said exchange their information or uhh check what they have with their friends so that they will uhh maximize maximize their learning or their knowledge

R: So how often do you perceive your students negotiating with each other in English?

Nancy: uhh since most of the students in one group if I take one group uhh we rarely find half of the group with good average or uhh better average than uhh the uhh the other half so I uhh find that most of the time students themselves do not have information so they rely on the teacher to give them this is why uhh it's for the teacher to prompt uhh the students to make uhh although they may have the information in the mother language or in French but they lack their uhh the translation for example so uhh this is why I prefer uhh even though students do not speak English better or good I umm I ask them to do uhh to exchange information negotiate what they have between themselves using whatever language and once they come to deliver this information it's for the teacher to uhh help or to make uhh the words in English uhh etcetera.

R: interesting! So what do students say and how do they respond to negotiations in English Have you heard something they would say about it would they say it is difficult for them to negotiate in English do they accept it it helps them?

Nancy: As I have said if you make them relaxed by uhh not just thinking for example in English or the uhh they may have uhh we all know that our students are intelligent they may have the information in their language in French but they find difficulties to translate them uhh it to uhh into English so uhh for the students to find themselves relaxed when negotiating why not uhh make them feel free to negotiate the information or uhh the communication or the information with whatever language once they have uhh or they you make them uhh free or relaxed or uhh a good atmosphere for thinking the negotiation is going to be uhh alright it's for the teacher to help to guide them for what uhh or they may use dictionaries why not so uhh or other forms of help.

R: So how important is conversational interaction for you in enhancing learners' communicative proficiency?

Nancy: As I said if we mix the groups for example or the pairs the low workers or the low achievers uhh students with the uhh the good ones so the one who has good English may help his uhh his peer or his friend uhh this is how the uhh so this is uhh the students will feel umm active or uhh the the positive effect is that the student may take information from his friend or uhh peer easily without having any uhh obstacle when he asks the teacher so uhh asking his friend or his peer will help him acquire the information.

R: So how would you describe your teaching experience with your students?

Nancy: concerning the uhh the negotiation or uhh everything

R: all uhh as a teaching experience so uhh

Nancy: As I have said and you know me perhaps

R: yeah! Sure

Nancy: I never uhh the student is never to be underestimated we always I uhh we were students and we know that if we find someone to guide them to help them to help us to guide them to guide us there will be a result so uhh while we know that some or most of the students come to university with low level of English but with our help when we guide them when they feel that the teacher really understands their needs so they will work perfectly so they will uhh themselves feel that they are uhh low and they need help so they will make too much effort to succeed.

R: Interesting! How would you describe an effective teacher?

Nancy: So an effective teacher is the one who understands his students the one who knows that he if his students or her students are weak it's for him to or her to uhh help them with whatever techniques the technique that he or she he thinks are good uhh for their or his or her students to succeed they will or he will they he or she they will help them or use them in their classrooms.

R: Yeah! Very good! So according to you what is the most effective teaching approach?

Nancy: uhh for 20 years' time teaching so I have not preferred one technique from another so I always say that it's the students who decide about the technique the teacher will use always when the teacher at home prepares the lesson or the course uhh he or she makes he has already uhh an idea about his students in the first contact so uhh after the diagnostic test we tested our students which level they have and so on it's from the first level the first contact with the students that the teacher's decision about which technique today I may use I may talk with my students or uhh using the use of some skills like uhh exchanging ideas the second day this technique may not work I will change it to for example into asking questions or letting them give information without any questions and so on so it's the teacher who decides about the technique the teacher with the help of the students if the students need help in uhh a skill and or uhh even if the teacher sees that the students are good at asking questions but very bad at giving information for example so he or she will change the uhh the technique.

R: So what role does ICT play in your classroom?

Nancy: Uhhh We all know that there is no uhh modern uhh modern techniques all deal with or all rely on uhh technology uhh we know that in our case it's very difficult to uhh help students with this technologies for economic reasons one but why the uhh why not making the first step so making the first step for example asking for uhh a room where students may find themselves in uhh we're using different technologies uhh may take much help.

R: So describe a teaching strategy that you have used to maximize the learning potential of your students?

Nancy: Sorry! Could you repeat?

R: Yes! Describe a teaching strategy you have used to maximize the learning potential of your students?

Nancy: uhh for example in let's take a grammar a grammar course

R: Yeah!

Nancy: Since I have taught it or written expression course for example to make my students work or write better I give them the different steps so uhh moving from the uhh the easier or the easy step to the more difficult ones uhh makes the students follow follow and give some feedback for example for written expression course I have found it too much successful for example if I deal with a topic which is usual or which is of uhh up to date to students or which is of interest to students so uhh although they do not have the required information in English but I know or I have seen that uhh they may have or they may have uhh succeeded in writing for example a paragraph and so on when I elicited from them uhh words which deal with the same topic uhh I use uhh diagrams and a tree the trees etcetera so the words which do have the same family we have uhh planned uhh our work or our writing in a case where everything has been given to me by the students it's uhh the last step is only to uhh make correct sentences for example charts uhh grides everything that concerns the topic has been given to students on the board and then they have been free to do uhh edit or write good paragraphs.

R: Yeah! Thanks! So how would decide what should be taught in your classroom?

Nancy: To decide about what should be taught is the students uhh it's the students who decide as I have already said the student is the only factor which decides about what should be given or which techniques should be uhh used or which strategies the teacher or the strategies the teacher have to use with his students so ones we know and the teacher also has a great role in uhh these decisions so the uhh the student ones we do know his potentials as you said we know his needs ones we know his needs we can umm as I could say uhh

R: Accommodate

Nancy: Accommodate or uhhh plan uhh plan all what he needs so we cannot plan something that the teacher or the students uhh have no interest in them in it so if uhh if interests of the students are exact if the level of the students is or uh really précised then it's uhh everything or everything is okay!

R: Describe your use uhh you've said that sometimes you've used videos and CDs and so on and so forth so describe your use of multimedia resources as a teaching means in your classroom?

Nancy: so uhh the media I have started using them only two years' time until now for example for the master students well I have said I've seen from the YouTube videos I have taken some You Tube videos uhh what where Chomsky for example since I teach sociolinguistics where Chomsky speaks about language speaks about culture where uhh Trudgil Peter describes how sociolinguistics uhh has has been or has been the uhh the subject of its own so these the students here the students know or uhh already know that there are many uhh linguists sociolinguists who have talked but while they see them in front of their eyes they see them talking the field of study they are studying or the field

they're studying so it had uhh it has brought too much interest and effect to uhh to the classroom.

R: Interesting! How do you keep your students engaged in the communicative task?

Nancy: so always with updated uhh updated information so when whenever I always follow what happens in the world so most of the time students uhh talk about music what's the new the uhh the new information about musicians or singers or uhh the new technologies they say itself it's uhh technology itself so when I bring this information or what is happening all around the world currently so the students will feel that they are really engaged or uhh problems that they face with their families problems they face with economy and so on they feel that although it's uhh it's a new course a new subject a new language but uhh the language they are using deals with their own problems their own interests.

R: Interesting yes! So how do you use technology to enhance your students' speaking proficiency?

Nancy: so, as I said I use videos uhh first the students I introduce to my students or the learners to the uhh the topic uhh to the new uhh course they are going to uhh to deal with ones they have already or uhh I have warmed up my students uhh to the topic then we will see or we will learn the project to the information through for example as I've said through videos through the uhh from You Tube videos uhh I will ask them some questions for example oral we have just to see the uhh the tape to see the video or to listen to the tape and then pick the right information according to uhh to the questions or to the uhh to the text or to the task let's say task yeah to the task I have given so it will be step by step from less difficult to more difficult first they have just to pick for the exact information and then we will uhh discuss the information according to the uhh their own point of view for example.

R: So what do you think then of ICT as a learning tool?

Nancy: No one can deny its effect so uhh the only problem with our students with our uhh in our department is the deficiency of these uhh this that we are not provided uhh yet with this uhh technology so if this technology is provided we are all sure that it will give very good results.

R: Okay! So what do you think of our future of the use of uhh as far as the use of ICT tools in the Algerian university? Can we say are we far beyond or can we say we still remain optimistic and say uhh

Nancy: We are optimistic for uhh my case I'm too optimistic so the only difficulty if the students if the teacher makes efforts to work or to uhh to learn something about technology so the use of technology and we see that students or uhh a child of two years old may use a computer easily so uhh the use of technology is not the problem, but how to provide it in our classrooms so ones it is provided I know that in one year or six months of training are enough to uhh to prepare the teachers ones the teachers are prepared the students are also eager to uhh have these technologies in our classrooms.

R: Interesting! So in the end, I would say that it was really an interesting talk

Nancy: you welcome

R: And I can see how uhh I would say how lucky your students are to have you as their teacher

Nancy: Thank you very much! If uhh if opportunities or uhh the atmosphere of learning it's the uhh the teacher it's the teacher who changes it the students here although we teach students from uhh 18 years old up but these we all feel that they still need someone to guide them someone to take them to the uhh the other side of the river

R: Yeah! That's right so in the end, I shall say thank you very much indeed

Nancy: you welcome

R: for your invaluable contribution for your invaluable and interesting information that you have provided me with

Nancy: you welcome and I hope you will have or we will have some good feedback from our students while this why why not you'll be the first to introduce such technology for example in the department in uhh our department

R: yeas yeah let's hope let's hope yeah! Let's hope yeah! So as I've said again your information will be kept anonymous.

Nancy: Thank you!

R: So again thank you so much indeed

Nancy: Thank you very much!

R: Thank you!

9/ Teacher: Rachelle

R: This is an interview to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much for this research, and the supplied answers would remain anonymous. So the first question is how do you perceive the current level of your EFL learners' communicative ability?

Rachelle: Well I think that my students have different abilities concerning this task so uhh some of them are so much motivated they always participate and they are very good students however we do have some exceptions like I have said earlier uhh and they still have issues concerning public speaking or speaking on the stage or just expressing themselves orally they do have this precise issue so this is for now.

R: Yeah! Good! So how can you evaluate the type of communicative tasks you use in the EFL classroom?

Rachelle: well I do my best to uhh to tackle subjects that concern their problems as a new generation this is what I am doing now because I think these are the subjects that motivate them to speak and express themselves orally otherwise if chosen subjects like politics economics religion and especially they are not so much motivated and they do not speak or talk concerning these subjects.

R: So what type of communicative tasks do you use in your EFL classroom?

Rachelle: well usually I follow the pace I'm debating them and uhh whether I choose the subjects or I give them the chance to choose the subject that they want to talk about or uhh the problem that they want to solve this what I'm doing right now since I lack the materials necessary for the EFL classroom.

R: So as an active participant classroom conversational interaction how do you qualify learners' language use and performance during communicative tasks?

Rachelle: well like I have said in the first question some of my students have a very good performance in the communicative classroom and some of them they don't speak at all.

R: Why can you think of some reasons why?

Rachelle: Because they uhh this is the problem of most of the students in this department they have such a fear to speak or to express themselves orally since they didn't do this since childhood I believe they aren't used to speak or to express themselves in an oral way let's say that's why they are facing these problems in the EFL classroom.

R: So what type of teaching strategies do you implement to meet the learners' communicative needs?

Rachelle: Strategies?

R: Yeah!

Rachelle: well I don't follow specific strategies uhh I just go spontaneously with them sometimes I don't even prepare anything I just go to the classroom and uhh start chatting and uhh we immediately choose something to discuss it.

R: So do you use different strategies with distinct proficiency levels?

Rachelle: yes of course I have to do that so that they do not get bored this is first of all and to uhh to target different abilities of different students and also to uhh decipher a lot about our students I mean the more you differentiate the strategy the more that you detect different abilities.

R: So which approach do you adopt to enhance the learners' communicative skill?

Rachelle: approaches!

R: Is it the CLT approach is it the audio-lingual is it the uhh

Rachelle: I would go for the direct method is the most appropriate for my classroom yes!

R: So, in your opinion what are the main reasons for the students' low proficiency level in English?

Rachelle: I'm sorry!

R: In your opinion what are the main reasons for learners' low proficiency in English?

Rachelle: uhhh lots of things they have that phobia of public speaking I don't know why I do my best every single session to uhh break down this blocker they still fear they still have this fear I mean some of them whenever they come to stage to express themselves they are literally shaking shaking sweating something like that I uhh used to ask them why do you fear from public speaking the problem is that they do not choose to talk in public places or in stages and uhh they fear making mistakes they think that whenever they make a mistake the audience will laugh on them but this is embarrassing for them that's why they are so much afraid of talking and expressing themselves.

R: Yeah! So what are the steps to be taken to face and accommodate the learners' communicative problems?

Rachelle: well what I'm doing right now is that in all sessions I force them this is the word I force them to speak and to express themselves sometimes I mean in one session I gave them the opportunity to be a teacher and there was so much fun they come to stage and I have said imagine yourself today you are the teacher these are your students so go ahead express yourself just be spontaneous just relax and do that also uhh I ask them to for example to summarize short stories or some articles or some documentaries then come and present them in the classroom.

R: So, how often do you expose your students to authentic language?

Rachelle: Always!

R: Always!

Rachelle: I always do that yes!

R: Do you use authentic materials in your teaching?

Rachelle: Unfortunately not! Not always!

R: Why?

Rachelle: yes because I don't have them and I don't have them in this department.

R: Okay! How do you qualify negotiation of meaning?

Rachelle: how uhh start please!

R: So, could you define in your own way what does it mean negotiation of meaning to you if I say negotiation of meaning how you can define it?

Rachelle: umm it's something very important I think we have to negotiate meaning to uhh I don't know to target different abilities to see how students' think or students perform how they perceive that thing I think this is the way I define it.

R: Okay! What is the role of meaning negotiation in your classroom?

Rachelle: The role?

R: Yeah!

Rachelle: uhh it helps them it helps them to develop their abilities this is the role of negotiation of meaning.

R: So it plays a pivotal role?

Rachelle: Yes! It does!

R: So, how often do you perceive your students negotiating with each other in English?

Rachelle: How do I perceive it?

R: Have you observed them negotiating in English among each other?

Rachelle: Yes! Yes they do that especially if it is a task that is uhh in common between them they always negotiate that.

R: So what do students say and how do they respond to negotiations in English?

Rachelle: uhh they respond uhh in my classroom they respond to that in a very interesting way sometimes and like I have said earlier I don't have even the chance to express myself as a teacher because they don't even give me the chance to do that they like doing that themselves than expressing to me so uhh it's going in the good way.

R: So how important is conversational interaction for you in enhancing learners' communicative proficiency?

Rachelle: it's very important it has a lot of importance.

R: So, how would you describe your teaching experience with your students?

Rachelle: well concerning the oral module I would say it's the best experience ever however concerning the grammar module I am teaching it's a little bit different I mean as a new teacher as a part time teacher grammar I found lots of difficulties concerning grammar saying none is here to guide me however concerning the oral module it's like something that's in my blood as a student I used to love oral expression it was my favorite module so that I'm not facing problems once as a teacher of oral expression module.

R: So, how would you describe an effective teacher?

Rachelle: an effective teacher?

R: Yeah! An effective teacher according to you what are the characteristics of an effective teacher?

Rachelle: lots of characteristics concerning an effective teacher well for me as a student as a teacher I would say that uhh an effective teacher first of all is the one who knows exactly how to choose to transmit the message who knows how to transmit information to his students also an effective teacher we take into consideration low level students an effective teacher also has to have contact with his or her students all the time and these are the most important I think characteristics of an effective teacher a teacher has to have.

R: According to you what is the most effective teaching approach?

Rachelle: teaching approach! I uhhh don't think that I have a certain level of approach in my mind right now but like I have said that I think the direct method.

R: What role does ICT play in your classroom?

Rachelle: It has a major role but since I lack the materials so uhhh it's gonna uhh a problem uhh there is a problem concerning this.

R: Describe a teaching strategy you have used to maximize the learning potential of your students?

Rachelle: uhh a learning strategy umm I try to give them different things like questions like games like plays like uhh acting mainly so uhh I always try to do different things so that they would perform differently each time so that they develop their abilities.

R: So, how would decide what should be taught in your classroom?

Rachelle: So, uhh it is uhh to differentiate from a module to another so concerning the oral module uhh I think personally it doesn't matter the content or the information as an oral expression uhh what matters the most is developing their oral skills and abilities; however, in the grammar session I try to teach them what matters the most are the rules of the grammar and to do different exercises that it consists this is what I am doing.

R: Describe your use of multimedia resources as a teaching means in your classroom if ever you have used them?

Rachelle: Not really!

R: You haven't?

Rachelle: Yes! Unfortunately

R: so, how do you keep your students engaged in the communicative tasks?

Rachelle: uhh it's by having different umm different subjects, different topics, different strategies I think this the best way to keep them I mean interested in the topic and in the session this is the best way I think.

R: How do you use technology to enhance your students' speaking proficiency in your opinion?

Rachelle: Technology?

R: Yeah!

Rachelle: I uhh suppose it is a problem in this department there is no technology (Laughter)

R: At all!

Rachelle: Yeah!

R: So what do you think of ICT as a learning tool?

Rachelle: Well, nowadays I think it is the best it's the best especially for uhh EFL classrooms ICT is the best.

R: Okay! What are your expectations of the Algerian university as far as the use of ICT tools in our EFL classrooms?

Rachelle: Well uhhh I think it's going in the good way it's going in the good way especially with the coming of uhh the British Council something like that they are doing great impact in our country they are developing a lots of things here they're making a lots of seminars to students to enhance and develop this issue and to implement ICT in different classrooms in the Algerian country.

R: So, Have you ever attended those seminars?

Rachelle: Yes! I did it was so much beneficial to me and to everyone who's there.

R: Here in Batna?

Rachelle: Yes! Here in Batna

R: they came here

Rachelle: Yeas! And they did lots of workshops, seminars, lectures, and uhh it's uhh an interesting thing, excellent thing.

R: So, the English department was part of uhh

Rachelle: No! No! It's not the English department they work in isolation the British Council they are doing these things in different cities and they are increasing their the thing they are doing from day to day they are doing a great job.

R: Great! Are they still doing that?

Rachelle: Of course!

R: How to get in touch with them for example is it possible to get in touch with them?

Rachelle: It's very easy to get in touch with them whether via the internet or by uhh just contacting one of their numbers in their main center in Algiers.

R: Uhh just the British Council

Rachelle: Yes! Yes! Whenever they come to Batna I go and attend those seminars.

R: So, you are in touch with them and you attend every seminar

Rachelle: Yes! Especially the workshops they are so much interesting

R: Have you ever circulated this information among teachers to be aware of this uhh these workshops

Rachelle: I think most of them are aware of these seminars. I do believe that, but even if they are uhh especially part-time teachers younger teachers they are so much interested in this British Council; however, even if they didn't attend thses seminars I try to inform them of these things.

R: I think yeah it's so really important for us for the English department at the same time for our university to embark in this new ear of the use of ICT tools.

Rachelle: I hope to do that!

R: So, it's not only for the benefits of the teacher, but also for the benefits of the students as well. So, if we can speak about the future of the Algerian university are we far beyond good results or are we lagging behind the others or can we say we still we keep on being optimistic and say there is something coming in the future why not?

Rachelle: yes! We have to be optimistic I think that well for sure it's not lagging behind, but it's more moving forward that's for sure for the coming I mean for the development of technology and students themselves are so much updated these days. So, we have only one thing in that we have to fix which is bringing the material that's it and the problem will be fixed students are motivated, updated teachers also so which still have is to bring the material and the ICT will work very well.

R: So what's lacking here in this department is this equipment and these tools at the level of the department only that's what we need in this department?

Rachelle: No! we need other things

R: Such as!

Rachelle: Rather than we need some unfortunately I would say it most we need motivated teachers, teachers nowadays are not motivated they just go uhh sorry come and give the lesson and just go in a very boring way I think in this department we need to motivate teachers first and students will be easily motivated this is the problem and the equipment would be a very easy task.

R: Okay! In the end, I shall thank you very much for your invaluable contribution

Rachelle: you welcome!

R: it really helped much

Rachelle: thank you!

R: So, as I've said again your information would be kept anonymous and will be used just for the research for the purposes of the research work.

Rachelle: okay! Thank you very much it was my pleasure to contribute!

R: Thank you so much!

Rachelle: You're welcome mum!

10/Teacher: Barbara

R: This is an interview to collect data and information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous.

Barbara: Okay!

R: so, the first question how do you perceive the current level of your EFL learners' communicative ability?

Barbara: Ah! Personally I do find my students they do have a medium level okay! They are not that advanced learners okay though they are second year students.

R: yeah! So, how can you evaluate the type of communicative tasks you use in the EFL classroom?

Barbara: so uhhh particularly in my classes I tend to uhh or for my students I tend to make them talk in English as much as possible okay! do or I don't know through making or uhh or through bringing to them different types of listening okay! Uhh of native speakers, but in fact the uhh the outcome is not that uhh an interesting one.

R: So what type of communicative tasks do you use in your English EFL classroom?

Barbara: What do you mean by the communicative tasks?

R: Different tasks you use in teaching speaking in oral expression for example what type of tasks do you use?

Barbara: Ah! I do focus on ah! Yeah! I do focus on what we call role playing and problem solving this is what I use yeah!

R: So, as an active participant in classroom conversational interaction how do you qualify learners' language use and performance during communicative tasks?

Barbara: so as I have said right at the beginning it is not that interesting level it is uhh not advanced it is medium.

R: So what type of teaching strategies do you implement to meet the learners' communicative needs?

Barbara: Ah! The strategies I'm not strategies you mean uhh

R: What techniques for example how do you teach them for example like using for example say an activity for example using audiotapes or uhh

Barbara: uhhh Videotapes you mean

R: Yeah! Yeah!

Barbara: So, this is the type of activities I do provide my students with

R: Are you flexible with them?

Barbara: From time to time it depends on how they respond to the activity okay! I try to urge them I push them to speak, but it depends on the group itself okay!

R: Do you use different strategies to distinct proficiency levels?

Barbara: Yeah! It depends on the level of the students I got an advanced group within that group I do make use of different varieties of teaching strategies as you have said uhhh I do provide them with tape uhh videotapes with listening uhh with a lot of what techniques and once I find them that they do respond quite positively to what I am really providing uhh I do I do really feel uhh how to say satisfied uhh and from their side they do really feel satisfied in return.

R: Okay! Which approach do you adopt to enhance the learners' communicative skill?

Barbara: uhh I do really adopt what uhh the uhh the learner-based approach okay! In which I do really focus on the learner uhh a lot.

R: So, in your opinion what are the main reasons for learners' low proficiency in English?

Barbara: Maybe it is due to the lack of exposure to the native language to the target language this is the only uhh I think reason that do prevent them from uhh advancing in their learning.

R: So, what are the steps to be taken to face and accommodate their communicative problems?

Barbara: I think I think they got a lot of what efforts to furnish to work on or to progress in their learning okay! Uhh maybe the teacher from his turn may urge the students to read to listen but the only what uhh or the uhh the core of learning is the student himself and how should uhh he looks toward the uhh the language that he is going to acquire.

R: So, how often do you expose your students to authentic language?

Barbara: would repeat the question please!

R: How often do you expose your students to authentic language?

Barbara: Once a week, once a week it depends on the sessions that I got with them.

R: Do you use authentic materials in your teaching?

Barbara: yeah!

R: Why?

Barbara: why?

R: Yeah!

Barbara: yeah just to uhh what to uhh put them okay in front of what uhh a pure okay or authentic language.

R: So, how do you qualify negotiation of meaning according to you what does it mean?

Barbara: negotiation of meaning! Uhh I don't know what do you mean by negotiation of meaning with the students?

R: For example when we say negotiation of meaning!

Barbara: you mean discuss?

R: Usually it is a strategy used by learners or speakers usually a speaker when you have for example when you have a problem in communication to overcome that problem we use this for example by using pauses, fillers, comprehension checks, clarification checks,

Barbara: yes fillers just to give them the opportunity to uhh

R: to carry on their speech

Barbara: ah! Yeah so this is what do you mean by negotiation of meaning it is the pauses and the fillers that you use to employ in your speech

R: Not only that, but also this mutual exchange of communication a communicative exchange

Barbara: yeah! This is a new thing I come to know by the way (Laughter) frankly okay!

R: (Laughter) no problem! So, what is the role of meaning negotiation in your classroom?

Barbara: ah! From my part I make use of these fillers as you've said just to uhh make students okay! Uhh or to put them on the track okay! So this is one way just to attract their attention, but by the way most of my students or maybe we may find one student who make these or who make use of these but uhh strategy yeah!

R: how often do you perceive your students negotiating with each other in English?

Barbara: how often? Maybe I don't know we don't have that uhh I don't know we don't have all this kind of discussions with students themselves okay! They don't interact with themselves during my classes in English okay!

R: So, what do students say and how do they respond to negotiations in English?

Barbara: so uhh I do urge them to talk with each other in English, but frankly I have noticed that they don't respect that the only uhh the first opportunity they got have they start talking in their uhh mother tongue

R: In Arabic?

Barbara: yeah!

R: So, how important is conversational interaction for you in enhancing learners' communicative ability?

Barbara: Of course! It's uhh of course it's of great importance okay! So if teachers and students do take into consideration, they will advance in a way or another in their learning

R: How would you describe your teaching experience with your students?

Barbara: uhh practically I do find it fruitful already because if I compare the level of my students when I met them uhh right at the beginning of our academic year, they have somehow advanced, but it wasn't that wide but I'm satisfied of what learners uhh the level as I have said right at the beginning

R: so, how would you describe an effective teacher?

Barbara: an effective teacher!

R: Yeah!

Barbara: So an effective teacher is that teacher who do really uhh what brings his students to practice the language to make them learn more about the different facets of the language and he knows what is this language and how they are going to advance in learning that language.

R: according to you what is the most effective teaching approach?

Barbara: As I have said, maybe it is the learner uhh what based approach yeah!

R: so, what role does ICT play in your classroom?

Barbara: so uhh in my oral expression classes I do make use of a lot of these these what technology mainly in listening or making them watching videos.

R: okay! Describe a teaching strategy you have used to maximize the learning potential of your students?

Barbara: a given particular technique I really don't have as I have said, but the only thing I do try a lot in my oral expression sessions is to make them listen or watch uhh a native authentic what uhh speech that is delivered by of course either an American or uhh British uhh yeah!

R: So how would you decide what should be taught in your classroom?

Barbara: so I do really plan that in advance alright and then I try to inform my students about the different basic what subjects that we are supposed to have in our coming classes that's all.

R: So, describe your use of multimedia resources as a teaching means in your classroom?

Barbara: different multimedia?

R: How do you use multimedia resources for example?

Barbara: so uhh the only means that do we have uhh we have in our department as you know we do have the data show and our labs as you know they do not really they are not in function okay! So the only thing that I bring is my own PC and my own material like that I work by my own materials with my students.

R: yeah!

Barbara: so this is the miserable (laughter) as you know (laughter) yeah!

R: How do you keep your students engaged in the communicative tasks?

Barbara: so, as I have said, I try to keep them attracted and to uhh the core of the discussion as much as possible okay! Through I don't know uhh addressing things somewhat to be in touch with the discussion yeah!

R: So, how do you use technology to enhance your students' speaking proficiency?

Barbara: so, the only thing uhh technology as I have said we are do we have or for the time being is our PCs okay! And the the high speakers that we bring by myself and then the data show in order to display the different videos that we bring to them.

R: so, what do you think of ICT as a learning tool?

Barbara: Of course! It is of much importance okay so as you know these uhh visual aids they do uhh what play a great role in advancing uhh learners level.

R: so, what can you say about the future of the Algerian university as far as the use of ICT tools?

Barbara: Maybe in our uhh maybe in the coming years the coming years things will have another dimension maybe who knows alright it depends on the authorities and how they are decisive in uhh this concern okay so we hope that do things uhh that things would work in uhh a better way yeah!

R: Are we far beyond or are we lagging behind or we remain optimistic?

Barbara: so uhh I try to remain optimistic alright because we still have some opportunities to uhh take profit from.

R: Thank you very much!

Barbara: It's my pleasure!

R: In the end, I shall say thank you very much indeed for your contribution

Barbara: you are so kind

R: And as I've said your information will be kept anonymous and it will be used just for the purposes of the research

Barbara: alright thank you

R: Thank you very much! Thank you!

11/ Teacher: Carole

R: This is an interview to collect data and information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous.

Carole: My pleasure!

R: So, the first question how do you perceive the current level of your EFL learners' communicative ability?

Carole: Well, I think that the level of the students is medium. They are not advanced uhh, but it depends there are some because here we are teaching in groups there are some groups in which you find that the level is advanced level in fact you'll find that we have we do have students that speak the language fluently very fluently better than some teachers, but at the same time there are some groups in which you find that they don't want to speak not even they don't speak, but they don't want to even to speak the language.

R: so, how can you evaluate the type of communicative tasks you use in the EFL classroom?

Carole: As I have said, it depends on the level of the students when I find that inside the classroom the level is advanced, I use advanced materials. When I find that the level is not very uhh it's medium I use medium materials for the teaching.

R: So what type of communicative tasks do you use in your EFL classroom?

Carole: Well, I can use videotapes, songs, I use role playing uhh sometimes even the plays for example I ask one of them to perform a movie uhh a single I don't know and the others are trying to say or to find what the this person is doing.

R: Interesting! So, as an active participant in classroom conversational interaction, how do you qualify learners' language use and performance during communicative tasks?

Carole: uhh the majority of the time they are progressing not regressing, but we see that always also it depends on the personality of the learners some learners are very shy; they don't want to take so you have to push them you have to say that don't for example we must not let the others laugh on them or say bad bad things when they speak because they make mistakes we are humans we make mistakes so here it depends on the role of the teacher to let them to push them to talk not to be afraid of using the language.

R: Okay! So what type of teaching strategies do you implement to meet the learners' communicative needs?

Carole: As I have said, videotapes, songs, uhh even parts of movies, series, etcetera.

R: Do you use different strategies to distinct proficiency levels?

Carole: Yes! I do use different strategies depending as I have said on the level of the students and also I always ask them what they prefer to have sometimes for example, for the role playing uhh sometimes they are for the introduction of movies documentaries depending also on the situation, on the classroom context, etcetera.

