

Laboratoire D'études des Langues et Cultures Etrangères

## **Declaration**

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Amel BENAÏSSA

Date: 02/06/2018

## **Dedication**

I dedicate this work to my family who has supported me with patience and encouragement.

## **Acknowledgement**

This research would not have been possible without the involvement of many individuals.

First and foremost, I count myself very fortunate to have had Pr NEDJAI MEBTOUCHE Fatima Zohra as a supervisor and would like to thank her for her thoughtful criticism, her sense of fairness, and her endless support. She has strengthened my will to persevere when the task seemed interminable.

My sincere thanks also go to the members of the jury, namely: Prof. Hamid AMEZIANE, Prof. Mohamed Sadek FODIL, Prof. Kamel KHALDI, Dr. Souryana YASSINE, and Prof. Fatiha HAMITOUCE for their precious time and valuable remarks.

A big thank to the staff of Mouloud Mammeri University of Tizi-Ouzou and M'hamed Bougara University of Boumerdes whom I feel extremely grateful for facilitating the work by arranging a suitable schedule for me to conduct my experiment.

I am greatly indebted to Pr Andrew COHEN and Karen FORBES for their great help and valuable insights throughout the development of this work.

I would also like to thank the teachers who took some of their valuable time and kindly accepted to evaluate the participants' tests. Thanks also go to the students who took part in the research.

I am grateful to my friends, dedicated colleagues, and teachers for their advice and moral support at various times.



## Abstract

Speaking is one of the four macro skills to be developed for successful communication. In foreign language contexts, both environmental and cognitive factors make it challenging for students of English as a foreign language (EFL) to develop this skill (De Bot, 1992; Kouraogo, 1993), which makes teachers' design of an effective instructional program a crucial task. Accordingly, learner strategies deserve more attention in such settings where speaking development fostered by natural exposure to different communicative events remains very limited.

The present study was carried out to examine the impact that a learner strategy instructional program and its corresponding strategy website can have on Algerian EFL students' speaking proficiency. It also aimed at finding out whether such training could influence positively their actual use of the strategies and increase their self-confidence and motivation to speak English as a foreign language. To these ends, a quasi experimental research was conducted with 120 freshman students both at Mouloud Mammeri and M'hamed Bougara universities in Algeria. Four intact groups of students were divided into a control (n=60) and an experimental (n=60) group.

This longitudinal study was carried out in three stages: The first phase of the research was the pre-training one. It aimed at assessing students' speaking performance, their current patterns of strategy use when performing the speaking tasks as well as their perceived self-confidence and motivation to speak English. The second phase of the research was the training itself. Both groups (experimental and control) enrolled on a sixteen-session speaking course over a period of sixteen weeks. However, unlike the control group, the experimental group followed a classroom-based program that included strategies for using and learning English as a foreign language. The students were also introduced to a speaking strategy website designed by the researcher. The effects of the training were assessed in the third phase of the experimentation by means of four quantitative data collection tools and one qualitative research instrument. These include the participants' post course speaking tests scores, their corresponding strategies checklists, and a self-confidence and motivation questionnaire. The post-training phase also comprised a website strategy tracking form and a retrospective interview for the experimental group students.

To analyze the data, a two-level analysis, which consists of a between-groups comparison (control and experimental groups) and a within-group comparison (pre and post-test results), was conducted. The research findings partly confirm the facilitative role of the strategy training program on students' speaking proficiency. First, it was found that the experimental group students significantly outperformed the control group counterparts in the description task but not in the conversation task. However, when looking at the within-groups comparison results, the experimental group students' improvement was slightly higher than the control group one. Adding to that, there were considerable differences in the use of different strategies in favor of the treatment group. As regards the impact of the strategy instruction on the students' perceived self-confidence and motivation to speak English, the program was only a lukewarm success and much work remains to be done to find ways of enhancing learners' self-confidence to speak English.

**Key Words:** Learner strategies, motivation, oral production, self-confidence, speaking proficiency, strategy instruction.

## List of Tables

| <b>Tables</b>                                                                                                  | <b>Page</b> |
|----------------------------------------------------------------------------------------------------------------|-------------|
| Table 1.1: Categories of Strategies along a Continuum                                                          | 12          |
| Table 1.2: The Relation between Information Processing Theory and Language Learning Strategies.                | 24          |
| Table 2.1: Rubin’s Classification of Learner Strategies (1981)                                                 | 36          |
| Table 2.2: O’Malley and Chamot Classification of Learner Strategies (1985)                                     | 37          |
| Table 2.3: Stern’s Classification of Learner Strategies (1992)                                                 | 38          |
| Table 2.4: Oxford’s Classification of Learner Strategies (1990)                                                | 40          |
| Table 2.5: Cohen and Weaver Classification of Learner Strategies (2005)                                        | 42          |
| Table 2.6: Tarone’s Taxonomy (1980)                                                                            | 44          |
| Table 2.7: Oxford’s Taxonomy of Strategies Used in Speaking (1990)                                             | 45          |
| Table 4.1 Inter-rater Reliability between Rater 1 and 2 (Four Speaking Categories)                             | 129         |
| Table 4.2: Inter-rater Reliability between Rater 1 and 2 (Overall Speaking Score)                              | 129         |
| Table 4.3: Inter-rater Reliability between Rater 1 and 3 (Four Speaking Categories)                            | 130         |
| Table 4.4: Inter-rater Reliability between Rater 1 and 3 (Overall Speaking Score)                              | 130         |
| Table 5.1: Participants’ Groups                                                                                | 133         |
| Table 5.2: A Comparison between the Control and Experimental Groups (Frequencies and Percentages)              | 133         |
| Table 5.3: A Comparison between the Control and Experimental Groups (Levene’s Test of Homogeneity of Variance) | 135         |
| Table 5.4: The Independent Samples- T-test for each Speaking Aspect (The Description Task before the Training) | 137         |
| Table 5.5: Overall Speaking Score of the Description Task before the Training (Central                         | 137         |

|                                                                                                                 |     |
|-----------------------------------------------------------------------------------------------------------------|-----|
| Tendency)                                                                                                       |     |
| Table 5.6: Overall Speaking Score of the Description Task before the Training (The Independent Samples T-test)  | 138 |
| Table 5.7: The Independent Samples T-test for each Speaking Aspect (Description Task bafter the Training)       | 138 |
| Table 5.8: Paired-Samples T-test for each Speaking Category (Description Task after the Training)               | 139 |
| Table 5.9: Overall Score of the Description Task after the Training (Central Tendency)                          | 139 |
| Table 5.10: Overall Score of the Description Task after the Training (The Independent Samples T-test)           | 139 |
| Table 5.11: Overall Score of the Description Task after the Training (The Paired-Samples T-test)                | 140 |
| Table 5.12: The Independent Samples T-test for each Speaking Aspect (The Conversation Task before the Training) | 141 |
| Table 5.13: Overall Score of the Conversation Task before the Training (Central Tendency)                       | 141 |
| Table 5.14: Overall Score of the Conversation Task before the Training (The Independent Samples T-test)         | 141 |
| Table 5.15: The Independent Samples T-test for each Speaking Aspect (The Conversation Task after the Training)  | 142 |
| Table 5.16: The Paired-samples T-test for each Speaking Aspect (The Conversation Task after the Training)       | 143 |
| Table 5.17: Overall Score of the Conversation Task after the Training (Central Tendency)                        | 143 |

|                                                                                                                                                   |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table 5.18: Overall Score of the Conversation Task after the Training (The Independent Samples T-test)                                            | 144 |
| Table 5.19: Overall Score of the Conversation Task after the Training (The Paired-Samples T-test)                                                 | 144 |
| Table 5.20: The Description Task (Pre-test Strategy Checklist for the Control Group)                                                              | 146 |
| Table 5.21: The Description Task (Pre-test Strategy Checklist for the Experimental Group)                                                         | 151 |
| Table 5.22: A Comparison of the Results Obtained from the Control Group and the Treatment Group (Description Task Checklist before the Training)  | 155 |
| Table 5.23: The Description Task (Post-test Strategy Checklist for the Control Group)                                                             | 158 |
| Table 5.24: The Description Task (Post-test Strategy Checklist for the Experimental Group)                                                        | 162 |
| Table 5.25: A Comparison of the Results Obtained from the Control Group and the Treatment Group (Description Task Checklist after the Training)   | 166 |
| Table 5.26: The Conversation Task (Pre-test Strategy Checklist for the Control Group)                                                             | 170 |
| Table 5.27: The Conversation Task (Pre-test Strategy Checklist for the Experimental Group)                                                        | 175 |
| Table 5.28: A Comparison of the Results Obtained from the Control Group and the Treatment Group (Conversation Task Checklist before the Training) | 180 |
| Table 5.29: The Conversation Task (Post-test Strategy Checklist for the Control Group)                                                            | 183 |
| Table 5.30: The Conversation Task (Post-test Strategy Checklist for the Experimental Group)                                                       | 187 |
| Table 5.31: A Comparison of the Results Obtained from the Control Group and the                                                                   | 192 |

|                                                                                                                                                |     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Treatment Group (Conversation Task Checklist after the Training)                                                                               |     |
| Table 5.32: A Comparison between the Control and the Experimental Learners' Overall Use of Strategies for the Description Task (Pre-training)  | 195 |
| Table 5.33: A Comparison between the Control and the Experimental Learners' Overall Use of Strategies for the Description Task (Post-training) | 196 |
| Table 5.34: A Comparison between the Control and the Experimental Learners' Overall Use of Strategies for the (Conversation Task)              | 196 |
| Table 5.35: A Comparison between the Control and the Experimental Learners' Overall Use of Strategies for the (Conversation Task)              | 197 |
| Table 5.36: Students' Self-Confidence in the Four Skills (The Control Group)                                                                   | 198 |
| Table 5.37: Students' Perception of their Proficiency in the Four Skills (the Control Group)                                                   | 199 |
| Table 5.38: Students' Perception of their Speaking Proficiency (The Control Group)                                                             | 199 |
| Table 5.39: Students' Anxiety when Speaking English (The Control Group)                                                                        | 200 |
| Table 5.40: Students' Motivation to Speak English (The Control Group)                                                                          | 200 |
| Table 5.41: Students' Confidence when Using the Four Skills (The Experimental Group)                                                           | 201 |
| Table 5.42: Students' Perception of their Proficiency in the Four Skills (The Experimental Group)                                              | 202 |
| Table 5.43: Students' Perception of their Speaking Proficiency (The Experimental Group)                                                        | 202 |
| Table 5.44: Students' Anxiety when Speaking English (The Experimental Group)                                                                   | 202 |
| Table 5.45: Students' Motivation to Speak English (The Experimental Group)                                                                     | 203 |
| Table 5.46: A Comparison of the Results Obtained from the Control Group and the Treatment Group (Questionnaire before the Training)            | 204 |

|                                                                                                                                    |     |
|------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table 5.47: Students' Confidence when using the Four Skills (The Control Group).                                                   | 206 |
| Table 5.48: Students' Perception of their Proficiency in the Four Skills (the Control Group)                                       | 206 |
| Table 5.49: Students' perception of their Speaking Proficiency (The Control Group)                                                 | 207 |
| Table 5.50: Students' Anxiety When Speaking English (The Control Group)                                                            | 207 |
| Table 5.51: Students' Motivation to Speak English (The Control Group)                                                              | 208 |
| Table 5.52: Students' Confidence when using the Four Skills (The Experimental Group)                                               | 208 |
| Table 5.53: Students' perception of their Proficiency in the Four Skills (The ExperimentalGroup)                                   | 209 |
| Table 5.54: Students' Perception of their Speaking Proficiency (The Experimental Group)                                            | 209 |
| Table 5.55: Students' Anxiety When Speaking English (The Experimental Group)                                                       | 209 |
| Table 5.56: Students' Motivation to Speak English (The Experimental Group)                                                         | 210 |
| Table 5.57: A Comparison of the Results Obtained from the Control Group and the Treatment Group (Questionnaire after the Training) | 211 |
| Table 5.58: Students' Use of the Strategy Website                                                                                  | 213 |
| Table 5.59: Students' Frequency of Use of the Strategy Website                                                                     | 213 |
| Table 5.60: Students' Access to the Strategies                                                                                     | 213 |
| Table 5.61: Students' Use of the Strategies                                                                                        | 214 |

## **List of Abbreviations**

ACT: Adaptive Control of Thought

AERA: The American Educational Research Association

ALM: Audio Lingual Method

APA: American Psychological Association

CALLA: Cognitive Academic Language Learning Approach

CBA: Competency- based Approach

CERIST: Centre de Recherche sur L'information Scientifique et Technique

CFA: Confirmatory Factor Analysis

Cont: Control

dF: Degree of Freedom

ID: Individual Differences

EFL: English as a Foreign Language

ESL: English as a Second language

EXP: Experimental

L1: Native Language

L2: Second Language

LAD: Language Acquisition Device

LLS: Language Learners Strategies

LMD: Licence, Master, Doctorat

LS: Learner Strategies

FL: Foreign Language

M: Mean

N: Number

NL: Native Language  
NS: Native Speakers  
NNS: Non-Native Speakers  
P: Probability  
S: Student  
SBI: Strategy-based Instruction  
SCT: Social Cognitive Theory  
SD: Standard Deviation  
Sig: Significance  
SILL: Strategy Inventory of Language Learning  
SPSS: Statistical Package for Social Sciences  
SISP: Strategy-Instruction for Speaking Proficiency  
TL: Target Language  
UG: Universal Grammar  
ZPD: Zone of Proximal Development  
WTC: Willingness to Communicate



## **List of Figures**

|                                                                                                |     |
|------------------------------------------------------------------------------------------------|-----|
| Figure 2.1: Levelt's Model of Speaking Processes (Levelt, 1993)                                | 80  |
| Figure 4.1: The Theoretical Premises of the Strategy-Instruction Model of Speaking Proficiency | 106 |

## List of Images

4.1: The Strategy Website

112

## Table of Contents

|                                                                                   |      |
|-----------------------------------------------------------------------------------|------|
| Declaration                                                                       | i    |
| Dedication                                                                        | ii   |
| Acknowledgement                                                                   | iii  |
| Abstract                                                                          | iv   |
| List of Tables                                                                    | v    |
| List of abbreviations                                                             | x    |
| List of figures                                                                   | xii  |
| List of images                                                                    | xiii |
| Table of Content                                                                  | xiv  |
| General Introduction                                                              | 1    |
| <b>Chapter 1: Theoretical Background of FL Learner Strategy</b>                   | 9    |
| <b>Introduction</b>                                                               | 9    |
| 1.1. Definition of Concepts                                                       | 9    |
| 1.1.1. English as a Foreign Language (EFL) and English as a Second Language (ESL) | 9    |
| 1.1.2. Language Acquisition and Language Learning                                 | 10   |
| 1.1.3. Definition of Strategy: Problematic Issues                                 | 11   |
| 1.1.4. Language Learner Strategy                                                  | 13   |
| 1.2. Psychological and Sociocultural Perspectives on FL Acquisition               | 15   |
| 1.2.1. The Psychological Perspective on FL Acquisition                            | 16   |
| 1.2.1.1. Early Theories                                                           | 17   |
| 1.2.1.2. The Interlanguage Theory                                                 | 19   |
| 1.2.1.3. Cognitive Information Processing Models                                  | 20   |
| 1.2.1.4. Self-Regulated Learning from a Psychological Perspective                 | 24   |
| 1.2.1.5. Affect and Foreign Language Learning                                     | 26   |
| 1.2.2. The Sociocultural Perspective on FL Acquisition                            | 27   |
| 1.2.2.1. Bandura's Social Cognitive Theory                                        | 28   |
| 1.2.2.2. Social Constructivism                                                    | 29   |
| <b>Conclusion</b>                                                                 | 32   |

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| <b>Chapter 2: Language Learner Strategy Research</b>                                 | 34 |
| <b>Introduction</b>                                                                  | 34 |
| 2.1. Inventories of Language Learner Strategies                                      | 34 |
| 2.2. Taxonomies of Strategies Used to Develop the Speaking Skill                     | 44 |
| 2.3. Research in Strategies used in Speaking                                         | 47 |
| 2.3.1. Description Studies                                                           | 47 |
| 2.3.2. Interventionist Studies                                                       | 54 |
| 2.4. Research Methods in Strategy Research                                           | 59 |
| 2.4.1. Methods for Identifying Learner Strategies                                    | 60 |
| 2.4.1.1. Think-Aloud Procedures and Interview                                        | 60 |
| 2.4.1.2. Observations                                                                | 62 |
| 2.4.1.3. Note-Taking                                                                 | 62 |
| 2.4.1.4. Diaries or journals                                                         | 63 |
| 2.4.1.5. Questionnaires and Checklists                                               | 63 |
| 2.4.2. Strategy-Based Instruction                                                    | 65 |
| 2.4.2.1. Implicit and Explicit Strategy Instruction                                  | 66 |
| 2.4.2.2. Integrated and Separate Strategy Instruction                                | 67 |
| 2.4.2.3. Multimedia Learner Strategy Instruction                                     | 68 |
| 2.4.2.4. Models of Classroom Strategy Instruction                                    | 69 |
| 2.5. Summary and Implications                                                        | 76 |
| <b>Conclusion</b>                                                                    | 78 |
| <b>Chapter 3: Foreign language Speech Production, Self-Confidence and Motivation</b> | 79 |
| <b>Introduction</b>                                                                  | 79 |
| 3.1. Foreign language Speech Production                                              | 79 |
| 3.2. Approaches and Methods to Learning and Teaching Speaking                        | 82 |
| 3.2.1. Early Approaches                                                              | 82 |
| 3.2.2. The Eclectic Approach                                                         | 84 |
| 3.3. Definition and Assessment of FL Speaking Proficiency                            | 85 |
| 3.3.1. Aspects of Foreign Language Speaking Competence                               | 85 |
| 3.3.1.1. Knowledge and Language Discourse                                            | 86 |
| 3.3.1.2. Core Speaking Skills                                                        | 87 |

|                                                                             |     |
|-----------------------------------------------------------------------------|-----|
| 3.3.2. Assessing Speaking Performance                                       | 87  |
| 3.3.2.1.Tasks for Foreign Language Speaking Tests                           | 88  |
| 3.3.2.2.Principles and Criteria of Assessment                               | 89  |
| 3.3.2.3.The Holistic Approach and the Analytic Approach to Scoring Speaking | 89  |
| 3.4.Self-Confidence and Motivation                                          | 91  |
| 3.4.1. Self-Confidence                                                      | 92  |
| 3.4.2. Motivation                                                           | 93  |
| <b>Conclusion</b>                                                           | 95  |
| <b>Chapter 4: Research Design and Procedure</b>                             | 96  |
| <b>Introduction</b>                                                         | 96  |
| 4.1. Experimental Research                                                  | 96  |
| 4.2. Participants                                                           | 98  |
| 4.3. Educational Setting                                                    | 99  |
| 4.4. Data Collection Procedure                                              | 100 |
| 4.4.1. Stage 1 (Pre-Test)                                                   | 100 |
| 4.4.1.1.Background Questionnaire                                            | 101 |
| 4.4.1.2.The Speaking Pre-test                                               | 101 |
| 4.4.1.3.The Strategy Checklist                                              | 102 |
| 4.4.1.4. The Self-Confidence and Motivation Questionnaire                   | 103 |
| 4.4.2. Stage 2: The Strategy Intervention                                   | 104 |
| 4.4.2.1.The Strategy-Instruction for Speaking Proficiency (SISP)            | 105 |
| 4.4.2.2.The Speaking Strategy Website                                       | 111 |
| 4.4.3. Stage 3 (Post-Test)                                                  | 113 |
| 4.4.3.1. The Speaking Post Test                                             | 113 |
| 4.4.3.2. The Strategy checklist                                             | 114 |
| 4.4.3.3. The Self-confidence and Strategy Questionnaire                     | 114 |
| 4.4.3.4. The Speaking Scale                                                 | 114 |
| 4.4.3.5. The Retrospective Interview                                        | 114 |
| 4.4.3.6. The Strategy Website Tracking form                                 | 115 |
| 4.5. Ethical Considerations                                                 | 115 |
| 4.6. Data Analysis Procedures                                               | 118 |

|                                                                                                                            |     |
|----------------------------------------------------------------------------------------------------------------------------|-----|
| 4.6.1. Quantitative Data Analysis                                                                                          | 118 |
| 4.6.1.1.Descriptive Statistics                                                                                             | 119 |
| 4.6.1.2.Inferential Statistics                                                                                             | 121 |
| 4.6.2. Qualitative Data Analysis                                                                                           | 123 |
| 4.6.2.1.Conversation Analysis                                                                                              | 123 |
| 4.6.2.2.Qualitative Content Analysis                                                                                       | 124 |
| 4.7. The Pilot Study                                                                                                       | 125 |
| 4.7.1. Piloting of the Strategy Checklist                                                                                  | 125 |
| 4.7.2. Inter Rater Reliability                                                                                             | 128 |
| <b>Conclusion</b>                                                                                                          | 130 |
| <b>Chapter 5: Presentation and Analysis of the Results</b>                                                                 | 132 |
| <b>Introduction</b>                                                                                                        | 132 |
| 5.1. Quantitative Results                                                                                                  | 132 |
| 5.1.1. The Participants' Profile                                                                                           | 127 |
| 5.1.2. The Impact of the Strategy Instruction on Students' Speaking Proficiency                                            | 136 |
| 5.1.2.1. The Description Task (Pre-test)                                                                                   | 136 |
| 5.1.2.2. The Description task (Post-test)                                                                                  | 138 |
| 5.1.2.3. The Conversation Task (Pre-test)                                                                                  | 140 |
| 5.1.2.4. The Conversation Task (Post-test)                                                                                 | 142 |
| 5.1.3. The Impact of the Strategy Instruction on Students' Strategy Use                                                    | 144 |
| 5.1.3.1. The Description Task (Pre-test Strategy Checklist)                                                                | 145 |
| 5.1.3.2. The Description Task (Post-test Strategy Checklist)                                                               | 157 |
| 5.1.3.3. The Conversation Task (Pre-test Strategy Checklist)                                                               | 169 |
| 5.1.3.4. The Conversation Task (Post-test Strategy Checklist)                                                              | 183 |
| 5.1.3.5. A Comparison between the Control and the Experimental Learners' Overall Use of the Strategies (Description Task)  | 195 |
| 5.1.3.6. A Comparison between the Control and the Experimental Learners' Overall Use of the Strategies (Conversation Task) | 196 |
| 5.1.4. The Impact of Strategy Instruction on Students' Self-Confidence and Motivation                                      | 198 |
| 5.1.4.1. Results of the Pre-training Phase Questionnaire                                                                   | 198 |

|                                                                                                     |     |
|-----------------------------------------------------------------------------------------------------|-----|
| 5.1.4.2. Results of the Post-training Phase Questionnaire                                           | 206 |
| 5.1.5. Results of the Website Strategy Tracking Forms                                               | 213 |
| 5.2. Qualitative Data Results                                                                       | 215 |
| 5.2.1. The Retrospective Interview                                                                  | 215 |
| 5.2.2. Open Questions of the Website Strategy Tracking form                                         | 222 |
| <b>Conclusion</b>                                                                                   | 224 |
| <b>Chapter 6: Discussion and Interpretation of the Results</b>                                      | 226 |
| <b>Introduction</b>                                                                                 | 226 |
| 6.1. Students' Improvement of their Speaking Proficiency                                            | 226 |
| 6.1.1. Students' Improvement of the Description Task Performance                                    | 227 |
| 6.1.1.1. The Pre-Test                                                                               | 227 |
| 6.1.1.2. The Post-Test                                                                              | 233 |
| 6.1.2. Students' Improvement of the Conversation Task Performance                                   | 236 |
| 6.1.2.1. The Pre-Test                                                                               | 237 |
| 6.1.2.2. The Post-Test                                                                              | 239 |
| 6.2. The Treatment Group Students' Partial Increase of their Strategic Resources after the Training | 243 |
| 6.2.1. Learner Strategies Used for the Description Task                                             | 243 |
| 6.2.1.1. The Most Frequently Used Strategies                                                        | 246 |
| 6.2.1.2. The Least Frequently Used Strategies                                                       | 248 |
| 6.2.2. Learner Strategies Used for the Conversation Task                                            | 249 |
| 6.2.2.1. The Most Frequently Used Strategies                                                        | 250 |
| 6.2.2.2. The Least Frequently Used Strategies                                                       | 252 |
| 6.3. Students' Beliefs as a Factor Affecting their Strategy Use and their Resistance to Change      | 253 |
| 6.4. Students' Unchanged Perception of their Self-Confidence after the Training                     | 255 |
| 6.5. Students' Motivation to Speak English                                                          | 259 |
| <b>Conclusion</b>                                                                                   | 259 |
| <b>General Conclusion</b>                                                                           | 261 |
| References                                                                                          | 269 |
| Appendix 1: Students' Consent                                                                       | 289 |

|                                                              |     |
|--------------------------------------------------------------|-----|
| Appendix 2: Description Task Flashcard                       | 290 |
| Appendix 3: Conversation Task Flashcard                      | 291 |
| Appendix 4: Strategy Checklist (Description Task)            | 292 |
| Appendix 5: Strategy Checklist (Conversation Task)           | 295 |
| Appendix 6: Speaking Rating Scale (Description Task)         | 299 |
| Appendix 7: Speaking Rating Scale (Conversation Task)        | 300 |
| Appendix 8: The Self-Confidence and Motivation Questionnaire | 301 |
| Appendix 9: The Retrospective Interview                      | 303 |
| Appendix 10: The Website Tracking-Form                       | 304 |
| Appendix 11: Lesson plans 1-16                               | 305 |
| Appendix 12: Speaking Tasks Results (Individual Students)    | 322 |
| Appendix 13: The Retrospective Interview Transcripts         | 332 |
| Appendix 14: Description Task Transcripts                    | 336 |
| Appendix 15: Conversation Task Transcripts                   | 368 |
| Appendix 16: Strategy Tasks                                  | 410 |
| Appendix 17: Background Questionnaire                        | 421 |



# ***General Introduction***

## **General Introduction**

### **1. Statement of the problem**

Speaking in a foreign language (FL) has been considered as one of the most challenging skills. Today's world requires that the goal of teaching speaking would be to improve students' communicative skills, because only in that way can students express themselves and learn how to follow the social and cultural rules appropriate to each communicative circumstance (Fulsher, 2003).

Given its importance and its indispensable role, speaking has been one of the most demanding skills to teach and learn in the Algerian university. Even with learners undergoing years of classroom instruction, and regardless of the many changes which have taken place to methodological approaches which claim to enhance EFL learners' communication skills (Usó-Juan & Martínez-Flor, 2006), the speaking skill appears to be difficult to develop in foreign language contexts.

The problem commonly found in EFL classrooms is learners' unwillingness to produce oral speech. Though speaking seems mostly favored, as every English language learner aspires to be an effective communicator, many students face a lot of problems that hinder them from using this skill effectively (Foster & Skehan, 1996). The reasons behind EFL students' difficulties to express themselves in English can be related to both sociocultural and individual factors. These two aspects have influenced foreign language production and have led to a wide spectrum of research in applied linguistics (Dadour & Robbins, 1996; Foster & Skehan, 1996; Gilabert, 2007; Nakatani, 2005; Skehan, 2009)

First, many EFL students have minimal exposure to the target language and contact with native speakers, this hinders their progress and makes it more challenging for them to develop their speaking proficiency. In Algeria, the languages in use include the mother tongues such as vernacular Arabic and Berber, and French as a second language. As for

English, it is a major foreign language that is taught in schools and universities but is not used outside the classroom. Since English is learned in a setting where it is not used for communicative needs in their social and economic daily life, Algerians, like many EFL learners, are naturally placed in what Kouraogo names “input-poor” (Kouraogo, 1993, p. 1) English learning context. In other words, Input-poor environments (sociocultural context) are language learning contexts where learners have little opportunity to use the language outside or even inside the classroom (Kouraogo, 1993).

The cognitive process that EFL learners go through when approaching a speaking task can also be the reason behind their poor performance. Though many freshman students are generally equipped with the necessary linguistic knowledge, they find it hard to have an immediate access to their lexical and grammatical resource. This discrepancy might be accounted for in terms of the difference between first and foreign language speech production. Language production in general is a dynamic process that involves three mechanisms, namely conceptualization, formulation, and articulation, and that run simultaneously (Levelt, 1989). The L1 speaker first conceptualizes the communicative goal that can be further broken down into sub-goals; he/she then retrieves the required linguistic knowledge that can help realize these goals. The formulation process requires from the speaker to shape the message by selecting the appropriate grammatical, morphological, lexical and phonological resources, which will be articulated in the production phase (Levelt, 1989). While any native speaker of a language goes through these processes effortlessly and spontaneously, the same thing cannot be said for non-native speakers of a language, and more particularly speakers of English as a foreign language (De Bot, 1992).

The application of this information-processing model on EFL learners helps us understand why they are reluctant to communicate orally. The process is not as simple and smooth for them, and the result is a speech that is far from being effective. This in turn

makes it even more difficult for many language teachers in EFL contexts to engage their learners in different speaking tasks as restrictions in the processing capacity presents an enormous challenge (Seifoori & Vahidi, 2012)

More research needs to be conducted in contexts where such sub-conscious learning due to natural exposure to the target language is not encouraged. Undoubtedly, Learners' strategies deserve more attention in contexts where language acquisition caused by extensive exposure to the foreign language input outside the class is likely to be minimal. We believe that in such contexts, conscious strategies can greatly contribute in increasing gains in linguistic and communicative competence. As maintained by Kouraogo "In many such contexts succeeding is not a matter of catching what is taught, but rather a question of how to overcome the perverse effect of poor exposure to target language and all the adverse conditions by using the right strategies" (1993, p. 2). Thus, as researchers, our main concern is to find possible ways that can help both EFL teachers and learners circumvent the aforementioned problems.

## **2. Background of the research**

Early research into learner strategies has shown a great consideration in identifying what distinguishes successful language learners from less successful ones (Rubin, 1987; Rubin & Thompson, 1994; Wenden, 1987). The main question has been how successful learners' approach of learning tasks differs from the less successful learners' one. This has led researchers to identify the characteristics of good language learners. Lately, it has been widely accepted that language learning strategies are a factor in successful language learning (e.g., Chamot, 2008; Cohen, Weaver & Li, 1998; Cohen & Macaro, 2007; Griffiths, 2008; Macaro, 2006; Oxford, 2011; Rubin, 1975). Once it was agreed that successful learners use a wider repertoire of strategies, the focus of research within this field became that of the teachability of these strategies. Questions have been raised as to

how to introduce the strategies of good learners to less proficient students in foreign language (FL) classrooms (e.g., Ellis & Sinclair, 1989; Oxford, 1990)

Although a relatively large body of research on the topic already exists, strategy instruction remains an under-researched area. Manchon, Roca de Lario, & Murphy (2007) for instance, report that only 10% of strategy research aims at investigating the impact that strategy intervention can have on learners' language proficiency. Research in speaking has been even scarcer (Cohen, Weaver, & Li 1998; Nakatani, 2005; O'Malley, Stewner-Manzanares, Kupper, & Russo, 1985). Some strategy instructional models (Cohen, 1998; Grenfell & Harris, 1999; O'Malley & Chamot, 1990; Oxford, 1990; Pearson & Dole, 1987) and some multimedia strategy programs (Cohen et al., 1998; Rubin, 1996) have been proposed to develop different language skills for different types of learners. However, no classroom strategy program or strategy website has been designed solely to develop university students' speaking proficiency. Consequently, further research is needed that can contribute significantly to the existing body of research and lead to practical suggestions for teachers, learners, and curriculum designers.

### **3. Aim and significance of the study**

Based on previous research findings, we endeavor to investigate the contribution that formal strategy-based instruction might offer to university students with a particular focus on the skill of speaking. The stress is put on speaking because it has received such a limited attention in the research literature, although, it is in many cases one of the most strategic language skills (Cohen et al., 1998).

We have been motivated to upgrade teachers' techniques with the creation and adoption of an elaborated strategy instructional program and a corresponding strategy website that include the six learner's strategies, namely cognitive, metacognitive, communicative, compensation, social and affective strategies. The six categories aim at

enhancing learners' speaking proficiency, strategy use, self-confidence and motivation to speak English as a foreign language. As Wenden (1995) reminds us, if learners are provided with the immediate answer, the problem is solved. But if they are taught how to work out answers for themselves, they may be empowered to control their own learning.

The study of learner strategies and learner strategy training deserves particular attention because of its congruence with current trends in teaching methods and its practical applications. Additionally, a better knowledge of how EFL learners learn a language can serve as a stepping stone to discover more about efficient learning in general and lead to cost-effective teaching learning plans (Kouraogo, 1993).

#### **4. Research objectives**

The direction of the current study evolved over time as a result from one section of the study which suggested further potentially fruitful lines of research. The initial aim of the study was to examine the reported frequency of strategy use and their relation to EFL learners' speaking proficiency. It was later considered important to extend the aims of the research by investigating the benefits of the teachability of learner strategies for developing speaking proficiency. It is likely that a flexible approach to strategy training, adapted to the current students' level and socio-cultural setting, is to be recommended. Moreover, more practice should be devoted to speaking as to pave the way of facilitating the development of more proficient, more strategic, more confident, and more motivated EFL students.

#### **Research questions and hypothesis**

To reach the aforementioned objectives, we attempt to provide answers to the following research questions.

Research Question 1: What impact does strategy-based instruction have on EFL students' speaking proficiency across tasks (measured in terms of accuracy, fluency, lexical resource, relevance to the topic and communication effectiveness)?

Research Question 2: What impact does strategy- based instruction have on EFL students' actual use of learner strategies across speaking tasks (measured in terms of cognitive, metacognitive, communicative, compensation, and socio affective strategies)?

Research Question 3: What impact does strategy-based instruction have on EFL students' perceived confidence when speaking English as a foreign language?

Research Question 4: What impact does strategy-based instruction have on EFL students' motivation to speak English as a foreign language?

Based on the related research questions, we hence advance the following hypotheses.

Hypothesis 1: If Strategy-based instruction is used, it has a positive impact on EFL students' speaking proficiency (measured in terms of accuracy, fluency, lexical resource and relevance to the topic)

Hypothesis 2: Strategy-based instruction will have a positive impact on EFL students' use of learner strategies (measured in terms of cognitive, metacognitive, communicative, compensation, and socio affective strategies).

Hypothesis 3: Strategy-based instruction will have a positive impact on EFL students' perceived self-confidence when speaking English as a foreign language

Hypothesis 4: Strategy- based instruction will have a positive impact on EFL students' motivation to speak English as a foreign language.

## **5. Research method**

Since the current research aims at the elaboration of a strategy instruction program and at testing the level of its effectiveness on first year university students speaking proficiency, their actual use of strategies, their self-confidence as well as their motivation to speak English, the researcher found it more suitable to opt for a quasi experimental research that involves both an experimental and a control group and that comprises three main phases. The first phase of the study is the pre-training one. It aims at gathering data in

terms of: freshman students profile, speaking proficiency level, tasks' related strategy use, and their self-confidence and motivation to speak English as a foreign language. The second phase of the research is the strategy instruction program itself. While both the two groups (experimental and control) followed the same speaking program (in terms of speaking topics and language functions) for a period of sixteen weeks, the treatment group's program included a third component, namely language learner strategy. Last but not least, the third stage of this longitudinal study (the post-training phase) aims at evaluating the effectiveness of the strategy instructional program on the experimental group students' speaking proficiency, strategy use, self-confidence and motivation to speak English as a foreign language.

## **6. Structure of the dissertation**

The dissertation comprises six distinct chapters. The first three chapters are devoted to literature survey. The fourth chapter sheds light on the methods and materials used. As for the last two chapters, they deal with the practical side of the research.

Chapter one, "Theoretical Backdrop to FL Learner Strategy" is divided into three parts. The first part, as a point of departure, presents a definition of the main concepts that are directly related to the present research. The second part deals with the various learning theories that led to the emergence of language learner strategy research. The third part is devoted to the previous research related to the language learner strategies.

The second chapter offers a review of literature which consists basically in the most dominant theories of foreign language production, then moves to theories of teaching and assessing speaking.

The third chapter explains the most important research methods used to investigate learner strategy use and learner strategy instruction.



The fourth chapter, “Methods and Materials” provides information about the methodology of the research, the data collection tools, and the data analysis procedures used to reach the objectives of the study.

Chapter five, “Results” is practical in nature. It starts with the presentation and analysis of the results of the background questionner followed by the presentation of the quantitative and the qualitative results.

The sixth chapter, “Discussion” presents the main findings of the experimental research in relation to the three research questions. This includes the impact of the strategy intervention on learners’ speaking proficiency, strategy use, self-confidence and motivation to speak English as foreign language.

The thesis ends with a conclusion that summarizes the main points of the research. It also puts forward some recommendations and supplies a few insights that may encourage further research.

# ***Chapter One***

## **Chapter 1: Theoretical Background of FL Learner Strategy**

### **Introduction**

In this chapter, the background of the study will be presented and the concepts related to the research will be defined. The first part aims at providing a definition of the different concepts deemed relevant to the study. The second part will offer introductory explanations of a range of learning theories that have greatly influenced learner strategies studies. Because of a huge number of SLA theories, we will briefly summarize the theories relevant to the meta-cognitive, cognitive, social and affective aspects of the learner. Since the study concerns language learner strategy research, it is important to reach an understanding of its theoretical underpinnings and where this field of research is situated in the theoretical account of how languages are learned. The last part of this chapter will provide a synthesis of the previous research related to language learner strategies.

### **1.1. Definition of concepts**

Since there is a great deal of uncertainty over some of the concepts used in the present study, it is important to start by establishing a clear understanding of the main key terms as they will be used in the context of the current research.

#### **1.1.1. English as a foreign language (EFL) vs English as a second language (ESL)**

First, a distinction needs to be made between two major terms used in the second language acquisition (SLA) field of study: English as a second language (ESL) and English as foreign language (EFL). The two concepts of English as a second language (L2) and English as a foreign language (EFL) can sometimes be ambiguous. Still, it is possible to differentiate between the two. The former generally refers to learning English in contexts in which the target language is normally used outside the classroom. As for the latter, it is used to refer to contexts in which the English language is not used outside the classroom,

as in the case of learning English in Algeria. As explained by Bhaskaran (1997), English as a foreign language is known to have no special status or use in the context where it is learned. As for English as a second language, it can be referred to as “essentially political and institutionalized varieties of English that are, in some countries, used for international communication” (Bhaskaran, 1997, p. 14). Based on the status and the function of English in Algeria, English can be considered as a foreign language.

Though the distinction between second language (L2) and foreign (FL) is believed to be useful from a sociological perspective, many researchers in the field of second language acquisition believe that it has little, if not no linguistic or psychological validity (VanPatten & Benati, 2010). Because SLA research tends to place both second language and foreign language under the umbrella term of second language acquisition, the two terms will be used interchangeably in the present research.

### **1.1.2. Language acquisition and language learning**

Having defined the two terms “second” and “foreign” language, we will now draw the attention to the difference between “acquiring” and “learning” a second language. The term ‘acquisition’ can mean different things for different researchers. For Krashen (1981), a distinction is more than necessary between the two terms ‘acquisition’ and ‘learning’. When the first one is defined as the subconscious process of ‘picking up’ a language, the latter is referred to by the author as the conscious process of studying a language (Ellis, 1994). In other words, acquisition is spontaneous and arises from naturalist language use, and learning is derived from formal language instruction that does help learners develop their language competence. Krashen’s view was later referred to as the ‘Dual Knowledge Paradigm’ (Johnson, 1996, p. 50) since he considered the two systems (acquisition and learning) as independent from one another. More to the point, in Krashen’s view, there was

little if not no room for conscious learning and as such, for conscious language learner strategies as important aspects in the process of language development (Griffiths, 2003).

Other educational experts (Canal & Swain, 1980; Hymes, 1972) support the idea that learning and acquisition, though different, are not mutually exclusive and are rather two ends of one continuum. Oxford, for instance, supports the idea that learning and acquisition are related. She asserts that “our knowledge about what is conscious and what is subconscious is too vague for us to use” (1990, p. 7). She goes on to add that “language learning strategies contribute to all parts of the learning-acquisition continuum” (1990, p. 7).

### **1.1.3. Definition of strategy: Problematic issues**

Before moving to the details of the research, we need first to clarify some of the fuzziness related to the term “strategy” by trying to establish basic definitions.

The basic term strategy originates from the ancient Greek term ‘strategia’ which means generalship or the art of war (Oxford, 1990). The term was later used in the military domain, referring to procedures for implementing the plan of a large- scale military operation (Schmeck, 1988, as cited in Oxford, 1990). In non-military use, the term strategy had come to refer to the use of a set of procedures and tactics for accomplishing a particular task (Oxford, 1990).

In the field of applied linguistics there has been a lack of consensus in the definition of the term strategy, this in turn has led to the use of other terms that are believed to have more or less the same meaning. This includes concepts such as process and skill. While some researchers use them synonymously (Cohen, 1998), others believe that they are different (Chamot & O’Malley, 1987).

First, a distinction has been made by many researchers between the two terms “process” and “strategy”. Chamot and O’Malley refer to strategies as “deliberate actions”

(Chamot & O'Malley, 1987, p. 71). Cohen, for his part, insists on the fact that without consciousness a strategy ceases to be a strategy. In the language learning context, if a learner applies certain tactics habitually or subconsciously the behavior is viewed as a common process rather than a strategy (Cohen, 1998). In other words, it is “the element of consciousness” (Cohen, 1998, p. 4) that distinguishes a strategy from any other automatic or subconscious process. In other terms, when the process refers to the individual stages of mental activity that are not directly observable, strategies are conscious and observable.

Since a clear dividing line between what is conscious and what is subconscious is not clear cut. Macaro (2001) has opted for a continuum of subconscious and direct strategies at one end and for more conscious and indirect strategies at the other. He supports the idea that the cognitive strategies are more likely to be almost subconscious as opposed to the metacognitive strategies, like planning, organizing and evaluating, which are more conscious. He referred to a classification based on the idea of a continuum. The present table best illustrates this.

| <b>Cognitive</b>        | <b>Metacognitive/Social/ Affective</b> |
|-------------------------|----------------------------------------|
| Subconscious            | Conscious                              |
| Direct                  | Indirect                               |
| Automatized             | Controlled                             |
| Difficult to articulate | Easier to articulate                   |
| Non-evaluative          | Evaluative                             |
| Primary                 | Support                                |
| Natural                 | Taught                                 |

Table 1.1. Categories of Strategies along a Continuum (Macaro, 2001)

Today, the term process is usually seen as an umbrella term that involves various human mental activities. In fact “process” and “strategy” have been used interchangeably and strategies can refer both to the conscious and unconscious acts or behaviors (Cohen, 1998). Terms such as strategy, action, and techniques are also used synonymously. For instance, Oxford offers a current and comprehensive definition of learning strategies as specific “actions, behaviors, steps, or techniques” (1990, p. 518) that students use to improve their own progress in developing skills in a second or foreign

language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language, which in turn lead to the development of the skill.

A second issue that needs to be addressed is the difference between strategy and skill. These two terms have often been confused but can be distinguished. The goal of language learning strategies is the facilitation of the learning of a target language which distinguishes them from skills. When strategies refer to the activities that are consciously chosen by the learner with the aim of regulating their learning, skills are employed to use what has been learned (Richards & Schmitt, 2010). Nonetheless, the two terms are not mutually exclusive and skills can be used as learning strategies. Cohen (1998) supports the idea that the learning goals can distinguish learning strategies from other types of learning processes. For instance, students can decide to read either for pleasure (Skill), or to expand their vocabulary (strategy).

Though at this stage of our discussion a watertight definition of the term strategy cannot be offered, all the explanations mentioned above make a valid contribution to our understanding of what strategy is. In the current study, we will rely on Cohen's definition, who posits that strategies are "steps or actions consciously selected by the learner" (1998, p. 5). Though the term strategy is different from other terms such as process and skill, they both exist at different ends of a continuum. What can initially be the deliberate and conscious use of strategy may overtime lead to a subconscious and an integral part of learning behavior.

#### **1.1.4. Language learner strategies**

Having considered the problematic issues related to the term strategy, we will now move to the strategies used by learners of a foreign language.

Language learner strategies are generally defined as the strategies that learners use in response to problems when and where they arise (Grenfell & Macaro, 2007; Wenden,

1987). They also serve at improving progress and accomplishing language related tasks in a foreign language (Macaro, 2001; Oxford & Schramm, 2007)

Learner Strategies can be divided into two sub categories: Learning strategies and language use strategies. Though Selinker did not explicitly use the term language learner strategy, he was the first to make the distinction between its two components in his seminal paper “Interlanguage” (1972). He refers to the two types of strategies as “strategies for second language learning” and “strategies for second language communication” (1972, p. 216) According to him, when language learning strategies help the learner improve the learning of foreign language, strategies for using the foreign language refer to any effort made by the learners to use the foreign language for communication. Many authors, such as Cohen (1998), maintain and support this distinction.

Communication strategies are a perfect example of language use strategies; they are strategies that learners use in order to put across meaning when facing some difficulties because of insufficient competence when speaking the foreign language. Though communicative strategies, such as the use of circumlocution, synonyms or gestures increase neither their store of language nor their competence in expressing themselves (Macaro, 2001), they can help learners avoid communication breakdown and increase their fluency. Canale & Swain (1980) have referred to such strategies as strategic competence as one of the key elements of communicative competence, along with grammatical competence, discourse competence and sociolinguistic competence.

As for language learning strategies, they refer to conscious actions and behaviors that learners use for learning a foreign language (Cohen, 1998; Oxford, 1990). For instance, memory and cognitive strategies are learning strategies that include identifying the linguistic items that need to be learned, grouping them for easier learning (e.g. grouping words by category, using words mapping, classifying), or repeating the new vocabulary



(e.g. structured repetition). Generally, cognitive strategies serve to formally commit the material to memory when it doesn't seem to be acquired naturally (Cohen, 1998). The term "learning strategies" goes back to the late 1960's when information processing theories were applied in the area of memory strategies to be used in educational settings (Dörnyei, 1995). In the field of foreign language learning strategies, the concept has become so powerful that it has gained a new meaning and dimension which has been transformed into learning strategies (Oxford, 1990). Chamot is among the pioneers in this field of research and defines learning strategies as "thoughts and actions that individuals use to accomplish a learning goal" (2004). In other words, learning strategies help learners control the flow of data to decide how to learn a foreign language.

Cohen provides a narrower definition of the term language learning strategies:

Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning (e.g., grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth), having repeated contact with the material (e.g., through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory technique). (1998, p. 5)

In the present research, both types of learner strategies will be incorporated in the training as both can contribute to the improvement of students' speaking proficiency.

## **1.2. Psychological and sociocultural perspectives on FL acquisition**

Since research in language learner strategies has evolved alongside other theories, an understanding of how they have had significant bearings on our understanding of this term is more than necessary. A variety of theories and approaches have emerged accounting for the process of foreign language acquisition. They differ mainly in the role they give to the context (the sociocultural perspective), the role of the mental processes (the psychological perspective), the importance they give to the various aspects of language (the linguistic perspective), and the role of L1 (Interlanguage studies) (Ellis, 2004). This part will present

the foreign language acquisition theories that have had major implications on learner strategy and strategy instruction research.

The dual purpose of this part is to examine the theoretical background of foreign language learner strategy. It aims at examining the theories that fall within the psychological and the sociocultural perspectives and to see how they contribute into gaining valuable insight on the process of acquiring a foreign language, and more particularly on the facilitative role of language learner strategies and strategies instruction.

These two vantage points have often conflicted with each other. While the psychological perspective gives importance to the individual learner and neglects the context where the language is learned, the sociocultural view puts the stress on society and its culture as significant factors in the learning process. Despite their differences, Cohen & Macaro assert that “it is not essential to consider only one of the two foci; both are valuable and, in fact, essential for a better understanding of how languages are learnt” (2007, p. 47).

### **1.2.1. The psychological perspective on FL acquisition**

The psychological perspective is often referred to as ‘cognitive’, ‘mentalistic’, ‘psycholinguistic’, or ‘individual-difference’. However, it is preferable to use the more general term of ‘psychological’ as it includes all of the above. The term ‘psychology’ can also refer to meta-cognitive (regulation and control) and affective (emotion and motivation-related) factors (Cohen & Macaro, 2007). A brief summary of the main psychological theories will help us provide an initial understanding of language learner strategy research.

### **1.2.1.1. Early theories**

Prior to the 1990s, two dominant approaches have been offered to account for FLA developmental progress and final learning outcomes, namely the behaviorist and innatist approaches.

The first period is marked by the use of behaviorism. For much of the first half of the twentieth century, behaviorism was known to be the most dominant approach in psychology and education. According to this approach, learning can be explained in terms of imitation, practice, reinforcement, and habit formation. As such, the sociocultural context is seen as a crucial factor in the learning process. The reason behind its importance is that it is the source of linguistic stimuli that learners refer to in order to form associations (Schmitt, 2010). This approach supports the idea that the learning of new forms can also happen through analogy. For instance, once learners have acquired the plural form of the English language, they can use the plural marking on new nouns by analogy.

The behaviorist approach gave rise to the audiolingual method that depended heavily on drills and repetition. Though seen at that time as a revolutionary method for language learning and teaching (Stern, 1992), there was little if no recognition offered to the conscious contribution of learners to the learning process. Learners were not allowed to take the initiative as they might make mistakes (Richards & Rodgers, 2001). Adding to that, the concept of learner strategies was rarely, if ever, mentioned in the literature. As Tarone and Yule argue “relatively little attention seems to have been paid, in any consistent way, to considerations of the whole process from the learner’s point of view” (1989, p.133). As such, despite the fact that the audiolingual method encouraged the use of imitation, memorization, and pattern practice as important strategies, the aim behind their use was limited to correct language use and not to the development of effective learning processes. This view fits in well with behaviorism and “with its desire to avoid recourse to

any concept of unobservable brain activity, and to a concept of mind” (Johnson, 1996, p. 7).

The behaviourist explanation of first and foreign language acquisition was later rejected by the innatists, namely Chomsky. This approach came under attack since Chomsky (1968) was against the notion that children learn their first language by repeating the linguistic patterns that they hear around them. He further adds that children have the ability to produce and create new sentences they have never heard before (1968).

In the second half of the twentieth century, the behaviorist approach was replaced by the innatist approach. Chomsky’s universal grammar became a powerful tool for an in-depth examination and description of the L1. From his perspective, the child is born with a language acquisition device (LAD), which Chomsky refers to as “highly specific capacities” (as cited in Johnson, 1996, p. 12). While he did not make any claim about the implications of his theory on foreign language acquisition, many researchers believe that universal grammar principles can be a good perspective to understand the process of foreign language acquisition (White, 2003). Researchers who support the use of universal grammar (UG) perspectives in FL seek to discover a language user’s underlying linguistic competence (what a language user knows) rather than focusing on the user’s linguistic performance (how to actually use the target language). Many have argued that despite its merits, universal grammar cannot offer a clear explanation of FL acquisition, particularly with adult learners who have passed the critical period (Clahsen, 1990; Schachter, 1990).

Chomsky’s innatist view differs from the cognitive approach in the sense that the LAD is seen as specific to language and is not viewed as part of a more general cognitive framework that develops alongside other cognitive skills (Johnson, 1996). Chomsky uses Cellerier’s (1980) phrase to refer to the process as “successive maturation of specialized hardware” (as cited in Johnson, 1996, p. 11). The Cognitivists, for their part, support the

idea that language is not separate from other aspects of cognition (Anderson, 1985; McLaughlin, 1990; Piaget & Inhelder, 1969)

Despite its criticism, it is undeniable that Chomsky's innatism has greatly participated in the rise of cognitivism which in turn has influenced much of the works conducted in the field of language learner strategy and strategy instruction.

#### **1.2.1.2. The interlanguage theory**

One of the early theories that sparked off more and more interest into strategy research is the interlanguage theory. The notion of 'interlanguage' has been central to the development of the foreign language acquisition field of research, and is one of the first cognitive theories which suggests that learner difficulties in achieving a native like mastery of the English language should not be viewed as a weakness (Selinker, 1972). In point of fact, imperfections in foreign language learning can be an element of interim linguistic system that marks stages in language acquisition process. The term interlanguage (IL) was first introduced by the American linguist Selinker (Selinker, 1972) to refer to a separate linguistic system that is clearly different from both the learner's first language and the target language being learned. In other terms, it is a separate linguistic system that the learner attempts to use in order to express meaning in a language. As maintained by Selinker, to learn a second or foreign language, the mind goes through five learning processes, namely language transfer, transfer of training, overgeneralization, foreign language learning strategies, and strategies of foreign language communication. In this sense, Selinker argues that:

If it can be experimentally demonstrated that fossilizable items, rules, and subsystems which occur in IL performance are a result of the NL, then we are dealing with the process of language transfer; if these fossilizable items, rules, and subsystems are a result of the identifiable items in training procedures, then we are dealing with the process known as the transfer-of-training; if they are a result of an identifiable approach by the learner to the material to be learned, then we are dealing with strategy of second-language learning; if they are a result of an identifiable approach by the learner to communicate with the native speaking of the

TL, then we are dealing with strategies of second-language communication; and, finally, if they are a result of a clear overgeneralization of TL rules and semantic features, then we are dealing with the overgeneralization of TL linguistic material (1972, p. 216)

Within this framework, foreign language learning is thought to be the acquisition of a complex cognitive skill that includes internal representations such as organizing and guiding performance (Skehan, 2001).

### **1.2.1.3. Cognitive information processing models**

Theories of language learning that give importance to learner strategies have generally come under the influence of cognitive psychology. Research into language learner strategies began in the 1960s and the development of cognitive psychology influenced much of the research done in the field. The most prominent characteristics of the cognitive approach could be described as the focus on the processes underlying complex learning (Brower & Hilgard, 1981).

The cognitive theories we will review here all have in common the fact that they focus on the way in which the brain's processing mechanisms deal with the foreign language. They are all based on three major principles. First, the learner's linguistic system is strongly related to the cognitive system. Second, the learner plays an active role in the process of acquiring a second/foreign language, as well as in the process of constructing meaning (Trawinski, 2005). Last but not least, these cognitive models of learning have been proved to support the need for learner strategies (Cohen, 1990; O'Malley & Chamot, 1990).

The development of cognitivism has influenced learning theories and research in several significant ways (Skehan, 2001). Current cognitive approaches to learning stress that learning is an active, constructive, cumulative as well as self-directed process that is dependent on the mental activities of the learner (Skehan, 2001). The cognitive orientation focuses on the mental activities of the learner that lead to successful learning. As such, this

explicitly acknowledges the role of cognitive and meta-cognitive processes and the use of various learning strategies. Both memory and learning require from the learner to actively construct new knowledge and strategies (Rumelhart & Norman 1981). For instance, transfer of information into permanent storage is facilitated by rehearsal of the information (particularly if the information is elaborated meaningfully), by organization (e.g., categorization) of the information, by the use of metamemory strategies (e.g., writing lists or taking notes). The learners tend to remember better when knowledge is acquired through distributed practice across various study sessions, rather than through massed practice (Anderson, 1983).

While the Interlanguage Hypothesis was perhaps the first to look at foreign language learning strategies as a contributing aspect to the language acquisition process, it was McLaughlin's information processing (1990) and Anderson's Adaptive Control of Thought (ACT) model (1985) which led to the development of a branch of research which has emphasized the central role of learners' strategies in language acquisition. In relation to second/foreign language acquisition, these two information processing models have contributed to providing an understanding of the process learners go through when learning a second/foreign language. An overview of these models can provide the theoretical context where learner strategy, and more particularly cognitive strategies, can be placed and evaluated.

First, Mc Laughlin's Information Processing model (1990) supports the principle that learning is a gradual movement from controlled to automatic processing. From McLaughlin's perspective, learning a language, like any other kind of learning, involves taking in information which is then processed and acted upon (Williams & Burden, 1997). As such, the learner is seen as playing "an active role in the process" (Rubin, 1987, p. 17) by using a range of mental strategies to deal with the system of the language being learned.

Skills are developed through a three-stage sequence: (1) the cognitive stage, where the learner attempts to memorize information relevant to the skill; (2) the associative stage, where the learner reinforces the relation among various elements of the skill leading to a gradual acquisition of procedural representation; (3) the automatic stage, where the automatic and subconscious performance of the procedural knowledge becomes possible (McLaughlin, 1995)

Similar to McLaughlin's automatization process, Anderson's Active Control of Thought Model (ACT) can be defined as a general theory which gives major importance to the cognitive process of the learner. Anderson distinguishes among three types of memory structures: declarative, procedural and working memory. These three categories are not dissimilar to McLaughlin's components and both theories believe that practice leads to automatization. Their cognitive models had great implications for education and provided great insights into the way knowledge is acquired, retained, retrieved and utilized. According to Anderson, the move from declarative to procedural knowledge takes place in three stages (Anderson, 1985, p. 232)

1. The cognitive stage: a description of the procedure is learnt.
2. The associative stage: the method of performing the skill is worked out.
3. The autonomous stage: the skill becomes more and more rapid and automated.

Anderson gives an example of the case of the process that we go through when learning the grammatical rules of English.

When we learn a foreign language in a classroom situation, we are aware of the rules of the language, especially just after a lesson that spells them out (...).not surprisingly applying this knowledge is a much slower and painful process than applying the procedurally encoded knowledge of our language. Eventually, if we are lucky we can come to know as foreign language as we know our native language. At that point, we often forget the rules of the foreign language. It is as if the class-taught declarative knowledge has been transformed into a procedural (Anderson, 1985, p. 224)

Anderson's model has been applied to the field of language learning strategies by researchers such as O'Malley and Chamot (1990).



Language learning strategies research has up to now produced an enormous body of literature and is positioned much closer to the practice of second and foreign language teaching. An example of research into language learning strategies is the seminal work by O'Malley and Chamot (1990) who examine and discuss within a theoretical framework, built upon the ACT model and other cognitive theories, the contributions of learning strategies to foreign language acquisition. Furthermore, they see learning strategies as essential components of the cognitive processes underlying language comprehension and production as well as language learning. They argue that learning strategies constitute procedural knowledge which "has the capacity to transform declarative knowledge so that it is organized, summarized, or represented and linked to new information in memory" (O'Malley & Chamot, 1990, p. 216). In this manner, language strategies have substantial bearing on the proceduralisation process and on language acquisition. The Cognitive Academic Language Learning Approach (CALLA), for instance, was one of the first strategy-based instruction programs that focuses on "the acquisition and use of procedural skills that facilitate academic language and content learning" (Griffiths, 2013, p. 149).

Another crucial component in information processing is metacognition or "the executive control" over thinking processes. Explicit instruction to strategies, including when and why they are useful, support this metacognitive executive control (O'Malley & Chamot, 1990). The following table highlights the relation between information processing theory and language learner strategies.

| <b>Stages in cognitive information-Processing: New FL knowledge, moving from declarative to procedural<br/>And the relationship to strategies and tactics at each stage</b> |                                                                                                                                                 |                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage</b>                                                                                                                                                                | <b>Characteristics of this stage</b>                                                                                                            | <b>Nature of the strategies and tactics used in this stage</b>                                                                        |
| 1. Declarative knowledge stage                                                                                                                                              | Learner encounters new FL Information.                                                                                                          | Learners use strategies and tactics to aid in noticing, taking in, integrating (into schemata, i.e., mental framework).               |
| 2. Associative stage                                                                                                                                                        | Practice of the new FL information occurs. The new FL Information becomes increasingly familiar and much easier to use (partly proceduralized). | Learners use strategies and tactics to practice the new FL information and associate it more strongly with what is already in memory. |
| 3. Procedural knowledge Stage                                                                                                                                               | Knowledge of the new FL information is dynamic, unconscious, effortless (fully proceduralized )                                                 | Strategies and tactics are no longer needed and FL information and has become automatic and habitual.                                 |

Table 1.2: The Relation between Information Processing Theory and Language Learning Strategies (Oxford, 2011)

From table 1.2, we can see that learner strategies are directly relevant to the three stages of information processing and the key goal of information- processing theory is to transform (conscious, effortful) declarative knowledge to (unconscious, automatic) procedural knowledge (Anderson, 1985)

#### **1.2.1.4. Self-regulated learning from a psychological perspective**

In addition to the cognitive theories mentioned above, theories of self regulation have offered significant contributions to strategy research, namely to metacognitive strategy research.

Self-regulation as it emerged in the literature of health psychology, educational psychology, as well as organizational psychology, is defined by Pitrich as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation, behavior, guided and constrained by their goals and contextual features in the environment” (as cited in McDonough, 1995).

Self regulation bears two basic assumptions about learning and regulation:

1. The active constructive assumption: learners are active constructive participants in the learning process. They actively construct their own meanings, goals and strategies from the information available in the external environment as well as information in their own mind (internal environment)
2. The potential control assumption: learners can potentially monitor, control and regulate certain aspects of their own cognition, motivation and behavior as well as some features of their environment. As such, learners use different processes that help them adapt and change their cognition (Cohen, 1998).

