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Mouloud MAMMERY University of Tizi-Ouzou

Faculty of Letters & Languages

English Department



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The Influence of Art-related Activities and Project-based Learning on Third-Year Students' Motivation for Developing Speaking Skills in The English Department at MMUTO

Presented By:

Ms. Brahimi Maya

Mr. Aribi Aissa Islam

Supervised By:

Dr. Ammour Kamila

Board of Examiners:

Dr. Belkhir Sadia,

Professor,

MMUTO; **Chairwoman.**

Dr. Ammour Kamila,

M.C.A,

MMUTO; **Supervisor.**

Mr. Aouine Akli,

M.A.A,

MMUTO; **Examiner.**

Academic Year: 2022/2023

Dedication

I am dedicating this dissertation to my beloved MOTHER who means the world to me, her presence will forever be the candle to illumine my life.

First and foremost, to my brothers Mohsene and Nidham whose love for me knew no bounds and, who have been supportive to me all their life.

Thank you so much, I will always love you.

Aissa

This dissertation is dedicated to the memory of my beloved Mother LOUIZA. Although she was my inspiration to pursue my master's degree, she was unable to see my graduation. This is for her.

Also, I would like to dedicate this project to my dear father who has been encouraging me for months, to my dearest brother Arris who has supported me throughout the process, and to my best friend Maria who has been there through everything. I will always appreciate all they have done.

I love you all,

Maya

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Abstract

The current research investigates the art-based approach to EFL learners' motivation to develop speaking skills. More to the point, it aims at exploring the use of art-related activities as tasks or projects by teachers to enhance EFL students' motivation for developing skills. In order to meet the objectives of the study, the research relies on Nunan's theory of Task-Based Language Learning, which investigated the way third-year EFL students of the English Department at Mouloud Mammeri University of Tizi-Ouzou perceive art-related activities. The methodology employed in our research is the mixed-method (quantitative and qualitative), where we collected data from classroom observations and the questionnaires from L3 students at the English Department of MMUTO. The obtained findings are analyzed using Qualitative Content Analysis (QCA). The results reveal that teachers using art-based and project-based approaches motivate students to learn English and develop their speaking abilities. However, we found that not all teachers use these types of activities. Furthermore, the findings demonstrate that students' attitudes toward art-related activities are positive. Based on the accumulated findings, we recommend that more research should be carried out on this topic and teachers should implement art-based approach with project-based learning in the teaching process.

Keywords: Art-related Activities, Project-based Approach, Motivation, Speaking Skills, Attitudes, EFL.

List of Abbreviations

- ✚ **ABA:** Art-Based Approach
- ✚ **PBA:** Project-Based Approach
- ✚ **TBLT:** Task-Based Language Teaching
- ✚ **EFL:** English Foreign Language
- ✚ **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou
- ✚ **QCA:** Qualitative Content Analysis

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General Introduction

Statement of the Problem

One of the most fundamental problems of the present teaching methodology is that learners are not motivated or involved in the classroom and find the learning process of little interest. Whether in Algerian schools or in Arabic-speaking countries. The English language has dominated the world and became the first leading language to use in many domains, such as tourism, business, and educational establishments. However, teachers fail to keep learners engaged due to traditional language teaching methods. Teachers do specific things to achieve their goals. It is not an action, nor the art of selling, nor communication, nor entertainment, nor educational juggling that makes for performance. It is the result of these things being molded into a personal style, built on individual attributes and fueled by genuine commitment and an educated mind responsible for teaching that takes students beyond the limits of their interests (Rubin, 1985, p. 163).

The conventional language teaching method is teacher-centered and Baghoussi (2021) asserts that *teacher-centered classrooms prevent learners' educational growth because teachers play an active role, whereas learners are merely passive recipients of knowledge.*

Amongst the EFL learners, they are less and less interested in learning the language and participating in the classroom, due to the lack of motivation and creativity in themselves.

President of Dean R. Spitzer & Associates (1996), states that *the truth is that no matter how*

excellent any instructional program is, learning will be no greater than the student's level of motivation. He also states that *when motivation is low, learning will be low* (p. 45).

According to Karunakaran & Babu (2013), many ELT approaches like the grammar-translation method, direct method, silent way, total physical method, communicative language teaching approach, and so on have been used to improve students' participation depending on many factors like the level of the learners, socio-cultural, socio-political, and socio-economic factor. While there are many approaches to language teaching, teaching and learning based on the 21st century requires more of students' involvement.

To achieve the use of conventional teaching methods nowadays, recent studies found creative and innovative approaches to make the foreign language learning experience more captivating and functional. Since the beginning of time, human beings have used Art as a tool to communicate and to demonstrate objects. This widespread use is due to the fact that art is a neutral vehicle for learning as it provides students with content to create, analyze and talk about. Art conveys what it means to be a human being, challenges the intellect, and provides rich experiences in analysis, exploration, reflection, observation, imagination, experimentation, and communication (De Jesus, 2016).

A short review of the literature is presented by numerous researchers who devoted their attention to this matter. A dissertation was conducted by Rahmani Sylia and Seddi Nadia in the

Department of English at the University of Mouloud Maameri, titled “Developing Learners’ Autonomy in the Algerian Secondary School through the Project-Based Approach to Language Learning: The Case of Second Year English Language Learners in Secondary Schools of Maatkas”. This dissertation intends to determine how checking whether autonomy in language learning is developed through project work in Algerian English language classes. A second published work was by Fizza Anwer, at Forman Christian College, Pakistan, titled “Activity-Based Teaching, Student Motivation, and Academic Achievement”. This contribution addresses the effects of activity-based teaching on student motivation and academic achievement. A third published work by James Haywood Rolling, JR at Syracuse University, titled “A Paradigm Analysis of Arts-Based Research and Implications for Education”. This article represents a paradigm analysis of the characteristics of arts-based research (ABR) in an effort to reconceptualize the potential of arts-based practices in generating new curriculum approaches for general education practice and the development of the learner.

The previous studies mentioned above have inspected the subject in an academic nature; to demonstrate the role of the new approach that is based on the project-based approach and its contribution to learners’ participation and learning of the English language experience. However, in our department, there is little attention to these methods used by teachers that stimulate learners’ interest in learning the English language.

Aims and Significance of the Study

The main aim of our investigation focuses on EFL learners in the Department of English and how the Art-based approach is implemented in the teaching methods. How some activities of Art-related can be able to increase the motivation and interest of learners and be able to make them more confident. Moreover, the research being conducted is going to clarify how this approach provides learners a platform to use their communicative skills, creatively and imaginatively. During the realization of the activities in the speaking classes, each learner has a specific task to complete in a limited time and organized way. So, all these practices make the learners responsible, boost their self-esteem, and foster their autonomy in English language learning.

This study is original and worthy of undertaking in the sense that at the present state of our knowledge, few or even no investigations approached this topic in the Algerian context, specifically in the English department at MMUTO. This dissertation emphasizes the enrichment of this gap and the exploration of the topic from a sociolinguistic point of view.

Research Questions and Hypotheses

Exploring the use of an Art-based approach by teachers to motivate learners raises several questions:

Q1. What are the attitudes of EFL learners toward Art-related activities on improving their speaking skills?

Q2. How are Art-related activities put into practice in speaking classes?

Q3. What are the objectives of teachers through the use of art-based project learning?

In an attempt to answer these questions, we suggest the following hypotheses:

H1. Art-related activities are a tool that stimulates the learners' senses to be creative and expressive, whether in the classroom or outdoors.

H2. EFL learners depend on varied art-related activities to gain knowledge and develop their speaking skills and engage in self-enjoyment learning that will make them more motivated and interested.

H3. The art-based approach combined with project-based learning, are new methods implemented by teachers to push students' motivation to learn EFL using modern techniques which match their center of interest.

Research Techniques and Methodology

The present study intends to investigate the influence of art-related activities and project-based learning on learners' motivation to develop speaking skills in the English Department of MMUTO. To this end, it adopts Nunan (1991)'s Task-based Language Teaching as a theory on developing learners' speaking skills through the activities and projects provided by teachers. Besides, it opts for a mixed method

approach combining quantitative and qualitative methods for both data collection and data analysis. A questionnaire and a classroom observation serve as methodological tools. A questionnaire was distributed to forty-three (43) students, as well as nine (09) classroom observations conducted with L3 speaking classes in the English Department of MMUTO.

The students' questionnaire is relied on to decipher whether students are fond of the Arts and do they help them understand better in class and whether they are motivated to learn the English language. Concerning classroom observations, we focused more on the teachers' techniques and whether they implement the previous approaches. In addition, if the students present well and talk spontaneously.

Structure of The Dissertation

The overall structure of our dissertation follows the simple traditional model. It includes a general introduction, four chapters, and a general conclusion. The 'General Introduction' is a space dedicated for the researcher to state the problem, assert the significance of the research, and establish the gap in previous studies that the work will fill. The first chapter is 'Review of Literature', which reviews the main theoretical concepts related to the topic as well as the theoretical framework underlying the research. The second chapter is entitled 'Research Design', which starts by presenting the procedures of data collection. The third chapter is

‘Presentation of The Findings’, which provides a detailed account of the results of the gathered data from the designed questionnaire and the classroom observations. The fourth chapter called ‘Discussion of the Findings’, it endeavors to interpret the results that bring an answer to the research questions set out, as well as confirm or refute the hypotheses. Lastly, the ‘General Conclusion’ sums up the main points of the study.



Chapter 1 :
The Literature Review

Introduction

This chapter deals with the literature of the current study that aims to analyze the way teachers in the Department of English at the University of MM include Art-related activities into the syllabus and how they join the Project-based approach into their methods of teaching; together with the influence of the Art-based approach on students' motivation.

Before diving into the methodology used in this study, there is a need to review previous topics on the subject and present the theoretical framework. This chapter consists of multiple sections, the first section aims to deal with some concepts about the Art-based approach and Project-based approach and highlights the importance of integrating the previous approaches mentioned in EFL learning. Afterward, the last section treats the theoretical framework of this study.

1.1 Oral Skills

Speaking skills are when a person has the ability to communicate with a language in an effective way, also engaging in conversations with others. As it allows individuals to express their ideas clearly, connect with others, and build relationships; Richards (2008) argues that *speaking is exploring an idea, acquiring something done, subtraction various aspects of the world or basically being together* (p. 19). To have strong speaking skills, a student must have the ability to pronounce, master the rules of grammar and acquire a handful amount of vocabulary. Cameron

(2001) supports “*to express meaning, the use of language is needed in speaking so other people can understand what we say*” (p.40). Equally, adapting the style of communication depends on the audience and context. It means making conversation with others in some situations where the contribution of spontaneity is required therefore, it is necessary to use language to speak so that others can understand what we say.

The fluency of speakers has to be learned through the practice of speaking in different situations and with different people, whether in the classroom or outside the classroom. Bailey (2005) said that *the teacher should know the principle of speaking if they teach foreign language* (pp.54-55). In the sense that there are some principles of teaching a foreign language: Give the student’s opportunity to practice English fluency and give motivation that making mistakes in speaking is natural. Provide occasion for the students to talk and limit the teacher’s speech. Making types of speaking tasks can involve students’ understanding.