R: Which approach do you adopt to enhance the learners' communicative skill?

Carole: I think all uhh the majority of the time it's the learner-based approach.

R: Okay! In your opinion, what are the main reasons for the learners' low proficiency in English?

Carole: They don't uhh they are not interested with the language. They don't use the language outside the classroom. For example, here in Algeria, you see that out the second language is French and English uhh first language is French then we have English so they don't often use it even inside the classroom when they have the chance to talk with each other they use their mother tongue. So, there is no uhh introduction of English inside or outside the classroom context.

R: Yeah! So, what are the steps to be taken to face and accommodate their communicative problems?

Carole: so, I think that we have to use strategies to help to use techniques that let uhh them to like to love the language to use it more frequently inside or outside if any person doesn't love something, he will not use it.

R: Okay! That's right! How often do you expose your students to authentic language?

Carole: Most of the time, the majority of the time I expose them.

R: Do you use authentic materials in your teaching?

Carole: Yes! Of course I do use them.

R: Why?

Carole: Because I think that they need them to help them to advance in their level they need to have these authentic materials.

R: How do you qualify negotiation of meaning?

Carole: What is the meaning?

R: Yes! What is the meaning of negotiation of meaning according to you?

Carole: uhh so this is the first time that I heard this concept so I don't know what it is exactly if you can explain to me what is it?

R: So, negotiation of meaning for example is a strategy used by a teacher or the learner or speakers so for example if you have a problem while speaking you do make use of this strategy to keep on the flow of the speech or the communication this is a mutual exchange between you

Carole: So, it is a way to avoid the cut

R: the cuts or the breakdown in communication in that communication breakdown

Carole: Yes! So, I do use this umm technique in my teaching especially in oral expression we do use them because for example if you give the subject for students then they discuss this subject with each other sometimes you see that they cannot find words they cannot find expressions so here we interfere in order to help them to avoid this break.

R: So, what's the role of meaning negotiation in your classroom?

Carole: It has a great role it it's to avoid uhh the cut or this hesitation of the students it's to give them the idea how to communicate with each other without hesitating without this slip of the tongue all these mistakes that they may make.

R: How often do you perceive your students negotiating with each other in English?

Carole: uhh rarely they uhh they don't use it too much.

R: So, what do students say and how do they respond to negotiations in English?

Carole: In fact, they as I told you before they always when they have the chance to talk to each other, they use the mother tongue because they don't want to they don't sometimes they don't want sometimes they don't know how to use the language and here come the role of the teacher as I said before it's uhh to push them for example you tell them if you speak in Arabic you are going to lose one point in the exam in this way it's a way to push them to use more the language or to give them rewards rewarding them in order to use more the language I give you one point if you speak with each other especially in uhh pair work or group work when they discuss in English I tell them

you are going to have this or this so I have used it and I have seen that they do use even if they make mistakes we are human we all make mistakes but they try they are trying.

R: So, how important is conversational interaction for you in enhancing learners' communicative proficiency?

Caroline: It's very important because the more you push them the more they are going to succeed the more you are going to have good results.

R: So, how would you describe your teaching experience with your students?

Caroline: It is fruitful. They are progressing more than regressing. There are some students because of their uhh the problem that they have is their personality, but the majority of the time I see that at the end of the year my students have progressed in using the language.

R: So, how would you describe an effective teacher?

Caroline: well, I think that an effective teacher is the one who is going to be more a friend with his students than a supervisor or a director. He is the one who is going to push them, to talk with them like he has the same age of his students to understand them if they have problems if they have uhh I don't know if they don't like the language or why they studied English from the beginning to ask all the these different questions you will be more a friend than a teacher a supervisor.

R: That's right! According to you what is the most effective teaching approach?

Caroline: I think that it is the learner-based approach. You have to focus on the learners' needs and why they need to learn the language. What is the purpose is it only for the job? Is it because they like the language? What are the different needs of the students?

R: What role does ICT play in your classroom?

Caroline: Great role! It is very important the use of technology today in today's world.

R: Describe a teaching strategy you have used to maximize the learning potential of your students?

Caroline: Well, it's most of the time the PC or the data show these are the tools that we can use as a way of teaching.

R: So, how would decide what should be taught in your classroom?

Caroline: As I have said, I uhh take into consideration the level of the students. I ask them what they like uhh or what they want from me uhh what they do like to teach them what is the content of the programs especially oral expression you know that we don't have a precise program so depending on their needs, their levels, on their uhh what they want I put a program according to all these elements.

R: Describe your use of multimedia resources as a teaching means in your classroom?

Caroline: please can you!

R: Describe your use of multimedia resources as a teaching means in your classroom?

Caroline: Yes! I use them frequently so depending on uhh for example sometimes you come you decide to use a videotape on the PC and the light is not there (Laughter) so there is a problem so in this way we are going to use only communication we uhh I give them a subject and they start to discuss it depending on the situation always always.

R: Always! So how do you keep your students engaged in the communicative tasks?

Caroline: Always by asking them what they want, what they prefer and we discuss always the things that they want.

R: How do you use technology to enhance your students' speaking proficiency?

Caroline: Well, always I'm relying on uhh the data show because we have it here or my own material, the PC etcetera.

R: So what do you think of ICT as a learning tool?

Caroline: It's very uhh important especially we are now in a world of technology. We are always using the technology so why we don't use it in the teaching. It has a great impact and even if you see the students, all our students are using now the PC, internet, uhh Facebook, etcetera so as teachers we should help them more to use them and use it inside the classroom as they use it outside the classroom.

R: So, from what we have said so far, how do you expect the future of the Algerian university as far as the use of ICT tools in our classrooms?

Caroline: So, we must be always optimistic. I think that uhh Algeria is doing great reforms to reach the developed countries the level of the developed countries. I think that we are aware that we need to be more developed to develop ourselves uhh things are there, means are there, so it's up to us to develop ourselves by ourselves to help ourselves as teachers to help our students to use more the technology in uhh studying foreign languages especially English because it is an international language.

R: Can we say! Are we far beyond realizing the dream of being with the advanced countries? Are we lagging behind?

Caroline: Yes! We are beyond, but not so far because now the new generations are using the technology. They are aware that we need the English language. They are aware that they uhh if you cite the private schools if you see for example the doctors our uhh the Algerian doctors are taking specific courses in the English language because they need it in uhh communicating, in participating in international conferences so they are aware that technology and English are very important. So, we are beyond, but it's not we are not too far or so far so uhh only we have to continue our work.

R: In the end, I shall say thank you so much indeed.

Caroline: Thank you for you

R: Thank you for your invaluable contribution for your invaluable answers.

Caroline: I am very grateful that you have done this interview with me.

R: Thank you so much and thank you for your time.

Caroline: Thanks!

R: And as I've said, your information will be kept anonymous the information will be used just for the research purposes.

Caroline: Thank you very much!

R: Thank you!

Caroline: My pleasure!

R: Thank you!

12/ Teacher: Arianne

R: This is an interview to collect information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much for this research, and the supplied answers would remain anonymous. So the first question is how do you perceive the current level of your EFL learners' communicative ability?

Arianne: so first of all, I like to say that the students in the classroom they do not really participate so we cannot really know their level and some of them they are reticent to provide answers that's why we can say that the level is uhh considerable uhh considerable uhh say it's uhh a little bit weak. We cannot say it's really a good level, but we cannot I mean we cannot ignore the fact that we have got some students who have got a very good level, but the problem is that they do not really participate. They are reticent. They are shy.

R: So, how can you evaluate the type of communicative tasks you use in the EFL classroom?

Arianne: As being a teacher of phonetics, I have got several activities of evaluating the tasks I mean their pronunciation, their oral uhh aspect of the language, so for instance, I teach them how to I mean the different aspects of the connected speech so I teach them assimilation, I teach them the stress, I teach them the sentence stress, or the oral word stress I should rather say. So, uhh and I try to evaluate as far as the lectures are concerned.

R: So, what type of communicative tasks do you use in your EFL classroom?

Arianne: The communicative tasks I use so uhh we do just apply the exercises that we have seen in the classroom. I mean I would I try to have some extracts to be put into practice in the theoretical lectures that I have taught in the classroom so that students practice what we have seen together.

R: So, as an active participant in classroom conversational interaction, how do you qualify learners' use and performance during communicative tasks?

Arianne: It is satisfactory.

R: So, what types of teaching strategies do implement to meet the learners' communicative needs?

Arianne: so, the teaching strategies I use first of all, uhh I do the task I mean, I explain to the students the uhh the lecture, then we uhh this the theoretical work then we move to the practical work in which we for instance, I introduce new devices to put into practice I mean the language the oral aspect of the language for instance, I in phonetics I do show the students that we have got devices that are special or they are used in to evaluate for instance the pronunciation we have brought for instance different uhh speech devices that help us to have the speech recognition, for example, to better their pronunciation.

R: So, do you use different strategies to distinct proficiency levels?

Arianne: Different strategies to distinguish the different levels!

R: To distinct proficiency levels!

Arianne: Different strategies need to be used in classrooms by teachers so that it will not be monotonous I mean the students will not be uhh will not feel bored having always the same uhh strategies but for the sake of having when we when we vary strategies, maybe we keep the students' attention.

R: So, which approach do you adopt to enhance the learners' communicative skill?

Arianne: I try first to motivate them to try to uhh to enhance their level and of course to make them speak much more than I do so that at least they they feel that they are engaged in the conversation and they feel that themselves I mean putting into practice uhh their abilities their oral abilities in the classroom.

R: In your opinion, what are the main reasons for learners' low proficiency in English?

Arianne: The lack of practice

R: What are the steps to be taken to face and accommodate their communicative problems according to you?

Arianne: first of all, we have got many uhh steps that we should be taking into consideration as soon as possible. First of all, the time that is allotted to uhh to teach is not really enough this makes even the teachers even the teachers we like to uhh to work with the students, but the time is not enough. And, this uhh hinders the teachers' both the teachers' and the students' I mean abilities and motivation to work and to put into practice their oral aspect of the language the communication aspect so that's why we need to first of all to find some uhh extra time and we need to have some uhh I mean materials for instance a laboratory that is all time available so that the students and the teachers can uhh can use it etcetera so we have many things that are not put available in the department.

R: How often do you expose your students to authentic language?

Arianne: We really often make use of the authentic language in the classroom since we are using I mean the uhh the RP I mean as being a teacher of phonetics I try to use the uhh both pronunciations I mean I tell the students that we use authentic I mean language we do not use the uhh the informal language.

R: Do you use authentic materials in your teaching?

Arianne: In my teaching, I wish I could use authentic materials. Actually, I do not use authentic materials I mean I am the one who's doing everything the theoretical work and the practical work. I wish if I could use the laboratory and if I could use I mean if I had some uhh computers on which I can bring for example some uhh devices speech devices so that I can train and work with my students, but since uhh or as far as phonetics as being a teacher of phonetics I mean a teacher of oral expression the both the oral expression and phonetics are unfortunately taught just in class and not in the laboratory so we cannot use them we cannot use authentic materials in classrooms.

R: So, how would you qualify negotiation of meaning?

Arianne: Meaning?

R: Yeah negotiation according to you what does it mean!

Arianne: The word meaning itself?

R: Meaning negotiation yeah!

Arianne: Negotiation or meaning?

R: Meaning negotiation!

Arianne: Meaning negotiation so uhh I really cannot see what you want to mean by that. First, meaning negotiation is when we negotiate the meaning we look at the meaning or we uhh actually your question is not really clear for me!

R: So, negotiation of meaning is uhh have you heard of this concept before?

Arianne: No! Never!

R: Okay! So negotiation of meaning is a strategy used by speakers whenever there is a communicative breakdown they make use of negotiation of meaning. So, it's uhh a mutual exchange of communication between students using for example comprehension checks, using pauses, using fillers to keep on the track or the flow of speech.

Arianne: Okay!

R: So, this is meaning negotiation.

Arianne: Okay! I noticed this.

R: what is the role of meaning negotiation in your classroom?

Arianne: No! I have never heard about this before this method before!

R: Okay! How often do you perceive your students negotiating with each other in English?

Arianne: Actually, they do not negotiate. They do not! They are very passive learners. I mean uhh the teacher is very active I try to motivate them and sometimes I have attracted their attention, they participate, but their participation remains really uhh very hard to consider.

R: So, what do students say and how do they respond to negotiations in English?

Arianne: So, if they if I have never heard them negotiating, I cannot I wonder how do they respond.

R: So, they do not use it?

Arianne: They do not! They do not! Maybe in the corridors because they do not put into practice in their daily language, but apart from the classroom I mean in the classroom where they are supposed to use the language they do not use the language. If the teacher keeps speaking in the classroom and whenever he or she asks the question, we have got uhh I mean some students who will respond uhh to his or her question in a short answer, but I've never seen students in the corridors I mean using the language speaking in English.

R: Yeah! So how important is conversational interaction for you in enhancing learners' communicative proficiency?

Arianne: Of course! Conversation is very important I mean the students if they do not learn how to use the language in all its, I mean, in uhh skills in the reading skill, in the speaking skill, in the listening skill, in the writing skill, and most importantly in the communicative I mean the spoken form of the language so that at least they can uhh use this language and they can uhh I mean express themselves using the language. Conversation is very important to exchange ideas with each other so to respond to each other's I mean uhh questions to know for example whether someone is asking a question or he is just providing a symbol they meant or for example someone is surprised etcetera. They need to uhh put into practice the uhh the language so that they can converse.

R: So, how would you describe your teaching experience with your students?

Arianne: My teaching experience! I am not really satisfied with my teaching experience because I'm not really using what I wish I had the chance to use what I would love to uhh to use unfortunately as far as I'm concerned we're working without any materials I mean since phonetics and the phonology uhh are taught in classrooms so we cannot do even if we like to do better, but we cannot. What we do is really it's not really enough.

R: So, how would you describe an effective teacher?

Arianne: So, an effective teacher is really a teacher who will debate with his students, who will enhance them to learn more to give more to be uhh eager to uhh to keep learning because if we lose the track of learning or the pace of learning it's gonna be so much very hard to carry on to go on.

R: According to you what is the most effective teaching approach?

Arianne: The most effective teaching approach is to engage the students themselves in learning. So, they will become active learners I mean they uhh what we call learner-centered approach. This means that the students whenever they feel that they are engaged in conversation, in learning they uhh feel this responsibility of uhh speaking of uhh making more efforts etcetera.

R: What role does ICT play in your classroom?

Arianne: The ICT?

R: Yeah! Play ICT information communication technology

Arianne: ICT! This means the use of technology

R: the use of technology in your classroom?

Arianne: Yes! Uhh the use of technology I mean in nowadays we are even using numbers digital numbers wherever we go the digital numbers are there the digital numbers have made our life easier so even that digital uhh I mean uhh methods or ways of teaching are very I mean useful in the teaching why? Because by providing authentic results for example and uhh if we use because I'm personally using what we call the speech devices like for instance some uhh Spectrograms that are speech devices which we use on the computers and we record the students then we will have the displayed I mean the spectrogram on the screen so these devices they are authentic and they are precise and they give us authentic they provide us with authentic and precise and immediate results.

R: Good! Interesting! Describe a teaching strategy you have used to maximize the learning potential of your students?

Arianne: The teaching strategy that I've used the teaching strategy I'm using is that first of all, I respect always students and I do not uhh make any discrimination between good and bad students so that I give the opportunity to all the students to take their role in learning in uhh participating in everything so, I feel that they uhh the teaching strategy I succeeded to impose and somehow apply in the classroom is that I make my students feel at ease whenever I make my students feel at ease, I feel that they can uhh respond, they can participate because most uhh I think most of the students they come from different backgrounds, some of them are shy, some of them are reticent to speak some of them they uhh I'm pretty certain that they I mean they have got a good uhh written I mean level, but when it comes to the oral aspect of the language, they are shy, they become red I mean they cannot speak and so on and so forth so I find that the first thing that teachers should apply in the classroom is to make the students feel at ease first whenever they feel at ease, they start learning.

R: How would decide what should be taught in your classroom?

Arianne: So, I decide what should be taught in the classroom according to first of all, I got a program to follow that I have brought from the administration so I do respect this program and I feel that there is the need to have our students discover the language how this language uhh which is English is spoken well I mean why for example, the native speakers have got these uhh features why for example some sounds uhh they change whenever they are connected to each other, why some sounds disappear, why for example, we put an emphasis on some sounds rather than others, some syllables rather than others, why for instance, some sentences should be told like this not like that, etcetera.

R: Describe your use of multimedia resources as a teaching means in your classroom?

Arianne: So, I have already used uhh my computer on which as I said I have installed uhh the speech device that we call uhh Winds for way and I only remember that I have brought my computer and uhh I have been recording my students students like so much this activity of recording them then uhh after the recording they could hear the voices and they could hear the way they speak English, then ah! But unfortunately I couldn't

carry on doing this because I uhh I don't teach in a lab I only teach in the classroom so I don't have the laboratory.

R: Okay! How do you keep your students engaged in the communicative tasks?

Arianne: So, I keep them engaged because I make them feel engaged in the conversation.

R: How do you use technology to enhance your students' proficiency?

Arianne: I use technology uhh I actually do not use technology because as I've mentioned before I do not really use technology in the classroom, but I keep informing the students that I mean they can go at home and they can install the speech device on their own computers I mean I always show uhh tell them and show them that about the new speech devices, the new technologies that I mean the advantage of having these speech devices on their computers is that they kept downloading them in their computers and they can easily work at home without the uhh the presence of the teacher or the classroom mates.

R: What do you think of ICT as a learning tool?

Arianne: The ICT as a learning tool is uhh very beneficial when it is well I mean uhh structured and well organized and well implemented and used.

R: Good! So as far as what we have said so far how do you expect the future of the Algerian university as far as the use of ICT tools in our EFL classrooms?

Arianne: Do you want me to tell you the truth?

R: Yes of course! And only the truth!

Arianne: Okay! So unfortunately the future of our uhh university the Algerian university is ambiguous it's not clear and it will not be clear because the uhh the university itself doesn't impose I mean the uhh the use of these for example new technologies maybe they are not in some universities Algerian universities I knew elsewhere, but here in Batna we uhh I mean we are not motivated to use these new technologies and even if we want to use these new technologies we have got many things that hinder our uhh ability to use them for instance the big number of the students, we have got for instance the time uhh allotted to uhh to teach, we have got I mean many uhh things that I mean really hinder the uhh our motivation.

R: So are we lagging behind the others?

Arianne: Of course! Of course! Of course we are

R: So, should we keep ourselves optimistic?

Arianne: Yes! We should of course we should always be optimistic and of course we uhh we never we shouldn't lose hope maybe who knows maybe we teachers will uhh change the future of the Algerian universities one day maybe the new generations who knows we always keep faith and we keep hope who knows maybe it's gonna change.

R: That's right!

Arianne: We will bring the change!

R: Yes! For sure! In the end I shall say thank you very much indeed for your invaluable contribution

Arianne: You're really welcome!

R: It helped really much and as I've said your information and the displayed answers will be kept anonymous and will be used just for research purposes only thank you very much!

Arianne: You are welcome!

R: Thank you!

13/ Teacher: Zidat:

R: This is an interview to collect data and information needed for an investigation on the role of conversational interaction in a computer mediated classroom. I would be very much grateful if you could respond to the following questions. Your contribution will help much and the supplied information will remain anonymous. Okay! So the first question, how do you perceive the current level of your EFL learners' communicative ability?

Zidat: Do you mean by communicative abilities I mean spoken and written?

R: Both yeah!

Zidat: Well, I'm not really satisfied a lot has to be done.

R: So, how can you evaluate the type of communicative tasks you use in the EFL classroom?

Zidat: Your question is a little bit ambiguous for me could you clarify do help me?

R: So, for example, you are suing different communicative tasks and written tasks and so on and so forth how could you evaluate them would you say they are good, acceptable, they meet the students' needs, so what do you think what would you say about the tasks you are using?

Zidat: Well, any teacher would say I'm trying to do my best to choose the tasks that really fit the students' needs the students' age, the students' likes and dislikes sometimes we uhh we succeed in doing that sometimes we fail or we find ourselves completely out of order uhh not doing the right thing because we uhh we thought about something and something unexpected happens or happens in the class.

R: As an active participant in classroom conversational interaction how do you qualify learners' use and performance during communicative tasks?

Zidat: could you repeat the question and go slowly please!

R: As an active participant in classroom conversational interaction, how do you qualify learners' use and performance during communicative tasks?

Mike: Well, the problem is most students or most learners have got that psychological barrier they are not put at ease if they find the appropriate atmosphere, I guess they keep trying to utter words, to communicate, and so on, but the problem is with the teachers.

They are not capable in providing their students with a relaxing atmosphere where they can express themselves even some teachers I don't know if they are doing it intentionally or not they are just supposed to be there for them just to spot students' or learners' mistakes and uhh jump over oh! I caught you! You made a mistake that's really horrible and terrible. It's not really encouraging at all.

R: So, what type of teaching strategies do you implement to meet the learners' communicative needs?

Mike: Well, I'm that teacher who's got a long experience. I use whatever I think it's feasible, it's doable, whatever the technique, or the task or the methodology or the activity that makes my students communicate for me it's doable even if I criticize the administration or criticize the political system or criticize my colleagues, my intention is to make my students talk so all the means are legal for me.

R: Okay! So, do you use different strategies to distinct proficiency levels?

Mike: For sure! For sure! We should be eclectic eclecticism is my philosophy

R: Okay! So this would lead to the following question which approach do you adopt to enhance the learners' communicative skill?

Mike: I use all the approaches, all the methods, the classical ones, the new ones, the old fashioned ones, the ones that have not been invented.

R: In your opinion what are the main reasons for the learners' low proficiency in English?

Mike: Could you repeat please!

R: In your opinion what are the main reasons for the learners' low proficiency in English?

Mike: Could you repeat it for the third time please!

R: In your opinion what are the main reasons for the learners' low proficiency in English?

Mike: You are asking me about the reasons of having low level

R: Yeah! Our students why they do have this level in English?

Mike: ahhh! For such a question, I got a lot of answers maybe uhh maybe they are not well oriented. Students shouldn't be in our department it's a matter of political decisions political I don't know business they find themselves studying English though they are not good at English. This is a problem of orientation. The second problem is uhh the teacher. I always keep saying there is no good or bad language learner. There is always a good or a bad language teacher.

R: Good! So what are the steps to be taken to face and accommodate their communicative problems?

Mike: The first problem that any teacher should take into consideration is taking care of the learner putting them at ease creating that relaxing and relaxing atmosphere where

students are not inhibited psychologically physiologically politically okay they are treated as human beings.

R: Yeah! That's right! So, how often do you expose your students to authentic language?

Mike: I do my best very often.

R: Do you use authentic materials in your teaching?

Mike: For sure! This is the most important ingredient in my teaching techniques. I have to use British, Canadian, Australian, American authentic methods.

R: So, how do you qualify negotiation of meaning?

Mike: What do you mean? I understand the meaning of the words, but I don't understand what do you mean?

R: So, it is a strategy, but how do you qualify it according to you what does it mean if I say negotiation of meaning like this so what does it mean for you?

Mike: Well, I stick to the word negotiating. It's one of umm an essential technique since you are dealing with human beings and human beings have got different opinions and views you as a teacher you should not supervise and control everything you should negotiate because teaching and learning are based on a technique of negotiation and sharing so automatically you have the choice to listen to them you have to share all this goes under negotiation. I think so!

R: So, what is the role of meaning negotiation in your classroom?

Mike: Well, it's uhh an important element well otherwise there is no communication will take place. If you do not negotiate, everything politically, socially is negotiated.

R: So, how often do you perceive your students negotiating with each other in English?

Mike: Well, to be frank with you they don't negotiate so often in English. They use their mother tongue yeah!

R: So, what do students say and how do they respond to negotiations in English?

Mike: WA LLAHI (Swear God) I don't know I think this question should be asked to students.

R: I have asked the same question to my students, but I want your opinion what have you heard or what have you observed?

Mike: WA LLAHI (Swear God) I have no answer. No ready answer for this question for such a question.

R: No problem! So, how important is conversational interaction for you in enhancing learners' communicative proficiency?

Mike: Could you repeat please!

R: How important is conversational interaction for you in enhancing learners' communicative proficiency?

Mike: I think we shouldn't ask such a question because it goes without saying it's really really important. It's very important. It's major. It's it's uhh it's one of our priorities.

R: Okay! How would you describe your teaching experience with your students?

Mike: What you want me to say! Sometimes I feel happy, sometimes I feel satisfied, sometimes they feel I'm teaching myself if I have a second chance I would choose to do things differently.

R: So, how would you describe an effective teacher?

Mike: An effective teacher is the one who loves his job, and he loves his students.

R: So, according to you what is the most effective teaching approach?

Mike: There is no ready-made recipe in teaching. You should be eclectic.

R: So, what role does ICT play in your classroom?

Mike: Well, some teachers especially classical ones they think they are afraid of that, but young learners are very interested they are very fond, they manipulate and they like seeing such materials introduced in their classes. I do encourage colleagues to think about ICT.

R: Okay! Describe a teaching strategy you have used to maximize the learning potential of your students?

Mike: Could you repeat it please!

R: Describe a teaching strategy that you have used to maximize the learning potential of your students for example what have you done for students?

Mike: Well, I believe I believe in the following proverb "variety is the spice of life" if you keep using the same song or the same dance or the same technique, one thing is sure you as a teacher you'll get bored of it what about your students so you should bring a difference always couscous couscous couscous you get bored of couscous again so you have to vary bringing data show, listening, material recorded materials, videos always is welcomed by your learners they appreciate it when they see something new in their class. So, the element of newness is one important ingredient to stimulate the communication abilities or skills.

R: So, how would you decide what should be taught in your classroom?

Mike: Well, according to my students' needs and according to the program and syllabus.

R: Describe your use of multimedia resources as a teaching means in your classroom?

Mike: uhh I use the means, the materials, the ICT tools that are available unfortunately in our schools they are not so much available uhh we can use a PC. We can use data show. We can use laboratories from time to time, but it's so difficult to rely on that example what happened to me this morning I prepared the lesson based on a data show

when I came to the administration, the administration all the staff of the administration were absent so I was obliged not to use the data show because a colleague of mine took it and put it in her office and left.

R: How do you keep your students engaged in the communicative tasks?

Mike: Just being natural; the fact of being natural just talking about their problems and their interests their likes and dislikes they enjoy that.

R: How do you use technology to enhance your students' communicative proficiency?

Mike: How? The how is not clear for me what do you mean by how?

R: Can you tell me the way how to use those materials to enhance the students' speaking ability?

Mike: Well, it depends on the module you teach. If for example if I teach oral expression since I'm teaching oral techniques I use data show to show pictures to make my learners to listen to recorded authentic language and authentic material this is going to develop their oral skill, their listening, and so on.

R: So, what do you think of ICT as a learning tool?

Mike: It is a must nowadays. It is a must it is something compulsory and obligatory. If you don't use it you become an old fashioned teacher.

R: So, from what have been said how do you expect the future of the Algerian university as far as the use of multimedia resources in our EFL classrooms?

Mike: More materials, the more means are used the more comprehension, understanding of students because they like seeing new things in their classes. I wonder why these things are happening in all universities all around the world except Algeria though Algeria has got a lot of money why can't we provide our schools our universities our teachers with such materials which can help a lot.

R: Can we say are we still lagging behind the others or we can remain optimistic and say we can do better in the future?

Mike: I may say both! Sometimes I feel uhh we are in slow motion. Sometimes I lose optimism. I say I don't think that people are really serious in that matter they are just thinking superficially.

R: In the end, I shall say thank you very much for your invaluable contribution. It really helped much and as I've said your information and the displayed answers will be kept anonymous and will be used just for research purposes. Thank you very much!

Mike: You welcome lady!

R: Thank you!

C.10. CPP Program Lessons:

1. Putting Power in Your Steps
2. Getting to know the EFL context / What if
3. Lesson Three : Work
4. Lesson Four: Food Scenario: Traditional Dishes
5. Lesson Five: Health/ Organic Farming
6. Lesson Six: Identifying and Describing and Interpreting Pictures
7. Lesson Seven: Culture/ Reading Strategies
8. Lesson Eight: Language/ A comparison between English and Outlandic
9. Lesson Nine: Environment
10. Lesson Ten: The language Center
11. Lesson Eleven: Education
12. Lesson Twelve: Globalization
13. Lesson Thirteen: Achievers/ The Power of Words: 01/07/2013
14. Lesson Fourteen: Creating the Ideal University
15. Lesson 15: Keys to Personal Power

MOTIVATIONAL SPEECH BY GARY RASER (LIMU FOUNDER AND CEO)

Life is tough!
That's a given.

When you stand up, you're gonna be shoved back down.
When your down, you're gonna be stepped on.

My advise to you doesn't come with a lot of bells and whistles.
It's no secret you'll fall down… you'll stumble… you'll get pushed… you'll land square on your face.
But every time that happens,
You get back on your feet.
You get up just as fast as you can.
No matter how many times you need to do it.

Remember this.
Success has been and continues to be defined as getting up one more time, then you've been knocked
down.

If experience has taught me anything, it's that nothing is free, and living ain't easy!

Life is hard.
Real hard.
Incredibly hard.

You fail more often than you win.
Nobody's handing you anything.

It's up to you to puff up your chest, stretch your neck, and overcome all the difficult… the nasty… the
mean… the unfair.

You want more than you have now?
Prove it!
You want to be the very best there is?
Get out there and earn it!
Once you decide that, you will know where it is you want to be.
And you won't stop pushing forward until your get there!
That's how winners are made.

At the end of the day, success is what we all want.
We all wanna win.
And, the race will be won.
There is no question about that.

So come on…
Get out on top.
Run faster.
Dream bigger.
Live better than you have ever before.

This is in you.
You can do this.

Do it for yourself.
Prove it to yourself.

What If?

1. If your horoscope warned you against traveling when you wanted to go on holiday? What would you do?
2. If it rained every day for your holiday? What would you do?
3. If you got a love letter from somebody you did not know? What would you do?
4. If you found a snake under your bed? What would you do?
5. If you got lost on a walk in the woods? What would you do?
6. If you were not able to remember numbers? What would you do?
7. If somebody hit a small child very hard in your presence? What would you do?