Self-regulation is one of the most important developments in foreign language learning (FL) and has come as a broadened perspective on learners' strategic learning. Tseng et al posit that the proposed self-regulation is "made up of a whole series of integrated and interrelated microprocesses, of which learning strategies is only one" ( as cited in Oxford, 2011, p. 81). Although the term "self-regulated learning" is not recurrent in the field of foreign language learning and teaching. It is alive in terms like "self instruction", "autonomous learning", and "metacognitive strategies". For instance, Cohen defines self-directed learning as an approach wherein "learners make decisions, alone or with the help of others, about what resources and strategies they will use, and how they will pass their progress" (1998, p. 10). As such, foreign language educators and educational psychologists regard language strategies as one component of self-regulated learning.

This theory supports the idea that successful learning involves cognitive, meta-cognitive and motivational strategies interacting to create effective learning (Chamot, Barnhardt, El-Dinary, & Robbins, 1996). For instance, self regulated learners have the control over the use of several cognitive strategies such as predicting, visualizing and

summarizing. They also have metacognitive understanding of when and where to use their strategies as well as how to adapt them to new situation. Additionally, they use metacognitive strategies such as planning, monitoring and evaluating to facilitate the learning process and the language task performance (Chamot, Barnhardt, El-Dinary, & Robbins, 1996).

All in all, several cognitive models have shed light on how second/ foreign language acquisition works and researchers in this field have put more emphasis on the learning components.

#### **1.2.1.5. Affect and foreign language learning**

Affective factors give importance to the role of feelings, emotions, and psychological reactions to foreign language learning (Goh & Burns, 2012). This includes anxiety, self-esteem, motivation, and their impact on learners' effectiveness to learn a foreign language. Moreover, such factors are closely related to the cognitive processes and the two cannot be separated from each other (Arnold, 1999, as cited in Goh & Burns, 2012).

The interest in affective variables in language learning is reflected in some modern teaching stances aimed at reducing anxiety and inhibitions and enhancing the learner's motivation and self-esteem. These approaches could be identified within the so-called humanistic education. Moskovitz states that:

Humanistic education is related to a concern for personal development, self-acceptance, and acceptance by others, in other words making students be more human. Humanistic education takes into consideration that learning is affected by how students feel about themselves. (as cited in Stevick, 1996, pp. 24-25).

It is concerned with educating the whole person- the intellectual and the emotional dimensions. Examples of these innovative humanistic approaches to language teaching are Lozanov's Suggestopedia (Scovel, 1979) and Terrell's Natural Approach (1977). This latter is firmly rooted on The Monitor Model, the theory of language acquisition proposed

by Krashen (1981). Krashen posed that a low affective filter is necessary for acquisition to take place. The affective filter is a mental block caused by affective factors such as high anxiety, low self-esteem and low- motivation. These theories support the idea that students who are anxious, who have negative attitudes, who attribute failure to deficiencies in their own abilities, who do not empathize with speakers of the target language and who suffer from inhibitions or who have low self-concepts are less likely to be successful language learners than those who have positive emotions (Griffiths, 2013). All this makes the affective factor of learning a challenging factor that must be understood, and worked with, rather than ignored. Lately, many researchers support the use of affective strategies as they can have an important role in helping learners deal with these complicated aspects of FL learning (Oxford, 1990; Stern, 1992).

Despite the telling contribution of the different cognitive and affective theories on learner strategy research, it should be noted that the learning process, from a psychological perspective, was limited to the individual to the exclusion of the environmental aspect of learning. The next part will provide a detailed explanation of the sociocultural view of language learning and its contribution to the field of language learner strategy.

### **1.2.2. The sociacultural perspective on FL acquisition**

Also referred to as the social interactionist view, the sociocultural perspective ascribes the central role in the process of foreign language acquisition to the environment. The focus of attention with this view is on the way social interaction in different contexts can result in the development of language proficiency. Language, according to this approach, develops through communication and interaction with others “which leads to input modification i.e. adjusting it to the capacity of the learner” (Trawinski, 2005, p. 15).

### **1.2.2.1. Bandura's social cognitive theory**

*"Of the many cues that influence behavior, at any point in time, none is more common than the actions of others."* (Bandura, 1986, p. 206)

Social cognitive theory (SCT) refers to a psychological model of behavior that emerged primarily from the work of Bandura (1986). Initially developed with an emphasis on the acquisition of social behaviors, SCT continues to emphasize that learning occurs in a social context and that much of what is learned is gained through observation and contact. SCT has been applied broadly to such diverse areas of human functioning as career choice, organizational behavior, athletics, and mental and physical health. SCT has also been applied extensively by those interested in understanding classroom motivation, learning, and achievement (Pajares, 1996).

Bandura's (1986) Social Cognitive theory, when applied to the field of FL language learning, focuses on the role of personal self-efficacy, self-perception and self-regulation. If a learner experiences success at a valued task, he/she develops a self-efficacy that encourages him/her to perform better in other challenging tasks. Through the use of appropriate strategies and by giving students the tools for future achievement, the learner can enhance self-efficacy by creating successful experiences. Adding to that, Bandura's Social Learning Theory posits that people learn from one another via observation. Bandura asserts that the learning processes depend on reciprocal interactions among behavior, environment, and personal factors. His model proposes that successful learning depends on two aspects of self-regulation (self-environment and behavior) and three phases (forethought, performance, and self-reflection) (Cohen & Macaro, 2007).

During the forethought learning phase, the learner makes use of goal-setting and planning strategies. In the second phase, the learner reflects on the ongoing performance to see if it meets the task requirements. In the self-reflection stage, the use of a range of

strategies such as self-monitoring (giving feedback on the performance) and self-evaluating (comparing observed performance with goals, self-reward and other strategies) are needed (Cohen & Macaro, 2007). As such, when the learner is equipped with the necessary tools to work through different tasks, he/she can build high self-efficacy. Many researchers (Chamot et al., 1996) confirm that, unlike learners with low self-efficacy, foreign language learners with high self-efficacy are reported to use a considerable number of learning strategies. For that reason, it is critical for teachers to raise learners' awareness of the importance of the use of a wide variety of strategies and techniques through explicit strategy instruction.

Though Bandura's model has, in some instances, made reference to the sociocultural aspect of learning a second/foreign language, his explanation of self-regulation remains mostly individual and centered on learners' self-efficacy and self-perception when performing a task (Cohen & Macaro, 2007). The next part will shed light on another theory that has contributed to language learner strategy research.

#### **1.2.2.2. Social constructivism**

The Constructivist theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivist learning theory is the role which experiences, or connections with the adjoining atmosphere, play in students' education. It argues that people produce knowledge and form meaning based upon their experiences. This theory also implies that learners actively construct meaning as they encounter new information through the use of their background knowledge of the world as an initial frame for relating to new information. (Bransford, 1972, as cited in Chamot et al., 1996).

The Sociocultural theory to learning and development was first organized and applied by Vygotsky in Russia in the 1920s and 1930s. The basic principle was that

learning can develop effectively when learners use their mind and available tools while engaged in activities, and language is one of the major tools. Though Vygotsky (1978) did not make direct reference to the term strategy in his theoretical conception, the three aspects of the Zone of Proximal Development (ZPD), mediated learning, and Self-regulation have all had significant bearings on the field of language learner strategy and strategy instruction.

The term zone of proximal development is probably one of the most widely- and well-known ideas associated with Vygotsky's theoretical conception. Within educational research, the concept is now widely used in studies on teaching and learning in many subject-matter areas, including reading, writing, mathematics, science, second-language learning (Dunn & Lantolf, 1998; Lantolf & Pavlenko, 1995).

Vygotsky emphasized the role of the zone of proximal development (ZPD) in learning and defines it as “the distance between the actual development level and the level of potential development as determined through problem solving under adult guidance or in collaboration with peers” (Vygotsky, 1978, p. 86). From this perspective, learners can move into their next level with the assistance of their teachers or peers while using language as the primary tool during this activity.

In the ZPD, we notice that it is indispensable for learners to interact with others because the ZPD needs at least more than one person to actively develop. With effective interaction, especially through speaking with their peers or teachers, learners naturally develop and extend their linguistic knowledge. Adding to that, Vygotsky's (1978) Social-Cognitive Theory suggests that students develop mature thinking by observing how teachers approach learning tasks, and by practicing expert processes with coaching from the instructor. Learners can operate in their Zone of Proximal Development when more proficient teachers and peers provide the support needed for completing the task.



Oxford (1990) was the first to make the link between the higher order functions of analyzing and synthesizing (as proposed by Vygotsky) and his cognitive strategies. An analogy is also found between Vygotsky's higher order functions of planning and monitoring, referred to as metacognitive strategies by Oxford. What Vygotsky adds to previous strategy research is the idea that "these higher mental functions are generated in goal-directed, mediated activity" (Donato & MacComick, 1994, p. 455). Oxford further adds that that these functions are internalized through social interaction in the form of dialogues, which necessitate social strategies such as asking questions and seeking for help, and affective strategies for controlling emotion and motivation (as cited in Donato & MacComick, 1994).

A second important element in Vygotsky's theory is the concept of mediation. Lantolf (2000) states that "the most fundamental concept of sociocultural theory is that the human mind is mediated" (p.1). Mediation takes place as long as human beings have an opportunity to consider what they are doing or what they have just learned. For Vygotsky "the source of mediation was either a material tool (for example using a computer); a system of symbols, notably language; or the behavior of another human being in social interaction" (as cited in Donato & MacComick, 1994, p. 456). This permits learners to connect and extend their knowledge and skills for further learning, which may in turn affect their beliefs, views of the world, identity, cultural and social awareness. From this perspective, mediation is seen as an instrument of cognitive change (Donato & MacComuck, 1994) that can develop learners' mental tools. More to the point, learning is seen as socially mediated and is dependent on face-to-face interaction and shared processes, such as joint problem solving and discussion. Accordingly, the learner's dialogue with, in Vygotsky's terms, 'a more capable other' leads to the development of both cognitive and self-regulatory competence (Cohen & Macaro, 2007).

Vygotsky's dialogic aspect of learning has influenced many strategy instructional models. For instance Mason, Harris and Graham (2011) self-regulation strategy development model was designed to encourage group work, with the teacher monitoring and modeling a range of strategies for effective learning.

On the whole, Socialcultural models focus both on the individual learner and on the social nature of learning. Moreover, such models offer explanations not only for why strategies work, but also for how strategies can be taught and used in the classroom.

## **Conclusion**

Overall, the theories presented above form a theoretical framework to foreign language acquisition in general, and second/foreign language learner strategy and strategy instruction in particular. Different FL theories have considered learning from different perspectives. First, the behaviourist approach stressed on the extrinsic demands on the learning without taking into consideration the learner's cognitive capacities. Furthermore, though UG's potential to explain FL learning remains controversial, one cannot disagree with the fact that Chomsky's innatist approach has pioneered future cognitive studies which consider learning as a problem-solving process. In this section, we also looked at foreign language acquisition from the psychological and sociocultural perspectives. These two standpoints have increasingly informed language learner strategy research in recent years. The former has emphasized the way the mind perceives, retains, structures, and retrieves information. As for the latter, it has placed foreign language acquisition in its large social context.

Although the psychological and the sociological perspectives have long been regarded as conflicting approaches, the fields of language learner strategy and strategy instruction have often been influenced by the theoretical contributions of both perspectives. Cohen and Macaro argue that "the L2 field will understand strategies in more

encompassing, more useful ways only when multiple view points are honored, when theorists and researchers representing different perspectives communicate productively, and especially when they plan joint research studies” (2007, p. 47). Research in the field of language learner strategy and strategy instruction can present an example of how these two camps can potentially be joined to complement one another. To cite as an example, research in learner strategy conducted by Oxford (1990) shows how both these two perspectives can be linked in a single framework.

# ***Chapter Two***

## **Chapter 2: Language Learner Strategy Research**

### **Introduction**

A good deal of earlier work within this field of research was of qualitative and ethnographic nature, relying heavily on retrospective and anecdotal research tools. As explained by Kouraogo “Learners were asked to verbalize their experience by describing the strategies they consciously used in the task of learning a second or foreign language, and this resulted in various lists of the strategies used by successful or unsuccessful learners” (1993, p. 166). Though qualitative research proved to be valuable, it was difficult to summarize such results and generalize them into applicable pieces of advice. To overcome these shortcomings, recent studies have moved towards more empirical and quantitative methods with an attempt to identify the relation between learners’ strategy and other variable such as, language proficiency, motivation, age, and gender (O’Malley et al., 1985). The following part will present and explain the different classifications that have been proposed by previous researchers as a result of such studies.

### **2.1. Inventories of language learner strategies**

One of the aims of early studies in this field of research was to identify the strategies used by successful learners and classify them into categories. In fact, most of the works on proficient language learners focused on compiling inventories of the language learner strategies that good learners were observed to use. Empirical research on language learning strategies has suggested several classification patterns. As stated by Cohen “Part of the difficulty in interpreting the LLS literature is that there are numerous and often competing systems for classifying language strategies” (E, Cohen, personal communication, November, 13, 2015). Language learning strategies can be classified in terms of their goals, skills or functions. The former refers to the purpose behind the use of a particular strategy depending on the intention of the learner. When some strategies are

used for learning a foreign language – for example, grouping, repeating, and memorizing strategies, other strategies can be used for using the target language- for instance, compensation, using circumlocution, and paraphrasing. The second type of classification refers to learning strategies in relation to the two productive and the two receptive skills: speaking, writing, reading and listening respectively. The third way of classifying language learner strategies has been adopted by many scholars such as O'Malley and Chamot (1990), Oxford (1990), Stern (1992), and Wenden and Rubin (1987). These researchers have classified the strategies in terms of function, referred to in the literature as meta-cognitive, cognitive, affective, and social strategies.

### **2.1.1. Rubin's classification of language learner strategies (1981)**

During the 1970's and early 1980's, research in the field of language learner strategies had a tendency to focus mainly on the general approach of good language learners. In the beginning, there was little attempt made by researchers to classify the strategies into general categories. However, it was not until the late 1980's and early 1990's that considerable variation in strategy classification was fully acknowledged. There had been tentative attempts made by Rubin (1975) and Naiman, Frohlich, Stern, and Todesco (1978) to begin to classify strategies. Researchers in the field worked on identifying a clear and precise theoretical framework (Grenfell & Macaro, 2007)

Rubin pioneered much of the work in this field of research and was one of the first researchers to make a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Rubin categorized LLS into two main groups: Direct strategies and indirect strategies.

| Strategies                    | Subgroups of Strategies           |
|-------------------------------|-----------------------------------|
| <b>1. Direct Strategies</b>   | Clarification/ Verification       |
|                               | Guessing/ Inductive Inferencing   |
|                               | Deductive reasoning               |
|                               | Practice                          |
|                               | Memorization                      |
|                               | Monitoring                        |
| <b>2. Indirect Strategies</b> | Create opportunities for practice |
|                               | Production tricks                 |

Table 2.1: Rubin's Classification of Learner Strategies (1981)

Beside the two main groups of strategies (direct and indirect), Rubin (1981) distinguishes between eight sub-categories of strategies. According to Oxford (1990), the distinction between the subgroups of strategies in Rubins' typology is not always clear-cut. Oxford states as an example the case of direct guessing/ Inductive inferencing and indirect production tricks which could all be classified as compensation strategies (Oxford, 1990). Another weakness of this classification is that it is not exhaustive and is very limited in terms of the number of strategies proposed.

### 2.1.2. O'Malley and Chamot (1990)

Unlike Rubin's typology, the classification of O'Malley and Chamot (1990) was based on an experimental training with seventy high school-age students enrolled in ESL classes during the 1983 Spring Semester and twenty-two teachers providing instruction in the classes. Following a series of empirical studies on strategy use by foreign language students and English as foreign language (EFL) students, the researchers were able to classify strategies into three grouped: Meta-cognitive, cognitive and social strategies. This is illustrated in table 2.2.

| Groups of Strategies                | Subgroups of Strategies                                                                                                                                                                                                                                                                                                                                |                                                                                                                   |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>1. Meta-cognitive Strategies</b> | - Planning                                                                                                                                                                                                                                                                                                                                             | - Advanced organizer<br>- Direct attention<br>- Functional planning<br>- Selective attention<br>- Self-management |
|                                     | - Monitoring                                                                                                                                                                                                                                                                                                                                           | - Self-monitoring                                                                                                 |
|                                     | - Evaluation                                                                                                                                                                                                                                                                                                                                           | - Self-evaluation                                                                                                 |
| <b>2. Cognitive Strategies</b>      | <ul style="list-style-type: none"> <li>- Resourcing</li> <li>- Repetition</li> <li>- Grouping</li> <li>- Deduction</li> <li>- Imagery</li> <li>- Auditory representation</li> <li>- Keyword method</li> <li>- Elaboration</li> <li>- Transfer</li> <li>- Note taking</li> <li>- Summarizing</li> <li>- Recombination</li> <li>- Translation</li> </ul> |                                                                                                                   |
| <b>3. Social mediation</b>          | <ul style="list-style-type: none"> <li>- Question for clarification</li> <li>- Cooperation</li> <li>- Self-talk</li> </ul>                                                                                                                                                                                                                             |                                                                                                                   |

Table 2.2: O'Malley and Chamot Classification of Learning Strategies (1990)

As can be seen, this typology is more organized and wider in spectrum than the previous one. Skehan (1991) acknowledges the importance of the work of O'Malley and Chamot as they provided a framework of learning strategies within the concepts of cognitive psychology. Indeed, they have tried to ground their study within the information-processing model of learning developed by Anderson (1980 as cited in Ellis, 1994). However, O'Malley and Chamot did not seem to include communication and affective strategies in their model. Cohen and Scott (1996, p.11), for their part, criticized their typology for focusing solely on cognitive and meta-cognitive strategies and for only touching the surface of social and affective strategies. In Dörnyei and Skehan's view, strategies such as "cooperation", "questioning for clarification" as well as "self-talk" seem to represent "a broad miscellaneous category" (2003, p. 609) and are not directly related to



the cognitive theory used by the authors. As such, the last category rather seems to group all the strategies that do not belong to the first two types.

### 2.1.3. Stern (1992)

Another categorization was later proposed by Stern (1992). He suggested five main language learner strategies: management and planning strategies, cognitive strategies, communicative/ experiential strategies, interpersonal strategies, and affective strategies. The details of this typology are shown in the table below.

| Groups of strategies                             | Subgroups of Strategies                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Management and Planning Strategies</b>     | <ul style="list-style-type: none"> <li>- Decide what commitment to make to language learning</li> <li>- Setting reasonable goals</li> <li>- Select appropriate resource and decide on appropriate methodology</li> <li>- Monitor progress</li> <li>- Evaluate achievement in the light of the previously determined goals and expectations</li> </ul> |
| <b>2. Cognitive Strategies</b>                   | <ul style="list-style-type: none"> <li>- Clarification/ verification</li> <li>- Guessing/ inductive inferencing</li> <li>- Deductive reasoning</li> <li>- Practice</li> <li>- Memorization</li> <li>- monitoring</li> </ul>                                                                                                                           |
| <b>3. Communicative/ Experiential Strategies</b> | <ul style="list-style-type: none"> <li>- Using circumlocution</li> <li>- Using gestures</li> <li>- Paraphrasing</li> <li>- Asking for repetition</li> <li>- Asking for explanation</li> </ul>                                                                                                                                                         |
| <b>4. Interpersonal Strategies</b>               | <ul style="list-style-type: none"> <li>- Monitoring and evaluating performance</li> <li>- Contacting and cooperating with native speakers</li> </ul>                                                                                                                                                                                                  |
| <b>5. Affective Strategies</b>                   | <ul style="list-style-type: none"> <li>- Creating associations of positive affect towards the foreign language.</li> </ul>                                                                                                                                                                                                                            |

Table 2.3: Stern's Classification of Learner Strategies

Stern divided learner strategies into five groups. The first group of strategies, as it is implied, helps learners to direct their own learning. In other terms, management and planning strategies are used by learners to set reasonable goals for themselves, chose appropriate methods and techniques to perform the task at hand and evaluate their progress. Cognitive strategies, however, are directly related to operations that lead to

learning the target language. This includes analysis and problem solving procedures such as clarification and memorization. The aim with the third group of strategies is to direct the overflow of communication and avoid communication gap. Moving on, interpersonal strategies can help learners evaluate their own performance and communicate with native speakers. The last group of strategies can be used by learners to help them deal with their emotional problems (Stern, 1992)

#### **2.1.4. Oxford (1990)**

Oxford's typology is one of the most cited classifications as it outlines a comprehensive, multi-leveled and theoretically well conceived taxonomied of LLS. Based on her first classification system of 1985, Oxford elaborated her first questionnaire on learning strategies, the SILL (Strategy inventory for language learning). The questionnaire was first designed for adults learning foreign languages in military settings in 1986 and it is not until 1990 that Oxford proposed the final version of her taxonomy (1990). Unlike O'Malley and Chamot, Oxford confirms that her classification is grounded on the view of foreign language learners as a whole person, who possesses intellectual, social, emotional, and physical capacities and the abilities are not merely limited to cognitive and metacognitive information processing. In an article untitled "Comparing theories of Language Learning Strategies: A confirmatory Factor Analysis", Hsiao and Oxford (2002) compared different typologies of language learning strategies by mean of confirmatory factor analysis (CFA). Data were collected from 517 college EFL learners and measured by the ESL/ EFL version of the Strategy Inventory for Language Learning. The finding of the research indicated that of the strategies theories examined, Oxford's six factor strategy classification is the most consistent with learners' strategy use. This prompted us to use Oxford's Strategy Inventory for Language Learning (SILL) as one of the models of

strategies to include in the strategy checklists and the instructional program of the present research.

Oxford (1990) divided language learning strategies into two main classes, direct and indirect strategies, which are further divided into 6 groups. This is best illustrated as follows.

| Groups of Strategies       |                                | Subgroups of Strategies                          |                                                                                                                                                                    |
|----------------------------|--------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Direct Strategies</b>   | <b>Memory Strategies</b>       | - Creating mental linkages                       | - Grouping<br>- Association/elaboration<br>- Contextualizing words                                                                                                 |
|                            |                                | - Applying images and sounds                     | - Imagery<br>- Semantic mapping<br>- Keywords<br>- Sounds in memory                                                                                                |
|                            |                                | - Reviewing well                                 | - Reviewing after increasingly longer intervals of time                                                                                                            |
|                            |                                | - Employing action                               | - Physical response                                                                                                                                                |
|                            | <b>Cognitive Strategies</b>    | - Practicing                                     | - Repeating<br>- Recombining<br>- Practicing naturalistically                                                                                                      |
|                            |                                | - Receiving and sending messages                 | - Getting the idea quickly<br>- Using resources                                                                                                                    |
|                            |                                | - Analyzing and reasoning                        | - Deductive analysis                                                                                                                                               |
|                            |                                | - Creating structure for input and output        | - Taking notes<br>- Summarizing<br>- Highlighting                                                                                                                  |
|                            | <b>Compensation Strategies</b> | - Guessing intelligently                         | - Using linguistic cues<br>- Using other cues                                                                                                                      |
|                            |                                | - Overcoming limitations in speaking and writing | - Using the mother tongue<br>- Using gesture<br>- Topic avoidance<br>- Topic selection<br>- Approximating the message<br>- Coining words<br>- Using circumlocution |
| <b>Indirect Strategies</b> | <b>Metacognitive</b>           | - Centring your learning                         | - Overviewing and linking<br>- Paying attention                                                                                                                    |

|  |                  |                                        |                                                                                                                                           |
|--|------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|  |                  |                                        | - Listening attentively                                                                                                                   |
|  |                  | - Arranging and planning your learning | - Meta-linguistics<br>- Organizing<br>- Setting goals<br>- Identifying the purpose<br>- Planning for a task<br>- Seeking time to practice |
|  |                  | - Evaluating your learning             | - Self-monitoring<br>- Self-evaluation                                                                                                    |
|  | <b>Affective</b> | - Lowering your anxiety                | - Relaxation/meditation<br>- Music<br>- Laughters                                                                                         |
|  |                  | - Encouraging yourself                 | - Positive statements<br>- Wise risk-taking<br>- Rewarding yourself                                                                       |
|  |                  | - Taking your emotional temperature    | - Body awareness<br>- Emotion checklist<br>- Diary<br>- Sharing feelings                                                                  |
|  | <b>Social</b>    | - Asking questions                     | - Clarification/verification<br>- Correction                                                                                              |
|  |                  | - Cooperating with others              | - Peer support<br>- Interaction with native speakers                                                                                      |
|  |                  | - Emphasizing with others              | - Developing cultural understanding<br>- Becoming aware of others' thoughts and feelings                                                  |

Table 2.4: Oxford's Classification of Learner Strategies

According to Hsiao and Oxford (2002), Rubin's typology along with L1 work of Dansereau (1985), who made a distinction between "primary" (i.e. direct and support (i.e. indirect) strategies influenced Oxford's (1990) division of strategies into direct and indirect ones. These two types of strategies include a variety of strategies that are grouped into six sub-categories of memory, cognitive, metacognitive, social, and affective strategies. The taxonomy provided by Oxford (1990) is an attempt to subsume every strategy previously mentioned in the literature and is regarded by Ellis (1994, p. 538) as "the most comprehensive" classification.

### 2.1.5. Cohen and Weaver's taxonomy (2006)

Cohen and Weaver made another distinction between two broader categories of strategies. While language learner strategies refer to the conscious processes that help learning a language, language use strategies are conscious processes that facilitate the use of the target language. This is illustrated in the table below.

| Groups of Strategies         |                | Subgroups of Strategies                                                                                                                                                                                                                                                                                                             |
|------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language use Strategies      | Retrieval      | <ul style="list-style-type: none"> <li>- Using keyword mnemonics</li> <li>- Visualizing</li> <li>- Recalling classroom language</li> </ul>                                                                                                                                                                                          |
|                              | Rehearsal      | <ul style="list-style-type: none"> <li>- Practicing the target language</li> <li>- Repetition</li> </ul>                                                                                                                                                                                                                            |
|                              | Communication  | <ul style="list-style-type: none"> <li>- Paraphrasing</li> <li>- Coining words</li> <li>- Using facial expressions or gestures</li> <li>- Using literal translation</li> <li>- Switching to the native language</li> <li>- Asking for help, clarification</li> <li>- Using fillers or other hesitation devices</li> </ul>           |
|                              | Cover          | <ul style="list-style-type: none"> <li>- Using memorized and partially understood phrases in an utterance</li> <li>- Laughing at a joke that they don't understand</li> <li>- Simplifying a phrase</li> <li>- Complexifying through elaborate circumlocution</li> <li>- Pretending to understand the new target language</li> </ul> |
| Language Learning Strategies | Cognitive      | <ul style="list-style-type: none"> <li>- Using prior-knowledge to understand new language material</li> <li>- Summarizing language information mentally, orally, or in writing</li> <li>- Using visual imagery</li> </ul>                                                                                                           |
|                              | Meta-cognitive | <ul style="list-style-type: none"> <li>- Planning</li> <li>- Monitoring</li> <li>- Evaluating</li> </ul>                                                                                                                                                                                                                            |
|                              | Affective      | <ul style="list-style-type: none"> <li>- Regulate emotions, motivation, attitude</li> <li>- Use positive self-talk</li> <li>- Self-motivation strategies</li> </ul>                                                                                                                                                                 |
|                              | Social         | <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Asking for an explanation or verification</li> <li>- Cooperating with others</li> </ul>                                                                                                                                                                        |

Table 2.5: Cohen and Weaver Classification of Learner Strategies (2006)

Despite the important advances in the field of learner strategies, significant questions still remain regarding the precise enumeration and categorization of these

strategies. Just as different researchers have defined LLS differently, LLS have also been classified into different ways. Eventually, how many strategies are available to learners to help them in foreign language learning and how these strategies should be classified, has been open to debate. Each existing classification system involves an implicit theory about the nature of foreign language learning strategies. From the taxonomy presented in table 2.5, we can see that Cohen and Weaver's classification is similar to the one of Oxford, except that the former made a distinction between strategies for learning and strategies for using a foreign language.

Though most researchers in this field of study have generally aimed at having data "neatly pigeonhold into mutually exclusive categories" (Griffiths, 2003, p. 200), it has been almost impossible to achieve such an ideal state of clearness. To be sure, the main problem that arises is the difficulty to draw the line between one category and another. If we take as an example Oxford's classification, when most of the researchers define cognitive strategies as the mental operations used by the learner to analyze, transform, synthesis, store, and memorize information, Oxford makes a distinction between memory and cognitive strategies and identifies them as two different processes. As such, the distinction is not clear-cut.

Although positive steps have been made towards learners' strategies research, a more holistic and complete theoretical support is needed to account for all the strategies found in the literature. This theory should provide more insight into the foreign language learners mind and personality when interacting with others in different social contexts. Nonetheless, such attempts to classify language learner strategies have made it more practical and more manageable to integrate them in the language teaching and learning programs.

## 2.2. Taxonomies of strategies used to develop the speaking skill

Having summarized the previous studies related to learner strategy taxonomies, the next part presents the major classifications of learner strategies that aim at developing the speaking skill.

### 2.2.1. Tarone's taxonomy (1980)

Tarone (1980) was the first researcher to attempt to provide a typology of speaking strategies. According to him, three types of strategies related to speaking can be distinguished: Paraphrasing, transferring, and avoidance strategies. The three types of strategies have different purposes and are dependent on one another. Although Tarone was the first to provide a classification that is solely related to the speaking skill, his interest was mainly on identifying the communicative strategies used by more proficient speakers and, thus, on the social interactional aspect of speaking. The typology is presented in table 2.6.

| Type of Strategy | Description                                                                                          |
|------------------|------------------------------------------------------------------------------------------------------|
| Paraphrase       | Approximation: use of a word that means approximately the same "animal" or "horse"                   |
|                  | Word coinage: making up new word, 'heurot' for watch                                                 |
|                  | Circumlocution: L2 learners talk their way around the word, Dangerous animal for "bear"              |
| Transfer         | Translation from L1                                                                                  |
|                  | Language switch                                                                                      |
|                  | Appeal for assistance                                                                                |
|                  | Mime what you need                                                                                   |
| Avoidance        | Learners avoid talking about things they find difficult to express (whole topic or individual words) |

Table 2.6: Tarone's Taxonomy (1980)

This first classification provides an interesting repertoire of strategies that learners can use to get their message across and as such develop their fluency. However, it remains quite limited as there is no mention of the cognitive strategies that can help learners to acquire new vocabulary and use it in context. Moreover, the metacognitive strategies of preparing

and planning for speaking tasks, the ones for evaluating speaking performance, as well as the socio affective strategies are also missing in this taxonomy.

### 2.2.2. Oxfords' taxonomy (1990)

The following classification has been proposed by Oxford (1990) and covers six types of strategies, namely memory, cognitive, metacognitive, compensation, affective, and social.

| Strategy Group | Strategy Set                                   | Definition                                          |
|----------------|------------------------------------------------|-----------------------------------------------------|
| Memory         | Creating mental linkages                       | Placing new words into a contexts                   |
| Memory         | Applying images and sounds                     | Representing sounds in Memory                       |
| Memory         | Reviewing well                                 | Structured reviewing                                |
| Cognitive      | Practicing                                     | Repeating                                           |
| Cognitive      | Practicing                                     | Formally practicing with Sounds and writing Systems |
| Cognitive      | Practicing                                     | Recognizing and using formulas and patterns         |
| Cognitive      | Practicing                                     | Recombining                                         |
| Cognitive      | Practicing                                     | Practicing naturalistically                         |
| Cognitive      | Receiving and sending messages                 | Using resources for Receiving and sending Messages  |
| Cognitive      | Analyzing and reasoning                        | Reasoning deductively                               |
| Cognitive      | Analyzing and reasoning                        | Translating                                         |
| Cognitive      | Analyzing and reasoning                        | Transferring                                        |
| Compensation   | Overcoming limitations In speaking and writing | Switching to the mother Tongue                      |
| Compensation   | Overcoming limitations In speaking and writing | Getting help                                        |
| Compensation   | Overcoming limitations In speaking and writing | Using mime or gesture                               |
| Compensation   | Overcoming limitations In speaking and writing | Avoiding communication Partially or totally         |
| Compensation   | Overcoming limitations In speaking and writing | Selecting he topic                                  |
| Compensation   | Overcoming limitations In speaking and writing | Adjusting or approximating The message              |
| Compensation   | Overcoming limitations In speaking and writing | Coining words                                       |



|               |                                                   |                                                                  |
|---------------|---------------------------------------------------|------------------------------------------------------------------|
| Compensation  | Overcoming limitations<br>In speaking and writing | Using a circumlocution<br>Or synonym                             |
| Metacognitive | Centering your learning                           | Overviewing and linking<br>With already known<br>Material        |
| Metacognitive | Centering your learning                           | Paying attention                                                 |
| Metacognitive | //                                                | Delaying speech<br>Production to focus on<br>Listening           |
| Metacognitive | Arranging and planning<br>Your learning           | Finding out about language<br>Learning                           |
| Metacognitive | //                                                | Organizing                                                       |
| Metacognitive | //                                                | Setting goals and objectives                                     |
| Metacognitive | //                                                | Identifying the purpose<br>Of language task                      |
| Metacognitive | //                                                | Planning for a language task                                     |
| Metacognitive | //                                                | Seeking practice<br>Opportunities                                |
| Metacognitive | Evaluating your learning                          | Self-monitoring                                                  |
| Metacognitive | //                                                | Self-evaluating                                                  |
| Affective     | Lowering your anxiety                             | Using progressive<br>Relaxation, deep breathing<br>Or meditation |
| Affective     | //                                                | Using music                                                      |
| Affective     | //                                                | Using laughter                                                   |
| Affective     | Encouraging yourself                              | Making positive statements                                       |
| Affective     | //                                                | Taking risks wisely                                              |
| Affective     | //                                                | Rewarding yourself                                               |
| Affective     | Taking your emotional<br>Temperature              | Listening to you body                                            |
| Affective     | //                                                | Using a checklist                                                |
| Affective     | //                                                | Writing a language<br>Learning diary                             |
| Affective     | //                                                | Discussing your feelings<br>With someone else                    |
| Social        | Asking questions                                  | Asking for correction                                            |
| Social        | Cooperating with others                           | Cooperating with peers                                           |
| Social        | //                                                | Cooperating with proficient<br>Users of the new language         |
| Social        | Empathizing with others                           | Developing cultural<br>Understanding                             |
| Social        | //                                                | Becoming aware of others'<br>Thoughts and feelings               |

Table 2.7: Oxford's Taxonomy of Strategies Used in Speaking (1990)

As table 2.7 indicates, Oxford offers a wider and more varied spectrum of language learner strategies that takes into consideration the cognitive, metacognitive, communicative and affective aspect of the learner when speaking English as a foreign language. This classification is derived from his more general model that was initially designed for developing the four skills. This version includes three memory strategies, nine cognitive strategies, eight compensation strategies, eleven metacognitive strategies, ten affective strategies, and five social strategies all aiming at developing speaking proficiency. Similar to the previous taxonomy, Oxford distinguishes between the strategies that are used to memorize new linguistic knowledge and other cognitive strategies that help process information. Adding to that, what characterizes this categorization of learner strategies is the use of the term compensation strategies to refer to both compensation and communicative strategies. Though this taxonomy is not free from limitations it is considered as one of the most exhaustive models.

### **2.3. Research in strategies used in speaking**

Having summarized the major strategy typologies, the present part will present the previous research conducted on learner strategy in relation to other variables such as speaking proficiency, self-confidence and motivation. So far, two types of research concerning learning strategies have been located: descriptive studies and interventionist studies (Cohen & Macaro, 2007) the former aims at identifying the type of strategies used by learners. As for the latter, it intends to teach strategies for overcoming a number of learning problems.

#### **2.3.1. Descriptive studies**

Descriptive studies have mainly focused on identifying the types of strategies used by more proficient and less proficient learners. They have also stressed on the relation of language learner strategy use to other variables such as speaking proficiency, motivation,

self-confidence, age, gender, and nationality. In the following part, we attempt to provide a summary of the previous studies that have a direct relation to the variables of the present work.

#### **2.3.1.1. The Relationship between strategy use and speaking proficiency**

Learners' use of strategies to develop speaking proficiency has been the focus of researchers' attention since the 1980s (Bialystock, 1981; Huang & Van Naerssen, 1987; O'Malley et al., 1985; Oxford & Nyikos, 1989; Politzer and McGroarty, 1985; Vann & Abraham, 1990). Numerous studies have shown that different aspects can affect learners' use of speaking strategies. Learners vary considerably in their strategy use and this can be due to two types of factors: situational factors and learner variables. When the former refers to the external conditions that learners are exposed to, such as the classroom environment, the quality of instruction, the task requirements or the material used by the teacher (Nyikos & Oxford, 1993), the latter includes internal variables such as learners' age, gender, aptitude, language proficiency, motivation, self-confidence or cultural background (Ehrman & Oxford, 1989).

Bialystok (1981) is among the first researchers to conduct a study on learner strategies in relation to language proficiency. However, his attempt to show a statistical relation between language ability and strategy use remains a partial success. In his research, a sample of 157 grade 10 and grade 12 students of French in Canada was selected and administered both oral and written tasks to measure their language level. The findings of the research revealed that the strategy of functional practice was strongly related to achievement. On the other hand, no correlation was found between inferencing and language achievement. Furthermore, the two strategies of formal practice and monitoring were associated with language proficiency only for 12 grade students and not for 10 grade

students. According to Ellis “the inconsistency of the results may be due to the unreliable data elicited by the researcher’s questionnaire” (1994, p. 551).

Another study was conducted by O’Malley et al. (1985). A group of 70, beginning and intermediate ESL high school, students were interviewed to determine their use of different strategies in relation to a number of language tasks. The research also included classroom observations together with an interview with the teachers. Once the research was completed, the strategies frequently described were classified under meta-cognitive, cognitive and social-affective strategies. The findings revealed that, on the one side, intermediate level students had a tendency to use more meta-cognitive strategies than beginning level students. On the other side, beginning ESL students proved to use a large number of strategies in the interview data ( a total of 409 strategies) compared to intermediate level students ( a total of 229 strategies). The researchers related these findings to the interviewers’ use of the first language as well as the nature of the tasks that the students were engaged in (O’Malley & Chamot, 1990, p. 118)

A third research was carried out by Oxford and Nyikos (1989) with a total of 1200 foreign language learners in Midwestern University, USA. To collect data, the researchers made use of their early 121-item version of the SILL (1986) and an informal interview with the participants. The results of the two findings were analyzed and compared. Since the two research instruments were mutually supportive, the results proved that language proficiency self-ratings in speaking, listening and reading were strongly associated with learners’ strategies choice. As such, the research proved that there was strong relationship between proficiency self-rating and strategy use. What can be noticed is that the study does not include a language proficiency test that can measure the actual learners’ ability. The researchers, rather, used only a rating scale that could only measure learners’ self-perception of their language performance.

Another revealing study was conducted by Park (1994, as cited in Oxford & Burry-Stock, 1995) with 332 EFL students at the Korea Maritime University. The purpose of the study was to see if there was any relation between learners' language abilities and their use of different strategies. The researcher used the SILL and calculated the TOEFL (Test of English as a Foreign Language) scores to measure the relationship between the two variables. The results revealed that a highly significant correlation was found between the learners who obtained higher scores and their high strategy use.

In the same vein, Green and Oxford (1995) made use of The SILL and the English as a Foreign language Achievement Test to investigate FL proficiency and gender of 374 University students at three course levels: pre-basic, basic, and intermediate. The results showed that, at the level of the overall strategy use, there was a significant variance between the intermediate level and the other two levels. The highest-level students reported greater use of cognitive strategies compared to the other two levels. At the individual item level, a third of the individual strategies mentioned in the SILL were used more frequently by more proficient learners.

A similar study was conducted with a sample of 350 Africaans-speaking first year University students (Dreyer & Oxford, 1996) in a further attempt to measure the correlation between the two variables of language proficiency and strategy use. Statistical analysis indicated that 45% of the variance of the TOEFL (ESL proficiency) scores was predicted by learning strategy use on the SILL. Accordingly, positive correlations were found between learners' strategy use and their proficiency test scores. Moreover, the strongest correlation was identified between metacognitive strategies and TOEFL section 3 (reading/vocabulary). A statistically significant relationship was also found between metacognitive strategies and TOEFL sections 1 and 2 (Listening and structures), and a lower correlation between affective strategies and the TOEFL.

In order to investigate a number of variables, Kaylani (1996) made use of two research instruments: the SILL and the students' final English scores. The aim was to investigate the relationship between strategy use and language proficiency of 255 EFL high school seniors (12<sup>th</sup> graders) in Jordan. The five best students in each class were labeled as successful, as for the five last students were labeled as unsuccessful students. The final number of learners who participated in the research was a subsample of 80 students. The findings revealed that successful students were more likely to use a wide variety of strategies such as, memory, cognitive, and meta-cognitive strategies than the unsuccessful ones.

Griffiths (2003) examined the correlation between course level and reported language learning strategy use by speakers of English as a foreign language. The study comprised 348 students aged between 14 and 64 who came from 21 different countries in a private school in New Zealand. Both an oxford placement test and an oral interview assessment were administered to the participants to determine their level. Data were also collected by means of Oxford's (1900) SILL questionnaire, an interview and a longitudinal classroom based study. Data were collected during a period of a year and it confirmed that there was a statistically significant relationship between learners' level and the reported mean score of language learning strategy use. The findings also showed that advanced students reported using another fifteen strategies more frequently and the European group four strategies quite often.

Another investigation was conducted by Skandari, Behjat, and Kargar (2015) with 35 female and 25 male Iranian EFL students. The participants were administered an oxford proficiency test to determine their level. They were later assigned to three groups of low, intermediate, and advanced level groups. The researchers made use of a 38-item strategy questionnaire to identify the types of strategies used by learners. To analyze the data

obtained both a t-test and a one way ANOVA test were used to compare the mean scores and spot any significant difference between low, intermediate and advanced level students on the one hand, and male, female students in relation to different speaking strategies on the other hand. The findings indicated that the two variables of gender and language proficiency highly correlated with the use of meta-cognitive strategies. Additionally, high proficient students seemed to show more interest in these types of strategies than intermediate and low level students did.

To sum up, despite the contradictory results of some of the studies mentioned earlier, most of them show that there is a linear relation between strategies use and language proficiency. We can come to the conclusion that what distinguishes proficient from less proficient learners is not the number of strategies they use; but how effectively they use them to perform different tasks. Ehrman and Oxford assert that unsuccessful learners may use “a vast number of strategies but in an unorchestrated, random way” (1995, p. 69)

### **2.3.1.2. The relationship between strategy use, self-Confidence, and motivation.**

Among the variety of learner and situational factors, motivation remains an important variable that exerts influence upon strategy use. The present part aims at reviewing the major studies conducted with the main aim of identifying the association between various aspects of motivation and strategy use. In general, a great majority of studies displayed a rather strong relationship between these two variables.

Oxford and Nyikos (1989) are among the first researchers who have studied the relationship between the reported use of strategies and learners’ motivation to learn a foreign language. The investigation provides many insights about the variable affecting the choice of strategies by foreign language learners and remains one of the largest learning

studies in the field of research. It discusses the different factors affecting the choice of learning strategies used by 1200 students at a major university in the Midwestern USA. Both a motivation questionnaire and the SILL were used to gather data. The results showed that the higher the motivation level, the more frequently strategies were used. The study also revealed that formal rule-related practice strategies and general study strategies were the most frequently used strategies. Adding to that, motivation considerably interacted with other variables such as gender and university major.

In order to examine 72 college students around the US whose first language was English (36 learners of Japanese and 36 learners of Spanish), Okada, Oxford, and Abo (1996) made use of both Oxford's SILL and the Affective Survey to learners' strategy use and motivation. As speaking and listening were the focus of interest, the SILL was contracted and adapted to the research goals. Accordingly, the 80-item version of the questionnaire was reduced to 71 strategies by removing the reading and writing items. Generally, motivated students exhibited a more frequent use of strategies. Moreover, the various strategy questionnaire categories had significant correlations with various motivation elements in both the Japanese and the Spanish groups.

Schmidt and Watanabe (2001) endeavored to comprehend the motivation and strategy use of more than 2089 American learners of five different heritage languages at the University of Hawaii. The research tools consisted of an adapted version of the Schmidt, Boraie, and Kassadgy's questionnaire (1996) and a learning strategy questionnaire. After conducting a factor analysis, several components were produced for motivation such as value, heritage factor, expectancy, motivational strength, comprehensiveness and cooperativeness. As for strategy use, the factors extracted were study skills, cognitive, coping and social strategies. The results showed that there was a significant relationship



between learners' overall use of learning strategies and their motivation to learn the foreign language.

Another informative study was conducted by Psaltou-Joycey (2003). The investigation provided mixed results. Though a strong significant correlation was found between the importance of language proficiency and overall strategy use, a negative correlation was noticed between enjoyment and affective strategies.

In a study that involves 1000 learners in a middle school, three high schools and two universities in Korea, Lee and Oxford (2008) attempted to provide insights on the influence of various variables such as gender, major and motivation on learners' choice of strategies. The researchers made use of the SILL and a background questionnaire. The findings revealed that, except for gender and major, the other variables, including students' attitude towards the importance of English and their motivation to learn the target language had significant main effects on strategy use and strategy awareness.

### **2.3.2. Interventionist studies**

Gaining an in-depth understanding of the contribution of learner strategies in language learning and teaching is bound to pose a formidable challenge even for experienced scholars. Researchers have investigated the impact of strategies instruction on learners' speaking proficiency from two different perspectives: the interactionist and psycholinguistic perspectives. When the interactionist view gives importance to the way learners make use of different strategies when interacting and negotiating meaning with other peers, the psycholinguistic view focuses on the individual mental processes that motivate learners' behavior, such as dealing with lexical and discourse problems (Nakatani & Goh, as cited in Cohen & Macarro 2007, p. 207)

One of the first classroom intervention studies was carried out by O'Malley et al. (1985). The effectiveness of different forms of strategy instruction were compared. A total

of seventy-five high school students were divided into three separate groups. The first group received meta-cognitive, cognitive and social/ affective strategy instruction. The second group received cognitive instruction. As for the last group, it had no particular strategy instruction. The researchers integrated 50 minutes listening, speaking and vocabulary tasks during eight days. Later in the research, pre- post audio tape recordings of the learners speaking performances were compared. The findings revealed that the strategy instruction that the two experimental groups had received had a positive effect on the development of their speaking skills. Moreover, the training helped them develop their schemata to deliver meaning message and communicate effectively. However, what can be noticed is that though the training gave great importance to learners' ability to deliver a monologue to the audience, the impact that strategy instruction could have on their effective communication with others was overlooked.

Dadour and Robbins (1996) conducted a research with a sample of 122 first-years and fourth-year students in the Department of English at an Egyptian University, half of the class was given the training and the other half has not. Learners received 15 weekly three-hour sessions which provided the learners with instruction on using strategies to improve their speaking skills. Moreover, the teacher provided a clear presentation and explanation of the different strategies, in addition to communicative activities and homework assignment for practice. The main aim behind that was to make learners more responsible for their own learning. By the end of the study, researchers reached the conclusion that differences existed between the two groups. In fact, the experimental group used more strategies of all kinds (memory, cognitive, compensatory, meta-cognitive, affective, and social) compared to the group that received no training. The conclusion was that strategy training could have a positive effect on oral communication and on the use of strategies of all kinds. However, though this study brought about illuminating findings,

what can be noticed is that no direct examination of the effect of the training on learners' motivation and self-confidence when performing the task was made.

In a third study of speaking strategies conducted by Dörnyei (1995), attention was oriented mainly towards communication strategies. The study was conducted with Hungarian high-school students. The learners were trained on three communication strategies: Topic avoidance and replacement, circumlocution, and using fillers and hesitation devices (Dörnyei, 1995). They received three lessons in six weeks (20-40 minutes each) per week. During these sessions, learners were given different tasks such as: role play, games, and discussion in pairs and groups. At the end, a written and oral post-test was designed for the control and experimental group. The latter showed improvement in the quality of the use of circumlocutions. Additionally, attitude towards this type of training was found to be positive. Researchers concluded that communicative strategies are worth teaching and contribute to a great extent to the quality of speech. However, what can be noticed it that while the study showed that strategy-based instruction influenced positively on learners conversational skills, the integration of metacognitive awareness instruction was not directly addressed. Additionally, interactive speaking, rather than presentational speaking was the focus of this experimental research.

Cohen et al. (1998) conducted an experimental study with a group of University students over a ten- week period. The research comprised three experimental groups: advanced intermediate French (N=7), intermediate French (N=11) and intermediate Norwegian (N=14). The participants, enrolled in a strategy- based instructional programme at the university of Minnesota and received instruction in meta-cognitive strategies such as self-monitoring during speaking and self-evaluation after speaking. After collecting the necessary data, the results of the pre- and post- semi-direct audio taped speaking tests for both the control and the experimental groups were analysed. During the evaluation of

students' performances, the three criteria of vocabulary, grammar and self- confidence were considered. The participants were also asked to make a checklist of the strategies they have used before, during, and after they performed the task. This checklist was used to see if there was any relation between learners' speaking performance and the frequency of strategy use. The researcher concluded that the training had made a positive difference in learners' speaking performance with some tasks but not with other tasks. The experimental group outperformed the control group only on the city description task. However, no significant difference was found between the two groups in the story telling and self-description task. At the end of the training, Cohen concluded that language learning strategies should be both explicitly taught in the classroom and embedded in daily life tasks. Nevertheless, what can be noticed is that the researchers did not incorporate tasks that encourage learners to negotiate meaning and communicate with each other. Learners were asked to perform tasks individually. Thus we can say that the interactional aspect of oral production, as a crucial component for learning the target language, was neglected.

Another research was carried out by Nunan with 60 undergraduates in compulsory English for Arts Students (EAS) course (Nunan, 1996). Because of the limited time for studying English, learners had to receive a strategy training course. Similar to the precedent research, two groups were under observation, the experimental group and the control group. The former received key learning and study skill strategies implemented in their language teaching program. As for the latter, it served as a comparison group. All subjects had to be familiar with the 15 key strategies and their use. In addition, students were interviewed regarding their perceptions and feeling about studying English. Later in the research, motivation and strategy questionnaires were re-administered. The finding showed that learners' knowledge of strategies and their use contributed to increasing their motivation. The study, however, did not give much importance to learners' self-

confidence. In addition, both memory and cognitive strategies were not included in the training program.

Another research was conducted by Nakatani (2005) with a group of 62 female students. In a 12 week oral communication course, the participants were divided into two groups. One group (N=28) received meta-cognitive strategy instruction, as for the control group (N=34) they were taught according to their standard communicative methods. The findings of this experimental study revealed that the group which received strategy instruction made significant improvements in terms of their speaking test scores compared to the control group.

As regards the relationship between strategy instruction and learners' motivation to learn, Nunan (1997) conducted a study with a group of students from Hong Kong University. Sixty first year undergraduate learners took part in the experimentation. They were randomly assigned to two control groups and two treatment groups. The four groups followed the same language program with the experimental group receiving a systematic training in fifteen learning strategies. The findings of the study revealed that a significant difference was found in three areas of investigation, namely motivation, learner strategies knowledge, and perceived ability, with the experimental group outperforming the control group. However, no variation, at the level of the actual deployment of the learner strategies, was found. As for the results of the individual strategies, Nunan concluded that the strategy training was "neither uniform not consistent across all strategies" (1997, p. 123)

In a nutshell, our interest was on both descriptive and interventionist studies conducted on speaking strategies. Broadly speaking, research on the field of learning strategies has generally come across contradictory results. In fact, the literature on the effectiveness of strategy-training had not produced definitive outcomes regarding the

relation between strategy use and language performance. The reason behind that, as stated by Chamot and Rubin (1994) is that “It is not a particular strategy that leads to improved performance, but rather the effective management of a repertoire of strategies” (Rubin, 1994, p. 108). In other terms, strategies themselves are not essentially good or bad, but have the potential to be used effectively.

One of the most challenging language modalities for learning strategy instruction is oral communication. In spite of the substantial body of research in the area of strategies instruction, there is surprisingly little empirical research into the effect of these trainings on learners’ speaking proficiency across tasks. There is obviously still a considerable amount of work that needs to be done in this area of research. Nunan (1995, as cited in Griffiths, 2013) confirms that although the effectiveness of strategy training remains inconclusive and uncertain, there is enough evidence of a positive relation between language learning strategy instruction and learners’ proficiency to suggest that further research is warranted. What the present study adds to previous research in this field is to provide a strategy instructional program that aims at developing speaking performance across tasks and with the same group of students. This program also aims at increasing their self-confidence and motivation.

## **2.4. Research Methods in Strategy Research**

Chapter three will explain the methodological tools that have been used by previous researchers in the field of language learner strategies in both descriptive and intervention studies. This will allow us to identify the strengths and weaknesses of each method and to justify our choice of approach and data collection tools. The chapter starts first by summarizing the methods and instruments used to identify and report learners’ strategies, it then gives an overview of the different instructional models that have been proposed by different researchers to develop students’ awareness and use of the strategies.

### **2.4.1. Methods for identifying learner strategies**

As stated by Chamot “ research on language learning strategies has a history of only about thirty years and much of this history has been sporadic” (2005, p. 113) with substantial research being made in the late 1980s and early 1990s. Much of the studies during that period were descriptive and aimed at identifying the different strategies used by language learners. As such, attention was given to the development and refinement of research tools to investigate the mental process and strategies used by learners to help them understand, remember, and use the target language effectively.

Before designing any learning program, it is important to identify and diagnose the strategies that are already used by students. To this end, researchers relied on various methods. For Oxford (1990), five principle tools can be employed with the major aim of providing an answer to the following question: what techniques exist for finding out what language strategies learners use? This part highlights research tools and practices that can help identify the strategies used by foreign language learners. Though the methods will be considered individually, it is important to note that most researchers tend to combine two or more methods in orders to provide illuminating insight and interpretive clarity (Cohen & Macaro, 2007).

#### **2.4.1.1. Think-aloud procedures and interviews**

Think-aloud protocol and interviews have secured a place as important introspective tools in strategy research. These techniques can be used together or separately. The former relies on learners’ verbal reports and has proven to be very useful in cognitive psychology research. Anderson and Vandergrift (1996) are among the researchers who have used this technique. Since not all strategies are observable, think-aloud protocol allows an in-depth identification of the strategies used in an ongoing task (Oxford, 1990). However, the downfall of this technique is that it is difficult to use with

the speaking skill. Poullisse (1990) argues that this method can be too intrusive and challenging for research on speaking as learners would have to simultaneously perform the task and articulate the thought processes aloud.

The second introspective tool is the interview. Three types of interviews exist: structured, semi-structured, and unstructured interviews. With totally unstructured interviews, there is no particular questioning technique and no data coding form that can involve asking the respondents to discuss a certain area of interest. Thus the respondents have the freedom to pursue areas of personal interest with minimal guidance from the interviewer. Semi-structured interviews for their part are very useful for gathering information on students' strategies. In such a case there is a prompt which requests certain information (e.g. 'how did you go about reading the short essay that was assigned as homework yesterday?'), but the exact shape of the response is not predetermined. The respondents are free to give any description they may wish (Cohen & Macaro, 2007). The third type is structured interview. It may be simplistic or contain only brief information about any one learning strategies. For instance a question that merely asks students whether or not they use mnemonics without asking for more details: how often they use mnemonics, in what language learning and language use situation think these devices are helpful. Both unstructured and structured interviews have the advantage of allowing the researcher and learner to pursue topics of interest.

In the present research, a semi-structured interview will be more suitable than think aloud protocol, as the speaking tasks used before and after the training requires oral production from the participants.



#### **2.4.1.2. Observations**

Observational methods rely on participant or non-participant observers to produce the data. While observing the learners, the strategies can be recorded in several ways:

- By taking impressionistic or structured notes
- By checking off the strategies observed in a certain period of time, such as during one time class period
- By combining the two aforementioned approaches. ( as cited in Oxford, 1990, p. 194)

Also videotaping an observation session can be more insightful as it can allow the researcher to keep permanent records at hand which can be replayed at any time for details. O'Malley et al. (1985) are among the researcher who hav observational techniques in their investigations.

The major challenge in attempting to apply observational techniques to language learners is that many of the language use and language use strategies cannot be observed since they are mentalistic and not behaviouristic (Cohen & Macaro, 2007). Though this method can allow the identification of strategies that are readily observable for specific tasks, many language learning strategies cannot be observed by the teacher. For example, cognitive strategies such as associating/elaborating, using imagery and guessing intelligently can not be easily identified.

#### **2.4.1.3. Note-taking**

Another technique that can be used to collect data is note-taking and that can be extended to any language task. Three note-taking forms exist for strategy assessment. First a group of student is asked to note down their learning difficulties when performing a language task. Then they use these notes in an interview. A second use involves daily grid. A third technique asks students to take notes on a grid, and describe the strategies they

employ; then they are asked to rate the strategies in terms of frequency of use, enjoyment, usefulness, and efficiency. This technique is very valuable in keeping track of students' strategies. However, if students are asked to write their ideas in the target language, they may find difficulties articulating their thoughts. As such, this method may be more effective with more proficient students only.

#### **2.4.1.4. Diaries or journals**

In an effort to collect data on learners' strategy use, some researchers have turned to diaries as a research tool (Fedderholt, 1997; Halbach, 2000; Carson & Longhini, 2002). They are forms of self-reports in which learners can write their feelings, thoughts and achievement as well as their problems and attitude towards the lesson, their classmates and the teaching method. They often contain longer narratives and other information concerning learners' individual reflection on language learning. This form of self report also allows learners to record the different types of learning strategies that they have used during the strategy training program. Learners are often asked to share their diaries with the teacher and among themselves. Some teachers have also used diaries as a stimulus to classroom discussion of strategy use.

The problem that can be encountered while using this technique is the reluctance of the students to share their diaries. When diaries are subjective and free-forms they tend to be more personal. That is why; it is preferable for the teacher to provide a guideline as to the information to include and the style to use.

#### **2.4.1.5. Questionnaires and checklists**

The final types of strategy assessment are self-report questionnaire and checklists. These instruments are used to gather systematic written data on language learning strategy use. First, questionnaires or surveys can vary from more structured to less structured ones. Less-structured surveys can contain open-ended questions designed to get the learner to

describe his or her language learning strategies freely and openly in writing. The advantage is that learners can express themselves freely and a lot of information is generated. For instance, a survey can be used to ask students what kind of strategies they generally use for certain learning tasks, and then asks them to reflect on their strategies in writing after completing a learning task. As for more-structured questionnaires, they usually include multiple-choice questions which can be objectively scored and analyzed. Standardized categories are used for all respondents. As an example of a more structured survey, we can cite the strategy inventory for language learning (SILL) developed by Oxford (1990). This survey has been translated into many different languages: Chinese, English, Italian, Japanese, Korean, Russian, Spanish, Turkish, Italian, German, and French to report the types of strategies used by learner from different cultural backgrounds. The weakness with these surveys is that they might miss the richness and spontaneity of less structured formats since they don't give the chance for the learner to be more specific about the strategies used or report other types of strategies that are not necessarily mentioned in the survey (Oxford & Burry-Stock, 1995). This research instrument has also been criticized for the potential it has to generate inaccurate information, mainly if the learners do not report truthfully the strategies they have relied on to perform the tasks or cannot recall in detail every process they went through.

Besides questionnaires, checklists have also been frequently used by many researchers (Cohen, Weaver & T. I, 1998) as they can allow the collection of data from a large sample of participants. Checklists also differ from surveys in that checklist questions have the same format. For example, a checklist can contain only yes/no questions or only likert scale questions. The advantage with this method is that, unlike surveys, checklists can be administered immediately after a task is carried out and which in turn allow learners to make more accurate claims and identify the strategies used for each specific task

(Chamot & Küpper, 1989). The second strength of this research tool is that the list of strategies offered to the participants facilitates the recalling of the difficult cognitive processes that learners are likely to forget when conducting an interview (Cohen, Weaver & T. I, 1998; O'Malley & Chamot, 1990).

Though these methods have been known to have limitations, so far, they continue to be the only way available for providing insights into the unobservable mental process of learning a foreign language.

The methodological tools identified above have been very useful in helping researchers identify the characteristics of good language learners. Such instruments have contributed significantly in reporting and classifying the strategies used by learners and in understanding how such findings can actually be used to foster the learning process (Chamot & Eldinary, 1999; Oxford, Cho, Leung, & Kim, 2004). This has in turn encouraged instructional investigations that have supported the integration of language learner strategies in classroom instruction. The next part will present and explain the different models of strategy instruction as developed by various researchers.

#### **2.4.2. Strategy-based instruction**

The term Learning Strategy Instruction has been used over the years to refer to ways by which teachers can assist learners to become more effective learners (Oxford, 1990) as such, strategy instruction can be woven into regular FL teaching as a primary component. Gu (1996) for his part defines strategy instruction as “breaking the secret behavioral code of successful language learners and sharing them with the unsuccessful ones” (as cited in Griffiths, 2013, p. 144).

As defined by Cohen “strategy-based instruction is a learner-centered approach to teaching that extends classroom strategies training to include both explicit and implicit integration into the course content” (1998, p. 81). Moreover, it consists of instructing

language learners to use selected learning strategies as a way to improve language performance.