Not only the language which we use but also the suitable things which we say in certain situations. Furthermore, beyond meaningful contexts cannot develop productive skills. In addition, Green (1995) said that *unreal contexts cannot aid learners to engage in real-life behavior in academic settings and jobs*.

The student is motivated by feeling at ease in the classroom and confident to share ideas and opinions; if students are afraid of making mistakes, teachers can

encourage them to focus on content rather than form. In addition, teachers must give an appropriate level of difficulty, not too difficult or very easy for learners because it is easy to bore them. Teachers should provide some opportunities to practice in the target language that will make them more receptive rather than analyzing the language or explaining the grammar (Nunan, 1999). According to Harmer (1999):

Motivation raises in a lesson can make the condition more relaxed or by doing some activities, for example, doing the practice in small groups, playing guessing games before speaking in front of a lot of people, or trying speaking by guiding the teacher's drill, mechanical exercises first, and repetition. The teacher can ask anyone who is familiar with the topic and let the students know before beginning classroom activities. In this way, students have the chance to share their ideas and the teacher can develop their knowledge to get them to talk about the subject. Also, to help get their curiosity moving and make them ask questions about the topic. Thus, teachers can inquire some guiding questions before starting the activity and provide important information to create stronger motivation. (p.253).

1.2 Art-based Approach to EFL Teaching

The definition of art is open, subjective, and debatable. Leonardo da Vinci (1519) defined art as "*the Queen of all sciences communicating knowledge to all the generations of the world*". The role of art has been changing over time, acquiring more of an aesthetic component here and a socio-educational function there. There is no agreement among philosophers, art historians, and artists, and thus, we are left with so many definitions. Aristotle traces art back to the love of imitation and recognizing likenesses that characterize humans. But for him, art was not mere copying. As a realization in the external form of a true idea, art idealizes nature and

completes its faults seeking to grasp the universal type in the individual phenomenon. Richard Wollheim (1980) affirms that art is *one of the most elusive of the traditional problems of human culture*.

The importance of a personal encounter with the arts and culture for the optimal development of children and adolescents has been repeatedly emphasized in learning and development theories (Gardner & Rosenstiel, 1994; Winner, 1976). The way teachers and educators think of arts, culture, and aesthetics as tools for active learning in the classroom, the great impact on learners, and the way it improves child development, self-expression, and critical thinking. The arts serve as a stimulus, refresher, guide, and facilitator of English language learning (Chi, 2017, p.4). According to (Lloyd, 2017) *seeing a picture, singing a song, or even participating in a dance all provide new learning opportunities and new challenges for students* (p. 6).

Bolton's review demonstrated how this positive trend continued through the first years of 2000, only to be substituted by a clear recession, which built up to the slow disappearance of drama as a school subject or as a training subject at the educators' colleges. According to (Bolton, 2007) *the Scandinavian countries had a leading role in drama education going back to 1942*.

Similarly, the role of Dewey's pragmatism in (Jackson, 1998) and his description of an experience-based pedagogy have stirred the theoretical

understanding of the pedagogical role of the arts away from earlier, narrower directions. As (Akuno et al.,2015) describe in their historical review, from the time of the ancient Greek conceptualization of aesthetics, the arts seemed to deal primarily with beauty and morality (i.e., ethics and virtue).

Generally, from international research, it is confirmed that the involvement of art and culture in the lives of children does support their social, emotional, and cognitive well-being and development (Chemi, 2014; Holst, 2015; Goldstein, Vincent-Lancrin & Winner 2013).

Indeed, understanding art and cultural experiences is conducive to overall development, whereby the body, senses, cognition, and emotions are developed together. Artistic environments are often very safe despite any learning, understanding, and development challenges. Incorporating art and language learning into the classroom not only enhances students' understanding of art, but also gives them the opportunity to see, hear, talk, share, and create art. It can also improve and develop their foreign language vocabulary and language skills (Žemberová, 2014, p.243). The reason is that children who get early positive experiences with learning framed through arts and culture will have an opportunity to maintain a positive desire to develop further artistic experiences. This may contribute to learning readiness, creativity, and mental and emotional resilience later in life (Goleman, 1995).

Different approaches have been proposed for teaching speaking skills. These range from direct approaches that draw students' attention to conversational rules and linguistic features of the language, to indirect approaches that are based on the students' acquiring conversational competence through meaningful tasks. The latter has gained more popularity recently influenced by the calls for developing learners' communicative competence. In the process of introducing a creative activity in the form of art, students engage with the activity because of the self-enjoyment and satisfaction that art brings to them and not for getting a physical reward (Ben-Chetrit, 2014).

1.3 Task-based Learning

Activities refer to actions or processes that involve a certain kind of effort, behavior, or task performed by individuals or groups of individuals. Activities can take various forms, such as physical, mental, or social, and can be categorized based on their purpose, duration, or location. Willis (1996) states that *tasks are activities where the target language is used by the learner for the communicative purpose (goal) in order to achieve an outcome* (p.23).

Michael Long (1985) provides a definition of a task in its everyday meaning:

A piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, 'task' is meant a

hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you they do if you ask them, and they are not applied linguists. (p. 19).

As a facilitator, teachers need to infuse the spirit of adventurism in the class to turn students into active learners who are willing to take a risk. It is also important that teachers allow learners time to make gradual adjustments to the unfamiliar learning method, provide necessary encouragement in the process, and build confidence (Curran et al., 2000).

Jeon (2006) noted that *language learning is a developmental process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities* (p.193). This means that activities with a set of instructions will push students to think about and apply those instructions to real-life situations. Activity-based learning impacts student motivation, used as how to learn through the use of different methods, techniques, and tasks.

Nunan (2004) states that *Task-Based Learning emphasizes on learners to communicate through interaction in the target language, introduces authentic texts into the classroom, learners focus not only on language but the learning process itself*. However, Skehan (1996) expressed that *TBL could have some dangers if it is not executed correctly and could result in affecting the growth and change of the*

language learners' interlanguage. So, from this view, we can see that some sort of fossilization may occur within the students and cause barriers for the learners to progress. TBL is still not convincing, that it is a superior teaching method; it remains an opinion rather than reality and certainty (Richards & Rodgers, 2001).

Willis' conditions are crucial for successful language learning to take place, not only in TBL but in all learning arenas. In any classroom, exposure, use, motivation, and instruction are vital ingredients and play a major part in second language acquisition.

1.4 Social Constructivism

Learning is a collaborative process, and knowledge grows from the interactions between people and their culture and society. It gives the opportunity for learners to compare and share ideas with others using authentic tasks. Moreover, social constructivism was expressed by (Vygotsky, 1978) as *every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)* (p. 57).

For further explanation, pedagogical research describes the skills and characteristics of competent teachers. It tells us what to do, but it doesn't tell us how to do it. Studying art tells us a little more about the how (Rubin, 1985).

2. Project-based Learning and Art-based Approach

A project is a clear set of activities with related inputs and outputs aimed to achieve objectives and goals linked to anticipated effects and impacts in a target population. As (Joseph M. Juran, 2003) rightly puts it *a project is a problem scheduled for solution.*

From this description, one can see that there are some specific attributes that define a project and separate it from most ordinary work: A project has a beginning and an end, A project has limited resources, A project follows a planned, organized method to meet its objectives with specific goals of quality and performance. Every project is unique (Siles, n.d.)

Project-based Approach (PBA) can stimulate motivation and processes and improve student skills by using the problems associated with a particular topic in a real-life situation, that is to say, project-based learning is a form of collaborative learning as all participants will contribute to the common outcome and have experiential learning elements with active reflection and meaningful participation (Helle et al., 2006). Another definition was provided by Hedge (as cited in Aimeur, 2011) who sees a project as an activity that integrates different language skills. In this context, she claims that the project is:

An extended task that usually integrates language skills works through a number of activities. These activities combine in working towards an agreed

goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem-solving, oral or written reporting, and display. (p, 9).

While the term PBA encompasses a broad array of practices, collaborative learning, or small group work, remains an important element of active learning theory and practice. Research suggests that students learn best when they are actively involved in the process (Davis, 1993). To support the idea, students who participate in collaborative learning and educational activities outside of the classroom and interact more with faculty members score higher, are more satisfied with their learning, and are more likely to stay at university (Wasley, 2006, p. A39).

Yet, PBL opponents claim that such practices including predetermined routines can undermine the underlying assumptions of conversational and responsive education (Kennedy, 2016).

While both approaches are essential and helpful in EFL learning, they differ in their methodology. The art-based approach focuses on using all kinds of forms of art to teach language and literature, and it is more focused on creative expression and engagement, while the project-based approach focuses on using projects to teach language skills in a real-world context and is more focused on problem-solving and collaboration.

In essence, both art-based and project-based approaches can be effective in teaching the English language and literature. The choice of approach depends on the learning goals, teaching style, and preferences of the teacher and students.

3. Theoretical Framework:

The data analysis of the current research paper relies on David Nunan's Task-based language teaching. TBLT is an approach to language teaching that was developed by a prominent scholar in the field of language teaching and learning in 1991. According to Nunan, *TBLT is an approach that focuses on the use of authentic, real-life tasks as the basis for language learning and teaching.*

The bulk of task-based research has focused on the activities or procedures which learners carry out in relation to the outcomes of learning a second language. In the first of a series of investigations into learner-learner interaction, (Long, 1981) found that *two-way tasks; in which all students in a group discussion had unique information to contribute, stimulated significantly more modified interactions than one-way tasks.* That is, where a member of the group had all pertinent information. Similarly, (Doughty & Pica, 1986) found that *required information-exchange tasks generated significantly more modified interaction than tasks in which the exchange of information was optional.* Modified interactions are cases in which speakers

change their language to ensure that they are correctly understood; they result from an indication that they are not understood, usually by a listener.

3.1 Procedures in the Materials Design Process

In this section, Nunan provides a framework for designing a task that can be used in language teaching. Below are the steps that he follows in creating task-based materials for designing a task:

1. Identify the goals: First, the teacher should identify the learning goals or language skills that need to be focused on. For example, if the goal is to improve students' speaking skills, the assignment should focus on speaking. Nunan (1989) affirms that *goals can refer to a set of general outcomes (Communicative, emotional, or cognition) ..., another point worth noting is that the goal may not always be clearly given, though they mostly come from the quests themselves* (p. 42).

2. Determine language level: The teacher should determine the language level of the student. This will help to choose the right materials and activities for the task. Nunan (1989) points out that *in developing a unit of work for a goal, we might have as resources a number of syllabus checklists... We would also determine which aspects of the content learners would need to engage in to complete the task successfully* (p.17).

3. Choosing a topic: The teacher must choose a topic that is relevant and interesting to the students. This will help them engage with the task and make it more meaningful. (Clark 1987, as cited in Nunan, 1989) he suggested that *language courses should enable learners to: solve problems through social interactions with others. For example, engaging in a conversation, obtaining goods and services, and obtain the necessary information, reaching agreements, and making decisions with others* (p, 67).