8. If you found a 100£ note in a library book? What would you do?
9. If your friend said she did not like the present you had given her? What would you do?
10. If you suddenly found out that you could become invisible by eating spinach? What would you do?
11. If you broke an expensive vase while you were baby sitting at a friend's house? What would you do?
12. If you invited somebody to dinner at your house but they forgot to come? what would you do?
13. If you forgot you had asked for people to lunch and didn't have any food when they arrived? What would you do?
14. If a young man comes up to you and gave you a red rose and said that you were the loveliest person he hadn't seen for a long time? What would you do?
15. If you noticed that you hadn't got any money on you and you had promised to ring your mother from a call box at exactly this time? What would you do?

16. If you couldn't sleep at night? What would you do?

Work

This unit aims to develop your speaking skills by:
- increasing your confidence in expressing opinions in discussions
- improving your ability to structure presentations effectively.

DISCUSSION SKILLS

Giving your opinion

The main purpose of academic discussion – for example, tutorials and seminars – in the Western educational tradition is for individuals to exchange opinions on the topics being studied. This is true at both undergraduate and postgraduate levels of study. You are expected to express and justify your own views, not simply to repeat information you have been told in books and lectures. The focus of this Unit is expressing opinions about controversial topics. Unit 2 will deal with expressing agreement or disagreement with other people in the discussion.

Useful language

more formal	*It is my view that...*
	I take the view that...
	I believe...
neutral	*I think...*
	What I think is...
	I'd say that...
	It seems to me that...
	It seems clear/obvious/evident to me that...
	I have to say that...
	I'm (not) persuaded that...
less formal	*As far as I'm concerned,...*
	To me,...

You may be surprised to learn that one expression which is <u>not</u> very common in spoken discussion is *In my opinion...*! Non-native speakers of English seem to use this expression much more than native speakers do.

Practice

In small groups, practise using these expressions by *quickly* giving your opinion about:

- smoking
- public transport
- cloning animals
- the Internet
- the state of the economy
- crime in your country
- spiders
- politicians
- traffic in your cities.

Discussion point 1: *What work means to you*

Preparation (individual)

Which of these factors would be most important to you in choosing a job? Decide on your top three priorities, and rank them in order (1 = most important, 2 = second most important, 3 = third most important).

- high salary
- job security
- interesting work
- pleasant working environment
- good relationships with colleagues and superiors
- opportunities for promotion and career development
- enough holidays and free time
- short journey to work

How would you complete this sentence?

'For me, work is…

…the way to achieve the lifestyle I want.'
…the way to ensure financial security for myself and my family.'
…my main interest or purpose in life.'
…the fulfilment of my years of study and training.'
…just something everyone has to do.'
…how I can achieve status in society.'
…how I gain recognition and respect in my professional field.'
…how I can do my duty to my country.'
…something else.' Give details.

Discussion

1 Form a group with other students. Compare your answers to the above questions.
2 Do you think your parents would have given similar answers to you? And your grandparents? Give reasons for your answer.
3 Do you think workers in your country suffer discrimination because of either gender or age?

Discussion point 2

Preparation 1 (individual)

Read this excerpt from a BBC radio programme about changes in working practices in Britain. After the presenter's introduction, two retired men describe what working life in manufacturing industry was like when they were young. (Some vocabulary is explained on page 38.)

John Fortune (presenter)

Travelling on the train down to Bristol, the man opposite me gets out his mobile and rings his secretary to say, "We're just passing Reading. Can you ring me if there're any emails?" This is the new way of working – clean, high-tech, industrious – with none of those shoddy practices of the past. Does it really matter no-one's too sure what we actually *do*? We're an 'enterprise culture', a 'knowledge economy', and our fastest-growing job-market is in – call centres, which employ more than all the men and women in mining, steel and car-production combined. But *something* had to change… (Noise of machinery)

Dave Bannon (retired worker)

Back in the early sixties, there must have been close to, nearly 2,500 people on this site. Not the site we're currently on now, but across the way, in the old smelter. Blimey, the site was huge!

John Goddard (retired worker)

You just wondered where all these people worked! It was almost like they came in, got paid, and went home again.

John Fortune

Down at the head of the River Avon, there's a huge zinc smelter, where Dave Bannon and John Goddard both started work. Or is 'work' the word I mean?

John Goddard

You could certainly get away with having a kip in the afternoon. There were several guys who I can remember used to regularly nod off in the afternoon, and this guy, I remember, used to smoke Capstan Full Strength cigarettes, and his ledgers was always covered in burn marks where he'd dropped his cigarette, or lines across it, what we called 'zizzers' back in those days, where he'd nodded off, and the pencil or the pen had gone straight across the ledgers there. But people just accepted it.

call centre	a place where many people are employed to deal with customers by telephone
blimey!	(British colloquial) expression of astonishment
smelter	a factory where metal is separated from the rock that contains it (ore)
shoddy	of a low standard
kip	(British colloquial) nap, short sleep during the day
guy	(colloquial) man
ledger	a book for keeping the financial records of a company
nod off	fall asleep

Preparation 2 (individual)

You are going to discuss the following question.

What have been the most significant changes in working life in the last 10–20 years?

Think about the situation in *your* country. It may be helpful to consider the aspects of work listed here:

- the type of work available
- employment rates
- working hours
- attitudes to work
- pay and conditions
- participation of women
- working age
- effect of technology.

You may think of other aspects. Have these changes been for the better?

Discussion

1 Now work in a group with other students. Compare your ideas on the question above. Do you think the situation in your own country is typical of the world in general, or a part of it?

2 What changes in working life do you expect to see in the next 10–20 years?

3 The recorded talk in the *Presentation skills* section of this Unit is on the topic of work and family. Is it possible for a woman to be a successful mother and have a successful professional career? Should society encourage or discourage women from combining the two?

the research methods we used involved 8–12-year-old children mainly / and we carried out group interviews / with their peers in school / and then follow-up interviews / either individual interviews or with their family / we developed information and consent leaflets / and a range of games and activities / and also used drawing and writing techniques /

now I'm going to explain these in more depth / *and then outline our results* / *and then we'll conclude today's session with a group activity* / *and I'll get you to discuss* whether these research methods and research questions are applicable in your own home countries / or whether they could be adapted or you would use just different methods altogether / *but before we go on to this though* / *we'll take a short break*

(3 min 47 sec)

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ranscripts: Presentation skills extracts

WORK AND FAMILY LIFE

signposts are italicised and underlined
signals of examples are italicised

...*day* / *I'm going to focus on a particular aspect of work* / often called the work-family balance / ...bate / by this term work-family / we mean the way in which people combine or juggle ...ir paid employment and the rest of their lives / *which might include* the care of children or elderly parents /

the literature you often see other similar terms used / *such as* the work-family interface / / perhaps the reconciliation of work and family / and the discussion of things called ...nily-friendly policies / and *these might include* maternity and paternity leave / flexi-time / ...rhaps compassionate leave / for the care of dependants /

...e term the reconciliation of family and work / actually comes from the European Union / ...d the EU's interest in and concern about this issue / has been responsible of course for ...nerating a lot of funding / and more research and more policy in this area / you'll notice ...en you're reading some of the key texts in this area / that much of the research compares ...rk-family balance in / say one Western European country / with another Western ...ropean country / or perhaps with North America / *for example* frequently in the British ...erature / it's said that / in Britain there are the highest weekly working hours in Europe / ...th an average of 48 hours a week / of course that may be high compared to / *say Norway* / ...t it's not so high if you make global comparisons / and *we'll be looking at this in more ...pth next week* /

...*day though* / *I want to focus in on one neglected aspect* of the Western European and North ...nerican literature on work-family balance / and that is children's perspectives and opinions ...when the interest in work-family balance began / researchers tended to focus on the ...periences and opinions of parents and of employers / and increasingly commentators are ...awing attention to the missing voices of children in the work-family debate / *for example* ...ere was an extensive review of the reconciliation of work and family life for men and for ...men / in 15 countries in Europe / which was carried out in the mid-1990s / by Deven and ...lleagues / and Deven and colleagues highlighted this absence of knowledge about what ...ildren thought and felt / and they emphasised the importance of gathering the views of ...erybody / including children and young people / about the world of work / and work-...mily relationships /

...r two years at the end of the 1990s / I was part of a research team which did just that / we ...ed the oil and gas industry as a case study / and interviewed a wide range of people about ...ork-family balance / and that included employers / health professionals / teachers / parents ...nd children / so we discovered that / if appropriate research methods were used / children ...uld certainly contribute to the work-family debate / they could communicate their ...periences and opinions / *including how their parents' work impacted on their lives* / and ...hat their own aspirations were for work and family life /

Food

This unit aims to develop your speaking skills by:
- improving your confidence in expressing agreement and disagreement in discussions
- helping you use an appropriate speaking style in presentations.

DISCUSSION SKILLS
Agreeing and disagreeing

To participate properly in tutorials and seminars you will be expected to give your own opinions, as we practised doing in Unit 1, and also to respond to other people's ideas. You will need to express both agreement and disagreement.

Agreeing is easier than disagreeing in discussions. If you agree with what someone has said, it is often enough just to say 'yes', or even simply nod. If you want to disagree, you will be expected to explain why you think the speaker is wrong. You may also be worried that you will cause unintended offence if you choose the wrong words to express your disagreement.

Fortunately, you don't have to use especially polite language to disagree. If you listen to how native English speakers signal disagreement, even in academic discussions, you will find that the most common way of doing this is simply to begin 'But...'.

Useful language

Agreeing	*Yes.*
	Yes, that's right.
	Yes, that's true.
	Yes, you're (quite/absolutely) right.
	Yes, I agree.
	That's a good point.
	That's what I think.
	Absolutely.
Partly agreeing	*Yes, OK, but...*
	I see what you mean, but...
	I take your point, but...
	I accept that, but...
	That may be true, but...

Expressing doubt/weak disagreement	*I'm not sure about that.*
	Is there any evidence for that?
Disagreeing	*But...*
	But surely...
	But don't you think...?
	But you can't really mean...?
	But there's no evidence for that.
	But that goes against...
	But what about...?
	I don't (really) agree (with you/that...).
	I don't think that's right/true.
	I don't see how you can say...

Practice

Work in pairs or small groups. Look at each question in turn. One student should give a brief answer to the question, and the other(s) should then agree or disagree. Choose appropriate expressions from the list above. Try to use a different expression each time you agree or disagree.

1 Many countries require their male (and sometimes female) citizens to do a period of compulsory military service. Do you approve of this idea?

2 Do you think the streets in this town or city are kept clean enough?

3 One solution to the problem of overpopulation may be to colonise other planets. Do you think this is a serious possibility?

4 Should mothers of young children go to work?

5 Some people believe the best way to improve your English is to study grammar books. Do you agree?

6 'When in Rome do as the Romans do.' Is this your own attitude to living in a different country?

Discussion point 1: Your food choices
Preparation (individual)

When you choose food in a shop or supermarket, which of the following aspects do you take into account?

a) country of origin
b) price
c) ease of preparation
d) your (or your family's) health
e) taste
f) how it was produced
g) other factors (what?)

Rank the factors (above) from 1 to 7 according to your *personal* priorities (1 = most important; 7 = least important).

Discussion

Now form a small group with other students. Compare and discuss your priorities.

- How closely do your priorities agree with the others'? If your opinions differ, explain why.
- Do you think your priorities are typical of people from your country?

Discussion point 2: GM food

Preparation 1 (groups)

1 In groups, discuss what you understand by the following terms. If you are not sure, use a dictionary or ask your teacher.
   a) nutrient/nutritious
   b) genetically modified (GM) or 'biotech' crops
   c) grain
   d) seed
   e) harvest
   f) yield
   g) fertilisers
   h) pesticides
   i) herbicides
   j) insecticides

2 Briefly discuss the following question.

Has the use of GM crops received much attention in your country – for example, in the media or amongst people in general?

Preparation 2 (individual)

Your tutor will ask you to read one or two short texts summarising research on the use of GM, or 'biotech', crops for food production. When you have read the texts and understood them (use a dictionary, or ask your tutor for help, if necessary), prepare to report the content of your text(s) to the other members of your group.

Discussion

1 Take it in turns to explain the main ideas in your text. When you listen to the others, *make notes* on the main arguments *for* and *against* GM crops. Ask for clarification if there is anything you didn't understand.
2 Now discuss the following question in your group.

Should the use of GM food crops be encouraged?

Make a conscious effort to vary the way you express agreement and disagreement. Try to extend your range of expression by using expressions from pages 44 and 45 which you have not used before.

TEXT 1 [Source: US Department of State; discussion paper]

A MORE PRODUCTIVE AGRICULTURAL SECTOR

It is important to understand that biotechnology has enormous potential benefits. Not least among these benefits is the potential to reduce the environmental impact of agriculture.

Some biotech crops can decrease the need for pesticides and herbicides to control pests, weeds, and plant diseases and allow more selective application of agricultural chemicals.

Scientists are also looking at ways to use biotech to deliver more nutrients and better taste in our foods. Damaging deficiencies in Vitamin A and other nutrients among the poor worldwide may well be addressed cost-effectively through biotech agriculture. Another potential benefit of biotech is increased income for farmers, both small and large. For example, biotechnology has improved the quality of seed grains and the ability to produce bigger harvests from currently cultivated land. Equally important, increased yields and reduced chemical and labor costs can represent increased income for the farmer. Finally, farmers can save in the cost of bringing their product to market with biotech crops that are easier to store, need no refrigeration, and have a longer shelf-life.

(Abriged from) Larsen, Alan. "Biotechnology: Finding a practical approach to a promising technology." *Economic Perspectives*, October 1999.
http://usinfo.state.gov/journals/ites/1099/ijee/bio larson.htm (8 January 2004).

TEXT 2 [Source: The Soil Association (organisation promoting organic farming); summary of research survey]

Genetically engineered food: still unlabelled and untested, Greenpeace, 2001

This survey of the scientific literature on GMOs found that at this time there had been only three published studies of the health effects of consuming GMOs, and none of these animal feeding trials were longer than 70 days. Other published studies that have been used as evidence of safety by the Government and biotechnology companies were in fact only tests of the health effects of the modified protein, not the whole GMO, i.e. most existing 'safety' studies have not tested the side effects of the engineering process which is the main health concern.

The Soil Association. "Evidence of the benefits of organic farming." 26 July 2002
http://www.soilassociation.org/sa/saweb.nsf/librarytites/Briefing_Sheets05092001 (8 January 2004).

TEXT 3 [Source: Monsanto (biotechnology company); media briefing]

Q: How are foods produced using biotechnology established as safe and adequately regulated?

A: Years of research and testing have shown that commercially available foods developed through agricultural biotechnology are substantially equivalent to foods developed through traditional plant breeding and are safe to eat. The term "substantially equivalent" is used by scientists and regulatory agencies to indicate that the composition of these foods is basically the same as conventional foods and that the nutritional content is the same.

Among others, the Nuffield Council on Bioethics, Organization for Economic Cooperation and Development (OECD), Food and Agriculture Organization of the United Nations (FAO), World Health Organization (WHO), International Life Sciences Institute (ILSI) and the National Academy of Sciences of seven nations have all confirmed the safety of biotech products.

Monsanto Company. "Media briefing FAQs."
http://www.monsanto.com/monsanto/media/press_kit/faqs/default.htm (11 May 2002).

TEXT 4 [Source: Monsanto (biotechnology company); media briefing]

Q: Despite claims otherwise, isn't it true that agricultural biotechnology cannot relieve world hunger?

A: No one with any real knowledge of the subject would claim that agricultural biotechnology alone can relieve world hunger. However, without the contributions of agricultural biotechnology, it will be difficult, if not impossible, to relieve world hunger.

Such organizations as the Nuffield Council on Bioethics, World Bank, World Health Organization (WHO) and Food and Agriculture Organization of the United Nations (FAO) have indicated that agricultural biotechnology will help alleviate world hunger by increasing food production. Biotechnology can increase the quantity of the harvest by addressing the factors that traditionally deplete crops: pests, weeds and disease. Furthermore, biotech crops will grow in inhospitable climates making it possible to farm in areas that have previously been uncultivated.

Monsanto Company. "Media briefing FAQs."
http://www.monsanto.com/monsanto/media/press_kit/faqs/default.htm (11 May 2002).

Expressing Opinions

Here are ***basic phrases*** you should use when expressing an opinion in English:

I think + a sentence using the present tense
I believe + a sentence using the present tense
It seems to me that + a sentence using the present tense
In my opinion + a sentence using the present tense

Saying these ***intermediate phrases***, which show that you are not completely certain of your opinion, can help you get a better score:

This is just my opinion, but I think (or believe)...
I am not very familiar with this topic, but my first thought on this topic is...

For the INTERNATIONAL tests or any English Speaking Test , showing your ability to the examiner is important, so you can try using an introductory clause plus one of the basic phrases above:

Some people may disagree with me, but I think...
My own preference is to favor EFG, so I believe...

Sometimes you want to show that you feel quite certain about your point of view. You can express your opinion with these ***advanced phrases***:

I am convinced that...
I feel absolutely certain that ABC is better than XYX
I am quite certain about my opinion regarding LMNOP

Remember that international tests are English tests so you do NOT have to give a perfect opinion! The most important thing is to show your English ability, which ***you can do by using more complex sentences using a variety of grammatical structures, and to keep on talking for a long period of time***. Even if your opinion does not seem "right", don't worry. Just speak English as fluently as you can and you will get a great score!

Expressions for Agreeing and Disagreeing

Stating an opinion	- In my opinion... - The way I see it... - If you want my honest opinion.... - According to Lisa... - As far as I'm concerned... - If you ask me...
Asking for an opinon	- What's your idea? - What are your thoughts on all of this? - How do you feel about that? - Do you have anything to say about this? - What do you think? - Do you agree? - Wouldn't you say?
Expressing agreement	- I agree with you 100 percent. - I couldn't agree with you more. - That's so true. - That's for sure. **(slang)** Tell me about it! - You're absolutely right. - Absolutely.

	- That's exactly how I feel. - Exactly. - I'm afraid I agree with James. - I have to side with Dad on this one. - No doubt about it. **(agree with negative statement)** Me neither. **(weak)** I suppose so./I guess so. - You have a point there. - I was just going to say that.
Expressing disagreement	- I don't think so. **(strong)** No way. - I'm afraid I disagree. **(strong)** I totally disagree. - I beg to differ. **(strong)** I'd say the exact opposite. - Not necessarily. - That's not always true. - That's not always the case. - No, I'm not so sure about that.
Interruptions	- Can I add something here? - Is it okay if I jump in for a second? - If I might add something... - Can I throw my two cents in? - Sorry to interrupt, but... **(after accidentally interrupting someone)** Sorry, go ahead. **OR** Sorry, you were saying... **(after being interrupted)** You didn't let me finish.
Settling an argument	- Let's just move on, shall we? - Let's drop it. - I think we're going to have to agree to disagree. **(sarcastic)** Whatever you say./If you say so.

TEXT 5 [Source: The Soil Association (organisation promoting organic farming); summary of UN report]

Agriculture: Towards 2015/30, Technical Report, FAO, April 2000

This United Nations report shows that GM crops are not needed to feed the world's growing population. Several forward projections to 2030 when the world's population is expected to be over 8 billion, found that, leaving aside GM crops, the potential of current agricultural resources and technological knowledge are already sufficient to ensure that total crop production "will exceed population growth".

The Soil Association. "Evidence of the benefits of organic farming." 26 July 2002. http://www.soilassociation.org/sa/saweb.nsf/librarytites/Briefing Sheets05092001 (8 January 2004).

TEXT 6 [Source: Independent on Sunday (UK newspaper); news report]

GM FOOD WILL NOT EASE HUNGER
BY GEOFFREY LEAN
Environment Editor

Britain's top aid charities have told the Prime Minister that genetically modified foods will not solve world hunger, but may actually increase poverty and malnutrition.

Their intervention – in a joint submission to the Government's official debate on GM crops and foods – strikes a devastating blow at a central plank of its support for the controversial technology.

The charity leaders say claims that GM crops will feed the world are "misleading and fail to address the complexities of poverty reduction". They acknowledge that the technology may have "potential benefits" but are concerned they will not help the small farmers and poor people in the rural Third World where their groups have practical experience.

The charities say GM crops are likely to create more poverty. They point out that hunger is not caused by a shortage of food, but because the poor cannot afford to buy it.

In the past, new agricultural technologies have tended to be taken up by rich farmers. They increase production and force poor farmers out of business.

The charities fear that introducing GM will have even more catastrophic effects because it is dominated by a few multinational companies.

Lean, Geoffrey. "GM food will not ease hunger." *Independent on Sunday*, 10 November 2002: 2.

2 GENETICALLY MODIFIED FOOD

phrases used or adapted for the Analysis task are italicised
signals and signposts are italicised and underlined

I'm going to talk to you today / *about* some of the concerns / over the effects of using genetically modified organisms / in the production of food / *now the problem with these new plants and their widespread use* / *is now only just being discovered* / *for example* in Mexico they recently discovered that pollen from herbicide-resistant corn / had spread hundreds of miles from the original site where it was first planted / and this discovery runs directly counter to the claims of the scientists / that cross-pollination would not take place / beyond a few hundred metres from one of these new crops /

why then are we taking risks / with these novel organisms in the environment / *well of course* the great claim that is made for these products / is that they represent the only way / in which we will be able to feed the hungry in years to come / *the growing human population is projected to peak at around 10 billion* / *sometime in the 21st century* / *this greatly enlarged population will require increased farm outputs* / and according to companies like Monsanto / genetic engineering / will enable farmers to triple crop yields / without requiring any additional farmland /

however if we *actually* look / at the causes of famine around the world / we know from studies in India and Ethiopia / from the Sahel and from Bangladesh / that famines / on the whole / are not caused by absolute shortages of food / *indeed* / at the very time that Ethiopians were themselves in the midst of a most horrendous famine / in the late 1980s / it turns out that their government was still exporting 50% / of the food produced / on the land there / so devoted are governments around the world / to the new global market in food / the real cause of famine / is that in the new global food market / it is those without cash / money / to buy food / who have the worst diets / and suffer in famines /

so then we find that it is the distribution of cash / in a global economy / rather than the quantity of food that is grown / that is the real cause of food poverty / and it is likely *of course* / that genetically engineered organisms / belonging as they do in terms of their patents to large corporations / will *actually* only enhance the problems of the 'cash-poor' / in gaining access to a decent diet

(2 min 55 sec)

ORGANIC FARMING AND THE ENVIRONMENT

topic and following main points are italicised and underlined

good morning / in today's seminar / I will be presenting *the effects of organic farming on the environment / and biodiversity within the United Kingdom's ecosystems* /

organic farming has long been held as friendly towards the environment / but only recently / has long-term research become available / before delving too deeply into the topic / I'll give a *brief overview of the principles which define organic farming in the UK* / this will include details / of not only practices on arable organic farms / but upland grazing areas as well /

we will then look at the data recently published concerning the environmental impacts of organic farming / the data consists of carbon dioxide and methane omissions / levels of nitrogen run-off in water / and erosion /

I will continue by considering biodiversity / measured by bird and insect populations / rare flora abundancy / and soil micro-organism numbers / on organic farms within the UK / much of the data is comparing population levels on organic farms / to population levels on conventional farms / farms within the research were chosen for having similar areas of farmed land / the same or comparable crops / and being within the same region of the UK /

finally while you will see most of the research supports organic farming as being beneficial / it is important to recognise / there may be some organic practices that could potentially be harmful / to both the environment and biodiversity / for example / the practice of using peat as a soil additive to build up organic matter /

afterwards / I will be more than happy to take / any questions you may have /

the principles of organic farming have been defined by the United Kingdom Register of Organic Food Standards / also known as UKROFS / as the following / to work with the natural systems rather than dominating them / to encourage biological cycles involving micro-organisms / soil flora and fauna / plants and animals / to maintain or develop valuable existing landscape features and habitats for wildlife / with particular regard for endangered species / to pay careful attention to animal welfare considerations / and finally / to consider the wider social and ecological impact of the farming system

(2 min 10 sec)

Health

This unit aims to develop your speaking skills by:
① improving your confidence in making suggestions in discussions
② helping you use visual aids effectively in presentations.

DISCUSSION SKILLS

Making suggestions

Academic discussions often involve proposing ways to solve problems. In this Unit we focus on the language you use to make suggestions and recommendations.

Useful language

Making a suggestion means giving your opinion about what should be done, so you often use the same expressions that you use for expressing opinions – see the *Useful language* section in Unit 1.

When you make a suggestion, you can indicate how strong your opinion is. You may find it useful to think of three 'levels' of advice:

suggestion (lowest level – just an idea to be considered)
advice (middle level – what you think should be done)
necessity (highest level – what you *know* must be done).

The following common expressions are often combined with other verbs to indicate the level of advice you are giving. Working with one or two other students, decide which level each one represents – 'suggestion', 'advice' or 'necessity'.

need to	should
ought to	could
have to	must

How would you use *had better*, as in 'You'd better ask the librarian'? Which level of advice would you say it is? How formal is it?

Here are some of the expressions people often use to give suggestions and advice. Again, decide which of the three levels each of the expressions indicates.

formal

I propose (that)...
I would suggest (that)...
My advice would be to...
I think the most effective strategy/course/procedure would be to...
I believe it would be advisable to...
I think it's essential/vital/crucial/urgent/most important that...
Should we consider...-ing?
One option would be to...

neutral

I think what we/you/they should do is...
What I think we/you should do is...
I think it would be a good/sensible idea to...
I think the best way forward would be to...
My feeling is we/you should...
I wonder if you/we should...?
What do you think about the idea of...-ing?
Would there be any advantage/benefit in...-ing?

informal

If you ask me, we/you should...
What about/How about...-ing?
Do you think there would be any mileage in...-ing?
The main/key/most important thing is to...
It might be an idea to...
We/You've really got to...

Practice

In small groups, practise using these expressions by quickly giving your advice on the following problems. Each person in the group should try to suggest a different solution. Choose expressions you have not often used before, and try not to repeat an expression that someone else in your group has already used.

a) A friend has gone to study for a year far away from family and friends, and is feeling homesick.

b) Air pollution in your capital city is becoming a serious health risk.

c) Some students at your university or college are having financial difficulties.

d) The crime rate amongst teenagers is rising.

e) A student you know is having difficulty keeping up with the course work.

f) A friend wants to improve his/her English pronunciation.

Fig. 3a

Fig. 3b

Fig. 3c

Fig. 3d

Culture

This unit aims to develop your speaking skills by:
- improving the way you report ideas in discussions
- helping you conclude your presentation effectively

DISCUSSION SKILLS

Reporting

In seminar or tutorial discussion, you often have to talk not only about your own ideas, but also those of the authorities in your field that you have read in textbooks and journals or heard about in lectures. You have to take care to make it very clear to your listeners when you are expressing your *own* opinions, and when you are *reporting* ideas you have read or heard about. (The same is true when you write.)

Useful language
X says...
According to X,...
X defines...as...
X describes...as...
X believes...
X's theory is that...
X argues that...
X makes a strong case for...
X suggests that...
Note: Use just the *surname* (or personal name and surname), of the authority you are referring to – *not* titles such as Doctor or Professor.
According to Sen,.../Sen argues...
According to Amartya Sen,.../Amartya Sen argues...

Critical evaluation
Of course, you are expected to read and understand the key literature on the topic you are studying. But, as we pointed out in Unit 6, in the Western academic tradition it is not enough just to *know* the ideas: you are also expected to show that you can *evaluate them critically*. This means being able to form your own informed opinions about them.

The verb *claim* is very useful when you want to show that you do <u>not</u> necessarily accept the ideas you are reporting. When you say:
X claims that...
your listeners will understand that you have doubts about the validity or truth of the idea.
To express your critical evaluation more directly, you can use the same vocabulary that you use to express opinions generally (see also *Useful language* in Unit 1).
I think X is right about...
X is quite right when he/she says...
I'm not sure I accept X's point about...
I'm not sure I'm convinced by X's argument that...
I don't agree with X about...
I can't accept X's idea that...
X doesn't produce any evidence for his/her claim that...
You normally use the **Present Simple** tense when referring to people's ideas in discussion.
X says (not X said)...
But when you report research findings, use the **Past Simple**.
X found that...

Practice

Work in a group of three or four people. Spend a few minutes reading the following ideas and data. Think about how you could report the material. Do you have an opinion about it? If so, think about how you could express that.

Take turns to practise reporting each item. Each student in the group should try to find a different way to report each one. If appropriate, let your listeners know your opinion.

Note: When you report ideas in discussion, you would not normally read out the exact words from your source material. It is more usual to summarise or paraphrase the ideas in your own words. Try not just to read out of the book – focus on getting *the main idea* across clearly.