Strategy instruction has been the main interest of Cohen (1998). According to him, the aim behind training learning to make use of these strategies is to:

- Self-diagnose their strengths and weaknesses in language learning;
- Become more aware of what helps them to learn the target language most efficiently;
- Develop a broad range of problem-solving skills;
- Experiment with familiar and unfamiliar learning strategies;
- Make decisions about how to approach a language task;
- Monitor and self-evaluate their performance; and
- Transfer successful strategies to new learning contexts

(Cohen, 1998, p. 66)

As such, by integrating strategy use and instruction into regular classes, learners are provided with hands-on practice and reinforcement of strategy use to continue to improve their language performance and proficiency.

Many researchers believe that learning strategies are teachable (Oxford & Nyikos 1989) and that learners can benefit from assistance in the use of different language learning strategies. According to this view, the role of the teacher shifts from a transmitter of knowledge to passive learners to a facilitator of learning and awareness raising of learning strategy options. Many common approaches to strategy instruction can be identified.

#### **2.4.2.1. Implicit and explicit strategy instruction**

With implicit strategy instruction, students are not informed of the name, value or purpose of the specific learning strategies (O'Malley & Chamot, 1990). In this case, strategies can be incorporated in the language learning material, such as textbooks and the activities presented in them. The assumption behind this approach is that students will be

automatically trained to make use of the strategies included in the material without explicit instruction.

While many argue that implicit strategy instruction provides students with opportunities and motivation to practice the strategies and raise their awareness of their use, others have supported the implementation of a more explicit program. Direct learning strategy instruction essentially involves the development of students awareness of the strategies they use, and teachers' modeling of strategic thinking. It also involves students' practice with new strategies and students' self-evaluation and practice of the new strategies learned in new tasks. With this approach, students are made aware of the value and purpose of learning strategies. They are helped to use, identify, and develop these strategies in a systematic way. Consequently, learners are given the opportunity to manage, practice and monitor the different strategies so as to have a higher command on the process of learning a foreign language.

#### **2.4.2.2. Integrated and separate strategy instruction**

There is less agreement on the issue of whether instruction should be incorporated into the language curriculum or taught separately. Researchers like O'Malley and Chamot (1990) support the idea that learning strategies should be integrated in the language program. They believe that strategy instruction provides learners opportunities and motivation to better their language skill and learn effectively. Others have voiced concern and supported the inclusion of strategy training in the form of separate courses. This includes awareness training lectures and discussion also known as familiarization training. Such training involves isolated lectures and discussions and is not part of the usual language program. Other awareness trainings are study-skills courses and strategy workshops. They can be added as additional non credited courses. As described by Oxford, awareness training is a program where "participants become aware of and familiar with the

general idea of language learning strategies and the way such strategies can help them to accomplish various language tasks” (1990, p. 202).

Strategy instruction can be provided as part of a separately-taught learning to learning courses and training programs. An example of this is Cohen’s popular course on language learning at the University of Minnesota entitled “Practical Language Learning for International Communication” which has been used since 2001 (Oxford, 2011). The major goal behind integrating such program is to raise learners’ awareness and to equip them to succeed throughout their learning experience. The course includes learning styles, learning strategies, the cultural aspect of learning as well as the motivational aspect of learning. Other examples of separate strategy instruction materials can be cited such as Ellis and Sinclair’s (1989) “*Learning to Learn: A Course in Learner Training*”. The course book is designed for learners of foreign languages without imposing a particular set of strategies. It gives the freedom for learners to decide for themselves for the best way to learn.

Although separately taught learning strategies can be beneficial for learners, many experts have promoted the direct teaching of strategies within the context of the FL curriculum. The reason may lay in the facts that direct strategy instruction can provide learners time to practice the strategy and evaluate its usefulness and effectiveness with each task (Oxford, 2011).

#### **2.4.2.3. Multimedia learner strategy instruction**

Another way of teaching learner strategies is by means of technological tools. Many multimedia instructional programs have been designed to help facilitate students’ learning process. For instance, Rubin (1996) was among the first researchers to elaborate a multimedia course. Her program contained instructions combining input from both the computer and a video disc. It was geared towards novice learners and aimed at developing their listening, reading, and speaking skills. To these ends, it included both learner

strategies (cognitive and metacognitive), language segments (grammar, vocabulary), and sociolinguistic aspects of communication (Rubin, 1996). A second example of multimedia strategy programs is the Spanish grammar strategy website (<http://www.carla.umn.edu/strategies/sp-grammar/index.html>) designed by Cohen, Pinilla-Herrera, Thompson, and Witzig (2011) and which aimed at developing undergraduate students' Spanish Grammar. This website was designed for Minnesota university students and aimed at allowing them to have access to a variety of strategies and choose from them according to their specific needs and their learning styles. At the end of the training the participants were administered both a strategy tracking form and an interview to check the degree of success of the website. Cohen et al. affirm that "The data from the learners in this study would suggest that a strategies website such as this one – whether focused on grammar or some other skill – has a potential for supporting learners in their efforts to perform language skills more effectively" (2011, p. 168).

Overall, these approaches have differed in terms of their explicitness, integration into the foreign language curriculum, and the level of students' awareness of the practical applications of the strategies. In the next part, the different models of classroom strategy instruction will be explained.

#### **2.4.2.4. Models of classroom strategy instruction**

Cohen uses the term strategy-based instruction to describe "explicit classroom instruction directed at learners regarding their language learning and language use strategies, and provide alongside instruction in the foreign language itself" (1998, pp. 17-18). In the present research, the terms "instruction", "strategies instruction" and "strategy training" will be used interchangeably to refer to "strategy-based instruction".

As seen before, a number of inventories have been proposed by different theorists to promote language use and language learning strategies. The common belief with these



scholars is that learning will be facilitated by making students aware of the range of strategies from which they can choose during the process of learning a foreign language. Though no study indicates the best method of strategy training, different instructional frameworks of different researchers have been identified (Cohen, 2003).

#### **a. Pearson and Dole's model (1987)**

Pearson and Dole's model was designed for L1 learners and aimed at providing an explicit instructional framework for teaching comprehension. It includes inferencing training and reciprocal teaching and comprises the following sequence:

(1) Introduction to the target strategy through examples. The teacher exposes the students to examples and discusses with them how, when, where and why the strategy is used;

(2) Definition and explanation. The strategy is defined and its application is demonstrated with the teacher modeling;

(3) Guided practice. The teacher and students do exercises together in order that the students can do independent practices;

(4) Independent practices. The students do the same type of exercises independently.

Though Pearson & Dole's model was a new instruction approach at that time, that cast some lights on the learning process and leaning strategy training, this model was narrowed down to one single skill, which is the one of reading comprehension instruction. Besides, it adopted a holistic approach to strategy training where there was no clear explanation in terms of what reading subskill each strategy aimed at developing. As such, with this model, it was hard to develop students' problem-solving competence in complex tasks as the students were not aware of the relation between each specific strategy in relation and the discrete skills in reading comprehension.

## **b. Oxford's model (1990) Completely Informed Training 'or' Strategy- plus Control Training**

Similar to the previous model, this strategy instruction model focuses on the steps that teachers should take when implementing the strategy training. Oxford's model (1990) is carried out step by step in the following procedure:

(1) Learners are asked to immerse into an authentic language task without instructional cues;

(2) The teacher suggests and demonstrates other helpful strategies by mentioning the need for greater self-direction and expected benefits, and making sure that the students are aware of the rationale for strategy use;

(3)The teacher allows learners plenty of time to practice the new strategies with language tasks and show how the strategies can be transferred to other tasks;

(4) The teacher provides practice using the techniques with new tasks and allows learners to make choices about the strategies they will use to complete the language learning tasks;

(5) The teacher helps students understand how to evaluate the success of their strategy use and to gauge their progress as more responsible and self-directed learners.

Oxford's model of strategy instruction draws attention to the importance of facilitating the internalization of the strategies to the point that they can be systematically used in various tasks (Oxford, 1990). Learners start by performing a task without any assistance or strategy instruction. They later reflect on what they did and how the strategies they have used have helped them facilitate their learning process. Once the teacher has identified the types of strategies used by the learner, he/ she can demonstrate other helpful strategies by explaining the potential benefit of their use. In the last step, the teacher gives

the opportunity for learners to practice the new strategies. Learners are also shown how to transfer these strategies to new tasks and how to assess their progress towards more self-directed learning (Oxford, 1990). Though this model offers a very explicit explanation of the instructional steps to be adopted and followed by the teacher, it does not give details on the theoretical premises behind the development of each skill. Instead, this model provides only some practical examples on its application to teaching the reading skill.

### **c. Cohen's model (1998)**

Andrew Cohen and his team (1998) from the University of Minnesota conducted a study in which 55 intermediate-level language learners were divided into control group and treatment group. The researchers concluded that instructions in how to use different strategies were linked to improvement in performance for the experimental group. Cohen's model of strategy-based instructional (SBI) later included styles to become styles- and strategies-based instruction (SSBI). They also designed a website called The Center for Advanced Research in Language Acquisition (CARLA) and which follows the same principles:

- Strategy preparation: to identify and assess learners prior strategy knowledge
- Strategy-awareness raising: to make students aware of other beneficial strategies
- Strategy training: when students are instructed on the use of new strategies
- Strategy practice: when students are encouraged to use the new strategies
- Personalization of strategies: when the students evaluate their ability to use the new strategies on their own and see how they work for themselves.

(Griffiths, 2013, p. 151)

Cohen's Styles and Strategies-Based Instruction Model (SSBI) is a learner-centered approach, which includes both explicit and implicit integration of strategies into the course

content. Generally speaking, in a SSBI Model, the teachers usually play the following roles:

(1) Teacher as diagnostician. The teacher helps the students identify current strategies and learning styles

(2) Teacher as language learner. The teacher shares his/her own learning experiences and thinking processes.

(3) Teacher as learner trainer. The teacher trains the students how to use learning strategies.

(4) Teacher as coordinator. The teacher supervises students' study plans and monitors difficulties

(5) Teacher as coach. The teacher provides ongoing guidance on students' progress.

Compared to the previous instructional models, Cohen's model describes and prescribes what a teacher should do in a regular EFL classroom. It provides more flexibility for teachers to explicitly and implicitly embed the language strategies training into regular classroom program. And it makes more sense in the context of student-centered EFL instruction. Many experimental or non-experimental strategies training researches on cognitive and meta-cognitive strategies training have adopted this model.

Generally, this model is flexible in terms of procedure, in other words, each step can be modified or rearranged in different orders for different needs and intentions. But the weak point of this model is that it was designed mainly to develop students' grammar competence. As such, a similar model is needed for the speaking skill.

#### **d. Grenfell and Harris strategy instruction program (1999)**

Grendell and Harris' instructional program was adapted to the teaching of French or Spanish to secondary school pupils. Their model is sequenced as the following:

- 1) Awareness rising: the students complete the task and then identify the strategies they used. Learners are presented with homework. Next, both the learners brainstorm how they went about their homework and collect their ideas on the board in the form of a checklist. The checklist may be added to after the modeling stage.
- 2) Modeling: the teacher models, discusses the value of the new strategy, and makes a checklist of strategies for later use. Strategy training is more likely to be effective if it is clearly articulated and explicitly modeled by the teacher.
- 3) General practice: the students practice new strategies with different tasks. Initially, learners may need allocated time to become familiar with the strategies. Space can be created during lessons for learners to try out different strategies and to evaluate them in terms of preferences.
- 4) Action planning: the students set goals and choose strategies to attain those goals. In devising their action plan, learners may need some help in identifying which strategies are most appropriate to their goals. Also, making explicit the links between the strategies and associated skills may promote their understanding of the learning process.
- 5) Focused practice: the students carry out action plan using selected strategies and the teacher makes sure that the students use the strategies automatically.
- 6) Evaluation: both the students and the learners evaluate the success of their action plan, set new goals, and the cycle begins. It is up to the teacher to decide whether the strategies have been internalized so that a new action plan can be drawn up.

#### **e. O'Malley and Chamot (1990)**

When Grenfell and Harris's strategy instruction program was developed and adapted to the teaching of French or Spanish to secondary school pupils (11-18 years), O'Malley and Chamot's (1990) model was based on previous research carried out with adult learners of English.

Chamot and O'Malley's model of strategy instruction was adapted from their Cognitive Academic Language Learning Approach (CALLA) (Chamot, 2005; Chamot & O'Malley, 1994; O'Malley & Chamot, 1990) and was designed to meet the academic needs of English language learners in elementary and secondary schools. This approach to learning strategies stresses the combination of three aspects of learning: content area instruction, academic language development, and explicit instruction in learning strategies. The aim of the first component is to select topics from the learners' curriculum that are treated in depth. Additionally, it aims at developing students' competence in vocabulary, grammar and discourse needed for understanding and expressing content area information by means of written and oral communication. The goal and objective of the second component is to focus on the application of all the four skills (listening, reading, speaking, and writing). Each subject area has its special vocabulary, grammatical structure and preferred discourse organization. The third and last component is learning strategies. It provides learners with explicitly taught strategies depending on the requirement of individual tasks or activities.

This model meets the fundamental belief that language is best learned when it is meaningful and applicable to specific contexts and goals. The model does not differ from the previous frameworks in terms of the procedures used and is presented very simply through five basic steps:

- Preparation: the teacher identifies learners' prior knowledge.
- Presentation: the teachers demonstrate the new learning strategy.
- Practice: the students use the new strategy with regular activities.
- Evaluation: the students self-evaluate their use of learning strategies
- Expansion: the students apply the new learning strategy in new situations or learning tasks.

This model of strategy instruction emphasizes extensive teacher responsibility and support in the beginning of the training. This is later followed by less and less teacher help and support as students are gradually able to make use of the new strategies autonomously.

In subsequent years, Chamot and O'Malley's model of strategies instruction has been elaborated both in the USA and in the UK but can still be applied in other contexts and with different students. As stated by Chamot "CALLA was originally designed particularly for students at the advanced beginning and intermediate levels of English language proficiency, although the strategic learning component of CALLA is appropriate for all students" (Oxford & Leaver, 1996, p. 167).

Compared to previous models, this instructional program is more comprehensive as it provides a clear explanation of its three fundamental components: namely content area instruction, academic language skills, and learning strategy instruction. Though this instructional framework is more complete, it was designed specifically for elementary and secondary school students and requires content that is related to their curricula. As such, this makes it difficult to adopt in the present context and for the present research objectives.

## **2.5. Summary and implications**

On the whole, we can say that most researchers agree on a number of characteristics of good strategy instruction. First, strategy instruction should be explicit, integrated, task-based, and individualized. An essential element of an effective strategy instruction model is the degree of its explicitness and how it raises learners' consciousness of their own repertoire of strategies as well as other strategies (Cohen, 1998; Rubin, 1987). While many teachers think that it is sufficient to implicitly embed a strategy in a task without further explanation, an effective teacher is usually aware that what is self-evident to them is not to

the students. Rubin (1987) further adds that consciousness is an important factor that can facilitate the internalization of information.

Another important factor that comes into play when training learners to use different strategies is the integration of the new strategies into regular classroom activities. The idea of integrating strategies instruction to the existing curriculum goes hand in hand with Wenden's conception of "task-based" instruction (1995). Wenden argues that teachers should design tasks that are authentic and representative of the learner's needs instead of planning their curriculum around strategies. They need to help learners figure out the strategies they need to use based on the task at hand (O'Malley, 1987; Scarcella & Oxford, 1992; Wenden, 1995)

To sum up, we can conclude that all the aforementioned models share some common characteristics. To begin with, they all agree on the importance of developing students' metacognitive awareness of the value of learner strategies and suggest that their application can be facilitated through teachers' modeling and scaffolding. Moreover, all stress the importance of providing various opportunities for the learner to practice the strategies and their automatic use. Another important point to consider is that these models allow learners to self-evaluate their effective use of the strategies after performing the tasks at hand. On the whole, these models not only give importance to the development of students' knowledge about their own strategic processes, they also prompt the learner to adopt strategies that will improve their language learning and build their language proficiency.

With that being said, when the procedures to be used with all the models are more or less similar, the goals and objectives behind using each model differ. What can be noticed is that most of these models have been designed for developing the four general language skills of reading, writing, listening, and speaking. It is true that the four communication modes are interrelated and interdependent in real-life situations, however,



in most educational settings, language programs aim at teaching and assessing the four skills separately. For that particular reason, a strategy-instruction model adapted specifically for university students and that aims at developing their speaking proficiency is more than necessary. What the present study adds to precedent research is the integration of a strategy training program that is solely designed to develop students' speaking proficiency, self-confidence, and motivation to speak English as a foreign language.

## **Conclusion**

Before proceeding with the details of the current study, it was essential to consider several central issues. First, a presentation of the major classifications of learner strategies was made. Second, the different approaches and methods for investigating language learning and language use strategies were explained. Later, an explanation was given of the different models of strategy-based instruction and how to incorporate them in the foreign language classroom.

Despite the fact that much of previous studies in the area of learner strategy and strategy instruction remain inconclusive or even contradictory, initiatives such as the current research can contribute seeking answers to some of the unresolved questions.

So far, only the theoretical background to learner strategy research was presented without reference to foreign language speech production, self-confidence and motivation theories. Hence, in the following chapter, these fields of research will be explained and summarized, as university students' speaking proficiency, self-confidence and motivation to speak English are the main dependent variables that the researcher aims at enhancing.

# ***Chapter Three***

## **Chapter 3: Foreign language Speech Production, Self-confidence and Motivation**

### **Introduction**

Since one of the main objectives of the present research is to develop students' foreign language speech production, it is important to set out the theoretical grounding of this field of research. This will help us further our understanding of the major psycholinguistic mechanisms at play for foreign language oral production. As confirmed by Kormos "by being familiar with the mental processes involved in producing FL speech, teachers can understand the problems their learners have to face when learning to speak" (2006, p. xvii). This part will be followed by a brief overview of the main theories of teaching and assessing foreign language speaking, which will in turn provide the basic principles that we will rely on to design both the training program and the speaking proficiency tests.

### **3.1. Foreign language speech production**

For learners of English as a foreign language, it is believed that native speakers speak effortlessly and that their words flow seamlessly. Unseen to learners, however, are the complex mental processes taking place. These processes work interactively and automatically. To conceptualize speaking as a process, several applied linguists have applied a cognitive model of speech processing proposed by Levelt (1989). This model has provided a framework for describing and distinguishing features of L1 speech processing and comparing them to FL speech processing (De Bot, 1992; Poulisse & Bongaerts, 1994). Furthermore, it has helped explain foreign language speech production and the role of communication strategies in facilitating the speaking process in interlanguage communication (Kormos, 2006).

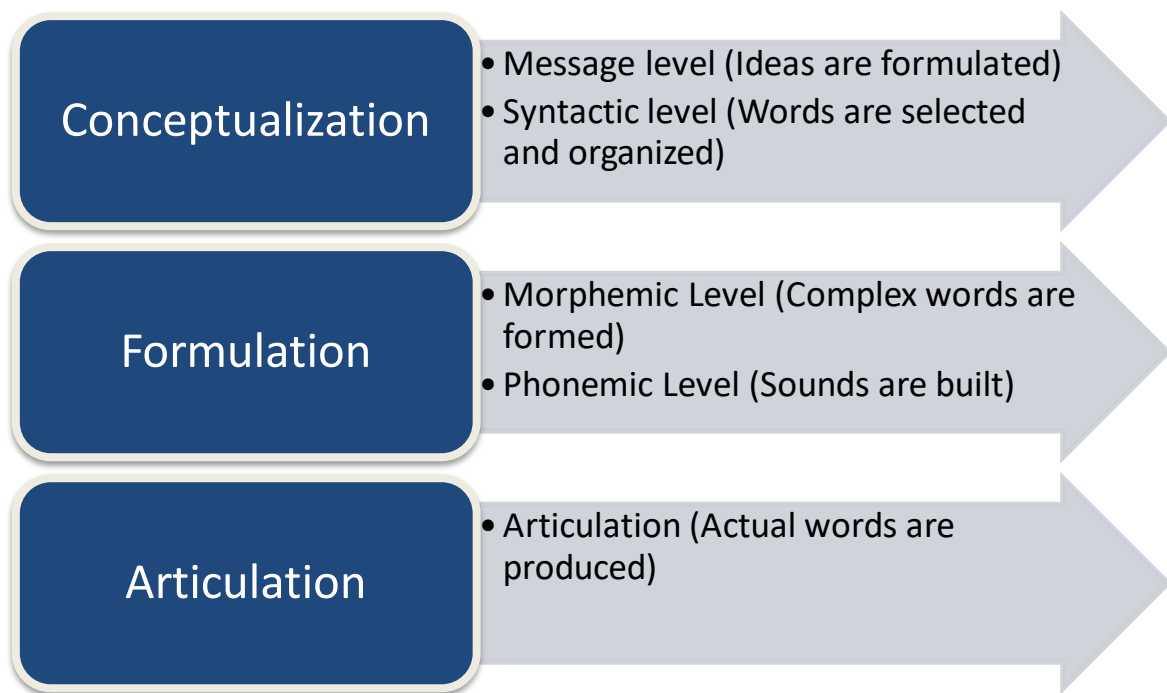


Figure 2.1: Levelt's Model of Speaking Processes (Levelt, 1989)

The aforementioned model shows how L1 speakers process oral language to achieve their goals. Levelt's model was developed in 1989. He started from the assumption that speech is goal oriented and links an attention to articulation. Three cognitive processes interact to enable speech to be produced as speakers perform different pragmatic tasks.

Conceptual preparation is the first process that the speaker uses to generate ideas related to the topic. Ideas and thoughts are selected from the long-term memory and background knowledge. Then the speaker can adjust the message to the relevant ideas selected. In the case of learners of English as a second or foreign language, the process is not that simple. Learners usually have to select appropriate content and choose the most suitable discourse structure related to a particular genre that they have to produce. As such, they have to think about what they are going to say before and during the performance.

Once the conceptual ideas are mapped in the mind of the speaker, a mental lexicon and words need to be put together. For language learners, this may be the most challenging process. They may find the topic very interesting and may be motivated to express their

ideas; yet, they have to decide which lexico-grammatical forms would be relevant for their intended message. They may even have to resort to direct translation depending on their language proficiency and linguistic repertoire. Learners will also need to use formulaic or “fixed” phrases to communicate with other interlocutors and get their message across.

With the last process, the speaker uses a group of muscles from the articulatory system. This includes the vocal tract, larynx and lungs (Goh & Burns, 2012). Furthermore, Levelt (1989) adds the process of self-monitoring that accompanies the three precedent stages and allows speakers to check their accuracy and appropriateness before and after the articulation stage.

Native speakers of a language rarely, not to say never, pay attention to how words should be pronounced or where the stress should be put on words, unlike language learners who often need to make conscious efforts to adopt intonation patterns and give more attention to the articulation process (De Bot, 1992). This can also lead to self-doubts and fear of not conveying the message in a socially acceptable manner. For that reason, non native speakers of English need constant assistance and regular practice to reach a native like fluency. Accordingly, students need opportunities to develop their own processes by being engaged in actual communication. With respect to speaking, more opportunities need to be provided for meaningful interaction.

So far, a short description of the processes in speech production has been made. We can conclude that, in FL speech production, speakers’ knowledge of the FL is incomplete and they usually struggle to conceptualize, formulate and articulate messages in the target language. Accordingly, speech processing requires more steps and strategies in response to such problems. The next part will shed lights on the major teaching and assesement theories related to the speaking skill.

## **3.2. Approaches and methods to teaching speaking**

From what has been discussed above, we can say that there are linguistic and cognitive factors involved that make teaching and learning speaking a considerable challenge. The ability to speak a second or foreign language is a very complex task if we try to understand the nature of what appears to be involved. Approaches to teaching speaking over the last decade have reflected the existing theories and approaches to language and language learning, though many have not always considered speaking a central goal.

### **3.2.1. Earlier approaches**

Up to the end of the 1960's, it was assumed that speaking a language involved just repeating, imitating and memorizing the input that speakers were exposed to. As a matter of fact, the whole learning process was conditioned by the external environment rather than by human internal mental processes (Uso-Juan & Martinez-Flor, 2006). In this pattern, students were first exposed to linguistic input as a type of external stimulus and their response consisted of imitating and repeating such input. If this was done correctly, they received a positive reinforcement by other language users within the same environment. This was known as the audio-lingual teaching method. Speaking and listening were given importance over reading and writing. However, the emphasis was mainly on teaching pronunciation and grammar. Consequently, although importance was given to developing the oral skill of the learner, correctness was given priority over fluency.

Another approach that gave importance to teaching the speaking skill was the direct method (DM). The DM was characterized, above all, by the intensive use of the oral interaction as a means of instruction and communication in the target language, and by the avoidance of the use of the first language and translation. Its focus was also on speaking rather than reading and writing, and was based on classroom instructions conducted

exclusively in the target language. Adding to that, it gave importance to the inductive teaching of grammar, the use of visual aids to teach vocabulary, and the presentation and the description of real-life situations. The DM placed a very firm emphasis on the spoken languages. In this respect Rivers (1969) suggests that learners must:

Seek direct comprehension by inferring meaning of unknown elements from the context, rather than by seeking equivalents in a bilingual vocabulary list. Where the meaning cannot be discovered in this way, the teacher gives explanations in the language being learned, using pictures and gestures. (as cited in Uso-Juan & Martinez-Flor, 2006, p. 33)

The Direct Method was a first attempt to make the language learning situation a reliable asset in language learning and train learners to abandon the habit of matching the target language with the native language. However, some serious drawbacks of the method have troubled its use. One was the lack of opportunity to use the target language in real life situations outside the classroom. Second, it was time consuming as teachers were required to go to great lengths to avoid using the native tongue when sometimes a brief explanation in the mother tongue could be more efficient and less time consuming.

The cognitive approach came to replace the traditional view of language learning and teaching, where speaking was viewed as “repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill” (Shrum & Glisan 2010, p. 26). By the late 1960’s the assumption that learning a language consists of the oral repetition of grammatical structure was questioned. It was claimed that regardless of the environment where speakers were to produce language; they have the internal faculty or competence that allows them to communicate. Accordingly, the speaker’s role changed from merely receiving input and repeating it. From this perspective, the mental and cognitive processes involved in generating language were given importance. It was claimed that regardless of the environment where speakers were to produce language, they had the internal faculty or “competence” in Chomsky’s term (1965), to create and understand an infinite amount of

discourse (Hughes, 2002). The limitation of this approach was the firm belief that speaking a language was a decontextualized process which involved solely the mental transformation of an internalized system of rules. Though it acknowledged the importance of the mental construction of the language system, speaking was viewed as an abstract process occurring in isolation.

Based on the idea that learning a language successfully requires interacting in real life situations, the communicative approach accounts for social and contextual factors that intervene in speech production act. As such, interaction is viewed as both the mean and the ultimate goal (Thornbury, 2005).

### **3.2.2. The Eclectic approach**

Recently, it has been accepted that there is never a ‘one-size fits all’ policy for language teaching. All the approaches mentioned above have had some influence in contemporary language teaching and learning (Brown, 2002). In recent years, however, the field of research tends to move away from dogmatic positions to more eclectic approaches and is more willing to consider the potential merits of a wide variety of possible methods (Brown, 2002). This contemporary tendency to eclecticism has revived the interest in the contribution made by the learners themselves in the teaching/learning dichotomies.

Likewise Thornbury (2005) and Goh and Burns (2012) support the idea of a more general approach to teaching speaking, where both direct/control and indirect/transfer approaches are integrated. They advocate an approach that supports both controlled practice and real-life interaction as both lead to the development of accuracy and fluency of the speaker.



### **3.3. Definition and assessment of FL speaking proficiency**

Having briefly summarized and explained the major approaches and methods that have influenced the way teachers teach and learners learn the speaking skill, the next part will deal with the major aspects of foreign language speaking competence that need to be developed by foreign language learners as well as the different approaches to assess speaking.

#### **3.3.1. Aspects of foreign language speaking competence**

Many practioners have attempted to provide a clear explanation of what speakers need to know to be able to communicate effectively (Bachman & Palmer, 1996; Goh & Burns, 2012; Thornbury, 2005). What they all have in common is that they have been influenced by the notion of communicative competence as proposed by Hymes (1972) and all tried to define this competence by breaking it into components and sub components for practical purposes. Goh and Burns' model will be emphasized as it is more relevant to the instructional framework of the present study.

Goh and Burn draw their definition of a proficient speaker of a language from John and Morrow's explanation (1981, as cited in Goh & Burns, 2012). Johnson and Morrow (1981, as cited in Goh & Burns, 2012) highlighted the relation of communicative competence, as proposed by Hymes (1972), to second/foreign language speaking. They gave a clear definition of what a competent second/foreign language speaker should be able to do. They assert that "apart from being grammatical, the utterance must also be appropriate on very many levels at the same time; it must conform to the speaker's aim; the role relationships between the interactants; to the setting, topic, linguistic context, etc" (Johnson & Morrow, 1981, as cited in Goh & Burns, 2012, p. 51). As can be understood, accuracy or grammatical correctness is clearly an important aspect of speaking competence. However, the correct use of the English language system alone is insufficient.

More proficient second/foreign language speakers should also be able to use difference utterances flexibly and should be able to use speech skillfully to reach their communicative goals.

According Goh & Burns (2012), speaking competence comprises two essential aspects, namely knowledge of language and discourse and core speaking skills.

### **3.3.1.1. Knowledge of language and discourse**

Effective speakers have a variety of abilities. To be proficient speakers, learners must be equipped with the sufficient knowledge of the target language. This includes grammatical knowledge, phonological knowledge, lexical knowledge, as well as discourse knowledge.

-Grammatical knowledge: any language skill requires the development and good mastery of grammatical knowledge. The latter enables learners to use and understand grammatical structures accurately and unhesitantly, and hence, it contributes to the speaker's fluency.

-Phonological knowledge and lexical knowledge: the former requires from the speaker to have a good mastery of the sound system of the language. As for the latter, it refers to the possession of a large repertoire of vocabulary.

-Discourse knowledge: effective speakers also have a certain command on discourse competence. This enables them to open and close a conversation, to take turns in a conversation. An effective speaker is also someone who acquires a large repertoire of discourse markers. He is also someone who is flexible when using various expressions for different purposes, such as indicating causes and effects, agreeing and disagreeing, and providing emphasis.

### **3.3.1.2. Core speaking skills**

Though linguistic knowledge is an important aspect of speaking proficiency, it is not enough for learners to just know about grammar, vocabulary, pronunciation, and discourse. They must know how to proceduralize their linguistic knowledge through an increasing use of this knowledge in various communicative contexts (Johnson, 1996). The term “skills” will be used to refer to learners’ knowledge about language and communication that is “put into action” when in speech production (Johnson, 1996). There are two broad categories of speaking skills that learners need to develop, and these are referred to here as core speaking skills. Within each core skill are more specific skills that are appropriate for a range of communication functions.

To begin with, it is important for learners to be skilled at performing a precise communicative function or speech act, such as requesting permission help, clarification, or assistance. Such communicative functions also include expressing encouragement, agreement, disapproval, complaints, or tentativeness...etc. Second, learners need to be able to control and manage interaction, such as initiating, maintaining, and ending conversations. This also requires from learners to know how to direct conversations, to clarify meaning, to change topics, and to recognize and use verbal and non-verbal cues (Goh & Burns, 2012)

Having explained language and discourse knowledge as well as the core speaking skills that learners need to have to be proficient speakers, the next part will present the main methods and approaches to testing the skill.

### **3.3.2. Assessing speaking performance**

This part of the chapter sheds light on the theoretical side of the speaking assessment. It starts with the overall importance of a range of speaking task types and examines the kind of skills and linguistic features they may elicit and for what purpose

they may be used. It will then look at how the different types of criteria assessment in general and speaking in particular have been explained in foreign language acquisition research and pedagogy.

### **3.3.2.1. Tasks for foreign language speaking tests**

Assessing speaking can be challenging for most examiners and the difficulty of assessing this skill stems from its nature as being a momentary and time-consuming procedure. The complex nature of the skill makes it more difficult for most teachers and assessors to design effective speaking tasks. The skill encompasses several sub-skills, such as fluency, appropriate use of vocabulary and pronunciation that can puzzle test designers over which criteria to consider and which method to use to ensure a reliable, fair and practical assessment (Kitao & Kitao, 1996).

Language use varies by purpose and context, for this reason task design remains an important element in the development of assessment. When testing speaking, it has been argued that the primary goal among test designers is to elicit an adequate amount of speech to allow evaluation to take place (Fulcher, 2003). The appropriate selection of speaking tasks can provide learners with the opportunity to practice their speaking and for teachers to identify their students' strengths and weaknesses.

As defined by Bachman and Palmer a task "is an activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation" (1996, p. 44). In other terms, tasks are closely related to a specific social context. They are generally goal oriented and require the active participation of the learners. Brown and Yule further add that speakers' effective use of language differs from one task to another and from one social situation to the next (1999). For instance, if a learner is good at narrating and telling a story, it does not necessarily mean that he/she is automatically good at justifying an opinion or at having a discussion with someone. For this reason, it is

important for the examiner to design different forms of tests in order to test the different types of talk separately. As such, the assessors may have different information about the learners' skills (Brown & Yule, 1999).

#### **3.3.2.2. Principles and criteria of assessment**

The next step for an effective assessment is the preparation of the criteria to be assessed. An authentic systematic assessment is more than necessary to allow the examiner to evaluate and rate learners' speaking competence. For a more transparent and equitable assessment we intend to conduct our evaluation taking into consideration the characteristics of a good assessment proposed by Goh & Burns (2012). First, the methods and criteria of assessment should be in accordance with the goals and objectives of the course. It means that learners should be tested based on the language aspects, skills, and strategies that have been covered in the preceding lessons. Second, validity is an important criterion to be considered. If the aim throughout the course was to improve learners speaking competence the test should not be in the written format (Goh & Burns, 2012). In other words, speaking must be assessed throughout speaking. Third and equally important, assessment of speaking should be reliable. It means that the same assessor must be able to rate students' speaking performance consistently over several days. It also means that different assessors should reach common agreement about students' task performance.

#### **3.3.2.3. The Holistic approach VS the analytic approach to scoring speaking**

Assessing speaking is a thought-provoking issue since many aspects can influence the assessor's impression of how well a learner's performance is. For that reason, a testing framework is needed to facilitate teachers' task. As defined by Davies et al. (1999), a rating scale (also referred to as proficiency scale) is "a scale for the description of language proficiency consisting of a series of constructed levels against which a language learners'

performance is judged” (as cited in Fulcher, 2003, p. 153). The levels or bands are generally identified in terms of what the test taker can do with the language task (the functions to be performed) and the degree of mastery of different linguistic features (the appropriate use of vocabulary, syntax, cohesion and pronunciation). Davies et al. (1999) further suggest that “scales are descriptions of groups of typically occurring behaviors; they are not in themselves test instruments and need to be used in conjunction with tests appropriate to the population and test purpose” (as cited in Fulcher, 2003, p. 153).

Two main ways to assess learners’ speaking ability can be distinguished; when a holistic scoring aims at giving a single score based on the scorer’s overall impression, an analytic scoring allows the rater to give a separate score for different aspects of the task. Though the latter takes longer, it compels the testers to take a variety of factors into consideration. The detailed scoring makes the test’s results fairer and more reliable (Tuan, 2012).

With the analytic approach to scoring speaking tests, a single score is given to each speech sample. The assessment is usually based on the rater’s general impression of the candidate overall performance, or guided by a rating scale. Holistic scales can be more convenient, practical and time saving for decision making since the rater has to give only one score. It is a quick and easy way of assessing the examinees’ performances without having to read and remember complex grids. Adding to that, it provides valuable information for the overall categorization of speaking ability. However, the downside of this scoring type is that it does not help diagnose the strengths and weaknesses in individual learners’ performances (Tuan, 2012). A single score does not help students to identify the various aspects of speaking, such as depth of vocabulary, control of syntax and pronunciation. As such, no guidance is provided to the students to allow them to improve

their speaking competence. This type of scoring can be problematic because a single score may not do justice to the complexity of speaking (Fulcher, 2003)

Since the evaluation of speaking can easily be affected by subjectivity, it remains essential to implement relevant rating scales (Pawlak, Bielack, & Mystkowsk-Wiertelak, 2014). Analytic scoring refers to a detailed assessment of speaking performance by breaking down the object of the final product into criteria parts. Each feature of the speaking skill is scored separately (Tuan, 2012). Contrary to the holistic scoring, analytic scale can be time-consuming and requires a lot of effort and concentration from the examiner. However, this approach to testing speaking can help avoid bias, subjectivity and potential flows of global impression (Weir, 2005, as cited in Tuan, 2012). This method entails the separation of each aspect of speaking into categories such as content, register, organization, vocabulary, grammar or fluency. This allows both teachers and learners to have detailed information on the speaking criteria before the total speaking score is calculated. Park (2004) for his part asserts that the explicitness of the analytic scoring allows teachers to provide their learners with consistent and direct feedback. As a result, learners are informed about their strengths and weaknesses. For instance, when some learners may have good pronunciation, they may have much lower grammatical control. The analytical scoring can indicate which particular component of the speaking discourse they need to improve.

### **3.2. Self-confidence and motivation**

Research in foreign language learning and teaching has long been preoccupied with identifying and establishing regularities in learners' process of learning a foreign language. Indeed, all the theories in this field of research agree on the fact that learners analyse input and store information in much the same way (Ellis, 2004). When the theories of foreign language learning treat the learning process as a universal phenomenon, the study of

individual learner differences gives a fresh insight into the nature and the impact of some individual characteristics on learning a foreign language.

Skehan (1989) was among the first pioneers in this field of research. The results of his line of investigation indicated that there were many individual factors that helped learners to excel. Among the factors that were identified and that helped facilitate the learning process are : age, sex, previous experience with language learning, proficiency, in the native language, personality factors, language aptitude, attitude, intelligence, motivation, and learner strategies (Ellis, 2004). Cohen and Dörnyei (2002) made an important distinction between two types of learners' individual characteristics. The first type includes the features that are beyond teachers' control, such as age, gender and aptitude, and those which can be changed to improve learners' level, such as learning styles, self-confidence, and motivation. Self-confidence and motivation were shown to play a significant role in affecting language learning success. These two variables will be addressed in the next part.

### **3.4.1 Self-confidence**

Clément (1986) was among the first researchers to address the importance of linguistic self-confidence and language anxiety as two important aspects that influence the FL language behaviour. Moreover, Clément (1986) supports the idea that anxiety and self-perception of FL competence remain detriments of language achievement. This includes contexts where the opportunity to interact and communicate with native speakers of English is very limited. He further adds that the two traits of communicative competence and self-perceived language proficiency are strongly related to the learners' past experience and their previous contact with the FL speakers. In other words, the learners' past experience is directly related to their degree of FL communicative confidence (Ortega, 2013, p. 203).



A more recent social-psychological tradition was adopted in the 1980s and which considered anxiety as an important under the broader construct of willingness to communicate (WTC hereafter). A decade later, this model was imported to foreign language studies by the two researchers Clément, MacIntyre (as cited in Ortega, 2013). It supports the idea that learners' personality can be associated to various complex sub-traits such as "introversion, shyness, apprehension of communication, and reticence" (Ortega, 2013, p. 202). In the FL literature, WTC can be predicted by the learners' confidence to communicate in the target language as well as their attitude towards the foreign language. According to Clément, learners' communicative confidence can be measured by eliciting information on two distinct affective traits: First, by identifying how relaxed or nervous the learner is (anxiety as an affective variable), second, by measuring the learner's self-perception of his/her own competence (self-evaluation as a cognitive variable). Accordingly, Clément asserts that these variables serve as important predictors of learner's willingness to communicate in the foreign language.

### **3.4.2. Motivation**

Motivation is a psychological term that refers to individual's internal desire to know or acquire new information (Dörnyei, 2003). It is the condition of being moved into action or having a specific motive, in other terms, it means an impulse or an inner drive to reach a particular goal (Dörnyei, 2003). Motivation is generally categorized as an affective factor that is in control of individual enthusiasm. Earliest studies on motivation started in the 1960s with Houle's influential work (1961 as cited in Dörnyei, 2003). Houle's classification deduces that three categories of motivation can lead adults to learn: goal-oriented, activity-oriented, or learning-oriented types.

Motivation, in relation to FL language learning, can be defined as "the combination of effort plus desire to achieve the goal of learning the language" (Gardner, 1985, p. 23). It

is a variable that has been known to significantly affect language learning success. Research has proved that learners possessing greater motivation are usually more likely to spend more energy and time to learn a foreign language with the intention of achieving better performances. Accordingly, such learners have higher expectations of their learning achievement (Gardener, 1985)

Understanding what motivates L2 learners to initiate and maintain the complex and lengthy process of mastering the target language encompasses a wide range of theoretical perspectives. At the end of the 1950's, Gardener and Lambert (1959) have worked on a theory that has now become the most influential model of second language learning motivation. This theory is based on social-psychological perspectives and includes three dimensions:

- Motivational intensity: it is understood as the actual effort that learners make to learn a foreign language.
- Attitudes towards learning a foreign language: this involves how much enjoyment learners experience when learning the foreign language.
- Desire to learn: this refers to learners desire to invest energy and time in learning the target language. (Ortega, 2013, p. 171)

Gardener (2001) later included integrative motivation as the highest and most facilitative form of motivation. It concerns a positive interpersonal/affective disposition towards the FL language community and the willingness to become a part of the valued members of the community. As such, the integrative motive involves openness to and acceptance of the other cultural group and its way of life (Macaro, 2010, p. 247). This integrative aspect of the theory was later criticized by Dörnyei & Csizer (2002) for being too extreme. This dimension requires from the learner complete identification with the target community and even a withdrawal from his/her original group (Macaro, 2010, p.

247). Additionally, the complete identification with the foreign language community as a condition for optimal FL learning motivation eventually brought criticism for being too limited and for neglecting different foreign language learning contexts other than Canada. In the mid 1990's, this concept has undergone major conceptual renovation to make it more applicable to FL learning contexts (Dörnyei & Csizer, 2002).

## **Conclusion**

This chapter has described the overt features of L1 speech by comparing them to FL speech characteristics. So far, it has highlighted our understanding of FL speech production and oral communication. This chapter has also examined the major theories to teaching and assessing speaking. From the review of these theories, it has been seen that considerable overlap exists between the fields of learner strategy and FL speech production. Last but not least, chapter three defined and explained the two concepts of self-confidence and motivation in relation to foreign language learning. The next chapter presents the methodological design of the study.

# *Chapter Four*

## **Chapter 4: Research Design and Procedure**

### **Introduction**

This chapter presents the methodology and design of the current research. It covers the information on the approach selected, the research tools used, the setting and participants targeted, and the data collection and data analysis procedures employed.

As mentioned in the introduction, through both the quantitative and qualitative approaches we intend to find out if there is a positive influence of the experimental strategy training as designed by the researcher, on first year university students' proficiency when speaking English as a foreign language, as well as on their self-confidence, their motivation and their actual use of the strategies. The first section of this chapter characterizes the design of the research and explains why a quasi-experimental research design was chosen. The second section describes where and when the research design was implemented, including detailed descriptions of the participants and the setting. In the third section, we describe the method and tools used to carry out the actual research. In the fourth section, we explain how the research tried to apply the ethical norms for a more objective research. The fifth part of this chapter for its part, introduces and explains the procedure of data collection and data analysis. The last part deals with the pilot study that was conducted to reinforce the reliability and validity of some research tools.

### **4.1. Experimental research**

The preliminary stage of the study consisted in selecting the most appropriate method to conduct the present research. The quasi-experimental research was chosen because of its suitability to the research aims and questions. This method has a long and respected history in different fields of research. It started first in the 19<sup>th</sup> century with physical science. By the end of the century, it was applied to other fields, including psychology and later education (Jacobs & Razavieh, 1990, as cited in Griffiee, 2012). Two

types of experimental studies can be distinguished: true experimental and quasi-experimental research. The former requires random group assignments which are rarely possible in educational contexts where classes are assigned by administrative procedures (Dörnyei, 2007). Due to such practical constraints, we chose to conduct a quasi-experimental research as it makes use of intact class groups, already formed by the administration of the two respective English Departments at Mouloud Mammeri and M'hamed Bougara universities (in Algeria).

Shadish et al (1979) provide a working definition of experimental research in which they mention the key elements of this method of research. First, they assert that “All experiments involve at least a treatment, an outcome measure, units of assignment, and some comparison from which change can be inferred and hopefully attributed to the treatment” ( as cited in Griffiee, 2012, p. 71). The treatment refers to the innovation that the researcher brings to the classroom. In the current research, both the classroom strategy-based program and the strategy website are part of the treatment. The unit of assignment means the persons or the elements that are studied by the researcher; in this case, freshmen students from the department of English are the subject of study, and the outcome measure refers to the objective of the treatment. As for the comparison form, a treatment group and a control group will be compared to see if any change can be deduced.

As previously mentioned, the research presents the development and results of an investigation carried out in order to examine the impact that the training (the independent variable) has on a sample of Algerian freshman students' speaking proficiency, strategy use, self-confidence, and motivation to speak English (the dependent variables). As such, this type of research, unlike other designs such as case studies and action research, relies on the idea of variables and comparison (Griffiee, 2012). Other variables need to be considered and controlled when conducting an experiment research, such as the control

variable. Brown argues that “control variables are kept constantly neutralized or otherwise eliminated so that they will not affect the study” (1988, p. 11). In the present case, age, gender, classroom atmosphere and teacher’s motivation can be considered as potential control variables since they can negatively or positively influence the outcome of the research and its objectivity. As later shown in the results chapter, an attempt was made to control such variables by making sure that the experimental groups and the control groups were not heterogeneous in terms of gender difference, age, number of years studying English.

In addition to the characteristics mentioned above, a research can either be longitudinal or a cross-sectional. While the former refers to a research that aims at gathering information about the target of the study during a series of points in time, the latter refers to the analysis of a target phenomenon at one particular point in time (Dörnyei, 2007). The length that makes a study longitudinal or not is not clear-cut (Phakiti, 2014). However, Mernad argues, “as a bare minimum, any truly longitudinal design would permit the measurement of difference or change in a variable from one period to another” (2002, as cited in Dörnyei, 2007, p. 79). Ortega and Iberri-shea (2005) go on to add that a study that includes a pretest, an intervention that lasts for a couple of months or the whole academic semester, and a post-test can be considered as a longitudinal research. It is the case with the present research, as a sixteen weeks long experimentation was conducted to allow us to track changes in the language learning and behavior of the students and to provide meaningful results.

## **4.2. Participants**

Based on the main hypothesis of the study, it was decided that the statistical population would be both male and female first year EFL university students. The reason behind selecting such a sample is that students at this stage of their study would already

have had an appreciable amount of experience learning the language both in secondary and high school. They would also be mature enough to express themselves more accurately on the way they use the FL strategies. Initially, a sample of 124 full-time first year students, enrolled in English language classes both at the University of Tizi Ouzou and at the University of Boumerdes, were selected to participate in the research. They were assigned to four groups. 62 students comprised the two Experimental groups and received strategy-based instruction. The other 62 students served as the Comparison group. Later in the research, it was found that some students were not consistent in their participation in the study. Thus, they were not included in the pre and post training results. For instance, ten students took only one of the two tests (Pre-test or post-test) and were absent in the other. Another group of seven students attended only the first part or the second part of the training because they were second year students who did not pass their first year speaking examination. Other students were absent most of the time and did not attend most of the training sessions. For all these reasons and to achieve more valid results, the researcher ended up excluding this sample from the research.

### **4.3. Educational setting**

During the first three years, students are required to attend 400 hours within six semester (Guide Pratique de Mise en Oeuvre et de Suivi du LMD) and are expected to complete courses of grammar, written production (TPE), oral production (TPO), phonetics/phonology, study skills and other subjects such as literature, linguistics, and anthropology.

In the case of first year students, the English syllabus seems to give importance to the fundamental skills of reading, writing, listening, and speaking. Language production, and more precisely the speaking skill, remains an essential part of the fundamental unit and it



holds a significant place in the teaching syllabus. Despite its importance, this skill is taught for only an hour and half per week and is surprisingly absent in the master program.

As regards the curriculum, the teachers of the speaking module are generally provided with the pedagogical guideline to follow, however, it is up to them to sketch out the content and details of each course program by taking into consideration the students' needs and difficulties. In the case of the freshman students selected for the present research, both the experimental and the contrast group participants followed the program of the University. Though the two groups were enrolled in different programs of the study, the content of the English course and the teacher were the same for all the participants.

#### **4.4. Data collection procedure**

The following part explains in detail the three phases of the quasi-experimental study and the research instruments used in each one.

##### **4.4.1. Stage 1 (Pre-test)**

This part comprises the assessment tools used to assess students' use of learning strategies, their speaking proficiency as well as their self-confidence and motivation to speak English before the training. Effective strategy training requires a certain amount of preparation that involves both input and output from the students. First and foremost, it was necessary for the researcher to elicit a certain amount of information about the students, in order to be better informed about their previous experience with learning English as a foreign language and their current level. This allowed us to make appropriate decisions as to which strategies to teach and how to teach them. This phase requires the use of pre-assessment tools, such as a questionnaire to collect information about the students' background knowledge, a speaking proficiency test to evaluate their level, a strategy checklist to identify their strategy repertoire, and a questionnaire to measure their level of

confidence and motivation to speak English as a foreign language. The research instruments of the pre-training phase were completed during the fall 2016.

#### **4.4.1.1. Background questionnaire**

The background questionnaire was designed to determine how similar both the experimental and the control groups were in relation to the following criteria: age, gender, native language, overall language proficiency, previous language studies, previous contact with native speakers, and previous grades in the English Examination (See Appendix 17). Levenes' test of homogeneity of variance was used to indicate the difference between the two groups in terms of the background characteristics and to make sure that they were not heterogeneous.

#### **4.4.1.2. The speaking pre-test**

Language use varies by purpose and context. For that reason, two different speaking tests were carried out consisting in a description task and a conversation task. The researcher made use of these two tests because speakers' use of language can differ in each of the tasks. Bygate (2011) affirms that if a student is good at performing a description task, this does not essentially mean that he/she is systematically good at narrating, socializing, or justifying an opinion. The test was administered to the students twice, once before the strategy-based instruction started and once the instruction was over.

All subjects from the Experimental and Control groups were asked to complete the same two tasks to decide whether there were gains in speaking ability over the sixteen weeks period. The data were collected by the researcher who audio-taped subjects' responses to the tasks, and which were collected during non-classroom hours due to constraints on class time. They were allowed five to ten minutes to prepare what they would say before their recording began. In what follows, the two speaking tasks in the battery will be described:

- Self-Description: A monologic task was undertaken by the students individually. This task required from them to speak extensively on a topic without any initial interruption. Since the participants were freshman students, they were asked to deal with a general topic that was related to their everyday life (See Appendix 2). Given that such types of tasks are decontextualized and require from the learners to talk about topics that are beyond the immediate context (Goh & Burns, 2012), learners had to demonstrate a certain level of grammatical, lexical competence.

- Conversation: the second task required the learners to work in pairs to engage in a conversation. By drawing on their background knowledge and personal experience, students had to perform a simulation of a real life conversation that takes place at the university (See Appendix 3). Since simulations are classroom activities that reproduce real situations, they allow learners to rely on their own knowledge and experience to deal with the task. Each pair was given a flashcard as a prompt.

While the students were carrying out the battery test, they were asked questions in order to see if the instructions were easy to follow and comprehensible.

#### **4.4.1.3. The strategy checklist**

Since strategies are, for the most part, not directly observable and refer to internal mental processes, a strategy checklist was designed to collect data on students' accounts as indicators of their mental processes. Additionally, given the fact that strategy use is not "a fixed attribute of individuals, but change according to the task, the learning condition and the available time" (Cohen & Macaro, 2007, p. 93), it was more than necessary to design a research instrument that could help provide immediate information of students' mental process and choice of strategies in relation to the two distinct speaking tasks.

Data of self-reported speaking strategy use were gathered using two strategy checklists. One checklist was designed for identifying the types of strategies used by the

students before, while, and after completing the description task; the other checklist was designed for identifying students' use of strategies for the conversation task.

Immediately following the completion of each of the two tasks, the students were asked to complete the corresponding strategy checklists which varied according to the nature of the particular task. The checklists were designed using both Oxford (1990) and Cohen and Weaver's (2005) categorization of language learner strategies as explained in the literature review (See Chapter 1). They were designed to elicit data on self-reported frequency of strategy use at three points in time: before the students began the speaking task, during the task itself, and after the completion of the task. The intention of the checklist was to capture the three-stage process involved in strategy use: 1) preparation before using the language skill, 2) self-monitoring during the use of the skill, and 3) self-reflection afterwards. The subjects were asked to indicate on a three-point scale, which ranges from 1 "No use" to 3 "High use", the extent to which they used each of the strategies on the Checklists. The checklists comprise 57 strategy items for the description task and 66 strategy items for the conversation task. Unlike the description task checklist, the conversation task checklist includes communication strategies as an additional category that can help students interact with their pals (See Appendix 4 and 5).

#### **4.4.1.4. The self-confidence and motivation questionnaire**

Self-confidence and motivation to speak English are two other dependent variables that the strategy program aimed at developing. Since neither motivation nor self-confidence can always be directly observed and can only be referred from the action of a person (Trawinski, 2005), a questionnaire was used to measure to which degree the strategy training would influence students' self-confidence and motivation to speaking English. The questionnaire was administered to the participants in a separate session, since completing both the strategy checklist and the questionnaire simultaneously could be

overwhelming for the students and this would, as a result, lead to students' carelessness while completing the forms. The questionnaire comprises three sections. The first section aims at identifying students' perceived confidence when speaking English, and comparing it to the other skills of reading, writing, and listening. The second section focuses on students' self-confidence when speaking English in the classroom. The third and the fourth part aim at identifying students' perception of their proficiency in relation to each speaking aspect as well as their anxiety when speaking English. As for the last part of the questionnaire, it aims at evaluating students' motivation to speak English as a foreign language (See Appendix 8).

#### **4.4.2. Stage 2: The strategy intervention**

As confirmed by Donato and MacComick "Reconfiguring the sociocultural context of the classroom (in which students learn) requires providing new forms of mediation to the learners" (1995, p. 457). As an innovative part of the training, both a speaking strategy instructional program and a strategy website were designed and introduced the experimental group participants. After having identified the types of strategies used by the University students, their speaking proficiency, and their level of confidence and motivation to speak English, the second phase aimed at integrating the strategy training program into students' regular English program. The objectives of the training are cited below:

- After the two-semester treatment, the experimental group students will be able to increase their speaking proficiency
- After the two-semester treatment, the experimental group students will use more strategies to perform the speaking tasks
- After the two-semester treatment, the experimental group students will be more confident when speaking English as a foreign language

- After the two-semester treatment, the experimental group students will be more motivated to speak English as a foreign language

#### **4.4.2.1. Strategy-instruction for speaking proficiency (SISP)**

When both the experimental and the control groups followed the syllabi of their respective language department, the students in the experimental group received additional instructions in a strategies-based format which was incorporated into the regular classroom learning activities. The instructional model was designed by the researcher taking into consideration the students' level, their speaking objectives, and their goal behind using the strategies. It follows the process-oriented approach and allows students to use a variety of strategies to improve particular aspects of their speaking proficiency, self-confidence, and motivation to speak English.

##### **a. Theoretical premises**

The model proposed is an extension to the CALLA model (as seen in chapter 3). However, it differs from it in theoretical ways. Since the proposed model aims at developing the speaking skill and does not consider other modes, it includes the three major components that will lead to such development. They consist of knowledge of language, language use, and learner strategies. From a sociocultural perspective

The goal in strategy training situation should not be seen solely as training in the use of specific strategies. Rather, it is to encourage the learner in question to adopt a new, more strategic conception of the task at hand. Strategic activity is seen as inherently goal embedded (Stone, as cited in Donato & MacComick, 1994, p. 456).

For this reason, this model aims at bridging the gap and making the link between the three aforementioned elements.

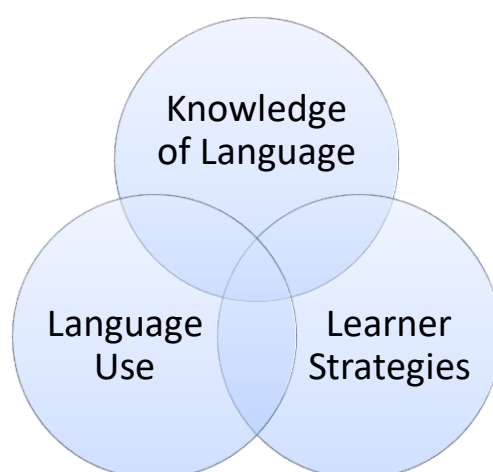


Figure 4.1: The Theoretical Premises of the Strategy-Instruction Model for Speaking Proficiency

As shown in figure 4.1, both procedural and declarative knowledge are essential for students to develop their speaking proficiency. When the declarative knowledge is what students need to know about the language system (knowledge of language), procedural knowledge is what students need to know about language use and the learning process (Language use and learner strategies).

- **Knowledge of language**

This includes: Accuracy, lexical resource, fluency, and relevance to the topic

First, accuracy is important to the development of any language skill. When speaking, students need to know how to use the right tenses and syntactic structures. Second, students need to develop their lexical knowledge. They need to have sufficient words to express their message precisely. Additionally, students' oral production can also be enhanced with the use of fixed formulaic and idiomatic expressions. The third speaking aspect is fluency. Students need to develop their ability to speak with a certain degree of smoothness and flow. The last speaking element is relevance to the topic. Students must be able to understand the speaking task at hand and reach the objectives required.

## **- Language use**

While knowledge of the four speaking aspects mentioned above is a prerequisite, students must also know how to use this knowledge to communicate effectively. As maintained by Goh and Burns “speakers must use appropriate vocabulary and grammar, while structuring the information in a way that is easy for the listener to understand” (2012, p. 57). Procedural knowledge is important to perform various functions. For instance, a description task will require learners to use a range of vocabulary and grammar structure which can be different from the ones needed for a conversation task.

## **- Learner strategies**

Besides language knowledge and language use, the instructional program will include the five strategies of cognitive, meta-cognitive, socio-affective, communicative and compensatory, with the aim of facilitating the development the aforementioned speaking aspects.

## **- The interrelationship of language knowledge, language use, and learner strategies**

The model proposed clearly insists on the relation between the three components as each one leads to the development of the other. With classroom instruction, the students will be made aware of the benefits of each strategy and what particular speaking aspect each one aims at developing. For instance, compensation strategies such as the use of circumlocutions and synonyms can help students avoid communication breakdown and improve their fluency. Cognitive strategies will be used to help facilitate the storage and retrieval of new information (lexical resource and language patterns) and help students cope with cognitive constraints in speech processing. Cognitive strategies such as using word mapping, putting new words in context, using patterns, paying attention to mistakes and using structured reviewing can allow students to consolidate new linguistics forms,



relieve them, and use them when necessary. In other words, such strategies can help them develop their accuracy. Metacognitive strategies such as identifying the goal and purpose of the task, effective planning, and evaluating the performance, can facilitate the successful preparation of the speaking task. As such, students, may decide what they plane to say before hand and, later, and reflect on the quality of their speech. Affective strategies such as positive self-talk and deep breathing can increase students' self-confidence, which in turn will lead to a more effective task performance. Last but not least, with the use of appropriate social strategies, students will know how to get help from their teacher and more proficient classmates.

### **b. Lesson organization and implementation procedures**

In terms of implementation procedures, this model does not differ from the previous strategy instruction models (O'Malley & Chamot, 1990; Oxford, 1990) and comprises the five main steps of preparation, presentation, practice, evaluation, and expansion.

#### **- Preparation**

In this stage, the teacher identifies students' current learning strategies for familiar tasks, such as recalling their prior knowledge, previewing the key vocabulary and concepts to be introduced to the lesson. This part of the training helps the teacher introduce students to the concept of learning strategies. As such, learners are encouraged to think and reflect on the different strategies they already use and what they already know. This provides good preparation for the teacher's subsequent direct instruction and demonstration of the new strategy.

#### **- Presentation**

In the second step of strategy instruction, students' are presented with a specific strategy or a set of strategies to be used. The teacher describes how the strategy is used,

why it is important and how it can be applied to the task at hand. In this stage, the teacher models, names, and explains new strategy with several examples. Students are given examples of how they can use them, such as selective attention, self-monitoring, inference, elaboration, imagery and note-taking strategies. Since students may find that the strategies are rather abstract and difficult to understand, the teacher needs to make the strategies as concrete as possible, by modeling his/her own use of the strategy. This involves making their thinking public and sharing it with the students. The modeling is usually performed by ‘thinking aloud’ while performing the task at hand. Later, the teacher can engage the class in a discussion by asking the students to recall what the teacher did before, during and while working on the speaking task.