4. Identify task types: There are different types of tasks such as information gaps, problem-solving, decision-making, etc. The teacher must choose the task type that best suits your goals and student level. Nunan (1989, p.p. 56-57) points out that *there are many different types of tasks. One of the earliest applications of TBLT to appear in the literature was the Bangalore project. In this project, three principal task types are used: information gap, reasoning gap, and opinion gap.*

5. Selecting materials: The teacher should choose the materials that suit the students and the type of task This may include articles, images, videos, and any other relevant material. (Richards 1987, as cited in Nunan,1998, p.134) *... is a set of prescriptions as to what teachers and learners should do in the language classroom. There is the teacher's specification of what materials should be used, describes when and how they should be taught* (p. 12).

6. Plan the sequence of tasks: The teacher must plan the sequence of tasks, including the pre-task, the cycle of the task, and the linguistic concentration stage.

Nunan (1989) indicates that:

The standard way of dividing any mini-sequence is into three phases: a pre-task phase, a task-proper phase, and a follow-up phase. The pre-task phase fulfills a similar function as schema-building tasks in larger instruction sequences. It orients the learners to the task, generates interest, and rehearses essential language that will be required to complete the task. In the task-proper phase, learners complete the task. In the follow-up phase, they get a debriefing from the teacher, report the results of the task back to the class as a whole, and may receive corrective feedback from the teacher. This phase may also act as a segue into the pre-task phase of the next task cycle. (p.128).

7. Providing instructions: The teacher must provide clear instructions including the purpose of the task, the materials needed, and the cycle of the task. In his book, Nunan (1989) claims that *during the workshop preparation phase, teachers are asked to provide detailed instructions, a description of the task for which are particularly suited. They are also requested to provide information about the task target group, objectives, activities, and learner roles* (p.167).

8. Monitoring and Feedback: The teacher should monitor students' progress throughout the task and provide feedback on their performance. Nunan (2004) affirms that *this step is to get learners to reflect on the instructional cycle, and to review the language that they have learned and practiced. This step can involve them in making a record of the language they have learned* (p.152).

9. Evaluating the task: The teacher should evaluate the effectiveness of the task in the learning objective and adjust it if necessary. (Candlin 1987 as cited in Nunan 1989) proposed that *task evaluation should cover three broad areas. These are 'problematicity', 'implementability', and 'combinability'...* (p.173).

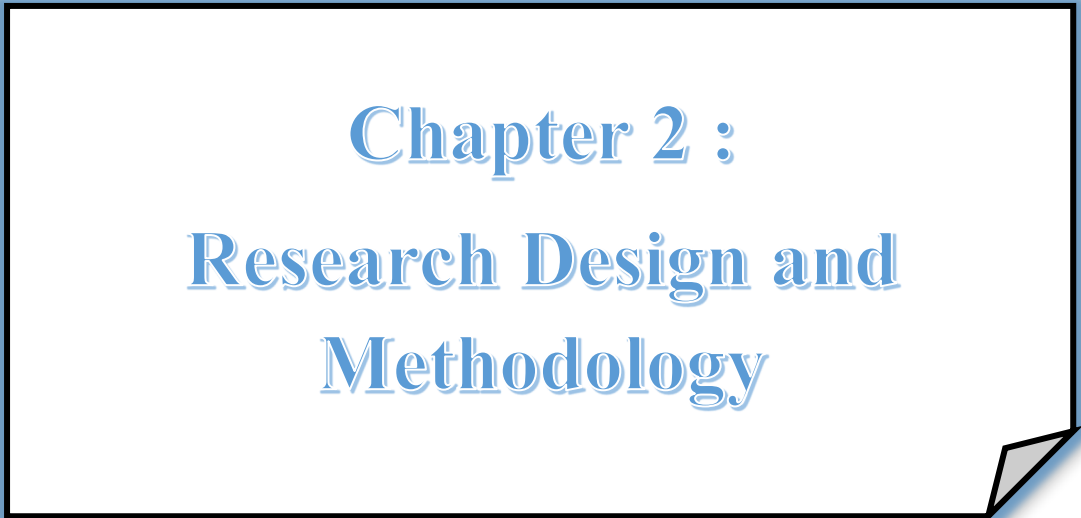
Following these steps, the teacher will have the ability to design a useful and effective task to improve language skills.

In Nunan's paper, it is provided with a selective overview of the development of task-based language teaching. He has tried to show that, while it had its genesis in mainstream education, task-based teaching has become a powerful influence in language education. At a conceptual level, the approach has been supported by changing conceptions of the nature of language and learning captured under the rubric of communicative language teaching. Empirically, TBLT is supported by a healthy research agenda that emerged from process-oriented second language acquisition. In the second part of the paper, Nunan has tried to indicate some of the directions that TBLT might take in the future.

Conclusion

This chapter summarizes the literature review of the related topic that is being investigated. It has first provided depth meaning according to scholars of Oral Skills and how it is acquired by the learners through Art-related Activities and a

Project-based Approach. It has then introduced the involvement of Social Constructivism and Task-based Learning to influence the learners' motivation to learn the English language. Lastly, it has explained the theoretical framework underlying this study. The next chapter will deal with the design and methodology of the study.



Chapter 2 :
Research Design and
Methodology

Introduction

This chapter deals with the methodology exploited in our research. It describes the techniques and procedures of data collection and data analysis used in our research in order to fulfill our aim which is to determine if learners are motivated by Art-related activities in their process of learning the English language or not. Then, to demonstrate if the hypotheses are confirmed or refuted. The research design is composed of two sections, the first section looks at data collection procedures and describes the context of the survey. Then, the introduction of the participants who were involved with our research. Furthermore, it explains the procedures followed for data collection which consist of classroom observations conducted in the third-year speaking classes and questionnaires distributed to third-year students of the English Department of MMUTO. Section two focuses on data analysis procedures; it explains the process where the quantitative method uses open-ended and close-ended questions and classroom observations to collect qualitative data, which is then evaluated using qualitative content analysis (QCA).

Research Method

To achieve a thorough and comprehensive exploration of the topic, this research has opted for a mixed approach to analyze the data collected qualitatively and quantitatively. The mixed-method is a research approach that combines qualitative and quantitative methods into

a single study for the collection and analysis of data (Creswell, 2009). Dawadi et al. (2001, p. 27) describe the importance of using both quantitative and qualitative approaches in the following statement:

The quantitative approach helps a researcher to collect the data from a large number of participants; thus, increasing the possibility to generalize the findings to a wider population. The qualitative approach, on the other hand, provides a deeper understanding of the issue being investigated, honoring the voices of its participants.

1.1 Context of the Investigation

The investigation took place in a real context in the English Department of MOULOUD MAMMERI University of Tizi-Ouzou. The target was third-year students and their teachers of Speaking Classes. The sample selected was different classes of L3 to be observed by filling the designed checklist for this specific purpose and answering the designed questionnaire comprising of forty-three (43) students. According to (Alvi, 2016), *a sample can be defined as a group of a relatively smaller number of people selected from a population for investigation purposes* (p.11). The number of the selected students was based on the assumption that it is not technically possible to deal with all the students at this academic level, so the number taken was selected randomly. In random sampling, (Alvi, 2016) explains *each and every element of the population has an equal chance of being selected in the sample* (p. 16). In addition, we attended nine (09) speaking classes with different teachers from the same department about the same topic.

1.2 Procedures of Data Collection

The procedure for collecting data employed for this study was divided into two phases; the first is collecting the data through the tools provided and the second is the methods used to analyze the data, using two different research tools.

1.3 Tools of Data Collection

In order to gather the necessary information for our study's research questions, two data collection tools were used. The first tool was the classroom observation conducted with nine (09) Speaking Classes in the English Department. The second research tool was the questionnaire distributed to forty-three (43) third-year students in the English department at MMUTO.

1.3.1 Classroom Observation

The first research tool used in this study was the Classroom Observation targeted to Speaking Classes of third-year students in the English Department of MMUTO. For the purpose of this study, we personally went to the teachers in charge of the speaking classes to request permission to attend for a better understanding of the participants' opinions, perspectives, and experiences studying EFL through art-based activities, by sitting at the back being completely objective

with no interaction with the students. Classroom observation is used as the primary instrument for data collection.

Many definitions are attributed to classroom observations, for instance, (Hora & Ferrare, 2013) define it as *classroom observation is a method of directly observing teaching practice as it unfolds in real-time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons.*

The Classroom Observation contained nine (09) classes aimed to gather additional information about teachers' implementation of the Art-based Approach and Project-based Approach, and how the students react to such methods. These classroom observations took place in the English Department between the 09th and the 21st of May 2023 by creating a checklist with four (04) parts to be observed and thirty-four (34) items that are connected to the topic, we can use classroom observation to further our inquiry (see Appendices).

1.3.2 The questionnaire

The questionnaire is the second research technique employed to gather data. A designed questionnaire is used to collect information from participants on a particular research topic. According to (Roopa and Rani, 2012, p. 273), *a questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic.* It is a valuable data

collection tool because it allows the researcher to collect a large amount of data from a large number of respondents.

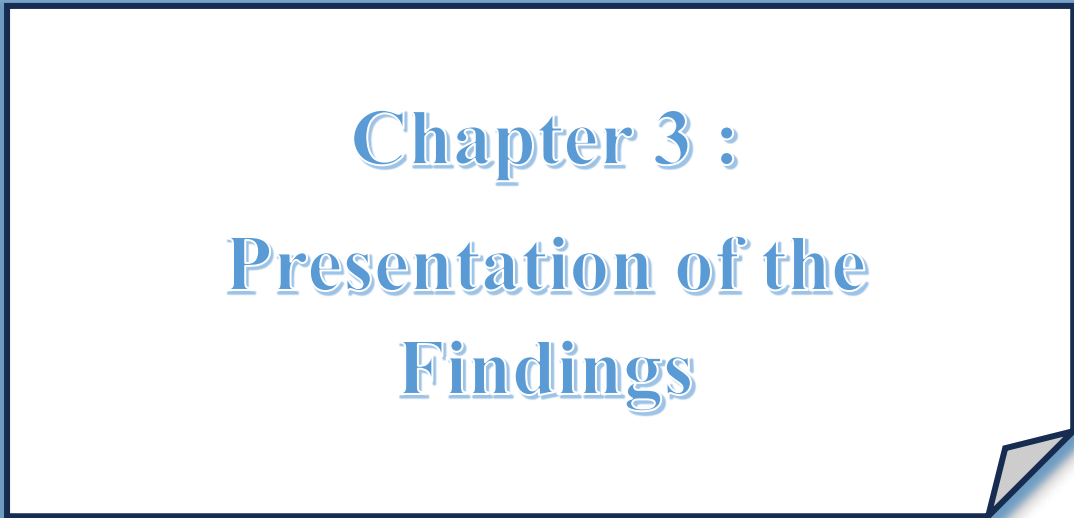
The questionnaire used in this study encompassed eighteen (19) questions which are divided into three (03) sections that are labeled as follows: About Art, Art as a Teaching Tool, and Group Work/Projects. It includes both closed-ended questions and open-ended questions (See Appendix 01). Respondents' answers are limited to a fixed set of responses in the closed-ended questions. This includes multiple choices and yes/no questions. In addition, the participants must select a certain response from a list of prepared ones. However, in the open-ended questions, the respondents respond on their own terms without being limited by a predetermined range of options. This means that the participants are free to formulate their answers in the way they see fit. Open-ended questions allow the researcher to gather more in-depth information about the topic.