1 'We have global markets but we do not have a global society. And we cannot build a global society without taking into account moral considerations.' (George Soros)
2 Number of TV sets per 1000 people in East Asia
1985: 50
1995: 250
(World Bank)

3 COMPARISON OF ENGLISH AND OUTLANDIC

the four main differences are italicised and underlined

OK / well what I'm going to do is briefly / describe the main differences between English and Outlandic / you should have in front of you two sets of sentences / with the English on top and the Outlandic underneath / and what I'm going to do is explain which bit goes with which bit / in each language / and to try to make clear the main differences between the two languages /

OK so the first sentence 'I have never eaten such a bitter orange' / is in Outlandic 'commay aldri ooma laranja tow azeyda egu' / now to translate that word for word / 'commay' is 'ate' / A T E / 'aldri' is 'never' / 'ooma' is the indefinite article that would be 'a' or 'an' in English / and 'laranja' is 'orange' / 'tow azeyda' is 'so bitter' / and 'egu' is 'I' / so if we were to give a word-for-word translation / that would be / 'ate never an orange so bitter I' /

if you look at the second sentence / 'she is going there tomorrow evening' / that would be in Outlandic / 'vai imoron di noyt lah zee' / 'vai' for 'goes' / 'imoron' 'tomorrow' / 'di noyt' 'at night' / 'lah' is 'there' and 'zee' is 'she' / so the word-for-word translation would be / 'goes tomorrow at night there she' /

OK so those are the two example sentences / so / what are the main differences / well firstly you can see that in the sentences we have 'egu' at the end of the first one / and 'zee' at the end of the second one / *so the subject pronoun / normally comes / at the end of the sentence in Outlandic / whereas in English of course it's at the beginning* /

the second difference is that / if you look at the first sentence you have 'such a bitter orange' / in English / and 'ooma laranja tow azeyda' in Outlandic / so you see that *the adjective in English comes before the noun / whereas in Outlandic it comes after the noun* /

the third difference / if you look at the first sentence again / you'll notice in Outlandic there are three words which all have A / the letter A at the end / 'ooma' /'laranja' / 'azeyda' / and in fact the letter A at the end indicates a feminine noun / so 'laranja' is feminine / and that causes the article 'ooma' / and the adjective 'azeyda' / to agree with it / *so a third difference between English and Outlandic is that in Outlandic you have grammatical agreement between articles nouns and adjectives* /

right so the fourth difference / I want to look at / looking this time at the second sentence you can see that in English we have / 'there tomorrow evening' / but in Outlandic that becomes / 'imoron di noyt la' / 'tomorrow at night there' / *so in Outlandic adverbs of time / come before adverbs of place / but it's the other way round in English* /

so of course those are not the only differences / but they are four of the main differences / between the two languages

(3 min 43 sec)

Environment

This unit aims to develop your speaking skills by:
- improving your ability to interrupt appropriately in discussions.
- helping you to introduce your presentations effectively.

DISCUSSION SKILLS

Interrupting

Many international students report that one of the most difficult aspects of taking part in discussion with native speakers is getting the chance to say what they want to. In many English-speaking countries, academic discussion does not usually involve students politely taking turns to make their point, then quietly waiting for the next person to speak. In fact, tutorial or seminar discussion can sometimes seem quite competitive.

If you are in a group with confident speakers who are interested in the topic, you are likely to find that they don't leave many gaps in the discussion for you to contribute. It is quite usual in these situations for people to interrupt each other, and you may need to develop strategies to do the same if you want your voice to be heard.

Useful language

Some students worry because they don't know the polite expressions that they think they would need to interrupt without seeming rude and causing offence. In fact, native English speakers don't generally use elaborate or especially polite expressions to interrupt in this situation. As we saw in Unit 2, people usually express agreement or disagreement -- even in an academic discussion -- simply by beginning their comment with 'Yes,...' or 'But...'.

Interrupting

If you need to interrupt a lively discussion to get your chance to speak, it's a good idea to signal that you intend to interrupt before you make your point, for the practical reason that people may not hear you, or realise you are speaking, if you simply start to state your idea. The phrases people normally use to do this are quite simple.

Can I/Could I just say/ask...

If I could just say/ask...

I just wanted to say/ask...
Sorry, but I wanted to say/ask...

Delaying an interruption

If someone tries to interrupt you before you have finished making your point, you can try to make them wait.

Sorry, but if I could just finish what I was trying to say...
Could I just finish?

Re-taking your 'turn'

If your 'turn' is interrupted, you may want to go back to what you were saying before the interruption.

Yes, but what I wanted to say was...
What I was going to/about to say was...
Going back to what I was saying about...
As I was saying,...

Practice

For this activity, work in groups of four to six people, if possible. Your group should choose one of the following topics:

a) what you like best *or* least about this country
b) the best local shops (or restaurants/cafés)
c) your first memories of school
d) your favourite food.

You have to plan to speak about the topic for about a minute. Here are the instructions.

1 First spend a few moments planning what *you* want to say.
2 One member of your group should start to talk.
3 Listen carefully for an opportunity to add something *relevant*: yo could agree or disagree with what the speaker has said, or you could describe an experience that relates to something they said. As soon as you spot an opportunity, try to *interrupt*, using one o the above signals, then continue talking as long as you can until someone else interrupts you. When you are interrupted, decide whether or not you want to finish your point. If you want to continue, use appropriate phrases from the above lists. When yo get the chance, interrupt again.
4 Try not to let any one person speak for more than 5 or 10 secon at a time! And speak as often as you can.
5 After *5 minutes*' discussion, your teacher will stop you.

Reflection

Briefly compare your answers to these questions.
• Did you manage to say everything you'd planned?
• How many times did you speak?

I just wanted to say/ask...
Sorry, but I wanted to say/ask...

Delaying an interruption

If someone tries to interrupt you before you have finished making your point, you can try to make them wait.

Sorry, but if I could just finish what I was trying to say...
Could I just finish?

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If your 'turn' is interrupted, you may want to go back to what you were saying before the interruption.

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4 Try not to let any one person speak for more than 5 or 10 secon at a time! And speak as often as you can.
5 After *5 minutes*' discussion, your teacher will stop you.

Reflection

Briefly compare your answers to these questions.

• Did you manage to say everything you'd planned?
• How many times did you speak?

Language

This unit aims to develop your speaking skills by:
- increasing your confidence in giving explanations in discussions
- improving your delivery in presentations.

DISCUSSION SKILLS

Explaining

When you explain something, such as a process, structure, situation or theory, you give the reasons why it is like it is. This involves linking causes (the reasons) with their effects (a description of the thing you are explaining).

In this Unit you will practise explaining some of your beliefs about learning English, and suggesting explanations for your progress, or lack of progress, in one aspect of your English skills.

Useful language

Below are some expressions that are commonly used in spoken explanations of cause and effect.

Identifying causes/reasons

The reason (for...) is (that)...
That's because...
That's because of/due to...
The/One explanation (for...) is (that)...
What has brought this about/led to/caused this...is....
What's responsible for...is....

Can you think of any other expressions to add?

Expressing certainty/uncertainty

The reasons for some things are not certain. When you give explanations, you need to make clear how sure or unsure you are of the reasons you identify. You can begin your explanation with phrases such as the following.

I think   ...that's because/the reason is (etc.)
It's likely that
I'm certain
I'd say
It could be that
It could well be that
Possibly
I'm sure
There's no doubt (in my mind) (that)

Work with one or two other students and number the above expressions of uncertainty in order of certainty (1 = most certain; 9 = least certain). You may feel that some expressions show the same level of certainty.

Practice

In small groups, practise using the certainty/uncertainty expressions by briefly explaining what you think are the causes or effects of some of the following phenomena:
- global warming
- poverty
- crime
- the extinction of the dinosaurs
- drug addiction.

Discussion point 1: Your beliefs about learning English

Preparation (individual)

First, read through this list of statements about learning English[1]. Choose one statement you strongly agree with; one you strongly disagree with; and one you are not sure about.

1 It is easier for children than for adults to learn English as a non-native language.
2 People from my country are good at learning English.
3 It is necessary to know about English-speaking culture in order to speak English successfully.
4 I can learn English better from talking socially to native speakers than by studying.
5 The most important goal in learning English is to increase my vocabulary.
6 Women are better than men at learning English.
7 You can learn English in the same way you learn any other subject.
8 Native English speakers have a different way of thinking from native speakers of my language.
9 I am only learning English because I need it for my studies or job.
10 I feel I have a different personality when I speak English.

[1] Based on Horowitz, Elaine K. "Surveying student beliefs about language learning". Learner Strategies in Language Learning. Eds A. Wenden and J. Rubin. Englewood Cliffs: Prentice Hall International, 1987. 127–128.

Globalisation

This unit aims to develop your speaking skills by:
1. improving your skill in dealing with questions
2. helping you make your presentations more interesting.

DISCUSSION SKILLS

Dealing with questions

People sometimes feel nervous about having to answer questions. You may feel your knowledge or understanding is being tested. For example, students who are preparing to give a presentation sometimes worry more about being asked 'awkward questions' than about the presentation itself.

If you can answer a question directly, you don't need to use any special language or techniques; you just explain what the facts are or give your opinion. The simple words 'OK,…', 'Right,…', 'Well,…' are clear signals that you have understood the question and are going to answer.

Useful language

Below are some other phrases that can begin a straightforward answer.

Answering directly

Well, as I understand it…
If I've understood X correctly,…
Well, according to our results…
OK – I think I can answer that quite simply…

'Playing for time'

You may need a few moments to organise your thoughts before you give your answer. Some cultures tolerate more silence in conversations than others. In most English-speaking cultures, you are expected to respond to a question almost immediately. If you don't say something straight away, people may think you have not heard or cannot answer, and you may lose your chance to speak. But you can create a little thinking time by prefacing your answer with a 'delaying' phrase.

Er, let me see…
Well, I suppose I'd say…
That's an interesting/a very good question! Well,…

Handling complex questions

You may have to organise your answer to questions that are more complex than they seem.

> Well, those are really two different questions.
>
> OK – let me deal with those questions one at a time. Your first question /point was about…
>
> I'll deal with your second question/point first, if I may.

Dealing with awkward questions

However, it is not always easy to answer a question, for a number of reasons. One reason is that you may not understand the question! We looked at how to ask for clarification in Unit 6. Below are some more reasons why you may find it difficult to give a satisfactory response to a question. Can you think of any others?

Why questions can be awkward

A You don't know the answer.

B The question implies some criticism of your argument/research/understanding etc.

C The questioner has misunderstood the issue.

D The question cannot be answered simply or briefly.

E You don't think the question is relevant to the discussion.

F You want to finish talking about something else before you deal with the question.

Exercise

Below are expressions that can be used in dealing with awkward questions. Working with a partner, try to match each expression with one of the reasons (A–F) above.

1 I take it you don't think/believe/accept…?

2 I don't really have any experience of that, but X might like to comment?

3 I don't think there's enough evidence to say for sure.

4 I haven't had time to look into that, sorry.

5 I really don't know.

6 I think we should stick to the main issue here.

7 I think we're going off the point a little.

8 I was just coming to that…

9 I'll come back to that in a minute, if that's all right. I just wanted to…

10 I'm not (quite) sure.

11 I'm not absolutely sure, but I'd guess that…

12 I'd need to think about that.

13 I've really no idea.

15 That's an important question, but it's really too complex to deal with now.

16 That's rather out of my field.

17 That's really a whole different argument/discussion/topic.

18 There isn't really time to go into that now/here.

19 Well, I think you'd be wrong to assume that…

20 You seem to be assuming that…

Look again at the expressions you matched with **Reason A** – *You don't know the answer.* Can you subdivide those expressions under these possible reasons for not knowing the answer? (Some may be suitable for more than one reason.)

a) You have not thought about the issue before.

b) You have not read or remembered the information.

c) The question has not been researched, or the research is inconclusive.

d) The question is outside your specialism.

You may nevertheless want to suggest an answer, even if you are not sure of the facts.

> Well, just off the top of my head, I'd say….
>
> Well, my gut feeling is that…
>
> I can't be sure, but I'd be very surprised if it wasn't…

Can you explain the meaning of *off the top of my head*? What is a *gut feeling*?

Avoiding an answer

We've seen that you can avoid answering a question that is irrelevant, or that would take too long to answer. Another strategy to avoid giving an immediate answer is to offer to check later.

> I'm afraid I can't give you an answer off the top of my head. Can I get back to you on that?

A final avoidance strategy is to answer a question with a question!

> Can I ask what's behind your question?
>
> Well, what's your own view?
>
> Why do you ask?

Practice

In small groups, ask each other awkward questions! Here are some examples.

> What's the population of Finland?
>
> How quickly are global temperatures going to rise?
>
> Will alternatives to petrol-driven cars be successful?

8 GLOBALISATION

globalisation is a term that we hear more and more about these days / protestors at recent economic summits in Milan and Seattle / have condemned globalisation as something that affects all of us in a negative way / social commentators increasingly use the term to describe social economic and political change in the modern world / but what does globalisation actually mean / what do sociologists have to say about it /

I think we can reduce globalisation / to four or five main trends / the first / and probably the most well-known / with which people are familiar / is the exponential growth / of amounts traded on world stock and capital markets / and with that / the implication that economic change in different parts of the world / affects us all / a graphic example of this is given by Tony Giddens in a recent book / where he suggests that / were the amount of financial transactions conducted on a daily basis / to be totted up in terms of piles of thousand dollar bills / those piles would themselves be thousands upon thousands of miles high /

a related aspect of such economic globalisation / is the way in which / increasingly markets are dominated by global products and brands / no matter where we go in the world we can find Coca-Cola / Benetton / McDonald's / Sony / Ford / and so on / it's been suggested / that were we to be dropped into a shopping mall in Western Europe or North America / and not know which country we were in / it would be very difficult to tell from the shops round about us / where in fact on the planet we were /

a third important aspect / is the growth of information technology / and the prospect that holds out / of instant global communications / the Internet / phones / broadcasting / cinema / this means that news / travels around the globe at the speed of light / the twin towers disaster / was knowledge / around the world within a matter of minutes / or hours / Hollywood / leads to global culture / films made in America receive a widespread audience across the globe / in almost no time / I have personal experience of this / about ten years ago I visited a very remote village in Papua New Guinea / it could only be accessed by plane and by travelling along a dirt track / the village had no running water, and no electricity / all the village was gathered round a generator / watching Rocky IV / on a television monitor /

alongside this of course / we have the growth of a world language / English / the language of business and the most powerful state in the world / the United States of America /

a fourth dimension of globalisation / is the recognition of environmental risk / the ecological impact of industrialisation / no longer respects national frontiers / the Chernobyl disaster / when a nuclear reactor in Russia exploded / might have been a problem for the Russians / but it was also a problem for the whole of the rest of the world / which suffered the impact / of radiation contamination / our access to cheap power in the West / may also mean / the expansion of the Sahara desert in North Africa / or increasing floods in China / or Latin America / or Central Europe / global environmental and climate change / reminds us / that we have to find a way to take responsibility / for our local actions / which often have global implications /

this brings me to the last aspect of globalisation / the rise of identity / reflexivity / disenchantment / and radical doubt / what do sociologists mean by those rather obscure terms / they simply mean that / in the modern world tradition / religious belief / and established authority / no longer exert the control over people's lives / that they once did / our greater personal freedom however / also means / a rise in a bewildering number of choices / about how we ought to live / as Manuel Castells / the well-known Spanish sociologist / has argued / our societies are no longer like orderly prisons / they are more like disorderly jungles

(4 min 27 sec)

Education

This unit aims to develop your speaking skills by:

- improving the effectiveness of your questions
- giving you practice in referring to visual aids during a presentation.

DISCUSSION SKILLS

Questioning

An important part of discussion is asking questions. In a seminar, there is normally time for questions and discussion following the presentation. You will also need to ask questions in less formal group discussion. In either situation, unclear or vague questioning can be problematic. For example, questions may be misunderstood if the point is lost in an over-long, unfocused sentence. One practical solution is to keep your questions short. Don't forget that, when you start to speak, you need to make clear whether you are asking a question or making a comment.

Confusion can also occur when it isn't clear *what* you are asking: for example, whether you are asking for more information, or just checking that you've understood what was said. You need to make clear:

1 that it's a question   *I have a question…*
2 what the topic is   *…about assessment:*
3 what the point is   *what is the balance between examinations and course work?*

Useful language

Introducing a question

I've got a question about…
Could I ask a question…?
Sorry, could I just ask…?

Clarification

Sorry, I didn't follow what you said about…?
What did you mean when you said…?
Could you give me an example of…?

More information

I was interested in what you were saying about…

Could you tell us more about…?
Could you expand a bit on what you were saying about…?

Checking comprehension

So you mean…?
So you're saying…?
Can I just check I've understood – did you say…?
Have I got this right…?

Responding to answers

A final aspect of questioning is how you respond to the answer you are given. It's important to let the person answering your question know whether their answer is satisfactory; for one thing, they need to know if they've said enough! If they have, it may be enough simply to nod, or you could say one of the following.

Yes, I see.
OK, thanks.
Thanks, that's clear now.

However, you may want to indicate that you are not satisfied with the answer.

That's not really what I was asking. What I meant was…
OK, but what I really wanted to know was…
Sorry, I'm still not clear about…
Perhaps I didn't make my question clear. What I was really asking was…

Practice

Work in small groups of four or five. *Without any preparation*, tell the others about your primary school. Each student should speak for no more than 60 seconds. Someone in the group should time each speaker, and stop them if they exceed the time limit. After each person has spoken, the others in the group should each ask *at least one question*. Use a different expression each time you ask a question.

Discussion point 1: *Choosing a university/college*

Preparation (individual)

1 Below are some of the criteria that may influence your choice of university or college. First, select which ones you will consider, or have already considered, in making your personal choice of institution. Delete any you don't consider relevant to you. Would you (did you) take any other factors into account? Add any other criteria to the list.

ASSESSMENT IN EDUCATION

signals to the visual aids are italicised and underlined

I'd like to focus on assessment / the process of assessment / at whatever level in a course / and whatever education system / whether universities / or primary school levels or / the full range /

and if we ask ourselves *the first question there / on my slides / question A / for what purposes* / why do we do this / why do we bother spending so much energy and resources assessing our students /

we can think of it in two different senses / firstly *if we look on the left / in the summative sense* / we like to categorise our students / we like to put a grade on each of our students / we can think about / for example / separating stronger students from weaker students / if it's for example about pushing some of the stronger students along in the system / we're keeping the weaker students back / and if we then think about / another sense in which we can assess our students / *the formative way / on the right-hand side there* / that would be more in the sense of providing a chance for feedback / not only for the student / because they would like to see how they're doing and they know where to spend their energy / doing more studying and so on / also from the tutors' or the teachers' point of view / they could then spend more time with certain weaker students and so on /

for whatever purposes / *if we move on down the slide* / we have to be aware that the process of assessment changes the relationship between the student and the teacher / it establishes a hierarchy / now the teacher has a certain power over the student / and that happens whether the assessment takes place for formative / or summative purposes /

now / *leave that bottom bit on the slide* / and think about / how we can address this power imbalance / and I think / *if we look at this flow chart here / we see* that what the assessor gets involved with / the marking and commenting / *is away down the chart / it's a flow chart that shows you that* / if an assessor is going to do his or her job well / then marking and commenting is *only number 3 there / which is away down the chart* / and they have to do a good job well before it comes to marking and commenting / there's a lot of ground work to do / *there up number 1 for example / that left box there* / they have to check / and see whether the student actually understands what the ground rules are / and the scheduling / when is this work to be handed in and so on / so that when it comes to marking / *way down the bottom* / they actually know that it was 20 marks off for handing it in a week late and so on / not only requirements in ground rules / also we have to know / what the students' strategies will be / so that when they all go for books / or resources they need for sitting their test / they need to be able to have all these books available and so on at the right time / and that covers more or less the groundwork /

briefing and advising students needs to be done well / they need to / we need to be clear ourselves about / when we are going to advise them / how much up to what point before the assignment we are going to do this / how we're going to cover all the students equally / and so on

so a lot of work to be done / before the marking and commenting / *and if we go back to our first slide* / that is really about / making the whole process of assessment a lot more transparent / and I would argue / if we want to minimise the chances for abusing our power over the student / and if we want to minimise / the kind of power relationship / and the negative effects of that / then there is a need for transparency in that full process

(3 min 22 sec)

7 MASS MEDIA AND THE SPREAD OF AMERICAN ENGLISH

verbs and verb phrases used to report the academic inquiry are in italics

so / in this paper / we've *evaluated* a number of arguments / both for and against the idea / that there's some kind of global cultural norm / or global linguistic norms / that are being spread by the mass media /

we've *looked at* evidence from lesser spoken varieties of English / like New Zealand English / and *evaluated* the evidence for transfer / of US English variants / into those varieties / we've also *considered* the possibility that there is an effect that the media is having / on people's attitudes towards / dialectal varieties of American English /

in general / though / the main point of the arg- of the paper has been to *propose* that we / need to have more rigorous triangulation of the issues involved here / and when we *are evaluating* the supposed effects of the media on / any regional varieties / we need to both *take into consideration* typological factors / that is we need to *be alert* to the actual linguistic structure of the varieties involved / we also need to *take into account* sociolinguistic research / such as factors to do with the distribution / of the variants that we're *looking at* / but perhaps most importantly / we also need to *pay attention to* the attitudes of the speakers within any local community /

the regional culture / or the very local culture / of a speech community / clearly interacts with / any supra-local issues that are going on / any supra-local movements that are going on / and we think that / in fact / what we're going to *find* / as we *look closer at* this phenomenon / is that we're going to *see* that the media may in fact be the vector for transmitting quite simple amounts of information / but that when we're *considering* the kind of really complex knowledge that's involved with *looking at* linguistic variation / we're going to *see* proof that what's required is very close face-to-face communication between individuals / and that that kind of cultural contact over-rides any of these other supra-local factors /

(1 min 55 sec)

Make vs. Do

The verbs "make" and "do" are easily confused. The verb "make" in English is generally used with the meaning of "create" while "do" is usually used with activities. Following is a list of expressions used with *make* and expressions used with *do*.

MAKE	DO
(create)	(usually used with activities)
make a scene	do the shopping
make plans	do work
make an offer	do homework
make a suggestion	do housework
make a decision	do the cleaning
make a bed	do the dishes
make an effort	do gardening
make an excuse	do something interesting
make a mistake	do a good job
make a noise	do business
make a phone call	do errands
make money	do a favor
make dinner	do a puzzle
make trouble	do exercise
make a list	do a quiz

Practice
On a piece of paper write a sentence example with each of the expressions with *make* or *do*.

example
My daughter made a scene at the supermarket when I refused to buy her some candy.

When do we say "in the beginning" and "at the beginning"? "In the end" or "at the end"?

I wouldn't say: "in the beginning OF..." but rather, "at the beginning OF..."

"AT the beginning" indicates specific point or at the start point of something while "IN the beginning" may refer to the length of time or duration. Moreover, "IN the beginning" is not always followed by a preposition as opposed to "AT the beginning":

"at the beginning of the event, the crowd went wild." (describes the part of the event - beginning) "in the beginning, the crowd went wild in the opening of the event." (describes the moment that took place during the opening of the event)

same goes with: "in the end..." and "at the end of..."

Here are a few selected lines from four different songs. Which preposition would you use in each case? *In* or *at*?

Choose your enemies carefully 'cause they will define you
Make them interesting, 'cause in some ways they will mind you
They're not there _____ the beginning, but when your story ends
Gonna last with you longer than your friends
(U2, *Cedars of Lebanon*)

Take alone a journey
Just start _____ the beginning
You won't know where you're going
Till you're there
(Boyz II Men, *Your Home Is In My Heart*)

I tried so hard and got so far
But _____ the end

It doesn't even matter
(Linkin' Park, *In the End*)

You hardly talk to me anymore
When I come through the door
_____ *the end of the day*
(Barbra Stresiand and Neil Diamond, *You Don't Bring Me Flowers*)

What's the difference between **in the beginning** and **at the beginning**? In the end and at the end?

You probably got all the answers right, but here's a quick summary of the "rules", just in case:

In the beginning usually means initially, at first. In the end usually means eventually, finally. For example:

"I was skeptical *in the beginning*, but Facebook has won me over."

"You'll be glad you became a mentor. *In the end*, you'll learn much more than you'll teach."

At the beginning and at the end mean literally at the beginning or end and are often (though not always, of course) followed by an expression of time or space:

At the end of the street, at the beginning of the week, at the end of the day, at the beginning of the lesson.

This means that *in the beginning* and *in the end* followed by the preposition *of* are far less common than *at the beginning* or *at the end*. Compare the approximate number of google occurrences:

At the beginning of: 350 million.

In the beginning of: 37 million.

At the end of: 1 billion, 350 million (!!)

In the end of: 77 million.

Interestingly, I've stumbled upon a few open forums where native speakers were also grappling with the differences between *in the beginning* and *at the beginning*, in the end or at the end.

1. They associated *in the beginning* with religion: "In the beginning, God created the heavens and the earth."

2. More than two or three people came up with the chunk "start at the beginning" when asked about *at the beginning*.

3. It was usually the non-native speakers that tried to analyze *beginning* and *end* together. Most natives considered each set of phrases in its own right.

Thanks for reading and I hope that, in the end, the post was worth reading.
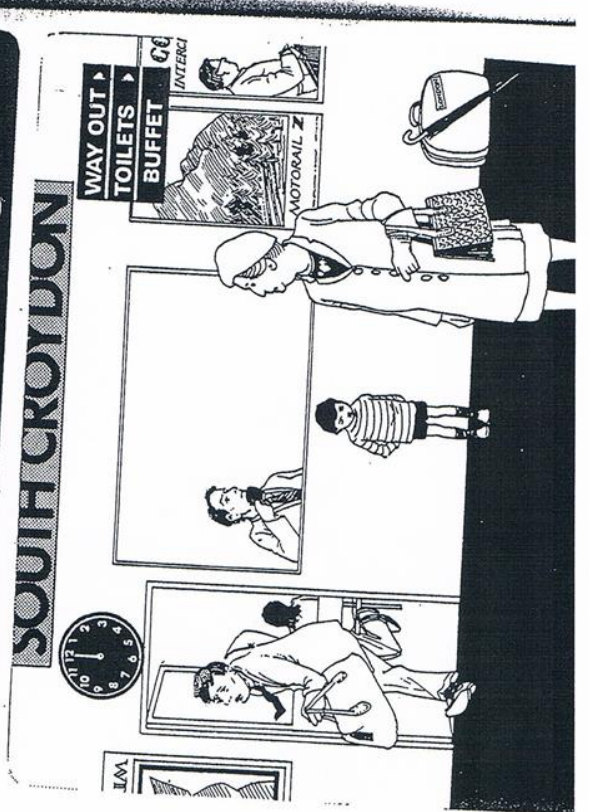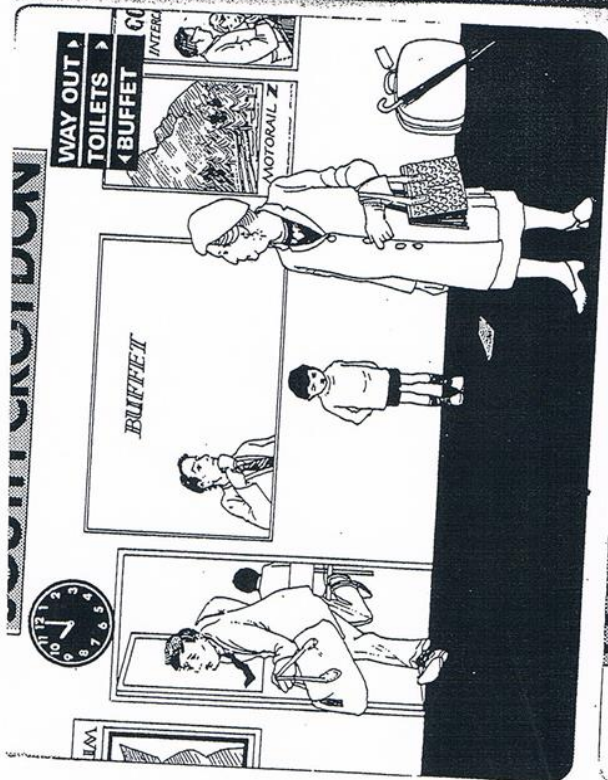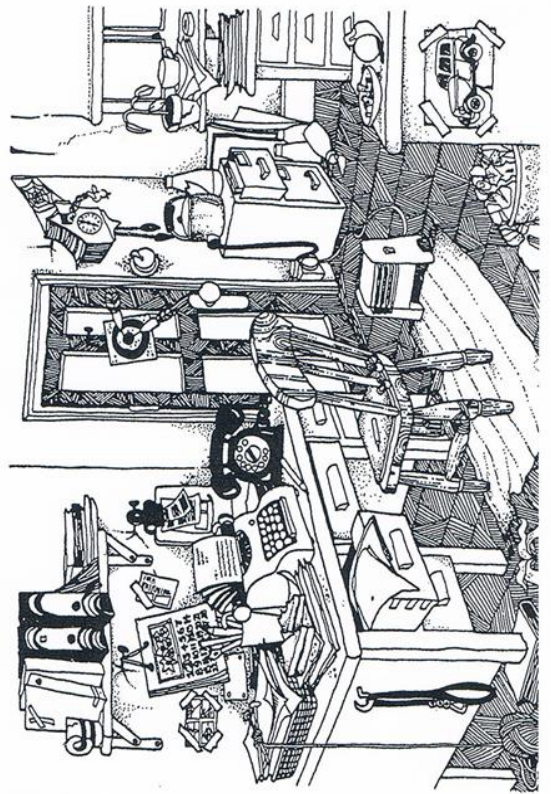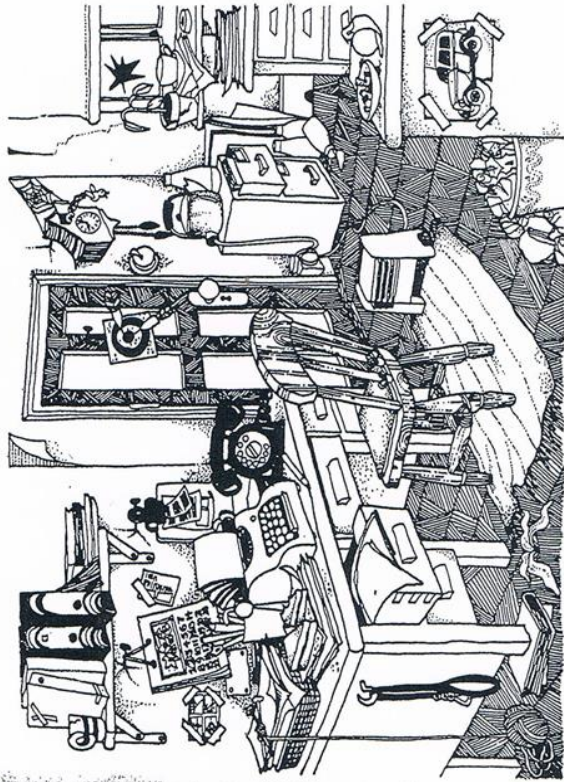
Organizing activities
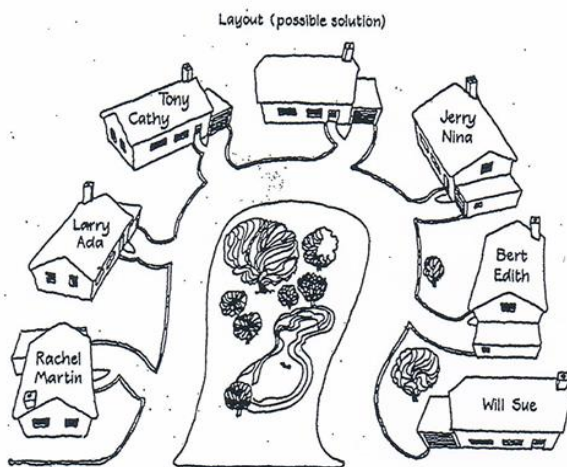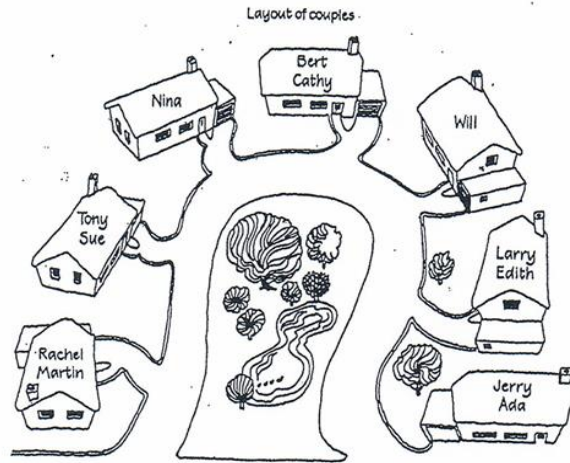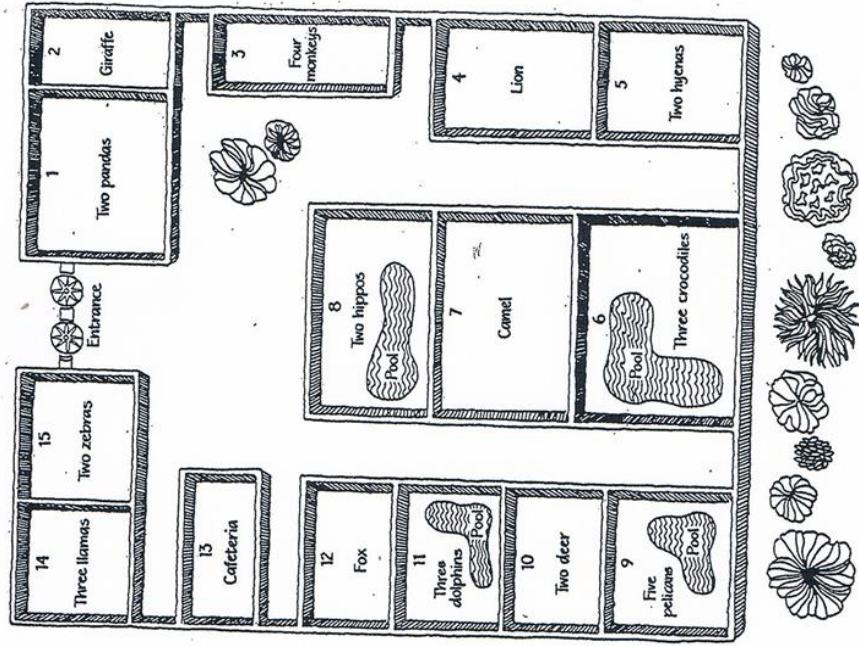
Layout of couples

Layout (possible solution)

Fig. 7

Organizing activities

Layout problems

Layout of zoo

Zoo (possible solution)

Fig. 6

Speaking

Part 1

Improve your skills: predicting questions

Study the questions below, including the headings, e.g. *Where you grew up.* Note down some likely questions under each of these headings:

a   Friends
b   Reading books
c   Clothes and fashion

Answer the questions you have written.