#### **- Practice**

In this stage, students are given the opportunity to try the strategy or set of strategies that are targeted in the lesson (Chamot & O’Malley, 1994; O’Malley & Chamot, 1990). One important aspect of this phase is that the strategies are integrated into regular classroom practice, so the students can make a solid connection between the new strategy and the authentic task to be accomplished. The students practice the new strategy. In subsequent strategy practice, the teacher fades reminders to encourage independent strategy use by being asked to check their language production, plan to develop an oral or written report or classify concepts. It is also important to present tasks that are challenging enough to necessitate the use of the new strategy. This stage requires from the teacher a lot of encouragement, support, and feedback (Chamot et al., 1996)

#### **- Evaluation**

In the fourth stage of strategy instruction, students are given the chance to reflect on their effective use of a specific strategy or strategies and evaluate its/their potential usefulness. This helps promote their autonomy and enables the instruction to be more

individualized- both are important elements of strategy instruction. In order for students to take control over their learning, they need to be able to make choices about which strategies they need to use and for which specific tasks. In the evaluation phase, learners have to rely on themselves to do their own planning, monitoring and evaluation strategy applications. The students evaluate their own strategy use immediately after practice. This will help them determine the effectiveness of their own learning by summarizing or giving a self-talk, either cooperatively or individually. Activities such as discussions, checklists, and interviews can encourage students to evaluate their use of the new strategies (Chamot & O'Malley, 1994)

#### **- Expansion**

In the final stage of strategy instruction, students are shown how to transfer the new strategy to different situations or tasks. They are also given the opportunity to practice it (O'Malley & Chamot, 1990). In this phase, the students transfer the strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies and integrate them into their existing knowledge frameworks. This requires from them to have both a solid understanding of the strategy and a good understanding of the specific requirements and challenges of the new task. In this phase of the training, the role of the teacher is important since he/she needs to provide more extensive support by helping students select and identify which strategies to transfer to which task. The teacher can also ask the students to reflect and evaluate the success of transfer. Less teachers support is needed as students become more comfortable applying strategies to new contexts on their own.

#### **c. Techniques**

During the five implementation procedure, a series of techniques are adopted in the classroom that can lead to the use of different strategies. This includes: word mapping,

miming, self-valuation techniques, goals setting techniques, self-confidence techniques...etc (See Appendix 16).

Both classes had the same teacher who was a non-native speaker of English with five years' teaching experience. The classes met once a week each (1.5 hours per week). The first group of students (experimental) had their regular sessions on Sunday at 9:30, whereas the second group of participants (control) had their sessions on Monday at 9:30. The experimentation lasted for a sixteen weeks period. It is important to note that it was not possible to have the two classes on the same day and at the same time due to the use of the same teacher.

Adding to that, it is important to note that many learning tasks were accomplished using a number of different learner strategies, sometimes simultaneously and sometimes in sequence. Implementing the strategies one by one gave the opportunity for the instructor and the students to take time and reflect on the importance and significance of each strategy. It also allowed the students to talk about their learning and thinking experience. They could also know how to choose and integrate the learner strategies for different kinds of tasks objectives. For that reason, the first part of the training was devoted to teaching the learner strategies separately with the aim of familiarizing the learners with their use and functions. As for the second part of the training, more importance was given to problem solving tasks where the participants were given the chance to use the strategies in an orchestrated way.

#### **4.4.2.2. The Speaking strategy Website**

The aforementioned review of literature clearly shows that research in learner strategies instruction to enhance the speaking skill remains relatively scarce, which is in part what prompted the effort to design a speaking strategy website as an additional instructional tool. The website was designed by the researcher to support students through

their learning process and through developing their speaking proficiency (See <https://speaking1styear.fr.gd>). Since the use of strategies is goal oriented, the website also aims at bridging the gap and making the link between the speaking components and what strategy to use to develop each one. It can be fruitful in making students more aware of why they are using a particular strategy (for example to practice fluency, to use newly learned vocabulary or grammatical structure) and in allowing them to reflect on the choice of strategies available, which in turn can determine how successful they will perform the speaking task.

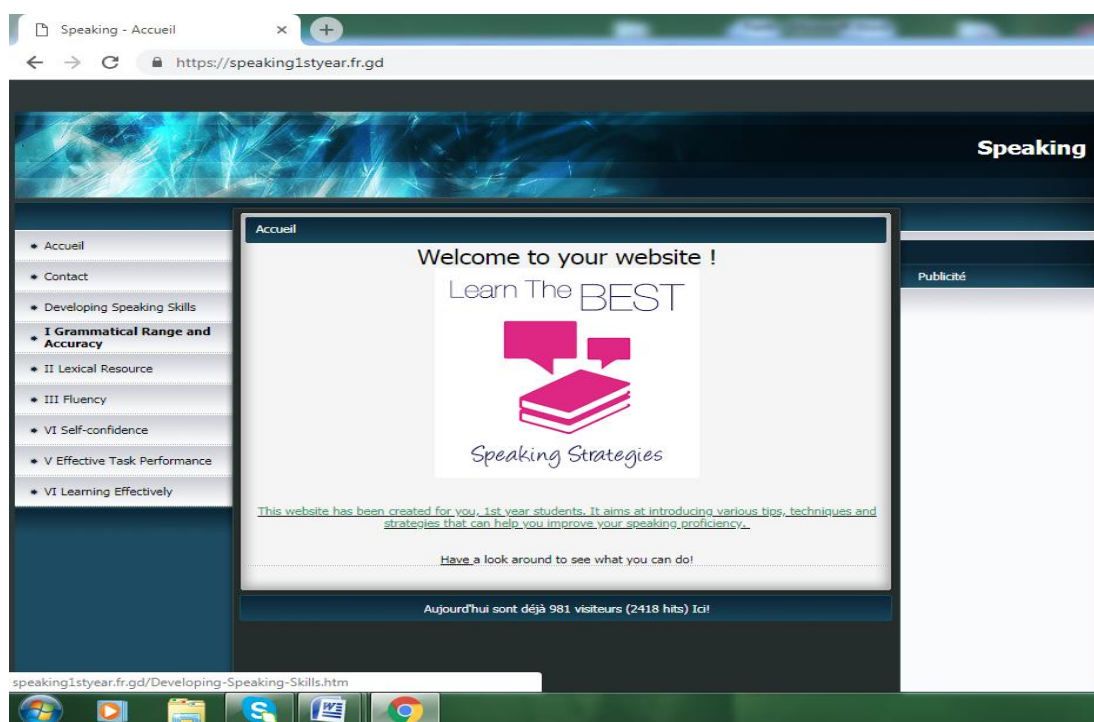


Image 4.1: The Strategy Website

The website contains descriptions, diagrams, mental maps, and drawings intended to convey strategy information. The students were free to access it any time after class. Moreover, the main goal of the speaking strategies website is to complement classroom instruction with additional input that students can refer to at any time of their learning process. It deals with six different aspects all related to the speaking skill, and which are as

follows: grammatical range and accuracy, lexical resource, fluency, self-confidence, and effective task performance. Each part of the website introduces the strategies needed to help the students develop a particular aspect of the speaking skill. For instance, the lexical resources part includes both memory and cognitive strategies and provides students with concrete examples of how to use them. This part is designed to assist them to store new vocabulary as well as retrieve it and use it in real life situations when required. At the end of the training, a strategy tracking form was administered to the treatment group students to see if they relied on the website to develop their speaking skill and whether they benefited, to a certain extent, from the use of the website.

#### **4.4.3. Stage 3 (Post-test)**

Since the post-training phase aimed at evaluating students' improvement in terms of their speaking proficiency, strategy use, self-confidence and motivation to speak English, the same research instruments, initially selected in the pre-training phase, is readministered to the participants of the two groups (experimental and control). This included a speaking post test, the strategy checklists, and the self-confidence and motivation questionnaire. The third phase also included two additional tools which consist of a retrospective interview and a strategy website tracking form for the treatment group.

##### **4.4.3.1. The speaking post-test**

In the third phase, the same speaking test battery was used with both the treatment and contrastive group with the aim of evaluating their progress and verifying if there was any significant improvement of their oral production. Unlike the first rater who was the researcher herself, the second and the third raters rated students' task performance anonymously and did not know whether the responses to the two tasks were from the control or the experimental group, and whether they were from pre or post testing.

#### **4.4.3.2. The strategy checklist**

The learner strategy checklists initially administered before the strategy intervention were handed to the students to see if there is any significant change in terms of their reported use of strategies for the description and the conversation tasks performances before and after the training. For more valid results, no change or alteration was made concerning the layout and the content of the checklists

#### **4.4.3.3. The self-confidence and motivation questionnaire**

To see if there was any significant improvement of learners self-confidence and motivation to speak English, the same self-confidence and motivation questionnaire was administered to the two groups (experimental and control) after the training.

#### **4.4.3.4. The speaking scale**

After the completion of the training, students' assessment of speaking performances before and after the treatment were rated taking into consideration specified criteria (See Appendix 6 and 7).

#### **4.4.3.5. The retrospective interview**

Learner strategies are for the most part unobservable, and for that reason more than one technique is necessary. As Grenfell and Harris aptly state "it is not easy to get inside the 'black box' of the human brain and find out what is going on here. We work with what we can get, which, despite the limitations, provides food for thought" (1999, p. 2)

Since the simultaneous verbalization of thought while the students performed the speaking task was not possible, a retrospective interview was used instead of introspective think aloud protocol. Interviews were among the earliest techniques used to investigate SLL (Rubin, 1975) and continue to be important tools, largely because of their flexibility and the opportunity it provided for the exploration and elaboration of aspects of strategy use. The experimental group participants were asked to give their reasons for the

frequency-of-use ratings that they had assigned to each strategy on the checklist by providing a verbal report after completing the checklist. This permitted us to provide more insights to the type of strategies that students used and the reason behind their choices. Additional answers were elicited about their perception of their confidence and proficiency. Last but not least, the students were asked which strategies they believe were more effective to improve their speaking skill (See Appendix 9).

#### **4.4.3.6. The Website strategy tracking form**

A tracking form was administered to the experimental group students that allowed us to check which strategies the participants thought were effective for them. This data collection tool permitted us to see whether the experimental group students had access to the website as part of the strategy intervention. Furthermore, the types of strategies that they were more interested in were identified. In other words, the tracking form allowed us to provide more information about what the students think worked and what they think did not work for them (See Appendix 10).

### **4.5. Ethical considerations**

This part focuses on the ethical aspect of the research. As stated by Wilson and Stutchbury “All research involving groups of people interacting with each other has an ethical dimension” (2009, p. 65). Every experimental researcher has key obligations and responsibilities when conducting a scientific research. When collecting data, the researcher needs to have access to detailed information about the participants. This includes participants’ contact information such as their full name, age and gender. It can also be required from the researcher to collect information on their beliefs and attitudes towards learning the target language, their personal thoughts, and their grades. Accordingly, some ethical protocols need to be followed and respected so as to protect the participants’ confidentiality and right to privacy (Phakiti, 2014).



Many research organizations have designed and implemented different ethical research guidelines such as the American Psychological Association (APA), the American Educational Research Association (AERA), and the British Association for Applied Linguistics, all aiming at establishing ethical codes that can help protect the participants' rights (Phakik, 2014). In the present research, two key ethical principles have been considered: informed consent and anonymity. The former refers to the suppliance of enough information and full disclosure about the experimentation. As for the latter, it means protecting the participants' confidentiality by means of pseudonyms and the like.

Informed consent has become an important aspect of ethical research. As reported by the Belmont Report (National Commission, 1979) "informed consent requires that human subjects, to the degree that they are capable, should be provided with the opportunity to choose what shall or shall not happen to them" (as cited in Mackey & Gass, 2005, p. 25). In other words, individuals involved in any type of research have the right to be informed of all the potential risks and benefits of the study and be given the choice to agree to take part in the research (as cited in Mackey & Gass, 2005). For the present research to take place, experimental approval from both the institution and the participants were required to collect data from human subjects. Before starting the research, both the head of the Department and the participants were informed of the research plan and their permission was asked to proceed. They were asked for their informed consent, given the right to decline the request and withdraw from the research at any point. The researcher also insured anonymity in the write-up of the findings.

The experimentation started with a 30 minutes debriefing session that was devoted to meeting the participants and explaining the major elements of the research. The students were informed about the general aim of the research, the procedure adopted and the benefits of the study. However, the details of the investigation were not communicated

since such information may alter the participants' behavior. As posited by Phakiti "the specific aims based on a particular hypothesis of the study may not be revealed because such a revelation may change the nature of the findings" (2014, p. 105). The participants were, then, asked to read the letter of consent which implies voluntary agreement to participate in the study. This was followed by a question-and-answer part that helped them have a better understanding of the different information statements in the letter (See Appendix 1) and discuss concerns and have their questions answered. At the end of the session, learners were allowed to make informed decisions and were offered the choice to sign or not sign the consent form and return it to the researcher.

The second criterion to be considered is anonymity. Learners' anonymity can have a positive impact on the research outcomes since it encourages the participants to be honest and genuine when expressing their thoughts and attitudes. This can, in turn, increase the degree of validity of the research. Since the research participants must not be traceable when revealing the data, the researcher made sure that all information about their identity would remain confidential and only the researcher would have access to the audio data. As put forward by Phakiti "because what happens during and after an experimental study can have an impact on particular individuals in a social context, researchers need to consider and respect individuals' right to privacy" (2014, p. 102). During data elicitation, collection, and transcription, the participants' anonymity has been protected by assigning numbers instead of names to refer to them in the research. It was also made clear by the researcher that the students' participation will not lead to extra points and no penalty for withdrawing from the research would be made.

## **4.6. Data analysis procedures**

Both quantitative and qualitative methods were used with the aim of providing insightful data. The study used a mixed-method research and the data were analysed quantitatively and qualitatively. As defined by Johnson and Onwueglezie, the mixed method research is “the class of research where the researcher mixes or combines qualitative and quantitative research techniques, methods, approaches, concepts, or language into a single study” (as cited in Pawlak et al., 2014, p. 275). The combination of these two methods of research can help the researcher gain deeper insight into the issue of learner strategies and its impact on other variables.

### **4.6.1. Quantitative data analysis**

Quantitative data analysis is primarily related to numerical data measurement. Data of the present research were analyzed using a set of mathematical procedures that ranged from simple description statistics to complex multivariate procedures (Dörnyei, 2007). The choice of the exact procedure depended on the research goals and the type of data collected.

After having collected the necessary data, the researcher followed sequential stages to perform statistical analysis. First, it was necessary to check whether all the participants' data were complete. Actually, it was found that some data were missing as some students took the pre-training test and not the post one and vice versa. Another problem encountered when organizing data was that some participants did not answer all the checklists and questionnaire's items. For these reasons, the researcher found it necessary to not include such participants in the research and a small number of scripts were eliminated due to reliability concerns. Latter, an identity number (ID) was assigned to each participant that allowed us to return to the raw data where needed.

The second step of the data analysis procedure involved coding data. Three types of data were collected in the current research: nominal, ordinal and scale data. Nominal data such as: demographic information, gender, language level, experimental/control groups were coded to allow us to enter data in the statistical software; so that such data have numerical properties. As for ordinal data, they consisted in data obtained from Likert scale, such as the strategy checklists, and the self-confidence and motivation questionnaire. They are called ordinal as they follow a particular order (Strongly agree, agree, disagree, and strongly disagree). They were also coded before the analysis. The scale data (also called ratio or interval data), for their part, consist of the speaking scores of the students. Since such data already had mathematical properties, they were not coded and were entered directly to the statistical software.

Once the data were coded and numerical values were assigned, the findings obtained were analyzed with the help of a computer program named the Statistical Package of Social Sciences (SPSS) version 20. This computer program is mainly used in social sciences and helps provide a detailed analysis and description of the data obtained. These data were then presented in the form of statistics displayed in tables.

#### **4.6.1.1. Descriptive statistics**

Data collected from the participants' speaking test scores, the strategy checklist results, and the self-confidence and motivation questionnaire findings were submitted to various statistical procedures. Descriptive statistics were used to enter and display data to provide a summary of the results. Woods, Fletcher, and Hughes (1989) affirm that when a linguistic study is carried out, the investigator will be faced with the prospect of understanding, and then explaining to the others the meaning of the data which have been collected. An essential first step is to look for ways of summarizing the results which bring out their most obvious features. Descriptive statistics are indispensable when sharing the

results as they form the basic for further inferential statistics (Mackey & Gass, 2005). In the case of the present research, measures of central tendency were used as a type of descriptive statistics together with frequency and percentages.

### **a. Central tendency**

Also named summary statistics, measures of central tendency can allow researchers to provide quantitative information about the behavior of learners in relation to a particular phenomenon (Mackey & Gass, 2005). Since the present research is an experimentation that aims at comparing two distinct group (control and experimental), simple description statistics were first used to calculate the central tendency (mean, median and mode) of each group in relation to its speaking proficiency. The means obtained by the two groups of students allowed us, later, to compare them and see if there were any statistical differences between the groups before and after the training.

Overall, three commonly known measures of central tendency were used and identified to assess students' speaking proficiency: the mean, the median and the mode.

First, the mean is the most commonly used measure of central tendency. It is the sum of the scores divided by the number of observations. In other words, the means refers to the arithmetic mean or the average of all the numbers. Although this measure is convenient and requires simple calculations, alone, it does not give an accurate picture of the usual behavior of a group of learners. In a normal distribution, the mean, the median, and the mode should all be identified and should be equally distributed (Phatiki, 2014).

The second measure refers to the score at the center of the distribution. The median is the score that divides the data set in half. In other words, When arranging the data in an ascending order, "the median is the value that divides the data sets into exactly two set: half the scores are smaller than the median and half the scores are larger" (Phatiki, 2014, p.

165). The median can be more informative when the mean is distorted by extreme cases (Phatiki, 2014).

The last measure of central tendency is the easiest to identify. The mode refers to the most frequent score obtained by a group of learners. When a data set includes a large sample size, two or several modes can occur in the data. These distributions are known as bimodal and multimodal.

### **b. Frequency and percentages**

As regards the strategy checklists, the self-confidence and motivation questionnaire, and the strategy website trackform findings, both frequency and percentages were used to summarize the results.

Though descriptive statistics are useful for providing a precise and accurate way of presenting data, it is important to mention that these statistics do not permit researchers to draw any conclusion that could go beyond the sample of the study. As stated by Popham and Sirotnik “when an individual uses descriptive statistics, he talks about the data he has; but with inferential statistics, he talks about data he doesn’t have” (as cited in Dörnyei, 2007, p. 114). Accordingly, inferential statistical procedures are needed in order to venture any generalization concerning the results of the research.

#### **4.6.1.2. Inferential statistics**

Besides descriptive statistics, SPSS allowed us to conduct inferential statistical analysis required for the experimental research. Inferential statistics are generally used to gain a better understanding of the nature of the relationship between two or more variables (e.g. linear or causal like relationships) that can yield answers to the research questions.

##### **a. Cronbach’s alpha for inter-rater coefficient in SPSS**

A meaningful test of speaking proficiency rests on how objective, reliable, and replicable it is over time (Luoma, 2004). For this reason, more than one scorer needs to be

enlisted and any significant difference in scoring should be discussed until a joint score is reached. Cronbach's alpha was used to measure the interraters' reliability coefficient as part of the pilot study. It refers to the extent to which two raters, or more, agree with each other in their rating (Mackey & Gass, 2005). Also called the agreement percentages, interraters' reliability was used to ensure that the scoring or rating was highly consistent and that the assessors were more likely to maintain a similar level of rating if the test was to be repeated.

#### **b. The independent samples t-test and the paired-samples t-test**

The t-test is a statistical procedure that is used to allow the researcher to know whether the difference in the means in the data between two groups (experimental and control) or within the same group (pre and post-test) is significant (Dörnyei, 2007). Two commonly used types of t-tests were used in the present experimental research. On the one hand, a paired-samples t-test (also called repeated-measures t-test) allowed us to examine whether the two mean scores from the same group of participants differed significantly before and after the training (within groups comparison). It was used to compare the data of the pre-test, which were collected prior to the strategy intervention, to the data of the posttest, which were collected immediately after the treatment was completed. On the other hand, the independent- samples t-test helped us investigate whether the mean scores between the two groups of participants were significantly different before and after the strategy intervention (between groups comparison).

#### **C. Levene's test**

Before running the t-test, it was essential to check two important key assumptions (Phakiti, 2014). The first criterion was homogeneity of variance which does not necessarily mean same sample size. Ideally, the variables in the two groups (experimental and control) should be equal in terms of participants' profile. In the present study, the research has

checked the homogeneity of variance by means of the Lavene's test for equality of variances. This has allowed us to see whether variables such as gender distribution, age, number of years studying English...etc were equal in the two groups. The second key assumption was group independence, meaning that the participants of the study should belong to only one of the two groups (Phatiki, 2014).

#### **4.6.2. Qualitative data analysis**

Although quantitative data are important in terms of providing overall patterns of participants' behavior in a particular social context, the uniqueness of the individuals taking part in the research is often, if not always, overshadowed with such a method. As stated by Roebuck individuals are much more than, "a quantified collective of statistics" (2000, as cited in Griffiths, 2013, p. 65). For this reason, the qualitative data will be used to support the findings of the quantitative data.

##### **4.6.2.1. Conversation analysis**

The analysis and transcription of talk-in-interaction requires the use of audio or video recordings of the participants' performance. This helps provide tremendous information about the complexity of conversational behavior. As affirmed by Numa (2000, p. 40) "these recordings constitute the primary source of data used by conversation analysts". Following the collection of spoken data, a careful and detailed transcription was required. In order to achieve more precise and reliable results, it was important for the researcher to be consistent when transcribing the data at hand by using an effective coding system. The next step involved the right choice of transcription convention. Transcription conventions can facilitate the interpretation and representation of oral data in a written format. Mackey and Gass expand on this idea by adding that "conventions can be useful both for coding and for providing examples from the data when writing the results of the research" (2005, p. 223). Though researchers in the field of conversation analysis do not



agree on one single coding system, certain symbols are commonly used, such as the use of ellipsis to refer to pauses or silence (Mackey & Gass, 2005). Since any coding system should be designed to match the objectives of the research, the transcription conventions mentioned below, have been used and adapted from Numa (2000) model as they perfectly fit the purpose of the research. This is as follows:

**Italics:** the use of another language other than English.

**(Parentheses):** explanation and comments of the researcher. For instance, to indicate that the transcriber is not sure of what she/he heard.

**([ ]):** indicates an overlapping speech by two speakers; this symbol is added at the point which the overlap occurs.

**(.) :** indicates a brief pause.

**(.....):** a sequence of dots indicates a long pause. The number of dots indicates the number of seconds

**(er):** fillers

**(em):** fillers

**(?):** personal information

Having explained the method used for transcribing students' speaking performances, the next part explains how both the retrospective interview answers and the open-responses in the strategy website questionnaire were analyzed.

#### **4.6.2.2. Qualitative content analysis**

Students' responses in the strategy website questionnaire are qualitative data since they ask the respondents to provide answers to an open question and fill in a blank space. The respondents, in this case, are required to express their opinion on a topic in the form of a sentence or a paragraph. Though such responses are less restrictive, they are harder to code and analyze. Since such data are qualitative. MacKay and Gass (2005) provide five

steps to collecting and summarizing open-ended item questions. The first step consists in gathering and transcribing data. In the second step, the researcher is required to group the data according to general categories. The third step consists in looking for ideas shared by the respondents. In the last step, the researcher has to double-check the patterns identified to see if there were any reoccurring themes. Finally; yet importantly, for each idea, two or three responses were selected as an example of students' answers.

Phase three of the study involved the performance of short one-on-one semi-structured interview which lasted an average of 5 minutes for each student. Only the experimental group students participated in the short interview and content analysis was used to analyze data collected. The pool of diverse responses obtained by the students was reduced to a handful of key issues in a reliable manner. The key ideas highlighted in this phase were coded verbatim with the aim of proving concrete examples and illustrations of students' statements.

#### **4.7. The pilot study**

The pilot study was held in two stages in order, on the one hand, to make sure that all the items in the strategy checklist were clear and easy to understand, on the other hand, to test the interrater reliability.

##### **4.7.1. Piloting of the strategy checklist**

Both strategy checklists were designed to provide information on the students and identify the type of strategies they used before and after the training. They were based on Cohen, Weaver, and Li (1998) model of strategies checklist as well as Oxford's strategy inventory for language learning (SILL) (1990). It was decided that the instrument of the study would be administered to the students by the researcher herself. As such, it would be possible to provide the participants with immediate explanations and clarifications regarding some terms when needed. It is important to add that most of first year students

did not have a very good mastery of the English language and this had impacted their understanding of some key terms.

An effective research instruments depends on several principles, such as the actual wording of the items selected, the clarity of the instructions as well as the time needed for the respondents to complete the instrument. Undeniably, ambiguous wording and questions that are difficult to respond to may affect negatively the validity of the questionnaire. These potential pitfalls make it indispensable for the researcher to pilot the questionnaire at various stages of its development. As maintained by Oppenheim ‘field testing’ remains and integral part of an instrument construction (1999, as cited in Dörney, 2002). Dörney adds that “Questionnaires do not emerge fully-fledged; they have to be created or adapted, fashioned and developed to maturity after many abortive test flights” (2002, p. 15). In fact, every aspect of a survey has to be tried out beforehand to make sure that it works as intended.

The initial piloting of the checklist consisted in selecting 20 freshmen students from Moouloud Mammeri university of Tizi-Ouzou who did not take part in the experimentation. They were asked to go through the items and answer them. Later, the respondents were asked to comment and give their general feedback on the clarity of the instructions and the questions. The researcher also measured the time needed to complete the checklist.

In order to ensure comprehension of all the strategy items on the part of the students, a first version of the checklist was administered in early November 2015. The completion of the two checklists lasted for about twenty five minutes each. Within the first five minutes, students did not seem to encounter any particular difficulty. Later, clarifications were required on some strategies items. Many could not understand terms such as ‘to circumlocute’, ‘background knowledge ‘and ‘make associations’. Other

students did not understand the meaning of ‘target language’, ‘anticipate’, ‘monitor’, ‘cognate’ and ‘task outcomes’. First, ‘curcumlocute’ was finally modified into the following plain statement ‘try to use a group of words that have the same meaning’. ‘Background knowledge’ was replaced by ‘what you already know’. The statement ‘make associations’ needed some clarifications; thus, it was turned into a more simple one ‘relate the speaking task to a situation you have been to before’. ‘The target language’ needed to be specified and was changed into ‘the English language’. The word ‘anticipate’ was replaced by ‘predict’. As for the term ‘monitor’ it was turned into ‘check your mistakes’. Last, the term ‘cognate’ was clarified and changed into ‘a French word that has similar meaning’.

In sum, the first stage of the piloting of the strategy checklist achieved its initial aim which consisted in providing a clearer and more comprehensible content on the part of the students.

The second step of the piloting study consisted in making sure that the checklist was reliable. Reliability is prerequisite for research validity. As defined by Phakiti “The reliability of the instruments, on the one hand, is concerned with the degree to which the results of a questionnaire, test or other measuring instruments are consistent” (2014, p. 83). In other words, any researcher needs to make sure that the data derived from an instrument would be the same if the instrument was administered repeatedly. The reliability of the research instruments were investigated during the piloting stage. The piloting took place with one that was not part of the main study and also involved 20 freshmen students. Pilot respondents were asked to complete the two checklists in the final form. Two weeks later, the students were given the two checklists again so that their answers in the first administration could be matched to those in the second one. The test-retest reliability was measured using Cronbach’s reliability consistency ( $\alpha = .80$ ). The results proved that the

respondents produced responses in the same range both times. As the matching was successful, it was deduced that the checklists were reliable and could be used in the study.

#### **4.7.2. Inter-rater reliability**

Speaking is one of the most difficult skills to assess reliably (Hughes, 2002) since the assessor has to make immediate judgments about a range of aspects. Also, the nature of speech means that the potential of variation and subjectivity is higher in the spoken form than in the written one. When assessing learners' speaking ability, many factors come into play. Not only does speaking assessment depend upon the particular features of speech (e.g. accuracy, fluency, and discourse competence), but it also depends on the teacher's method of testing and scoring the performance. This means that the potential for variation in test results make it difficult and challenging to maintain consistency across tests.

Inter-rater reliability, inter-rater agreement, or concordance is a measure of whether two or more raters judge the same learner performance in the same way (Phatiki, 2014). If a strong reliability is manifested and the similarity is high between the two raters, the researcher can conclude that the raters are judging the same set of data as representing the same phenomenon (Mackey & Gass, 2005). In the case of the present research, a sample of 1<sup>st</sup> year 10 students were selected and evaluated on their speaking performance by three raters. The first rater is the researcher herself. She corrected both the description and the conversation tasks. As for second rater, she was in charge of correcting the description task. The third rater, on the other hand, was asked to correct the conversation task. First, a meeting with the researcher and the two other raters was scheduled to discuss the procedure and the criteria of evaluation. The raters were handed the audio recordings of the students together with the speaking rating scale worksheets (See Appendix 6 and 7). They were then asked to listen to students performances and rate their speech. The three raters took time to discuss their results until common agreement was reached.

### a. Inter rater reliability between rater 1 and rater 2

The results of the inter-rater reliability of the present study are as follows:

| Accuracy                                                                                                     |        | Lexical Resource |        | Fluency |        | Relevance to the topic |        | Number of Students |       |
|--------------------------------------------------------------------------------------------------------------|--------|------------------|--------|---------|--------|------------------------|--------|--------------------|-------|
|                                                                                                              | Mean   | Alpha            | Mean   | Alpha   | Mean   | Alpha                  | Mean   |                    | Alpha |
| <b>Rater 1</b>                                                                                               | 2.3500 |                  | 1.9000 |         | 2.3500 |                        | 2.3000 |                    | 10    |
| <b>Rater 2</b>                                                                                               | 2.2000 | .78              | 2.0500 | .79     | 2.2000 | .95                    | 2.4000 | .75                |       |
| Note. Average mean score = 2.5 . Alpha ( $\alpha$ ) high at .90, acceptable between .70 and .80, weak at .50 |        |                  |        |         |        |                        |        |                    |       |

Table 4.1 Inter-rater reliability between rater 1 and 2 (four speaking categories)

Table 4.1 indicates that Cronbach's alpha (reliability coefficients) for Accuracy is .72 which shows an acceptable agreement between rater 1 and rater 2; .79 for Lexical resource which is also satisfactory. Fluency has an alpha of .95 indicating an excellent agreement between the two examiners. As for the relevance to the topic category, it has an alpha of .75 which is acceptable. All in all, this implies that the score difference between the two raters is not statistically significant.

|                                                                                                                              | Mean | Cronbach's Alpha ( $\alpha$ ) | Number of Students |
|------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------|--------------------|
| <b>Rater 1</b>                                                                                                               | 8.9  | .89                           | 10                 |
| <b>Rater 2</b>                                                                                                               | 8.5  |                               |                    |
| <i>Note. Average mean score = 2.5. Alpha (<math>\alpha</math>) high at .90, acceptable between .70 and .80, weak at .50.</i> |      |                               |                    |

Table 4.2: Inter-rater reliability between rater 1 and 2 (overall speaking score)

The second table shows how much homogeneity or consensus there is in the ratings given by the two teachers. The mean for the overall score of the ten students given by rater 1 is 8.9. As for the mean for the overall score given by rater 2 is 8.5. Cronbach's alpha ( $\alpha$ ) of reliability is .898 which indicates good agreement between the two raters. The results are well above the standard reliability threshold of .70 and the range is described as "very respectable" by Oxford and Burry stock (1995, p.7).

### Inter-rater reliability between rater 1 and rater 3

Rater one and three were in charge of correcting the conversation tasks. Thus, it was important to make sure that the two raters' results were reliable. Ten students evaluated prior to the experimentation and the Cronbach analysis allowed us to check how similar the results of the two raters were.

|                | Accuracy |       | Lexical Resource |       | Fluency |       | Relevance to the topic |       | Number of Students |
|----------------|----------|-------|------------------|-------|---------|-------|------------------------|-------|--------------------|
|                | Mean     | Alpha | Mean             | Alpha | Mean    | Alpha | Mean                   | Alpha |                    |
| <b>Rater 1</b> | 2.35     | .61   | 2.1              | .78   | 2.1     | .78   | 2.6                    | .72   | 10                 |
| <b>Rater 3</b> | 2.30     |       | 1.7              |       | 2.3     |       | 2.6                    |       |                    |

*Note. Average mean score = 2.5 . Alpha (α) high at .90, acceptable between .70 and .80, weak at .50*

Table 4.3: Inter-rater reliability between rater 1 and 3 (four speaking categories)

The third rater was asked to evaluate the conversation tasks. The results show that the reliability between the two raters is acceptable for lexical resource, fluency, and relevance to the topic, but relatively low for accuracy.

|                | Mean | Cronbach's Alpha (α) | Number of Students |
|----------------|------|----------------------|--------------------|
| <b>Rater 1</b> | 9.4  | .703                 | 10                 |
| <b>Rater 3</b> | 9    |                      |                    |

*Note. Average score = 10 . Alpha significant at 0.005 (α < 0.005)*

Table 4.4: Inter-rater reliability between rater 1 and 3 (overall speaking score)

The inter-rater reliability of the pre-test, estimated by Cronbach's alpha (α), was .70 which is an acceptable degree of coefficient.

### Conclusion

In the present part of the research, the methodology, the instruments and the procedure that we intend to employ to reach our objectives have been presented and explained. Our research comprises three phases with the major aim of investigating the impact that strategy-based instruction may have on students' speaking proficiency, strategy use, self-confidence and motivation to speak English as a foreign language. This part also explained how both the quantitative and qualitative data were collected, classified, and

then analyzed. Last but not least, the chapter ends with the explanation of the two pilot studies conducted for more reliability and validity of the research, namely the piloting of the strategy checklists and the interraters' reliability.



# *Chapter Five*

## **Chapter Five: Presentation and Analysis of the Results**

### **Introduction:**

This chapter is devoted to the presentation of the findings in an attempt to provide answers to the research questions asked in the introductory part. The first part sheds light on the quantitative data of the research. This includes the background questionnaire results, the speaking tests scores, the strategy checklists responses, and the self-confidence and motivation questionnaire results. As for the second part, it presents the qualitative findings of the research. The latter consists of the retrospective interview for the experimental group students after the training and the open questions of the strategy website.

### **5.1. Quantitative results**

The first part aims at reporting the results obtained from the different statistical analysis procedures used. The quantitative analysis of data was done using SPSS software (version 20). Once the data were coded and numerical values were assigned to each participant, the data were entered into the software. The analysis comprises both descriptive and inferential statistics. The results of the quantitative analysis of the research have been expressed as central tendency, frequency, and percentage for the descriptive analysis and significant difference between the two groups (control and experimental) and within the same group (pre post test) for the inferential statistics. The data collected were double-checked before the final analysis to ensure that they have all been properly entered. Participants who had too many missing data were not included in the analysis since they had the potential to distort the statistical results.

#### **5.1.1. The participants' profile**

The table below reports both the percentage, frequencies and the equality of variances results that can help to ascertain whether there is a significant difference between the experimental groups (G1 and G2) and the control groups (G3 and G4) in terms of

students' level, age, gender differences and numbers of years spent studying English. To reach our goal, we decided to use Levene's test for homogeneity of variances. The aim behind this type of test is to compare the means between two groups or more on the same continuous, dependent variable. In this case, the dependent variables are the participants' level, age, gender, and number of years studying English. As for the independent variable, it consists in the two independent groups, control groups and experimental. The groups are assigned as follows

| <b>University of Mouloud Mammeri Tizi-Ouzou (UMMTO)</b> | <b>University of M'hamed Bougara Boumerdes (UMBB)</b> |
|---------------------------------------------------------|-------------------------------------------------------|
| G1 Control Group                                        | G2 Control Group                                      |
| G3 Experimental Group                                   | G4 Experimental Group                                 |

Table 5.1: Participants' Groups

First a comparison was made between the students of the two groups (control and experimental). As shown in table 5.1.

| <b>Variables</b>                                                                    |               | <b>Frequency</b> |            | <b>Percent (%)</b> |            | <b>Total</b> |            |
|-------------------------------------------------------------------------------------|---------------|------------------|------------|--------------------|------------|--------------|------------|
|                                                                                     |               | <b>Contr</b>     | <b>Exp</b> | <b>Contr</b>       | <b>Exp</b> | <b>Contr</b> | <b>Exp</b> |
| <b>1.Gender</b>                                                                     | Male          | 12               | 10         | 19                 | 16.1       | 62           | 62         |
|                                                                                     | Famale        | 55               | 50         | 80.6               | 83.9       |              |            |
| <b>2.Age</b>                                                                        | 17-22         | 66               | 61         | 98.4               | 98.4       |              |            |
|                                                                                     | 23-more       | 1                | 1          | 1.6                | 1.6        |              |            |
| <b>3.First Language</b>                                                             | Arabic        | 31               | 28         | 48                 | 46         |              |            |
|                                                                                     | Berber        | 29               | 30         | 47                 | 48         |              |            |
|                                                                                     | French        | 2                | 3          | 5                  | 6          |              |            |
| <b>4.The number of years studying English</b>                                       | 1-3           | 2                | 1          | 45.2               | 1.6        |              |            |
|                                                                                     | 4-6           | 3                | 60         | 14.5               | 1.6        |              |            |
|                                                                                     | 7-more        | 62               | 13         | 40.3               | 96.8       |              |            |
| <b>5.How often do you speak English outside the classroom?</b>                      | Never         | 57               | 42         | 45.2               | 67.7       |              |            |
|                                                                                     | Sometimes     | 7                | 7          | 14.5               | 11.3       |              |            |
|                                                                                     | Often         | 3                | 13         | 40.3               | 21         |              |            |
| <b>6.Which language did your previous teacher of English use in the classroom?</b>  | English       | 30               | 35         | 54.8               | 56.5       |              |            |
|                                                                                     | Mother Tongue | 37               | 27         | 45.2               | 43.5       |              |            |
| <b>7.Did your previous teachers encourage you to speak English in the classroom</b> | Yes           | 16               | 14         | 12.9               | 22.6       |              |            |
|                                                                                     | No            | 51               | 48         | 87.1               | 77.4       |              |            |
| <b>8.Did you study English in a private school?</b>                                 | Yes           | 16               | 15         | 9.7                | 24.2       |              |            |
|                                                                                     | No            | 51               | 47         | 90.3               | 75.8       |              |            |
| <b>9.What was your grade in English in the baccalaureate examination?</b>           | 11-13         | 40               | 23         | 40.3               | 37.1       |              |            |
|                                                                                     | 14-more       | 27               | 39         | 59.7               | 62.9       |              |            |
| <b>10.Have you travelled to an English speaking country before?</b>                 | Yes           | 1                | 8          | 16.1               | 13.1       |              |            |
|                                                                                     | No            | 66               | 53         | 83.9               | 86.9       |              |            |

## 5.2. A comparison between the control and the experimental groups (Frequencies and percentages)

The data presented in the table show that the students of the two groups have similar profiles. The majority of students are females in the two groups (N=55 for the control group and 50 for the experimental group). The results also show that most of the students are aged between 17 and 22 and most of them have studied English for 7 years or more. Surprisingly, the students from the two groups affirm that their previous teachers did not encourage them to speak in the classroom.

Besides utilizing descriptive statistics to present a profile of the learners, inferential analysis was run. In order to see if the difference between the two groups (control and experimental) was significant, Levene's test of homogeneity of variances was used. With the independent t-test the mean difference (Sig 2-tailed or p value) between two distinctive groups is significant at the .005 or less. If the sig value is superior to .005, this implies that there is no significant difference between the two groups.

Since the data presented in the questionnaire are nominal (categorical) data, and have no numerical values, the researcher has assigned a code for each variable. For the gender variable, male is coded '1' and female is coded '2'. For the age variable, learners' age between 17 and 21 is coded '1', learners' age from 22 to more is coded '2'. For the number of years studying English, 1 to 3 years are coded '1', 4 to 6 years are coded '2', and 7 and more years are coded '3'. From how often students practice their English per week, never is coded '1', sometimes is coded '2', and always is coded '3'. For the language used in their previous English class, English is coded '1' and the mother tongue is coded '2'. For whether the students spoke English in their previous English class, yes is coded '1' and no is coded '2'. For whether the students had already studied English in a private school, yes is coded '1' and no is coded '2'. For the English mark obtained by the students in their Baccalaureate examination, the code '1' is attributed to the marks that

range between 11 and 13 and '2' to the marks that range between 14 and 20. Finally, for whether the students had previously travelled to an English speaking country, yes was coded '1' and no was coded '2'.

| Items                                          | Mean |     | Sig  | Mean Difference |
|------------------------------------------------|------|-----|------|-----------------|
|                                                | Cont | Exp |      |                 |
| <b>Gender</b>                                  | 1.8  | 1.8 | .642 | -,03226         |
| <b>Age</b>                                     | 1    | 1   | .319 | -,01613         |
| <b>First language</b>                          | 1.7  | 1   | .256 | -,01413         |
| <b>Studies</b>                                 | 2.9  | 2.9 | .704 | ,01613          |
| <b>English Practice</b>                        | 1.4  | 1.5 | .858 | ,01935          |
| <b>Language used in previous English class</b> | 1.1  | 1.4 | .009 | ,41613          |
| <b>Speaking English in the Classroom</b>       | 1.9  | 1.2 | .161 | -,09677         |
| <b>Private school studies</b>                  | 1.9  | 1.7 | .031 | ,14516          |
| <b>English score in BAC exam</b>               | 1.5  | 1.6 | .715 | -,03226         |
| <b>Travel to an English speaking country</b>   | 1.8  | 1.8 | .614 | -,03226         |

*Note. P significant at 0.005 ( $P < 0.005$ )*

Table 5.3: A comparison between the control and experimental groups (Levene's test of homogeneity of variance)

Table 5.3 presents the results of the Levene's test of equality of variance between the two groups. The value in the sig (2-tailed) for age, level, gender and number of years studying English is superior to .005 with a P value of .642 for gender, .319 for age, .704 for the number of years studying English, .858 for the language used in the previous classes, and .715 for their English score in the BAC Exam. However, a slight difference between the two groups can be noticed at the level of students' use of English in their previous classes ( $p=.009$ ) and whether they have studied it in a private school before ( $p=.031$ ). Overall, these findings indicate that there is no significant difference between the control group and the experimental group. Thus, the two groups are homogeneous. What can also be noticed is that learners' average in English is above 11 for all the students.

### **5.1.2. The impact of strategy instruction on students' speaking proficiency**

After ensuring that the control and experimental groups are not significantly different in terms of the participants' profile, we now turn to examine whether or not the strategy program helped improve students' speaking performance. The students completed two speaking tasks, a description and a conversation task before the strategy instruction process, and the same tasks at the end of the training. The students were marked according to the speaking rating scale designed by the researcher. Two raters examined the students' performances of the description task and two other raters assessed students' conversation task performances by taking into consideration four main criteria. The participants were evaluated on their response to the topic (5 points), their fluency (5 point), their use of lexical recourse (5 points), and their accuracy (5 points) giving a total out of 20. The scores were analyzed independently and were later compared. The data obtained from the two control groups and the two experimental groups are presented below. As for the results of each individual student, they are included in appendix 12.

#### **5.1.2.1. The speaking task (Pre-test)**

In what follows, the results of the pre-training description tasks are summarized and presented. First, an analysis of each speaking category for each group is made and the independent samples T-test is used for the between groups comparison. When the initial number of participants were 120, only 97 ended taking performing the description task befor and after the training.

| Groups              | Accuracy |                | Lexical Resource |                | Fluency |                | Relevance to the topic |                | Number of Students |
|---------------------|----------|----------------|------------------|----------------|---------|----------------|------------------------|----------------|--------------------|
|                     | Mean     | Sig.(2-tailed) | Mean             | Sig.(2-tailed) | Mean    | Sig.(2-tailed) | Mean                   | Sig.(2-tailed) |                    |
| <b>Control</b>      | 2.8878   | .006           | 2.0816           | .940           | 2.8061  | .022           | 2.8878                 | .000           | 49                 |
| <b>Experimental</b> | 2.4167   |                | 2.0729           |                | 2.4375  |                | 2.4063                 |                | 48                 |

*Note. Average score = 2.5 . P significant at 0.005 (P < 0.005)*

Table 5.4: The independent-samples t-test for each speaking aspect (description task before the training)

Overall, a total of 49 control group students and 48 experimental group students participated in the training. As can be observed in the table 5.4, the difference between the two groups is most marked in the case of fluency ( $P=.022$ ) and relevance to the topic ( $p=.000$ ). The mean scores for these two categories shows that the control groups seem to outperform the treatment group ( $m=2.8061$ ,  $m=2.8878$  respectively). The next table presents the results of the overall speaking scores for each group

| Groups              | N  | Mean    | Median | Mode | Maximum | Minimum | SD      |
|---------------------|----|---------|--------|------|---------|---------|---------|
| <b>Control</b>      | 49 | 10.6633 | 11.5   | 11.5 | 16      | 3       | 2.21357 |
| <b>Experimental</b> | 48 | 9.3229  | 9      | 8.5  | 14.2    | 2       | 2.55678 |

*Note. Average score = 10*

Table 5.5: Overall speaking score of the description task before the training (central tendency)

On the whole, the results in table 5.5 reveal that the students' performances are between average and low. Furthermore, the data show that the mean score, the median and the mode of the control groups are higher than the ones of the experimental groups. The standard deviation is 2.21 and 2.55, which is considerably high, indicating that the scores of the students are not centered in the mean and vary from 16 as the highest score to 3 as the lowest score.

| Groups       | N  | Mean    | Sig.(2-tailed) | Mean Difference |
|--------------|----|---------|----------------|-----------------|
| Control      | 49 | 10.6633 | .007           | 1.34035         |
| Experimental | 48 | 9.3229  |                |                 |

*Note. Average score = 10 . P significant at 0.005 (P < 0.005)*

Table 5.6: Overall speaking score of the description task before the training (the independent samples t-test)

It is clear from the data in table 5.6 that the control groups did slightly better on the description task than the experimental groups. The mean average for the pre-test is 10.66 for the control groups and 9.32 for the experimental groups. Though a slight difference is noticed between the two groups, it remains insignificant since the sig. (2-tailed) is superior to .005 (P=.007).

#### 5.1.2.2. The description task (Post-test)

After the sixteen weeks training, the two groups were asked to perform the same speaking test in order to see if there was any noticeable improvement. Moreover, the aim was to find out whether the experimental group students would outperform their control group counterparts after the strategy intervention.

| Groups       | Accuracy |                | Lexical Resource |                | Fluency |                | Relevance to the topic |                | Number of Students |
|--------------|----------|----------------|------------------|----------------|---------|----------------|------------------------|----------------|--------------------|
|              | Mean     | Sig.(2-tailed) | Mean             | Sig.(2-tailed) | Mean    | Sig.(2-tailed) | Mean                   | Sig.(2-tailed) |                    |
| Control      | 2.6531   | .001           | 2.1939           | .001           | 2.9388  | .929           | 2.5816                 | .000           | 97                 |
| Experimental | 3.0938   |                | 2.4896           |                | 2.8958  |                | 3.1875                 |                |                    |

*Note. Average score = 2.5 . P significant at 0.005 (P < 0.005)*

Table 5.7: The independent samples t-test for each speaking aspect (description task after the training)

It can be observed that the mean average of the post tests for all the four categories is slightly higher than the pre-test. The results in table 5.7 show that the means differences of the three categories of accuracy, lexical resource, and relevance to the topic are significant and in favor of the experimental groups. The p values for each category are .001, .001, and .000 respectively. In case of fluency, the differences are minimal (p=.929).



The next table shows the within groups comparison that was achieved by means of the paired-samples t-test and that aims at identifying students progress after the training.

| Groups              |                  | Accuracy |                | Lexical Resource |                | Fluency |                | Relevance to the topic |                |
|---------------------|------------------|----------|----------------|------------------|----------------|---------|----------------|------------------------|----------------|
|                     |                  | Mean     | Sig.(2-tailed) | Mean             | Sig.(2-tailed) | Mean    | Sig.(2-tailed) | Mean                   | Sig.(2-tailed) |
| <b>Control</b>      | <b>Pre-test</b>  | 2.8878   | .089           | 2.0816           | .117           | 2.3061  | .010           | 2.4878                 | .007           |
|                     | <b>Post-test</b> | 2.6531   |                | 2.1939           |                | 2.4796  |                | 2.5816                 |                |
| <b>Experimental</b> | <b>Pre-test</b>  | 2.4167   | .000           | 2.0729           | .000           | 2.4357  | .001           | 2.4149                 | .000           |
|                     | <b>Post-test</b> | 3.0938   |                | 2.4896           |                | 2.8958  |                | 3.1809                 |                |

*Note. Average score = 2.5 . P significant at 0.005 (P < 0.005)*

Table 5.8: Paired-samples t-test for each speaking category (description task after the training)

The results of the paired-samples t-test reveal that, unlike the control group students, the experimental group students have improved their means in the four categories of: accuracy (P=.000), lexical resource (P=.000), fluency (P=.001), and relevance to the topic (P=.007).

| Groups              | N  | Mean    | Median | Mode | Maximum | Minimum | SD      |
|---------------------|----|---------|--------|------|---------|---------|---------|
| <b>Control</b>      | 49 | 10.0082 | 10     | 9.5  | 15      | 7       | 1.63197 |
| <b>Experimental</b> | 48 | 11.7563 | 11     | 11   | 17.5    | 9       | 1.87978 |

*Note. Average score = 10*

Table 5.9: Overall score of the description task after the training (Central tendency)

We can notice from table 5.9 that there is an improvement in favor of the experimental group. The mean score is 11.75 and the most frequent score obtained by the students of these groups is also 11.

| Groups              | N  | Mean    | Sig.(2-tailed) | Mean Difference |
|---------------------|----|---------|----------------|-----------------|
| <b>Control</b>      | 49 | 10.0082 | .000           | -1.7481         |
| <b>Experimental</b> | 48 | 11.7563 |                |                 |

*Note. Average score = 10 . P significant at 0.005 (P < 0.005)*

Table 5.10: Overall score of the description task after the training (the independent samples t-test)

Similarly, table 5.10 indicates that participants from the experimental group have known an increase in their speaking scores. The level of improvement of the experimental group seems to be superior and students' overall grade showed progression from 9.32/20 in

the pre-test to 11.75/20 in the post-test. The control group has also known a slight progress but it remains insignificant.

In what follows, the paired-samples T-test was used to compare students' improvement within groups (the difference between the pre and post-test results of the same group).

| Groups                                                            |           | Mean    | Sig.(2-tailed) | Mean Difference |
|-------------------------------------------------------------------|-----------|---------|----------------|-----------------|
| Control                                                           | Pre-test  | 10.6633 | .065           | 1.6551          |
|                                                                   | Post-test | 10.0082 |                |                 |
| Experimental                                                      | Pre-test  | 9.3229  | .000           | 2.4334          |
|                                                                   | Post-test | 11.7563 |                |                 |
| Note. Average score = 10 . P significant at 0.005 ( $P < 0.005$ ) |           |         |                |                 |

Table 5.11: Overall score of the description task after the training (the paired-samples t-test)

The data in table 5.11 show that the the experimental group students significantly improved compared to the control group students. The mean of the post-task is considerably higher compared to the pre-task one ( $M = 11.75$ ). The p value also happens to be inferior to .05 ( $P = .000$ ) confirming the improvement. However, the same thing cannot be said for the control group students who have a p value of .065, implying that the difference between the pre and post task results is not remarkable.

### 5.1.2.3. The conversation (Pre-test)

Having analysed the description task results, this section reveals the results of the conversation task. Rater 1 and rater 3 were in charge of evaluating students' conversation task performance taking in consideration the four criteria of accuracy, lexical resource, fluency, and communication success. Five points were assigned to each aspect of speaking. Thus, the possible range of scores could be from 0 to 20 points. The following tables show the participants' scores in the pre-training phase.

| Groups              | Accuracy |                | Lexical Resource |                | Fluency |                | Communication Success |                | Number of Students |
|---------------------|----------|----------------|------------------|----------------|---------|----------------|-----------------------|----------------|--------------------|
|                     | Mean     | Sig.(2-tailed) | Mean             | Sig.(2-tailed) | Mean    | Sig.(2-tailed) | Mean                  | Sig.(2-tailed) |                    |
| <b>Control</b>      | 2.2976   | .348           | 2.3095           | .026           | 2.0833  | .877           | 2.4405                | .966           | 42                 |
| <b>Experimental</b> | 2.1607   |                | 1.9643           |                | 2.1071  |                | 2.4375                |                | 56                 |

Table 5.12: The independent samples t-test for each speaking aspect (the conversation task)

As shown in table 5.12, the number of students that performed the conversation task is a total of 42 for the control group, and 56 for the experimental group. The findings of the independent t-test reveal that the students' scores do not differ in terms of accuracy ( $p=.348$ ), fluency ( $p=.877$ ), and communication success ( $p=.966$ ). The only difference is noticed with students' use of lexical resource the p value is below 0.05 ( $p= 0.02$ ); the mean scores in this category indicate that the control group ( $m= 2.3095$ ) performed better than the treatment group ( $m= 1.9643$ ).

| Groups              | N  | Mean   | Median | Mode | Maximum | Minimum | SD      |
|---------------------|----|--------|--------|------|---------|---------|---------|
| <b>Control</b>      | 49 | 9.1310 | 9.5    | 9.5  | 15.4    | 4       | 2.42210 |
| <b>Experimental</b> | 48 | 8.6518 | 8.5    | 8.5  | 14      | 2       | 2.89815 |

*Note. Average score = 10*

Table 5.13: Overall score of the conversation task (central tendency)

Table 5.13 indicates that the mean scores for the experimental and control groups are very low ( $M=9.13$ ,  $M=8.65$  respectively). The mode also reveals that the most frequent mark obtained by the students is 9.5 for the control group and 8.5 for the experimental group and are also relatively low.

| Groups              | N  | Mean   | Sig.(2-tailed) | Mean Difference |
|---------------------|----|--------|----------------|-----------------|
| <b>Control</b>      | 42 | 9.1310 | .388           | .47917          |
| <b>Experimental</b> | 56 | 8.6518 |                |                 |

*Note. Average score = 10. P significant at 0.005 ( $P < 0.005$ )*

Table 5.14: Overall score of the conversation task after the training (the independent samples t-test)

As regards the results of the comparison between the two groups (the control and the treatment group) in terms of their overall performance, the findings show that, though

the control group' mean is higher than the experimental group one, the two groups have below the average means (m= 9. 13 for the control group, m= 8. 65 for the experimental group). Furthermore, the Sig. (2-tailed) is, .388 which means that the difference between the two groups is not significant ( $p > .005$ ).

#### 5.1.2.4. The conversation task (Post-test)

Since solely observing the two sets of scores is not sufficient to determine the degree of difference between the groups, the independent- samples t-test is used by the researchers in order to check whether the difference between the scores is significant.

| Groups              | Accuracy |                | Lexical Resource |                | Fluency |                | Communication Success |                | Number of Students |
|---------------------|----------|----------------|------------------|----------------|---------|----------------|-----------------------|----------------|--------------------|
|                     | Mean     | Sig.(2-tailed) | Mean             | Sig.(2-tailed) | Mean    | Sig.(2-tailed) | Mean                  | Sig.(2-tailed) |                    |
| <b>Control</b>      | 2.5119   | .245           | 2.6310           | .958           | 2.5357  | .951           | 2.9405                | .968           | 42                 |
| <b>Experimental</b> | 2.6161   |                | 2.6250           |                | 2.5268  |                | 2.9464                |                | 56                 |

*Note. Average score = 2.5 . P significant at 0.005 ( $P < 0.005$ )*

Table 5.15: The independent samples t-test for each speaking aspect (the conversation task after the training)

When comparing the mean scores of the control group results to the ones of the treatment group, no remarkable difference is noticed. The Sig. (2-tailed) of each speaking category is superior to .005, indicating that the difference between the control and the experimental groups is not significant.

Once the between groups comparison was made, the aim was to compare students progress within the same group in relation to each speaking aspect. The results are presented in the next table.

| Groups                                                         |           | Accuracy |                | Lexical Resource |                | Fluency |                | Communication Success |                 |
|----------------------------------------------------------------|-----------|----------|----------------|------------------|----------------|---------|----------------|-----------------------|-----------------|
|                                                                |           | Mean     | Sig.(2-tailed) | Mean             | Sig.(2-tailed) | Mean    | Sig.(2-tailed) | Mean                  | Sig.(2-tailed ) |
| Control                                                        | Pre-test  | 2.2976   | .127           | 2.3095           | .026           | 2.0833  | .013           | 2.4405                | .005            |
|                                                                | Post-test | 2.5119   |                | 2.6310           |                | 2.5357  |                | 2.9405                |                 |
| Experimental                                                   | Pre-test  | 2.1607   | .000           | 1.9643           | .000           | 2.1071  | .007           | 2.4375                | .001            |
|                                                                | Post-test | 2.6161   |                | 2.6250           |                | 2.5268  |                | 2.9464                |                 |
| Note. Average score = 2.5 . P significant at 0.005 (P < 0.005) |           |          |                |                  |                |         |                |                       |                 |

Table 5.16: The paired-samples t-test for each speaking category (the conversation task after the training)

The data of the paired-samples t-test for each category of speaking reveal that both the control and the experimental group students have improved their speaking performance in the four categories. However, the improvement is more noticeable with the treatment group results. The students' means are higher in the four categories of: accuracy (M=2.61), lexical resource (M=2.62), fluency (M=2.52), and communication success (M=2.94). These means are superior to the pre-test ones. The control group participants have also significantly improved their means in the three categories of: lexical resource (M=2.63), fluency (M=2.53), communication success (M=2.94) but not accuracy as the p value is inferior to .005 (P=.127).

| Groups                          | N  | Mean    | Median | Mode | Maximum | Minimum | SD      |
|---------------------------------|----|---------|--------|------|---------|---------|---------|
| <b>Control</b>                  | 49 | 10.6190 | 9.75   | 8.5  | 17      | 7       | 2.34991 |
| <b>Experimental</b>             | 48 | 10.7054 | 10.50  | 10   | 16.5    | 6       | 2.10794 |
| <i>Note. Average score = 10</i> |    |         |        |      |         |         |         |

Table 5.17: Overall score of the conversation task after the training (central tendency)

Overall, table 5.17 shows that both the experimental and the control groups have improved their score (M=10.61, M= 10.70 respectively). However, though no significant difference is noticed between the two means, the treatment groups have a higher median and a higher mode compared to the control groups, indicating that the number of students with better scores are more present in the experimental group.

| <b>Groups</b>       | <b>N</b> | <b>Mean</b> | <b>Sig.(2-tailed)</b> | <b>Mean Difference</b> |
|---------------------|----------|-------------|-----------------------|------------------------|
| <b>Control</b>      | 42       | 10.6190     | .849                  | -.08631                |
| <b>Experimental</b> | 56       | 10.7054     |                       |                        |

*Note. Average score = 10 . P significant at 0.005 (P < 0.005)*

Table 5.18: Overall score of the conversation task after the training (the independent samples t-test)

Undoubtedly, the most striking feature of these results is the fact that both the two groups of students increased their marks in the second conversation task. The means of the groups this time are 10.61 for the control groups and 10.70 for the treatment groups. Both values are higher than the values of the pre-training tests (See table 5.16).

| <b>Groups</b>       |                  | <b>Mean</b> | <b>Sig.(2-tailed)</b> | <b>Mean Difference</b> |
|---------------------|------------------|-------------|-----------------------|------------------------|
| <b>Control</b>      | <b>Pre-test</b>  | 9.1310      | .014                  | 1.488                  |
|                     | <b>Post-test</b> | 10.6190     |                       |                        |
| <b>Experimental</b> | <b>Pre-test</b>  | 8.6518      | .000                  | 2.0536                 |
|                     | <b>Post-test</b> | 10.7054     |                       |                        |

*Note. Average score = 10 . P significant at 0.005 (P < 0.005)*

Table 5.19: Overall score of the conversation task after the training (the paired-samples t-test)

The results of the paired-samples t-test shows that both the two groups (control and experimental) have significantly improved their marks of the conversation task. The sig.(2-tailed) for the two groups is inferior to .005 confirming that the improvement is a remarkable one. However, the mean differences further reveals that the experimental group improvement is slightly higher compared the control group one. The mean difference (MD) is 2.0536 for the treatment group which is higher to the one of the control group (MD= 1.488).

### 5.1.3. The impact of strategy instruction on students' strategy use

Having summarized, analysed, and then compared the participants' speaking scores, the second part of the results chapter aims at providing answers to the second research question and at presenting the findings of the strategy checklists for the two speaking tasks (description and conversation). It starts by providing percentages of use for each group (experimental and control groups) then move to comparing the two before and

after the training to see if they have made any significant change in terms of their reported use of the strategies.

#### **5.1.3.1. The description task (pre-test strategy checklist)**

This part summarizes the results of the strategy checklist that was administered to the first year students immediately after completing the description task. This strategy checklist aims at identifying the speaking strategies that the participants use before, while, and after completing the description task.

The checklist was first administered to the students of the two groups (experimental, control) before the training. Students were asked how often they used the strategies using a 3 points Likert scale, from 1 for “No use” to 3 for “High use”, in order to explore the patterns of strategies used by the participants from the two groups. They were required to mark their response to the option that best explains their use of speaking strategies. First, the percentage for each individual strategy was identified; then, a comparison between the two groups was made.

The checklist was made up of three sections, each divided into sub-categories. Section one is about the strategies used by the students before performing the descriptive task. This includes strategies to lower their anxiety and strategies to prepare and plan the task at hand. Section 2 deals with students’ use of strategies while speaking. It is divided into two sub-categories, notably strategies to feel in control and strategies to monitor the performance. Section three of the checklist aims at identifying learners’ strategies after performing the task. This involves evaluating the performance and planning for future tasks.