The designed questionnaire has not been distributed directly to the students, as it has been piloted first with a few elements of three (03) students on the 3rd of June 2023. Pre-testing or piloting the questionnaire with a small sample is an important step in questionnaire design because it allows the researcher to identify any issues before administering the final product to the participants.

After the piloting stage, we edited and omitted things from the questionnaire. The revised questionnaire was administered to the respondents between the 06th and 14th of June 2023.

1.4 Procedures of Data Analysis

The obtained data from the classroom observations were analysed qualitatively, and the data collected from the open and closed-ended questions of the questionnaire were analysed quantitatively; using the Qualitative Content Analysis (QCA). Many definitions of QCA are given by different scholars, Hsieh and Shannon (2005) refer to QCA as *a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes and patterns*. Because it offers both fresh knowledge and information and a better understanding of a particular occurrence, QCA is an effective technique for data analysis. As a result, themes are created from the data that was obtained.



Chapter 3 :
Presentation of the
Findings

Introduction

This chapter is devoted to the presentation of the results obtained from the data collected from the classroom observations conducted with nine (09) speaking classes and from the questionnaires administered to a group of forty-three (43) third-year students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou in the same department. This chapter is empirical and divided into two sections; the first is concerned with the analysis of the classroom observations and the second with the questionnaires' findings. The quantitative results are presented in percentages and displayed in diagrams and tables, and the qualitative findings are demonstrated in paragraphs. The answers were analyzed carefully so as to discover the techniques and materials that EFL teachers use to implement art-based activities and to uncover the challenges that both teachers and students encounter while teaching and learning English in speaking.

1. Results of the Classroom Observations

The first data collection tool we used in our research is classroom observation. Nine (09) sections have been assured with speaking classes of third-year students in the English department of MMUTO. The use of this tool is very beneficial to our study. It can confirm or invalidate research hypotheses, and observe data in the natural setting. The observation scheme or checklist contains four (04) sections with thirty-four (34) items. In this section, we are going to report the results in a detailed manner.

1.1 Introducing the Lesson

Most teachers do not introduce a lesson plan due to the focus on the activities and the explanation of the instructions for the tasks. However, some teachers refer to the background knowledge of the students to sum up what they have acquired from the previous sessions as a basis for today's activities. Through the activities proposed, some teachers highlight the objectives deductively (in an indirect way).

1.2 Teachers' Techniques to Push the Students to Speak

Unlike the majority of the teachers we have observed, there are some of them who do not encourage students to speak because they only give them oral presentations to prepare at home. So, the students will not have the chance to speak spontaneously in front of their classmates. Moreover, some teachers make the students engage in debates and discussions by asking the first question. And they initiate them in playing games such as role-playing, mimicking, and storytelling. Other teachers make use of some visual aids such as data-show, computers, and pictures to boost their confidence to improve their pronunciation skills.

1.3 Teacher's Reaction While the Students Are Talking

First, there are some teachers who do not interact and react at all with students while they are speaking, whether they are presenting a topic or discussing and debating with each

other, they just take notes, this case is applied to all the teachers in order to evaluate the students.

Other teachers interrupt them by asking questions or correcting their mispronunciations.

1.4 Types of Activities/Tasks the Teacher Suggests to Emphasize the Development of Speaking Skills

Each teacher has their own methods/techniques to promote the types of activities or tasks suggested in the classroom, the main activity remains the oral presentations. In addition, role-playing is secondly ranked, and it is centered on the interviews. The other types of activities given are used by a few teachers including mimicking, guessing games, and pictures narrating.

2. Presentation of the Findings from the Students' Questionnaire

2.1 Section One: Students' views About Art

The first section of the questionnaire aims to gather information about the participants' opinions about Art in general.

Question (01): *Are you interested in art?*

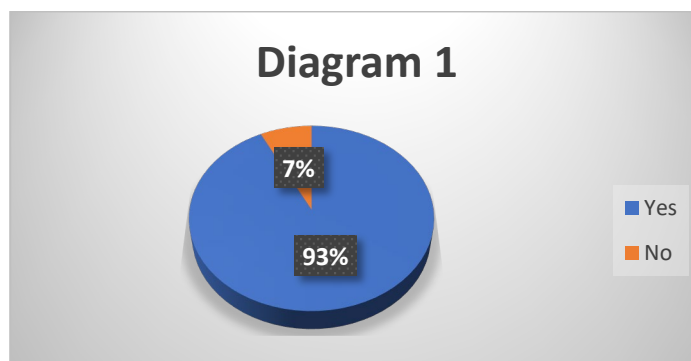


Diagram 01: Art Appreciation

Diagram 01 presents the percentage of students who are interested in the arts. It indicates that most of the participants answered YES, representing 93% of the total participants. 7% represent students who answered NO. And some participants justified their answers with statements like: ‘helps you to build...’, ‘it is boring’ ...etc.

Question (02): *What are the forms of arts you are familiar with?*

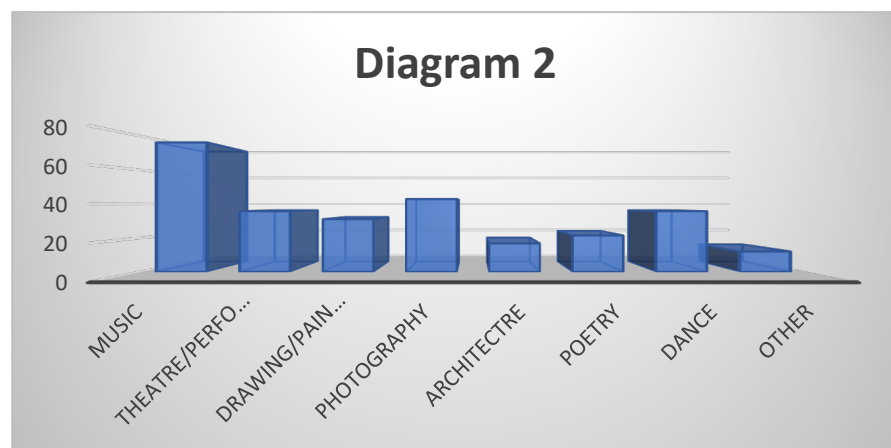


Diagram 02: Forms of Art

Diagram 02 presents information about the forms of art that the students are familiar with and used before. It indicates that most of the participants chose Music, representing 76.2% of the total participants. 35.7% represent students who chose Theatre/Performing, while 31% represent the students who chose Drawings/Paintings. 42.9% went with Photography, and 16.7% chose Architecture. Some elements chose Poetry which represents 21.4%, and 35.7% went with Dance. The rest gave their own suggestions for art forms such as Video games, Books, and Voice acting.

Question (03): Rank the previously mentioned forms of Art according to your preferences by assigning numbers from 1 to 8 to each form.

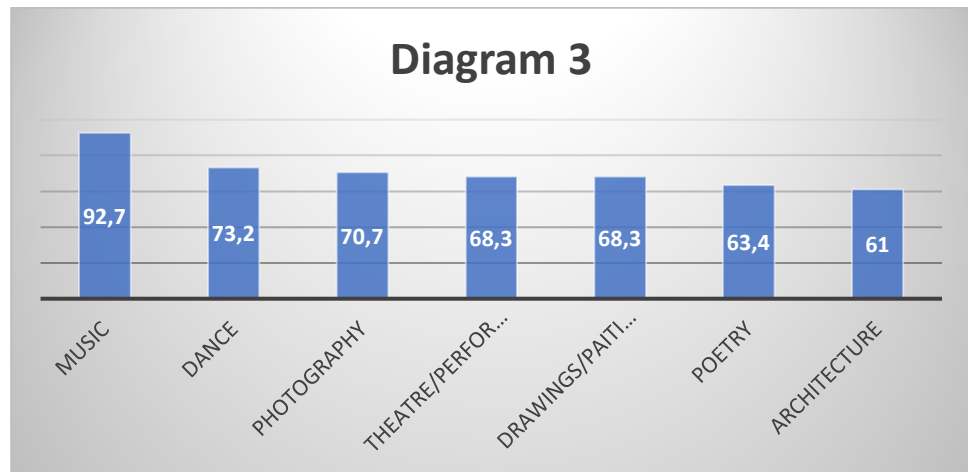


Diagram 03: Ranking the Art Forms

Diagram 03 presents information about the ranking of favorite art forms that the students chose. It indicates that most of the participants chose Music, representing the first. The second represents students who chose Dance, while the third represents the students who chose Photography. The fourth place took Drawings/Paintings, and Theatre/Performing at the same level. Some elements chose Poetry which represents the fifth and the last went with Architecture.

Question (04): *How can arts be useful in our daily life?*

The fourth question is asking the students to give their opinions about the benefits of art in daily life. The EFL learners' suggestions are expressed as follows: 'it makes life better, 'arts

can be inspirational, motivational, soothing, and much to the person that reflects on them, ‘with arts all our negative energy go away’... etc.

2.2 Section Two: Art as a teaching tool

Question (05): *Does Art motivate you to learn English?*

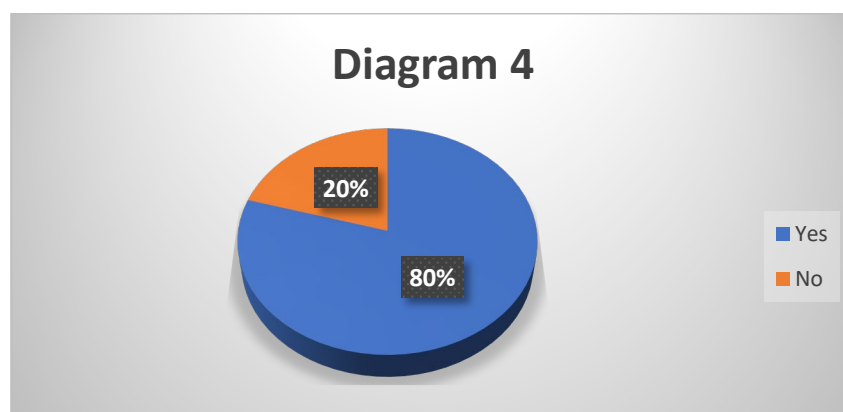


Diagram 04: Art’s Influence to Learn English

Diagram 04 presents the percentage of students who said whether Art motivates them to learn English. It indicates that most of the participants answered YES, representing 80% of the total participants. 20% represent students who answered NO. And some participants justified their answers with statements like: ‘it depends...’, ‘art permits us to...’ ...etc.