▷

You will be asked some general questions about a range of familiar topic areas. This part lasts between four and five minutes.

What is your full name?

What do people usually call you?

Where are you from?

Where you grew up.

1   What kind of town is it?

2   What's the most interesting area?

3   What kinds of jobs do people do there?

4   Do you think it's a good place to live?

What you do in your spare time.

5   Do you have any hobbies or interests?

6   How did you first become interested in that?

7   What other things like that would you like to do?

Travelling and transport.

8   What kinds of transport do you use regularly?

9   How do people in your country travel on long journeys?

10 How has transport there changed over the last twenty-five years?

Part 2

Improve your skills: choosing relevant points

1 Which of these points are irrelevant to the topic in Part 2? Cross them out and say what is wrong with each.

name	job	age now
born in my country	how I'll succeed	unchanged by success
often interviewed on TV	what is 'success'?	studied hard
now spoilt and arrogant	ordinary family	good role model
another successful person is	has failed at everything	overcame problems

2 Note down some relevant points of your own.

▷ Check your answers on page 41 before you continue

You will be given a topic to talk about for one to two minutes. Before you talk, you will have one minute to think about what you are going to say. You will be given paper and a pencil to make notes if you wish. Here is the topic:

Describe someone you know, or somebody famous, who has achieved great success.

You should say:

who they are and what they do

where they come from: their background

how they became successful

and explain why you admire this person.

Follow-up questions:

Has this person had to make sacrifices in order to achieve success?

Do most people in your country share your admiration for him/her?

Speaking

Part 1

You will be asked some general questions about a range of familiar topic areas. This part lasts between four and five minutes.

What is your full name?

What do people usually call you?

Where are you from?

Language learning.

What are your earliest memories of learning English?

What do find difficult about English?

What do you enjoy about learning it?

Which other languages have you studied?

Visitors to your country.

What are the main tourist attractions there?

What else would you recommend to foreign visitors?

Does/Would mass tourism benefit your country? Why?/Why not?

Communicating: by post, phone, email, text message, etc.

How do you keep in touch with your family and friends?

Tell me about an important message you have received.

How have mobile phones changed the way people communicate?

Part 2

You will be given a topic to talk about for one to two minutes. Before you talk, you will have one minute to think about what you are going to say. You will be given paper and a pencil to make notes if you wish. Here is the topic:

> Describe a present which you very much enjoyed receiving.
> You should say:
>   what is was
>   who gave it to you
>   what the occasion was
>   and explain why you were so pleased to receive it.

Follow-up questions:

Which do you enjoy more: giving or receiving presents?

Do you like presents to be a surprise, or do you prefer to choose what you are given?

Part 3

You will be asked some questions about more abstract issues and concepts related to the topic in Part 2. This discussion lasts between four and five minutes.

Giving gifts

On what occasions do people in your country give each other presents?

Do you feel the commercialization of gift-giving, e.g. Christmas in certain countries, has gone too far?

Charities

What is the role of charities nowadays?

Which charity would you like to be able to give a lot of money to?

Helping other countries

Should rich countries give much more financial assistance to poorer ones?

How can we encourage more young people to do voluntary work abroad?

Part D :

D.1. Communications and Published Papers

- ➤ **ICT and LMD Expectations, 2011, University of Ferhat Abbess, Sétif.**
- ➤ **ICT and EFL Teaching Expectations, ICERI 2011, Madrid, Spain.**
- ➤ **ICT for Enhancing EFL Speaking Proficiency, an LMD System Challenge: The Case of 1st Year LMD Students at Batna University, INTED 2012, Valencia, Spain.**
- ➤ **The Use of ICT in the Teaching of English between Myth and Reality: The Case of 2nd Year LMD Students at Batna University, EDULEARN 2012, Barcelona, Spain.**
- ➤ **The Viability of ICT Tools in EFL Classrooms: Facts and Expectations, 2013, El Hadj Lakhdar University, Batna.**
- ➤ **ICT Tools in the EFL Algerian Context: The Undeniable Reality, 2014, London International Conference on Education (LICE), United Kingdom.**
- ➤ **Exploring the Value of ICT Pedagogies for Second Language Learning in Algeria: Opportunities for Students to "Speak as Themselves", Birmingham University (United Kingdom), March 2015.**
- ➤ **ICT in the Algerian EFL Classrooms: An Innovative Means to Enhance Learners' Autonomy, International Journal for Infonomics (IJI), Vol.8 (1/2): 979-985, March/June 2015.**
- ➤ **EFL Conversational Interaction in a Computer Mediated Context: The Algerian Experience, 2015, Cambridge University**

D.2. Bio Data

Family Name: Guerza

First Name: Radia

Degrees Obtained: (MA) Magistère, 25/07/2007

Professional Rank : Maitre- Assistante (A) Senior Lecturer.

Occupation: Senior Lecturer at the English Department, Batna University- 2.

Field of Expertise: Psycho-Pedagogy, Research Methodology and TEFL

Scientific Interests: ICT, Classroom Interaction, Foreign Language Acquisition

Publications:

- ➢ **2011: ICT and EFL Teaching Expectations.**
- ➢ **2012: ICT for Enhancing EFL Speaking Proficiency, an LMD System Challenge: The Case of 1st Year LMD Students.**
- ➢ **2012: The Use of ICT in The Teaching of English Between Myth and Reality: The Case of 2nd Year LMD Students at Batna University.**
- ➢ **ICT Tools in the EFL Algerian Context: The Undeniable Reality, 2014, London International Conference on Education (LICE), United Kingdom.**
- ➢ **Exploring the Value of ICT Pedagogies for Second Language Learning in Algeria: Opportunities for Students to "Speak as Themselves", Birmingham University (United Kingdom), March 2015.**

- ➢ **ICT in the Algerian EFL Classrooms: An Innovative Means to Enhance Learners' Autonomy, International Journal for Infonomics (IJI), Vol.8 (1/2): 979-985, March/June 2015.**

Academic Training:

- ➢ **Cambridge University (2002) Research Centre for English and Applied Linguistics: English for Academic Purposes (EAP).**
- ➢ **Cambridge University (2010) Research Centre for English and Applied Linguistics: Academic Research.**
- ➢ **Birmingham University (2013) The School of Education: Academic Research.**
- ➢ **Oxford University (2015), Network on Intrapersonal Research in Education (NIRE): Educational Processes: Theoretical and Conceptual Models.**
- ➢ **American Educational Research Association (AERA), Chicago, United States of America (USA) (2015), Applying Critical Discourse Analysis in Education Research: Theory, Rigorous Method and Possibilities for Application.**

iCERi 2011

14th-16th November 2011 Madrid - Spain

iated

ICERI2011 – INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION

This is to certify that:

Radia Guerza

has presented the paper entitled:

ICT AND EFL TEACHING EXPECTATIONS

at the *International Conference of Education, Research and Innovation* held in Madrid, Spain, 14th-16th of November 2011.

iated
International Association of Technology, Education and Development

ICERI2011, Local Organizing Committee
14/11/2011

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REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique

Université Ferhat ABBAS – SETIF-

Faculté des Lettres et des Langues

Département de langue et littérature anglaises

ATTESTATION DE PARTICIPATION

Nous, soussignés, **Dr. KADRI Kamel**, Doyen de la Faculté des Lettres et des Langues et **M. TORKI Saad**, Chef du Département de Lettre et Littérature anglaises de l'Université Ferhat Abbas, Sétif certifions que **Ms. Radia GHERZA**, Université EL HADJ LAKHDAR, Batna, a présenté une communication intitulée: **« ICT and LMD expectations»** lors de la conférence nationale **« Promises and Challenges of the Algerian University after the five-year LMD Reform »** organisée par le Département de Langue et Littérature Anglaises le **11 et 12 Avril 2011.**

Le Chef du Département

رئيس قسم اللغة والأدب الإنجليزي

السيد: تـركي سـعـد

Le Doyen

عميد كلية الآداب واللغات

الدكتور كمال قاوري

INTED 2012

5th - 7th March
Valencia - Spain

INTED2012 - INTERNATIONAL TECHNOLOGY, EDUCATION AND DEVELOPMENT CONFERENCE

This is to certify that:

Radia Guerza

has presented the paper entitled:

ICT FOR ENHANCING EFL SPEAKING PROFICIENCY , AN LMD SYSTEM CHALLENGE : THE CASE OF 1ST YEAR LMD STUDENTS

at the *International Technology, Education and Development Conference*
held in Valencia, Spain, 5th-7th of March 2012.

iated
International Association of Technology, Education and Development

INTED2012, Local Organizing Committee
5/3/2012

230

EDULEARN 12

Barcelona 2nd - 4th July 2012

INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES

This is to certify that:

Radia Guerza

has presented the paper entitled:

THE USE OF ICT IN THE TEACHING OF ENGLISH BETWEEN MYTH AND REALITY: THE CASE OF 2ND YEAR LMD STUDENTS AT BATNA UNIVERSITY

at the *International Conference on Education and New Learning Technologies* held in Barcelona, Spain, 2nd-4th of July 2012.

EDULEARN12, Local Organizing Committee
2/7/2012

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REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

UNIVERSITE DE BATNA

FACULTE DES LETTRES ET DES LANGUES

DEPARTEMENT D'ANGLAIS

ATTESTATION DE PARTICIPATION

Nous soussignés, Pr. DIF Abdesselam, Doyen de la Faculté des Lettres et des Langues , Dr. KAOULI Nadhir, Chef de Département d'Anglais de l'Université de Batna, et Dr. BAHLOUL Amel, Présidente du Séminaire National « Current Trends in Foreign Language Teaching and Learning - Flexibility - Creativity - Innovation » organisé par le Département d'Anglais le 13 et 14 Mai 2013,certifions que **Melle Guerza Radia** de l'Université de Batna a présenté une communication intitulée : *«The Viability of ICT Tools in EFL Classrooms: Facts and Expectations.»* .

Le Doyen   Le Chef de Département   La Présidente du

                                                          Séminaire

                                                  Dr. BAHLOUL Amel

London International Conference on Education (LICE-2014)

Certificate of Participation

On behalf of the London International Conference on Education (LICE-2014), the Executive Committee would like to thank you very much for participating in this conference

Radia Guerza

It is a great honour to have had your collaboration.
Many thanks for your never-ending support!

Professor Charles Shoniregun
LICE-2014 Steering Committee Chair

Dates: November 10-12, 2014

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CERTIFICATE OF ATTENDANCE

THIS IS TO CERTIFY THAT

RADIA GUERZA

ATTENDED THE

12TH EDUCATION RESEARCH CONFERENCE

ON

SATURDAY 16TH NOVEMBER 2013

AT

THE SCHOOL OF EDUCATION
UNIVERSITY OF BIRMINGHAM

UNIVERSITY OF BIRMINGHAM

CERTIFICATE OF PRESENTATION

THIS IS TO CERTIFY THAT

RADIA GUERZA

PRESENTED A PAPER AT THE

13TH EDUCATION RESEARCH CONFERENCE

ON

SATURDAY 29TH NOVEMBER 2014

AT

THE SCHOOL OF EDUCATION
UNIVERSITY OF BIRMINGHAM

Certificate of Attendance

This is to certify that

Radia Guerza

attended the 17th Warwick International Postgraduate Conference in Applied Linguistics, 24-25 June 2014.

Professor Helen Spencer-Oatey
Director of the Centre for Applied Linguistics

Centre for Applied Linguistics

The University of Warwick
Coventry CV4 7AL United Kingdom
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THE UNIVERSITY OF
WARWICK

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iCERi 2011

4th International Conference of Education, Research and Innovation

CONFERENCE PROCEEDINGS

ICT AND EFL TEACHING EXPECTATIONS

Guerza Radia

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Abstract

Education is essentially recognized as a process the purpose of which is to construct desired behavior change of any individual in his or her way of slice of life (Erturk, 1998)[1]. Education can be considered as teaching, learning measurement and evaluation process for desired behavior changes of individual (Erkilic, 2008)[2]. In this respect, language teaching is becoming one of the most challenging social activities in education where Information and Communication Technology (I.C.T.) is integrated as one of the extensive prerequisites of the 21st century. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Recent developments of innovative technologies have provided new possibilities to the teaching profession, but at the same time have placed more demands on teachers to learn how to use these technologies in their teaching (Robinson and Latchem, 2003) [3]. This paper analyzes the case of Algeria in implementing ICT as a tool for teachers' professional development. It discusses whether or not ICT integration into English foreign language (EFL) teaching can enhance the learning process. It questions how ICT can meet the challenges of the century. This article argues the role of ICT in transforming teaching and learning and explores how this will impact on the way programs will be offered in the universities and colleges of the future.

Keywords: ICT, EFL learning, Higher education.

1   INTRODUCTION

Information and communication technology (I.C.T) is a force that has changed many aspects of our lives. The impact of ICT across the past two or three decades has been enormous. But when one looks at education, there seems to have been an uncanny lack of influence and far less change than other fields have experienced (Oliver, 2002)[4] .

A number of factors have impeded the uptake of ICT in education such as : a lack of funding to support the purchase of the technology, a lack of training among established teaching practitioners, a lack of motivation and need among teachers to adopt ICT as teaching tools (Starr, 2001)[5]. Thus, the applied field of educational technology has been struggling to define itself (Luppicini, 2005[6], cited in Boulter, 2007[7]). Luppicini (2005)[6] considers that educational technology "revolves around concerns with mental processes and products to serve human purposes embedded in socio-environmental contexts" [1] that can leverage change contributing to organizational transformations within society and education systems.

In recent years, factors have emerged to strengthen and encourage moves towards the adoption of ICT into classrooms and learning settings. These have included a growing need to explore efficiencies in terms of program delivery; the opportunities for flexible delivery provided by ICT (Oliver & Short, 1997)[8] ; the capacity of technology to provide support for customized educational programs to meet the needs of individual learners (Kennedy & McNaught, 1997)[9] ; and the growing use of the Internet and World Wide Web as tools for information and communication (Oliver & Towers, 1999)[10].

Therefore, the need for developing new knowledge and new technology is mandatory because it contributes to shifts in thinking and transforms the whole educational context. King (2003)[11] quoted by Boulter (2007)[7] affirms that :

"Educational technology application and innovation hold the potential to greatly impact educational practice; as we consider such application, we face an opportunity to truly transform our perspectives of the profession, our paradigms of what learning experiences are like, and our dreams of what can happen .[2]

---

[1] - Luppicini (2005) page 107 in Boutler (2007) page 17
[2] - King (2003) page 05 in Boutler (2007) page 17

In the present context, research pertaining to the teaching /learning process within a technological dimension becomes fundamental. Thus, the aim of the present paper is to highlight the challenges and the expectations concerning the use of ICT and the potentials of the Algerian University in meeting the demands of the 21st century.

2   ICT AN IMPOSED REALITY TO EMPOWER HIGHER EDUCATION

Learning requirements are increasing in Algeria because of population explosion, globalization, and the policy of democratization of education. The formation of generations passes by qualitative training of individuals to meet the prerequisites of a period characterized by the rapid development and continuous change. Algerian educators have of key duty prepare the new generation of learners for the future, which is described by Tapscott (1998)[12] as a "digital future". Bindé (1998)[13] quoted by Boulter (2007)[7] asserts that new technologies necessitate a new educational culture that will require learners to develop different skills :

"With a changing medium for knowledge, our conception of knowledge as such must also change. Knowledge is no longer an acquired, stable capital, a constantly open book in our minds, but a territory where the mind roams freely, a cloud of fragmented and disseminated locations, of which we cannot claim to have a synthetic vision. It is no long the same task of learning nor the same effort at memorization which will be required." [1]

Higher education in Algeria was and remains the backbone of any genuine development spin. Similar to all Universities in the world, the Algerian University is the symbol of knowledge and learning. Influenced by the expectations of the new millennium, according to the guidelines stated by the Ministry of Higher Education and Scientific Research[14], has of primary quest the challenge to

- Provide quality training.

- Making a real osmosis with the socio-economic environment developing all possible interactions between the University and the outside world.

- Develop mechanisms for continuous adaptation to changing jobs.

- Be more open to global developments, especially those of science and technology.

- Encourage diversity and international cooperation by the most appropriate terms.

- To lay the foundations for good governance based on participation and consultation.

Significant changes were thought necessary in order to provide immediate and sustainable solutions to cope with demands of the 21st century. The approach to education has been gradual, incremental, and marked by a willingness to experiment unusual characteristics in a developing country. The new Algerian framework of higher education goes with an exciting discourse that exalts ICT. The contribution of multimedia and the use of ICT have radically changed the education and how knowledge is transmitted. The ICT potential in Algeria is used to develop the students' foremost access to knowledge although it is hindered by inequalities in its distribution and the differential effects produced by their promulgation. The Algerian student is facing technological, economical, cultural, and social challenges which will limit and prevent access, use and benefits of ICT. It is, thus, necessary:

- To promote access to ICT for development. (UNESCO, 2008)[15].

- Foster, finance and support research oriented towards innovative technologies.

- Support the use of ICT in higher education and teaching field (e-learning), employment, health, and business (e-business).

- Improve the practices of teachers on a daily basis and provide quality support and monitoring for students.

The bestowal of ICT to higher education is incontestable not only because it enables students to have practical access to the scientific documentation, but also it offers plenty of possibilities to make teaching more lively thanks to animation and modeling, and it ensures wide approachability via distance education. Nonetheless, it seems for all to find Moses Rod through using technology especially in our congested lecture halls.

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[1] . Bindé (1998) page 846 in Boulter (2007) page 18

Although some researchers suspect the use of technical mediation in education; henceforth, ICT is effectively ineluctable in certain areas such as time control. Also, it is assumed that modes of learning are enhanced by ICT, especially language learning. Thus, it is true that ICT is the dynamism that impacted various aspects of our daily life. However, a number of impeding factors to the extensive uptake of ICT in our institutions could be stated as follows:

- A lack of funding to support the purchase of technology.

- A lack of training among established teaching practitioners.

- A lack of motivation and need to adopt ICT as teaching tools (Starr, 2001[5], cited in Oliver, 2002[4]).

In our EFL classrooms and learning settings, the implementation of ICT is strongly encouraged because of many reasons:

- There is a growing need to explore efficiency in terms of program delivery.

- More opportunities for flexible delivery are provided by ICT (Oliver & Short, 1997)[8].

- There is a growing use of the internet and world wide web as tools for information access and communication (Oliver & Towers, 1999)[10].

Actually, ICT acts are a powerful agent that changes many of the educational practices to which we have become accustomed. Felix (2003)[16], quoted by Boulter (2007)[7] asserts that new technologies offer a creative context in which teachers can develop authentic learning tasks that are stimulating and engaging and which take individual students differences into account [4]. According to Becker (2000)[17], cited by Boulter (2007)[7], using technology can change educators' teaching style thereby influencing students' learning outcomes. [5]

EFL teaching is a demanding task; learning about integrated technology use places high demands on teachers' personal and professional time. Whether we adopt or resist new innovative technology in our classrooms remains unanswered. Accordingly, the current study attempts to shed light on what has been done in our EFL classrooms that could add to ICT research.

3 THE EXPERIMENT

3.1 Research Methodology

This paper synthesizes different knowledge on language learning approach, learning theories and the role of ICT in teaching and learning English as a foreign language (EFL). The implication is to answer whether ICT implementation is too idealistic for the Algerian context, or an indispensable reality.

3.2 Participants

The experiment took place at the University of Batna with twenty graduate students of English. Most of the students taking part in the experiment have studied English as a foreign language as a subject in their curriculum during seven years. Students were randomly chosen from the total population of 600 students. They were divided into two groups of ten participants (experimental and control group).

3.3 Procedure

The experimental sessions took place during normal curriculum activities that lasted four weeks and consisted of two major phases:

1. The control group was asked to accomplish a jigsaw communicative task (face-to-face interaction) [4] in which they were supposed to use the target language.

2. The experimental group is exposed to "Tell Me More" software where the participants had the chance to be in contact with authentic language, animated pictures and interacting with the computer.

An oral test has been administered to assess EFL fluency after each task.

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[4] . Felix (2003) quoted in Boutler (2007) page 18
[5] . Becker (2000) cited in Boutler (2007) page 19
[6] . Appendix A TKI /TEREO Maori in English Medium Schools to whakapurangui kauemi teacher resources collection New Zeland Ministry of Education 2010

3.4 Objectives

In general, this study is designed to find out how far the adoption of ICT as a means for teaching English could foster the learning of the target language. Thus, the main aim of the present experiment is to evaluate and compare between two types of teaching methods. On the one hand, we have the teacher-led approach. On the second hand, we have the computer based teaching approach. Further, the study aimed to ascertain what factors contribute to or discourage teachers' use of multimedia in our EFL classrooms.

3.5 Results and Discussion

This study investigates the feasibility of ICT in our EFL context. Both groups have been compared in order to notice the impact of the usage of multimedia in learning English. Effects of the two types of methods depend on the language used and the performance of EFL learners. Results vary according to students proficiency in English. The study reveals that male students are more motivated to adopt ICT than female participants. The participants of this research project are fully aware of the advantages of ICT in their English learning. However, the question of gender and its relationship with the adoption of ICT is not our problem. The experimental study shows that ICT positively affects students scores. Data also showed that the use of integrated technology by teachers usually diminished as teachers got older. Although the study has shown that females have scored better than males in the speaking test and display more interest and confidence in English, this does not mean that they have positive attitudes toward ICT in English. Further analyses make known that ICT provide language learners with the opportunity to use English in meaningful ways in authentic contexts. ICT provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner.

Warschauer(1998)[18] cited by Liu (2009)[19] states that "teachers can enhance student motivation by helping students gain knowledge and skill about using computers, giving them ample opportunity to use electronic communication and carefully integrating computer activities into the regular structure and goals of the course ." '

Another major benefit that the study resulted was that ICT based tools give to language teachers the opportunity to tutor their learners more effectively. With the help of ICT based tools and the constantly growing number of available educational resources, language teachers are able to give individual and personalized guidance to the learners. In addition, the use of multimedia help language learners with different learning styles to assimilate the content according to their needs.

The results of the experiment summarized in the diagram below (Fig1.) are in agreement with what has been stated as theory by previous research.
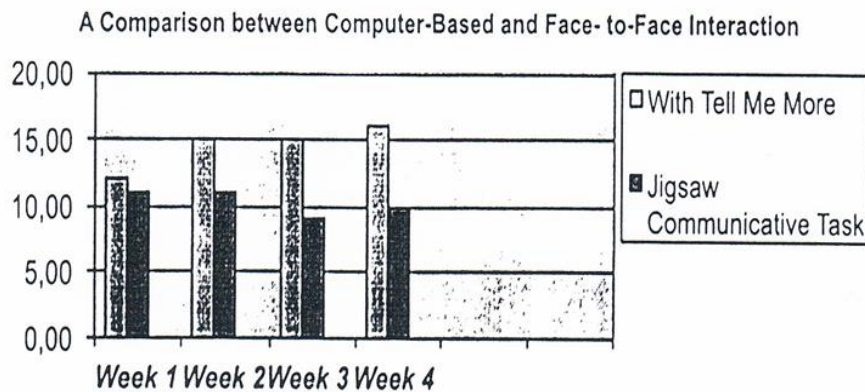

A Comparison between Computer-Based and Face- to-Face Interaction

Fig 1 – A comparison between Computer Based and Face –to-Face Interaction

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' - Warschauer (1998) cited in liu (2009) page 104

Learning English via "Tell Me More" software has made it possible for the participants to acquire the target language at their own pace. If you take English in a traditional classroom, you are forced to learn at the pace of the rest of the class. If you are more proficient than the average student, you will be held back. On the other hand, if you are learning more slowly than your classmates, you may be left behind. "Tell Me More" allowed our students to learn as quickly or slowly as they wanted, giving them the chance to spend extra time on the areas where they needed more help. The guiding principle of our teaching approach is to empower students with the necessary skills to take control of their own learning, and, at the same time, emulate the behaviors we expect our students to acquire. Moreover, if we have to compare the achievement of the learners in the first task and their performance with the innovative device, we can say the following : the learners found it difficult to interact through the communicative task as they felt the urge to make use of the mother tongue during communicative hurdles. However, with "Tell Me More", things were different. The task was not only motivating, but also more attracting. The learners were pushed to interact and willing to achieve better results. Besides, for many learners non-native teachers are not a reliable source. They consider them as advanced learners of the target language. On the other hand, the conditions that "Tell Me More" software offers are more tried and true. In addition, the current study has shown that the financial and the social background of the participants have also direct influence of how the learners perceived the use of ICT. Among the participants there were 2% who were not prepared to use computers for their own development and studiesIt is a small rate; however, it has its own implication on the future usage of ICT in our teaching setting. The other 98% were competent users of technology, but for them the medium of communication was an obstacle.

For these reasons, we can say that the usage of ICT in our EFL classrooms is far beyond being idealistic. Great efforts have to be granted by both teachers and policy makers to overcome the challenges of the digital generation. As a means, ICT has proved to be successful in enhancing learning. As a culture, the Algerian student needs time to cope with what is required. An Algerian practitioner, who belongs to the old generation, once said : "Before we speak about ICT, we have first to come to the culture of the book ; how can we appreciate the use of innovative materials with a generation detached from books as a primary source for learning ." 8ª. At a certain point, it seems controversial: ICT in Algeria is a compulsory luxury that has imposed itself. The digital generation requires more attention from educators. As the present experiment has ascertained, languages are better learned with new, innovative, active technology. The future generation is struggling with "Time". To reach quick and better scores, ICT can be the solution.