### a. The control group

| Stage of the Task                     | Items   | Strategies                                                                                                       | Category      | Percentage (%) |         |          |
|---------------------------------------|---------|------------------------------------------------------------------------------------------------------------------|---------------|----------------|---------|----------|
|                                       |         |                                                                                                                  |               | No Use         | Low Use | High Use |
| Lower Your Anxiety (Before You Speak) | Item 1  | Deep Breathing                                                                                                   | Affective     | 40,8           | 40.8    | 18.4     |
|                                       | Item 2  | Positive self-talk                                                                                               | Affective     | 51             | 34.7    | 14.3     |
|                                       | Item 3  | Visualize yourself performing the task                                                                           | Affective     | 42.9           | 40.8    | 16.3     |
|                                       | Item 4  | Other relaxation techniques                                                                                      | Affective     | 24.5           | 51      | 8.2      |
|                                       | Item 5  | Feel Prepared                                                                                                    | Affective     | 40.8           | 51      | 8.2      |
| Prepare and Plan (Before You Speak)   | Item 1  | Identify the goal and purpose of the task                                                                        | Metacognitive | 8.2            | 55.1    | 36.7     |
|                                       | Item 2  | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.               | Social        | 59.2           | 22.4    | 18.4     |
|                                       | Item 3  | Use the previous knowledge that you have and what you already know about the situation.                          | Metacognitive | 30.6           | 20.4    | 49       |
|                                       | Item 4  | Relate the present speaking task to a situation you have been to before.                                         | Metacognitive | 55.1           | 16.3    | 28.6     |
|                                       | Item 5  | Predict what is going to happen                                                                                  | Metacognitive | 69.4           | 14.3    | 16.3     |
|                                       | Item 6  | Predict the kind of vocabulary you will need.                                                                    | Cognitive     | 53.1           | 28.6    | 18.4     |
|                                       | Item 7  | Make use of word mapping                                                                                         | Cognitive     | 95.9           | 2       | 2        |
|                                       | Item 8  | Use groupings                                                                                                    | Cognitive     | 91.3           | 4.1     | 4.1      |
|                                       | Item 9  | Write a list of the words that you will need to use for the task at hand                                         | Cognitive     | 71.4           | 10.2    | 18.4     |
|                                       | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning             | Compensation  | 34.7           | 28.6    | 36.7     |
|                                       | Item 11 | When you do not know a word in English, you use its synonym                                                      | Compensation  | 18.4           | 36.7    | 44.9     |
|                                       | Item 12 | When you do not know a word in English, you use gestures and nonverbal communication to get the message through  | Compensation  | 63.3           | 18.4    | 18.4     |
|                                       | Item 13 | When you do not know a word in English you use French, Arabic, or Berber.                                        | Compensation  | 71.4           | 14.3    | 14.3     |
|                                       | Item 14 | Predict the grammar structure (types of sentences) you will need to use                                          | Cognitive     | 34.7           | 44.9    | 20.4     |
|                                       | Item 15 | Use all what you previously learned (pronunciation, vocabulary, sentence structure) to perform the speaking task | Cognitive     | 20.4           | 49      | 30.6     |
|                                       | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                      | Metacognitive | 28.6           | 46.9    | 24.5     |
|                                       | Item 17 | Organize your thoughts and ideas (how you will start, what you will say next and how you will end the task)      | Metacognitive | 18.4           | 34.7    | 46.9     |
|                                       | Item 18 | Prepare a general outline (use                                                                                   | Metacognitive | 55.1           | 26.5    | 18.4     |



|                                                          |         |                                                                                                                                                   |               |      |      |      |
|----------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
|                                                          |         | notes, keynotes)                                                                                                                                  |               |      |      |      |
|                                                          | Item 19 | Prepare a general outline ( draw pictures, diagrams)                                                                                              | Metacognitive | 89.8 | 41   | 6.1  |
|                                                          | Item 20 | Practice silently before performing in front of your classmates                                                                                   | Cognitive     | 24.5 | 30.6 | 44.9 |
|                                                          | Item 21 | Encourage yourself to speak, even though you might make mistakes                                                                                  | Affective     | 12.2 | 22.4 | 65.3 |
| <b>Feeling in Control (While You are Speaking)</b>       | Item 1  | If you find you are stressed, try to relax (breathe deeply and concentrate)                                                                       | Affective     | 63.3 | 16.3 | 20.4 |
|                                                          | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you.                                    | Metacognitive | 46.9 | 16.3 | 36.7 |
|                                                          | Item 3  | Use the flashcard that the teacher hands you to help you                                                                                          | Metacognitive | 51   | 6.1  | 42.9 |
|                                                          | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                                                                | Social        | 65.3 | 16.3 | 18.4 |
|                                                          | Item 5  | Take your time to think before you speak                                                                                                          | Metacognitive | 30.6 | 26.5 | 42.9 |
|                                                          | Item 6  | When you don't know a word in English don't give up. Carry on speaking                                                                            | Compensation  | 28.6 | 32.7 | 38.8 |
|                                                          | Item 7  | When you make mistake, you do not stop and continue speaking                                                                                      | Compensation  | 38.8 | 24.5 | 36.7 |
|                                                          | Item 8  | When you notice that you have made a mistake you quickly correct it and carry on                                                                  | Cognitive     | 28.6 | 30.6 | 40.8 |
|                                                          | Item 9  | Think in the English language                                                                                                                     | Cognitive     | 36.7 | 22.4 | 40.8 |
|                                                          | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                                                                 | Affective     | 28.6 | 26.5 | 44.9 |
| <b>Monitor Your Performance (While You are Speaking)</b> | Item 1  | Pay attention to your vocabulary while you are speaking                                                                                           | Cognitive     | 51   | 28.6 | 20.4 |
|                                                          | Item 2  | Self-correction, if you hear yourself making a mistake, stop and correct it                                                                       | Cognitive     | 42.9 | 30.6 | 26.5 |
|                                                          | Item 3  | Pay attention to your grammar mistakes while you are speaking                                                                                     | Cognitive     | 34.7 | 38.8 | 26.5 |
|                                                          | Item 4  | Activate your vocabulary, do not use only the familiar words                                                                                      | Cognitive     | 51   | 34.7 | 14.3 |
|                                                          | Item 5  | When you do not know an English word use a group of words that have similar meaning                                                               | Compensation  | 40.8 | 34.7 | 24.5 |
|                                                          | Item 6  | When you do not know an English word use its synonym                                                                                              | Compensation  | 42.9 | 30.6 | 26.5 |
|                                                          | Item 7  | When you do not know a word in English use a French word that you think can be similar to it                                                      | Compensation  | 85.7 | 6.1  | 8.2  |
|                                                          | Item 8  | When you cannot communicate a complex idea, do it in a simple way                                                                                 | Compensation  | 36.7 | 20.4 | 42.9 |
| <b>Evaluate Your Performance (After You Speak)</b>       | Item 1  | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective     | 46.9 | 36.7 | 16.3 |

|                                                    |        |                                                                                                                          |               |      |      |      |
|----------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
|                                                    | Item 2 | Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal) | Metacognitive | 34.7 | 38.8 | 26.5 |
|                                                    | Item 3 | Think about what you will do next time to improve your performance of the task.                                          | Metacognitive | 32.7 | 20.4 | 46.9 |
|                                                    | Item 4 | Think about repeating the task at home                                                                                   | Metacognitive | 49   | 18.4 | 32.7 |
|                                                    | Item 5 | Think about the mistakes you have made and try to avoid them next time.                                                  | Cognitive     | 32.7 | 20.4 | 46.9 |
|                                                    | Item 6 | Ask your classmate how your performance was                                                                              | Social        | 55.1 | 12.2 | 32.7 |
|                                                    | Item 7 | Ask your teacher how your performance was                                                                                | Social        | 87.8 | 6.1  | 6.1  |
|                                                    | Item 8 | Ask your classmates to give you their remarks ( corrective feedback and weaknesses) in your speech                       | Social        | 67.3 | 16.3 | 16.3 |
|                                                    | Item 8 | Ask your classmates to give you their remarks ( corrective feedback and weaknesses) in your speech                       | Social        | 67.3 | 16.3 | 16.3 |
| <b>Plan for Future Tasks<br/>(After You Speak)</b> | Item 1 | Plan for how you will improve the next time                                                                              | Metacognitive | 38.9 | 25.9 | 35.2 |
|                                                    | Item 2 | Think about how you will practice outside the classroom                                                                  | Metacognitive | 59.3 | 18.5 | 22.2 |
|                                                    | Item 3 | Check for the vocabulary you had difficulties using                                                                      | Cognitive     | 40.7 | 24.1 | 35.2 |
|                                                    | Item 4 | Check for the grammar form you had difficulties using                                                                    | Cognitive     | 50   | 14.8 | 35.2 |
|                                                    | Item 5 | Work with a proficient user of the English language                                                                      | Social        | 57.4 | 25.9 | 16.7 |

Table 5.20: The description task (pre-test strategy checklist for the control group)

The reported percentage of strategies learners use to lower their anxiety before performing the speaking task is 18.4% for item 1 “Deep breathing”, 14.3% for item 2 “Positive self-talk”, 16.3% for item 3 “Visualize your performance”, 8.2% for item 4 “Relaxation techniques” and 8.2 for item 5 “Feel prepared”. The percentages for all the strategies are below 50% which is relatively low. This indicates that the majority of students did not make use of the different lowering anxiety strategies before performing the description task.

Concerning the second part of the checklist, which comprises 21 items or strategies that can help learners prepare and plan their speaking task effectively, the percentage of use of almost all the strategies ranges between low and no use use. What can be noticed is that the percentages of high use for most of the items are inferior to 50%. For instance, the

percentage of high use for item 1 “Identify the goal and purpose of the task” is 36.7%. The percentages are very low for the rest of the items, for instance, item 2 “ask for the clarification of the task if you are unsure of its goal, purpose, or how you are to do it”, item 4 “relate the present speaking task to a situation you have been to before”, item 5 “predict what is going to happen”, item 7 “ make use of word mapping”, item 8 “use grouping”, item 9 “write a list of words that you will need to use for the task at hand”, item 13 “when you do not know a word in English use words that are similar in meaning” , item 19 “prepare a general outline”, the means are: 18.4%, 28.6%, 16.3%, 2%, 4.1%, 18.4%, 14.3%, and 46.9% respectively. This implies that the majority of the students rarely use these strategies to prepare and plan their speaking task.

As regards the third part of the checklist “feeling in control while you are speaking”, the percentages of use for item 1 “take your emotional temperature. If you are stressed, try to relax (breathe deeply and concentrate)” seem to be below 50%, implying that the learners’ frequency of use of strategies to feel in control when performing the descriptive task is relatively low. The results also show that the learners claim to make a moderate use of the strategies in item 5 “Take your time before you speak”, item 6 “when you don’t know a word in English don’t give up, carry on speaking”, item 8 “when you notice that you have made a mistake you quickly correct it and carry on”, item 9 “think in the English language” and item 10 “encourage yourself with positive thoughts while you are speaking”.

The fourth part of the table shows the results of frequency of learners’ use of speaking strategies to monitor their performance while performing the description task. It shows that all the strategies have a low level of usage. The strategies in item 1 “ pay attention to your vocabulary while you are speaking”, item 2 “self-correction, if you hear yourself making a mistake, stop and correct”, item 3 “pay attention to your grammar

mistakes while you are speaking”, item 4 “activate your vocabulary, do not use only the familiar words”, item 5 “when you do not know an English word, use a group of words that have similar meaning”, item 6 “when you do not know an English word, use its synonym” and item 7 “when you do not know a word in English use a French, Berber, or Arabic word that you think can be similar to it” have a percentage that is inferior to 50%. This clearly shows that the majority of learners never make use this category of strategies.

The fifth part of the checklist also shows that students do not make use considerable use of strategies to evaluate their speaking performance, except for item 3 “think about you will do next time to improve the performance of the task” and item 5 “think about the mistakes you have made and try to avoid them next time” with 49.9% of the students who claim to use such strategies.

The last part of the table presents the category of strategies that the control group students have claimed to use after performing the descriptive speaking task in order to plan for future tasks. The percentages of high use for the five categories are inferior to 50%. Item 1 “plan for how you will improve the next time” has a percentage of 35.2%, Item 2 “think about how you will practice outside the class” is 22.2%. As for the percentage of the strategy in item 4 “check for grammar form you had difficulties using” it is 35.2%. The strategy in item 5 “work with a more proficient user of the English language” seems to have the lowest percentage (16.7%) meaning that the most selected answers for most of the students are ‘low use’ and ‘no use’.

## **b. Experimental group**

The following part presents the findings of the strategy use reported by the experimental students group after completing the descriptive task.

| Stage of the Task                     | Items   | Strategies                                                                                                       | Category      | Percentage (%) |         |          |
|---------------------------------------|---------|------------------------------------------------------------------------------------------------------------------|---------------|----------------|---------|----------|
|                                       |         |                                                                                                                  |               | No Use         | Low Use | High Use |
| Lower Your Anxiety (Before You Speak) | Item 1  | Deep Breathing                                                                                                   | Affective     | 54.2           | 31.3    | 14.6     |
|                                       | Item 2  | Positive self-talk                                                                                               | Affective     | 39.6           | 33.3    | 27.1     |
|                                       | Item 3  | Visualize yourself performing the task                                                                           | Affective     | 62.5           | 20.8    | 16.7     |
|                                       | Item 4  | Other relaxation techniques                                                                                      | Affective     | 56.3           | 25      | 18.8     |
|                                       | Item 5  | Feel Prepared                                                                                                    | Affective     | 47.9           | 29.2    | 22.9     |
| Prepare and Plan (Before You Speak)   | Item 1  | Identify the goal and purpose of the task                                                                        | Metacognitive | 33.3           | 47.9    | 18.8     |
|                                       | Item 2  | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.               | Social        | 56.3           | 31.3    | 12.5     |
|                                       | Item 3  | Use the previous knowledge that you have and what you already know about the situation.                          | Metacognitive | 43.8           | 29.1    | 29.2     |
|                                       | Item 4  | Relate the present speaking task to a situation you have been to before.                                         | Metacognitive | 62.5           | 27.1    | 10.4     |
|                                       | Item 5  | Predict what is going to happen                                                                                  | Metacognitive | 75             | 12.5    | 12.5     |
|                                       | Item 6  | Predict the kind of vocabulary you will need.                                                                    | Cognitive     | 77.1           | 16.7    | 6.3      |
|                                       | Item 7  | Make use of word mapping                                                                                         | Cognitive     | 85.4           | 10.4    | 4.2      |
|                                       | Item 8  | Use groupings                                                                                                    | Cognitive     | 89.6           | 4.2     | 6.3      |
|                                       | Item 9  | Write a list of the words that you will need to use for the task at hand                                         | Cognitive     | 60.4           | 14.6    | 25       |
|                                       | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning             | Compensation  | 31.3           | 33.3    | 35.4     |
|                                       | Item 11 | When you do not know a word in English, you use its synonym                                                      | Compensation  | 33.3           | 37.5    | 29.2     |
|                                       | Item 12 | When you do not know a word in English, you use gestures and nonverbal communication to get the message through  | Compensation  | 64.6           | 18.8    | 16.7     |
|                                       | Item 13 | When you do not know a word in English you use French, Arabic, or Berber.                                        | Compensation  | 86.8           | 8.3     | 22.9     |
|                                       | Item 14 | Predict the grammar structure (types of sentences) you will need to use                                          | Cognitive     | 37.5           | 50      | 12.5     |
|                                       | Item 15 | Use all what you previously learned (pronunciation, vocabulary, sentence structure) to perform the speaking task | Cognitive     | 18.8           | 52.1    | 29.2     |
|                                       | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                      | Metacognitive | 43.8           | 33.3    | 22.9     |
|                                       | Item 17 | Organize your thoughts and ideas (how you will start, what you will say next and how you will end the task)      | Metacognitive | 22.9           | 43.8    | 33.3     |
|                                       | Item 18 | Prepare a general outline (use notes, keynotes)                                                                  | Metacognitive | 54.2           | 25      | 20.8     |
|                                       | Item 19 | Prepare a general outline (draw                                                                                  | Metacognitive | 83.3           | 4.2     | 12.5     |

|                                                   |         |                                                                                                                                                   |               |      |      |      |
|---------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
|                                                   |         | pictures, diagrams)                                                                                                                               |               |      |      |      |
|                                                   | Item 20 | Practice silently before performing in front of your classmates                                                                                   | Cognitive     | 29.2 | 16.7 | 54.2 |
|                                                   | Item 21 | Encourage yourself to speak, even though you might make mistakes                                                                                  | Affective     | 22.9 | 31.3 | 45.8 |
| Feeling in Control (While You are Speaking)       | Item 1  | If you find you are stressed, try to relax (breathe deeply and concentrate)                                                                       | Affective     | 47.9 | 31.3 | 20.8 |
|                                                   | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you.                                    | Metacognitive | 31.3 | 35.4 | 33.3 |
|                                                   | Item 3  | Use the flashcard that the teacher hands you to help you                                                                                          | Metacognitive | 31.3 | 37.4 | 31.3 |
|                                                   | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                                                                | Social        | 35.4 | 31.3 | 33.3 |
|                                                   | Item 5  | Take your time to think before you speak                                                                                                          | Metacognitive | 52.1 | 27.1 | 20.8 |
|                                                   | Item 6  | When you don't know a word in English don't give up. Carry on speaking                                                                            | Compensation  | 33.3 | 25   | 41.7 |
|                                                   | Item 7  | When you make mistake, you do not stop and continue speaking                                                                                      | Compensation  | 47.9 | 31.3 | 20.8 |
|                                                   | Item 8  | When you notice that you have made a mistake you quickly correct it and carry on                                                                  | Cognitive     | 33.3 | 29.2 | 37.5 |
|                                                   | Item 9  | Think in the English language                                                                                                                     | Cognitive     | 22.9 | 43.8 | 33.3 |
|                                                   | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                                                                 | Affective     | 18.8 | 45.8 | 35.4 |
| Monitor Your Performance (While You are Speaking) | Item 1  | Pay attention to your vocabulary while you are speaking                                                                                           | Cognitive     | 52.1 | 31.3 | 16.7 |
|                                                   | Item 2  | Self-correction, if you hear yourself making a mistake, stop and correct it                                                                       | Cognitive     | 37.5 | 27.1 | 35.4 |
|                                                   | Item 3  | Pay attention to your grammar mistakes while you are speaking                                                                                     | Cognitive     | 47.9 | 31.3 | 20.8 |
|                                                   | Item 4  | Activate your vocabulary, do not use only the familiar words                                                                                      | Cognitive     | 45.8 | 33.3 | 20.8 |
|                                                   | Item 5  | When you do not know an English word use a group of words that have similar meaning                                                               | Compensation  | 37.5 | 29.2 | 33.3 |
|                                                   | Item 6  | When you do not know an English word use its synonym                                                                                              | Compensation  | 29.2 | 35.4 | 35.4 |
|                                                   | Item 7  | When you do not know a word in English use a French word that you think can be similar to it                                                      | Compensation  | 70.8 | 12.5 | 16.7 |
|                                                   | Item 8  | When you cannot communicate a complex idea, do it in a simple way                                                                                 | Compensation  | 37.5 | 25   | 37   |
| Evaluate Your Performance (After You Speak)       | Item 1  | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective     | 47.9 | 35.4 | 18.7 |
|                                                   | Item 2  | Think about how well the activity was accomplished (Did                                                                                           | Metacognitive | 52.1 | 20.8 | 27.1 |

|                                                    |        |                                                                                                    |               |      |      |      |
|----------------------------------------------------|--------|----------------------------------------------------------------------------------------------------|---------------|------|------|------|
|                                                    |        | you complete the task, achieve the purpose, accomplish the goal)                                   |               |      |      |      |
|                                                    | Item 3 | Think about what you will do next time to improve your performance of the task.                    | Metacognitive | 31.3 | 15.9 | 50   |
|                                                    | Item 4 | Think about repeating the task at home                                                             | Metacognitive | 43.8 | 22.9 | 33.3 |
|                                                    | Item 5 | Think about the mistakes you have made and try to avoid them next time.                            | Cognitive     | 25   | 35.4 | 39.6 |
|                                                    | Item 6 | Ask your classmate how your performance was                                                        | Social        | 43.8 | 10.5 | 45.8 |
|                                                    | Item 7 | Ask your teacher how your performance was                                                          | Social        | 70.8 | 8.3  | 20.8 |
|                                                    | Item 8 | Ask your classmates to give you their remarks ( corrective feedback and weaknesses) in your speech | Social        | 62.5 | 8.3  | 29.2 |
|                                                    |        |                                                                                                    |               |      |      |      |
| <b>Plan for Future Tasks<br/>(After You Speak)</b> | Item 1 | Plan for how you will improve the next time                                                        | Metacognitive | 30.6 | 20.4 | 49   |
|                                                    | Item 2 | Think about how you will practice outside the classroom                                            | Metacognitive | 49   | 22.5 | 28.6 |
|                                                    | Item 3 | Check for the vocabulary you had difficulties using                                                | Cognitive     | 46.9 | 24.5 | 28.6 |
|                                                    | Item 4 | Check for the grammar form you had difficulties using                                              | Cognitive     | 57.1 | 16.3 | 26.5 |
|                                                    | Item 5 | Work with a proficient user of the English language                                                | Social        | 73.5 | 12.3 | 14.3 |

Table 5.21: The description task (pre-test strategy checklist for the experimental group)

As the first part of the table indicates, the percentages for all the strategies are lower than 50% indicating that the strategies in this part of the checklist are not frequently used. The strategy in item 3 “visualize yourself performing the task” was reported to be used the least often with a percentage of 16.7%. The results also indicate that the most selected answer by the students of this group is “never used” with a percentage of 62.5%.

As far as the second part of the table is concerned, the results of item 2 “ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it”, item 4 “ relate the present speaking task to situations you have been to before”, item 5 “predict what is going to happen”, item 6 predict the kind of vocabulary you will need”, item 7 “make use of word mapping” , item 8 “use grouping”, item 9 “write a list a words that you will need to use for the task at hand”, item 12 “when you do not know a word in English, you use gesture and nonverbal communication to get the message through”, item 13 “when

you do not know a word in English you use a similar word”, item 14 “predict the grammar structure (type of sentences) you will need to use “, and item 19 “prepare a general outline” show that most of the students did not use these strategies to prepare their speaking performance. The strategies that the students claimed to use the most were the ones in item 10 “when you do not know a word in English try to use a group of words that have almost the same meaning”, item 20 “practice silently before performing in front of your classmates” and item 21 “encourage yourself to speak, even though you might make mistakes”.

As regards the third part of the table, it indicates that the strategy in item 5 “take your time to think before you speak” has a percentage of 33.3%. The percentages of the other strategies seem to reflect a medium to low level of use. For instance, item 3 “use the flashcard that the teacher hands you to help you”, item 4 “ask for clarification and explanation of the question from the teacher when needed”, item 6 “when you don’t know a word in English don’t give up. Carry on speaking” and item 10 “encourage yourself with positive thoughts while you are speaking” have the lowest results: 31.3%, 33.3%, 41.7%, and 35.4% respectively. This which means that most of the students did not use these strategies while performing the descriptive task.

The fourth part of the table summarizes the results of the reported strategies used by the students to monitor their performance while speaking. The most frequently used strategy in this category is the one in item 8 “When you cannot communicate a complex idea, do it in a simple way” (p=37). The other strategies have means that are inferior to 50% which reflects a low use of these strategies to monitor learners’ performance.

In an attempt to identify the type of strategies that learners use to evaluate their performance, the fifth part of the table reveals that the strategy in item 3 “think about what you will do next time to improve your performance of the task” has the highest percentage



of use ( $p=50\%$ ). On the other hand, item 1 “reward yourself with positive self-talk” and item 2 “think about how well the activity was accomplished” were reported to be the least frequently used strategies by the students of this group.

The last part of the table reveals that the percentage for item 1 “plan for how you can improve next time” is 49%, which is relatively high. When we look at the mean scores for the other items, the students reported not using the strategy in item 3 “check for the vocabulary you had difficulties using”, followed by item 4 “check for the grammar form you had difficulties using”. The strategy in item 5 “work with a proficient user of the English language” was reported to be used the least often with a percentage that is inferior to 50%.

### **c. A comparison of the results obtained from the control group and the treatment group (before the training)**

An independent sample t-test was conducted to find out possible differences between the two independent groups of control and experimental in terms of their use of different speaking strategies before, during, and after performing the task.

| Before You Speak: Lower Your Anxiety |          |     |                |                 |
|--------------------------------------|----------|-----|----------------|-----------------|
| Items                                | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                      | Control  | EXP |                |                 |
| Item1                                | 1.7      | 1.6 | .704           | .05556          |
| Item2                                | 1.6      | 1.8 | .078           | -.25926         |
| Item3                                | 1.6      | 1.5 | .249           | .16667          |
| Item4                                | 2        | 1.5 | .006           | .46741          |
| Item5                                | 1.7      | 1.7 | .10000         | .00001          |
| Before You Speak: Prepare and Plan   |          |     |                |                 |
| Items                                | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                      | Control  | EXP |                |                 |
| Item1                                | 2.2      | 1.9 | .016           | .35789          |
| Item2                                | 1.5      | 1.5 | .856           | .02919          |
| Item3                                | 2.1      | 1.9 | .246           | .21435          |
| Item4                                | 1.6      | 1.4 | .189           | .21722          |
| Item5                                | 1.4      | 1.4 | .577           | .08612          |
| Item6                                | 1.6      | 1.4 | .099           | .24976          |
| Item7                                | 1        | 1.2 | .084           | -.17225         |
| Item8                                | 1.1      | 1.3 | .107           | -.18038         |
| Item9                                | 1.4      | 1.6 | .291           | -.18517         |
| Item10                               | 2        | 2.1 | .727           | -.06077         |

| Item11                                           | 2.2      | 2   | .133           | .25263          |
|--------------------------------------------------|----------|-----|----------------|-----------------|
| Item12                                           | 1.5      | 1.6 | .791           | -.04354         |
| Item13                                           | 1.3      | 1.5 | .181           | -.22344         |
| Item14                                           | 1.8      | 1.7 | .587           | .08134          |
| Item15                                           | 2        | 2   | .935           | .01196          |
| Item16                                           | 1.9      | 1.8 | .175           | .21675          |
| Item17                                           | 2.2      | 2.2 | .493           | .11292          |
| Item18                                           | 1.5      | 1.8 | .091           | -.28660         |
| Item19                                           | 1.1      | 1.4 | .062           | -.27560         |
| Item20                                           | 2.2      | 2.3 | .422           | -.14211         |
| Item21                                           | 2.4      | 2.2 | .044           | .33301          |
| While You are Speaking: Feeling in Control       |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                  | Control  | EXP |                |                 |
| Item1                                            | 1.5      | 2   | .001           | -.50909         |
| Item2                                            | 1.8      | 2   | .115           | -.25455         |
| Item3                                            | 1.8      | 1.9 | .603           | -.09091         |
| Item4                                            | 1.5      | 1.7 | .191           | -.20000         |
| Item5                                            | 2        | 2   | .000           | .00000          |
| Item6                                            | 2        | 1.7 | .029           | .34545          |
| Item7                                            | 1.9      | 2   | .910           | -.01818         |
| Item8                                            | 2        | 2   | .735           | .05455          |
| Item9                                            | 2        | 2   | .909           | .01818          |
| Item10                                           | 2.1      | 1.7 | .013           | .40000          |
| While You are Speaking: Monitor Your Performance |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                  | Control  | EXP |                |                 |
| Item1                                            | 1.6      | 1.7 | .404           | -.12727         |
| Item2                                            | 1.8      | 1.9 | .312           | -.16364         |
| Item3                                            | 1.9      | 1.8 | .562           | .09091          |
| Item4                                            | 1.6      | 1.6 | .606           | -.07273         |
| Item5                                            | 1.8      | 1.9 | .360           | -.14545         |
| Item6                                            | 1.8      | 2.1 | .067           | -.29091         |
| Item7                                            | 1.2      | 1.4 | .069           | -.23636         |
| Item8                                            | 2        | 1.9 | .670           | .07273          |
| After You Speak: Evaluate Your Performance       |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-Tailed) | Mean Difference |
|                                                  | Control  | EXP |                |                 |
| Item1                                            | 1.6      | 1.7 | .610           | -.07273         |
| Item2                                            | 1.8      | 1.7 | .296           | .16364          |
| Item3                                            | 2.1      | 2.2 | .587           | -.09091         |
| Item4                                            | 1.8      | 1.8 | 1.000          | .00000          |
| Item5                                            | 2.1      | 2.2 | .500           | -.10909         |
| Item6                                            | 1.7      | 1.9 | .301           | -.18182         |
| Item7                                            | 1.1      | 1.4 | .034           | -.27273         |
| Item8                                            | 1.4      | 1.6 | .347           | -.14545         |
| After You Speak: Plan for Future Tasks           |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                  | Control  | EXP |                |                 |
| Item1                                            | 1.9      | 2.2 | .106           | -.27340         |
| Item2                                            | 1.6      | 1.8 | .142           | -.24310         |
| Item3                                            | 1.9      | 1.8 | .522           | .10808          |
| Item4                                            | 1.8      | 1.7 | .540           | .10640          |
| Item5                                            | 1.5      | 1.4 | .183           | .19259          |

|                                                                 |
|-----------------------------------------------------------------|
| <i>Note. P significant at 0.005 (<math>P &lt; 0.005</math>)</i> |
|-----------------------------------------------------------------|

Table 5.22: A comparison of the results obtained from the control group and the treatment group (description task checklist before the training)

The first part of table 5.22 “Before you speak: lower your anxiety” indicates that there is a great similarity between the two groups in terms of their use of the strategies in item 1, 2, 3 and 5. The only slight difference to be noticed is with item 4 with a p value of .006 in favor of the control group. This shows that students of the control group tend to use the relaxation techniques more than the other group.

The second part reveals that there is no statistical significant difference between the groups of students in their use of speaking strategies to prepare and plan their task. The p value for all the items is superior to 0.005.

According to the results of the third part, not statistical difference is noticed between the two groups, since the p value for all the items is superior to 0.005. This implies that the two groups are similar in their use of speaking strategies to monitor their performance.

The results of the fourth part show that there is no difference between the control and experimental group in terms of their reported use of strategies to evaluate their performance.

The students seem to be similar in term of their use of metacognitive strategies to plan to future tasks. Though the ‘mean difference’ row of the table shows a slight difference between the two groups, the Sig (2-tailed) part indicates that the difference is not significant.

#### **5.1.3.2. The description task (post-test strategy checklist)**

The tables in this section show the percntages relating to the use of the different categories of speaking strategies of both the control and experimental group after the

training. It aims at checking whether the participants increased their use of the strategies after the training.

### a. The control group

| Stage of the Task                     | Items   | Strategies                                                                                                       | Category      | Percentage (%) |         |          |
|---------------------------------------|---------|------------------------------------------------------------------------------------------------------------------|---------------|----------------|---------|----------|
|                                       |         |                                                                                                                  |               | No Use         | Low Use | High Use |
| Lower Your Anxiety (Before You Speak) | Item 1  | Deep Breathing                                                                                                   | Affective     | 59.1           | 20.5    | 20.5     |
|                                       | Item 2  | Positive self-talk                                                                                               | Affective     | 43.2           | 27.3    | 29.5     |
|                                       | Item 3  | Visualize yourself performing the task                                                                           | Affective     | 56.8           | 18.2    | 25       |
|                                       | Item 4  | Other relaxation techniques                                                                                      | Affective     | 63.6           | 18.2    | 18.2     |
|                                       | Item 5  | Feel Prepared                                                                                                    | Affective     | 63.6           | 9.1     | 27.3     |
| Prepare and Plan (Before You Speak)   | Item 1  | Identify the goal and purpose of the task                                                                        | Metacognitive | 29.5           | 45.5    | 25       |
|                                       | Item 2  | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.               | Social        | 65.9           | 18.2    | 15.9     |
|                                       | Item 3  | Use the previous knowledge that you have and what you already know about the situation.                          | Metacognitive | 29.5           | 31.8    | 38.6     |
|                                       | Item 4  | Relate the present speaking task to a situation you have been to before.                                         | Metacognitive | 47.7           | 27.3    | 25       |
|                                       | Item 5  | Predict what is going to happen                                                                                  | Metacognitive | 72.7           | 18.2    | 9.2      |
|                                       | Item 6  | Predict the kind of vocabulary you will need.                                                                    | Cognitive     | 79.5           | 11.4    | 9.1      |
|                                       | Item 7  | Make use of word mapping                                                                                         | Cognitive     | 95.5           | 4.5     | 00       |
|                                       | Item 8  | Use groupings                                                                                                    | Cognitive     | 95.5           | 2.3     | 2.3      |
|                                       | Item 9  | Write a list of the words that you will need to use for the task at hand                                         | Cognitive     | 90.9           | 4.5     | 4.5      |
|                                       | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning             | Compensation  | 27.3           | 34.1    | 38.6     |
|                                       | Item 11 | When you do not know a word in English, you use its synonym                                                      | Compensation  | 38.6           | 31.8    | 29.5     |
|                                       | Item 12 | When you do not know a word in English, you use gestures and nonverbal communication to get the message through  | Compensation  | 65.9           | 15.9    | 18.2     |
|                                       | Item 13 | When you do not know a word in English you use French, Arabic, or Berber.                                        | Compensation  | 72.7           | 9.1     | 18.2     |
|                                       | Item 14 | Predict the grammar structure (types of sentences) you will need to use                                          | Cognitive     | 61.4           | 13.6    | 25       |
|                                       | Item 15 | Use all what you previously learned (pronunciation, vocabulary, sentence structure) to perform the speaking task | Cognitive     | 31.8           | 27.3    | 40.9     |
|                                       | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                      | Metacognitive | 38.6           | 31.8    | 29.5     |

|                                                          |         |                                                                                                                |               |      |      |      |
|----------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
|                                                          | Item 17 | Organize your thoughts and ideas ( how you will start, what you will say next and how you will end the task)   | Metacognitive | 50   | 18.2 | 31.8 |
|                                                          | Item 18 | Prepare a general outline (use notes, keynotes)                                                                | Metacognitive | 75   | 13.6 | 11.4 |
|                                                          | Item 19 | Prepare a general outline ( draw pictures, diagrams)                                                           | Metacognitive | 88.6 | 2.3  | 9.1  |
|                                                          | Item 20 | Practice silently before performing in front of your classmates                                                | Cognitive     | 65.9 | 13.6 | 20   |
|                                                          | Item 21 | Encourage yourself to speak, even though you might make mistakes                                               | Affective     | 20.5 | 29.5 | 50   |
| <b>Feeling in Control (While You are Speaking)</b>       | Item 1  | If you find you are stressed, try to relax (breathe deeply and concentrate)                                    | Affective     | 63.6 | 15.9 | 20.5 |
|                                                          | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you. | Metacognitive | 47.7 | 18.2 | 34.1 |
|                                                          | Item 3  | Use the flashcard that the teacher hands you to help you                                                       | Metacognitive | 63.6 | 9.1  | 27.3 |
|                                                          | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                             | Social        | 79.5 | 6.8  | 13.6 |
|                                                          | Item 5  | Take your time to think before you speak                                                                       | Metacognitive | 40.9 | 15.9 | 43.2 |
|                                                          | Item 6  | When you don't know a word in English don't give up. Carry on speaking                                         | Compensation  | 50   | 19.2 | 31.8 |
|                                                          | Item 7  | When you make mistake, you do not stop and continue speaking                                                   | Compensation  | 54.5 | 13.6 | 31.8 |
|                                                          | Item 8  | When you notice that you have made a mistake you quickly correct it and carry on                               | Cognitive     | 56.8 | 15.9 | 27.3 |
|                                                          | Item 9  | Think in the English language                                                                                  | Cognitive     | 36.4 | 18.2 | 45.5 |
|                                                          | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                              | Affective     | 40.9 | 22.7 | 36.4 |
| <b>Monitor Your Performance (While You are Speaking)</b> | Item 1  | Pay attention to your vocabulary while you are speaking                                                        | Cognitive     | 45.5 | 27.3 | 27.2 |
|                                                          | Item 2  | Self-correction, if you hear yourself making a mistake, stop and correct it                                    | Cognitive     | 50   | 20.5 | 29.5 |
|                                                          | Item 3  | Pay attention to your grammar mistakes while you are speaking                                                  | Cognitive     | 47.7 | 20.5 | 31.8 |
|                                                          | Item 4  | Activate your vocabulary, do not use only the familiar words                                                   | Cognitive     | 79.5 | 11.4 | 9.1  |
|                                                          | Item 5  | When you do not know an English word use a group of words that have similar meaning                            | Compensation  | 50   | 15.9 | 34.1 |
|                                                          | Item 6  | When you do not know an English word use its synonym                                                           | Compensation  | 43.2 | 27.3 | 29.5 |
|                                                          | Item 7  | When you do not know a word in English use a French word that you think can be similar to it                   | Compensation  | 77.3 | 6.8  | 15.9 |
|                                                          | Item 8  | When you cannot communicate a complex idea, do it in a simple way                                              | Compensation  | 43.2 | 22.7 | 34.1 |

|                                                    |        |                                                                                                                                                   |               |      |      |      |
|----------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
| <b>Evaluate Your Performance (After You Speak)</b> | Item 1 | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective     | 56.8 | 22.7 | 20.5 |
|                                                    | Item 2 | Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          | Metacognitive | 36.4 | 45.5 | 18.2 |
|                                                    | Item 3 | Think about what you will do next time to improve your performance of the task.                                                                   | Metacognitive | 15.9 | 38.6 | 45.5 |
|                                                    | Item 4 | Think about repeating the task at home                                                                                                            | Metacognitive | 54.5 | 31.8 | 13.6 |
|                                                    | Item 5 | Think about the mistakes you have made and try to avoid them next time.                                                                           | Cognitive     | 29.5 | 31.8 | 38.6 |
|                                                    | Item 6 | Ask your classmate how your performance was                                                                                                       | Social        | 70.5 | 18.2 | 11.4 |
|                                                    | Item 7 | Ask your teacher how your performance was                                                                                                         | Social        | 77.3 | 9.1  | 13.6 |
|                                                    | Item 8 | Ask your classmates to give you their remarks ( corrective feedback and weaknesses) in your speech                                                | Social        | 68.2 | 20.5 | 11.4 |
| <b>Plan for Future Tasks (After You Speak)</b>     | Item 1 | Plan for how you will improve the next time                                                                                                       | Metacognitive | 43.2 | 25   | 31.8 |
|                                                    | Item 2 | Think about how you will practice outside the classroom                                                                                           | Metacognitive | 56.8 | 25   | 18.2 |
|                                                    | Item 3 | Check for the vocabulary you had difficulties using                                                                                               | Cognitive     | 50   | 22.7 | 27.3 |
|                                                    | Item 4 | Check for the grammar form you had difficulties using                                                                                             | Cognitive     | 50   | 32.7 | 27.3 |
|                                                    | Item 5 | Work with a proficient user of the English language                                                                                               | Social        | 65.9 | 11.4 | 22.7 |

Table 5.23: The description task (post-test strategy checklist for the control group)

Based on the obtained results shown in table 5.23, it can be noticed that the students in this group report a medium to a low use of the affective strategies before performing the descriptive task. The percentage for all the five items is inferior to 50%.

The second part of the table reports the results of the different strategies used to prepare and plan the speaking task. 16 strategies out of 21 (items 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19 20) are reported to be never used by the students as the percentages for most of the strategies are 50% and above for the “no use” option.

The third part of the table indicates that the strategy in item 5 “take your time to think before you speak” is the most preferred strategy by the students, with a percentage of

43.2%. This shows that students in this group claim to always use this strategy. The other strategies are less frequently used by the participants with a percentage of 20.5% for item 1, 34.1% for item 2, 27.3% for item 3, 31.8% for item 7, 27.3% for item 8 and 36.4% for item 10. Item 4 “ask for clarification and explanation of the question from the teacher when needed” has the lowest percentage (13.6%).

From the data presented in the fourth part of the table, it can be noticed that the students report a medium to low use of strategies to monitor their performance. The percentages for all the items that are reported to be highly used in this category are inferior to 50%, which implied that the majority of the students ‘never use’ such strategies while doing the task. The overall mean is 27.3% for item 1 “pay attention to your vocabulary while you are speaking”, 29.5% for item 2 “self-correction, if you hear yourself making a mistake, stop and correct it”, 31.8 for item 3 “pay attention to your grammar mistakes while you are speaking”, 9.1 for item 4 “activate your vocabulary, do not use only familiar words”, 34.1 for item 5 “when you do not know an English word use a group of words that have similar meaning”, 29.5 for item 6 “when you do not know an English word use its synonym”, 15.9 for item 7 “when you do not know a word in English use a French word that you think can be similar to it” and 34.1 for item 8 “when you cannot communicate a complex idea, do it in a simple way”.

The strategies that the respondents report to use the most after performing the task are strategy 3 “think about what you will do next time to improve your performance of the task” and strategy 5 “think about the mistakes you have made and try to avoid them next time” with the percentage of 45.5% and 38.6% respectively. The students also reported a low use of metacognitive strategies to plan for future tasks. All the scores in this category of strategies are inferior to 50%. This implies that the answers of the majority of the students vary between ‘never used’ to ‘sometimes used’.

## b. The experimental group

In the tables below, the findings regarding the treatment group participants' use of speaking strategies after the training are presented

| Stage of the Task                     | Items   | Strategies                                                                                                       | Category      | Percentage (%) |         |          |
|---------------------------------------|---------|------------------------------------------------------------------------------------------------------------------|---------------|----------------|---------|----------|
|                                       |         |                                                                                                                  |               | No Use         | Low Use | High Use |
| Lower Your Anxiety (Before You Speak) | Item 1  | Deep Breathing                                                                                                   | Affective     | 34.6           | 30.8    | 34.6     |
|                                       | Item 2  | Positive self-talk                                                                                               | Affective     | 59.6           | 13.5    | 26.9     |
|                                       | Item 3  | Visualize yourself performing the task                                                                           | Affective     | 75             | 13.5    | 11.5     |
|                                       | Item 4  | Other relaxation techniques                                                                                      | Affective     | 65.4           | 17.3    | 17.7     |
|                                       | Item 5  | Feel Prepared                                                                                                    | Affective     | 71.2           | 11.5    | 17.3     |
| Prepare and Plan (Before You Speak)   | Item 1  | Identify the goal and purpose of the task                                                                        | Metacognitive | 15.4           | 48.1    | 36.5     |
|                                       | Item 2  | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.               | Social        | 34.6           | 84.1    | 17.3     |
|                                       | Item 3  | Use the previous knowledge that you have and what you already know about the situation.                          | Metacognitive | 9.6            | 44.2    | 46.2     |
|                                       | Item 4  | Relate the present speaking task to a situation you have been to before.                                         | Metacognitive | 32.1           | 42.2    | 34.6     |
|                                       | Item 5  | Predict what is going to happen                                                                                  | Metacognitive | 38.5           | 40.4    | 21.2     |
|                                       | Item 6  | Predict the kind of vocabulary you will need.                                                                    | Cognitive     | 15.4           | 50      | 34.6     |
|                                       | Item 7  | Make use of word mapping                                                                                         | Cognitive     | 40.4           | 44.2    | 15.4     |
|                                       | Item 8  | Use groupings                                                                                                    | Cognitive     | 59.6           | 30.8    | 9.6      |
|                                       | Item 9  | Write a list of the words that you will need to use for the task at hand                                         | Cognitive     | 57.5           | 26.9    | 15.4     |
|                                       | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning             | Compensation  | 15.4           | 40.4    | 44.2     |
|                                       | Item 11 | When you do not know a word in English, you use its synonym                                                      | Compensation  | 17.3           | 36.5    | 46.2     |
|                                       | Item 12 | When you do not know a word in English, you use gestures and nonverbal communication to get the message through  | Compensation  | 42.3           | 36.5    | 21.2     |
|                                       | Item 13 | When you do not know a word in English you use French, Arabic, or Berber.                                        | Compensation  | 61.5           | 21.2    | 17.3     |
|                                       | Item 14 | Predict the grammar structure (types of sentences) you will need to use                                          | Cognitive     | 25             | 59.6    | 15.4     |
|                                       | Item 15 | Use all what you previously learned (pronunciation, vocabulary, sentence structure) to perform the speaking task | Cognitive     | 9.6            | 55.8    | 34.6     |
|                                       | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                      | Metacognitive | 20.5           | 46.2    | 26.9     |



|                                                          |         |                                                                                                                |               |      |      |      |
|----------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
|                                                          | Item 17 | Organize your thoughts and ideas ( how you will start, what you will say next and .how you will end the task)  | Metacognitive | 15.4 | 38.5 | 46.2 |
|                                                          | Item 18 | Prepare a general outline (use notes, keynotes)                                                                | Metacognitive | 36.5 | 46.2 | 17.3 |
|                                                          | Item 19 | Prepare a general outline ( draw pictures, diagrams)                                                           | Metacognitive | 67.3 | 23.1 | 9.6  |
|                                                          | Item 20 | Practice silently before performing in front of your classmates                                                | Cognitive     | 23.1 | 34.6 | 42.3 |
|                                                          | Item 21 | Encourage yourself to speak, even though you might make mistakes                                               | Affective     | 13.5 | 38.5 | 48.1 |
| <b>Feeling in Control (While You are Speaking)</b>       | Item 1  | If you find you are stressed, try to relax (breathe deeply and concentrate)                                    | Affective     | 15 4 | 55.8 | 28.8 |
|                                                          | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you. | Metacognitive | 15.4 | 42.3 | 42.3 |
|                                                          | Item 3  | Use the flashcard that the teacher hands you to help you                                                       | Metacognitive | 40.4 | 38.5 | 21.2 |
|                                                          | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                             | Social        | 40.4 | 42 5 | 17.3 |
|                                                          | Item 5  | Take your time to think before you speak                                                                       | Metacognitive | 15.4 | 46.2 | 38.5 |
|                                                          | Item 6  | When you don't know a word in English don't give up. Carry on speaking                                         | Compensation  | 19.2 | 40.4 | 40.4 |
|                                                          | Item 7  | When you make mistake, you do not stop and continue speaking                                                   | Compensation  | 15.4 | 42.3 | 42.3 |
|                                                          | Item 8  | When you notice that you have made a mistake you quickly correct it and carry on                               | Cognitive     | 19.2 | 40.4 | 40.4 |
|                                                          | Item 9  | Think in the English language                                                                                  | Cognitive     | 23.1 | 42.5 | 34.6 |
|                                                          | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                              | Affective     | 19.2 | 48.1 | 32.7 |
| <b>Monitor Your Performance (While You are Speaking)</b> | Item 1  | Pay attention to your vocabulary while you are speaking                                                        | Cognitive     | 15.4 | 50   | 34.6 |
|                                                          | Item 2  | Self-correction, if you hear yourself making a mistake, stop and correct it                                    | Cognitive     | 15.4 | 36.5 | 48.1 |
|                                                          | Item 3  | Pay attention to your grammar mistakes while you are speaking                                                  | Cognitive     | 26.9 | 38.5 | 34.6 |
|                                                          | Item 4  | Activate your vocabulary, do not use only the familiar words                                                   | Cognitive     | 28.8 | 48.1 | 23.1 |
|                                                          | Item 5  | When you do not know an English word use a group of words that have similar meaning                            | Compensation  | 23.1 | 50   | 26.9 |
|                                                          | Item 6  | When you do not know an English word use its synonym                                                           | Compensation  | 21.2 | 28.8 | 50   |
|                                                          | Item 7  | When you do not know a word in English use a French word that you think can be similar to it                   | Compensation  | 65.4 | 17.3 | 17.3 |
|                                                          | Item 8  | When you cannot communicate a complex idea, do it in a simple way                                              | Compensation  | 23.1 | 44.2 | 32.7 |

|                                                    |        |                                                                                                                                                   |               |      |      |      |
|----------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
| <b>Evaluate Your Performance (After You Speak)</b> | Item 1 | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective     | 32.7 | 46.2 | 21.2 |
|                                                    | Item 2 | Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          | Metacognitive | 17.3 | 63.5 | 19.2 |
|                                                    | Item 3 | Think about what you will do next time to improve your performance of the task.                                                                   | Metacognitive | 11.5 | 46.2 | 42.3 |
|                                                    | Item 4 | Think about repeating the task at home                                                                                                            | Metacognitive | 28.8 | 48.1 | 23.1 |
|                                                    | Item 5 | Think about the mistakes you have made and try to avoid them next time.                                                                           | Cognitive     | 13.5 | 38.5 | 48.1 |
|                                                    | Item 6 | Ask your classmate how your performance was                                                                                                       | Social        | 42.3 | 25   | 32.7 |
|                                                    | Item 7 | Ask your teacher how your performance was                                                                                                         | Social        | 71.2 | 21.2 | 7.7  |
|                                                    | Item 8 | Ask your classmates to give you their remarks ( corrective feedback and weaknesses) in your speech                                                | Social        | 55.8 | 19.2 | 25   |
| <b>Plan for Future Tasks (After You Speak)</b>     | Item 1 | Plan for how you will improve the next time                                                                                                       | Metacognitive | 5.8  | 48.1 | 46.2 |
|                                                    | Item 2 | Think about how you will practice outside the classroom                                                                                           | Metacognitive | 19.2 | 51.9 | 28.8 |
|                                                    | Item 3 | Check for the vocabulary you had difficulties using                                                                                               | Cognitive     | 11.5 | 53.8 | 34.6 |
|                                                    | Item 4 | Check for the grammar form you had difficulties using                                                                                             | Cognitive     | 23.1 | 50   | 26.9 |
|                                                    | Item 5 | Work with a proficient user of the English language                                                                                               | Social        | 34.6 | 44.2 | 21.2 |

Table 5.24: The description task (post-test strategy checklist for the experimental group)

Table 5.24 shows that most of the students reported a medium use of the strategy in item 1 “deep breathing”, but no use of the strategies in item 2 “positive self talk”, 3 “Visualize yourself performing the task”, 4 “relaxation technique” and 5 “feel prepared”. The percentages for all these strategies are less than 50% for the option “no use”.

The results of the second part of the checklist indicate that learners’ frequency of use varies from one strategy to another. The most used strategies in this category are item 10 “when you do know a word in English try to use a group of words that have almost the same meaning” and 11 “when you do not know a word in English, you use its synonym” with a percentage of 46.2% . Item 21 “encourage yourself to speak, even though you might

make mistakes”, and 3 “use the previous knowledge that you have and what you already know about the situation” and item 17 organize your thoughts and ideas” have a medium to high frequency of use with 48.1%, 46.2%, 46.2% respectively. This indicates that an important number of students used these strategies when performing the description task.

The third part of the table reveals that the percentages vary from one strategy to another. 8 items out of 10 (Item 1, 2, 5, 6, 7, 8, 10) have percentages that are inferior to 20% for the option “no use” of the checklist. This means that the students make a medium use of these strategies. Item 3 “use the flashcard that the teacher hands you to help you” and item 4 “ask for clarification and for explanation of the question from the teacher when needed”, however, have the lowest percentage of strategy use.

The fourth part of the table presents the results of learners’ use of speaking strategies to monitor their performance. It is revealed that the strategy in item 2 “self-correction if you hear yourself making a mistake, stop and correct it” and item 6 “when you do not know an English word use its synonym” were of highest significance for an important number of them (48.1%,). However, item 7 “when you do not know a word in English use a French word that can be similar to it” had the lowest percentage (17.3%).

The results of students’ strategy use to evaluate their speaking performance are revealed in the next part of the table. It can be noticed that the respondents have a preference for the strategy in item 5 “think about the mistakes you have made and try to avoid them next time” and item 3 “think about what you will do next time to improve you performance of the task” with percentages of 48.1% and 42.3%. On the other hand, item 8 “ask your classmates to give you their remarks (corrective feedback and weaknesses) in your speech” (25%) and item 7 “ask your teacher how the performance was” (7.7%) seem to have the lowest rank and are the least favorite strategies used by the students.

The last section reports the strategies used by the students after performing the description task. The table shows that the most preferred strategy is the one in item 1 “plan for how you will improve the next time” with a percentgae of 46.2%. As for the least used strategy, as reported by the participants, is the one in item 5 “work with a proficient user of English language” with the percentage of 21.2%.

### **c. A comparison of the results obtained from the control group and the treatment group (after the training)**

The tables in this section show the Sig (2-tailed) and the mean differences of the different categories of speaking strategies of both the control and experimental group after the training.

| Before You Speak: Lower Your Anxiety |          |     |                |                 |
|--------------------------------------|----------|-----|----------------|-----------------|
| Items                                | The Mean |     | Sig (2-tailed) | Mean difference |
|                                      | Control  | EXP |                |                 |
| Item 1                               | 1.6      | 2   | .025           | -.38636         |
| Item 2                               | 1.8      | 1.6 | .286           | .19056          |
| Item 3                               | 1.6      | 1.3 | .047           | .31643          |
| Item 4                               | 1.5      | 1.5 | .871           | .02622          |
| Item 5                               | 1.6      | 1.4 | .308           | .17483          |
| Before Your Speak: Prepare and Plan  |          |     |                |                 |
| Items                                | The Mean |     | Sig (2-tailed) | Mean difference |
|                                      | Control  | EXP |                |                 |
| Item 1                               | 1.9      | 2.2 | .084           | -.25699         |
| Item 2                               | 1.5      | 1.8 | .032           | -.32692         |
| Item 3                               | 2        | 2.3 | .074           | -.27448         |
| Item 4                               | 1.7      | 2.1 | .037           | -.34266         |
| Item 5                               | 1.3      | 1.8 | .002           | -.46329         |
| Item 6                               | 1.2      | 2.1 | .000           | -.89685         |
| Item 7                               | 1        | 1.7 | .000           | -.65909         |
| Item 8                               | 1        | 1.5 | .000           | -.43182         |
| Item 9                               | 1.1      | 1.5 | .001           | -.44056         |
| Item 10                              | 2.1      | 2.2 | .268           | -.17438         |
| Item 11                              | 1.9      | 2.2 | .021           | -.37937         |
| Item 12                              | 1.5      | 1.7 | .102           | -.26573         |
| Item 13                              | 1.4      | 1.5 | .522           | -.10315         |
| Item 14                              | 1.6      | 1.9 | .084           | -.26748         |
| Item 15                              | 2        | 2.2 | .296           | -.15909         |
| Item 16                              | 1.9      | 2   | .572           | -.09091         |
| Item 17                              | 1.8      | 2.3 | .004           | -.48951         |
| Item 18                              | 1.3      | 1.8 | .003           | -.44406         |
| Item 19                              | 1.2      | 1.4 | .096           | -.21853         |
| Item 20                              | 1.5      | 2.1 | .000           | -.64685         |
| Item 21                              | 2.2      | 2.3 | .742           | -.05070         |

| While You are Speaking: Feeling in Control      |          |     |                |                 |
|-------------------------------------------------|----------|-----|----------------|-----------------|
| Items                                           | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                 | Control  | EXP |                |                 |
| Item 1                                          | 1.5      | 2.1 | .019           | -.37413         |
| Item 2                                          | 1.8      | 2.2 | .002           | -.53147         |
| Item 3                                          | 1.6      | 1.8 | .171           | -.23601         |
| Item 4                                          | 1.3      | 1.7 | .000           | -.64685         |
| Item 5                                          | 2        | 2.2 | .237           | -.19755         |
| Item 6                                          | 1.8      | 2.2 | .014           | -.42483         |
| Item 7                                          | 1.7      | 2.2 | .020           | -.13287         |
| Item 8                                          | 1.7      | 2.2 | .024           | -.18706         |
| Item 9                                          | 2        | 2.1 | .768           | -.05060         |
| Item 10                                         | 1.9      | 2.1 | .057           | -.19656         |
| While You are Speaking: Monitor you Performance |          |     |                |                 |
| Items                                           | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                 | Control  | EXP |                |                 |
| Item 1                                          | 1.8      | 2.1 | .000           | -.56643         |
| Item 2                                          | 1.7      | 2.3 | .016           | -.40559         |
| Item 3                                          | 1.8      | 2   | .314           | -.17133         |
| Item 4                                          | 1.2      | 1.9 | .005           | -.42832         |
| Item 5                                          | 1.8      | 2   | .215           | -.20804         |
| Item 6                                          | 1.8      | 2.2 | .021           | -.39336         |
| Item 7                                          | 1.3      | 1.5 | .004           | -.49650         |
| Item 8                                          | 1.6      | 2   | .003           | -.50699         |
| Item 9                                          | 1.9      | 2   | .886           | -.24480         |
| After You Speak: Evaluate Your Performance      |          |     |                |                 |
| Items                                           | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                 | Control  | EXP |                |                 |
| Item 1                                          | 1.6      | 2.1 | .111           | -.25043         |
| Item 2                                          | 1.8      | 2.3 | .140           | -.20069         |
| Item 3                                          | 2.2      | 2   | .964           | -.00643         |
| Item 4                                          | 1.5      | 1.9 | .019           | -.35249         |
| Item 5                                          | 2        | 2   | .090           | -.26758         |
| Item 6                                          | 1.4      | 2.2 | .003           | -.49657         |
| Item 7                                          | 1.3      | 1.5 | .970           | .00515          |
| Item 8                                          | 1.4      | 2   | .098           | -.26630         |
| After You Speak: Plan for Future Tasks          |          |     |                |                 |
| Items                                           | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                 | Control  | EXP |                |                 |
| Item 1                                          | 1.8      | 2.4 | .001           | -.51748         |
| Item 2                                          | 1.6      | 2   | .002           | -.48252         |
| Item 3                                          | 1.7      | 2.2 | .004           | -.45804         |
| Item 4                                          | 1.7      | 2   | .101           | -.26573         |
| Item 5                                          | 1.5      | 1.8 | .070           | -.29720         |
| Note. P significant at 0.005 ( $P < 0.005$ )    |          |     |                |                 |

5.25: A comparison of the results obtained from the control group and the treatment group (description task checklist after the training)

The results of the first part of the checklist show that the two groups shared 3 of the 5 strategies. These strategies include “positive-self talk”, “relaxation techniques” and “feeling prepared”. The p value for these three strategies is 0.286, 0.871, and 0.308

respectively. A difference in mean is shown with item 1 “deep breathing” at the advantage of the treatment group students and item 3 “visualize yourself performing the task” in favor of the control group.

As far as the second part of the checklist is concerned, the difference between the control group and the experimental group is most marked in the case of item 5 ( $p=.002$ ), item 6 ( $p=.000$ ), item 7 ( $p=.000$ ), item 8 ( $p=.000$ ), item 9 ( $p=.001$ ), item 17 ( $p=.004$ ), item 18 ( $p=.003$ ) in favor of the experimental group. In contrast, item 1, 3, 10, 12, 13, 15, 16, 19 report no statistical difference between the two groups.

In the third part of the table, the difference between the control group and the experimental group in terms of their use of affective strategies to feel in control while performing the speaking task is compared. The two groups are different in terms of their use of 4 strategies out of 8. This includes item 1 ( $p=0.019$ ), item 2 ( $p=0.002$ ), and item 4 ( $p=0.000$ ).

As seen in the fourth part of table, the  $p$  value and the mean difference for each strategy in this category were calculated for each of the two groups. A significant difference is noticed with most of the items. For instance, item 1 “pay attention to your vocabulary while you are speaking” item 2 “self-correction, if you hear yourself making a mistake, stop and correct it”, item 4 “activate you vocabulary, do not use only familiar words”, item 6 “ when you do not know a word in English use its synonym”, item 7 “when you do not know a word in English use a French word that you think can be similar to it” and item 8 “when you cannot communicate a simple idea, do it in a simple way” all seem to have a  $p$  value which is inferior to 0.05. The mean differences indicate that the improvement is at the advantage of the experimental group.

As can be observed in the fifth part of the table, no statistical difference is noticed with item 1 ( $p=0,111$ ), 2 ( $p=0.140$ ), 3 ( $p=0.964$ ), 5 ( $p=0.090$ ), 7 ( $p=0.970$ ) and 8 ( $0.098$ ),

with a P value that is superior to 0.005 for each item. However, the p value is less than 0.005 for item 4 and 6. This shows that the students of the experimental group reported an increase in their reported use of the strategies of “think about repeating the task at home” and “ask your classmate how your performance was”.

The last part of the table indicates that the difference between the two groups is significant in terms of their use of strategy 1 “plan for how you improve the next time” ( $p=.001$ ), strategy 2 “think about how you will practice outside the class” ( $p=.002$ ), strategy 3 “check for the vocabulary you had difficulties using” ( $p=.004$ ).

To sum up, according to the results, students in the two groups are different in most of the strategies they report to use. Though, no significant difference is shown in the students’ overall use of strategies, considerable variation was found in terms of their use of particular strategy items. The treatment group participants outperformed the control group in frequency of use of thirty-one strategies. This includes: nine meta-cognitive strategies, nine cognitive strategies, six affective strategies, five compensation strategies, and two social strategies.

#### **5.1.3.3. The conversation task (pre-test strategy checklist)**

The second checklist was handed to the students immediately after they completed the conversation task before and after the training. The aim was to identify the types of strategies that students used in order to interact with their classmates. It also helped us to see if the strategies they used, with this type of task, were different from the ones they used to perform the description task. Unlike the description task checklist, the conversation task checklist includes an additional section named ‘be involved in the conversation’ that contains communicative strategies that students need to use to engage in a conversation.