Question (06): *What art-related activities did you exploit in speaking classes?*

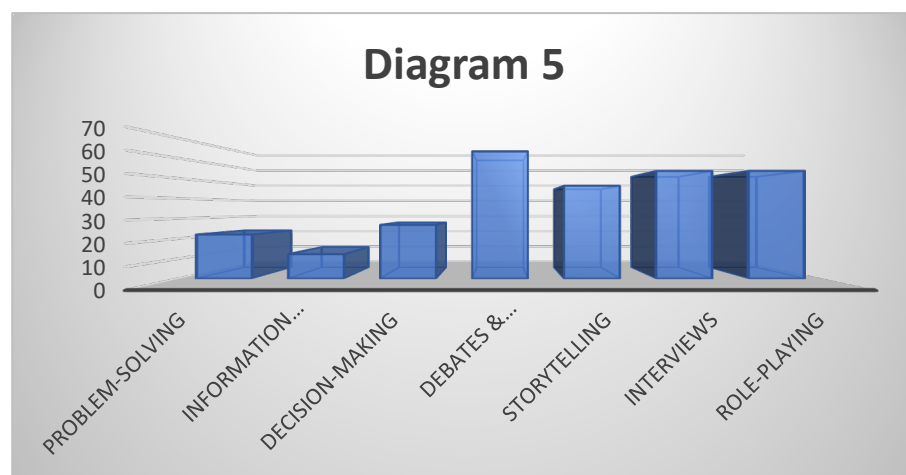


Diagram 05: Art-related Activities

Diagram 05 presents information about the art-related activities that the students have exploited in speaking classes. It indicates that the most used activity is Debates & Discussions, representing 63.4%. Then 53.7% represent both Interviews and Role-Playing at the same level, while 46.3% represent Storytelling. 26.8% represent Decision-Making, and 16.7% chose Architecture. Some elements chose Poetry which represents 21.4%, and 35.7% went with Dance. The rest gave their own suggestions for art forms such as Video games, Books, and Voice acting.

Question (07): *Which of the activities mentioned above push you to speak spontaneously?*

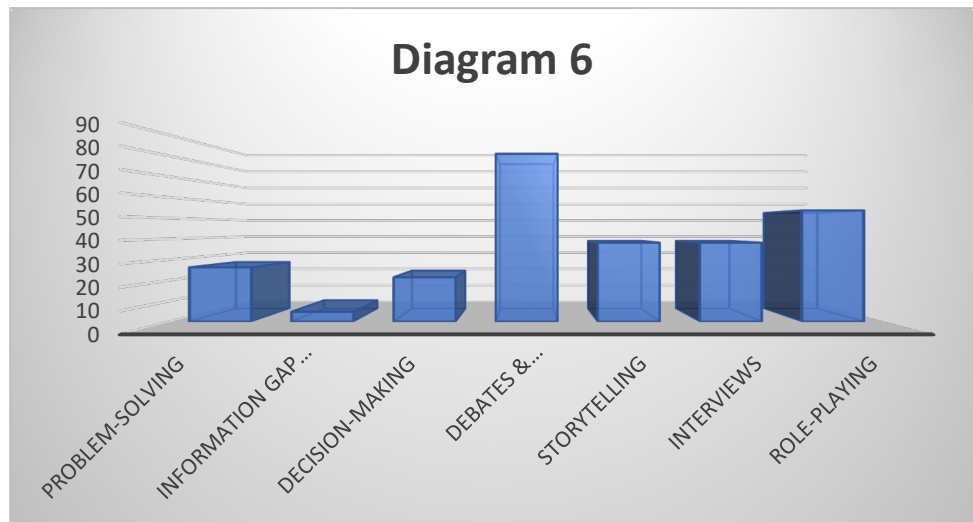


Diagram 06: Art-related Activities that Push Students to Speak

Diagram 06 presents information about the types of activities that stimulate students' motivation to speak in front of their classmates. It indicates that most of the students representing 81% of the total participants chose Debates and Discussion, Role-playing is ranking second place with 47.6% while Storytelling and Interviews are equal with 38.1% and 26.2% representing students that selected Problem-Solving. Some of them answered Decision-Making while 4.8% which represents the smallest group of participants went with Information Gap-Filling.

Question (08): *What kind of visual aids do teachers provide in speaking classes?*

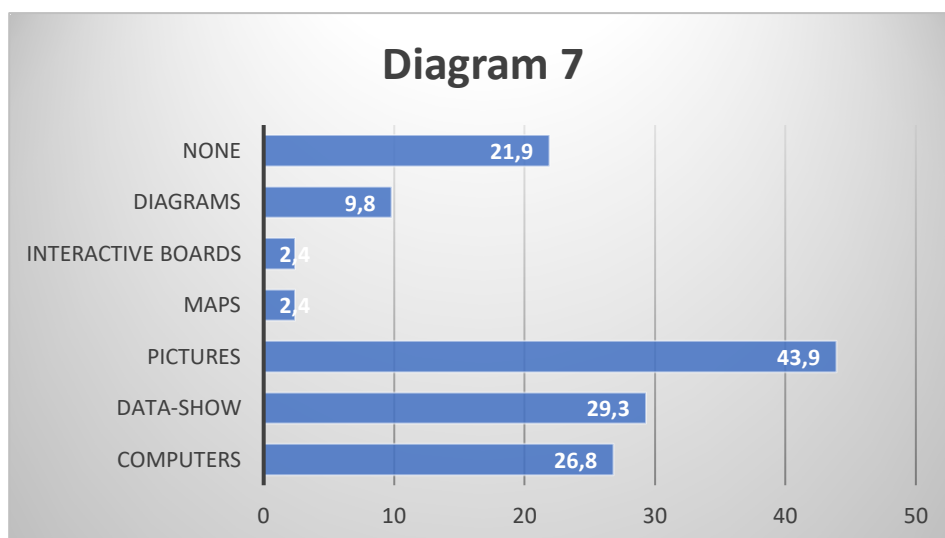


Diagram 07: Teachers' Visual Aids

Diagram 07 is about questioning students to specify the visual aids that the teachers made use of during speaking classes. It indicates that the most used tool is Pictures with 43.9%, the second visual aid utilized is Data-Show with 29.3% followed by Computers with 26.8%. Some elements also selected diagrams 9.8%, Maps, and Interactive Boards equal with 2.4%. Some students answered by saying 'none of these aids' or also 'sadly nothing' ...etc.

Question (09): *Do art-related activities facilitate your development of critical thinking in speaking classes?*

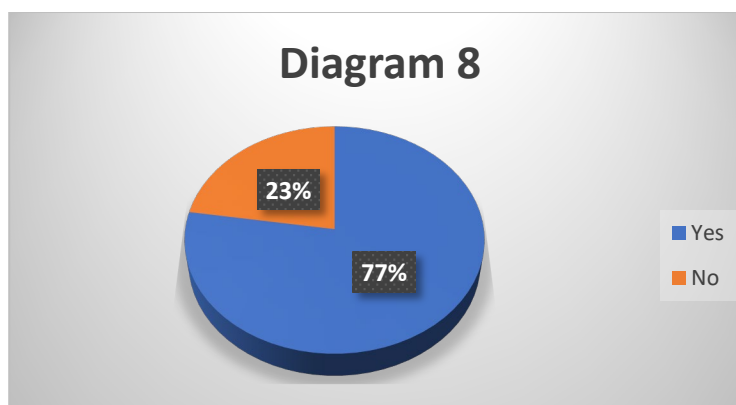


Diagram 08: Activities That Facilitate the Development of Critical Thinking

Diagram 08 presents information about whether art-related activities suggested by teachers help the students to stimulate their critical thinking during oral class. It indicates that of most of the participants, 75.6% answered YES, while 22% answered NO. However, some participants added their own justification by saying ‘It makes you speak easily’ or ‘It helps me to know more about the language’ ...etc.

Question (10): *According to you, what kind of methods do you think are helpful to improve your oral skills?*

The tenth question is asking the students to suggest other methods they think are helpful to improve their oral skills. The participants gave some answers which are as follows: ‘talking with native speakers’, ‘reading books’, ‘interacting with the teacher’ ...etc.

Question (11): *Do you feel motivated/confident to perform orally in front of your classmates?*

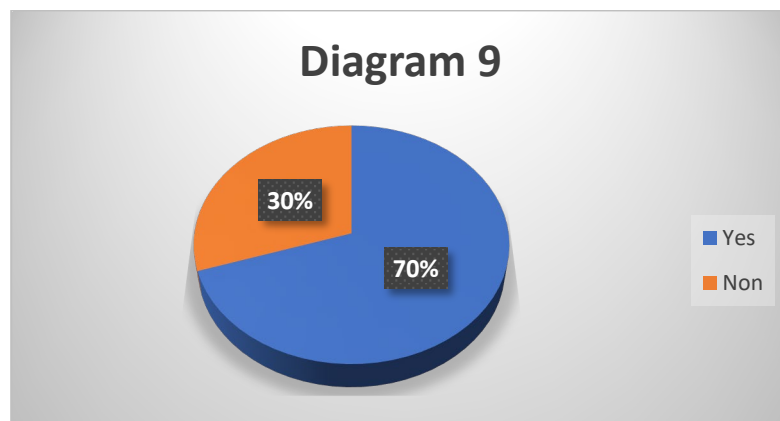


Diagram 09: Students' Level of Motivation

Diagram 09 presents information about the students' confidence and inspiration to perform orally and to talk openly in front of their classmates. It shows that most of the participants representing 66.7% of the total selected option YES, while only 28.6% answered NO. A few of them added some information about themselves such as 'I'm confident because I like to speak in front of everyone', 'I have anxiety issues'...etc.

Question (12): *What are the effects of an art-based approach on your appreciation for the English language and creative problem-solving abilities?*

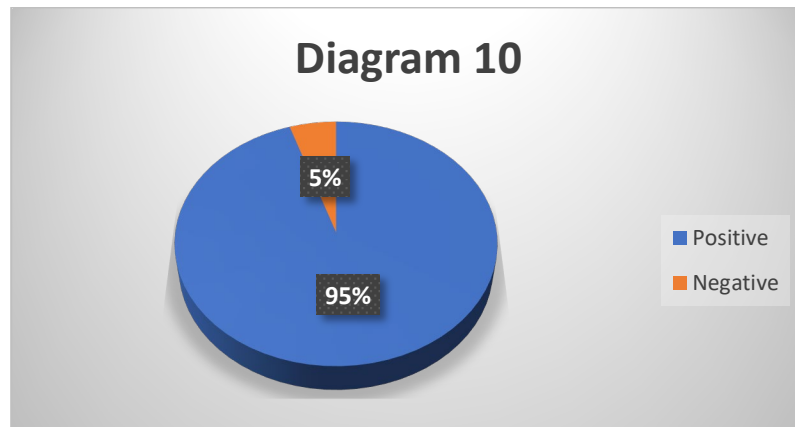


Diagram 10: The Effects of Art-Based-Approach on EFL Students

Diagram 10 presents information about the students' positive or negative feedback about the art-based approach in stimulating their capacities in problem-solving. It shows that most of the participants represented 94.9% of the total selected YES, although only 5.1% selected NO. Few justified their answers by saying 'Art-based approach makes English more fun', 'It helps me to think differently from others'...etc.