3.6 Pedagogical Implications

The pedagogical goal of ICT usage in our EFL classrooms is to improve their ability in the target language by participating in linguistic interactions. It is useful to consider the types of interactions as belonging to two classes depending on who the participants are. When participants are learners working together through oral language, this conversation comprises the discourse intended for language learning. A different type of interaction takes place when the computer acts as a participant while learners work interactively with a computer program. Innovative technology is meant to foster a student-centric learning environment. Teachers' roles have changed dramatically. The teacher was responsible for disseminating information to students. The students' primary role was to consume and retain as many of the facts and figures as they could. In the student-centered approach, the teacher is a facilitator and resource person often acting as a catalyst. The teacher is expected to help the student to promote his or her individual learning. With the use of technology, the teacher can extend his or her role beyond the classroom (Gursharan & Gurinder, 2011)[20]. ICT implementation is meant to solve many of the EFL teaching problems like : fear of the new technology, and fear of ignorance (computer literacy) ; the integration of ICT into the regular curriculum ; the type of lessons this mode of teaching requires. ICT has the potential to transform learning in and beyond the classroom. It can also in certain circumstances transcend previous limitations of space and time. Through this study, it has been proved that with ICT:

- students can access enormous amounts of information quickly;
- students can work at their own pace;
- special needs, both remedial and extension, can be offered during the same lesson;
- students can access quality material;
- ICT can offer simulations where the student can experiment by changing the variables;

8ª. Professor Milliani said this statement during a discussion held in the national conference "promises and challenge of the Algerian University after the five year LMD Reform" (2011)

- ICT offers a host of different tools to demonstrate learning suitable for divergent and different intelligences;
- ICT can improve the richness of the learning experience;
- ICT can track a student's progress and proficiency at certain skills;
- The teacher is allowed to focus on process rather than product;
- Multimedia technology is a good means of achieving interaction between practice and theory;
- There is a gap between EFL teachers' expectations and learners needs as far as EFL education is concerned.
- Educators have to be aware by the fact that not all teachers use the facilities of ICT and digital environments. This could be solved by encouraging participants to use the facilities through convincing them of their practical use and advantages and to be stimulated by their students.
- Regarding the potential of ICT for learning, stronger evidence is needed to convince teachers of the added value and effectiveness of ICT in EFL classrooms.
- New technology requires new pedagogy.
- As educators we should not stop using technology if it does not fit. Instead, we should take an attitude that is fearless in the use of technology, ask ourselves how to conquer these disadvantages, develop full potential of technology in our instruction as students' facilitators and guide them to be life long learners (Lui, 2009)[19].

4   EFL TEACHING / LEARNING EXPECTATIONS

This section synthesizes both students and teachers expectations about ICT. It identifies the ICT knowledge, understanding, ways of working and skills that both parties require in the educational process.

"Technology itself is not the curriculum. Technology is a key that opens opportunities for students to learn in the classroom. It is a way in which we can bridge what in the past have been large gorges that have separated students from opportunity." (John Dossey, 2011)[21]

Meaningful insights could be understood from this statement :

- The student is pushed to be an information seeker, navigator, and evaluator.

- The learner is taught to be a critical thinker, analyzer, and selector of information and technologies appropriate to the task.

- Students are expected to be creators of knowledge using information resources and technology.

- Learners are seen as effective communicators using a variety of appropriate technologies; technical users developing confidence, information management strategies and sufficient technical skills.

- Both teachers and learners are expected to be responsible citizens in a technological age.

- For technology to improve learning, there must be a change in the teaching style.

- Technology needs to become a transparent part of the typical classroom which is concerned with developing basic competencies, supporting different learning styles and promoting literacy, problem-solving and critical thinking.

- Teachers should plan to address the expected ICT learning by the relevant juncture.

- The learner is conceived as an active agent responsible for shaping his personal knowledge.

5   CONCLUSION

This study examines how ICT implementation can contribute positively in enhancing EFL learning. It addresses the issue of the expectations of both teachers and learners towards ICT. For educational purposes this study has revealed that : using ICT in our classrooms should be considered as a way of learning, discovering, sharing and creating knowledge. ICT integration in EFL contexts should be based on student-centered teaching approaches, teaching of all basic skills, interactive activities focusing on virtual learning practices (Dogoriti, 2011)[22]. The study, also, identified the factors that were linked with teachers' inability or unwillingness to adopt technology in English language teaching. As a conclusion, we can assert that :

"Knowledge of, and experience with, computers is not enough to enable teachers to make the best of ICT in the classroom. Effective adoption of computers within the classroom takes time (Somekh and

Davis, 1997)[23] with the support of an experienced team or through collaborative working (Sanholtz, 2001)[24]. In addition, the way in which teachers' skills, beliefs and practices are related is complex (Wild, 1996)[25] and this in turn affects the way that teachers choose to use ICT and how effectively they are at using it (Higgins & Moseley, 2001)[26]" (Higgins, 2011)[27].

Thus, computer acquisition and implementation in educational institutions must be paired with visionary pedagogical insight. Action plans should be devised as to just how ICT can enhance teaching and learning. Whether it is useful or not, ICT has imposed itself as a reliable teaching and learning tool. But, we have to be aware that this latter is a "double edged sword". As practitioners we need to accommodated ourselves with this new reality.

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APPENDIX (A)
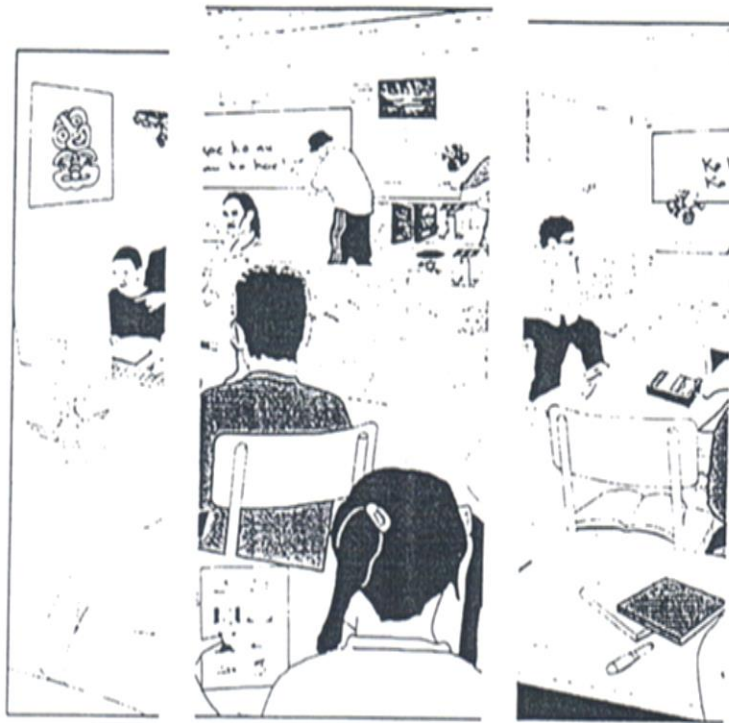
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ICT FOR ENHANCING EFL SPEAKING PROFICIENCY, AN LMD SYSTEM CHALLENGE : THE CASE OF 1ST YEAR LMD STUDENTS

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Abstract

Language is acquired through social interaction, and the use of language in settings of daily life. Foreign language classrooms are the key for daily life setting in which language acquisition occurs. Speaking is a crucial part of foreign language learning and teaching especially after the LMD, (Licence, Master , Doctorate) reforms. Despite its importance, for many years , teaching speaking has been undervalued and English language teachers have continued to teach speaking just as memorization of dialogues or a repetition of drills. However, today's world requires that the goal of teaching speaking should improve students' communicative skills as a way to help students express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Part of the 21st century demands, ICT, (information communication technology) imposes itself as a viable tool for enhancing the teaching of English foreign language (EFL) speaking proficiency. Thus, the present study aims to explore the effects of ICT on improving EFL communicative skills. The current project is an evaluative case study in which the value of the teachers' contribution to the teaching of speaking as a skill for 1st year EFL LMD students at Batna University is assessed and critically analyzed. The data were systematically collated using a range of qualitative elicitation methods and the results obtained were interpreted and explored in depth . New strategies and techniques for teaching speaking are suggested. On the basis of the study's findings , the hypothesis stating that ICT can transform the teaching of speaking and meet the requirements of the current century demands is confirmed. Although this study has its limitations , the results proved interesting in their implications.

Keywords: ICT, LMD system, EFL speaking proficiency.

1 INTRODUCTION

The Algerian education policy is unique compared to other countries of the globe. After independence, Algeria endorsed a free education policy at all levels. Part of the strategic goals, Algeria strives to provide the best pedagogical support for all the students. In 2004, Algeria has embraced a new philosophy characterized by the Bologna Process. The new Algerian framework has of primary quest the challenge to:

- Make the system more efficient as relates to the time it takes for students to graduate.

- Increase lifelong learning opportunities.

- Increase institutional autonomy while producing learning outcomes more attuned to the needs of the labor market.

- Link higher education to the work requirements of the community.

- Promote European cooperation in the field of learning quality.

- Diversify training paths and link them to the economic and social needs.

- Modernize management and pedagogy.

Actually, the Bologna Process goes with an exciting discourse that exalts information and communication technologies (ICT). The contribution of multimedia and the use of ICT have radically changed our vision towards teaching and learning. The ICT potential in Algeria is used to develop the students' foremost access to knowledge. The bestowal of ICT to higher education is incontestable not only because it enables students to have practical access to the scientific documentation, but also it offers plenty of possibilities to make teaching more lively thanks to animation and modeling , and it ensures wide opportunity via distance education. Nonetheless, it seems for all to find Moses Rod through using technology especially in our congested lecture halls. The present study aims to explore

the effects of ICT on improving learners' oral proficiency and communicative skills. The present work is mainly concerned with making use of multimedia resources to maximize learners' oral production. It also attempts to shed light on the importance of establishing a relaxed and friendly environment as an attempt to get learners to use the language.

2   THE IMPACT OF ICT ON TEACHING SPEAKING

The mastery of speaking skills in English is a priority for many foreign or second language learners. Learners consequently often evaluate their success in language learning as well as effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency (Jack Richards , 2011) [1] . As Jones (1996) [2] , cited in Richards (2011) [1] stated :"In speaking and listening we tend to be getting something done , exploring ideas , working out some aspect of the world , or simply being together"[1] . This vision to teaching speaking will contribute to provide learners with extensive language use and classroom oral production. Part of the Licence , Master , Doctorate (LMD) system , the teaching of English oral expression or English speaking skills is based on developing curricula that enhance competency and performance . These latter are more concerned with how information is learnt rather than what the information is. Instructional technologies are both encouraging and supporting competency and performance curricula based on the following requirements (Oliver , 2002)[3] :

- Access to a variety of information sources.

- Access to a variety of information forms and types.

- Student-centered learning settings based on information access and inquiry.

- Learning environments centered on problem centered and inquiry based activities.

- Authentic settings and examples.

- Teachers as coaches and mentors rather than experts.

Thanks to ICT enforcement , the teaching expertise has moved from teacher led education to learner led education. At this level, many transformations occurred. Namely, the proliferation of capability, competency and outcomes focused curricula, and moves towards problem based learning. Influenced by the constructivist theory, ICT is used to enhance both active construction of knowledge , and social interaction. Conventionally speaking, traditional teaching methods are based on the interaction between the transmitted content and the learners' capacity to transform this knowledge into appropriate outcome. Contemporary trends view learning as an active process of constructing knowledge in which the learner is conceived as an active agent responsible for shaping his personal knowledge(Guerza, 2011)[4]. Constructivism strives for rooting the building up of meaning rather than the memorization of facts (Lebow , 1993 [5] ; Jonassen & Reeves , 1996 [6]). Constructivist learning provides and supports resource based and student-centered settings. It relates context with practice (Berge , 1998 [7] , Barron , 1998 [8]). Therefore, the more ICT is used , the more students are influenced by its outcome (Guerza , 2011)[4].

3   THEORETICAL PERSPECTIVES

The effectiveness of computers in education has been a long standing concern (Dunkel , 1991)[9]. One of the problems in determining the effectiveness of ICT in general is that research to late is relatively scarce compared with other disciplines and lacks scholarly rigor (Dunkel, 1991[9] ; Mc Issac & Gunawardana , 1996 [10] ; Soe , Koki & Chang , 2000 [11] ; Windschitl , 1998 [12] ; Zaho , 2001[13]). Judgments about the usefulness of ICT could be summarized in the following statement by Kulik , Kulik & Cohen (1980) [14] . They argued that "computers did its job quickly on average in about two thirds the time required by conventional teaching methods"[2]. Basena & Jamieson (1996) [15] noted that "the newer technologies show promise to be able to provide feedback in multiple modes , such as listening and reading ."[3] The most conclusive results so far can be gained from sound published studies on the relationship between computer use and academic achievement. They indicate that technology use can improve outcomes (Felix , Uschi , 2005)[16]. However, there are few

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studies to date which set out to investigate ICT effectiveness related specifically to learning processes (Felix , Uschi , 2005)[16] . Accordingly, the purpose of this investigation is to throw light on the usefulness of innovative means on developing the speaking skill.

4 OBJECTIVES

This study is meant to contribute to the improvement of learners' speaking proficiency through implementing new innovative techniques via computer mediated communication. It aims to investigate how ICT can be used in a hostile environment like the Algerian context to promote 1st year LMD learners' speaking skills. The main purposes of this research project are as follows:

- Increasing the opportunities for students to practice their communicative skills.

- Shed led light on the influence of multimedia resources in creating a friendly and relaxed environment.

- Make use of the Tell Me More software to maximize learners' oral production.

- To investigate the students' attitudes towards the communicative tasks enhanced by Tell Me More.

Thus, we felt the urge to carry out the following research project to take a broad view in order to understand and determine how ICT impacts on learning.

5 RESEARCH METHODOLOGY DESIGN

It is a small scale research project that follows a qualitative paradigm. Consequently, all the data , events and preliminary results informing the study are not the object of summative or statistic analysis. The methodology approach employed in this study is based on interaction analysis. Enhanced computer mediated activities that encourage or prompt learners use of the foreign language have been observed during eight weeks sessions of one hour and a half exposure per session. The tasks have been designed to elicit particular language structures like: asking permission , agreeing / disagreeing , apologizing and evaluating yourself , and that can greatly facilitate the data collection process. To achieve a more reliable and comprehensive data , a semi-structured interview (Appendix A) has been administered. The investigation design was chosen to accommodate the addressed research questions. It is concerned with describing or discovering foreign language acquisition in its natural state or context. The conclusions reached are the result of considering the data and the patterns that can be inferred inductively.

5.1 Participants

The study took place in the English Department at Batna University. The participants were twenty 1st year undergraduate LMD students . They were fifteen females and five males. The question of gender in this study is not addressed. The mean age was 19 . These students have three levels of English as part of their academic process in order to become future teachers of English. The students were observed interacting with Tell Me More software that involves innovative speaking tasks such as Role play , fill in the gaps , describe a picture , what the video says and other interactive games.

5.2 Observation

Observations were made during normal curriculum sessions throughout two months. Initially, the activities were video-recorded. As the process evolved , there was an attempt to interpret how students reacted when they first used the innovative means. This instrument was considered the main source of data since the registration of behaviors and attitudes were key components of the project.

5.3 Interviews

The purpose of implementing interviews was to expand the obtained data on field notes as well as to explore the reasons behind the students observed attitudes towards "Tell Me More software". The qualitative interview is an exchange of ideas , meaning and feelings about the world and events whose means are words (Mc Dougald , 2009)[17].

5.4 Research Questions

The present study seeks to answer the following queries:

1. To what extent can ICT enhance students' speaking achievement?

2. What are students' attitudes towards English instruction employing multimedia resources?

5.5 Research Hypothesis

The basic hypothesis adopted in this study sets out that effective foreign language learning takes its roots in action and language use. We believe that promoting learners' speaking proficiency will not be achieved unless teachers implement innovative techniques to deal with learners' oral communicative breakdowns . Those techniques are assumed to be motivating and contributing in enhancing learners' communicative competence.

6 RESULTS AND DISCUSSION

The main aim of the project was to discover whether the use of Tell Me More software , for the first time , enhances students' speaking proficiency . From what has been observed during two months, the results were startling. The students have showed positive attitudes towards the kind of activities provided by Tell Me More software. The students scores ranged between 9 and 11 out of 20 before they were exposed to Tell Me More. After two months of interactive and communicative activities offered by Tell Me More , the students scored in the oral test (Appendix B) between 10 and 15 out of 20 . Computers , after the new reforms in the English department at Batna University , represent primary learning sources that facilitate the tasks of both teachers and learners in the English Foreign Language (EFL) classroom because of many reasons:

- Individualization in a large class.

- Tell Me More is a pleasant and funny means of teaching English.

- Tell Me More offers various learning resources that could be adopted according to learners needs levels and learning styles.

- Tell Me More is an exploratory learning medium with large amounts of language data.

- Tell Me More ensures authentic or real life resources that contribute directly in shaping learners' communicative skills.

Amongst the identified issues were the students' speaking proficiency level and its relationship with Tell Me More software . From the observation conducted, it was found out that the students felt free to express themselves when interacting with the communicative tasks provided by Tell Me More. In other words , Tell Me More helped to reduce students' anxiety to speak up in front of their classmates and developed their self confidence , as well as become comfortably aware of their errors . Hence, the best time to overcome the speaking problems is through learning from a reliable source. Tell Me More software introduced language structures in a motivating and pleasant way. Besides, both teachers and learners from the interviews sessions agreed that learning to speak English via Tell Me More made it possible , easy , and quick . Working with computers often requires students to operate non-verbally. This might sound as if the use of computers defeats the purpose of learning how to speak a foreign language. Nonetheless, since conceptual thinking is a higher , more abstract thinking skill , it plays a critical role in supporting verbal thinking. Mind mapping , for one thing , often makes use of pictures to demonstrate relations between words ,thus, supporting verbal thinking. In a similar vein, non-verbal work with computers reinforces the retention of lexical fields (Grossman , 2008)[18] . Throughout activities that promote interaction among learners and situations that demand understanding processes and real life activities , Tell Me More has enabled our 1st year students to be creative allowing them to spend less time to organize information . The innovative software permitted easy access to real world language. Some students answered the question "what role does ICT play in your classroom?" by saying that Tell Me More gave me the opportunity to go to Britain or America without a Visa. In other words , if I do not have the opportunity to travel abroad , and practice English , I can do so through innovative technology. Finally, to answer the raised research questions , we can say that this project has confirmed that ICT can transform the teaching /learning processes. As far as EFL speaking proficiency is concerned , 1st year LMD students felt comfortable , relaxed and elated to develop it via the use of Tell Me More activities. Their attitudes towards employing multimedia

resources were highly positive . From the study , it has been proved that Tell Me More changed the students' vision about learning languages , a vision that could be described as pessimistic and sometimes coined with "impossibility".

7   CONCLUSION

It has been well known that Tell Me More software is an enormous source of information and a potential tool to facilitate both teaching and learning processes. In other words , it is a tried and true technique that ensures good results among learners. However, it is not always to be applied in every circle of our educational institutions because the cost is relatively high . The Algerian university is facing the challenge for the coming millennium to ensure a computer for every student and to integrate ICT devices in our EFL classrooms. Innovative means are an important advantage offered to teachers in order to encourage their students to learn and to get them to improve in an easiest way their communicative skills. To sum up , Tell Me More is a useful learning tool to develop vocabulary , therefore, the communicative competence . Both students and teachers are excited about using ICT in their classroom settings . This latter offers an array of activities and tasks that can be used to help undergraduate students improve their ability to interact , to produce correct and appropriate language. Thanks to this study , there is evidence that educational achievements , in our case the speaking proficiency, are positively influenced by ICT. Realizing the potential of ICT needs to be accompanied by the necessary resources and human support , and by a social and institutional environment that is open to innovation and change. Moreover, progress is still needed in providing attractive learning content and learning technologies. In conclusion, Bringing ICT into the classroom can have a considerable impact on the practice of teachers , in particular when ICT is conceptualized as a tool that supports a real change in the pedagogical approach. Learners , on the other side , are the only benefiters of this innovative strategy. In the technological revolution and the information age , using ICT in teaching the speaking skill becomes a "fact of life" (Chapelle , 2001)[19] , and becomes "a part of the broader ecology of life at the turn of the century." (Warschauer & Meskill , 2000)[20].

APPENDIX A

1. What role does ICT play in your classroom?

2. Describe a teaching strategy you used to maximize the learning potential of your students.

3. How would you decide what should be taught in your classroom?

4. Describe your use of multimedia as a teaching means in your classroom.

5. How do you keep your students engaged?

6. How do you use technology to enhance students' speaking proficiency?

7. What do you think of ICT as a learning tool?

APPENDIX B

Oral Exam Questions

Entertainment

- What kinds of movies do you like?
- What are some good movies that you've seen?
- Do you think there is too much violence on TV and in movies?
- Should movies be classified? (This means that children won't be allowed to watch some movies that contain violence, sexual themes, etc).
- What kinds of books do you like?
- Should books be censored?
- What fun things can people do for $0.00?
- What do you do in your spare time?
- What kind of movies do you dislike?

- What kind of music do you like?
- What games do you like?
- What do you think about computer games?
- What do you think about soap operas?
- What sports do you like?
- What magazines do you like?

Love and Marriage

- Describe a perfect date.
- Do you think marriage is necessary?
- How did you meet your girl/boyfriend?
- What do you think about love on the Internet?
- Does getting married mean losing your freedom?
- Is it okay for a couple to live together before getting married?
- How long should a couple know each other before they get married?
- If your parents didn't like your boy/girlfriend, what would you do?
- What qualities are important in a good husband/wife?
- What makes a happy marriage?
- Is it okay to date a person much older or younger than yourself?
- What do you think about arranged marriages?
- What would you do if your husband/wife had an affair?
- What do you like to talk about on a date?
- What's the best way to find a girl/boyfriend?

Society

- Do you think we should worry about the environment?
- What causes poverty?
- Do you think women are discriminated against?
- What do you think about the one child policy?
- Are illegal drugs a problem in China?
- What can we do about pollution?
- Should the main goal of a company be to make money?
- Should the government help poor people?
- Should rich people help poor people?
- What is life like for an unmarried mother?
- Why are there so many wars?
- Is religion a good or bad thing?
- Should rich countries help poor ones?
- What do you think about the death penalty for serious crimes?
- What do you think about beggars?

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CONFERENCE PROCEEDINGS

THE USE OF ICT IN THE TEACHING OF ENGLISH BETWEEN MYTH AND REALITY: THE CASE OF 2ND YEAR LMD STUDENTS AT BATNA UNIVERSITY

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Abstract

A general theory of foreign language acquisition needs to account for language acquisition by learners with a variety of characteristics in a variety of contexts. Understanding the relationship between the learning context or environment and success in foreign language learning is a great challenge. Nevertheless, research in this area is of great importance to both researchers and educators. Within education Information and Communication Technology (ICT) has become a commonplace entity especially after the new reforms the Algerian University has embraced. The current research project has been undertaken to seek how our English foreign Language (EFL) instruction enhanced by ICT contributes to the development of the EFL learners' proficiency. Knowing more about the development of learner language helps us to assess teaching procedures in the light of what we can reasonably expect to accomplish in the EFL classroom. In this paper, we examine how learners' performance and their ability to use English while being exposed to innovative means. We focus on EFL learners' developing knowledge and use of their new language. We evaluate some of the errors that learners make, and discuss what errors can tell us about their ability to use the target language after implementing ICT. Data have been collected following the experimental design where achievements and the scores of two groups interacting with different tasks have been compared and assessed. On the basis of the study's findings, it has been confirmed that ICT can transform the teaching of English and meet the requirements of the 21st century demands. Although this study has its limitations, the results proved interesting in their implications.

Keywords: ICT, EFL Proficiency, Foreign language acquisition.

1 INTRODUCTION

By the end of the 1980s, the concerns of many Second Language Acquisition (SLA) researchers had evolved away from the idea that solely the input that learners receive through communicative activities would promote acquisition. Empirical research has proved that learners need to notice and interact with linguistic input in order to acquire the target language (Schmidt & Frota , 1986 [1] ; Long , 1985 [2]; Swain , 1985 [3] ; Doughty & Pica , 1986 [4] cited by Chapelle , 2005 [5]. The findings of previous research supported theoretical predictions (e.g. learners receiving salient input performed better on grammatical post-tests than did the group receiving normal input) (Doughty ,1991) [6]. This offered hope for the use of technology in the study of second language acquisition [5].

Information Communication Technology (ICT) , during the uprising of the 21st century , has steadily been gaining importance as a vital medium of learning and acquiring knowledge especially the learning of foreign languages. It has been argued that ICT has been implemented in all the different types of education systems, regardless of how formal or informal they are. One of the indisputable benefits of ICT is its ability to foster the modernization and redefinition of the instruction process in general , as well as facilitate the introduction of innovative elements into the current teaching practice (Kovacic, Vidacek-Hains & Balaban (2012) [7] . Thus , the role of education in schools is now seen as to provide the generic skills needed to acquire new knowledge and specialist skills in the future (Graddol , 2006) [8] in [7].

Crystal (2001) [9] pointed out that the new learning medium required the language to suit the technology. Starting from the premise that exchange of information is the ultimate goal of communication, this study has been undertaken. Thus, the current empirical research seeks to understand the viability of ICT in our English Foreign Language (EFL) classrooms. Throughout the assay process, there is an attempt to prove whether computer mediated instruction could foster EFL proficiency. EFL learners' performance and their ability to use English after being exposed to

innovative means have been examined. We tend to reach results that would lead us to confirm whether ICT in the EFL Algerian context is a myth or a reality.

2 THE IMPACT OF INNOVATIVE TECHNOLOGY ON THE TEACHING OF ENGLISH

Technology in foreign language settings has become not just an opportunity but a necessity. The generation of "the new millennium learners" is characterized by multitasking, short attention spans gaining information in non-linear ways. Teachers have to attract their interest and attention in a new way, and as a result the development of creative approaches is called for (Imaobong & Francis , 2011) [10] . Since the society is dynamic and need to move from imagination to reality so as to stand the test of time, it is, therefore, suggested that modern approaches to teaching and learning should be introduced like emphasizing on learner-centered teaching to encourage life-long learning, adopting to fit into the digital world by getting acquainted with ICT, the use of computer and being abreast with electronic learning and electronic library for convenience and to reflect modernity.

Learners centered environments require skilled teachers who can cope or adjust their teachings according to the 21st century demands. Current research on teaching and learning supports the constructivist paradigm which contends that people construct knowledge through their interpretive interactions with and experiences in their social environments. In constructivism, the focus of teaching is on empowering learners to construct new knowledge by providing opportunities for them to test academic theories through real world applications of knowledge in settings that are socially relevant to their lives (Brown, 1998) [11] cited in [10]. In agreement with the constructivist pedagogy, Beane (1998) [12] cited by [10] suggested three main factors:

1. Growing support for active learning and knowledge construction in place of rote memorization and the accumulation of knowledge constructed by others.

2. Interest in patterns of brain functioning as related to learning.

3. An emerging awareness that knowledge is socially constructed, influenced by one's prior knowledge and social, cultural and academic experiences.

Thus, student-centered teaching, project-oriented instruction , problem-based learning and contextual teaching and learning are currently promoted as strategies for implementing constructivism. Instructional approaches that might be effective in this regard include cooperative learning, brain storing and content integration activities. From here, we can deduce that the teaching enterprise has gone through major shifts from an age that could be characterized as industrial to the one that focuses on ICT. The distinction between the industrial and the information age is summarized in the following table (Table1.) quoted from [10]:

Table1. Teaching From Industrial to Information Age .

Industrial Age	Information Age
Atomized knowledge	Holistic understanding
Relatively constant and local	Rapid, dynamic and global
Perspective and deterministic	Prospective and probabilistic
Situational, incidental learning	Universal, life-long learning
Single loop focus (reproduction)	Double loop focus (continuous improvement)
Planned, structured and homogeneous	Innovative, ill structured and diverse
Direct, demonstrated and specific competence	Multidisciplinary and generic capability
Hierarchal, stable and stand alone	Networked, fluid and virtual
Privileged singular knowledge	Shared multiple intelligence
Determined (formal) mode of learning	Multimodal (formal/informal) learning

The education system based on ICT offers new methods, and new formats that are suitable for the present and future of learners that grasp and expand students' low concentration span that provide them with interesting, up-to-date and engaging materials. In line with this, the instruction of English

enhanced by innovative sources requires an active mode of learning and consequently a new teaching format where the teacher is a coach and supporter, and learners are empowered to take ownership of their learning processes. Based on the above theoretical perspectives, there was an impetus to carry out this research project.

3   THE USE OF COMPUTER LABORATORIES TO HELP IN THE TEACHING OF ENGLISH

After 2004, and exactly after the new reforms the Algerian University has undertaken, the teaching of languages has known a considerable spring in terms of the resources provided or the materials used to sustain the development of the higher education sector. For instance, the English Department has been provided with three new ICT laboratories supplied with all the necessary pedagogical and authentic tools. Although most teachers do not have the technical training needed to know how to use ICT in the classroom, and the computer scientists responsible for the laboratories do not have the pedagogical training needed and in some cases not even the computer science needed , and very little available educational software. This did not hinder EFL practitioners to rely on ICT as a prominent source for providing the EFL learner with authentic and reliable means. In fact, the very interesting, varied, collaborative and constructive activities were exercised thanks to personal efforts. There is a widespread belief that the Algerian University is having the quest to supply every student by the year 2025 with a self computer.

There was a positive climate that has motivated even the non-enthusiastic teachers to use computers in their teaching. A significant number of them put great deal of effort to develop the necessary ICT skills and to try to introduce their students to the computer classroom, and use the computers to support their teaching endeavor. In the new learning environment, as a researcher , it has been sought to pass learning responsibilities to the students , to foster collaboration amongst the students and to support the development of reflection and metacognition. The traditional teacher-led context where the teacher is the main source and transmitter of information has been replaced by a more student-centered setting. In view of that goal, teachers were asked not to tell the students what was the "correct answer" , but rather to direct them to sources of information (which could be books or internet sites) where they could find information to answer their questions. It was hoped that such practices would facilitate students to start on the process of knowledge building, in collaboration with the other students in their group (Vosniadou and Kollias, 2012) [13]. One should take into consideration that this research project has taken place under optimal conditions with respect to the available means, the teacher's readiness and learners' motivation.

4   THE EXPERIMENT

4.1   Research Methodology

This is a small scale research project that follows the experimental paradigm. The assay has lasted for two months period of evaluation and testing. It tests empirically the application of the Tell Me More Software in the teaching of English with special emphasis on the teaching of oral skills. The respondents were divided into two groups. The experimental group has been exposed to Tell Me More Software. The program constitutes of eight interactive and communicative tasks. For each task there was a printed version with gaps in order to push them fetch the missed words and to follow the pace of the oral task. The software is seen to be a collection of systems and approaches that interact. It uses visual language. The control group was left without manipulation. The subjects were assigned to free and entertaining topic discussions. A typical experimental study usually uses comparison or control groups to investigate research questions. This comparison can be made in one of the two ways: two or more groups with different treatments; or two or more groups, one of which, the control group, receives no treatment.