### a. The control group

The table below presents the results of the conversation strategy checklist.

|                                       | Items   | Strategies                                                                                                        | Category       | Percentage (%) |         |          |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------|----------|
|                                       |         |                                                                                                                   |                | Not Used       | Low Use | High Use |
| Lower Your Anxiety (Before You Speak) | Item 1  | Deep Breathing                                                                                                    | Affective      | 38.3           | 30      | 31.7     |
|                                       | Item 2  | Positive self-talk                                                                                                | Affective      | 10             | 48.3    | 41.7     |
|                                       | Item 3  | Visualize yourself performing the task                                                                            | Affective      | 33.3           | 36.7    | 30       |
|                                       | Item 4  | Other relaxation techniques                                                                                       | Affective      | 43.3           | 36.7    | 20       |
|                                       | Item 5  | Feel Prepared                                                                                                     | Affective      | 16.7           | 50      | 33.5     |
| Prepare and Plan (Before You Speak)   | Item 1  | Identify the goal and purpose of the task                                                                         | Meta-cognitive | 16.9           | 32.2    | 50.8     |
|                                       | Item 2  | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.                | Social         | 30.5           | 33.9    | 35.6     |
|                                       | Item 3  | Use the previous knowledge that you have and what you already know about the situation.                           | Meta-cognitive | 15.3           | 35.6    | 49.2     |
|                                       | Item 4  | Relate the present speaking task to a situation you have been to before.                                          | Meta-cognitive | 42.4           | 18.6    | 39       |
|                                       | Item 5  | Predict what is going to happen                                                                                   | Meta-cognitive | 50.8           | 25.4    | 23.7     |
|                                       | Item 6  | Predict the kind of vocabulary you will need.                                                                     | Cognitive      | 28.8           | 32.2    | 39       |
|                                       | Item 7  | Make use of word mapping                                                                                          | Cognitive      | 79.7           | 15.3    | 5.1      |
|                                       | Item 8  | Use groupings                                                                                                     | Cognitive      | 78             | 6.8     | 15.3     |
|                                       | Item 9  | Write a list of the words that you will need to use for the task at hand                                          | Cognitive      | 79.7           | 8.5     | 11.9     |
|                                       | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning              | Compensation   | 32.2           | 33.9    | 33.9     |
|                                       | Item 11 | When you do not know a word in English, you use its synonym                                                       | Compensation   | 28.8           | 25.4    | 46.8     |
|                                       | Item 12 | When you do not know a word in English, you use gestures and nonverbal communication to get the message through   | Compensation   | 59.3           | 23.7    | 16.9     |
|                                       | Item 13 | When you do not know a word in English you use French, Arabic, or Berber.                                         | Compensation   | 66.2           | 23.7    | 10.2     |
|                                       | Item 14 | Predict the grammar structure ( types of sentences) you will need to use                                          | Cognitive      | 39             | 39      | 22       |
|                                       | Item 15 | Use all what you previously learned ( pronunciation, vocabulary, sentence structure) to perform the speaking task | Cognitive      | 20.3           | 40.7    | 39       |
|                                       | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                       | Meta-cognitive | 27.1           | 35.6    | 37.3     |
|                                       | Item 17 | Organize your thoughts and ideas ( how you will start, what you                                                   | Meta-cognitive | 20.3           | 20.3    | 59.3     |



|                                                                 |         |                                                                                                                |                |       |      |      |
|-----------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------|----------------|-------|------|------|
|                                                                 |         | will say next and how you will end the task)                                                                   |                |       |      |      |
|                                                                 | Item 18 | Prepare a general outline (use notes, keynotes)                                                                | Meta-cognitive | 66.1  | 20.3 | 13.6 |
|                                                                 | Item 19 | Prepare a general outline ( draw pictures, diagrams)                                                           | Meta-cognitive | 86.4  | 10.2 | 3.4  |
|                                                                 | Item 20 | Practice silently before performing in front of your classmates                                                | Cognitive      | 10.2  | 27.1 | 62.7 |
|                                                                 | Item 21 | Encourage yourself to speak, even though you might make mistakes                                               | Affective      | 6.8   | 30.5 | 62.7 |
| <b>Feeling in Control (While You are Speaking)</b>              | Item 1  | If you find you are stressed, try to relax (breathe deeply and concentrate)                                    | Affective      | 49.2  | 16.9 | 33.9 |
|                                                                 | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you. | Meta-cognitive | 25.4  | 32.2 | 42.4 |
|                                                                 | Item 3  | Use the flashcard that the teacher hands you to help you                                                       | Meta-cognitive | 55.9  | 22   | 22   |
|                                                                 | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                             | Social         | 42.4  | 23.7 | 33.9 |
|                                                                 | Item 5  | Take your time to think before you speak                                                                       | Meta-cognitive | 18.6  | 32.2 | 49.2 |
|                                                                 | Item 6  | When you don't know a word in English don't give up. Carry on speaking.                                        | Compensation   | 22    | 33.9 | 44.1 |
|                                                                 | Item 7  | When you make mistake, you do not stop and continue speaking                                                   | Compensation   | 30.5  | 33.9 | 35.6 |
|                                                                 | Item 8  | When you notice that you have made a mistake you quickly correct it and carry on                               | Cognitive      | 20.3  | 35.6 | 44.1 |
|                                                                 | Item 9  | Think in the English language                                                                                  | Cognitive      | 16.9  | 28.8 | 54.2 |
|                                                                 | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                              | Affective      | 20.3  | 18.6 | 51   |
| <b>Be Involved in the Conversation (While You are Speaking)</b> | Item 1  | Concentrate on the conversation                                                                                | Communicative  | 21.7  | 20   | 58.3 |
|                                                                 | Item 2  | Listen attentively to your conversation partner                                                                | Communicative  | 15    | 11.7 | 73.3 |
|                                                                 | Item 3  | Try to use the vocabulary and structure of your partner in your own response                                   | Communicative  | 45    | 21.7 | 33.3 |
|                                                                 | Item 4  | Cooperate together to complete the task                                                                        | Communicative  | 25    | 20   | 55   |
|                                                                 | Item 5  | Negotiate meaning to complete the task                                                                         | Communicative  | 41 ?7 | 23.3 | 35   |
|                                                                 | Item 6  | Try to guess what the other person is going to say based on what you have said                                 | Communicative  | 60    | 20   | 20   |
|                                                                 | Item 7  | Try to be supportive and helpful to your partner                                                               | Communicative  | 18.3  | 28.3 | 53.5 |
|                                                                 | Item 8  | Rather than keep silent try to say something when the silence is awkward and you both have nothing to say      | Communicative  | 58.3  | 18.3 | 23.3 |
|                                                                 | Item 9  | Work together and cooperate to complete the task                                                               | Communicative  | 18.3  | 23.3 | 58   |
| <b>Monitor</b>                                                  | Item 1  | Pay attention to your vocabulary                                                                               | Cognitive      | 28.3  | 28.3 | 43.3 |

|                                                    |               |                                                                                                                                                   |                |      |      |      |
|----------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|------|------|
|                                                    |               | while you are speaking                                                                                                                            |                |      |      |      |
|                                                    | Item 2        | Self-correction, if you hear yourself making a mistake, stop and correct it                                                                       | Cognitive      | 28.3 | 36.7 | 35   |
|                                                    | Item 3        | Pay attention to your grammar mistakes while you are speaking                                                                                     | Cognitive      | 36.7 | 30   | 33.3 |
|                                                    | Item 4        | Activate your vocabulary, do not use only the familiar words                                                                                      | Cognitive      | 43.3 | 28.3 | 28.3 |
|                                                    | Item 5        | When you do not know an English word use a group of words that have similar meaning                                                               | Compensation   | 36.7 | 35   | 28.3 |
|                                                    | Item 6        | When you do not know an English word use its synonym                                                                                              | Compensation   | 31.7 | 31.7 | 36.7 |
|                                                    | Item 7        | When you do not know a word in English use a French word that you think can be similar to it                                                      | Compensation   | 58.3 | 23.3 | 18.3 |
|                                                    | Item 8        | When you cannot communicate a complex idea, do it in a simple way                                                                                 | Compensation   | 30   | 31.7 | 38.3 |
| <b>Evaluate Your Performance (After You Speak)</b> | <b>Item 1</b> | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective      | 33.9 | 42.4 | 23.7 |
|                                                    | Item 2        | Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          | Meta-cognitive | 27.1 | 39   | 33.9 |
|                                                    | Item 3        | Think about what you will do next time to improve your performance of the task.                                                                   | Meta-cognitive | 16.9 | 39   | 44.1 |
|                                                    | Item 4        | Think about repeating the task at home                                                                                                            | Meta-cognitive | 40.7 | 32.2 | 27.1 |
|                                                    | Item 5        | Think about the mistakes you have made and try to avoid them next time.                                                                           | Cognitive      | 16.9 | 23.7 | 59.3 |
|                                                    | Item 6        | Ask your classmate how your performance was                                                                                                       | Social         | 52.5 | 18.6 | 28.8 |
|                                                    | Item 7        | Ask your teacher how your performance was                                                                                                         | Social         | 69.5 | 18.6 | 11.9 |
|                                                    | Item 8        | Ask your classmates to give you their remarks ( corrective feedback and weaknesses) in your speech                                                | Social         | 54.2 | 28.8 | 16.9 |
| <b>Plan for Sture Tasks (After You Speak)</b>      | Item 1        | Plan for how you will improve the next time                                                                                                       | Meta-cognitive | 30   | 28.3 | 41.7 |
|                                                    | Item 2        | Think about how you will practice outside the classroom                                                                                           | Meta-cognitive | 58.3 | 20   | 21.7 |
|                                                    | Item 3        | Check for the vocabulary you had difficulties using                                                                                               | Cognitive      | 36.7 | 18.3 | 45   |
|                                                    | Item 4        | Check for the grammar form you had difficulties using                                                                                             | Cognitive      | 33.3 | 26.7 | 40   |
|                                                    | Item 5        | Work with a proficient user of the English language                                                                                               | Social         | 51.7 | 11.7 | 36.7 |

Table 5.26: The conversation task (pre-test strategy checklist for the control group)

The first part of the table presents the results of learners' use of affective strategies before performing the conversation task. The results indicate that learners' answers vary between 'not used' to 'sometimes used'. The percentage for each item in this category is inferior to 50%.

The results gathered in the second category of strategies show that students' ranking varies from one strategy to another. The following strategies seem to be the least favorite strategies for the control group students: item 5 "predict what is going to happen" (23.7%), item 7 "make use of word mapping" (5.1%), item 8 "use grouping" (15.3%), item 12 (16.9%) "when you do not know a word in English, you use gesture and nonverbal communication to get the message through", item 13 "when you do not know a word in English use French, Berber or Arabic" (10.2%), item 18 "prepare a general outline (use notes, keynotes)" (13.6%), item 19 "prepare a general outline (draw picture, diagrams)" (3.4%). On the other hand, the strategies that the students claim to use the most are the ones in item 20 "practice silently before performing in front of your classmates" and item 21 "encourage yourself to speak, even though you might make mistakes with 62.7% and 62.7% respectively.

Based on the results presented in the third part of the table, the respondents seem to favor the strategies in item 5 "take your time to think before you speak", item 6 "when you don't know a word in English don't give up. Carry on speaking", item 8 "when you notice you have made a mistake you quickly correct it and carry on", item 9 "think in the English language" and item 10 "encourage yourself with positive thoughts while you are speaking". These items have percentages that are superior to 40% for the option "high use". The least used strategies that are reported by the students are strategy 1 "take your emotional temperature. If you find you are stressed, try to relax) and strategy 3 "use the

flashcard that the teacher hands you to help you”. Both have percentages that are inferior to 40% which means that most of the students rarely or never use such strategies.

When it comes to the fourth part of the table, the students ranked the strategies in item 6 “try to guess what the other learner is going to say based on what you have said” and item 8 “rather than keep silent try to say something when the silence is awkward and you both have nothing to say” as the least used strategies. The percentage for each one is 20% and 23.3% respectively. The strategies with the highest percentages are item 2 “listen attentively to your conversation partner” (73.3%) and item 9 “work together and cooperate to complete the task” (58%).

As far as the fifth part of the table is concerned, the majority of the participants tend to also favor the strategies in item 1 “pay attention to your vocabulary while you are speaking” with a percentage of (43.3) . The second most ranked strategy is strategy 8 “when you cannot communicate a complex idea, do it in a simple way” with the percentage of 38.3. The least used strategy in this category is the one in item 7 “when you do not know a word in English use a word that you think maybe similar to it” with a percentage of 18.3%.

From the results of the sixth part of the table, we can see that the learners report a medium to low use of speaking strategies to evaluate their performance. Strategy 6 “ask your classmates how you performance was”, strategy 7 “ask your teacher how your performance was” and strategy 8 “ask your classmates to give you their remarks” have the lowest percentages (28.8%, 11.9%, 16.9%). As for the most used strategy, the respondents claim to have used strategy 3 “think about what you will do next time to improve your performance of the task” (44.1%) and strategy 5 “think about the mistakes you have made and try to avoid them next time” (59.3%).

The last part reports the results of the last category of strategies. The statistics indicate that strategy 1 “plan how you will improve next time”, strategy 3 “check for the vocabulary you had difficulties using” and strategy 4 “check for the grammar form you had difficulties using” have the highest percentages: 41.7%, 45% and 40%.

## b. The experimental group

|                                       | Items   | Strategies                                                                                                      | Category       | Percentage (%) |         |          |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------|----------------|----------------|---------|----------|
|                                       |         |                                                                                                                 |                | Not Used       | Low Use | High Use |
| Lower Your Anxiety (Before You Speak) | Item 1  | Deep Breathing                                                                                                  | Affective      | 40.7           | 40.7    | 18.5     |
|                                       | Item 2  | Positive self-talk                                                                                              | Affective      | 40.7           | 29.6    | 29.6     |
|                                       | Item 3  | Visualize yourself performing the task                                                                          | Affective      | 35.2           | 31.5    | 33.3     |
|                                       | Item 4  | Other relaxation techniques                                                                                     | Affective      | 50             | 27.8    | 22.2     |
|                                       | Item 5  | Feel Prepared                                                                                                   | Affective      | 25.9           | 38.9    | 35.2     |
| Prepare and Plan (Before You Speak)   | Item 1  | Identify the goal and purpose of the task                                                                       | Meta-cognitive | 25.9           | 37      | 37       |
|                                       | Item 2  | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.              | Social         | 51.9           | 27.8    | 20.4     |
|                                       | Item 3  | Use the previous knowledge that you have and what you already know about the situation.                         | Meta-cognitive | 29.6           | 38.9    | 31.5     |
|                                       | Item 4  | Relate the present speaking task to a situation you have been to before.                                        | Meta-cognitive | 44.4           | 38.9    | 16.7     |
|                                       | Item 5  | Predict what is going to happen                                                                                 | Meta-cognitive | 57.4           | 27.8    | 14.8     |
|                                       | Item 6  | Predict the kind of vocabulary you will need.                                                                   | Cognitive      | 42.6           | 29.6    | 25.9     |
|                                       | Item 7  | Make use of word mapping                                                                                        | Cognitive      | 77.8           | 18.5    | 3.7      |
|                                       | Item 8  | Use groupings                                                                                                   | Cognitive      | 66.7           | 24.1    | 9.3      |
|                                       | Item 9  | Write a list of the words that you will need to use for the task at hand                                        | Cognitive      | 55.6           | 22.2    | 22.2     |
|                                       | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning            | Compensation   | 33.3           | 35.2    | 31.5     |
|                                       | Item 11 | When you do not know a word in English, you use its synonym                                                     | Compensation   | 27.8           | 31.5    | 40.7     |
|                                       | Item 12 | When you do not know a word in English, you use gestures and nonverbal communication to get the message through | Compensation   | 61.1           | 22.2    | 16.7     |
|                                       | Item 13 | When you do not know a word in English you use French, Arabic, or Berber.                                       | Compensation   | 70.4           | 14.8    | 14.8     |
|                                       | Item 14 | Predict the grammar structure (types of sentences) you will need to use                                         | Cognitive      | 35.2           | 37      | 27       |
|                                       | Item 15 | Use all what you previously learned (pronunciation,                                                             | Cognitive      | 25.9           | 42.6    | 31.5     |

|                                                                 |         |                                                                                                                |                |      |      |      |
|-----------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------|----------------|------|------|------|
|                                                                 |         | vocabulary, sentence structure) to perform the speaking task                                                   |                |      |      |      |
|                                                                 | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                    | Meta-cognitive | 35.2 | 40.7 | 24.1 |
|                                                                 | Item 17 | Organize your thoughts and ideas ( how you will start, what you will say next and how you will end the task)   | Meta-cognitive | 22.2 | 27.8 | 50   |
|                                                                 | Item 18 | Prepare a general outline (use notes, keynotes)                                                                | Meta-cognitive | 33.3 | 42.6 | 24.1 |
|                                                                 | Item 19 | Prepare a general outline ( draw pictures, diagrams)                                                           | Meta-cognitive | 77.8 | 11.1 | 11.1 |
|                                                                 | Item 20 | Practice silently before performing in front of your classmates                                                | Cognitive      | 18.5 | 11.1 | 70.4 |
|                                                                 | Item 21 | Encourage yourself to speak, even though you might make mistakes                                               | Affective      | 14.8 | 35.2 | 50   |
| <b>Feeling in Control (While You are Speaking)</b>              | Item 1  | If you find you are stressed, try to relax (breathe deeply and concentrate)                                    | Affective      | 40.7 | 42.6 | 16.7 |
|                                                                 | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you. | Meta-cognitive | 27.8 | 33.3 | 38.9 |
|                                                                 | Item 3  | Use the flashcard that the teacher hands you to help you                                                       | Meta-cognitive | 40.7 | 24.1 | 35.2 |
|                                                                 | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                             | Social         | 48.1 | 25.9 | 25.9 |
|                                                                 | Item 5  | Take your time to think before you speak                                                                       | Meta-cognitive | 29.6 | 38.9 | 31.5 |
|                                                                 | Item 6  | When you don't know a word in English don't give up. Carry on speaking.                                        | Compensation   | 38.9 | 25.9 | 35.2 |
|                                                                 | Item 7  | When you make mistake, you do not stop and continue speaking                                                   | Compensation   | 29.6 | 22.2 | 48.1 |
|                                                                 | Item 8  | When you notice that you have made a mistake you quickly correct it and carry on                               | Cognitive      | 24.1 | 27.8 | 48.1 |
|                                                                 | Item 9  | Think in the English language                                                                                  | Cognitive      | 24.1 | 38.9 | 37   |
|                                                                 | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                              | Affective      | 31.5 | 46.3 | 22.2 |
| <b>Be Involved in the Conversation (While You are Speaking)</b> | Item 1  | Concentrate on the conversation                                                                                | Communicative  | 22.2 | 18.5 | 59.3 |
|                                                                 | Item 2  | Listen attentively to your conversation partner                                                                | Communicative  | 14.8 | 20.4 | 64.8 |
|                                                                 | Item 3  | Try to use the vocabulary and structure of your partner in your own response                                   | Communicative  | 72.2 | 11.1 | 16.7 |
|                                                                 | Item 4  | Cooperate together to complete the task                                                                        | Communicative  | 37   | 16.7 | 46.3 |
|                                                                 | Item 5  | Negotiate meaning to complete the task                                                                         | Communicative  | 48.1 | 25.9 | 25.9 |
|                                                                 | Item 6  | Try to guess what the other person is going to say based on what you have said                                 | Communicative  | 61.1 | 14.8 | 24.1 |
|                                                                 | Item 7  | Try to be supportive and helpful to your partner                                                               | Communicative  | 25.9 | 20.4 | 53.7 |

|                                                          |               |                                                                                                                                                   |                |      |      |      |
|----------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|------|------|
|                                                          | Item 8        | Rather than keep silent try to say something when the silence is awkward and you both have nothing to say                                         | Communicative  | 53.7 | 24.1 | 22.2 |
|                                                          | Item 9        | Work together and cooperate to complete the task                                                                                                  | Communicative  | 18.5 | 13   | 68.5 |
| <b>Monitor Your Performance (While You are Speaking)</b> | Item 1        | Pay attention to your vocabulary while you are speaking                                                                                           | Cognitive      | 42.6 | 31.5 | 25.9 |
|                                                          | Item 2        | Self-correction, if you hear yourself making a mistake, stop and correct it                                                                       | Cognitive      | 48.1 | 20.4 | 31.5 |
|                                                          | Item 3        | Pay attention to your grammar mistakes while you are speaking                                                                                     | Cognitive      | 44.4 | 24.1 | 31.5 |
|                                                          | Item 4        | Activate your vocabulary, do not use only the familiar words                                                                                      | Cognitive      | 66.7 | 9.3  | 24.1 |
|                                                          | Item 5        | When you do not know an English word use a group of words that have similar meaning                                                               | Compensation   | 48.1 | 25.9 | 25.9 |
|                                                          | Item 6        | When you do not know an English word use its synonym                                                                                              | Compensation   | 31.5 | 20.4 | 48.1 |
|                                                          | Item 7        | When you do not know a word in English use a French word that you think can be similar to it                                                      | Compensation   | 68.5 | 9.3  | 22.2 |
|                                                          | Item 8        | When you cannot communicate a complex idea, do it in a simple way                                                                                 | Compensation   | 27.8 | 29.6 | 42.6 |
| <b>Evaluate Your Performance (After You Speak)</b>       | <b>Item 1</b> | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective      | 37   | 44.4 | 16.7 |
|                                                          | Item 2        | Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          | Meta-cognitive | 31.5 | 35.2 | 33.5 |
|                                                          | Item 3        | Think about what you will do next time to improve your performance of the task.                                                                   | Meta-cognitive | 18.5 | 25.9 | 55.6 |
|                                                          | Item 4        | Think about repeating the task at home                                                                                                            | Meta-cognitive | 57.4 | 22.2 | 20.4 |
|                                                          | Item 5        | Think about the mistakes you have made and try to avoid them next time.                                                                           | Cognitive      | 18.5 | 27.8 | 53.7 |
|                                                          | Item 6        | Ask your classmate how your performance was                                                                                                       | Social         | 59.3 | 22.2 | 18.5 |
|                                                          | Item 7        | Ask your teacher how your performance was                                                                                                         | Social         | 81.5 | 9.3  | 9.3  |
|                                                          | Item 8        | Ask your classmates to give you their remarks ( corrective feedback and weaknesses) in your speech                                                | Social         | 79.6 | 11.1 | 9..3 |
| <b>Plan for Sture Tasks (After You Speak)</b>            | Item 1        | Plan for how you will improve the next time                                                                                                       | Meta-cognitive | 29.6 | 31.5 | 38.9 |
|                                                          | Item 2        | Think about how you will practice outside the classroom                                                                                           | Meta-cognitive | 40.7 | 35.2 | 24.1 |
|                                                          | Item 3        | Check for the vocabulary you had difficulties using                                                                                               | Cognitive      | 42.6 | 27.8 | 29.6 |
|                                                          | Item 4        | Check for the grammar form you had difficulties using                                                                                             | Cognitive      | 50   | 25.9 | 24.1 |

|  |        |                                                     |        |      |      |      |
|--|--------|-----------------------------------------------------|--------|------|------|------|
|  | Item 5 | Work with a proficient user of the English language | Social | 59.3 | 22.2 | 18.5 |
|--|--------|-----------------------------------------------------|--------|------|------|------|

Table 5.27: The conversation task (pre-test strategy checklist for the experimental group)

Relying on the results presented in table 5.27, the percentages for all the strategies is inferior to 40%, notably with strategy 1 (18.5%), strategy 2 (29.6%), strategy 3 (33.3%) and strategy 4 (22.2%) implying that most of the EXP group students did not make use of the affective strategies when performing the conversation task.

According to the results of the second part of the table, the responses of the EXP group students seem to vary from one strategy to another. As the table indicates, the tendency to use the strategies in item 11 “when you do know a word in English, you use its synonym”, item 17 “organize your thoughts and ideas”, item 20 “practice silently before performing in front of your classmates” and item 21 “encourage yourself to speak, even though you might make mistakes” is more than the other strategies. Furthermore, strategy 7 “make use of word mapping” and strategy 19 “prepare a general outline” seem to have the lowest participants among the participants.

The outcomes in the third category clearly show that the students have a preference for strategy 2 “concentrate on the task, do not let what is going around distract you”, strategy 7 “when you make mistakes, you do not stop and continue speaking”, and strategy 8 “when you notice that you have made a mistake, you quickly correct it and carry on”. The percentage for each of these strategies is: 38.9%, 48.1%, and 48.1% respectively.

From the results presented in the fourth part of the table above, five strategies out of 9 are reported to be mostly used by the respondents. This includes “concentrating on the conversation” (item 1), “listening attentively to the conversation partner” (item 2), “trying to be supportive and helpful to your partner” (item 7), “working together and cooperating to complete the task” (item 9) with percentages that are superior to 50%. The least used strategies are the ones of item 3 “try to use the vocabulary and structure of your partner in



your own response” and item 6 “try to guess what the other learner is going to say based on what you have said”. The percentages for each of these strategies are 16.7% and 24.1%.

Based on the results of the fifth part of the table, most of the strategies to monitor learners’ performance have percentages that are inferior to 50% for the option “high use”. This implies that the majority of the participants reported a relatively low usage of these strategies. The only strategy that is reported to be used at a moderate to high frequency is the one in item 6 “when you do know an English word use its synonym” with a percentage of 48.1.

As seen in the sixth category, the respondents gave various answers to the different strategies in this category. What can be observed is that strategy 7 “ask your teacher how the performance was” and strategy 8 “ask your classmates to give you their remarks” are also the least favorite strategies for the EXP group students. However, the percentage of high use learners’ reported for strategy 3 “think about what you will do next time to improve your performance of the task” is 55.6% and the percentage for strategy 5 “think about the mistakes you have made and try to avoid them next time” is 53.7% which is relatively high.

The results of the last category of the checklist reveal that four strategies out of five are not highly used by the EXT group respondents. The strategies in item 2 “think about how you will practice outside the class”, item 3 “check for the vocabulary you had difficulties using”, item 4 “check for the grammar form you had difficulties using” and item 5 “work with a proficient user of the English language” all have percentages that inferior to 30% . The only strategy that most of the students claim to have used is the first one “plan for how you will improve the next time” with 38.9%.

**c. A comparison of the results obtained by the control groups and the treatment groups (before the training)**

Separate t-tests were used for each part of the checklist to see if there was any significant difference between the two groups with regard to the strategies used by the participants in each section of the checklist.

| Before You Speak: Lower Your Anxiety |          |     |                |                 |
|--------------------------------------|----------|-----|----------------|-----------------|
| Items                                | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                      | Control  | EXP |                |                 |
| Item 1                               | 1.9      | 1.7 | .300           | .15556          |
| Item 2                               | 2.3      | 1.8 | .003           | .42778          |
| Item 3                               | 1.9      | 1.9 | .923           | -.01481         |
| Item 4                               | 1.7      | 1.7 | .764           | .04444          |
| Item 5                               | 2.1      | 2   | .593           | .07407          |
| Before You Speak: Prepare and Plan   |          |     |                |                 |
| Items                                | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                      | Control  | EXP |                |                 |
| Item 1                               | 2.3      | 2.1 | .121           | .22787          |
| Item 2                               | 2        | 1.6 | .018           | .36566          |
| Item 3                               | 2.3      | 2   | .027           | .32046          |
| Item 4                               | 1.9      | 1.7 | .122           | .24388          |
| Item 5                               | 1.7      | 1.5 | .299           | .15474          |
| Item 6                               | 2.1      | 2.1 | .823           | -.08349         |
| Item 7                               | 1.2      | 1.2 | .960           | -.00502         |
| Item 8                               | 1.3      | 1.4 | .690           | -.05304         |
| Item 9                               | 1.3      | 1.6 | .017           | -.34463         |
| Item 10                              | 2        | 1.9 | .818           | .03547          |
| Item 11                              | 2.1      | 2.1 | .802           | .03986          |
| Item 12                              | 1.5      | 1.5 | .887           | .02072          |
| Item 13                              | 1.4      | 1.4 | .978           | -.00377         |
| Item 14                              | 1.8      | 1.9 | .519           | -.09542         |
| Item 15                              | 2.1      | 2   | .361           | .13089          |
| Item 16                              | 2.1      | 1.8 | .154           | .21281          |
| Item 17                              | 2.3      | 2.2 | .464           | .11205          |
| Item 18                              | 1.4      | 1.9 | .002           | -.43283         |
| Item 19                              | 1.1      | 1.3 | .131           | -.16384         |
| Item 20                              | 2.5      | 2.5 | .960           | .00691          |
| Item 21                              | 2.5      | 2.3 | .106           | .20747          |
| While You Speak: Feeling in Control  |          |     |                |                 |
| Items                                | The Mean |     | Sig (2-tailed) | Mean difference |
|                                      | Control  | EXP |                |                 |
| Item 1                               | 1.8      | 1.7 | .571           | .08820          |
| Item 2                               | 2.1      | 2.1 | .704           | .05838          |
| Item 3                               | 1.6      | 1.9 | .079           | -.28343         |
| Item 4                               | 1.9      | 1.7 | .397           | .13748          |
| Item 5                               | 2.3      | 2   | .054           | .28657          |
| Item 6                               | 2.2      | 1.9 | .102           | .25738          |
| Item 7                               | 2        | 2.1 | .400           | -.13434         |
| Item 8                               | 2.2      | 2.2 | .982           | -.00345         |

| Item 9                                           | 2.3      | 2.1 | .096           | .24325          |
|--------------------------------------------------|----------|-----|----------------|-----------------|
| Item 10                                          | 2.4      | 1.9 |                |                 |
| While You Speak: be Involved in the Conversation |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                  | Control  | EXP |                |                 |
| Item 1                                           | 2.3      | 2.3 | .981           | -.00370         |
| Item 2                                           | 2.5      | 2.5 | .552           | .08333          |
| Item 3                                           | 1.8      | 1.4 | .006           | .43889          |
| Item 4                                           | 2.3      | 2   | .213           | .20741          |
| Item 5                                           | 1.9      | 1.7 | .338           | .15556          |
| Item 6                                           | 1.6      | 1.6 | .849           | -.02963         |
| Item 7                                           | 2.3      | 2.2 | .638           | .07222          |
| Item 8                                           | 1.6      | 1.6 | .822           | -.03519         |
| Item 9                                           | 2.4      | 2.5 | .501           | -.10000         |
| While You Speak: Monitor Your Performance        |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                  | Control  | EXP |                |                 |
| Item 1                                           | 2.1      | 1.8 | .044           | .31667          |
| Item 2                                           | 2        | 1.8 | .142           | .23333          |
| Item 3                                           | 1.9      | 1.8 | .550           | .09630          |
| Item 4                                           | 1.8      | 1.5 | .086           | .27593          |
| Item 5                                           | 1.9      | 1.7 | .370           | .13889          |
| Item 6                                           | 2        | 2.1 | .470           | -.11667         |
| Item 7                                           | 1.6      | 1.5 | .680           | .06296          |
| Item 8                                           | 2        | 2.1 | .678           | -.06481         |
| After You Speak: Evaluate Your Performance       |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                  | Control  | EXP |                |                 |
| Item 1                                           | 1.8      | 1.7 | .463           | .10201          |
| Item 2                                           | 2        | 2   | .774           | .04928          |
| Item 3                                           | 2.2      | 2.3 | .490           | -.09918         |
| Item 4                                           | 1.8      | 1.6 | .128           | .23478          |
| Item 5                                           | 2.4      | 2.3 | .624           | .07188          |
| Item 6                                           | 1.7      | 1.5 | .283           | .17012          |
| Item 7                                           | 1.4      | 1.2 | .247           | .14595          |
| Item 8                                           | 1.6      | 1.2 | .014           | .33082          |
| After You Speak: Evaluate Your Performance       |          |     |                |                 |
| Items                                            | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                  | Control  | EXP |                |                 |
| Item 1                                           | 2.1      | 2   | .879           | .02407          |
| Item 2                                           | 1.6      | 1.8 | .191           | -.20000         |
| Item 3                                           | 2        | 1.8 | .200           | .21296          |
| Item 4                                           | 2        | 1.7 | .042           | .232593         |
| Item 5                                           | 1.8      | 1.5 | .117           | .16311          |
| <i>P significant at 0.005 (P &lt; 0.005)</i>     |          |     |                |                 |

5.28: A comparison of the results obtained from the control group and the treatment group (conversation task checklist before the training)

Based on the results of the first category of strategies, it was found that only item 3 “visualize yourself performing the task” indicated a significant difference ( $p=0.003$ ). It was

found that in terms of the students' use of the other strategies, the two groups did not differ significantly.

The independent t-test results regarding learners' use of speaking to prepare and plan for the task reveals that seventeen strategies out of twenty-one strategies are not statistically significant. The p value for item 1, 4, 5, 6, 7, 8, 10,11,12, 13, 14, 15, 16, 17, 19, 20, and 21 reveals that the responses were nearly the same in both the groups before the training ( $p > 0.05$ ).

The third category of strategies also displayed no significant difference between the experimental group and the control group. The p value for all the items is above 0.005.

In the fourth section of the checklist, the independent t-test shows that all the items in the strategy checklist showed no significant difference between the two groups ( $p > 0.005$ ).

The results related to the fifth strategy group display no statistically significant difference between the two groups. The only difference is noticed with the 1<sup>st</sup> item that has a p value of 0.044 in favor of the experimental group.

When it comes to the sixth part of the checklist, of the eight item belonging to this category of strategies, only the 8<sup>th</sup> item was statistically significant ( $p = 0.014$ ). The remaining items show that learners' responses were also similar in the two groups.

The use of the separate t-test for the 7 part of the checklist indicates that the use of speaking strategies was not statistically significant. The only difference was noticed with item 4 with a p value of 0.042.

#### 5.1.3.4. The conversation task (post-test strategy checklist)

The obtained data from the post strategy checklist were used to determine students' improvement in their use of different speaking strategies when performing a conversation task.

##### a. The control group

| Lower Your Anxiety<br>(Before You Speak) | Items   | Strategies                                                                                                     | Category       | Percentage (%) |         |          |
|------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------|----------------|----------------|---------|----------|
|                                          |         |                                                                                                                |                | Not Used       | Low Use | High Use |
| Prepare and Plan (Before You Speak)      | Item 1  | Deep Breathing                                                                                                 | Affective      | 50             | 15.4    | 34.6     |
|                                          | Item 2  | Positive self-talk                                                                                             | Affective      | 42.3           | 25      | 32.7     |
|                                          | Item 3  | Visualize yourself performing the task                                                                         | Affective      | 53.8           | 28.8    | 17.3     |
|                                          | Item 4  | Relaxation techniques                                                                                          | Affective      | 65.4           | 17.3    | 17.3     |
|                                          | Item 5  | Feel Prepared                                                                                                  | Affective      | 44.2           | 25      | 30.8     |
|                                          | Item 1  | Identify the goal and purpose of the task                                                                      | Meta-cognitive | 46.2           | 25      | 28.8     |
|                                          | Item 2  | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.             | Social         | 63.5           | 9.6     | 26.9     |
|                                          | Item 3  | Use the previous knowledge that you have and what you already know about the situation.                        | Meta-cognitive | 30.8           | 28.8    | 40.4     |
|                                          | Item 4  | Relate the present speaking task to a situation you have been to before.                                       | Meta-cognitive | 51.9           | 23.1    | 25       |
|                                          | Item 5  | Predict what is going to happen                                                                                | Meta-cognitive | 65.4           | 25      | 9.6      |
|                                          | Item 6  | Predict the kind of vocabulary you will need.                                                                  | Cognitive      | 63.5           | 21.2    | 15.4     |
|                                          | Item 7  | Make use of word mapping                                                                                       | Cognitive      | 100            | 00      | 00       |
|                                          | Item 8  | Use groupings                                                                                                  | Cognitive      | 96.2           | 3.8     | 00       |
|                                          | Item 9  | Write a list of the words that you will need to use for the task at hand                                       | Cognitive      | 82.7           | 7.7     | 9.6      |
|                                          | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning           | Compensation   | 36.5           | 38.5    | 25       |
|                                          | Item 11 | When you do not know a word in English, you use its synonym                                                    | Compensation   | 44.2           | 30.8    | 25       |
|                                          | Item 12 | When you do not know a word in English, you use gesture and nonverbal communication to get the message through | Compensation   | 59.6           | 19.2    | 21.2     |
|                                          | Item 13 | When you do not know a word in English you use French, Arabic, or kabyle.                                      | Compensation   | 92.3           | 5.8     | 1.9      |
|                                          | Item 14 | Predict the grammar structure (types of sentences) you will need to use                                        | Cognitive      | 50             | 30.8    | 19.2     |
|                                          | Item 15 | Use all what you previously learned (pronunciation,                                                            | Cognitive      | 30.8           | 38.5    | 30.8     |

|                                                                 |         |                                                                                                                |                |      |      |      |
|-----------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------|----------------|------|------|------|
|                                                                 |         | vocabulary, sentence structure) to perform the speaking task                                                   |                |      |      |      |
|                                                                 | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                    | Meta-cognitive | 38.5 | 28.8 | 32.7 |
|                                                                 | Item 17 | Organize your thoughts and ideas ( how you will start, what you will say next...how you will end the task)     | Meta-cognitive | 38.5 | 36.5 | 25   |
|                                                                 | Item 18 | Prepare a general outline (use notes, keynotes)                                                                | Meta-cognitive | 76.9 | 21.2 | 1.9  |
|                                                                 | Item 19 | Prepare a general outline ( draw picture, diagrams)                                                            | Meta-cognitive | 82.7 | 11.7 | 5.8  |
|                                                                 | Item 20 | Practice silently before performing in front of your classmates                                                | Cognitive      | 51.9 | 25   | 23.1 |
|                                                                 | Item 21 | Encourage yourself to speak, even though you might make mistakes                                               | Affective      | 19.2 | 26.9 | 53.8 |
| <b>Feeling in Control (While You are Speaking)</b>              | Item 1  | Take your emotional temperature. If you find you are stressed, try to relax (breathe deeply and concentrate)   | Affective      | 67.3 | 9.6  | 23.1 |
|                                                                 | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you. | Meta-cognitive | 42.3 | 11.6 | 46.2 |
|                                                                 | Item 3  | Use the flashcard that the teacher hands you to help you                                                       | Meta-cognitive | 75   | 3.8  | 21.2 |
|                                                                 | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                             | Meta-cognitive | 76.9 | 1.9  | 21.2 |
|                                                                 | Item 5  | Take your time to think before you speak                                                                       | Meta-cognitive | 55.8 | 13.5 | 30.8 |
|                                                                 | Item 6  | When you don't know a word in English don't give up. Carry on speaking.                                        | Compensation   | 50   | 15.4 | 34.6 |
|                                                                 | Item 7  | When you make mistake, you do not stop and continue speaking                                                   | Compensation   | 42.3 | 21.2 | 36.5 |
|                                                                 | Item 8  | When you notice that you have made a mistake you quickly correct it and carry on                               | Cognitive      | 40.4 | 26.9 | 32.7 |
|                                                                 | Item 9  | Think in the English language                                                                                  | Cognitive      | 28.8 | 26.9 | 4.2  |
|                                                                 | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                              | Affective      | 32.7 | 17.3 | 50   |
| <b>Be Involved in the Conversation (While You are Speaking)</b> | Item 1  | Concentrate on the conversation                                                                                | Communicative  | 44.2 | 2.9  | 53.8 |
|                                                                 | Item 2  | Listen attentively to your conversation partner                                                                | Communicative  | 25   | 3.8  | 71.2 |
|                                                                 | Item 3  | Try to use the vocabulary and structure of your partner in your own response                                   | Communicative  | 65.4 | 96   | 25   |
|                                                                 | Item 4  | Cooperate together to complete the task                                                                        | Communicative  | 51.9 | 7.7  | 40.4 |
|                                                                 | Item 5  | Negotiate meaning to complete the task                                                                         | Communicative  | 61.5 | 7.7  | 30.8 |
|                                                                 | Item 6  | Try to guess what the other person is going to say based on what you have said                                 | Communicative  | 73.1 | 9.6  | 17.3 |
|                                                                 | Item 7  | Try to be supportive and helpful                                                                               | Communicative  | 42.3 | 17.3 | 40.4 |

|                                                          |               |                                                                                                                                                   |                |      |      |      |
|----------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|------|------|
| <b>Monitor Your Performance (While You are Speaking)</b> |               | to your partner                                                                                                                                   |                |      |      |      |
|                                                          | Item 8        | Rather than keep silent try to say something when the silence is awkward and you both have nothing to say                                         | Communicative  | 53.8 | 9.6  | 36.5 |
|                                                          | Item 9        | Work together and cooperate to complete the task                                                                                                  | Communicative  | 34.6 | 15.4 | 50   |
|                                                          | Item 1        | Pay attention to your vocabulary while you are speaking                                                                                           | Cognitive      | 51.9 | 21.2 | 26.9 |
|                                                          | Item 2        | Self-correction, if you hear yourself making a mistake, stop and correct it                                                                       | Cognitive      | 46.2 | 23.1 | 30.8 |
|                                                          | Item 3        | Pay attention to your grammar mistakes while you are speaking                                                                                     | Cognitive      | 38.5 | 30.8 | 30.8 |
|                                                          | Item 4        | Activate your vocabulary, do not use only the familiar words                                                                                      | Cognitive      | 67.3 | 11.5 | 21.2 |
|                                                          | Item 5        | When you do not know an English word use a group of words that have similar meaning                                                               | Compensation   | 44.2 | 23.1 | 30.8 |
|                                                          | Item 6        | When you do not know an English word use its synonym                                                                                              | Compensation   | 36.5 | 28.8 | 34.6 |
| <b>Evaluate Your Performance (After You Speak)</b>       | Item 7        | When you do not know a word in English use a French word that you think can be similar to it                                                      | Compensation   | 80.8 | 7.7  | 11.5 |
|                                                          | Item 8        | When you cannot communicate a complex idea, do it in a simple way                                                                                 | Compensation   | 32.7 | 25   | 42.5 |
|                                                          | <b>Item 1</b> | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective      | 34.6 | 28.8 | 36.5 |
|                                                          | Item 2        | Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          | Meta-cognitive | 46.2 | 30.8 | 23.1 |
|                                                          | Item 3        | Think about what you will do next time to improve your performance of the task.                                                                   | Meta-cognitive | 34.6 | 28.8 | 36.6 |
|                                                          | Item 4        | Think about repeating the task at home                                                                                                            | Meta-cognitive | 69.2 | 15.4 | 15.4 |
|                                                          | Item 5        | Think about the mistake you have made and try to avoid them next time.                                                                            | Cognitive      | 32.7 | 17.3 | 50   |
|                                                          | Item 6        | Ask your classmate how your performance was                                                                                                       | Social         | 63.5 | 13.5 | 23.1 |
|                                                          | Item 7        | Ask your teacher how your performance was                                                                                                         | Social         | 86.5 | 5.8  | 7.7  |
| <b>Plan for Future Tasks (After You Speak)</b>           | Item 8        | Ask your classmate to give you their remarks ( corrective feedback and weaknesses) in you speech                                                  | Social         | 37.6 | 4.3  | 58.1 |
|                                                          | Item 1        | Plan for how you will improve the next time                                                                                                       | Meta-cognitive | 46.2 | 15.4 | 38.5 |
|                                                          | Item 2        | Think about how you will practice outside the class                                                                                               | Meta-cognitive | 61.5 | 11.5 | 26.9 |
|                                                          | Item 3        | Check for the vocabulary you had difficulties using                                                                                               | Cognitive      | 48.1 | 19.2 | 32.7 |
|                                                          | Item 4        | Check for the grammar form you                                                                                                                    | Cognitive      | 53.8 | 11.5 | 34.6 |

|  |        |                                                     |        |      |     |      |
|--|--------|-----------------------------------------------------|--------|------|-----|------|
|  |        | had difficulties using                              |        |      |     |      |
|  | Item 5 | Work with a proficient user of the English language | Social | 63.5 | 9.6 | 26.9 |

Table 5.29: The conversation task (post-test strategy checklist for the control group)

As table 5.29 indicates, the percentage for all the items is inferior to 50% for the option “high use”. This means that learners’ use of these strategies before performing the task is relatively low. The Table also presents the results learners’ use of strategies to prepare and plan the conversation task. The results related to this category of strategy group show that learners’ use of the strategies in item 1 (28.8%), item 2 (26.9%), item 4 (25%), item 5 (9.6%), item 6 (15.4%), item 7 (00%), item 8 (00%), item 9 (9.6%), item 11 (25%), item 12 (21.2%), item 13 (1.9%) , item 14 (19.2%), item 16 (32.7%), item 17 (25%), item 18 (1.9%), item 19 (5.8%), item 20 (23.1%), which is relatively low. The preferred strategies of learners are strategy 3 “use the previous knowledge that you have and what you already know about the situation” and strategy 21 “encourage yourself to speak, even though you might make mistakes”.

The obtained data in the third part of the checklist show that learners’ frequency of use of strategies to feel in control is also relatively low. This includes item 1 “take our emotional temperature. If you find you are stressed try to relax”, item 3 “use the flashcards that the teacher hands you to help you”, item 4 “ask for clarification and explanation of the question from the teacher when needed”, item 5 “take your time to think before you speak”, item 6 “when you don’t know a word in English don’t give up and carry on speaking”, item 7 “when you make mistakes you do not stop and continue speaking”, and item 8 “when you notice that you have made a mistake you quickly correct it and carry on”.

From the fourth part of the table, we can see that learners report a frequent use of only three strategies in this category: Item 1 “concentrate on the conversation” (53.8%)



item 2 “listen attentively to your classmate partner” (71.2%) and item 9 “work together and cooperate to complete the task” (50%).

According to the results of the fifth category, the overall of the strategies used to monitor to performance is also relatively low. Six strategies out of 8 have percentages that are inferior to 50% for the option “high use”.

The results related to the sixth strategy group show that the strategy in item 7 “ask your teacher how your performance was” is the least favorite strategy use by the control group students. The second least used strategy is the one in item 6 “ask your classmates how you performance was”. The last part of the checklist presents the results of learners’ use of strategies to plan for future conversational tasks. The findings indicate that the percentages for all the five strategies are inferior to 50% for option “high use”, meaning that most students claim to never use these strategies.

## b. The experimental group

|                                       | Items  | Strategies                                                                                         | Category       | Percentage (%) |         |          |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------------|----------------|----------------|---------|----------|
|                                       |        |                                                                                                    |                | Not Used       | Low Use | High Use |
| Lower Your Anxiety (Before You Speak) | Item 1 | Deep Breathing                                                                                     | Affective      | 12.9           | 40.3    | 46.8     |
|                                       | Item 2 | Positive self-talk                                                                                 | Affective      | 9.7            | 46.8    | 43.5     |
|                                       | Item 3 | Visualize yourself performing the task                                                             | Affective      | 22.6           | 46.8    | 30.6     |
|                                       | Item 4 | Relaxation techniques                                                                              | Affective      | 19.4           | 46.8    | 33.9     |
|                                       | Item 5 | Feel Prepared                                                                                      | Affective      | 21             | 46.8    | 32.2     |
| Prepare and Plan (Before You Speak)   | Item 1 | Identify the goal and purpose of the task                                                          | Meta-cognitive | 11.3           | 24.2    | 64.5     |
|                                       | Item 2 | Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it. | Social         | 33.9           | 40.3    | 25.8     |
|                                       | Item 3 | Use the previous knowledge that you have and what you already know about the situation.            | Meta-cognitive | 9.7            | 25.8    | 64.5     |
|                                       | Item 4 | Relate the present speaking task to a situation you have been to before.                           | Meta-cognitive | 27.4           | 40.3    | 32.3     |
|                                       | Item 5 | Predict what is going to happen                                                                    | Meta-cognitive | 32.3           | 38.7    | 29       |
|                                       | Item 6 | Predict the kind of vocabulary you will need.                                                      | Cognitive      | 14.5           | 48.4    | 37.1     |
|                                       | Item 7 | Make use of word mapping                                                                           | Cognitive      | 53.2           | 30.6    | 16.1     |
|                                       | Item 8 | Use groupings                                                                                      | Cognitive      | 54.8           | 29      | 16.2     |
|                                       | Item 9 | Write a list of the words that you will need to use for the task at                                | Cognitive      | 59.7           | 16.1    | 24.2     |

|                                             |         |                                                                                                                   |                |      |      |      |
|---------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------|----------------|------|------|------|
|                                             |         | hand                                                                                                              |                |      |      |      |
|                                             | Item 10 | When you do not know a word in English try to use a group of words that have almost the same meaning              | Compensation   | 9.7  | 24.2 | 66.1 |
|                                             | Item 11 | When you do not know a word in English, you use its synonym                                                       | Compensation   | 11.3 | 29   | 59.7 |
|                                             | Item 12 | When you do not know a word in English, you use gesture and nonverbal communication to get the message through    | Compensation   | 17.7 | 51.6 | 30.6 |
|                                             | Item 13 | When you do not know a word in English you use French, Arabic, or kabyle.                                         | Compensation   | 61.2 | 19.4 | 19.4 |
|                                             | Item 14 | Predict the grammar structure ( types of sentences) you will need to use                                          | Cognitive      | 25.8 | 45.2 | 29   |
|                                             | Item 15 | Use all what you previously learned ( pronunciation, vocabulary, sentence structure) to perform the speaking task | Cognitive      | 8.1  | 41.9 | 50   |
|                                             | Item 16 | Predict and prepare yourself for the difficulties that you might encounter.                                       | Meta-cognitive | 19.4 | 45.2 | 35.5 |
|                                             | Item 17 | Organize your thoughts and ideas ( how you will start, what you will say next...how you will end the task)        | Meta-cognitive | 16.1 | 35.5 | 48.4 |
|                                             | Item 18 | Prepare a general outline (use notes, keynotes)                                                                   | Meta-cognitive | 50   | 32.3 | 17.7 |
|                                             | Item 19 | Prepare a general outline ( draw picture, diagrams)                                                               | Meta-cognitive | 74.2 | 14.5 | 11.3 |
|                                             | Item 20 | Practice silently before performing in front of your classmates                                                   | Cognitive      | 29   | 46.8 | 24.2 |
|                                             | Item 21 | Encourage yourself to speak, even though you might make mistakes                                                  | Affective      | 8.1  | 40.3 | 51.6 |
| Feeling in Control (While You are Speaking) | Item 1  | Take your emotional temperature. If you find you are stressed, try to relax (breathe deeply and concentrate)      | Affective      | 16.1 | 35.5 | 48.4 |
|                                             | Item 2  | Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you.    | Meta-cognitive | 9.7  | 27.4 | 62.9 |
|                                             | Item 3  | Use the flashcard that the teacher hands you to help you                                                          | Meta-cognitive | 24.2 | 29   | 46.8 |
|                                             | Item 4  | Ask for clarification and explanation of the question from the teacher when needed                                | Meta-cognitive | 50   | 24.2 | 25.8 |
|                                             | Item 5  | Take your time to think before you speak                                                                          | Meta-cognitive | 16.2 | 40.3 | 43.5 |
|                                             | Item 6  | When you don't know a word in English don't give up. Carry on speaking.                                           | Compensation   | 22.6 | 29   | 48.4 |
|                                             | Item 7  | When you make mistake, you do not stop and continue speaking                                                      | Compensation   | 27.4 | 27.4 | 45.2 |
|                                             | Item 8  | When you notice that you have                                                                                     | Cognitive      | 9.7  | 38.7 | 51.6 |

|                                                                 |         |                                                                                                                                                   |                |      |      |      |
|-----------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|------|------|
|                                                                 |         | made a mistake you quickly correct it and carry on                                                                                                |                |      |      |      |
|                                                                 | Item 9  | Think in the English language                                                                                                                     | Cognitive      | 16.1 | 24.2 | 59.7 |
|                                                                 | Item 10 | Encourage yourself with positive thoughts while you are speaking.                                                                                 | Affective      | 12.9 | 27.4 | 59.7 |
| <b>Be Involved in the Conversation (While You are Speaking)</b> | Item 1  | Concentrate on the conversation                                                                                                                   | Communicative  | 6.5  | 30.6 | 62.9 |
|                                                                 | Item 2  | Listen attentively to your conversation partner                                                                                                   | Communicative  | 3.2  | 29   | 67.8 |
|                                                                 | Item 3  | Try to use the vocabulary and structure of your partner in your own response                                                                      | Communicative  | 24.2 | 46.8 | 29   |
|                                                                 | Item 4  | Cooperate together to complete the task                                                                                                           | Communicative  | 12.9 | 37.1 | 50   |
|                                                                 | Item 5  | Negotiate meaning to complete the task                                                                                                            | Communicative  | 17.7 | 58.1 | 24.2 |
|                                                                 | Item 6  | Try to guess what the other person is going to say based on what you have said                                                                    | Communicative  | 17.7 | 45.2 | 37.1 |
|                                                                 | Item 7  | Try to be supportive and helpful to your partner                                                                                                  | Communicative  | 6.5  | 41.9 | 51.6 |
|                                                                 | Item 8  | Rather than keep silent try to say something when the silence is awkward and you both have nothing to say                                         | Communicative  | 14.5 | 41.9 | 43.5 |
|                                                                 | Item 9  | Work together and cooperate to complete the task                                                                                                  | Communicative  | 12.9 | 30.6 | 56.5 |
|                                                                 | Item 10 | Work together and cooperate to complete the task                                                                                                  | Communicative  | 12.9 | 30.6 | 56.5 |
| <b>Monitor Your Performance (While You are Speaking)</b>        | Item 1  | Pay attention to your vocabulary while you are speaking                                                                                           | Cognitive      | 8.1  | 56.5 | 35.5 |
|                                                                 | Item 2  | Self-correction, if you hear yourself making a mistake, stop and correct it                                                                       | Cognitive      | 11.3 | 45.2 | 43.5 |
|                                                                 | Item 3  | Pay attention to your grammar mistakes while you are speaking                                                                                     | Cognitive      | 12.9 | 46.8 | 40.3 |
|                                                                 | Item 4  | Activate your vocabulary, do not use only the familiar words                                                                                      | Cognitive      | 16.1 | 59.7 | 24.2 |
|                                                                 | Item 5  | When you do not know an English word use a group of words that have similar meaning                                                               | Compensation   | 21   | 35.5 | 43.5 |
|                                                                 | Item 6  | When you do not know an English word use its synonym                                                                                              | Compensation   | 16.1 | 41.9 | 41.9 |
|                                                                 | Item 7  | When you do not know a word in English use a French word that you think can be similar to it                                                      | Compensation   | 46.8 | 37.1 | 16.1 |
|                                                                 | Item 8  | When you cannot communicate a complex idea, do it in a simple way                                                                                 | Compensation   | 11.3 | 46.8 | 41.9 |
| <b>Evaluate Your Performance (After You Speak)</b>              | Item 1  | Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance | Affective      | 17.7 | 45.2 | 37.1 |
|                                                                 | Item 2  | Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          | Meta-cognitive | 9.7  | 56.5 | 33.9 |
|                                                                 | Item 3  | Think about what you will do next time to improve your performance of the task.                                                                   | Meta-cognitive | 9.7  | 37.1 | 53.2 |
|                                                                 | Item 4  | Think about repeating the task at                                                                                                                 | Meta-cognitive | 27.4 | 40.3 | 32.3 |

|                                               |        |                                                                                                  |                |      |      |      |
|-----------------------------------------------|--------|--------------------------------------------------------------------------------------------------|----------------|------|------|------|
|                                               |        | home                                                                                             |                |      |      |      |
|                                               | Item 5 | Think about the mistake you have made and try to avoid them next time.                           | Cognitive      | 1.6  | 33.9 | 64.5 |
|                                               | Item 6 | Ask your classmate how your performance was                                                      | Social         | 30.6 | 24.2 | 45.2 |
|                                               | Item 7 | Ask your teacher how your performance was                                                        | Social         | 59.7 | 29   | 11.3 |
|                                               | Item 8 | Ask your classmate to give you their remarks ( corrective feedback and weaknesses) in you speech | Social         | 41.9 | 35.5 | 22.6 |
| <b>Plan for Sture Tasks (After You Speak)</b> | Item 1 | Plan for how you will improve the next time                                                      | Meta-cognitive | 19.4 | 45.2 | 35.5 |
|                                               | Item 2 | Think about how you will practice outside the class                                              | Meta-cognitive | 16.1 | 46.8 | 37.1 |
|                                               | Item 3 | Check for the vocabulary you had difficulties using                                              | Cognitive      | 14.5 | 45.2 | 40.3 |
|                                               | Item 4 | Check for the grammar form you had difficulties using                                            | Cognitive      | 14.5 | 48.4 | 37.1 |
|                                               | Item 5 | Work with a proficient user of the English language                                              | Social         | 16.1 | 37.1 | 46.8 |

Table 5.30: The conversation task (post-test strategy checklist for the experimental group)

According to the first part of table 5.30, the students report a medium to a high use of speaking strategies to plan their future tasks. The most used strategy as claimed by most of the students is the one in item 1 “deep breathing” with a percentage of 46.8% for the option highly used.

Concerning the second part of the table, the results related to this strategy group reveal that learners’ ranking differs from one strategy to another. The strategies with the highest percentages seem to be strategy 3 “use the previous knowledge that you have and what you already know about the situation”, 10 “when you do not know a word in English try to use a group of words that have almost the same meaning”, 11 “when you do know a word in English, try to use its synonym”, 15 “use all what you previously learned”, 17 “organize your thoughts and ideas”, and 21 “encourage yourself to speak, even though you light make mistakes”.

Of all the items in the third category, only one strategy seems to be the least used by the students. Strategy 4 “ask for clarification and explanation of the question from the teacher when needed” has the lowest percentage (25.8%). From the fourth catgory of

strategies, one can notice that the most frequently used strategies are: strategy 1 “concentrate on the conversation”, strategy 2 “listen attentively to your conversation partner”, strategy 4 “cooperate together to complete the task”, strategy 7 “try to be supportive and helpful to your partner”, strategy 8 “rather than keep silent try to keep silent when the silence is awkward and you both have nothing to say”, and strategy 9 “work together and cooperate to complete the task”. The percentages for all these strategies are superior to 50% for the option “high use”.

The data gathered in the category of strategies used to monitor student’s performance show that strategy 7 “when you do not a word in English use a French word that you think can be similar” is the least used strategy by the students with a percentage of 16.1%. Furthermore, the students report a medium use of the other strategies.

As demonstrated in the sixth part of the table, strategy 7 “ask your teacher how your performance was” and strategy 8 “ask your classmates to give you their remarks” have the lowest percentages (11.3%, 22.6% respectively). The strategies in item 3 “think about what you will do next time to improve the performance of the task”, item 5 “think about the mistakes you have made and try to avoid them next time” and item 6 “ask your classmates how the performance was” are the most preferred strategies as claimed by the students.

From the answers gathered from the participants in the last section of the checklist, we can see that the respondents reported a medium use of the meta-cognitive strategies of planning their future task. However, strategy 5 “work with a proficient user of the English language” is reported to be the most used strategy with a pertentage of 46.8%.