Question (13): *What is your attitude towards Art-related activities employed by the teachers?*

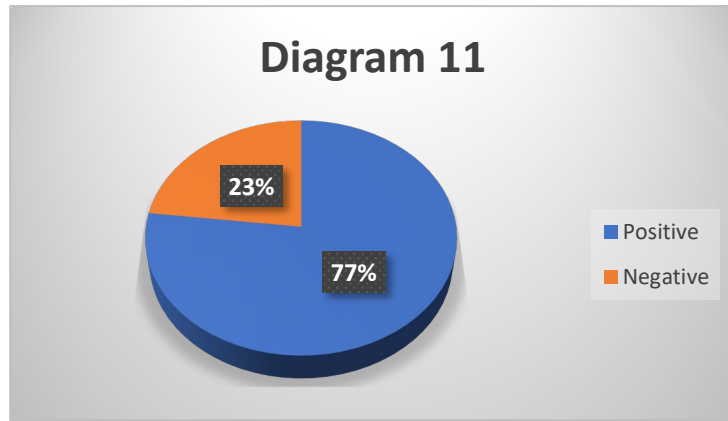


Diagram 11: Student' Attitude Toward Art-Related Activities

Diagram 11 presents information about the students' viewpoint toward the Art-related activities suggested by teachers in the classroom. It indicates that the majority representing 73.2% said YES, while the minority 22% selected the NO option. An amount added 'teachers use good ways to improve our knowledge and skills', 'no idea I have not tried it' ...etc.

2.3 Section Three: Group Work/Project:

Question (14): *Does working on project-based assignments increase your level of autonomy, ownership, and responsibility?*

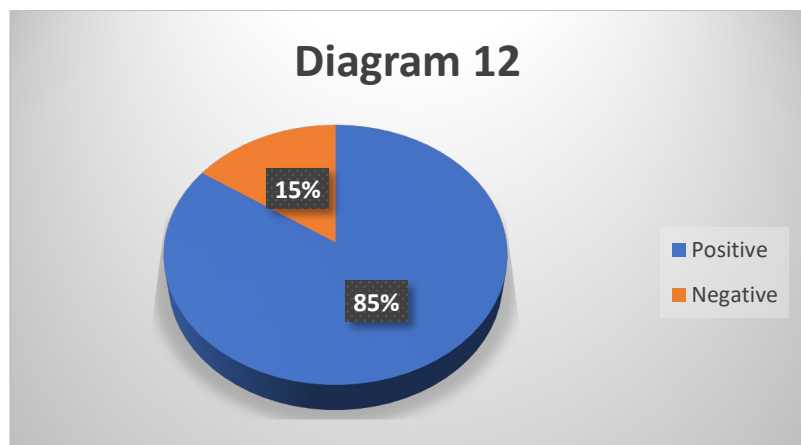


Diagram 12: Student’ Attitude Toward Art-Related Activities

Diagram 12 presents information about the increase in students’ ownership, autonomy, and independence. It indicates that most of the participants selected the option YES with a percentage of 82.5% and a small amount went with NO a percentage of 15%. A few justified their answers by saying ‘it is helpful’ and ‘I like working solo’ ...etc.

Question (15): *When performing group-work activities, do you use only English while debating or discussing issues with your classmates?*

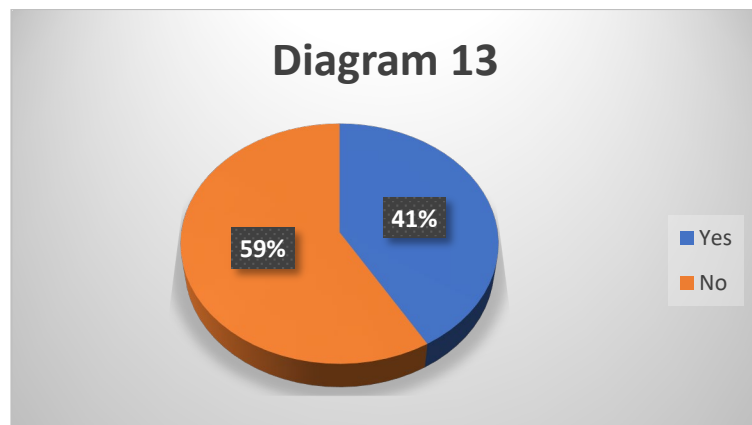


Diagram 13: Student’ Use of English as a Unique Language

Diagram 13 presents information about the students’ use of English as a single language or whether other languages are employed in the classroom. It shows the most selected answer is NO by 58.5%, while students who answered YES represent 41.5%. Some of the participants justified by the following ‘no, we use both English...’, ‘sometimes I use pictures...’...etc.

Question (16): *Does working in groups improve your understanding of the English language?*

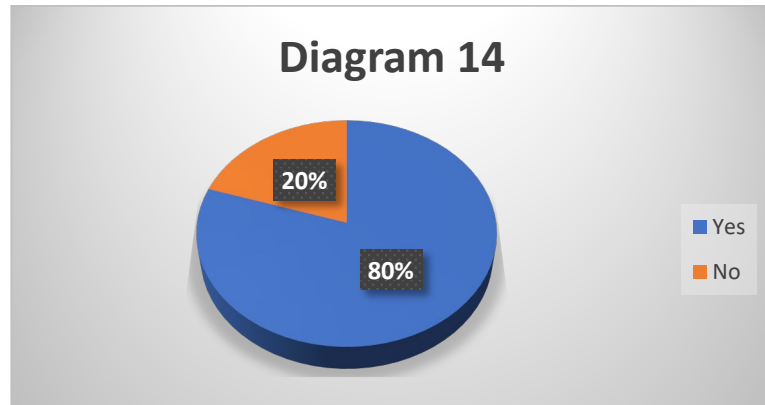


Diagram 14: Improvement of the Understanding while Working in Groups

Diagram 14 presents information about whether working in groups makes understanding the English language easier for students. It indicates that 78% of the participants answered YES, while 19.5% answered NO. Some justifications were provided, for instance ‘because everyone provides...’, ‘I’m the kind of people...’ ...etc.

Question (17): *When the teacher asks you to do the activity in groups, do you?*

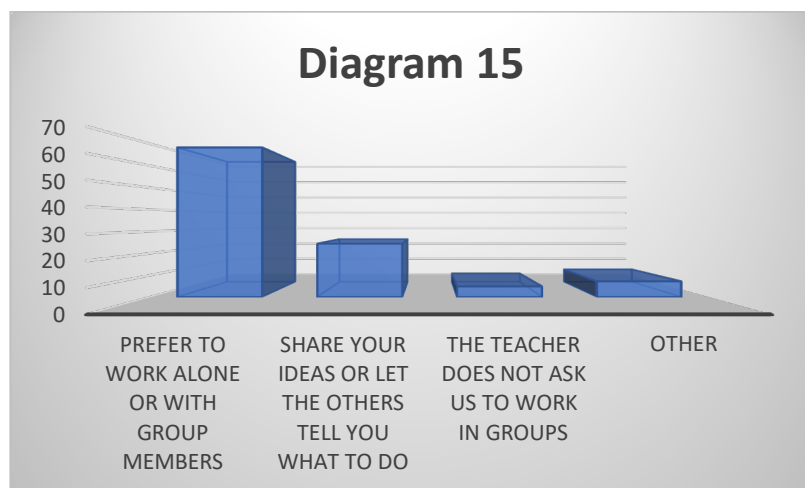


Diagram 15: The Attitude Students Adopt When Given an Activity

Diagram 15 presents information about the procedures students tend to adopt while working in groups. It signifies that 68.3% of them prefer to work alone or with group members, 24.4% represent students who share their ideas or let others tell them what to do and 4.9 % said that the teacher does not ask them to work in groups. Some elements justified their answer by saying ‘I prefer to work in pair...’, ‘I’d rather work alone’ ...etc.

Question (18): *In group work activities, which of the following techniques does your teacher often use to motivate you?*

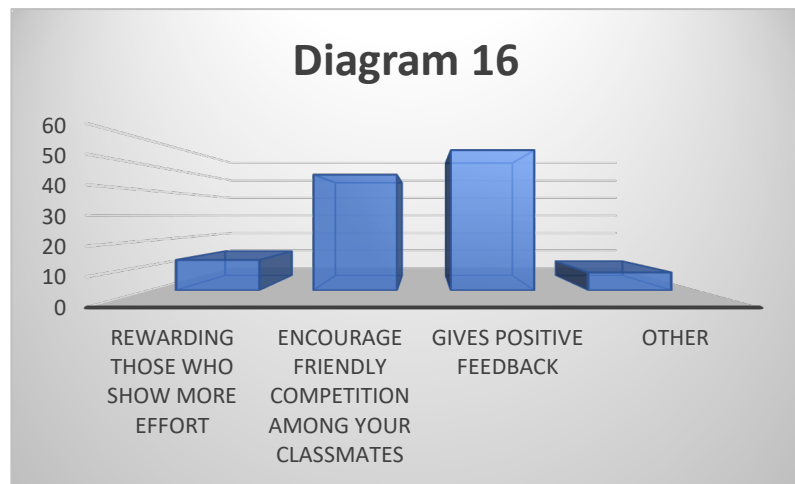


Diagram 16: The Techniques Used by The Teacher to Motivate Students

Diagram 16 presents information about the methods used by the teacher in order to stimulate students’ motivation during speaking class. It reveals that 56.1% selected the positive feedback option, then the second-ranked is that teachers encourage friendly competition among their classmates with 46.3%, and the final selected option the rewarding of those who show

more effort with 12.2%. Some of the participants who answered justified by ‘none of the above’, ‘I love when a teacher gives positive feedback...’...etc.

Question (19): *During group work, do you feel motivated?*

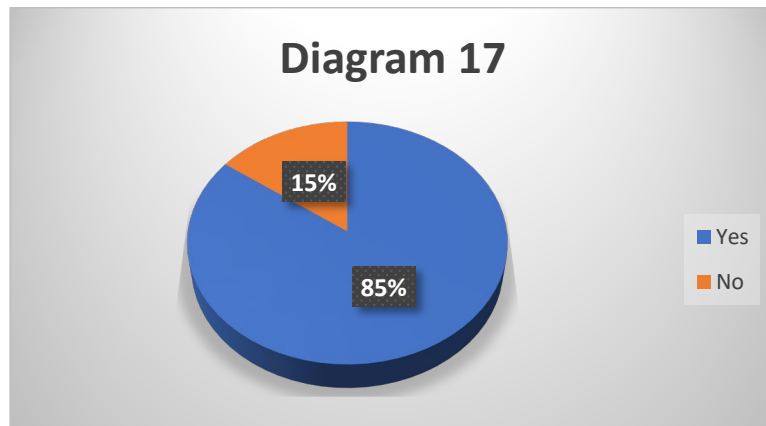


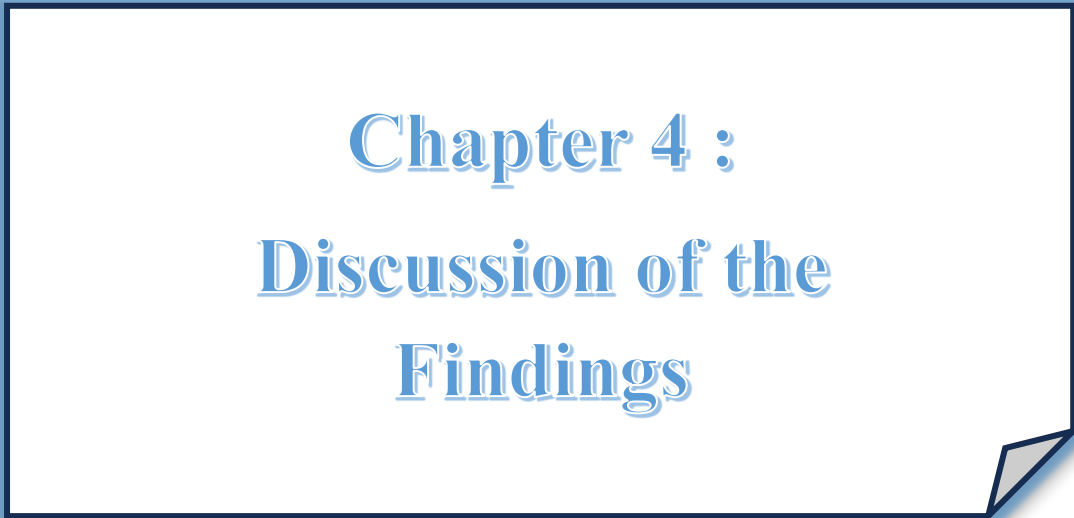
Diagram 17: The Level of Students’ Motivation When Working in Groups

Diagram 17 presents information about students’ sense of motivation in doing tasks with other group members. It shows that the majority of the students who checked the YES box are 82.9%, and the left few students answered NO with 14.6%. A few elements justified their answers by saying ‘as a group we motivate...’, ‘sometimes because my classmates...’...etc.