4.2   Objectives

A common problem for EFL teachers is whether to take the trouble to incorporate ICT in their teaching. Therefore, this study has been undertaken to see whether our EFL learners will really benefit from the use of ICT. Thus, the main aims of the research are:

1.   To analyze and examine the effect of using innovative materials characterized by Tell Me More Software.

2. To discover whether the use of Tell Me More Software enhances students' motivation to learn English.

3. To examine whether the use of the materials leads to real language improvement. If so, what skills are improved and to what extent is the language learning process restricted?

4. To implement in a new approach in the teaching of English that copes with learners' needs and that might handle their errors.

Thus, the focus of this study is on improving EFL learners communicative skills and motivation to learn the target language through ICT.

4.3 Respondents

The subjects in the study were twenty 2nd Year undergraduate students; eight (8) males and twelve (12) females. They were randomly chosen. The age range of the respondents was from 19 to 23 years old with a mean age of 20. They have been studying English for seven years. They were chosen on the basis of easy access. Actually, they are my students of the oral expression course. They have been observed during normal curriculum situations.

4.4 Research Questions

EFL students are motivated to learn English in order to engage in cross cultural dialogue with native speakers. This implies that EFL teachers will have to find effective ways to improve their capacities of contacting and communicating. The most suitable communicative device for this purpose available is a computer equipped with an authentic program that ensures the supply of the required skills. This should indicate that the suggested software (Tell Me More) will gain an increasingly more central role in the EFL classroom. Through this research project, there is an attempt to investigate the effects of ICT on EFL learners' performance and achievement. Under this lies several questions the current assay tries to answer.

1/ To what extent can ICT enhance EFL proficiency?

2/ Is Tell Me More a viable means for the teaching of English?

3/ How far can Tell Me More Software handle EFL learners' errors?

4.5 Research Hypothesis

Clear goals are provided and meaningful reasons for engaging in the study are set. Therefore, in relation to the raised queries it could be hypothesized that ICT can foster EFL learners communicative competence. It could enhance learners EFL skills as it could help them overcome their language problems. In brief, ICT can transform EFL learning enterprise from myth into a reality.

4.6 Results

The results of the experiment indicate that none of the students have ever used this type of material before and many of them had difficulty understanding the instructions. It has been observed that the students have positive attitudes towards the software. Although they were confused at the beginning, they started to gain both understanding and confidence while moving forward in the tasks. The students really enjoyed working with the material despite the amount of errors made. Students' scores and achievements for both the control and the experimental groups are compared and summarized in the following diagram (Figure1.) supported by a table (Table2) of the distribution of the scores. As shown in Figure1, females tended to be more motivated to use the software while males were slightly lagging behind. In week one, the control group's highest score was 09 out of 20 (9/20). While the experimental group , after a first exposure and initiation to Tell Me More, they scored 10/20. In the second week, the experimental group's achievement remains static whereas the control group's scores have slightly fallen down. From week three until the last week, the experimental group continues its progress and improvement reaching high scores. However, the control group's scores have known ups and downs fluctuating between average and low marks. Figure1 (Fig.1) best sums up the learners' performance for both groups. In addition, Table2 details the learners' scores and their distribution among the respondents.
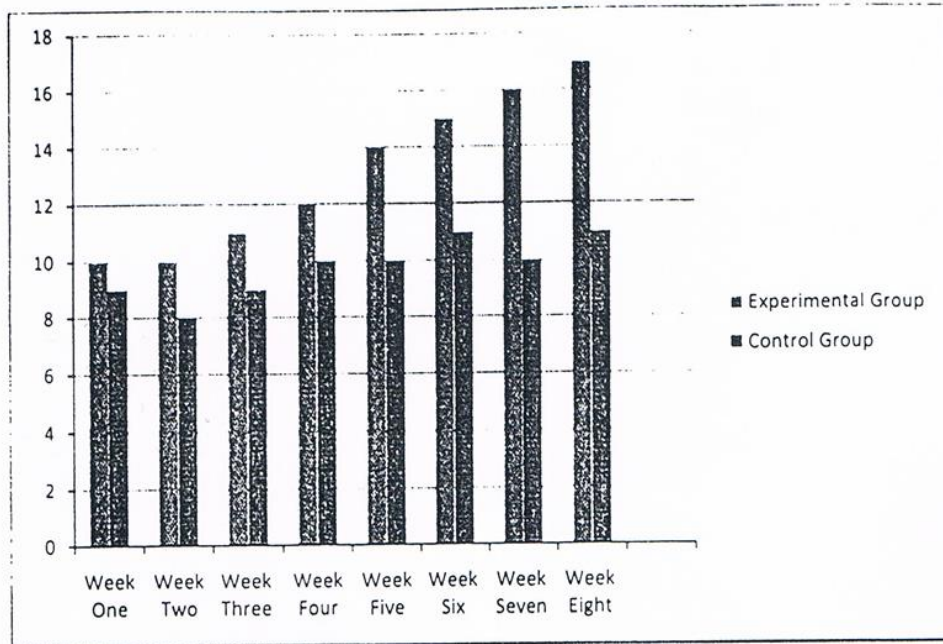
Fig.1 A Comparison Between The Experimental And The Control Group's Achievement.

Table2. The Distribution Of Scores Among Learners .

Experimental Group				Control Group		
	Scores	Number(N)	Percentage%		Scores	Number(N)	Percentage%
Pre-test	10	5	50%	Before	09	5	50%
	09	1	10%		10	3	30%
	11	2	20%		11	2	20%
	12	2	20%				
Post-test	16	6	60%	After	09	4	40%
	14	2	20%		10	4	40%
	15	1	10%		11	1	10%
	12	1	10%		12	1	10%

4.7 Discussion

Overall, both EFL teachers and learners have positive attitudes toward the use of innovative means for teaching and learning purposes. Over 60% of the population made a remarkable progress in their achievement with the speaking tasks enhanced by Tell Me More Software. Contrary to the experimental group, the control group's results were fluctuating steadily with a total of 40% who scored below average. Both EFL learners and teachers considered the software a viable tool to enhance EFL proficiency. They pointed out that EFL students could improve their communicative skills thanks to Tell Me More. At the same time, they expressed that Tell Me More is even good for quiet , shy and introvert students. Based on the findings of this study, it could be confirmed that Tell Me More is an effective tool for finding authentic resources, sharing information, communicating with target language speakers and motivating students. The use of ICT in our EFL classrooms supports the shift from the traditional-teacher centered setting to a more learner directed environment that is a current pedagogical performance in EFL teaching after the new reforms. Tell Me More Software enables us to

use a variety of different types of teaching methods on the basis of our students' interests and needs. Without being conscious of it, students may no longer consider the learning of English as a burden, instead, they might consider it as a means of communicating and imparting knowledge from reliable authentic resources. For the effective implementation of Tell Me More or any other ICT resource, teachers need to be competent enough to use ICT based materials in the classroom. To realize the dream of many EFL teachers and learners , the integration of innovative means into existing curricular and in service training courses should be enhanced.

From above, we can state seven reasons to choose Tell Me More as a teaching and learning tool:

1. The Tell Me More is based on the communicative approach. It is a learner-centered instruction method that encourages interaction and the use of language skills in real situations. It is recommended by linguistics experts from around the world and is used in some of the largest universities.

2. It is a fun and interactive method with over 40 different activities, dozens of hours of video, and interactive speaking activities using speech recognition.

3. It offers flexible solutions to meet the learners' requirements.

4. It is a personalized program that can help anyone to succeed whether beginner or advanced. As it offers self training and self evaluation.

5. The Tell Me More method is a globally recognized approach with proven success.

6. It is based on technological and educational expertise. That is, it is developed thanks to the guidance of the know-how experts.

7. It guarantees progress.

Thus, Tell Me More sets an objective as to provide EFL learners with the best technology and the best teaching method possible to guarantee the success of individuals no matter what is the learner's initial skill level, requirements or purposes. From beginner to expert, from levels A1 to C2 established by the European Council, on average, 40 hours of practicing with Tell Me More may help to advance by One skill level.

5 CONCLUSION

The study has demonstrated that both teachers and learners have positive views on the use of ICT for teaching EFL while having difficulties in finding appropriate teaching and learning materials and in integrating multimedia resources into the curriculum. The study also revealed that females scored better than males. Therefore, females are eager to use innovative means than males. EFL learners were committed while using the software. It matched their needs, their levels and their expectations. All students seemed to be proud about their performances. Although all the students did not have previous experience with ICT, Tell Me More made it possible for them to meet their purposes. As challenging as the tasks introduced by the software are, both teachers and learners found the activities attracting and providing them with self confidence. The results convince us about the fact that Tell Me More leads to real EFL proficiency improvement as it involves a plethora of communication exercises that focus mainly on quality training and relevance rather than quantity. From the findings, Tell Me More can enhance teachers' initial preparation by providing good materials facilitating simulations, capturing and analyzing practice teaching, bringing into the training institution world experience. It opens a whole world of lifelong upgrading and professional development. It breaks the professional isolation from which many teachers suffer. Tell Me More offers videos that can serve an important role in the demonstration of special instructional techniques and the acquisition of new knowledge and skills. Virtually every type of language teaching has had its own technologies to support it. Therefore, the communicative approach and the learner-centered classrooms best suit the use of Tell Me More Software. Thus, an increasing hope to further implement ICT resources in our EFL teaching contexts might be reinforced with the collaboration of young active researchers and even learners not only to better understand how to use innovative means in our teaching/learning settings, but also to help both parties in the education enterprise voice their needs in the future development of ICT in the educational field.

Finally, to answer the question raised for the purpose of this study "Is ICT in the Algerian EFL context a myth or a reality?", we can confirm that from this research project ICT is far from being a myth in our teaching/learning environment. It has become a reality that imposed itself in force. To assume that

everyone can learn effectively relying on a teaching software that matches the different learning styles and performances has become a fact supported by the current results. To be most effective in performance improvement, learning should be just-in-time, occurring when, where and how learners need it. Computer technology does offer us some options for facilitating this kind of just-in-time learning knowing that the teacher cannot be always there (i.e. present in person). Thus, Tell Me More, allows learners to enter into a computerized microworlds with exposure to language and culture in a meaningful audio-visual context. It is an open door towards the English native world that provides the Algerian learner with an authentic environment. Nonetheless, technology is a tool, and no technology can fix a bad educational philosophy or compensate for bad practice (Gill, 2003) [14]. Henceforth, guidance and professional expertise in the field are paramount.

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ICT Tools in the EFL Algerian Context: The Undeniable Reality

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Abstract

For decades, the field of English Foreign Language (EFL) teaching has noticed monumental changes in both techniques and methodology used to meet both learners' and teachers' needs. Practitioners have sought new ways to encourage EFL students' motivation to achieve better outcomes. One of the factors deemed beneficial to positively affecting students' attitudes in the teaching/learning process is the integration of innovative means. Thus, this paper aims to shed light on the reality of Information Communication Technology (ICT) in the Algerian University, and to scrutinize the efficiency of different multimedia resources through introducing a novice, but promising project for the teaching of English via innovative means. The current paper claims that the implementation of interactional communicative approaches enhanced by ICT would create positive learning environments for EFL learners and, therefore, could foster their uptake. The suggested program stresses the principles of collaboration, constructivism and learning within a community.

1. Scope

The use of Information Communication Technology (ICT) has become fundamental in our everyday life activities. De facto, Empirical research has provided evidence for the viability of ICT tools (Chapelle, 1998). In Algeria, there is an increasing interest in the use of ICT in the English Foreign Language (EFL) classrooms. Although the teaching of EFL has noticed tremendous changes due to the development of current trends, the case in Algeria is far beyond being so idealistic. Incorporating multimedia resources for the teaching of English has been paramount; however, the Algerian context lacks some fundamental basics to cope with the demands of the digital generation. In the light of this situation, the current talk sheds light on whether the adoption of the different multimedia resources is an imposed fact that determines both practitioners' and learners' fate or still a myth the 21st Century Algerian generations need to make real. This project is a reflection upon preliminary findings which state that EFL learners find it difficult to improve their English proficiency within classroom contexts. As a digital generation, they have high interest in using computers. In order to challenge learners' motivation in learning English, teachers of English try to integrate multimedia resources as a part of the taught subject. It has been assumed that the use of technology in language classrooms is a supportive tool because classroom activities are not sufficient to ensure the mastery of learners' English proficiency. This would enhance EFL practitioners to design curriculum Computer Assisted Language Learning (CALL) based Software to meet the learners' 21st century challenges and requirements. Thus, for research purposes, an inquiry has been sought: "Between facts and teachers'/ learners' expectations, is the use of Innovative means in our EFL classrooms a viable tool for teaching English proficiency?".

2. Objective and Motivation

The current study aims at scrutinizing the viability of digital tools in the EFL teaching classroom. It sets out to identify and evaluate relevant strategies in former research and initiatives related to demonstrating the effective use of ICT with regard to the teaching/ learning process. This project has been motivated by the current status of the Algerian instruction patterns where it is believed that EFL learners have a tendency to study English only in the classroom. In fact, it has been observed, though, that our EFL learners do not demonstrate a good command of the target language. Therefore, this project has been inspired to revolutionize the traditional premises regarding the teaching of English via ICT resources. Through the current study, we intend to provide EFL teachers with new techniques that might enhance EFL learners' proficiency. These techniques are used for the first time in the Algerian context. Thence, it is believed that the success of this project with my EFL students could be propagated all over our EFL community. The main objective of this innovative project is to bring a contribution in the world of foreign language teaching research and literature.

UNIVERSITY OF
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13th Annual Conference

Papers from the
Education Doctoral Research Conference
Saturday 29 November 2014

Edited by
Becky Morris, Tom Perry and
Professor Michael Hand

Exploring the Value of ICT Pedagogies for Second Language Learning in Algeria: Opportunities for Students to 'Speak as Themselves'

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Abstract

The benefits of using Information Communication Technology (ICT) for second language learning in the classroom have been widely discussed in the literature (Chapelle, 2001) and the value of such tools are currently being explored in Algerian English as a Foreign Language (EFL) classrooms. However, there is virtually no research which would document the language learning benefits in this specific setting empirically. This paper will take a closer look at ICT-informed pedagogies employed at a higher education institution in Algeria. The context for the study is a specific one-semester course which utilized a number of novel pedagogical approaches. Data come from classroom observations, student questionnaires and focus-group interviews. In this paper, I will draw on selected excerpts of teacher-student interactions to provide detailed empirical evidence of students' meaningful engagement in classroom discourse and, by extension, of their language learning. I will highlight the powerful potential of the new pedagogies for creating interactional spaces in which students are allowed to invest their own identities and 'speak as themselves' (Ushioda, 2011). I will argue that such principles transcend specific materials or technologies and can inform the development of productive second language pedagogies across educational contexts.

1. Introduction

One of the trivial concepts gaining thrust within our Second Language Acquisition (SLA) and English Language Learning (ELL) fields all along the last years is "Learner Agency" enhanced by Information Communication Technology (ICT) tools and pedagogies. In this paper, I will explore the relationship between "Agency" in our English Foreign Language (EFL) contexts and the use of innovative means that support the principles of "self-reliance" and "self-independence" in terms of owning the decisions about one's learning. In the present paper, I will share with you the Algerian experience of implementing new teaching strategies that integrate multimedia resources primarily for the dissemination of knowledge and the provision

of authentic English input to prepare EFL learners for the demands of the 21st century and to enable them to be fluent users of the target language. The study reported in this paper has been inspired by what Galileo Galilei (1564-1642) said: "You cannot teach a man anything, you can only help him find it within himself.". The idea of supporting a context that attempts to enhance learners' autonomous engagement in different communicative and interactive tasks has been driven by a personal experience as an EFL learner, a practitioner, and an academic scholar. However, the conceptualization of learner agency in this study is considered through the sociocultural perspective (Vygotsky, 1978) and motivational theory (Dornyei 1990; Ushioda, 2006). The reported data in this paper are preliminary results of an ongoing work that attempts to meet three monumental objectives:

> ➢ Take a closer look at ICT-informed pedagogies employed in our EFL context.
> ➢ Highlight the powerful potential of the new pedagogies for creating interactional spaces in which students are allowed to invest their own identities and "speak as themselves".
> ➢ Assess the feasibility of a newly devised project for the teaching of English that incorporates both ICT and learner-centeredness ideals.

In fact, during the initial years of research into the learning and teaching of English, little attention was paid to how learning could result from language use. The common view at that time maintained that using language (e.g. in conversation or writing) was a way of practicing previously learned information rather than a means of obtaining new information. In this project, I attempt to highlight the importance of the context, the designed materials and the learners as active agents in shaping the educational agenda. The role of ICT tools in worldwide EFL contexts has been supported significantly by many studies in SLA field (Chappelle, 2001) as well as "Learner Agency" (Van Lier, 1988; 2008), but in the Algerian EFL context, no empirical evidence to date has been documented with regard to the incorporation between ICT pedagogies and Agency. Thus, this study is contributing to the literature with concrete evidence gathered from both qualitative and quantitative sources.

2. Review of the Literature

Theoretical claims about the benefits of classroom interaction have been made by Gass (1997), Long (1996), Pica (1994), and others. An interesting issue, which has challenged interactional research, concerns how practitioners perceive implementing Information Communication Technology (ICT) in the teaching of EFL speaking skills. Recent studies (Chappelle, 2001) suggest that the use of computer assisted interaction may be beneficial in the language acquisition process. In particular, ICT seems to allow for more equal patterns of participation to the point that the instructor may become a mere member of the group (Kelm, 1992). In other words, the electronic medium has the potential to subvert the traditional roles enacted by teachers and students. In addition, it seems to afford more opportunities for learner output, and to support a greater range of discoursal moves. Ellis (1994) pointed out that creating challenging tasks and activities motivate the language learners. Effective language teachers should be enthusiastic and creative to push forward the learners' zeal and lasciviousness to learn a foreign language. In other experimental personal studies (Guerza 2011; 2012) carried out on the efficiency of "Tell Me More" Software on learners' EFL speaking proficiency, it has been proved that the Computer Software used is a viable tool for the teaching of English. The experiment has shown a significant development in learners' scores after the usage of the Innovative Software because this latter contributed significantly in enhancing their motivation to learn English thanks to different interactive tasks displayed by the Software.

3. Research Questions

It is uncommon to conduct research without first thinking through the problem conducted in our EFL context. Sometimes, it is believed that it is self-evident. However, this belief is often based on the assumption that results from the accumulated experiences of one's role in the teaching/learning environment. Obviously, the number of factors influencing SLA is enormous, but in this research project emphasis is attributed to the viability of innovative means that enhance learners' engagement. Being aware of the frustrations and complicated pedagogical considerations faced in our EFL classrooms, a myriad of questions are sought to discover the real problem that deters our EFL students from achieving high scores in academic achievement. From this lens, my research project aims at addressing three overarching research questions:

1) What is the nature of classroom interaction in computer mediated classrooms in Algeria?

2) In what way and to what extent does the interaction enhanced by ICT tools engage students' personal meanings and identities?

3) What contributes to or hinders this meaningful interaction?

Through the collected data, I attempt to indicate how "meaningful interaction" in the EFL classroom that engages students' personal meanings and identities is crucial in supporting students' participation and engagement in classroom life, and by extension, their Second Language (L2) development.

4. Research Methodology Design

This research project is an exploratory classroom-based mixed methods study with an action research design which enables us to gather qualitative input to explain and extend qualitative results in order to gain a comprehensive insight on the role of classroom interaction in learning English as a foreign language in a computer mediated context. The purpose of this study was to explore the impact of the one-semester course based on the Computer Mediated Communication Input Practice Output (CMCIPO) Program on EFL learners' speaking ability. The CMCIPO program has been designed in a way to create an enhanced and impelling environment for our EFL learners at Batna University (Algeria). A combination of quantitative and qualitative measures were undertaken to evaluate the program's impact on the EFL learners learnability as well as to capture and understand the very consequences on the learners' development process and engagement in different classroom tasks. The steps undertaken in my research methodology are summarized in the following chart:
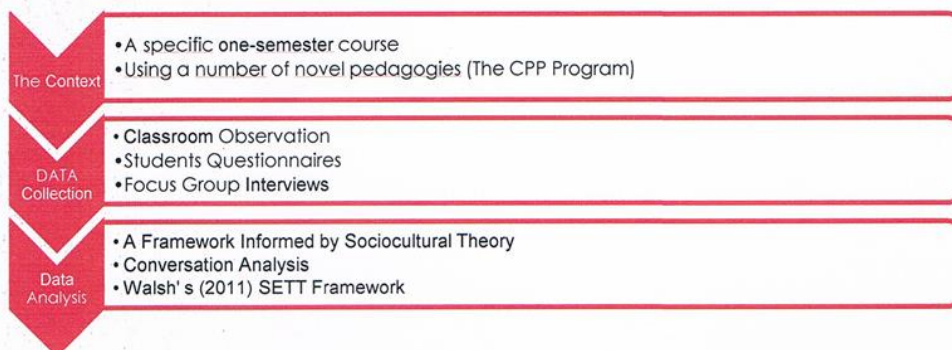
The Context
- A specific one-semester course
- Using a number of novel pedagogies (The CPP Program)

DATA Collection
- Classroom Observation
- Students Questionnaires
- Focus Group Interviews

Data Analysis
- A Framework Informed by Sociocultural Theory
- Conversation Analysis
- Walsh's (2011) SETT Framework

Figure1. Research Design

As far as the above chart is concerned, classroom observation has been used to document data with respect to the first, second and third research questions. Questionnaires have been used to address the first research question. And, Focus Group Interviews have been applied to address the first and third research questions as it is shown in the following Figure:
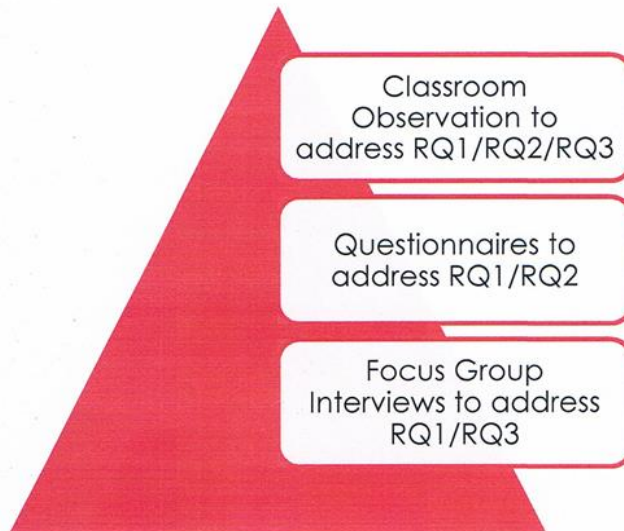

Classroom Observation to address RQ1/RQ2/RQ3

Questionnaires to address RQ1/RQ2

Focus Group Interviews to address RQ1/RQ3

Figure 2. The Distribution of Data Collection Methods

5. The Sample

The participants are thirty 4th year undergraduate students randomly chosen. The question of gender in this study is not addressed. The mean age was 21. These students have four levels of English as part of their academic process in order to become future teachers of English. They are distributed as follows with regard to gender:

Figure3. Gender Distribution

40%

60%

■ Female
■ Male
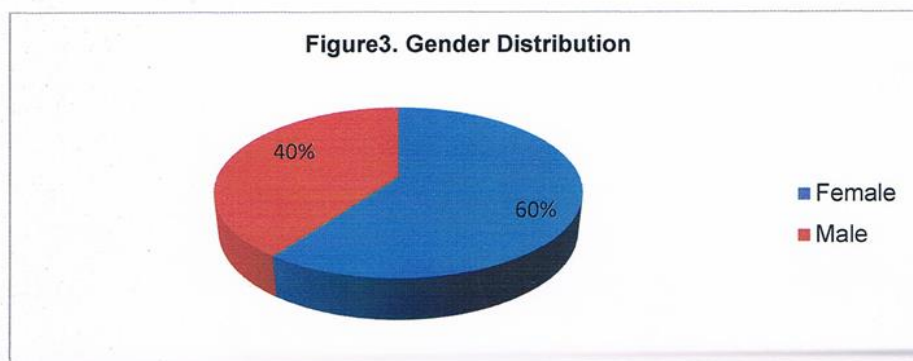
6. An Overview of the CMCIPO Program

The CMCIPO program has of objectives to strengthen students' EFL performance. It aims at fostering their skills necessary for understanding and using the target language in real life situations, and to push the learner to play an active role in his learning by making him/her responsible for his training. It also provides opportunities where learners can find answers to their questions encountered in their daily experiences. The project is designed in a way that promotes learners' capacities to think and act according to the vision of a world that he will construct day by day. The CMCIPO model also enables teachers and practitioners to use easy hand-on activities that could be applicable for all levels at different ages. The architecture of the tasks is designed in a way that helps or rather encourages autonomous learning. It has three core principles innovation, creativity and flexibility. Of course, because of the newness of this model, it seems relevant to represent some of its key components summarized in the following chart:
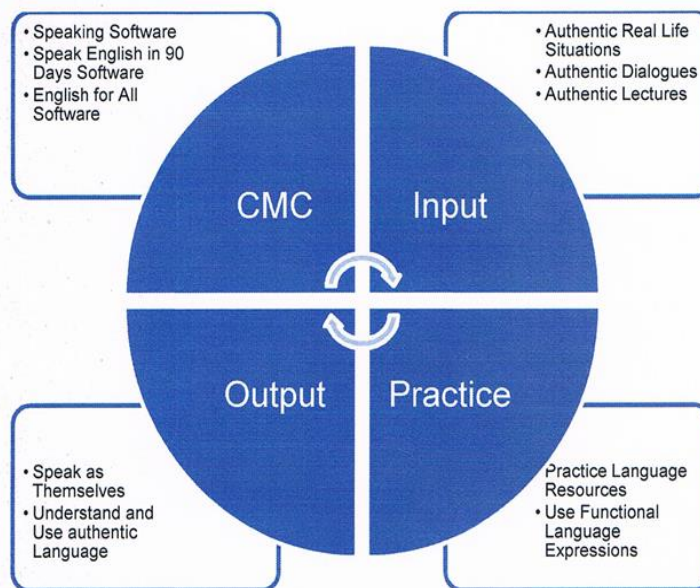

Figure 4. The CMCIPO Model

7. Questionnaire Results

We have suggested the use of questionnaires to assess learners' attitudes towards the newly devised pedagogy and document for their perceptions and opinions concerning the use of ICT pedagogies in our EFL classrooms. In what follows,

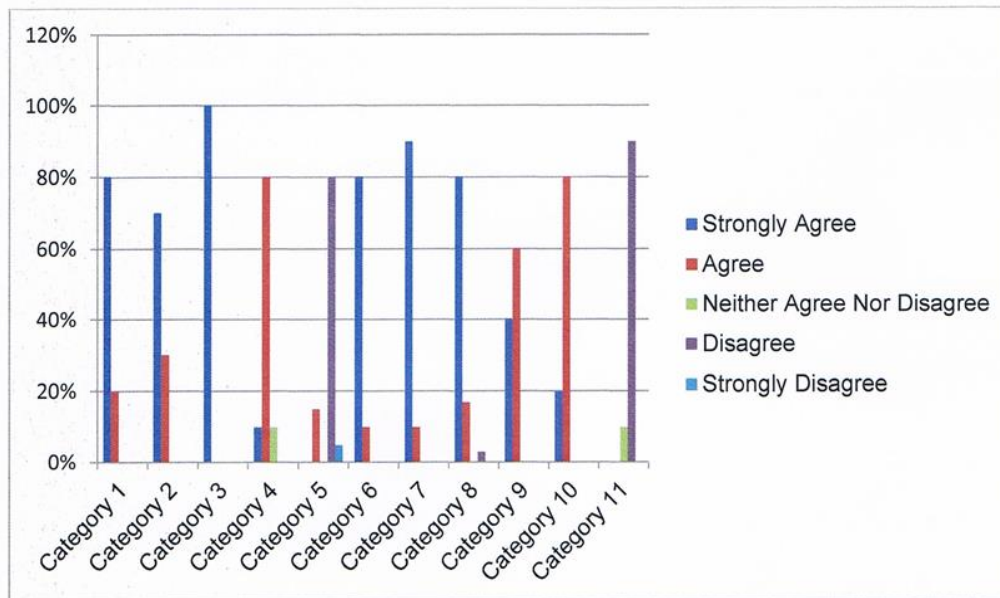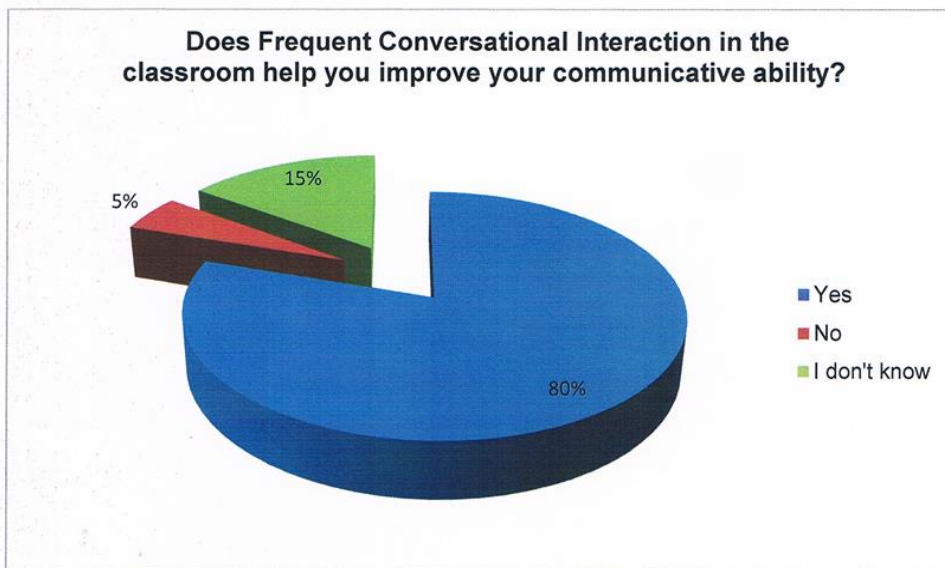preliminary results obtained through primary data collection in relation to students' attitudes towards ICT:

Figure 5. Learners' Attitudes towards ICT

To back up this diagram, the following table uncovers the essence of the different attitudes' questions displayed to our EFL students:

Table 1. Questionnaire Categories

Category	Questions
1	The use of innovative resources enhances my English learning
2	Teachers should encourage the implementation of ICT tools in Oral Expression courses
3	Students need more exposure to authentic English conversation
4	Teachers should encourage peer interaction
5	University Oral Expression course prepares students for communicating well with native speakers
6	ICT enhanced courses are more viable than old fashioned courses
7	Different technological devices should be used in class to increase learners motivation to learn English

8	I can understand better when my teacher uses technology in the class
9	The approaches used for the teaching of English conversation do not fit the learners needs
10	The use of technology in the language classroom increases students motivation
11	Students cannot learn authentic conversation in a classroom

Does Frequent Conversational Interaction in the classroom help you improve your communicative ability?