**c. A comparison of the results obtained by the control groups and the treatment groups**

| Before You Speak: Lower Your Anxiety              |          |     |                |                 |
|---------------------------------------------------|----------|-----|----------------|-----------------|
| Items                                             | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                   | Control  | EXP |                |                 |
| Item 1                                            | 1.8      | 2.1 | .003           | -.46635         |
| Item 2                                            | 1.9      | 2.2 | .003           | -.42428         |
| Item 3                                            | 1.6      | 2.2 | .004           | -.41226         |
| Item 4                                            | 1.5      | 2.2 | .000           | -.60577         |
| Item 5                                            | 1.8      | 2.3 | .120           | -.22837         |
| Before You Speak: Prepare and Plan                |          |     |                |                 |
| Items                                             | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                   | Control  | EXP |                |                 |
| Item 1                                            | 1.8      | 2.5 | .000           | -.67308         |
| Item 2                                            | 1.6      | 1.9 | .101           | -.25601         |
| Item 3                                            | 2        | 2.5 | .002           | -.43510         |
| Item 4                                            | 1.7      | 2   | .063           | -.28486         |
| Item 5                                            | 1.4      | 1.9 | .000           | -.51082         |
| Item 6                                            | 1.5      | 2.2 | .000           | -.66827         |
| Item 7                                            | 1        | 1.6 | .000           | -.62500         |
| Item 8                                            | 1        | 1.6 | .000           | -.57091         |
| Item 9                                            | 1.2      | 1.6 | .013           | -.35577         |
| Item 10                                           | 1.8      | 2.5 | .000           | -.64663         |
| Item 11                                           | 1.8      | 2.4 | .000           | -.64543         |
| Item 12                                           | 1.6      | 2.1 | .001           | -.49399         |
| Item 13                                           | 1        | 1.5 | .000           | -.46635         |
| Item 14                                           | 1.6      | 2   | .025           | -.32332         |
| Item 15                                           | 2        | 2.4 | .003           | -.40625         |
| Item 16                                           | 1.9      | 2.1 | .220           | -.18269         |
| Item 17                                           | 1.8      | 2.3 | .002           | -.46274         |
| Item 18                                           | 1.2      | 1.6 | .001           | -.42188         |
| Item 19                                           | 1.2      | 1.3 | .270           | -.12861         |
| Item 20                                           | 1.7      | 1.9 | .078           | -.25721         |
| Item 21                                           | 2.3      | 2.4 | .569           | -.07572         |
| While You are Speaking : Feeling in Control       |          |     |                |                 |
| Items                                             | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                   | Control  | EXP |                |                 |
| Item 1                                            | 1.5      | 2.3 | .000           | -.73918         |
| Item 2                                            | 2        | 2.5 | .001           | -.49279         |
| Item 3                                            | 1.4      | 2.2 | .000           | -.75721         |
| Item 4                                            | 1.4      | 1.7 | .063           | -.29207         |
| Item 5                                            | 1.7      | 2.2 | .001           | -.50000         |
| Item 6                                            | 1.8      | 2.2 | .017           | -.38822         |
| Item 7                                            | 1.9      | 2.1 | .225           | -.19832         |
| Item 8                                            | 1.9      | 2.4 | .001           | -.48317         |
| Item 9                                            | 2.1      | 2.4 | .123           | -.23678         |
| Item 10                                           | 2.1      | 2.4 | .123           | -.23678         |
| While You Speak : be Involved in the Conversation |          |     |                |                 |
| Items                                             | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                   | Control  | EXP |                |                 |
| Item 1                                            | 2        | 2.5 | .003           | -.46836         |
| Item 2                                            | 2.4      | 2.6 | .174           | -.18362         |

| Item 3                                            | 1.5      | 2   | .003           | -.45223         |
|---------------------------------------------------|----------|-----|----------------|-----------------|
| Item 4                                            | 1.8      | 2.3 | .002           | -.48635         |
| Item 5                                            | 1.6      | 2   | .013           | -.37221         |
| Item 6                                            | 1.4      | 2.1 | .000           | -.75124         |
| Item 7                                            | 1.9      | 2.4 | .002           | -.47084         |
| Item 8                                            | 1.8      | 2.2 | .003           | -.46340         |
| Item 9                                            | 2.1      | 2.4 | .068           | -.28165         |
| While You are Speaking : Monitor Your Performance |          |     |                |                 |
| Items                                             | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                   | Control  | EXP |                |                 |
| Item 1                                            | 1.7      | 2.2 | .000           | -.52419         |
| Item 2                                            | 1.8      | 2.3 | .001           | -.47643         |
| Item 3                                            | 1.9      | 2.2 | .015           | -.35112         |
| Item 4                                            | 1.5      | 2   | .000           | -.54218         |
| Item 5                                            | 2.4      | 2.2 | .713           | .19727          |
| Item 6                                            | 1.9      | 2.2 | .063           | -.27730         |
| Item 7                                            | 1.3      | 1.6 | .005           | -.38589         |
| Item 8                                            | 2        | 2.3 | .147           | -.21030         |
| After You Speak : Evaluate Your Performance       |          |     |                |                 |
| Items                                             | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                   | Control  | EXP |                |                 |
| Item 1                                            | 2        | 2.1 | .239           | -.17432         |
| Item 2                                            | 1.7      | 2.2 | .001           | -.47270         |
| Item 3                                            | 2        | 2.4 | .004           | -.41625         |
| Item 4                                            | 1.4      | 2   | .000           | -.58685         |
| Item 5                                            | 2.1      | 2.6 | .001           | -.45596         |
| Item 6                                            | 1.5      | 2.1 | .001           | -.54901         |
| Item 7                                            | 1.2      | 1.5 | .013           | -.30459         |
| Item 8                                            | 1.5      | 1.8 | .019           | -.14501         |
| After You Speak : Plan for Future Tasks           |          |     |                |                 |
| Items                                             | The Mean |     | Sig (2-tailed) | Mean Difference |
|                                                   | Control  | EXP |                |                 |
| Item 1                                            | 1.9      | 2.1 | .127           | -.23821         |
| Item 2                                            | 1.6      | 2.2 | .000           | -.55583         |
| Item 3                                            | 1.8      | 2.2 | .007           | -.41191         |
| Item 4                                            | 1.8      | 2.2 | .007           | -.41811         |
| Item 5                                            | 1.6      | 2.3 | .000           | -.67184         |
| <i>Note. significant at 0.005 (P &lt; 0.005)</i>  |          |     |                |                 |

5.31: A comparison of the results obtained from the control group and the treatment group (conversation task checklist after the training)

The results of the first part of the strategy checklist clearly show that the experimental group students have reported using more strategies to lower their anxiety and feel more confident. The sig (2-tailed) for each strategy item is below 0.005 except for item 5 indicating the the difference between the two groups is quite noticeable.

The independent t-test for the second category of strategies shows that the gains of the experimental group students were statistically reliable ( $p \leq 0.005$ ). Thirteen strategies

out of twenty-one are reported to be more frequently used by the experimental group students. Item 1 ( $p=.000$ ), item 3 ( $p=.002$ ), item 5 ( $p=.000$ ), item 6 ( $p=.000$ ), item 7 ( $p=.000$ ), item 8 ( $p=.000$ ), item 10 ( $p=.000$ ), item 11 ( $p=.000$ ), item 12 ( $p=.001$ ), item 13 ( $p=.000$ ), item 15 ( $p=.005$ ), item 17 ( $p=.002$ ), and item 18 ( $p=.001$ ) have a  $p$  value that is inferior to 0.005.

The results related to the third strategy group, as seen in the table above, indicate that the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> items showed a significant difference between the two groups. The results of the mean difference confirm that the difference is at the advantage of the experimental group. The remaining 3 strategy items, however, did not show any significant difference between the groups.

Regarding the fourth category, the  $p$  value for individual items was calculated for each of the two groups. The similarity between the two groups of students was found only in terms of their use of strategy 2 “listen attentively to your conversation partner” with a  $p$  value of 0.174. As for the remaining strategies, a significant difference is noticed in terms of their use of strategy 1 ( $p=.003$ ), strategy 3 ( $p=.003$ ), strategy 4 ( $p=.002$ ), strategy, strategy 6 ( $p=.000$ ), strategy 7 ( $p=.002$ ), and strategy 8 ( $p=.003$ ). A slight but not significant difference is noticed with strategy 9 ( $p=.068$ ).

The fifth part of the table shows that there were differences in the use of strategies to monitor the performance. Overall, six strategies out of eight were reported to be used more frequently by the experimental group students, these strategies include: item 1 ( $p=.000$ ), item 2 ( $p=.001$ ), item 4 ( $p=.000$ ), and item 7 ( $p=.005$ ). The remaining strategies have  $p$  value that is inferior to 0.005 indicating that two groups of students are similar in their use of these strategies.

As demonstrated in the sixth part of the table, most of the strategies in this category of checklist distinguish the two groups of students. The results show that the  $p$  value for



the strategies is below 0.05. The mean difference of items 2, 3, 4,5,6,7, and 8 for the two groups is also significantly high in favor of the experimental group students. The only similarity can be seen with strategy 1 “reward yourself with positive self-talk” with a p value of 0.239.

Concerning the last part, the measure of the point of difference obtained by the experimental group students and the control group students was found to be statistically significant in favor of the experimental group. The only similarity between the two groups is at the level of their use of strategy 1 ‘plan for how you will improve the next time’ with a p value of 0.127.

#### 5.1.3.5. A comparison between the control and the experimental group learners’ overall use of the strategies (description task)

Once the percentage of reported strategy item was identified, an analysis of students overall use of each category of strategies was made in order to see which group of strategies is favored by the participants before and after the training.

| Categories of Strategies | Groups       | N  | Mean | Percentage (%) |         |        | Sig.(2-tailed) |
|--------------------------|--------------|----|------|----------------|---------|--------|----------------|
|                          |              |    |      | High use       | Low use | No use |                |
| Affective                | Control      | 49 | 1.8  | 24.4           | 34.8    | 40.8   | 0.300          |
|                          | Experimental | 48 | 1.7  | 24.9           | 28      | 47.1   |                |
| Social                   | Control      | 49 | 1.4  | 17.1           | 17.1    | 65.8   | 0.344          |
|                          | Experimental | 48 | 1.5  | 22.9           | 13.4    | 63.7   |                |
| Compensation             | Control      | 49 | 1.7  | 27             | 26      | 47     | 0.393          |
|                          | Experimental | 48 | 1.8  | 28.8           | 25.7    | 45.5   |                |
| Cognitive                | Control      | 49 | 1.7  | 25.9           | 25.6    | 48.5   | 0.475          |
|                          | Experimental | 48 | 1.7  | 27.2           | 25.8    | 47     |                |
| Meta-cognitive           | Control      | 49 | 1.6  | 27.8           | 28.1    | 44.1   | 0.346          |
|                          | Experimental | 48 | 1.8  | 30.4           | 26.4    | 43.2   |                |
| Total                    | Control      | 49 | 1.6  | 22.4           | 27.6    | 50     | 0.371          |
|                          | Experimental | 48 | 1,7  | 26.8           | 23.8    | 49.3   |                |

Note. P significant at 0.005 ( $P < 0.005$ )

Table 5.32: A comparison between the control and the experimental learners’ overall use of strategies for the description task (pre-training)

The results of the students overall use of each category of strategies shows that both the control and the experimental groups did not use most of the strategies to perform the

decription task. The percentages of use for most of the categories are inferior to 50%. The results also show that, overall, social strategies are the least favored ones with a percentage of 63.8% for the control group and 63.7% for the experimental group students who did not use these strategies.

| Categories of Strategies | Groups       | N  | Mean | Percentage |         |        | Sig.(2-tailed) |
|--------------------------|--------------|----|------|------------|---------|--------|----------------|
|                          |              |    |      | High use   | Low use | No use |                |
| Affective                | Control      | 49 | 1.7  | 27.5       | 20.5    | 52     | 0.297          |
|                          | Experimental | 48 | 1.7  | 26.4       | 26.4    | 30.1   |                |
| Social                   | Control      | 49 | 1.4  | 15         | 15.4    | 69.6   | 0.234          |
|                          | Experimental | 48 | 1.6  | 20.7       | 31.5    | 47.8   |                |
| Compensation             | Control      | 49 | 1.7  | 28.1       | 19.1    | 52.8   | 0.254          |
|                          | Experimental | 48 | 1.9  | 34         | 35.7    | 30.3   |                |
| Cognitive                | Control      | 49 | 1.5  | 27.4       | 15.7    | 56.9   | 0.051          |
|                          | Experimental | 48 | 2    | 30.7       | 43.7    | 25.4   |                |
| Meta-cognitive           | Control      | 49 | 1.6  | 25         | 23.7    | 51.3   | 0.141          |
|                          | Experimental | 48 | 2    | 30.4       | 44.4    | 25.2   |                |
| Total                    | Control      | 49 | 1.5  | 24.6       | 18.8    | 56.5   | 0.195          |
|                          | Experimental | 48 | 1.8  | 29.6       | 37.5    | 32.9   |                |

Note. *P* significant at 0.005 ( $P < 0.005$ )

Table 5.33: A comparison between the control and the experimental learners' overall Use of strategies for the description task (post-training)

Though significant differences where noticed between the two groups in their use of some strategy items, the results in table 5.33 shows that students' overall use of each category is not noticeable. The findings show that the percentages of high use is inferior to 50% for all the five groups.

#### 5.1.3.6. A comparison between the control and the experimental learners' overall use of the (conversation task)

| Categories of Strategies | Groups       | N  | Mean | Percentage |         |        | Sig.(2-tailed) |
|--------------------------|--------------|----|------|------------|---------|--------|----------------|
|                          |              |    |      | High use   | Low use | No use |                |
| Affective                | Control      | 42 | 2    | 37.5       | 34.5    | 28     | .477           |
|                          | Experimental | 56 | 1.9  | 27.2       | 37.5    | 35.2   |                |
| Social                   | Control      | 42 | 1.7  | 26         | 22.2    | 51.6   | .135           |
|                          | Experimental | 56 | 1.4  | 15.1       | 18.5    | 66.2   |                |
| Compensation             | Control      | 42 | 1.8  | 30.8       | 29.6    | 39.5   | .618           |
|                          | Experimental | 56 | 1.8  | 32.5       | 23.7    | 43.7   |                |
| Cognitive                | Control      | 42 | 1.9  | 35.2       | 35.2    | 36.3   | .443           |
|                          | Experimental | 56 | 1.8  | 31         | 26.1    | 42.7   |                |
| Meta-cognitive           | Control      | 42 | 1.9  | 31.7       | 28.7    | 39.6   | .313           |

|                      |              |    |     |      |      |      |      |
|----------------------|--------------|----|-----|------|------|------|------|
|                      | Experimental | 56 | 1.8 | 30.2 | 31.5 | 38.2 |      |
| <b>Communicative</b> | Control      | 42 | 2.7 | 45.5 | 20.7 | 33.7 | .544 |
|                      | Experimental | 56 | 1.9 | 45   | 17.5 | 37.5 |      |
| <b>Total</b>         | Control      | 42 | 2   | 34.4 | 26.4 | 39.1 | .421 |
|                      | Experimental | 56 | 1.7 | 30.1 | 25.8 | 43.9 |      |

*Note. P significant at 0.005 ( $P < 0.005$ )*

Table 5.34: A comparison between the control and the experimental learners' overall use of strategies for the conversation task (pre-training)

Similar to the previous results, the strategies used by both the two groups of students for the conversation task is relatively low, with percentages of reported high use being inferior to 50% for all the six categories of affective, social, compensation, cognitive, metacognitive, and communicative. Moreover, the sig (2-tail) is superior for all the categories, indicating that no difference is noticed between the two groups.

| Categories of Strategies | Groups       | N  | Mean | Percentage |         |        | Sig.(2-tailed) |
|--------------------------|--------------|----|------|------------|---------|--------|----------------|
|                          |              |    |      | High use   | Low use | No use |                |
| <b>Affective</b>         | Control      | 42 | 1.8  | 33         | 21.5    | 45.5   | .104           |
|                          | Experimental | 56 | 2.2  | 42.6       | 41.7    | 15.5   |                |
| <b>Social</b>            | Control      | 42 | 1.4  | 20         | 10.7    | 69.2   | .020           |
|                          | Experimental | 56 | 1.9  | 30.3       | 33.2    | 36.4   |                |
| <b>Compensation</b>      | Control      | 42 | 1.7  | 23         | 21.5    | 52     | .017           |
|                          | Experimental | 56 | 2.1  | 41.2       | 34.3    | 24.5   |                |
| <b>Cognitive</b>         | Control      | 42 | 1.6  | 24.3       | 19.9    | 55.8   | .017           |
|                          | Experimental | 56 | 2.1  | 37         | 41.2    | 21.8   |                |
| <b>Meta-cognitive</b>    | Control      | 42 | 1.5  | 25.2       | 19.5    | 55.2   | .004           |
|                          | Experimental | 56 | 2.1  | 39.8       | 35.4    | 24.8   |                |
| <b>Communicative</b>     | Control      | 42 | 1.8  | 40.5       | 9.1     | 50.2   | .029           |
|                          | Experimental | 56 | 2.2  | 46.9       | 40.1    | 12.9   |                |
| <b>Total</b>             | Control      | 42 | 1.6  | 28.2       | 17      | 54.6   | .004           |
|                          | Experimental | 56 | 2.1  | 39.6       | 37.6    | 22.6   |                |

*Note. P significant at 0.005 ( $P < 0.005$ )*

Table 5.35: A comparison between the control and the experimental learners' overall use of strategies for the conversation task (post-training)

The results of the overall reported strategy use for the conversation task after the training reveal that there is a significant difference between the two groups with the sig (2-tailed) being inferior of 0.005 for the metacognitive strategies. The mean scores and the percentages reveal that the progress is in favor of the experimental group. However, though the experimental group students outperformed their control group counterparts, the frequency of strategy use remains relatively low and, thus, revealing that the progress was

rather slow. The findings reveal that the most used strategies by the treatment group participants are the compensation and communicative ones, with a percentage of 41.2 and 46.9 respectively.

#### **5.1.4. The impact of strategy instruction on students' self-confidence**

The questionnaire was made up of five sections. Section one dealt with learners' overall confidence when using the four skills. Section two was about learners' perception of their proficiency in the four skills. Section three of the questionnaire aimed at checking learners' perception of their speaking proficiency in the classroom. The fourth section consisted of 10 statements that aimed at identifying students' level of anxiety when performing the speaking task. As for the last section, it aimed at examining students' level of motivation to speak English.

In order to answer the third research question, percentages for each item in the questionnaire were first identified. The researcher then made use of an independent T-test to compare the means of the two groups before and after the training. Since data of the questionnaire contains ordinal data that involve multiple-choice items with options, the researcher has assigned a code for each rank: "Not confident at all" (1), "Not very confident" (2), "quite confident" (3), and "very confident" (4).

#### **4.1.4.1. Results of the pre-training phase questionnaire**

##### **a. The control groups**

|                      |         | Reading | Writing | Listening | speaking |
|----------------------|---------|---------|---------|-----------|----------|
| N                    | Valid   | 49      | 49      | 49        | 49       |
|                      | Missing | 0       | 0       | 0         | 0        |
| Not Confident at All |         | 1.8%    | 5.3%    | 1.8%      | 8.8%     |
| Not Very Confident   |         | 12.3%   | 24.6%   | 24.6%     | 43.9%    |
| Quite Confident      |         | 52.6%   | 45.6%   | 47.4%     | 36.8%    |
| Very Confident       |         | 33.3%   | 24.6%   | 26.3%     | 10.5%    |

Table 5.36: Students' self-confidence in the four skills (the control group)

As table 5.36 indicates, the percentage for each skill is: 33.3% for reading, 24.6% for writing, 26.3% for listening and 10.5% for speaking. The speaking score seems to have the lowest score.

|           |         | Reading | Writing | Listening | Speaking |
|-----------|---------|---------|---------|-----------|----------|
| N         | Valid   | 49      | 49      | 49        | 49       |
|           | Missing | 0       | 0       | 0         | 0        |
| Poor      |         | 00%     | 3.4%    | 1.7%      | 8.6%     |
| Fair      |         | 13.8%   | 36.2%   | 27.6%     | 51.7%    |
| Good      |         | 74.1%   | 46.6%   | 55.2%     | 34.5%    |
| Very Good |         | 12.1%   | 13.8%   | 15.5%     | 5.2%     |

Table 5.37: Students' perception of their proficiency in the four skills (the control group)

According to table 5.37, the percentage for reading, writing, listening, and speaking are: 12.1%, 13.8%, 15.5%, 5.2% respectively. The speaking skill seems to have the lowest percentage, indicating that the majority of the students in the control group do not consider themselves proficient speakers of English.

|           |         | Participation | Fluency | Coherence | Vocabulary | Accuracy | Pronunciation |
|-----------|---------|---------------|---------|-----------|------------|----------|---------------|
| N         | Valid   | 49            | 49      | 49        | 49         | 49       | 49            |
|           | Missing | 0             | 0       | 0         | 0          | 0        | 0             |
| Poor      |         | 13.8%         | 15.5%   | 6.9%      | 3.4%       | 5.2%     | 3.4%          |
| Fair      |         | 46.6%         | 53.4%   | 58.6%     | 55.2%      | 44.8%    | 25.9%         |
| Good      |         | 32.8%         | 24.1%   | 32.8%     | 34.5%      | 44.8%    | 60.3%         |
| Very Good |         | 6.9%          | 6.9%    | 1.7%      | 6.9%       | 5.2%     | 10.3%         |

Table 5.38: Students' perception of their speaking proficiency (the control group)

To answer each item, the participants were required to select out of the following four replies ranging from: 'Poor' marked as 1 point, 'Fair' marked as 2 points, 'Good' marked as 3 points, to 'Very good' marked as 4 points. Overall, the results show that learners have a fair perception of their speaking performance in the classroom. As shown in the table above, it was revealed that most of the percentages are inferior to 20% for poor perception, indicating that most of the students in this group have a fair to good perception of their speaking performance in the classroom.

| Items                                                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|------------------------------------------------------------------------------------|----------|-----------------|--------------|-------|
| I get nervous and confused when I speak in my English class                        | 31%      | 13.8%           | 27.6%        | 27.6% |
| I get scared when I make mistakes                                                  | 22.4%    | 29.3%           | 24.1%        | 24.1% |
| I feel uneasy and afraid when students laugh at me when I am speaking in the class | 36.2%    | 17.2%           | 20.7%        | 25.9% |
| I would be worried if, when I speak, I am not understood                           | 15.5%    | 22.4%           | 44.8%        | 17.2% |
| I am not confident when I speak English in the class                               | 32.8%    | 39.7%           | 19%          | 8.6%  |
| I find speaking English difficult in the class                                     | 25.9%    | 32.8%           | 25.9%        | 15.5% |
| I feel embarrassed when the teacher corrects my mistakes in the class              | 63.8%    | 22.4%           | 6.9%         | 6.9%  |
| I feel embarrassed when my classmates correct my mistakes in the class             | 53.4%    | 27.6%           | 6.9%         | 12.1% |
| I start to panic when I speak without preparation in the class                     | 20.7%    | 20.7%           | 37.9%        | 20.7% |
| I worry when my classmates speak better than me                                    | 27.6%    | 22.4%           | 29.3%        | 20.7% |

Table 5.39: Students' anxiety when speaking English (the control group)

Students were asked to rank the degree of their anxiety when speaking English in the classroom on a 4-point Likert Scale: from 1 for “Disagree”, to 4 for “Agree”. The means in this category vary from one item to another. The percentages for: item 1 “I get nervous and confused when I speak English in the class”, item 2 ‘I am scared of making mistakes’, item 4 “I would be worried if, when I speak, I would not be understood”, item 9 “I start to panic when speak without preparation in the class”, and item 10 “I worry when my classmate speak better than me” show that most of the students seem to partly disagree to disagree with the statements .

| Items                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|----------------------------------------------------|----------|-----------------|--------------|-------|
| I like the atmosphere of my previous English class | 8.6%     | 20.7%           | 32.8%        | 37.9% |
| I always look forward to English speaking classes  | 5.2%     | 15.5%           | 34.5%        | 44.8% |
| I find speaking English very interesting           | 1.7%     | 3.4%            | 8.6%         | 86.2% |
| I enjoy speaking English with my friends           | 3.4%     | 3.4%            | 25.9%        | 67.2% |
| I enjoy speaking English in the classroom          | 6.9%     | 10.3%           | 44.8%        | 37.9% |
| I would like to have more speaking lessons         | 5.2%     | 3.4%            | 22.4%        | 69%   |
| I practice my speaking after class                 | 12.1%    | 15.5%           | 43.1%        | 29.3% |
| I enjoy learning English                           | 1.7%     | 1.7%            | 10.3%        | 86.2% |
| I am willing to work hard at speaking English      | 1.7%     | 29.3%           | 69%          | 00%   |
| I think I am doing my best to learn to speak       | 1.7%     | 15.5%           | 36.2%        | 46.6% |

Table 5.40: Students' motivation to speak English (the control group)

The results in table 5.40 show that The percentages scores are as follows: Item 1 “I like the atmosphere of my previous English class” (37.9%), item 2 “I always look forward to English speaking class” (44.8%), item 3 “I find speaking English very interesting” (86.2%), item 4 “I enjoy speaking English with my friends” (67.2%), item 5 “I enjoy speaking English in the classroom” (37.9%), item 6 “I would like to have more speaking lessons” (69%), item 7 “I practice my speaking after class” (m=2.8966), item 8 “I enjoy learning English” (29.3%), item 9 “I am willing to work hard and improve my speaking skills” (46%), item 10 “ I think I am doing my best to learn and improve my speaking skill” (46.6%). This shows that the majority of the participants are motivated to learn and improve their speaking performance.

#### **b. The treatment groups**

This part summarizes and presents the results of the questionnaire that was administered to the experimental group students with the aim of indentifying their level of confidence when performing speaking tasks and motivation to improve their speaking skills.

|                      |         | Reading | Writing | Listening | speaking |
|----------------------|---------|---------|---------|-----------|----------|
| N                    | Valid   | 49      | 49      | 49        | 49       |
|                      | Missing | 0       | 0       | 0         | 0        |
| Not Confident at All |         | 3.3%    | 4.9%    | 3.3%      | 13.1%    |
| Not Very Confident   |         | 19.7%   | 26.2%   | 21.3%     | 52.5%    |
| Quite Confident      |         | 44.3%   | 55.7%   | 39.3%     | 29.5%    |
| Very Confident       |         | 32.8%   | 13.1%   | 36.1%     | 4.9%     |

Table 5.41: Students’ confidence when using the four skills (the experimental group)

The results show that the students’ confidence in the use of the four skills ranges between 5% and 60%. What can also be observed is that the speaking skill has the lowest percentage (4.9%), indicating that the majority of the students are not very confident when speaking in English.

|           |         | Reading | Writing | Listening | Speaking |
|-----------|---------|---------|---------|-----------|----------|
| N         | Valid   | 49      | 49      | 49        | 49       |
|           | Missing | 0       | 0       | 0         | 0        |
| Poor      |         | 1.6%    | 3.3%    | 1.6%      | 11.5%    |
| Fair      |         | 27.9%   | 41%     | 26.2%     | 50.8%    |
| Good      |         | 59%     | 47.5%   | 39.3%     | 34.4%    |
| Very Good |         | 11.5%   | 8.2%    | 32.8%     | 3.3%     |

Table 5.42: Students' perception of their proficiency in the four skills (the experimental group)

Table 5.42 presents the results of the experimental group students' perception of proficiency in the four skills. The mean score, the median and the mode vary between 5% and 60% for all the skills indicating that learners' perception of their level varies from fair to good. What can be seen is that the speaking skills has, again, the lowest percentage (3.3%), meaning that most of the students consider their level to be fair.

|           |         | Participation | Fluency | Coherence | Vocabulary | Accuracy | Pronunciation |
|-----------|---------|---------------|---------|-----------|------------|----------|---------------|
| N         | Valid   | 49            | 49      | 49        | 49         | 49       | 49            |
|           | Missing | 0             | 0       | 0         | 0          | 0        | 0             |
| Poor      |         | 9.8%          | 21.3%   | 13.1%     | 6.6%       | 6.6%     | 11.5%         |
| Fair      |         | 59%           | 55.7%   | 60.7%     | 52.5%      | 36.1%    | 27.9%         |
| Good      |         | 26.2%         | 21.3%   | 26.2%     | 36.1%      | 52.5%    | 50.8%         |
| Very Good |         | 4.9%          | 1.6%    | 00%       | 4.9%       | 4.9%     | 9.8%          |

Table 5.43: Students' perception of their speaking proficiency (the experimental group)

From table 4.43, one can notice that the highest percentages participation, fluency, coherence and vocabulary are found with the options "fair" and "good", indicating that the students consider their level in these four aspects of speaking to be fair. The results also demonstrate that the students have a good perception of their accuracy and pronunciation when speaking English with a percentage of 50.8% for the option "good".

| Items                                                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|------------------------------------------------------------------------------------|----------|-----------------|--------------|-------|
| I get nervous and confused when I speak in my English class                        | 29.5%    | 13.1%           | 27.9%        | 29.5% |
| I get scared when I make mistakes                                                  | 14.8%    | 19.7%           | 39.3%        | 26.2% |
| I feel uneasy and afraid when students laugh at me when I am speaking in the class | 24.6%    | 24.6%           | 23%          | 27.9% |
| I would be worried if, when I speak, I am not understood                           | 14.8%    | 21.3%           | 37.7%        | 26.2% |
| I am not confident when I speak English in the class                               | 31.1%    | 23%             | 29.5%        | 16.4% |
| I find speaking English difficult in the class                                     | 29.5%    | 31.1%           | 24.6%        | 14.8% |
| I feel embarrassed when the teacher corrects my                                    | 68.9%    | 13.1%           | 11.5%        | 6.6%  |



|                                                                        |       |       |       |       |
|------------------------------------------------------------------------|-------|-------|-------|-------|
| mistakes in the class                                                  |       |       |       |       |
| I feel embarrassed when my classmates correct my mistakes in the class | 47.5% | 23%   | 18%   | 11.5% |
| I start to panic when I speak without preparation in the class         | 11.5% | 13.1% | 42.6% | 32.8% |
| I worry when my classmates speak better than me                        | 23%   | 23%   | 24.6% | 29.5% |

Table 5.44: Students' anxiety when speaking English (the experimental group)

The results obtained from the experimental group show the level of students' anxiety when performing a speaking task in the classroom before the strategy straining. The answers vary from one statement to the other. However, most of the students seem to disagree with statement 7 "I feel embarrassed when the teacher corrects my mistakes in the class" (68%).

| Items                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|----------------------------------------------------|----------|-----------------|--------------|-------|
| I like the atmosphere of my previous English class | 13.1%    | 14.8%           | 27.9%        | 44.3% |
| I always look forward to English speaking classes  | 3.3%     | 19.7%           | 41%          | 36.1% |
| I find speaking English very interesting           | 1.6%     | 11.5%           | 86.9%        | 00%   |
| I enjoy speaking English with my friends           | 3.3%     | 13.1%           | 21.3%        | 62.3% |
| I enjoy speaking English in the classroom          | 4.9%     | 21.3%           | 34.4%        | 39.3% |
| I would like to have more speaking lessons         | 3.3%     | 8.2%            | 24.6%        | 63.9% |
| I practice my speaking after class                 | 13.1%    | 19.7%           | 39.3%        | 27.9% |
| I enjoy learning English                           | 1.6%     | 1.6%            | 16.4%        | 80.3% |
| I am willing to work hard at speaking English      | 6.6%     | 21.3%           | 72.1%        | 00%   |
| I think I am doing my best to learn to speak       | 3.3%     | 8.2%            | 47.5%        | 41%   |

Table 5.45: Students' motivation to speak English (the experimental group)

The last section of the questionnaire shows the level of the experimental group learners' motivation to improve their speaking skills. The participants seem to agree with all the statements of this part. The most frequent mode is 4 for item 1 "I like the atmosphere of my previous English class", item 3 "I find speaking English very interesting", item 4 "I enjoy speaking English with my friends", item 5 "I enjoy speaking English in the classroom", item 6 "I would like to have more speaking lessons", item 8 "I enjoy learning English", and item 9 "I am willing to work hard and improve my speaking skills". These results show that learners in this group are motivated to attend speaking classes and improve their performance as the percentages for all the statements are above 50% for the options "agree" and "strongly agree".

**c. A comparison of the results obtained from the control group and the treatment groups before the training**

The data above were tested for significance using the independent T-test. The results are as follow:

| <b>Students' Confidence When Using the Four Skills</b>                     |          |     |                |                 |
|----------------------------------------------------------------------------|----------|-----|----------------|-----------------|
| The Skills                                                                 | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Reading                                                                    | 3.1      | 3   | .502           | .09479          |
| Writing                                                                    | 2.8      | 2.7 | .547           | .08546          |
| Listening                                                                  | 2.9      | 3   | .582           | -.08206         |
| Speaking                                                                   | 2.4      | 2.2 | .086           | .24929          |
| <b>Students' Perception of their Proficiency in the Four Skills</b>        |          |     |                |                 |
| The Skills                                                                 | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Reading                                                                    | 2.9      | 3.2 | .021           | -.33776         |
| Writing                                                                    | 2.7      | 2.6 | .449           | .10034          |
| Listening                                                                  | 2.8      | 3   | .180           | -.18796         |
| Speaking                                                                   | 2.3      | 2.2 | .801           | .03250          |
| <b>Learners' Perception of their Speaking Proficiency in the Classroom</b> |          |     |                |                 |
| Items                                                                      | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Participation                                                              | 2.3      | 2.2 | .470           | .09808          |
| Fluency                                                                    | 2.2      | 2   | .167           | .19135          |
| Coherence                                                                  | 2.2      | 2.1 | .823           | .03081          |
| Vocabulary                                                                 | 2.4      | 2.3 | .663           | .05483          |
| Accuracy                                                                   | 2.5      | 2.5 | .651           | -.05738         |
| Pronunciation                                                              | 2.7      | 2.5 | .142           | .20209          |
| <b>Learners' Anxiety When Speaking English</b>                             |          |     |                |                 |
| Items                                                                      | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Item1                                                                      | 2.5      | 2.5 | .633           | -.10555         |
| Item2                                                                      | 2.5      | 2.7 | .102           | -.31664         |
| Item3                                                                      | 2.3      | 2.5 | .289           | -.23118         |
| Item4                                                                      | 2.6      | 2.7 | .375           | -.16016         |
| Item5                                                                      | 2        | 2.3 | .119           | -.29032         |
| Item6                                                                      | 2.3      | 2.2 | .973           | .00651          |
| Item7                                                                      | 1.5      | 1.5 | .677           | -.07046         |
| Item8                                                                      | 1.7      | 1.9 | .230           | -.23090         |
| Item9                                                                      | 2.5      | 2.9 | .023           | -.42247         |
| Item10                                                                     | 2.4      | 2.5 | .277           | -.22552         |
| <b>Learners' Motivation to Speak English</b>                               |          |     |                |                 |
| Items                                                                      | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Item1                                                                      | 3        | 3   | .524           | -.10488         |
| Item2                                                                      | 3.1      | 3   | .105           | -.38779         |

|        |     |     |      |         |
|--------|-----|-----|------|---------|
| Item3  | 3.7 | 3.8 | .278 | -.30987 |
| Item4  | 3.5 | 3.4 | .364 | .10387  |
| Item5  | 3.1 | 3   | .110 | .19440  |
| Item6  | 3.5 | 3.4 | .287 | .19833  |
| Item7  | 2.8 | 2.8 | .695 | .07859  |
| Item8  | 3.8 | 3.7 | .398 | .27483  |
| Item9  | 3.6 | 3.6 | .430 | .18337  |
| Item10 | 3.2 | 3.2 | .397 | .02773  |

Table 5.46: A comparison of the results obtained from the control group and the treatment group (questionnaire before the training)

Based on the t-test results in table 5.46, it can be seen that the difference between the two groups in terms of their confidence when reading ( $p=.502$ ), writing ( $p=.547$ ) and listening ( $p=.582$ ) remain insignificant. However, a slight difference can be noticed with speaking (.086) and a mean difference of 0.24929 indicating the mean score of the control group is higher than that of the experimental group.

The results of the second part of the questionnaire show that the two groups of students are not different in terms of their perception of their writing proficiency ( $p=.449$ ), listening proficiency ( $p=.180$ ) and speaking proficiency ( $p=.801$ ). The sig values for these three skills are greater than 0.005. The only difference is noticed at the level of their reading proficiency with a p value of .021 in favor of the experimental group.

As seen in the third part, the sig value for all the items is superior to 0.005: Participation ( $p=.470$ ), fluency ( $p=.167$ ), coherence ( $p=.823$ ), vocabulary ( $p=.663$ ), accuracy ( $p=.651$ ) and pronunciation ( $p=.142$ ). This implies that, overall; there is no significant difference between the two groups in terms of their perception of their speaking proficiency in the classroom.

As the results manifest in the fourth part of the questionnaire, most of the sig values for most of the items indicate that the two groups do not differ significantly from one another in terms of their speaking anxiety. The sig value for item 1 ( $p=.633$ ), 2 ( $p=.102$ ), 3 ( $p=.289$ ), 4 ( $p=.375$ ), 5 ( $p=.119$ ), 6 ( $p=.973$ ), 7 ( $p=.677$ ), 8 ( $p=.230$ ) and 10 ( $p=.277$ ) is more than 0.005. The only difference is noticed with item 9 “I start to panic when I speak

without preparation in the class” with sig (2-tailed) value of .023 for the experimental group.

#### 5.1.4.2. Results of the post-training phase questionnaire

The results of the descriptive statistics for the experimental group, after the training, were also analyzed and tabulated as follows:

##### a. The control groups

|                      |         | Reading | Writing | Listening | speaking |
|----------------------|---------|---------|---------|-----------|----------|
| N                    | Valid   | 49      | 49      | 49        | 49       |
|                      | Missing | 0       | 0       | 0         | 0        |
| Not Confident at All |         | 3.9%    | 3.9%    | 3.9%      | 7.8%     |
| Not Very Confident   |         | 19.6%   | 23.5%   | 29.4%     | 43.1%    |
| Quite Confident      |         | 51%     | 58.8%   | 41.2%     | 37.3%    |
| Very Confident       |         | 25.5%   | 13.7%   | 25.5%     | 11.8%    |

Table 5.47: Students’ confidence when using the four skills (the control group)

The percentages vary from skill to another, indicating that learners’ answers vary between “Not very confident” (2 points) and “Quite confident” (3 points). As can be observed, the speaking skill seems to have the lowest score (11.8% for very confident). This reveals that the students in this group are still not confident enough when performing speaking tasks.

|           |         | Reading | Writing | Listening | Speaking |
|-----------|---------|---------|---------|-----------|----------|
| N         | Valid   | 49      | 49      | 49        | 49       |
|           | Missing | 0       | 0       | 0         | 0        |
| Poor      |         | 2%      | 2%      | 3.9%      | 9.8%     |
| Fair      |         | 15.7%   | 27.5%   | 39.2%     | 43.1%    |
| Good      |         | 58.8%   | 54.9%   | 37.3%     | 41.2%    |
| Very Good |         | 23.5%   | 15.7%   | 19.6%     | 5.9%     |

Table 5.48: Students’ perception of their proficiency in the four skills (the control group)

The results are almost similar to the results of the previous table, with the lowest percentage (5.9%) for the speaking skill. It indicates that the students’ perception of their speaking performance after completing the speaking lessons remains unchanged.

|           |         | Participation | Fluency | Coherence | Vocabulary | Accuracy | Pronunciation |
|-----------|---------|---------------|---------|-----------|------------|----------|---------------|
| N         | Valid   | 49            | 49      | 49        | 49         | 49       | 49            |
|           | Missing | 0             | 0       | 0         | 0          | 0        | 0             |
| Poor      |         | 9.8%          | 7.8%    | 11.8%     | 13.7%      | 7.8%     | 7.8%          |
| Fair      |         | 51%           | 51%     | 47.1%     | 43.1%      | 52.9%    | 39.2%         |
| Good      |         | 29.4%         | 37.3%   | 37.3%     | 41.2%      | 33.3%    | 39.2%         |
| Very Good |         | 9.8%          | 3.9%    | 3.9%      | 2%         | 5.9%     | 13.7%         |

Table 5.49: Students' perception of their speaking proficiency (the control group)

The total percentages for learners' perception of their proficiency in the different aspects of the speaking skill are: 9.8% for participation, 3.9% for fluency, 3.9% for coherence, 2% for vocabulary, 5.9 for accuracy and 13.7% pronunciation. This shows that a minority of the students of the control group consider their proficiency in these six aspects to be very good.

| Items                                                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|------------------------------------------------------------------------------------|----------|-----------------|--------------|-------|
| I get nervous and confused when I speak in my English class                        | 23.5%    | 29.4%           | 35.3%        | 11.8% |
| I get scared when I make mistakes                                                  | 19.6%    | 25.5%           | 47.1%        | 7.8%  |
| I feel uneasy and afraid when students laugh at me when I am speaking in the class | 43.1%    | 15.7%           | 21.6%        | 19.6% |
| I would be worried if, when I speak, I am not understood                           | 17.6%    | 27.5%           | 33.3%        | 21.6% |
| I am not confident when I speak English in the class                               | 33.3%    | 23.5%           | 29.4%        | 13.7% |
| I find speaking English difficult in the class                                     | 35.3%    | 33.3%           | 21.6%        | 9.8%  |
| I feel embarrassed when the teacher corrects my mistakes in the class              | 56.9%    | 21.6%           | 15.7%        | 5.9%  |
| I feel embarrassed when my classmates correct my mistakes in the class             | 51%      | 23.5%           | 21.6%        | 3.9%  |
| I start to panic when I speak without preparation in the class                     | 15.7%    | 35.3%           | 27.5%        | 21.6% |
| I worry when my classmates speak better than me                                    | 27.5%    | 33.3%           | 25.5%        | 13.7% |

Table 5.50: Students' anxiety when speaking English (the control group)

The results of learners' anxiety when speaking English in the classroom are shown in table 5.50. Similar to the pretest questionnaire, the answers seem to vary from one statement to another and the majority of the students seem to disagree with statement 7 "I feel embarrassed when the teacher corrects my mistakes in the class" (56.9%).

| Items                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|----------------------------------------------------|----------|-----------------|--------------|-------|
| I like the atmosphere of my previous English class | 9.8%     | 19.6%           | 37.3%        | 33.3% |
| I always look forward to English speaking classes  | 3.9%     | 13.7%           | 45.1%        | 37.3% |
| I find speaking English very interesting           | 2%       | 5.9%            | 19.6%        | 72.5% |
| I enjoy speaking English with my friends           | 2%       | 3.9%            | 19.6%        | 74.5% |
| I enjoy speaking English in the classroom          | 7.8%     | 5.9%            | 37.3%        | 49%   |
| I would like to have more speaking lessons         | 3.9%     | 3.9%            | 17.6%        | 74.5% |
| I practice my speaking after class                 | 9.8%     | 17.6%           | 49%          | 23.5% |
| I enjoy learning English                           | 2%       | 2%              | 15.7%        | 80.4% |
| I am willing to work hard at speaking English      | 3.9%     | 25.5%           | 70.6%        | 00%   |
| I think I am doing my best to learn to speak       | 7.8%     | 17.8%           | 33.3%        | 41.2% |

Table 5.51: Students' motivation to speak English (the control group)

As can be observed in table 5.51, most of the scores of the items in this section are above 50% for the two options “partly agree” and “agree”. This means that the students of the control group manifest a high level of motivation and are willing to improve their speaking proficiency.

## b. The treatment groups

Table 5.52 presents the result of the descriptive analysis of the self-confidence and motivation questionnaire that was administered to the treatment group students before the strategy straining.

|                      |         | Reading | Writing | Listening | speaking |
|----------------------|---------|---------|---------|-----------|----------|
| N                    | Valid   | 49      | 49      | 49        | 49       |
|                      | Missing | 0       | 0       | 0         | 0        |
| Not Confident at All |         | 1.6%    | 1.6%    | 27.4%     | 6.5%     |
| Not Very Confident   |         | 12.9%   | 35.5%   | 51.6%     | 38.7%    |
| Quite Confident      |         | 58.1%   | 43.5%   | 21%       | 45.2%    |
| Very Confident       |         | 27.4%   | 19.4%   | 00%       | 9.7%     |

Table 5.52: Students' confidence when using the four skills (the experimental group)

The total scores of learners' self confidence when using the four skills is: 27.4% for reading, 19.4% for writing, 00% for listening and 9.7 for speaking. Though the results show that there is a slight improvement in learners' self-confidence when reading, writing and speaking, compared to the pre-training results, the speaking skill percentage remains the lowest one in this range.

|           |         | Reading | Writing | Listening | Speaking |
|-----------|---------|---------|---------|-----------|----------|
| N         | Valid   | 49      | 49      | 49        | 49       |
|           | Missing | 0       | 0       | 0         | 0        |
| Poor      |         | 14.3%   | 1.6%    | 25.4%     | 3.2%     |
| Fair      |         | 68.3%   | 27%     | 55.6%     | 50.8%    |
| Good      |         | 17.5%   | 60.3%   | 19%       | 38.1%    |
| Very Good |         | 00%     | 11.1%   | 00%       | 7.9%     |

Table 5.53: Students' perception of their proficiency in the four skills (the experimental group)

The results in table 5.53 also show a slight improvement of learners' perception of their proficiency in the four skills with the percentage of 17.5% for reading, 60.3% for writing and 38.1% for speaking. However, no improvement is noticed in learners' perception of their listening proficiency.

|           |         | Participation | Fluency | Coherence | Vocabulary | Accuracy | Pronunciation |
|-----------|---------|---------------|---------|-----------|------------|----------|---------------|
| N         | Valid   | 49            | 49      | 49        | 49         | 49       | 49            |
|           | Missing | 0             | 0       | 0         | 0          | 0        | 0             |
| Poor      |         | 9.5%          | 9.5%    | 6.3%      | 1.6%       | 1.6%     | 1.6%          |
| Fair      |         | 47.6%         | 42.9%   | 54%       | 36.51%     | 46%      | 30.2%         |
| Good      |         | 39.7%         | 46%     | 38.1%     | 55.6%      | 46%      | 55.6%         |
| Very Good |         | 3.2%          | 1.6%    | 1.6%      | 6.3%       | 6.3%     | 12.7%         |

Table 5.54: Students' perception of their speaking proficiency (the experimental group)

Table 5.54 reports the results from the questionnaire, tapping into the participants' perceptions of their speaking performance in the classroom after the training. The results indicate that the highest percentages are found with the two options "good" and "fair" indicating that the most frequent answer given by the students is fair (for participation, coherence and grammar) and good (for fluency, vocabulary and pronunciation).

| Items                                                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|------------------------------------------------------------------------------------|----------|-----------------|--------------|-------|
| I get nervous and confused when I speak in my English class                        | 16.1%    | 30.6%           | 32.3%        | 21%   |
| I get scared when I make mistakes                                                  | 14.5%    | 25.8%           | 37.1%        | 22.6% |
| I feel uneasy and afraid when students laugh at me when I am speaking in the class | 32.3%    | 19.4%           | 19.4%        | 29%   |
| I would be worried if, when I speak, I am not understood                           | 17.7%    | 24.2%           | 38.7%        | 19.4% |
| I am not confident when I speak English in the class                               | 29%      | 21%             | 29%          | 21%   |
| I find speaking English difficult in the class                                     | 29%      | 43.5%           | 19.4%        | 8.1%  |
| I feel embarrassed when the teacher corrects my mistakes in the class              | 53.2%    | 21%             | 16.1%        | 9.7%  |
| I feel embarrassed when my classmates correct my                                   | 32.3%    | 25.8%           | 29%          | 12.9% |

|                                                                |       |       |       |     |
|----------------------------------------------------------------|-------|-------|-------|-----|
| mistakes in the class                                          |       |       |       |     |
| I start to panic when I speak without preparation in the class | 9.7%  | 21%   | 40.3% | 29% |
| I worry when my classmates speak better than me                | 38.7% | 14.5% | 25.8% | 21% |

Table 5.55: Students' anxiety when speaking English (the experimental group)

Table 5.55 reveals the results of learners' level of anxiety when speaking English after the strategy training. Similar to the control group, the results seem to vary from one statement to the other. However, what can be noticed is that the majority of the students disagree with statement 7 "I feel embarrassed when the teacher corrects my mistakes in the class" (53.2%).

| Items                                              | Disagree | Partly Disagree | Partly Agree | Agree |
|----------------------------------------------------|----------|-----------------|--------------|-------|
| I like the atmosphere of my previous English class | 12.9%    | 16.1%           | 35.5%        | 35.5% |
| I always look forward to English speaking classes  | 16.1%    | 46.8%           | 37.1%        | 00%   |
| I find speaking English very interesting           | 3.2%     | 12.9%           | 83.9%        | 00%   |
| I enjoy speaking English with my friends           | 3.2%     | 6.5%            | 35.5%        | 54.8% |
| I enjoy speaking English in the classroom          | 3.2%     | 22.6%           | 37.1%        | 37.1% |
| I would like to have more speaking lessons         | 4.8%     | 11.3%           | 29%          | 54.8% |
| I practice my speaking after class                 | 25.8%    | 50%             | 24.2%        | 00%   |
| I enjoy learning English                           | 3.2%     | 3.2%            | 11.3%        | 82.3% |
| I am willing to work hard at speaking English      | 6.5%     | 30.6%           | 62.9%        | 00%   |
| I think I am doing my best to learn to speak       | 6.5%     | 16.1%           | 43.5%        | 33.9% |

Table 5.56: Students' motivation to speak English (the experimental group)

The results of the motivation sections also show that the experimental group students are as motivated as they were before the strategy training. The percentages are higher for the two options "agree" and "partly agree" revealing that the students partly agree to strongly agree with the statements of the questionnaire.

### c. A comparison of the results obtained by the control groups and the experimental groups after the training

Because the two groups involved in the study were independent from each other, the independent t-test was used to see if the possible difference between the means of the two groups, after the training, was significant or not.



| <b>Learners' Confidence When using the Four Skills</b>                     |          |     |                |                 |
|----------------------------------------------------------------------------|----------|-----|----------------|-----------------|
| The Skills                                                                 | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Reading                                                                    | 2.9      | 3   | .339           | -.13251         |
| Writing                                                                    | 2.8      | 2.8 | .903           | .01708          |
| Listening                                                                  | 2.8      | 3.3 | .003           | .55977          |
| Speaking                                                                   | 2.5      | 2.5 | .897           | -.01898         |
| <b>Learners' Perception of Their Proficiency in the Four Skills</b>        |          |     |                |                 |
| The skills                                                                 | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Reading                                                                    | 3        | 2.6 | .002           | .49083          |
| Writing                                                                    | 2.8      | 2.8 | .882           | -.01866         |
| Listening                                                                  | 2.7      | 2.2 | .000           | .71505          |
| Speaking                                                                   | 2.4      | 2.8 | .070           | -.24605         |
| <b>Learners' Perception of their Speaking Performance in the Classroom</b> |          |     |                |                 |
| Items                                                                      | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Participation                                                              | 2.3      | 2.3 | .897           | -.01803         |
| Fluency                                                                    | 2.3      | 2.3 | .814           | -.03068         |
| Coherence                                                                  | 2.3      | 2.3 | .868           | -.02151         |
| Vocabulary                                                                 | 2.3      | 2.7 | .005           | -.36369         |
| Grammar                                                                    | 2.3      | 2.5 | .165           | -.17584         |
| Pronunciation                                                              | 2.5      | 2.7 | .125           | -.21822         |
| <b>Learners' Anxiety When Speaking English</b>                             |          |     |                |                 |
| Items                                                                      | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Item1                                                                      | 2.3      | 2.5 | .226           | -.22770         |
| Item2                                                                      | 2.4      | 2.6 | .173           | -.24605         |
| Item3                                                                      | 2.1      | 2.4 | .232           | -.27514         |
| Item4                                                                      | 2.5      | 2.5 | .964           | -.00854         |
| Item5                                                                      | 2.2      | 2.4 | .378           | -.18406         |
| Item6                                                                      | 2        | 2   | .975           | -.00569         |
| Item7                                                                      | 1.7      | 1.8 | .536           | -.11670         |
| Item8                                                                      | 1.7      | 2.2 | .020           | -.44149         |
| Item9                                                                      | 2.5      | 2.8 | .068           | -.33808         |
| Item10                                                                     | 2.2      | 2.2 | .867           | -.03542         |
| <b>Learners' Motivation to Speak English</b>                               |          |     |                |                 |
| Items                                                                      | The Mean |     | Sig (2-tailed) | Mean difference |
|                                                                            | Control  | EXP |                |                 |
| Item1                                                                      | 2.9      | 2.9 | .976           | .00569          |
| Item2                                                                      | 3.1      | 2.9 | .576           | .94719          |
| Item3                                                                      | 3.6      | 3.7 | .803           | .43390          |
| Item4                                                                      | 3.6      | 3.4 | .069           | .24731          |
| Item5                                                                      | 3.2      | 3   | .243           | .19386          |
| Item6                                                                      | 3.6      | 3.3 | .036           | .33713          |
| Item7                                                                      | 2.8      | 2.9 | .000           | .74288          |
| Item8                                                                      | 3.7      | 3.7 | .874           | .01929          |
| Item9                                                                      | 3.6      | 3.5 | .960           | -.00822         |
| Item10                                                                     | 3        | 3   | .789           | .04617          |
| <i>Note. P significant at 0.005 (P &lt; 0.005)</i>                         |          |     |                |                 |

Table 5.57: A comparison of the results obtained from the control group and the treatment group (questionnaire after the training)

The results of the first part indicate that there is no difference between the groups in terms of their confidence when reading ( $p=.339$ ), writing ( $p=.903$ ) and speaking ( $p=.897$ ). The only difference is perceived in listening ( $p=.003$ ) and a mean difference of 0.55977 in favor of the control group.

The results in the second part of the table above report the statistical difference in terms of learners' perception of their proficiency in the two skills of reading ( $p=.002$ ) and listening ( $p=.000$ ) in favor of the control group. A slight improvement of the treatment group students' perception of their speaking proficiency was noticed, with a  $p$  value of .070 and a mean difference of -.24605. However, since the  $p$  value of the speaking skill is not inferior to .005, the difference between the two groups remain insignificant.

As regards the third part, the results obtained by the two groups (experimental and control) of students was found statistically insignificant for learners' participation ( $p=.897$ ), fluency ( $p=.814$ ), coherence ( $p=.868$ ), grammar ( $p=.165$ ) and pronunciation ( $p=.125$ ). The only difference was found with learners' vocabulary level when speaking English with a  $p$  value of .005.

Based on t-test results of the fourth section, it was found that only item 8 "I feel embarrassed when my classmates correct my mistakes in the class" indicated a significant difference with a  $P$  value of .020 and a high mean difference of -.44149 in favor of the experimental group. As for the other items, no statistical difference was found.

The data analysis in the last part reveal that there is a statistically significant difference between the two groups of students in their use of strategy 2 ( $p=.000$ ), strategy 3 ( $p=.003$ ), strategy 6 ( $p=.036$ ) and strategy 7 ( $p=.000$ ). No difference, however, is noticed in their use of the other strategies.

### 5.1.5. Results of the strategy tracking form

The following part presents the results of the strategy website tracking form. It aims at identifying the types of strategies that students were more interested in and whether they think such strategies have helped them improve their speaking competence.

**Question 1:** Have you visited the speaking strategy website?

|       |              | Frequency | Percent |
|-------|--------------|-----------|---------|
| Valid | Yes          | 51        | 82.2%   |
|       | No           | 6         | 9.6%    |
|       | Not answered | 5         | 8.2%    |
|       | Total        | 62        | 100%    |

Table 5.58: Students' use of the strategy Website

Table 5.58 reveals that most of the students have visited the website and the strategies mentioned in the website (N=51).

**Question 2:** If yes, how many times have you visited the website?

| Frequency            | Percent (%) |        |
|----------------------|-------------|--------|
| Four times           | 25          | 3,2%   |
| Three times          | 20          | 32,2%  |
| Five times           | 3           | 9,7%   |
| More than four times | 2           | 6,5%   |
| Twice                | 1           | 22,6%  |
| Not specified        | 0           | 00%    |
| Total                | 51          | 100,0% |

Table 5.59: Students' frequency of use of the strategy Website

The results show that most of the students have visited the website one to three times and one two students have checked the website regularly.

**Question 3:** Which strategies have you found the most useful in the website?

| Categories                      | Frequency of answers |
|---------------------------------|----------------------|
| Do not worry, carry on speaking | 35                   |
| Using words in context          | 35                   |
| Circumlocution                  | 30                   |
| Organize and plan the task      | 30                   |
| Relaxation                      | 26                   |
| Positive self-talk              | 26                   |
| Language chunking               | 25                   |
| Pay attention to mistakes       | 25                   |
| fluency                         | 7                    |

|                               |   |
|-------------------------------|---|
| Using gestures                | 6 |
| Using synonyms                | 6 |
| Don't be shy                  | 6 |
| Accuracy                      | 5 |
| Grammar                       | 5 |
| Vocabulary                    | 2 |
| Mnemonic words                | 2 |
| Word mapping                  | 2 |
| Learning effectively          | 2 |
| Setting goals                 | 2 |
| Take your time when you speak | 1 |
| Effective scheduling          | 1 |
| Using cognates                | 1 |

Table 4.60: Students' access to the strategies

The results in table 4.60 reveal that the cognitive strategy of using words in context and the compensation strategy of circumlocution, affective strategies of relaxation, positive self-talk and deep breathing are also the website most visited strategies. At second position come the cognitive strategies of using words in context and language chunking. The least preferred strategies by the students are the ones of: using cognates and effective scheduling.

Question 4: Have you used any of the strategies?

Four of the students they have not used the strategies. The other 27 students confirmed their use of some of the strategies.

**Question5:** if yes, how?

Seven students out of forty-four did not provide more information as to how they have used these strategies. The other students' answers are presented as follow:

| Categories                       | Frequency of answers |
|----------------------------------|----------------------|
| Self-confidence                  | 43                   |
| Positive self-talk               | 43                   |
| Vocabulary                       | 44                   |
| Planning and preparation         | 42                   |
| Memorizing idiomatic expressions | 35                   |
| Using patterns                   | 35                   |

Table 4.61: Students' use of the strategies

Most of the students have mentioned that these strategies have helped them reduce their level of anxiety and use more vocabulary. Adding to that, an important number have pointed out the usefulness of the use of strategies for planning and preparing for the task before performing it.

## **5.2. Qualitative data results**

This part consists in the analysis of the qualitative data. When quantitative research is primarily concerned with quantifiable data, qualitative research gives primary importance to the in-depth analysis of the complex pattern of a behavior of each individual in a particular context (Phakiti, 2014). In other terms; qualitative data emphasize the uniqueness of the nature of language learning by an individual or group in natural as well as classroom settings. When transcribing and analyzing the data gathered from the interview, creating and clustering information into categories helped us reduce the data to patterns.

### **5.2.1. The retrospective interview**

A short one-to-one interview was performed with freshman university students of the treatment group. The findings were triangulated with their previous post results. This research instrument was used to validate the quantitative data collected from the strategy checklist and the self-confidence questionnaire. The students were asked questions about their self-perception of their speaking performance and the reason behind their improvement if any. Other questions were collected from the strategy items of the checklist that were shown to be significantly affected by the strategy straining. Since there are no correct ways of learning, the participants were free to express themselves and report what had actually helped them improve their level rather than what they thought their teacher expected them to do. The interviews were audio-recorded and transcribed verbatim (See Appendix 13). Video recording was not used as this type of interview would have been too

intrusive and would not have provided the research any additional benefits. A total of 50 students were interviewed and their answers were transcribed on seven pages. The following themes have been extracted from the interview.

### **- Students' positive perception of their speaking improvement**

The findings that the students in this group have higher perception of their speaking proficiency are validated by the participants' responses. 42 students out of 50 think that their speaking level has improved. This is illustrated in the students' answers:

*'yes of course it er...it improved a lot because I didn't manage to to er.. to speak good first.....'* (student 1)

*'In the beginning I was very shy...I couldn't speak my mind.....'* (student 2)

*'yes it had improve. I learner new vocabulary and new expressions.....'* (student 3)

Students 4, 5, 6, 7, 8, 9 gave similar answers. This shows that the experimental group participants have felt an improvement of their speaking proficiency.

### **- Self-confidence and vocabulary acquisition**

When asked about the specific aspects that the students think they have improved the most, almost all the students confirmed that they were more confident and that they had learned new vocabulary. This is illustrated in the following interview extracts:

*'I think er.. what I improved is my er. I got rid of my shy...shyness. I was very anxious at first when I used to.. to come up ..and speak. But now I'm ..the think that is different is that I feel a bit more confident in speaking...'* (student 2)

Other students added:

*'...er I know a lot of new words and vocabulary and I feel relaxed now...er when I speak I don't feel confused and shy...I learned a lot of words and vocabulary...'* (student 5)

*'...yes I have improved er...with the tasks you gave us..er.. I learned a lot of words and vocabulary. I was shy to speak with my friends. But now ....better than before... '* (student 7)

*'...I feel confident when I speak..er I was shy ..also..er I learned er some word vocabulary word..er..improved also my er..my pronunciation... '* (student 8)

*'...yes er before er... I don't have er the courage to talk in English. I have problem with vocabulary..I don't er know exactly some words. I speak er and I stop now...but now er..I feel that I am..better than I was... '* (Student 9)

From these extracts, it seems that the students have felt an improvement only at the level of self-confidence and vocabulary acquisition and use. This is illustrated in the following interview extracts:

*'...yes I can speak er... with vocabulary... '* (Student 10)

*'...first I was a little bit er..nervous at the beginning. I hadn't so much ideas before er ..speaking..no er. It's more better... '* (Student 11)

*'...er I use er..too much er new words for me..er and I see myself that er I talk with self-confidence..that er.. always..I am not shy... '* (Student 13)

Similar answers are found with students 14, 16, 17, and 18.

## **- Speaking improvement**

As regards the second question, the students were asked about the particular strategies that they think have helped them improve their speaking proficiency. The following key points were highlighted.

## **- Practice as a key to speaking improvement**

44 students out of 50 have mentioned concrete examples of the strategies that they think have helped them improve their speaking. The majority of the students believe that

mere practice is the only way to speaking proficiency. In this respect, the students made the following statements:

*'...speak more than one minute..yes..and er take a video and see what I made like mistakes...'* (Student 1)

*'...I think er speaking with someone..I think just speaking with someone that knows how to speak...I think I can learn from them...'* (Student 2)

*'...er practice ..practice that language...'* (Student 3)

*'...speaking in the classroom...'* (Student 4)

*'...I write a lot and speak English with my friends..we speak a lot in English only...'*  
(Student 5)

*'...sometimes I repeat the tasks er..with my friends ..and I try to repeat er ..the words er that I have learned..or write them...'* (student 6)

Students 6, 8, 9, 11, 13, 15, 17, 19, 20, 21, 25, 26, and 28 gave more or less the same responses.

## **- Self-confidence**

Other students have mentioned the use of affective strategies as contributing factors to their developemnt. The following extracts best illustrate this.