Conclusion:

This chapter has presented the findings collected from the two tools used in the current research, the nine (09) speaking classes observed from the Department of English at the University of Tizi-Ouzou, and the second section has displayed the results of the questionnaire

distributed to forty-three (43) students. The next chapter is devoted to the interpretation and discussion of the results reported in this chapter.



Chapter 4 :
Discussion of the
Findings

Introduction

This chapter aims to discuss the results obtained from the two research tools designed to achieve the objectives of the study: the classroom observation and the questionnaire that were employed to collect data in the English Department at the University of Tizi-Ouzou. It intends to answer the questions formulated in the general introduction and confirm or refute the hypotheses suggested.

The results are interpreted in relation to the literature review presented in the first chapter. This chapter is divided into three sections; the first section is devoted to discussing students' perception of art-related activities toward improving their speaking skills, whereas the second section deals with the implementation of the art-related approach in speaking classes. The last section tackles the objectives of teachers' usage of art-based projects.

1. Students' Attitudes Toward Art-related Activities on Improving Their Speaking Skills

Art-related activities provide a break from traditional classroom routines and offer a more hands-on and interactive approach to learning. This change of pace can be refreshing for students and can help them stay engaged and motivated. Students often perceive these activities as less rigid and more relaxed compared to traditional classroom tasks. Also, art-related activities allow for personal expression and encourage students to showcase their unique talents and abilities.

From the results displayed in the first section of the questionnaire exhibited in the previous chapter, it appears that third-year students of the English Department of MMUTO show a higher interest in the arts. In fact, the percentages of the first (01) question demonstrate that 93% of the participants answered YES (see Diagram 01), and they also specified their preferences in Art (see Diagrams 02,03). In addition, the results obtained from the fifth (05) question show that 80% of the participants answered YES to art's effect on their motivation to learn the English language (see Diagram 04).

From the previous paragraph, we recognize that art is essential to learners' level of motivation in learning the English language. According to the findings gathered from the fourth section of the designed checklist, we notice that the learners are enthusiastic when they are doing the activities given by the teachers such as interviews and role-playing. It means that teachers are aware of the importance of implementing the art-based approach within the speaking classes, which creates an enjoyable atmosphere that enables students to feel at ease and speak freely. According to Harmer (2002), *Motivation raises in a lesson can make the condition more relaxed or by doing some activities... The teacher can ask anyone who is familiar with the topic... In this way, students have the chance to share their ideas....* However, some teachers do not make use of art-related activities except for one type which is the oral presentation while teaching. Green (1995) rewrites that *unreal contexts cannot aid learners to engage in real-life behavior in academic settings and jobs.*

Additionally, Art-related activities offer a sense of freedom and autonomy for students. They can make choices regarding the medium, style, or subject matter, which gives them a sense of ownership and control over their learning experience. This sense of agency can contribute to a more positive attitude as students feel empowered and engaged in their own learning process. Considering that art is vital in one's life provided by (Lloyd, 2017), *seeing a picture, singing a song, or even participating in a dance all provide new learning opportunities and new challenges for students* (p. 6).

In the research conducted by Saleh Al-Busaidi, Mohammed Al-Amri, and Wafa Al-Dhuhli in 2022, their findings showed a significant improvement in students' speaking ability and overall language level. In addition, the learners were enthusiastically involved in the language learning process.

Moreover, in some of the observed classes; in the last section that observes the types of activities given by teachers, we noticed that when students do just presentations, they do not feel enthusiastic and confident in speaking. However, the ones who do multiple activities, feel motivated and energetic to speak and perform the tasks given by the teachers, such as role-playing and doing interviews with each other.

The first hypothesis stated in the introduction; art-related activities are a tool that stimulates the learners' senses to be creative and expressive, whether in the classroom or

outdoors, is confirmed as most of the third-year students have positive attitudes toward art-related activities, which are very advantageous to develop their expression style and creativity.

2. The Implementation of the Art-related Approach in Speaking Classes

Notably, teachers engaging with various tasks encourage students to think outside the box, problem-solving, and experiment with different language structures and expressions. Creative activities, such as creating artwork, writing songs, or performing roles, provide opportunities for students to explore their linguistic abilities in different ways. This process not only enhances language proficiency but also boosts confidence and enjoyment in language learning. According to Nunan (1991), *Task-based language teaching has focused on the activities or procedures which learners carry out in relation to the outcomes of learning a second language.*

From the results displayed in the second section of the questionnaire; specifically, the sixth (06) question, exhibited in the previous chapter, it appears that third-year students of the English Department of MMUTO reveal that the majority of the activities related to art conveyed in the speaking classes, for instance: debates & discussions, representing 63.4%, then 53.7% represent both interviews and role-playing at the same level (see Diagram 05). In addition, in the seventh (07) question the participants who chose the activities that push them to speak using the English

language spontaneously which are: debates and discussions with the percentage of 81%, then, role-playing is ranking second at 47.6%, and third place goes to storytelling and interviews which are equal to 38.1% (see Diagram 06). That goes to show that students prefer discussing with each other and creating debates where each student wants to share their opinion and make their idea heard, and they are fond of playing roles by studying the character and its biography and showing their abilities to talk and imitate them in the classroom. As Willis (1996) supports *tasks are activities where the target language is used by the learner for the communicative purpose (goal) in order to achieve an outcome* (p.23).

Concerning the visual materials provided by the teachers that help the students get a clearer picture of the tasks and activities, the most used tool is pictures with a percentage of 43.9%, followed by data-shows at 29.3%, then computers at 26.8% (see Diagram 07). It shows that teachers must rely on some aids to help the students understand the activities and the type of tasks, according to (Richards 1987) as cited in Nunan (1998) ... *is a set of prescriptions as to what teachers and learners should do in the language classroom. There is the teacher's specification of what materials should be used, describes when and how they should be taught* (p. 12).

The results obtained from questions ten (10), eleven (11), and thirteen (13) are about the impact of the implementation of art-related activities in the classroom by the teachers to improve students' oral skills. The eleventh (11) question shows that most of the participants of

66.7% selected option YES, which represents students' confidence and inspiration to perform orally and to talk openly in front of their classmates (see Diagram 09). The results gathered from the twelfth (12) question indicate that most of the participants represented by 94.9% selected YES (see Diagram 10); which uncovers the positive effects that the art-based approach has on students' abilities to learn the English language and problem-solving capacities. In the tenth (10) question, the students justify their response by suggesting other methods, for instance: 'talking with native speakers', 'reading books', 'interacting with the teacher'...etc. Even though some of the students are convinced with the teachers' type of tasks provided; they agree that they help them assimilate the English language and make them want to develop their speaking abilities more, and when doing oral presentations in the classroom they feel confident and at ease with their classmates. However, there are some elements who think there are better types of activities to help them such as 'reading books', and 'talking with native speakers'. To support the idea, Richards (2008) affirms *speaking is exploring an idea, acquiring something done, subtraction various aspects of the world or basically being together* (p. 19).

However, it's important to note that while many students have positive attitudes toward art-related activities, some students may have different preferences or interests. It is crucial for teachers to provide a variety of learning opportunities to cater to diverse student interests and learning styles. By incorporating a range of activities and allowing for student choice, teachers can help foster positive attitudes toward art-related activities and create an inclusive and engaging learning environment for all students.

Nunan also reinforces the previous idea by stating that the concept of task-based language teaching (TBLT) was developed as an answer to the shortcomings of conventional language teaching techniques, which frequently emphasized memorization of grammatical rules and vocabulary without placing enough focus on practical communication skills. To improve learners' ability to successfully communicate in real-life settings, TBLT focuses a larger emphasis on actual language use and meaningful assignments with tasks that might range from problem-solving exercises to activities to fill in information gaps, role-plays, and dialogues.

Based on the results and discussion concluded from Fizza Anwer's research in 2019, their study proved that activity-based teaching enhances student motivation and improves academic achievement in education at the higher secondary level. Teaching styles attract students and play a positive role in student motivation and improve academic achievement for better results in learning.

The second hypothesis stated in the introduction; EFL learners depend on varied art-related activities to gain knowledge and develop their speaking skills and engage in self-enjoyment learning that will make them more motivated and interested, is confirmed to a certain degree. Where half of the teachers of third-year students do not employ art-related activities, consequently, students will face difficulties in learning the English language and improving their oral skills.

3. The Objectives of the Use of Art-based Projects in Learning the English Language

Group work helps learners to develop multiple essential abilities that foster effective communication skills. In other words, during the learning process, learners learn how to build their sense of responsibility through working in groups or pairs. Which helps them to improve their speaking skill through interactive activities within the group.

Rahmani Sylia and Seddi Nadia's research in 2016, has revealed that Algerian pupils enrolled in the field of foreign languages in secondary schools of Maatkas prepare projects. Also, the findings show that EFL learners are autonomous when preparing project work but to a certain degree only.

In parallel, the results obtained from the students' questionnaire, the last section, have shown that third-year students of the English Department of MMUTO have positive attitudes toward doing group projects; in the fourteenth question, 82.5% of them answered YES. Moreover, their use of English will be developed through the interaction to accomplish their tasks. In this regard, Mulyasa (2014) mentions that *Project-based learning is a learning model used to make students focus on complex problems required to investigate and understand the learning through investigation* (p.145). Therefore, art-based projects offer a range of opportunities that can greatly benefit the learning of the English language. From promoting effective communication and enhancing vocabulary acquisition to fostering cultural

understanding and stimulating creativity, these projects provide a dynamic and engaging approach to language learning.

In our case, the data gathered from the fifteenth (15) question, the percentage of students who use only English is 58.5%, concerning the rest who use other languages while working on group assignments is 41.5%. In addition, the majority of students who answered YES to the sixteenth (16) question with the percentage of 78%; as Helle et al. (2006) explain that *project-based learning is a form of collaborative learning as all participants will contribute to the common outcome and have experiential learning elements with active reflection and meaningful participation*. The seventeenth (17) question; which is qualitative data, reveals that students prefer to work with other group members, in order to share their ideas and participate together.