5% 15% 80%

■ Yes
■ No
■ I don't know

8. Focus Group Interviews

As Dornyei (2011) contended "interviewing is a frequent part of the social life surrounding most of us" (p. 134), this research technique would help me in exploring the different beliefs and experiences of our EFL learners in much more depth to understand how far ICT tools can engage EFL learners to invest their interactive skills and expose their personal identities and to speak as themselves. Below is a selected extract from preliminary Interview data that are meant to address: " to what extent and in what way does the interaction enhanced by ICT tools engage students' personal meanings and identities", and to investigate "what contributes to or hinders this meaningful interaction" according to learners' opinion.

8.1. Interview Extract

T: How often do you use English outside the classroom?

S1: A lot actually.

T: a lot?

S1: Yes, I use it with my friends a lot of my friends have the intention or the desire to carry on their studies abroad. Also I used it at home

T: With whom?

S1: With my little brother. I also find someone who wants to master English who is always practicing with me. So all in all I can say that I use English a lot outside the classroom.

T: How important is conversational interaction for you to master English rules?

S1: I am sorry can you repeat?

T: How important is conversational interaction for mastering English rules?

S1: Yeah! I remember when I started ummm learning English I took a course online and uhhh the teacher does say that the best way to uhh to avoid making mistakes is to correct them so when I speak I uhh I make a lot of mistakes when I speak actually but uhhh I uhh tend to correct them also I correct others' mistakes so it helps me a lot in grasping the rules.

What is worth mentioning at this level is that this is work in progress. In this paper, I attempt to report the very first primary interview analysis that has been undertaken. A precursory content analysis using colour coding for the most important and relevant information with regard to my research questions has been done as follows:

T: How often do you use English outside the classroom?

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T: a lot?

S1: Yes, I use it with my friends a lot of my friends have the intention or the desire to carry on their studies abroad. Also I used it at home

T: With whom?

S1: With my little brother. I also find someone who wants to master English who is always practicing with me. So all in all I can say that I use English a lot outside the classroom.

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The information gathered from the focus group interview is categorised in five important themes as in the following diagram:
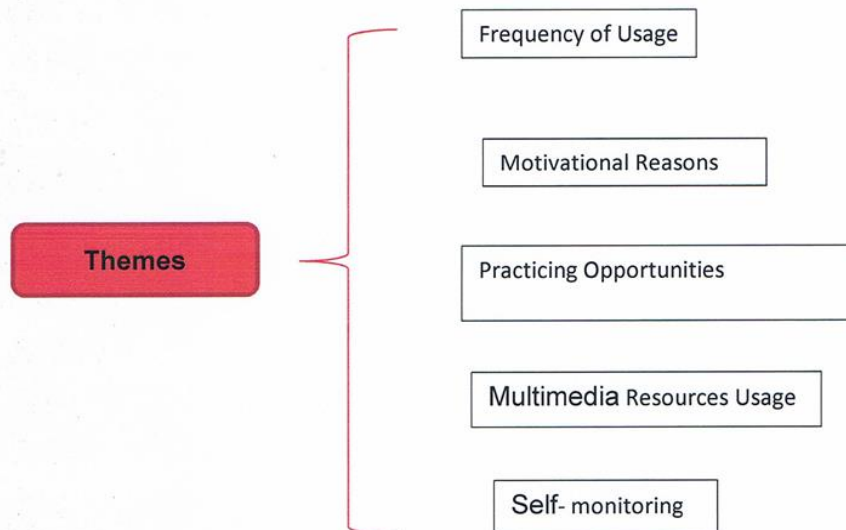

Figure 6. Focus Group Themes

9. Evidence from Classroom Interaction Observation

In what follows an excerpt of one classroom interaction episode that documents for the nature of EFL classroom interaction and that shows how students are pushed and engaged to use their own personal meanings.

T: So today, we are going to have a free and honest talk about our previous learning experiences. First let's start with some insightful questions uhh.. How do you qualify your current level in English? Uhh actually we want to know at the end of this session what hinders you from communicating uuh in English? We want uhh also to know or rather we try to help you create the appropriate environment to learn English.

S9: I think that uhh some teachers during the lessons of first years did not give us more time to express ourselves to share our knowledge.

T: uhh!

S9: some of them demanded uhhh written exposition uhhh I think uhhh that uhhh (....)

T: Good. So uhh the procedure?

S8: students are now getting bored very easily by ancient uhhhh the traditional methods of teaching.

T: In teaching Oral uhh?

S8: So they uhhhh teachers must have new techniques to or to lead students to express experience themselves or to language.

T: Can you suggest some techniques for us?

S8: The use of multimedia resources for instance.

9.1. Analysis

With regard to the current data set, it is worth noting that classroom interaction is perceived from the lens of the existing Second Language Learning (SLL) theories where interaction is seen as a core factor for facilitating L2 Learning especially if this latter is enhanced by multimedia resources and where learners are given ample opportunities to expose their personal identities without any barriers and they are pushed to speak as themselves. But, what matters for me are the benefits of these interactional moves regardless of whatever they are talking about saying that this interactional move is presented as an example of the quality of the interaction I have in the classroom. This type of data is informing me, for example, about the

distribution of turn-taking and the different managerial roles the students are undertaking in the classroom. First, as an overview of the context of this extract, I can say that this discussion is held within an interactive task guided by the Software meant to teach "the functions of Expressions of Opinion". Before the talk starts, the teacher has given the students a set of structures as displayed by the Software. She initiates the discussion through a brief introduction of the topic. In the classroom interaction displayed through this episode, the students are deciding, on their own, to take the floor; they are not afraid of expressing their thoughts. In fact, this data set and all the interactional data I have collected is and will inform me about the nature of an "authentic classroom discourse". With regard to this data set, the students are supposed to use the specific opinion expressions, but what has been noticed is that none of those expressions have been used and they had their own style and their own language. It is far beyond that mechanical way of expressing ourselves it is more natural or rather "authentic".

10. Conclusion

To conclude, I would finish up with opening the door for "Hopes" a Researcher's hope. As an educator/teacher it is very important to gather this rich data and submit it to rigorous scrutiny and data analysis in order to help me see better what is going on in our EFL setting, and to help solve the observed problems. But one thing is worth telling at this level, is that before applying this CMCIPO Model the students were reluctant to participate, they didn't look forward, and did have problems in speaking English, and just after one-semester course of exposing them to the CMCIPO program the students responded positively. Their attitudes shifted. Thus, my research needs to establish how this affects in a positive or negative way on the quality of learning.

That is why considerable efforts into an in-depth analysis of classroom interaction is worthwhile to show where learning happens, how it happens, and how it is facilitated through the proposed pedagogies and tools. It will allow me to look beyond the surface data. One thing is sure is that I will remain open minded with regard to my data to understand better the context. "Open-mindedness" is key to understand what is happening.

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Biography

Radia Guerza is a Lecturer and PhD student at the English Department, Batna University. She joined Birmingham University as an academic scholar in 2013. Her research interests include ICT and classroom interaction. Radia's current doctoral

study investigates the role of conversational interaction in the EFL Computer Mediated Classrooms.

ICT in the Algerian EFL Classrooms: An Innovative Means to Enhance Learners' Autonomy

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Abstract

This paper addresses the issue of "learner autonomy" enhanced by Information Communication Technology (ICT) in the Algerian English Foreign Language (EFL) context as seen through the lens of the existing Second Language Learning (SLL) theories where learner autonomy is perceived as a facilitating factor of the learning process especially if this latter is enhanced by the use of multimedia resources. The study reported in this paper introduces a novice project for the teaching of English applying innovative means and pedagogies that enhance learners' autonomy which contributes positively in their SL uptake. The present study shows how ICT pedagogies could create positive opportunities for learners to go beyond their classroom environment and encourage them to engage in meaningful interactional spaces where they are pushed to invest their identities and to "speak as themselves". The dimensions of learners' autonomy have been addressed through applying classroom observation and students questionnaires. The preliminary results of students' attitudes towards the use of ICT tools in our EFL context and the feasibility of the implemented pedagogy are gathered to show the positive impact of the devised instruments. The findings display that ICT tools not only help learners express themselves in the target language through motivating them to participate in the different EFL classroom tasks, but also it helped them to expose their personal identities whereby their EFL fluency has been promoted. The data confirms that teachers are meant to create positive and effective environments for communication through encouraging learners' autonomy by implementing ICT means.

1. Introduction

The central theme of this paper is learner autonomy enhanced by Information Communication Technology (ICT) pedagogies in the Algerian English Foreign Language (EFL) context. The notion of learner autonomy, here, is perceived from the socio-cultural perspective where the idea is introduced in our EFL context for the purpose of enhancing EFL learners' uptake and learning processes. The approach devised for supporting learner autonomy is meant to encourage the principles of self-determination, self-reliance and self-rule within the EFL learning environment, a setting enhanced by ICT pedagogies and innovative resources. The current research project has been undertaken to explore the viability of ICT tools in our EFL context for the teaching of English and how far this technique implements autonomous learning successfully. The study reported in this paper is a one year classroom research based study looking at the students' attitudes towards the proposed pedagogy for the teaching of English speaking skills. The findings of this research provide valuable insights on learner autonomy within a Computer Mediated Communication (CMC) setting. It addresses, also, the issue of the relationship between learner and context with regard to self-determination, self-reliance and self-rule. There is a plethora of research carried out in the field of learner autonomy within Western second language education contexts that tackles the efficiency of autonomous learning approaches, but few studies have been carried out in the Algerian EFL context especially if this latter is associated with ICT tools. Drawing on classroom observation and questionnaires data sources, this study illustrates how ICT enhanced pedagogies in our EFL contexts could be a determining factor for fostering EFL learnability and encouraging learners' autonomy as interpreted from the socio-cultural perspective. Thus, the present research project seeks to investigate the current queries:

- Is ICT a viable tool for the teaching of English?

- If, Yes? What is the fate of using Technology in our EFL setting?

- In what way and to what extent does the interaction enhanced by ICT pedagogies foster learners' autonomy?

- Can the Algerian University meet the 21st century demands?

These inquiries are meant to unveil the reality behind using ICT tools in our EFL classrooms and to see how far the implemented pedagogies could positively impact our teaching and learning enterprise.

2. Objectives

One prominent factor that contributes to the development of EFL learning is "Autonomy" enhanced by ICT tools, and when we say Autonomy, we refer mainly to learner's responsibility of one's learning. Thus, knowing how learner autonomy influences the development of EFL learning has become an absolute necessity for both teachers and researchers in the Algerian context. Interest in this study has increased because it would provide us with empirical evidence for what has been stated as theory. It would be an attempt to seek the best approach to promote foreign language teaching procedures, or rather provide useful techniques for teaching in the EFL classroom. Thus, the current study has four overarching objectives:

- Shed light on the reality of ICT pedagogies in the Algerian University.

- Scrutinize the effectiveness of different multimedia resources in enhancing learners' autonomy in our EFL context.

- Introduce a novice, but promising project for the teaching of English via innovative means.

This study is supposed to provide a rationale for the existence and development of programs and curricular. This study is deemed beneficial because it investigates the different processes that promote EFL learning. It studies relationships between teaching and learning within a CMC context. It identifies which particular instructional means contributes to enhancing EFL learning processes.

3. Literature Review

At the outbreak of the 21st century and within the language learning context, the use of ICT tools has been regarded monumental providing ample opportunities for learners to foster their skills and learning abilities. In fact, no one can deny the important role that ICT does play in our daily lives. The 21st century has been characterized by Underwood [1] mainly to be the digital age for the widespread use of innovative means in all domains of our daily life. As [1] has claimed: "the ICT revolution is a deep cultural revolution changing all modes and patterns of our lives and hence bound to lead to dramatic changes in education" (p.4). In reverence with this, [1] contended that digital technologies have brought positive effects on formal education through:

- "Increasing learner effectiveness or performance gains,

- Increasing learner efficiency,

- Greater learner engagement or satisfaction,

- More positive student attitudes to learning"(p.5)

The present study advocates the assumption that not only ICT implementation could contribute in meeting the different intellectual demands, but also it plays a pivotal role in fostering EFL proficiency as it has been stressed by Bejar [2] "[…] technology could help to address challenges such as the development of literacy, especially reading proficiency and the acquisition of communicative competence in English." (p.1). As well as "Technology could have a positive effect by creating more frequent opportunities for students to learn" (p.2) [2]. In addition, Technology has indeed changed the nature of learning. With regard to this, it has been argued by the National Education Technology Plan 2010 [3] that "there are connected types of human learning: factual knowledge, procedural knowledge, and motivational engagement […] supported by three different brain systems […] Social sciences reveal that human expertise integrates all three types of learning. Technology has increased our ability to both study and enhance all three types of learning."(p.15). It has been widely argued that ICT usage allows weak learners to reveal their capacity and creative mind. Through providing excellent authentic materials, technology offers language learners a chance to use daily conversations and rich vocabulary. In brief, it can positively change both teachers' and learners' endeavors in the EFL context. These claims have been supported by many studies carried out in the field of Second Language Acquisition (SLA) such as: Arcairo [4] who stated that using authentic video in EFL classrooms can be interesting and attractive for communicative dialogues. In addition, Kang [5] emphasized the positive effects of ICT in EFL classrooms by allowing the students to observe the real life situation and meaningful communication. Chappelle and Curtis [6] pointed out that using authentic films in the classrooms motivates the learners because many contextual clues of films, and they make learners use both of their hemispheres which are very important for language learning. Insights on learner autonomy driven from the socio-cultural theory are underpinned by an imparted vision of a language learning theory that is social and pragmatic and which stresses the idea of using language as a "tool for communication" Gremmo and Riley [7], cited in Benson and Toogood [8]. Within this respect, language is seen as a source of mediation in the

social environment at the same time it is a medium for expressing one's demands and motives. In the literature, the link between autonomy and ICT is widely supported. The question here is how autonomous learning is developed through the implementation of multimedia resources. In our context, the efficiency of ICT tools is measured with regard to enhancing learners' EFL communicative abilities. As concerns this, Little [9], quoted by [8] argued that: "in order to achieve communicative proficiency learners in formal contexts must be required not simply to practice prefabricated dialogues and role plays, but to use the target language to articulate their own meanings in the fulfillment of communicative purposes that arise naturally in the course of the learning dialogue. The foreign language must be the medium as well as the content of learning" (p. 15). From this, it could be understood that communicative proficiency is not only tied to the use of the target language's apron strings, but also it is under the thumb of learners' ability to put into practice their meaningful autonomy within the realm of language use[9]. For [9], autonomy is fostered in the EFL context through providing authentic means and "authentic interaction and collaboration on tasks in the target language." (p. 16), cited in [8]. When we say authentic means, this would straight away draw our attention towards the use of multimedia resources or innovative means. In relation to this, Anderson and Speck [10] mentioned that using technology in the classroom not only motivates the learners, but engages them in speaking, reading, listening and writing easier. Belz [11] thinks that technology brings meaningful and communicative materials into the classroom such as Tele-collaboration and interaction. Brown [12] explained that internet and distance education increase the quality of language learning and provide available education. He indicated, also, how Web Learning offers well-selected activities and interactive learning. Hamer [13] pointed out that students can become active and dynamic learners by means of online education and also mentioned the importance of Computer-based technological classrooms because they provide learners with unreachable and fascinating activities which attract and motivate them. Ilter [14] stressed the importance of Technology as a means to motivate learners in the EFL classroom. Both female and male students believe that technology in the EFL classrooms motivates them. From this surfeit of studies, it is evident that CMC enhanced environments intertwined with the learner autonomy philosophy could positively impact the outcomes of EFL learning processes. To provide an in-depth exploration of this idea, the current project has been carried out in the Algerian EFL setting by devising a CMC based program that aims at fostering not only learners' communicative proficiency , but also help

them to decide for their own learning. But, before we engage into a detailed account of how this program has been designed and what is the concrete evidence for its efficiency, it is thought at this level to provide a conventional definition of what is meant by "learner autonomy" to guide our next discussion.

3.1. Conventional Definitions

The idea of "Autonomy" has been perceived from various lenses, but within this context, I will quote Benson's [15], cited in Lamb and Reinders [16] conceptualization from both teachers' and learners' perspectives where he argued that "Autonomy is primarily concerned with institutional and classroom learning arrangements within established curricula […] Autonomy tends to imply the learner taking control of arrangements whose underlying legitimacy is unquestioned". Within this regard, Autonomy is meant to be the capacity of persons to lead an autonomous life or "to some condition of situational freedom that facilitates the exercise of this capacity" (p.21) [16]. It is also "a recognition of the rights of the learners within educational systems" [9]. In language learning, Autonomy is defined by Holec [17] as "the ability to take charge of one's own learning […] this ability is not inborn but must be acquired either by natural means or as most often happens by formal learning, i.e., in a systematic, deliberate way". [17] added that "to take charge of one's own learning is to have […] the responsibility for all the decisions concerning all aspects of this learning." (p.3). In fact, trying to set a conventional insight into the conceptualization of Learner Autonomy has been thought to be somehow controversial by many, but Little [18] summarized it into the following: "Autonomous learners understand the purpose of their learning program, explicitly accept responsibility for their learning share in the setting of learning goals, take initiatives in planning and executing learning activities and regularly review their learning and evaluate its effectiveness." (p.1). Thus, for learner autonomy processing one requires "insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others." (p.1) [18]. In accordance with this, [9] defined autonomy as: "a capacity for detachment, critical reflection, decision making and independent action. The various freedoms that autonomy implies are always conditional and constrained never absolute." (p.7). In a similar vein, Dicknson [19], cited in [16] asserted that "Autonomy is an experiment in how learning can be freed from the bounds of any institution, and in how the individual can reclaim control and responsibility for his or her own education, while investigating the opportunities to learn from a variety of authentic sources." (p.22). These discrepancies in the conceptualization of learner autonomy are an

illustration of the ongoing attempts to contextualize learner autonomy within the socio-cultural framework and a way to construct an effective methodology from many perspectives in order to employ in our teaching practices.

4. ICT in the Algerian EFL Context: Facts and Realities

The use of ICT tools in our EFL setting has become a reality that has imposed itself in force within the last six years. After 2008, the English Department at Batna University (Algeria) has launched a huge and promising project for the teaching of English with one purpose to enhance quality in terms of the strategies and approaches adopted for the teaching of foreign languages. Those promising attitudes towards raising the scale of quality in the teaching of EFL have been characterized by embracing innovative means and pedagogies that rely mainly on fostering learner-centeredness and learner autonomy especially after the ongoing institutional reforms of the Higher Education system after 2004 portrayed in the Licence Master Doctorate (LMD) Reforms. Among those reforms the classroom is not anymore teacher led, but rather student led where EFL learners are pushed to take responsibility of their own learning. Within this respect, teachers are seen as mentors or facilitators of learning. To put into practice those principles, the English Department at Batna University has equipped three innovative laboratories with highly sophisticated ICT means to meet those ends. As a participant in this promising program, I have devised an interactive approach for the teaching of English mainly meant to foster learners' EFL speaking proficiency. This program has been implemented for one year on 1st Year Undergraduate LMD students, and the results we have obtained were really encouraging. Other colleagues inspired by this zealous project organized successful videoconferences and shared their experiences of using podcasts in their teaching and other innovative means. This is just to say that ICT in our EFL settings has become an undeniable reality that has established itself as a necessary tool for the dissemination of knowledge and EFL skills.

5. The CPP Model

For thirteen years, it has been observed that our EFL students did not have the required academic standard of using the target language in spite of many years of exposure to this latter. In 2008, approximately 60% of our EFL students scored in grammar, listening and speaking below average before being exposed to the CPP Program. In 2012, 50% of the 1st Year LMD students scored badly in

their first exams in grammar, listening and speaking before the implementation of the devised pedagogy. This was among one of the reasons why I have decided to carry out the current investigation searching for new models and approaches to solve the inefficiency of our EFL students. Among the assumptions held at the beginning were that our students were demotivated to learn English because of the traditional methods applied. Therefore, I opted for applying the so-called CPP Model which stands for Content, Process and Product program. The idea for this project came out thanks to my interest in applying ICT tools as pedagogy for the teaching of English, and also from my personal experience as an EFL learner. In fact, I got the first inspiration for the CPP Project from the DCP Instructional Model of Apasara Chinwonno and Sumanee Pinweha [20]. The CPP Model is a communicative interactive program that uses different Software for the teaching of English. The aims of this project are to enable EFL learners to learn English anywhere, at any time, and with their own pace even without the presence of the teacher, or, as it has been said before to help students take control of their own learning. The CPP Program is a learner-centered approach based on the ideology that learners should be given more ample opportunities to guide their learning, and also the instructor is not anymore considered as a giver of knowledge, but rather as someone who facilitates learning. Before, in traditional models of teaching, teachers looked at what has been done in the teaching process, and a lot has been neglected in terms of the learners' decisions about learning. One of the core principles of the CPP Model is that the learner is an active participant in shaping the educational agenda. In Algeria and before the LMD Reforms, students' voice was unheard. Thus, it has been felt due time for the collaboration of the real actors in the learning process. The guidelines of the CPP Model are summarized in the following chart:
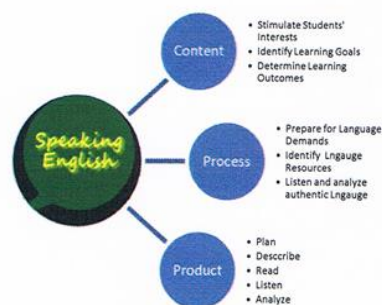

Figure 1. The CPP Model

The CPP Model is based on three important phases: In the Content part, tasks are selected from innovative Software such as "Learn English in 90 days", "English for All", and "Tell Me More" Software to meet the students' needs. The content of the tasks is selected according to students' interests, the learning goals and outcomes set by both the students and the teacher. In this phase, EFL students are exposed to authentic means, authentic language and real life situations. In the second phase: The Process part, here, the students are meant to put into practice what they have learned or rather what they have been exposed to. In this phase EFL students are prepared for different language demands where they would be able to identify language resources and they are trained to analyze authentic language. This would lead them to the final Product phase. Here, EFL learners should be able to show their abilities to deal with different tasks such as planning, describing, reading, listening and analyzing through English. The CPP Model has been recognized as an interactive framework that intertwines between ICT and Autonomy. The students are given training and guidance in the classroom and then they are allowed to use the software on their own where access to the tasks and the software is made possible for all the students.

6. Research Methodology Design

This research project is a classroom research based study where both quantitative and qualitative data have been gathered to inform us about the feasibility of the implemented methodology. I have applied questionnaires and classroom observation to document for the viability of the CPP Model. Among a population of 700 1st Year LMD students, a group of 75 learners has been chosen as a sample for the study. These learners were my own students, and I have applied the CPP program on them for the course of Oral Expression all along one year normal curriculum activities. Throughout this research project, there was an attempt to detect which tasks encourage classroom interaction, autonomous learning as well as motivation to learn and, above all, help learners produce the target language correctly and appropriately. In this paper, I will report the questionnaire results as an evidence of the viability of the CPP Model in the teaching of English as a Foreign Language.

7. Questionnaire Results

The sample has been given 10 questions all of which are meant to gather data with regard to the set model. Some of the questionnaire items have been inspired by the work held by [14]. The questions are categorized as follows:

1. Learners' perceptions about EFL teaching in general.
2. Learners'' perceptions about the teaching of the oral course.
3. Learners' perceptions about ICT.
4. Learners' attitudes towards ICT for the teaching of Oral Expression.

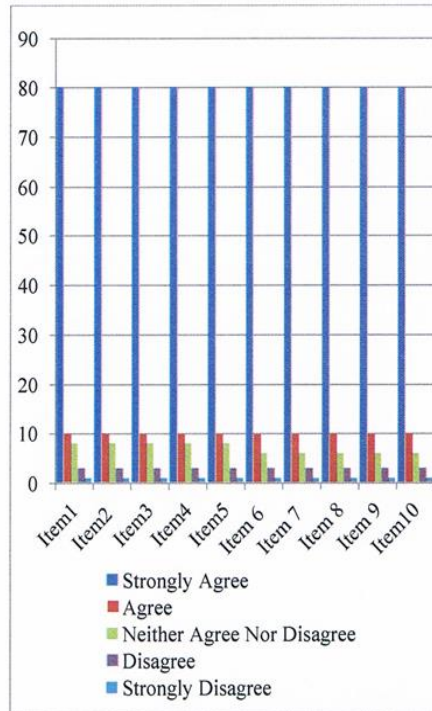The results obtained through the administered questionnaire are summed up in the following diagram:

Figure 2. Learners' Attitudes Towards The CPP Model

This diagram will not make any sense unless we look at the items displayed in the following table (see Table 1) for the questions asked.

Table 1. Questionnaire Items

Item	Questions
1	Using multimedia computers in learning English fosters my speaking ability
2	I learn better through exposure to native speakers via multimedia

	resources
3	The teacher should choose innovative means to teach English conversation skills
4	Students should have conversation with teachers
5	Students should mainly have conversation with other students
6	Knowing about western culture is necessary for learning English conversation
7	Teachers should use technology in the language classroom for every lesson
8	Films, Videos , CDs and e-learning can be helpful to develop my English skills
9	Technological devices are necessary for language teaching
10	Computer based lessons are more enjoyable and effective than traditional lessons

8. Discussion

From the diagram and in reference to Table 1, it is clearly shown that 80% of the 1st Year LMD students strongly agreed that they learn better when they are exposed to native speakers. Also, 80% of the students strongly agreed that using computers in learning English fosters their speaking ability. In fact, the same percentage strongly supported the application of innovative means in the teaching of English conversation skills such as films, videos, CDs and e-learning to develop their communicative skills all of which are provided by the CPP Program. They also strongly agreed that computer-based lessons are more enjoyable and effective than traditional lessons. 80% of the learners strongly favored the usage of computers and multimedia resources for every lesson and they consider the use of technological devices necessary for language learning. Not only this, the questionnaire displays that knowing about Western culture is necessary for learning English conversation with a proportion of 80% positive responses. In fact, all these answers are concrete evidence of the fact that the implementation of the CPP Model has been really effective. 80% of

the students wanted a classroom environment enhanced by multimedia resources where they would be able to listen and to expose themselves to authentic language and native speakers. This latter would secure opportunities that fit their needs and language demands. The use of the CPP Model could enable our EFL learners to monitor their learning on their own by increasing their motivation to learn. It facilitates access to tasks and language tools anywhere, and at any time where they feel up to. For 80% of the students, the CPP Model is more enjoyable and effective than traditional lessons because it enabled them to expose themselves to authentic language and promoted their speaking ability. To back up this evidence, in 2013, the scores of the learners exposed to this project peaked in grammar, listening, and speaking after one year delivery. The CPP Model ensured for EFL students the context to expose them to the western culture because this is paramount for developing their oral skills. In brief, the CPP Program provides EFL learners with:

1. An outgoing convivial learning environment.

2. Opportunities for self- monitoring.

3. Autonomous learning contexts.

4. Extra-practice and feedback.

5. Integrated skills.

6. An easy extensible delivery of knowledge with respect to learners' convenience in any place.

With reverence to the set queries, one can say that ICT has been proved to be an effective tool for the teaching of English because this latter is an open door or a medium for bringing native speakers into classroom settings. ICT tools provide real life situations and authentic dialogues for students. Also, ICT pedagogies yield good opportunities for EFL learners to practice their autonomy. In accordance with this, the CPP Model teacher takes into account learners' needs, interests and goals in the design and the selection of tasks. Once agreed upon the lessons' plan, the students would be able to access the content and to practice what has been learnt and even to assess their learning outcomes on their own with the help of the guiding Software. The teacher is just a facilitator or rather a mentor for the learning process. Regarding the 21st century challenges and demands, the Algerian University looks promising for what is required from both teachers and even the decision makers. The Algerian University has proved to have the required skills and pedagogical materials to ensure an outstanding quality of EFL teaching. The application of the CPP Program is just a very

concrete evidence of the future aspirations of a generation opened toward the forthcoming century.

9. Conclusion

The quantitative results obtained from the current study are an illustration of the effectiveness of the innovative models applied to enhance learners' autonomy. This study shows that autonomy is enhanced through ICT pedagogies and also through the help of the devised decisions taken by teachers. The CPP program offered lavish and encouraging opportunities for learners to practice their autonomy, their uptake and to be exposed to the target language through creating real life scenarios. Through the findings, we may confirm that ICT means have made it possible for our 1st Year LMD students to get in touch with the English native world. Of course, we cannot assume that the newly devised pedagogy is going to set aside teachers, but rather it considers them as collaborative agents with both learners and ICT tools in shaping the teaching/learning enterprise. As teachers we are not supposed to neglect the usage of innovative materials especially if we have the feeling that our learners are more superior than we are in terms of ICT usage. On the contrary, we should encourage the integration of ICT tools for the benefits of our learners to meet their needs and to foster their learning outcomes. If the LMD Reforms are set to be more learner-oriented; therefore, the CPP Framework is deemed beneficial for the application of the reform ideals, and this is just the beginning of an ongoing process.

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