Teachers must employ various methods to motivate English learners and create a positive and engaging learning environment. Some of these methods include: providing a sense of direction and purpose, connecting learning to real-life situations by incorporating authentic materials, giving students the opportunity to suggest tasks or activities, incorporating technology tools, and providing constructive feedback as well as celebrating students' achievements...etc. That is where the eighteenth (18) question comes in, it reveals that half of the teachers of speaking classes in the English Department 56.1% give positive feedback, while the other half 46.3% encourage friendly competition (see Diagram 16). According to (Elgot, Smith & Toland, 2008) *although many students feel as though they can accomplish assignments*

better by themselves rather than in a group, instructors find that group work helps the students apply knowledge.

The last (19) question of the questionnaire clarifies that students' attitudes toward working in groups or pairs to engage in art-related projects or assignments provided by teachers in speaking classes are positive. The data findings revealed that 82.9% of third-year students answered YES (see Diagram 17). According to the approach suggested by Fragoulis (2009), *students gain higher-order thinking that brings up critical thinking which is a fundamental skill to learner autonomy; learn how to select materials that are needed for the work. Searching for information helps learners to develop their computing skills.*

Alison Burke conducted an empirical study in 2011, at Southern Oregon University, Ashland; it aims to examine group or pair work and the benefits of collective learning. They discovered that when learners spend time meeting in groups, they are able to achieve a deeper learning experience as well as develop skills, such as writing and communication.

This goes hand in hand with Nunan's theory that expresses that TBLT encourages learners to participate actively in their language learning by promoting a learner-centered approach. Opportunities for meaningful negotiation, group collaboration, and self-reflection are given to language learners. The task performance includes feedback and error correction, enabling learners to learn from their errors and advance their language abilities.

The third hypothesis stated in the introduction; the art-based approach combined with project-based learning, are new methods implemented by teachers to push students' motivation to learn EFL using modern techniques that match their center of interest, by creating an enjoyable space to nurture their ownership and their competitive group spirit, is confirmed as most of the third-year students have shown their adjustment to these two approaches and how they motivated them to learn the English language in a competitive atmosphere and develop their communicative skill with a pleasant attitude.

Conclusion

This chapter permitted us to interpret the results of students' answers to the designed questionnaire as well as classroom observations collected from third-year students within speaking classes in the English Department at MMUTO, concerning the use of the two approaches (ABA & PBA) by teachers to motivate students to learn EFL. The discussion of the gathered data answers the research questions stated in the general introduction and confirm two of the hypotheses (01 & 03). Concerning the second hypothesis, teachers' implementation of various Art-related activities to improve students' speaking skills is confirmed but only to a certain degree.

General Conclusion

General Conclusion

This dissertation explores the techniques that EFL teachers use to teach the English language through the implementation of art-related activities. It has investigated the way third-year EFL students of the English Department at MMUTO perceive art as a tool for learning English and how teachers join the Project-based approach into their methods of teaching.

The present study sought to reach two (02) main objectives. The first objective intended to identify the techniques and materials that EFL teachers use to teach English through the Art-based approach and Project-based Learning to the learners. The second objective consisted in determining the level of motivation that this approach provides by giving students an adequate environment to communicate artistically and imaginatively because many students lack the confidence or verbal proficiency to communicate clearly.

To answer the research questions and to confirm or refute the hypotheses suggested in the general introduction, the mixed-method (quantitative and qualitative data) procedure was adopted. To be more precise, data were collected using nine (09) Classroom Observations of EFL speaking classes, and the second instrument is a questionnaire destined for the same sample of forty-three (43) participants. Microsoft Office Excel was used to create the tables and diagrams that displayed the quantitative results. Qualitative data were treated using Qualitative Content Analysis (QSA).

The discussion of the findings was made by reference to Nunan's Task-Based Language Teaching (2004), which constituted the theoretical framework of the study. The discussions of both the results of the questionnaires and classroom observation have provided the answers to the research questions advanced in the study. Our research has revealed that the third-year EFL students at MMUTO claim that students are interested in the implementation of Art-related activities as an efficient tool for stimulating their motivation to learn, this confirms the first hypothesis.

The observations gathered from the nine (09) attended classes, the filled checklist and the questionnaire purposely designed, show that teachers have the tendency to vary the given activities; to a certain degree, depending on students' personalities and preferences such as role-playing, debates, and discussion, tv-shows and Interviews; which attracts their interest and boost their willingness to learn, this validates the second hypothesis.

The present study has some limitations, much like all other research. This study's main limitation is that the participants were a little careless in their responses. Another limitation is the time constraints: due to the lack of time, we could not attend more classes to observe in depth, we therefore linked our results to what the participants answered in the given questionnaires.

Third, teachers now use project-based learning and the art-based approach to encourage students to learn English as a foreign language by employing modern methods that align with their areas of interest; this by promoting the competitive spirit in group projects, urging students

to pretend to be celebrities by discussing their lives, backgrounds, etc., and increasing their drive by rewarding those who show more effort and providing good comments. Technology cannot be ignored in the twenty-first century, which is why educators bring laptops, use data-show, and let students use their smartphones. These actual visual aids foster a fun and modern environment that works to students' advantage by grabbing their entire attention which confirms the third hypothesis.

Finally, the study is noteworthy because, in our opinion, including art-related activities in language learning is crucial for increasing learners' self-assurance in speaking abilities. It enables learners to communicate and share their ideas in front of their peers and teacher. As a result, teachers should provide students with more chances to experience the arts and give them the chance to interact and communicate in the target language to improve their speaking abilities. We hope that the conclusions we have drawn from this empirical examination will pave the way for additional study in this field.

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Appendices

Appendix 01: Students' Questionnaire

Dear fellow students,

This questionnaire is part of our research surrounding the development of Speaking skills in an EFL context with arts-related activities and a project-based approach to language learning. Therefore, you are kindly asked to answer the following series of questions. Your Answers will be handled anonymously, so please provide an honest answer.

Please indicate your answers in a cross (×) in the appropriate box(s).

Thank you in advance.

SECTION 01: Students' Views About Art

Q01- Are you interested in art?

a. Yes

b. No

Please justify.....

Q02- What are the forms of arts you are familiar with?

a. Music

b. Theatre/performing

c. Drawings/paintings

d. Photography

e. Architecture

f. Poetry

g. Dance

Q03- Rank the previously mentioned forms of Art according to your preferences by assigning numbers from 1 to 8 to each form.

- a. Music
- b. Theatre/performing
- c. Drawings/paintings
- d. Photography
- e. Architecture
- f. Poetry
- g. Dance
- h. Other Art forms

Q04- How can arts be useful in our daily life?

.....

.....

.....

SECTION 02: Art As A Teaching Tool

Q05- Do Art motivate you to learn English?

- a. Yes
- b. No

Please justify.....

.....

Q06- What art-related activities did you exploit in speaking classes?

- a. Problem-solving
- b. Information gap filling
- c. Decision-making
- d. Debates and discussions
- e. Storytelling
- f. Interviews
- g. Role-playing
- h. Other

Q07- Which of the activities mentioned above push you to speak spontaneously?

- a. Problem-solving
- b. Information gap filling
- c. Decision-making
- d. Debates and discussions
- e. Storytelling
- f. Interviews
- g. Role-playing
- h. Other

Q08- What kind of visual aids do teachers provide in speaking classes?

- a. Computers
- b. Data-show
- c. Pictures
- d. Maps
- e. Interactive boards
- f. Diagrams

Q09- Do art-related activities facilitate your development of critical thinking in speaking classes?

a. Yes

b. No

Please justify.....
.....

Q10- According to you, what kind of methods do you think are helpful to improve your oral skills?

.....
.....

Q11- Do you feel motivated/confident to perform orally in front of your classmates?

a. Yes

b. No

Please justify.....
.....

Q12- What are the effects of an art-based approach on your appreciation for the English language and creative problem-solving abilities?

a. Positive

b. Negative

Please justify.....
.....

Q13- What is your attitude towards Art-related activities employed by the teachers?

a. Positive

b. Negative

SECTION 03: Group Work/Projects

Q14- Does working on project-based assignments increase your level of autonomy, ownership, and responsibility?

a. Yes

b. No

Please justify.....
.....

Q15- When performing group-work activities, do you use only English while debating or discussing issues with your classmates?

a. Yes

b. No

Please justify.....
.....

Q16- Does working in groups improve your understanding of the English language?

a. Yes

b. No

Please justify.....
.....

Q17- When the teacher asks you to do the activity in groups, do you?

a. Prefer to work alone or with group members

b. Share your ideas or let the others tell you what to do

d. The teacher does not ask us to work in groups

Q18- In group work activities, which of the following techniques does your teacher often use to motivate you?

- a. Rewarding those who show more effort
- b. Encourage friendly competition among your classmates
- c. Gives positive feedback
- d. None of the above

Q19- During group work, do you feel motivated?

- a. Yes
- b. No

Please justify.....
.....

Thank you for your cooperation.

Mr. Aissa Islam ARIBI

Ms. Maya BRAHIMI

**Master II Students (Language
&Communication)**

**Mouloud Mammeri University,
Tizi-Ouzou**

Appendix 02: Classroom Scheme

Classroom Observation Checklist

for 3rd year students of the Department of English

Teaching English through Art-related activities

Date : .../.../2023

Teacher :

Module : Speaking

N° Students : ...~

OBSERVERS : **Aissa + Maya**

	Observations
<u>Introducing the Lesson</u>	
The teacher uses a lesson plan.	
The teacher provides various types of activities during the lesson.	
The teacher informs the choice of activities leading up to project completion (objectives required).	
The teacher identifies lesson objectives and talks about background knowledge.	
The teacher uses Notations on the board.	
<u>Teachers' Techniques to Push the Students to Speak (Methodology)</u>	
The teacher creates an enjoyable atmosphere in the classroom.	
The teacher gives the students time to answer questions. To think and speak at their own pace.	

The teacher corrects errors in the oral presentation.	
The teacher uses visual aids (drawings, charts, maps, data shows, etc.).	
The teacher motivates students and keeps them interested in the topic.	
The teacher anticipates errors & expected the students to correct the errors by themselves (PEER CORRECTION).	
The teacher interacts frequently with the students.	
The teacher actively engages students in asking questions.	
The teacher informs students about the purpose of the task and how it will be evaluated.	
After explaining the lesson, the teacher asks for volunteers to summarize.	
Does the teacher use “write first, speak later”: a technique used mostly for introverted students?	
To what extent did the teacher keep track of time during the session and activities?	
How clear were the teacher’s explanations of activities?	
<u>Teacher’s reaction while the students are talking</u>	
The teacher uses body language: eye contact, facial expressions, etc... To correct and evaluate.	
The teacher gives positive and/or negative comments about the work being presented.	

The teacher shows interest in students' pronunciation.	
The teacher reminds the rules of the activity if students are getting off-topic during the presentation or the task given.	
<u>Types of activities/tasks the teacher suggests to emphasize on the development of speaking skills</u>	
The teacher suggests tasks such as information gap, problem-solving, decision-making, etc. (ORALLY)	
Pair and group work.	
The teachers assign roles.	
Debates and discussions.	
The teacher suggests simulations.	
Oral Information Gap.	
Brainstorming.	
Storytelling.	
Interviews.	
Reporting (The teacher gives the students articles to read and report what they find as interesting news).	
Picture Narrating + Find the Difference.	