*'...self-confidence and positive self-talk...'* (Student 35)

*'...when I come here and I speak I use positive talk...when speaking....with my classmate..and with my friends in class I found this more interesting to encourage mu=yself to speak...'* (Student 36)

*'...how to be confident in yourself...'* (Student 39)

*'...speaking in the classroom..listening to my teachers..and doing homework'* (Student 43)

*'...self-confidence and positive self-talk'* (Student 44)

Students 46, 47, 48, and 50 showed similar interests to the use of affective strategies.



## **- The use of circumlocution and synonyms**

Some students highlighted the facilitative role of using some compensation strategies such as circumlocution, synonyms, and paraphrasing.

*'...like paraphrasing and I am less nervous...'* (Student 37)

*'...paraphrasing and er watching movies...I tried to use new words at home, for example when I am cooking I talk alone..I try to use them'* (Student 41)

*'...like circumlocution like replacing one word with another..also positive self-talk..and self-confidence...'* (Student 42)

*'...paraphrasing using synonyms er using new words....to ask questions and word mapping'* (Student 45)

## **- Students' lack of vocabulary and self-confidence**

When it comes to the third question of the interview, the students were asked which speaking aspects they still need to improve. Surprisingly, many students believe that they are still not confident enough and that their vocabulary is still lacking. This is illustrated in the following interview extracts:

*'...I need to improve my vocabulary and mistakes.....I search synonyms but I don't find....'* (Student 1)

*'I think I er. I don't try to upgrade my vocabulary..I stay er. In my safe zone'* (Student 2)

*'my pronunciation..my self-confidence cuz I am shy..and er..when I speak I feel er..stressed'* (Student 3)

*'I think I am a little bit shy. I cannot talk easily in front of people'* (Student 6)

*'I think I am not confident to talk in the class'* (Student 6)

*'er sometimes er..when I don't prepare the topic er.. sometimes the ideas er..I can't find the ideas'* (Student 8)

*'I am scared to speak..I am afraid to make mistakes'* (Student 10)

*'er maybe..self-confidence..I have improved a little bit my speaking but er..I think that er there is still something that I haven't improved'* (Student 11)

*'er vocabulary and er..I don't er..and I don't really practice my English all day'* (Student 12)

*'I have self-confidence problems'* (Student 16)

*'...I feel a little bit afraid ...I always feel afraid of making mistakes..er and er..I know that my vocabulary is not er that good .....and sometimes my grammar mistakes'* (Student 17)

*'...sometimes I am really afraid that er I will not do well....'* (Student 19)

*'my vocabulary hasn't improved very much'* (Student 21)

Students 23, 24, 25, 27, 28, 29, 33, 34, 3, 36, 37, 41, 43, 44 have voiced similar concern.

## **- Solutions to speaking improvement**

As far as the last question is concerned, when asked about the main techniques and strategies that they think can help them improve their speaking proficiency in the future, the majority of the students suggested the following solutions.

### **a. Practice**

Most of the students seem to favor the social strategy of practicing with friends.

The following quotes illustrate this:

*'Practice and listening and read also to have vocabulary..cuz er.reading.....new words and new expressions.....'* (Student 1)

*'to speak more language and er speak with er friends'* (Student 3)

*'practice practice ..I will listen to the conversations.....when I er. I don't know some words I use dictionary....'* (student 9)

*'er.like communicate with others...'* (Student 16)

*'stop being stressed..practicing more'* (Student 44)

Only one student suggested reviewing the classroom exercises. The student puts it as follows:

*'may be study more about grammar. Or er do exercises about the topic'* (Student 13)

### **b. Listening and watching TV**

The second most repeated answer by the students is the one of listening to audio of watching movies. Many students strongly believe that this is the most effective way to develop the speaking skill. In this respect, students 8, 11, and 16 state:

*'speak more... listen more'* (Student 8)

*'Speak at home or with friends. even especially listen to the others..even if it is er in TV or music....'* (Student 11)

### **c. Reading books**

Other students believe that reading books and extensive exposure to the target language can lead to oral proficiency. These students seem to emphasize the importance of the receptive skill as a key factor to speaking improvement. In this respect, these students point out:

*'I think practicing.. reading more and practicing outside.....speaking strategies..listening to other conversations...'* (Student 21)

*'read more er books and speak'* (Student 25)

*'I think that the only way is reading books..and watch films...'* (Student 28)

*'I need to read books to listen and watch movies'* (Student 33)

*'I think to read more novels...I will start with films then music'* (Student 35)

*'.....I think watching movies in English is the best way.. because I don't like reading ....'*  
(Student 38)

*'stop being stressed..practicing more'* (Student 44)

### 5.2.2. Open questions of the Website strategy strategy trackform

The aim of the website Strategy Trackform was to check how effective the website was in helping the experimental group students with the difficulties encountered when performing the speaking tasks. It aimed at equipping the learners with necessary strategic resources that they were likely to need to facilitate the learning and improvement of communication skills. The following part presents the results of the open-question of the trackform. Students, in this section, were asked how the strategies, included in the website, helped them develop their speaking skill. A total of thirty-nine students answered this question.

Most of the students confirm that the affective strategy of “positive self-talk” was the most beneficial one as it helped them go through negative feeling such as stress and anxiety: the examples below are selected answers that best illustrate this:

*“Positive self-talk makes you confident in yourself and be optimistic” (S1)*

*“I liked self-confidence strategies. It says that even if you make mistakes it’s ok” (S19)*

*“Relaxation techniques are another strategy that helps us do better in speaking. This helps to decrease anxiety and stress during presentations” (S23)*

Similar answers are found with students 21, 22, 25, 27, 29, 30, 36, and 38 (See Appendix 32)

The second most selected strategy among the treatment group students is the one of self-correction of mistakes. The answers are as follows:

*“it is necessary to be a well understood speaker. I make a list of my repeated errors that leads me to avoid them later” (S10)*

*“If each time we talk we correct our mistakes spontaneously we can avoid making mistakes” (S13)*

*“I think the useful one is pay attention to mistakes because students don’t remark themselves sometimes when they speak” (S16)*

These examples show that these students are more or less aware of the importance of the self-repairs strategy. Students 26, 28, and 32 gave more or less similar responses.

Other strategies are considered to be of considerable importance according to the participants, this includes the strategies of ‘using circumlocution’, ‘using gestures’, and ‘chunking’. In this respect, students 7, 9, and 3 state:

*“Using circumlocutions or gestures is important for the speaker so that everyone could understand him well, and when we don’t know a word we can use simple synonyms or words” (S7)*

*“I can make hundreds of connected sentences, collocations and expressions with a specific meaning. I found it useful than memorizing words only” (S9)*

*“Using gestures helps transmit the message to the listener” (S3)*

As for the other strategies, only one student mentioned “structured reviewing” as a useful strategy and three students cited the strategy of “word mapping” as an important one. These students point out:

*“Using cognates will give you rich vocabulary and helps when you don’t know a word in English and help you to keep a conversation going” (S2)*

*“Word mapping I can choose the words” (S14)*

*“I liked word mapping. It helped me to know how I choose the words” (S15)*

*“I liked the word mapping one. It helped me to know how I chose words” (S20)*

Summing up, the qualitative data have shown that, despite the fact that the trainer included all the categories in the program, the majority of the participants tend to favor some strategies over others. As such, some patterns of strategy use could be identified.

## **Conclusion**

This chapter has presented the analysis of both the quantitative and qualitative data obtained from the research instruments used. First, the researcher started by reporting the general characteristics of the participants such as: gender, age, first language, and number of years studying English. Since both the control and the experimental groups were intact groups, it was necessary to be informed of the degree of their homogeneity. Next, an analysis of students speaking scores was made. The results were presented through the central tendency (mean, median and mode) and significance of variance (Independent and Paired-Samples T-test). Though inferential statistics are probabilistic and do not tell absolute truths, they allowed us to understand the causal-like relationship by means of sample sizes and hypothesis testing. To be sure, inferential statistics helped us find out whether the two mean scores of the two groups differed due to the experimental treatment. The third part of this chapter consisted in analyzing the results of the strategy checklist. The results were summarized in the form of percentages and frequencies, and were later compared by means of independent samples T-test. This was followed by an analysis of the self-confidence and motivation questionnaire results. The last part of the quantitative results dealt with the analysis of the website strategy-trackform's closed-ended questions.

The qualitative part of this chapter has detailed the findings from the retrospective interview and the open question of the strategy tracking form, both assigned to the experimental group students after the training. The aim of these two research tools was to identify students' self-perception of their progress and the strategies that they think have helped them achieve such improvement. The results were clearly presented and examined with the support of direct extracts from students' answers. The qualitative part has presented the major themes, categories, and issues that emerged from the data.

The findings, which so far were presented separately, will be brought together in the next chapter. An attempt will be made to offer an in-depth interpretation and discussion of the quantitative and qualitative results of the study. To this end, a sythesis of the major research data will be made and the findings will be discussed in relation to each research question.

# *Chapter Six*



## **Chapter 6: Discussion and Interpretation of the Findings**

### **Introduction**

In what follows, the research questions are answered in the light of the findings of the study. All the quantitative and qualitative results obtained from the analysis are to be discussed in relation to the initial hypothesis and the research questions stated in the introduction. First, the discussion in each part will begin with a concise summary of the findings that were detailed in the results section. This will be followed by a comparison of the results of the current research with the ones found in earlier studies. After reporting the findings, an attempt to provide a possible explanation in relation to the strategy instructional program and the Algerian socio-educational context will be made.

The first part of the discussion chapter will deal with the speaking test results in an attempt to interpret the findings. The second part will briefly summarize the results of the strategy checklists, the retrospective interview, and the strategy website tracking form, with the aim of finding possible reasons behind such outcomes. As for the third part, it will attempt to interpret the findings of the self-confidence and motivation questionnaires.

#### **6.1. Students' improvement of their speaking proficiency**

Taking into account the hypothesis stated at the onset of this work, and which predicts that strategy training can benefit freshmen students in developing their speaking proficiency, the present part examines the extent to which the adopted strategy training program has led to such improvement. From a micro level analysis perspective, the researcher went further to describe and analyze students' performances in relation to each speaking aspect, namely accuracy, lexical resource, fluency, relevance to the topic and communication effectiveness.

In an English as a foreign language (EFL) university speaking course, two groups of first year students took part in the experimentation (a control group and an experimental

group). All the participants were asked to perform the same pre-tests and post-tests which consist of a description and a conversation task. Three assessors, who were non-native speakers of English, did the scoring. While the first rater was the researcher herself, the two other raters were not involved in the training and were not given any information about the participants' names or groups. Besides, they were not informed about whether they were evaluating the pre-test or the post-test.

### **6.1.1. Students' improvement of the description task performance**

The first task consists in asking students to describe a person that has a positive influence in their life. The students had to provide both a physical and personality traits description and explain why they admire this person (See Appendix 2). Moreover, all the participants in the research were given five to ten minutes to prepare for the task and were not allowed to read from their notes when performing it.

#### **6.1.1.1. The pre-test**

The results of the pre-test reveal that students' performance of the description task was between average and low. The mean score was 10.66 out of 20 for the control group and 9.32 out of 20 for the experimental group. As for the mode (the most frequent score), it was 11.5 for the control group and 8.5 for the experimental group. The p value was .007 indicating that the control group slightly outperformed the experimental group. These results are not surprising and the unbalance between the two groups in terms of their speaking proficiency was predictable. The reason behind such difference is that the groups under investigation were intact classes that were already formed by the administration. As such, the variable of proficiency was not controlled by the researcher, and it is very likely that proficient speakers in the control group slightly outnumbered the ones in the treatment group in the pre-training phase.

With that being said, the overall results show that the freshman students' level of speaking proficiency ranges between low intermediate and intermediate. These students represent two different levels of speaking ability in their respective classes. Also referred to by the IELTS (International English Language Testing System) test score guidance as limited users and extremely limited users; speakers with such levels are able to handle a limited number of communicative tasks. Communication is restricted to concrete exchanges and predictable topics necessary for survival in the target social situation such as self and family, everyday life activities and immediate needs and personal preferences (Snelling, 2012). What also characterizes these learners are their responses, which are often filled with hesitation and inaccuracies. They find it quite challenging to reach for appropriate linguistic forms and vocabulary. As for pronunciation, vocabulary and syntax, they are often influenced by the first language (Snelling, 2012). In short, since low intermediate learners barely manage to sustain the basic functions of communication, they need repetition and rephrasing to be understood by a native interlocutor, as will be shown later in the present part.

Many explanations can be given to the poor performance of the students. First, it is believed that most students did not know how to approach the task at hand. It was observed, during the first classroom session that the participants lacked preparation. The repertoire of strategies used by the learners before performing the task seems to be very limited, as indicated in the checklist results (See Tables 5.20 and 5.21) and as observed by the researcher in the classroom. It was noticed that during the pre-speaking phase, most of the students tended to read from their prepared notes and texts rather than speak extemporaneously. The most common strategy to be observed in the classroom was the one of writing paragraphs and memorizing them before performing the task. When both groups were given five to ten minutes to prepare the description task, it was felt that just giving

students time to plan for the speaking performances was not enough, as they needed to be taught how to make the best use of the allotted time. Students' strategic planning needed to be thoughtfully guided so that students would not go astray in their preparation time. This could improve their awareness and use of pre-speaking strategies that can lead to better performances.

A second explanation of students' average to poor performance can be related to the affective factor. It can be induced that, as explained later in this part of the research, the two variables of self-perceived foreign language level and lack of self-confidence could also be responsible for the low achievement scores in the speaking task. These two variables can predict the way in which students will approach the task and their readiness to communicate in a FL.

A third explanation is simply related the low level of most of the students. Though, as the background questionnaire indicates, the two groups were to a large degree homogeneous in terms of their language experience, as most of the students have studied English for more than six years (See Table 5.2), the majority of the students did poorly in the description task. Although six years are fairly enough for students to acquire the necessary linguistic resources to perform different communicative tasks, most of the students failed to successfully perform the task.

From a micro level analysis perspective, the results revealed that the scores in the four speaking sub-categories, namely accuracy, lexical resource, fluency, and relevance to the topic before the training, were also low with the control group outperforming the treatment group with a p value of .006 for accuracy, .022 for fluency, and .000 for relevance to the topic. However, no difference was noticed between the two groups in terms of their lexical resource scores ( $p = .940$ ).

The first speaking criterion to be evaluated by the raters is accuracy. Accuracy can be described as the ability to produce error-free clauses, to control the existing resources, and to conform to the FL rules. Errors can be grammatical, lexical or phonological (Richards, 2012). In the case of the present research, only the grammatical and lexical errors were considered by the raters. The mean score for accuracy was 2.29 out of 5 for the control groups and 2.16 for the treatment groups. Both the two scores were just below the midpoint revealing that learners have an average to low mastery of the grammatical structure of the English language. According to the rating scale for the description task (See Appendix 6), the scores that range between 2 and 2.5 show that students' grammar is highly inconsistent and predominated by errors and inaccuracies. Some of these errors can affect the meaning and the message being conveyed. The example below is an extract taken from the transcribed audio recording of the pre-test and best illustrates this:

Student 14 G2 (Control Group)

*I will talk about my mother. she's the . best. persons. in my life. I can't . live. in a . without her . she's er always tried to er advice me and er give me er the way the best way. and er. she's er . she has a good er. a good er ways to er advice me. and er she's er. always trying to er . face a problems and. in all. my family ..and er ...always the most time. I think what I will do if she. I were her. I want to be like her. .that's all.*

This extract is taken from the first description task. This example shows the difficulty that this student faces to make a complete sentence. A lot of hesitation along with fillers can also be noticed. Though fillers like “er”, “em”, and “uh” can be considered as thoughtful or hesitation sounds, learners' overuse and overdependence on them can be a sign of a lack of the mastery of the English language or the inability to use the language resources effectively.

The second criterion to be considered is the use lexical resource. It refers to the ability to successfully retrieve and encode a variety of lexical items during the performance. The mean scores for the two groups are as follows: 2. 30 for the Control

groups and 1.96 for the treatment groups. The results reveal that students' lexical repertoire is very limited in relation to these types of tasks. The rating scale for the description task reveals that students with such score only use simple vocabulary to convey personal information. It also shows that their vocabulary is insufficient and that their word choice is limited and very simple. This exact is taken from the pre-test transcription and best illustrates this:

Student 2 G1 (Control Group Pre-test)

*I am going to describe my er mother. who is the greatest er woman in the world. for me . and er she is. b kind. and er. . cute. I really love her she bring me er. in this world. and er.....and er. she taught me how . to talk and how to walk. .and err. she also..er ..she also.....she also taught me how to er.er she also taught me. ethics. . which is er the most important. for us. ...and er ..she is very kind. and nice . I er. I can't live without her. .I er. I really really love her. and I wish er the best and the. longest. life for her.*

Though the description task can elicit more lexis compared to other tasks (Skehan, 2009), this students failed to activate a lot more of his/her mental lexicon in order to describe a person. Despite learners' undergoing years of classroom instruction, as uncovered in the background questionnaire, first year students find it hard to activate their lexical knowledge when performing such types of speaking tasks. One explanation to this discrepancy is that most of the English words that the students have acquired throughout the years are still part of their passive vocabulary. This latter refers to the words that learners understand but are not yet able to retrieve and use when needed. On the other hand, active vocabulary refers to the words that learners understand and activate in speaking and writing. For foreign language learners, the message conceptualization and formulation is not that easy, which makes it challenging for them to retrieve and encode a variety of lexical items (Levelt, 1989).

As far as fluency is concerned, it was measured in terms of a number of sub-dimensions such as: speech rate, fluency breakdown (long pauses), and fluency repair (repetitions and reformulations) (Ellis & Barkhuizen, 2005). The mean score for this

criterion is 2,8 out of five for the control group and 2,4 for the treatment group. The results show that the first group outperformed the second one. Overall, such scores, as mentioned in the speaking rating scale, show that students' performances are characterized by major breaks, hesitations, and lengthy poses before most words. The examples below are extracts taken from performances of students with such marks:

Student 16 G1 (Control Group Pre-test)

*so er ..my mum....er..I forgot the beginning.....( class laughing) I forgot the first sentence. ....my mum is the best en thing that I have in the world. ..she is everything to me. .just when I see her smile it's a lot for me. .so er...I don't think that I could live er. without her. .she is the only person. who can er keep me alive. ..she er. she is always here for me. .and err I don't think that I could thank her for the things that she does er for me. .so..thanks mum ....you'll always stay in my heart.*

Student 6 G3 (Experimental Group Pre-test)

*er the person who er. I admire the most . is my er. mother. because er she is er .. she is all I have in this life. er she is the reason why I am ( not clear) . erm. she give me everything. she er. she cares for me when I am not er.Nat home and when I'm sick. .er.. er I love her and respect her so much and er so. so she ( not clear) er that's why. she is my inspiration in life. ....and that's all.*

These extracts show that students struggle to communicate their ideas effectively. Their speech is characterized by a lot of pauses and hesitations. The number of dots stands for the number of seconds the pause lasts. We can see that the two students have faced communication breackdown at least fourteen times each. When pauses are also found in native speakers' speeches, Skehan affirms that it is the position of the pause that distinguishes NS from NNS (Housen & Kuiken, 2009). Proficient speakers pauses usually come at the end of clauses to mark the end of an idea, unlike non-native speakers who tend to pause more mid-clause. The aforementioned example clearly shows that the participants of this study struggled to use their speech processing mechanisms which resulted in a less smooth oral production (Gilabert, 2007; Levelt, 1989).

These students could have had better achievements if, on the one hand, they had some command on the relevant aspects of the grammar and structure needed, on the other

hand, they had sufficient vocabulary to express their ideas. Another reason behind such performance is their inability to use some useful strategies that could allow them to get their message across, such as the use of circumlocution and synonyms.

When it comes to the fourth speaking aspect, namely relevance to the topics, the mean scores were 2.8 out of 5 for the control groups and 2.4 for the treatment groups. This means that most of the students showed a fair understanding of the question though they had some incoherent ideas. The example below best illustrates this:

Student 22 G1 (Control Group Pre-test)

*I'll talk err. about my brother. .he er was....he was a teacher for er twenty er years in primary school. .he er . he always er..advice me. .and er he is er. the only one..who er. .advised. me er. .from his er. heart. ...and er . I er. .admi . admire him er. ...because er. ..he err he is er. .... he were er . good man in my life. ....he has inspired me er by er . his way of talking .*

This extract shows that the students find it challenging to organize his/her ideas and meet the requirements of the description task.

All in all, the findings of the first pre-test reveal that the majority of the students' speaking performances were average to low. These results, yet again, point to the need for an appropriate strategy training program.

#### **6.1.1.2. The post-test**

After the strategy training was conducted with the experimental group participants, the results of the Pre-test training were compared to the post-training ones. The independent-sample t-test was introduced to see whether there was any significant difference in score gains between the groups and the paired-samples T-test was used to check the within-groups progress. Overall, the results of the post-test proved that the strategy intervention was successful in developing students' oral performance. With both groups' learning environment remaining constant (same English teacher and same teaching program), this might mean that the training in learner strategies has been the cause of the



treatment group success. This claim has been made with the support of the several findings, namely students' post-test scores, the speaking transcripts, and the strategy checklists.

The description task results demonstrated positive changes in their accuracy ( $p=.001$ ), their ability to produce more vocabulary ( $p=.001$ ), and their understanding of the task objectives ( $p=.000$ ). However, no difference was noticed between the two groups in terms of their fluency ( $p=.929$ ) as both improved this speaking aspect.

The extracts below are taken from an experimental group student's pre and post-test that serves as an example of the quality of the participants' performance before and after the training:

Student 5 G4 (Control Group Pretest)

*Good morning everybody so the person that I really love in my family is my father .she he is a very successful person . and I really love him because er he do all his best for us .er I wanna be like him one day .that's all*

Student 5 G4 (Control Group Post-test)

*I guess talking about a person that. I like the most is not . er . an easy thing because. all person that I have known I er really admire them. .I ( not clear) ..happy with them. .m. I guess the most . person that I like. is my friend (?). ..she is an easy going person ...em. sometimes . or. all persons tell me that she is an arrogant one and ..she doesn't mince her words ..but. for me. ..er..the first day that . I see her. she comes across a really arrogant person and ..but when talking with her I really. feel. another.. .that. that she is not like this and .....I am really influenced by her because. .she is the person that. give me the happiness. the happiness that .er the most . happy in the world. ..and I feel really . comfortable with her. I can tell her. everything she is er. a really .....( speaks French) I can tell her everything. my secrets and so on but . she . she . never . er ..tell my secrets to another person. so I can tell her everything. about my life. ..er we share a lot of. moments together. we .go . to a lot of places and ..even. my family and her family . are friends so ..we pass a lot of moments together. that's it.*

These extracts clearly show that this student has, by and large, improved his/her use of lexical resources. Though the student still struggles with fluency issues (as can be noticed through the excessive use of fillers and breaks), she/he is able to produce

longer speech. Furthermore, the participant is able to use a larger variety of words and expressions that she/he has learned in the classroom to describe the person. This includes phrasal verbs such as “*come across*” and new adjectives such as “*arrogant*”. The student is also able to start and end the speech like “*I guess talking about..*” in the beginning of the description and “*that’s it*” at the end of it. The reason why this student may still struggle with fluency issues has been justified in previous studies. Skehan (2009) for instance, argues that because the non-native speaker dedicates most of his attention in trying to select and retrieve less frequently used lexis; less consideration is given to smooth articulation.

Nevertheless, the training may be a direct cause to students’ improvement of other speaking aspects as many cognitive strategies were implemented in the classroom to foster students’ vocabulary. When both groups were given lists of vocabulary in relation to the topics during their regular language course, the treatment group training included strategies such as using words in context, grouping, and structured reviewing. Such strategies may have contributed in the facilitation of the memorization and retrieval of the new vocabulary being learned.

These results provide further evidence in line with other research which support the idea that strategy instruction influences positively students’ speaking production. To cite as an example, O’Malley’s investigation (1987) aimed at determining whether there was any meaningful relationship between strategy use and proficiency in speaking. The researcher reported considerable improvement in the speaking skill of the group instructed in meta-cognitive strategies over the control group who did not receive strategy instruction. Although his research provided fruitful results, O’Malley did not take into account the particular strategies that led to such improvement. We will attempt to make the link between the two variables in the next part, where the strategy checklist results are

presented. Cohen et al. (1998), however, were to go a step further and tried to establish a relationship between learners' performance of specific speaking tasks and their use of particular strategies. After receiving the training, the treatment group participants of his study were evaluated on three speaking tasks (self-description, city description, and narration), followed by a strategy checklist. The results revealed that the experimental group outperformed the control group only in the city description task. The researchers concluded that "with regard to the question of whether strategies-based instruction makes a difference in speaking performance, the finding was positive" (Cohen et al., 1998, p. 143).

When it comes to students' improvement of their speaking fluency, it was also noticed that the means were not different for the description task of the experimental groups and the control group after the training ( $P=.929$ ). That is, all the groups seem to have improved their fluency in terms of less frequent breakdown, repetition and reformulation. The explanation that can be given is that all the groups were given tasks that required authentic communicative practice during the training. All the students were given the opportunity to express themselves in positive and friendly atmosphere. This may have resulted in both groups developing their fluency.

### **6.1.2. Students' improvement of the conversation task performance**

With the second speaking task, the participants were asked to perform a dialogue between two students who met at the university for the first time. The same amount of time was allowed (between five and ten minutes) for the preparation of the task for all the participants. The students had, then, to perform in front of their classmates. The conversations were audio-recorded and both the researcher and the third rater were in charge of evaluating and correcting students' performances.

Conversations or role-plays are among the speaking tasks that enable learners to improve a range of real life spoken language in the classroom. Unlike the monologic task

of describing a person, the conversation task allows students to use their language in interaction and engage in talks with other speakers. As such, a totally different language is required from the students which altogether resulted in a different lexical choice and sentence patterns (Skehan, 2009). More to the point, the students need to be good communicators and good at saying what they want in a way which the listener finds understandable. They must also be equipped with negotiation skills that can allow them to deal with communication problems that may occur at any point during the conversation (Bygate, 2009).

#### **6.1.2.1. The pre-test**

The overall scores of the two groups (experimental and control) before the training were quite low compared to the description task results (M= 9.13 out of 20 for the control groups, M= 8.65 out of 20 for the experimental group). The most frequent scores obtained by the students were also low (9.5 for the control group and 8.5 for the treatment group). These scores show that students' performances of the conversation task remain unsatisfactory. The conversation transcripts confirm such results and the following excerpts from the pre-test illustrate this:

##### Conversation 2 G2 (Control Group Pre-test)

*S1: oh great. do you have company?*

*S2: no I don't have any friends here*

*S1: so. I think if . make er. if you ....in think if you b if we. come together in the first year it would be great*

*S2: yes. I would love to*

##### Conversation 3 G2 (Control Group Pre-test)

*S1 : really that's great can you please take pictures of the time table . and then send them to me? because my phone just died*

*S2 : I send that. I send. I send that to you. . give me [your facebook*

*s1: [sure I'll write for you*

These examples clearly show that Student 1 in conversation 2 and Student 2 in Conversation 3 struggle to monitor their speech and to get their message across. From a cognitive perspective, foreign language learners tend to carry out more speech processing mechanisms serially than in parallel in both speech production and perception which results in breaks and hesitations (Poulisse & Bongaerts, 1994).

Another weakness in some students' performances is their inability to pay attention to the listener and respond accordingly. The example below best illustrates this:

Conversation 4 G2 (Control Group Pre-test)

*S1 : yes I am and I'm. hoping. it will be a good year for us.*

*S2 :fine. so..er. ( not clear)*

This extract shows that speaker 2 did not know how to respond to speaker 1 and, instead, chose to change the topic. Topic avoidance is usually employed by less proficient speakers to avoid embarrassment and awkward silence.

In order to provide effective guidance in developing competent speakers of English, it is necessary to look at the factors that may have led to such poor performances. The first explanation may be that students are not accustomed to such types of speaking tasks and this may be the reason behind their struggle to have effective conversations with their classmates. This is not surprising in an EFL context where there are fewer practice opportunities for communities in the target language compared to those learning English in the target community. This makes it even harder and more challenging to develop oral communication skills than other language skills such as reading, listening, and writing. As affirmed by Shumin Kang:

Owing to minimal exposure to the target language and contact with native speakers, adult EFL learners in general are relatively poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. Few can achieve native-like proficiency in oral communication (as cited in Richards & Renandya, 2007, p. 204)

A second reason can be related to students' inadequate use of language learner strategies. As previously mentioned, learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also be equipped with the necessary strategies that allow them to perform the task effectively. The results of the pre-training conversation checklist support such claims (See Tables 5.26 and 5.27).

Similar to the description task, the affective factor may have been a reason behind students' low performance. As affirmed by Oxford "the affective side of the learners is probably one of the most important influences on language learning success or failure" (1990, p. 140). Affective factors such as learners' self-confidence and self-perception can be anxiety-provoking. Shumin Kang argues that associating a particular speaking task to uneasiness and frustration can lead learners to become "Tongue-tied" and lose words in unanticipated situations (as cited in Richards & Renandya, 2002). What makes it even more challenging is that, unlike children, EFL adult learners are more cautious about making errors in public, as making errors is a sign of ignorance and incompetence. Shumin Kang goes further to add that this "would be an obvious occasion of losing face in some cultures...fear of losing face has been the explanation for their inability to speak English without hesitation" (as cited in Richards & Renandya, 2002, p. 206). The pre-training self-confidence questionnaire, as explained in the third section of this chapter, indicate that students' confidence when speaking English as a foreign language had the lowest mean and the lowest percentage.

#### **6.1.2.2. The post-test**

When it comes to the post-test results, the findings from the conversation task demonstrated positive changes in the participants' performance and this was manifested through their overall speaking scores (10.61 for the control group and 10.70 for the treatment group). However, unlike the description task, both the control group and the

experimental group students upgraded their marks and no difference was noticed between the two groups. The p value is .849 ( $p > 0.005$ ). This shows that the difference was not remarkable.

It may be reasonably assumed that the control and the experimental group students' progress was due to other factors that are not related to the strategy intervention. For instance, familiarity and prior knowledge are important factors that can make the task easier to perform (Skehan, 2009). Because the participants from the two groups have already been asked to carry out the conversational task before the training and have been introduced to the linguistic background to improve their performance, the test was more familiar. As a result, the cognitive load was lower. Adding to that, after two semesters, students became more familiar with their classmates and this may have led to fewer communication problems.

With that being said, when looking at the within-group comparison results, it can be noticed that the experimental group progress was significantly higher compared to pre-training results, which was not the case with the control group students ( $P = .000$  for the EXP group and .014 for the control group). These results are supported by the following task transcripts.

#### Conversation 2 G3 (Experimental Group Pre-Test)

*S1 : Please er can you help me I want to. I want to drink something but er ...but er I don't know how er can I use it*

*S2 : yes er I can er I can to show you ....I can show you to to how to do er coffee*

#### Conversation 2 G3 (Experimental Group Post-Test)

*S1: me too I didn't see you! I've never seen you.I didn't see you before*

*S2 [no er of course .I er didn't er attend any er.course*

*S1: why? You know it's interesting*

*S2: [I was a bit sick these few days.so I didn't.I couldn't come.You know*

These extracts show the difference between the two students' performances before and after the treatment. It can be observed that in the first example, student 1 (S1) failed to formulate the sentence correctly and did not take time to correct it or did know how to do so. In the second example, however, the same student took time to monitor the performance and use the self-repair strategy when needed. Despite such improvement, it was noticed that students' self-repair remained at the level of sentence formation, unlike native speakers who use this strategy less often and only for correcting the informational content of their speech (Komos, 2006).

The results of the within-groups analysis are in line with previous research, such as Dörnyei's experimentation (1995). Dörnyei examined the teachability of language learning strategies on Hungarian EFL learners and their impact on the participants' conversation skills. The treatment group showed a significant improvement both in the quality and quantity of strategy use, as well as learners' overall speech performance. However, the meta-cognitive strategies were not included in the program. Another research was conducted by Dadour and Robbins (1996) with 102 Egyptian university students. Explicit strategy instruction was embedded into 15 weekly three- hour's sessions. At the end of the training both the control and the experimental group were tested on their role-play skills. The findings showed that the experimental group outperformed the control group in the conversation task. A third research was conducted by Nakatani (2005) who introduced meta-cognitive strategies instruction for interactional strategy development. The study involved Japanese EFL learners. The outcomes of the strategy training were assessed through both pre and post-oral communication test scores. The results revealed that the strategy instruction group significantly improved their oral proficiency test scores.

As regards the improvement of students' conversation skills in relation to each speaking aspect, particularly accuracy, lexical resource, fluency, and communication



success, the experimental group has also known a noticeable progress. The results show that there is a significant improvement of the experimental group students' use of lexical resources (from 1.9 out of 5 in the pre-test to 2.6 out of 5 in the post test). The control group students have also improved their use of lexical resource; however, the progress remains insignificant (from 2.3 in the pre-test to 2.6 in the post-test). Since the control group students have not received the strategy training, such slight improvement may be due to incidental learning of vocabulary as the participants for this group were also introduced to new words and new expressions related to the task. Though such type of learning is the most important source of vocabulary acquisition for native speakers, considerably lower gains are obtained for FL learners (GU, 2003; Nassaji, 2003).

To return to the research question, which concerns the impact of strategy instruction on the experimental group students' speaking proficiency in speaking English as a foreign language, the overall impression seems to be a positive one. When these findings alone are not sufficient to make any significant conclusion about the direct impact of the strategy intervention on the experimental students' speaking improvement, when combined with the other quantitative and qualitative data provided by the participants during the post evaluation phase, there seem to be some evidence that the treatment group students used some of the strategies introduced in class in order to actively develop some speaking aspects more significantly than the other group.

Beneficial as it is to consider if there is any improvement, it is equally valuable to focus on the reasons behind such progress. We should argue that this dual focus is of considerable importance and we find it very informative to relate the participants' progress to their actual report of strategy use. The results of the tasks-based strategy checklists are detailed in the next section.

## **6.2. The treatment group students' partial increase of their strategic resources after the training**

The effect of the training on learners' use of different strategies was assessed by means of three data collection tools: a strategy checklist assigned after each speaking task (description and conversation task), a retrospective interview, and a strategy website tracking form administered to the experimental group students after the training.

### **6.2.1. Learner strategies used for the description task**

Before moving to the discussion of the results, it is worth making a brief summary of the quantitative findings of the first phase of the research. The pre-training phase aimed at identifying the general trends and patterns of strategy use of all the participants. A two-level analysis was undertaken to identify these strategies: strategies used by categories and individual ones. The findings have revealed some important information on the use of strategies by students for the description task performance.

From the results presented in the previous chapter, we can conclude that the students, before the training, were on average, low users of the strategies. Overall, the most frequently used strategies were the compensation ones (1.7 out of 3 for the control group and 1.8 out of 3 for the treatment group), and the least frequently used strategies were social strategies (1.4 out of 3 for the control group and 1.6 out of three for the experimental group).

Though their means and percentages are low, the students seem to have a slight preference for compensation strategies compared to the other categories of strategies. Compensation strategies include using synonyms and gestures to convey meaning to make up for a learner's limited knowledge. Though these strategies do not contribute directly to the learning process, they can be useful to get the message across. Students' use of these strategies is, in all likelihood, due to their lack of linguistic knowledge. They may have

resorted to such strategies to compensate for such limitations and to avoid communication gaps. However, despite the fact that the first category of strategies has the highest means and percentages compared to the other groups of strategies, its use remains relatively low.

One of the most salient factors that have led to students' low strategy use is the research instruments used to collect data. The strategy checklists were completed in relation to particular speaking tasks, unlike general questionnaires that cover a wider range of strategies related to learners' broad language experience (Chamot & Küpper, 1989). Taking this into account, other reasons may be behind such results.

Given the level of the participants in speaking, as revealed in the first part of this chapter, these trends were to a large extent predictable. The findings confirm Green and Oxford claim that there is "significantly greater overall use of language learning strategies among more successful learners" (1995, p. 285). In their study of 374 Puerto Rican university students, the two researchers used the 50 item version of the SILL together with a language proficiency test. It was revealed that more proficient students used language learning strategies more frequently than less proficient ones. These results are in line with the present findings as the students of the current research did not perform well in the description task.

Cultural settings and national origins can also have an effect on students' strategy choice. The findings of the present research confirm the results reported by studies that investigated the frequency and types of strategies students use in ESL versus EFL contexts. In fact, many studies confirm that ESL students report high frequencies of strategy use (Oxford & Burry-Stock, 1995), while EFL students report a medium to low use of these strategies (Alhalysony, 2017; Park, 1997; Yang, 1992). For instance, the possible explanation offered to the low use of particular categories of strategies such as social strategies, is that Algerian students learn English mostly in classroom settings, where

meaning exchange is very limited and cooperative learning is not common. Since the participants are EFL learners who did not need English for their everyday life survival, they did not find it necessary to use most of the strategies as ESL learners do in their setting (Al Otaibi, 2004, as cited in Alhaisoni, 2012). Similar conclusions were made by Wharton (2000), who found that with learners in EFL environments, such as the participants in the current study, the mean scores for strategy use were relatively lower than those found in studies carried out in foreign language settings (Griffiths, 2003; Goh & Kwah, 1997). This goes in line with what Derradji says about the place of English in Alegria

Inexistante dans l'environnement linguistique et culturel spécifique au sujet parlant algérien, la langue n'en jouissait pas moins de la solide réputation toute établie et toute faite [...] par une certaine littérature et une certaine idéologie d'être la langue des sciences et des techniques (2010, as cited in Mami, 2013, p. 56)

Adding to that, these assumptions are supported by students' responses to one of the background questionnaire questions. The participants were asked which language was used by the teacher in their previous English class. An important number (62 students out of 124), confirmed that their previous teacher did not use English as the language of instruction, which limited even more their exposure to the English language. This explains why students are less familiar with the use of strategies that encourage interaction with one another and this in turn, has implications in the classroom settings.

At the level of individual strategy use, the findings of the first strategy checklist reveals that the control group students did not favor the use of strategies such as: asking classmates how the performance was (32.7%), asking the teacher how the performance was (6.1%), and working with more proficient users of the English language (16.7%). More or less similar results were found with the experimental group students before the training (See Table 5.20).

#### **6.2.1.1. The most frequently used strategies after the training**

The treatment group participants were administered the same speaking test and the same corresponding strategy checklist after the intervention. The post strategy checklist results show that the difference between the two groups in terms of their overall use of the strategies is not significant ( $p=.064$ ). As regard students' use of affective strategies, no difference between the two groups ( $M=1.7$  for each group) is noticed. Though socio-affective strategies are reported by O'Malley and Chamot (1990) as the easiest ones to activate, the overall results show that the experimental group participants in the current study do not seem to favor their use despite the training.

However, when looking at each specific strategy item in the checklist, the experimental group participants seem to have increased their use of an important number of strategies after the intervention. All together, the students reported more frequent strategy use across the six categories that the checklist measures: Affective, social, cognitive, meta-cognitive and compensation strategies. The results also show that there are no apparent patterns of strategy use and the most frequently used strategies seem to come from different categories.

The students of the experimental group seem to outperform the students of the control group in their use of 31 strategies. This includes nine cognitive strategies, nine meta-cognitive strategies, six affective strategies, five compensation strategies, and two social strategies. The sig value for all these strategies is inferior to 0.005 implying that there is a significant difference between the two groups (experimental and control). The mean scores confirm that the improvement was in favor of the treatment group students (See Table 5.25). Cohen (1998) reached similar results when conducting an experimental study with 32 University students. After a ten-weeks period of training, the researcher

concluded that the experimental group outperformed the control group in their use of an important number of strategies.

Though the least reported categories of strategies in the list are the social and the affective ones, the experimental group students seem to outperform their counterparts in the two social strategies of “Asking for clarification of the task if you are unsure of its goal, purpose, or how you are to do it” ( $p=.032$ ) and “Ask your classmate how your performance was” ( $p=.003$ ).

The most significant improvement is also noticed at the level of the four strategies of “Predict the kind of vocabulary you will need”, “Write a list of the words that you will need to use for the task at hand”, “Practice silently before performing in front of your classmates”, and “Pay attention to your vocabulary while you are speaking”, which all fall within the category of cognitive strategies. The percentage of students who did not report using these strategies is inferior to 35% for the treatment group (See Table 5.26). What these strategies have in common is that they all give importance to the vocabulary needed to perform the speaking task at hand. Such results may explain why the experimental group students have scored better marks in the lexical resource aspect of the description task.

Adding to that, the participants reported using the metacognitive strategy of “plan for how you will improve next time” and “think about how you will practice outside the classroom”. Less than 20% of the treatment group students reported not using such strategies. The inferential statistics confirm that there was a significant difference between the two groups ( $P=.001$ ). The website tracking form reveals similar results, as 30 students showed interest in the use of planning and organization of the speaking task. Such strategies are essential since they allow reflection and meta-reflection on the language task, which can result in better preparation and performance.

### **6.2.1.2. The least frequently used strategies after the training**

Though the experimental group students reported using more individual strategies compared the control group students, both the two groups were still reluctant to use certain types of strategies. To cite as examples, the cognitive strategy of ‘making use of word mapping’ and ‘using grouping’ (4.1% of high use for the control group, 6.3% for the EXP group) and the social strategy of ‘asking your teacher how your performance was’ (6.1% of high use for the control group, 20.8% for the EXP group) had the lowest percentages. The same results were found with the website tracking form, as only two students showed interest in the cognitive strategy of “word mapping” and no student mentioned the social strategies (See Table 4.60).

Such findings could be related to the unwillingness of freshman students to use these strategies despite the training. It is important to add that the students have also been introduced to such strategies in other modules such as study skills. Yet again, they were reluctant to use them to prepare for the speaking tasks. Even with recent reforms, the Algerian educational system is still exam-oriented in nature. Consequently, students tend to give more importance to the final product instead of focusing their attention on other aspects, such as trying unfamiliar strategies to perform the speaking task.

During the training the researcher noticed that, in many instances, students found it more convenient to write paragraphs and memorize them before reproducing them in the form of oral speech. This was also confirmed with students post-training strategy checklists, as the two groups reported using the strategy of practicing silently before performing in front of their classmates; only 10.2% of the control group students and 18.5% of the treatment group students reported not using this strategy (See Tables 5.23 and 5.24). Adding to that, many students were not acquainted with the use of the social strategy of “asking your teacher how your performance was” ( $p=.970$ ) before the intervention and

were unwilling to use the strategy after the intervention ( $p=.247$ ). Furthermore, students' resistance to change their familiar practices made it challenging for the teacher to create an environment where they could use social strategies such as "asking questions and cooperating with others" ( $p=.070$ ).

Despite such findings, the participants from this group have considerably improved their vocabulary level compared to the control group. This raises questions regarding teaching practices and as to whether these strategies should be included in future speaking programs. Should they be discouraged since students have improved their vocabulary without their use or should they be recognized? It is likely that, though the students did not use such strategies for the actual task, they were encouraged to use them by the trainer during classroom sessions, which may have resulted in their effective storage and retrieval of vocabulary.

### **6.2.2. Learner strategies use for the conversation task**

In this part, the most important findings in relation to learners' use of strategies to perform the conversation task are discussed and compared to the published literature. Overall, the students reported a medium use of affective strategies ( $M=2$  out of 3 for the control group and 1.9 out of 3 for the experimental group) and communicative strategies ( $M=2.7$  out of 3 for the control group and 1.9 out of 3 for the experimental group), and a low use of social strategies ( $M=1.7$  for the control group,  $M=1.4$  for the experimental group). The strategies used by the students to perform the conversation tasks are not different from the ones used for the description task. Similar to the previous results, the compensation strategies seem to be the most preferred strategies and the social strategies the least favored ones.



### **6.2.2.1. The most frequently used strategies**

The results show that, at the level of each category of strategies, there was a significant variance between the two groups after the treatment. The experimental group students reported greater use of communicative strategies ( $M=2.1$ ), Affective strategies ( $M= 2.2$ ), cognitive strategies ( $M=2.1$ ) and metacognitive ( $M=2.1$ ) compared to the control group students after the intervention. The  $p$  value for each category also confirms such results (See Table 5.35)

As anticipated, the results of the current research are in line with the general tenors of the previous strategy-based instruction studies in relation to conversation tasks (Cohen et al., 1998; Dadour & Robbins, 1996; Ikeda & Takeuchi, 2003; Mizumoto & Takeuchi, 2009). Undoubtedly, after completing the intervention, the experimental group significantly outperformed the control group in the frequency of strategy use as a whole as well as in terms of each strategy category. This finding also confirms O'Malley and Chamot's (1990) and Wenden's (1987) claim that direct and integrated instruction is more beneficial and effective than the indirect and separate one, since emphasis with the former is placed on learning how to learn and raising learners' awareness of the importance of each strategy in enhancing speaking proficiency. As stated by Wenden "It enables the learner to perceive the relevance of the task, enhances comprehension, and facilitates retention" (1986, p. 318).

At the individual item level, a significant difference was also noticed in favor of the experimental group participants. The total number of strategies improved by the experimental group participants for the conversation task is 46, which is higher compared to the number of strategies enhanced in the description task ( $n=31$ ). The  $P$  values for each strategy also confirm such results as they are inferior to .005 (See Table 5.31)

A highly useful resource in the development of fluency is the use of compensation strategies. They are deployed in order to compensate for some deficiencies in the linguistic system. The results show that the experimental group students frequently resorted to six compensation strategies, most probably because these strategies allowed them to overcome speaking difficulties. This includes “when you do not know a new word in English, use a group of words that have almost the same meaning” ( $p=.000$ ), “When you do not know a word in English, use its synonym” ( $p=.000$ ), and “when you do not know a word in English, use gestures and nonverbal communication to get the message through” ( $p=.001$ ).

These findings corroborate the results reported by O'Malley et al. (1985) in their study of seventy-five students. Their experimentation revealed that the training helped the learners develop their schema to deliver meaning message and communicate successfully. Similar results were found by Dörnyei (1995) with Hungarian university students. The learners received training in three communicative strategies, namely topic avoidance and replacement, circumlocution, and using fillers and hesitation devices. The researcher concluded that the treatment group students manifested considerable improvement in their use of circumlocutions. In the case of the present study, it is important to point out that some compensation strategies such as message abandonment and topic avoidance were not included in the training program and the strategy checklist as they do not help develop students' fluency. As maintained by Thornbury and Slade, such strategies “in the short-term might be counterproductive in terms of learner's long-term language development” (2006, p. 222)

As for the treatment group students' use of metacognitive and affective strategies, improvement was noticed in their use of the following strategies: “positive self-talk” ( $p=.003$ ), “deep breathing” ( $p=.003$ ), “If you find yourself stressed, try to relax”, “breath deeply and concentrate” ( $p=.000$ ) “identify the goal and purpose of the task” ( $p=.000$ ),

“use previous knowledge that you have and what you already know about the situation” ( $p=.002$ ), “Organize your thoughts and ideas” ( $p=.002$ ), and “take your time to think before you speak” ( $p=.001$ ). All these strategies were included in the strategies program and this may have led to such positive results. Concerning the cognitive strategies, the students seemed to favor the strategy of “when you notice a mistake, quickly correct it” ( $p=.001$ ), “pay attention to your vocabulary while you are speaking” ( $p=.000$ ), and “activate your vocabulary, do not use only familiar words” ( $p=.000$ ).

Considerable improvement was also noticed at the level of their use of some communicative strategies. This includes “try to use the vocabulary and structure of your partner to complete the task”, “cooperate together to complete the task”, “try to be supportive and helpful to your partner”, and “rather than keep silent, try to say something when the silence is awkward”. The  $p$  value for all these items is inferior to .005. The means confirm that the progress is in favor of the treatment group (See Table 5.31).

The findings of the website tracking form were, more or less, the same and most of the students favored the strategies that would help them lower their anxiety, improve their vocabulary, and increase their fluency (See Table 4.60). Such findings clearly show that the students have benefited from the instructional program as they increased an important number of strategies.

#### **6.2.2.2. The least frequently used strategies**

The least frequently used strategies for the conversation task after the training are not different from the ones reported in the description task checklist. The three cognitive strategies of “making use of word mapping”, “using grouping”, and “writing a list of words needed to use for the task at hand” were not favored by the students of the two groups. Surprisingly, the same strategies were reported after the training by the experimental group participants despite their implementation in the program. This shows that students were not

ready to take the risk of trying new strategies and instead, chose to stay in their safe zone. Another least favored strategy by all the students is the one of preparing a general outline (using, note and keynotes) and the one of preparing a general outline (draw picture and diagram). Though the treatment group students were made aware of the importance of these strategies and were trained on their use, they did not resort to such strategies.

As far as social strategies are concerned, one of the least reported strategies among all the students is the strategy of “asking the teacher how the performance was” and “asking the classmates how the performance was”. It is not clear as to why the students did not resort to such strategies. It might be that students did not feel at ease with their teacher and their classmates despite the effort of the teacher to set a friendly atmosphere in the classroom.

### **6.3. Students’ beliefs as a factor affecting their strategy use and their resistance to change**

When asked, during the retrospective interview, about other strategies that they believe help them develop their speaking strategies in the future, many respondents strongly believe that they can develop their speaking abilities solely through reading books, watching movies, and listening to music. Their interview answers are as follows:

*‘Practice and listening and read also to have vocabulary..cuz er.reading.....new words and new expressions.....’* (Student 1)

*‘read more er books and speak’* (Student 25)

*‘I think that the only way is reading books..and watch films...’* (Student 28)

*‘I need to read books to listen and watch movies’* (Student 33)

*‘I think to read more novels...I will start with films then music’* (Student 35)

*‘.....I think watching movies in English is the best way.. because I don’t like reading ....’*  
(Student 38)

It is true that extensive reading and exposure to the foreign language can prove to be valuable for high attainment in the target language. However, from the present interview results, we have noticed that most of the students think that they should hold off speaking until they master the basic grammar and vocabulary of the language. One may infer that the students feel this way because they are apprehensive about making mistakes and about not being understood. As argued by Rubin and Thompson

Students who don't say anything because they are worried of making mistakes can fall into a vicious circle, they make errors because they have not practiced enough, yet at the same time they deprive themselves of the opportunity to practice for fear of making mistakes" (1994, p. 105)

This may be the case with the students of the present research, as many still believe that extensive exposure to the target language is the only way for them to develop their productive skills. As such, we can deduce that though the results of the strategy checklist confirm that the students have made use of a considerable number of strategies to perform the two tasks at hand, we cannot be sure that the participants will be willing to employ these strategies in the long term.

Overall, the results of the retrospective interview show that, while the experimental group students reported having used many of the strategies being taught in the post-training phase, we cannot confirm that they will keep using them in the future and with other speaking tasks. These findings show that, in all likelihood, students' beliefs are an important factor that may influence their choice of strategies and this variable can be more difficult to change. By the same token, Lightbown & Spada assert that "learners' instructional preferences, whether due to inherent differences in their approach to learning or to their beliefs about how languages are learned, will influence the kinds of strategies they use in trying to learn new material" (2006, p.67). The discrepancies between the strategy checklists and the interview results show that the interpretations offered above have to be taken with circumspection.

#### **6.4. Students' unchanged perception of their self-confidence after the training**

The findings with regard to research question three are presented and analyzed in the following part. The aim behind using the self-confidence and motivation questionnaire as a research tool was to check whether the strategy training program would positively influence students' perception of their confidence and motivation to speak English.

When it comes to the third research question, the findings show that students' self-confidence and self-perception of their speaking proficiency before the training were relatively low. Out of the four skills, speaking seemed to have the lowest percentage both in the control groups (10.5%) and the experimental groups (4.9%). The students also had a medium to low perception of their proficiency in the skill (34.5% for good and 5.2% for very good perception for the control group, 34.4% for good and 3.3% for very good perception for the treatment group).

Adding to that, the third part of the questionnaire confirms that the participants had a low perception of their fluency, coherence, vocabulary, accuracy, and participation in the classroom when speaking English (See Tables 5.38 and 5.43). The last part of the questionnaire, however, reveals that all the participants were very motivated to learn and improve their speaking skill. All the means for the items related to this variable were superior to 3 (See Tables 5.40 and 5.45).

Students' lack of self-confidence and low-perception of their speaking ability can be explained by their self-restraint during the process of learning English as a foreign language as they may find it challenging to adopt new socio-cultural behaviors (Williams & Burden, 1997). Since the Algerian learners, like any other learner of a foreign language, are not encouraged to communicate in English in their everyday life, they are more likely to engage in less risk-taking behaviors in their English class, and are more resistant to

perform speaking tasks in front of their classmates as a way to save face and protect their self-esteem (Wen & Clément, 2003).

The results of the self-confidence questionnaire corroborate the results of the background questionnaire. When asked if the students communicate orally in English after class, the percentage of students who affirm to speak English outside the classroom was very low (40.3% for the control group, 21% for the experimental group). The mean and frequency also show that the majority of the students never use their English in their daily life conversations. Additionally, the background questionnaire reveals that most of the students have never travelled to an English speaking country (16.1% for the control group and 13.1 for the treatment group). These results clearly show that EFL students' chance to use what they have learned in the classroom is very limited. This may have led the students to be more reluctant to use English in the classroom.

The fourth part of the questionnaire reveals information about learners' anxiety when performing speaking tasks in front of their classmates. Foreign language anxiety can be defined as "the feeling of tension and apprehension especially associated with SL contexts, including speaking, listening, and learning" (MacIntyre & Garner, 1994, p. 283). With the initial questionnaire, the majority of the students seemed to agree with statement 4 "I would be worried if, when I speak, I am not understood", Statement 9 "I start to panic when I speak without preparation in the classroom", and statement 10 "I would worry when my classmates speak better than me" The mode for all these statements is 3, implying that all the participants agree with them. Anxiety can have a severe influence on students' willingness to communicate. This may result in the development of other feelings such as reticence to communicate or communication apprehension. As argued by Keaten and Kelly, (2000, as cited in Piechurska-Kucial & Szysky, 2015) reticence is related one's belief that "it is better to remain silent than to risk appearing foolish". As for

unwillingness to communicate, it can be viewed as “a chronic tendency to avoid and/ or devalue oral communication and to view the communication situation as relatively unrewarding” (Burgoon, 1976, as cited in Piechurska-Kuciel & Szyszk, 2015, p. 66). When such definitions derive from first language acquisition research, they have important bearings on FL research. What makes is even more challenging to speak in a foreign language is the dramatic change of the environment and the communication setting (MacIntyre et al, 1998, as cited in Piechurska-Kuciel & Szyszk, 2015).

Another explanation to students’ apprehension and anxiety when speaking English is their actual speaking proficiency. The pre-test results revealed that students’ level ranged between average and low. Since language learning is strongly connected to the necessity to rely on their unskilled language abilities, this can provoke a considerable threat to the learner’s “self-perception of genuineness in presenting themselves to others” (Horwitz, 1999, p. xii, as cited in Piechurska-Kuciel & Szyszk, 2015). This may induce negative emotions that can hamper the learning process and the experience of foreign language learning is without doubt “a profoundly unsettling psychological proposition” (Guiora, 1983, p. 8). Accordingly, positive emotions are prerequisite for their desire to interact with others.

Such findings can also be accounted for in terms of students’ lack of familiarity with their new teacher, their new classmates and their new classroom atmosphere. Though a safe atmosphere was created by showing understanding, empathy, and support, the students seemed apprehensive as they did not know what to expect.

The fear to learn and use the foreign language can be worsened by the fact that the students are convinced that the teacher’s task is to judge their performance rather than facilitate the learning process. However, this is not the case with present study; most of the students disagree with statement 7 “I feel embarrassed when the teacher corrects my



mistakes in class” and statement 8 “I feel embarrassed when my classmates correct my mistakes in class”. The mode for these two statements is 1 which stands for ‘I disagree’.

The post-training questionnaire proves that out of the four skills, the students are still the least confident when communicating orally, speaking seems to have the lowest percentage for the control groups (11.8%) and the experimental groups students (9.7%) and no significant difference is noticed between the two groups ( $P = .086$  before the treatments and  $P = .897$  after the treatment). Similarly, the students have a low perception of their speaking proficiency (5.9% for the control group, 7.9 for the treatment group).

With that being said, it is important to highlight the fact that the results of the questionnaire seem to contradict those of the retrospective interview. When asked about what improved in their oral production, the majority of the students claimed that they are less shy and more confident when speaking in front of their classmates. One of the students states “*I think er.. what I improved is my er. I got rid of my shy...shyness. I was very anxious at first when I used to.. to come up ..and speak. But now I’m ..the think that is different is that I feel a bit more confident in speaking...*” (student 2). Another student asserts “*....I feel confident when I speak..er I was shy ..also..er I learned er some word vocabulary word..er..improved also my er..my pronunciation...*” (student 8).

The reason behind such discrepancies could be due to students’ social desirability bias. As argued by Dörnyei (2003) this refers to the natural tendency for students to present themselves in a good light in order to gain the teacher’s approval and recognition. This might have been the case with the participants of the present study who were more likely to give positive and socially appropriate answers in an attempt to please their teacher. This is why such results must be taken with caution.

## **6.5. Students' motivation to speak English**

The last part of the questionnaire showed very positive results. The majority of the students confirmed that they were very motivated to learn and develop their speaking abilities. This shows that most of the students, after succeeding in their baccalaureate examination, deliberately made the choice of studying English.

Both the pre-training questionnaire and post-training questionnaire show that all the students manifested a high level of motivation to learn to speak English. A possible interpretation of this phenomenon might be that new students arrive full of enthusiasm for university and for making new relationships. Nonetheless, the results of the first motivation questionnaire do not really accord with the pre-strategy checklist findings since, as detailed in the second part of this chapter, students reported medium to low use of most of the strategies. Such discrepancies between the low reported use of the strategies and students high motivation to learn to speak English would seem to suggest that the good initial intentions are not that easy to turn into effective practice. Indeed, though students were very motivated to improve their level, they did not seem to know how to proceed and how to approach the complex task of learning a foreign language.

From the obtained results, it remains difficult to draw any valid conclusion as to the impact of strategy instruction on motivation to speak English as the students from both groups have manifested a high degree of enthusiasm to learn to speak English before and after the strategy intervention.

### **Conclusion**

Summing up, this chapter has discussed the findings of the study in relation to four objectives initially stated in the introduction and the research discourse. Accordingly, it has highlighted the most important results and provided possible explanations when applicable. By combining several research tools, such as the strategy checklist, the retrospective

interview, and the strategy website tracking form, this part of the study sought to investigate the effect of EFL learners' strategy training on their actual use of different strategies to perform two types of speaking tasks, mainly the description task and the conversation one. It also aimed at examining the relationship of strategy use to EFL oral proficiency, self-confidence and motivation to speak English. The researcher has attempted to compare the findings obtained with those of previous research and the literature reviewed. Although care needs to be taken when interpreting the findings of the current longitudinal study, the fact that significant differences were found both in students' performance across tasks and their reported strategy use, reinforces the potential usefulness of assisting students to expand their repertoire of strategies and raising teachers' awareness of the importance of their use. The findings revealed that the participants in the strategy training groups significantly improved their oral proficiency test scores, whereas improvements in the control groups were not substantial. The results of the retrospective interview data and the strategy checklist confirmed that the participants' success was partly due to the use of specific strategies and an increased general awareness of their use. On the other hand, the lack of significant improvement in the control group indicates that simply offering students' communication practice was not enough to develop their speaking proficiency. The third research hypothesis was not confirmed as the relation between students' strategy use, self-confidence, and motivation to speak English remains unclear.

The following chapter is the conclusion of the research. It aims at summarizing the research findings and at highlighting the major implications of the research. The concluding chapter will also shed lights on the limitations of the present study and will be looking into the possibilities and directions for future research.

# ***General Conclusion***

## **General Conclusion**

The last part of the thesis draws conclusions from the multiple findings of this investigation and acknowledges the limitations of the study. Furthermore, implications for the integration of learner strategy instruction in the EFL classroom are also presented along with suggestions for future directions within this field of inquiry.

The research aimed at examining the impact that a learner strategy instructional program and its corresponding strategy website can have on Algerian EFL students' speaking proficiency. It also aimed at finding out whether such training could influence positively their actual use of the strategies and increase their self-confidence and motivation to speak English as a foreign language. To this end, a case experimental research was conducted with freshmen EFL students in three stages: The first phase of the research was the pre-training one. It aimed at assessing students' speaking performance, their current patterns of strategy use when performing the speaking tasks along with their self-confidence and motivation to speak English. The second phase of the research was the instruction itself. Both groups (experimental and control) enrolled on a sixteen-session speaking course over a period of sixteen weeks. However, unlike the control group, the experimental group followed a classroom-based program that included strategies for using and learning English. The students were also introduced to a speaking strategy website designed by the researcher. The outcomes of the training were measured in the third phase of the experimentation by means of four quantitative data collection tools and one qualitative research instrument. These consist of the participants' post course speaking tests scores, their corresponding strategies checklists, and a self-confidence and motivation questionnaire. The post-training phase also comprised a website strategy tracking form and a retrospective interview for the experimental group students

The study is original in the sense that it proposes a new strategy instructional model and a strategy website developed solely to improve university students' speaking proficiency, strategy use, self-confidence, and motivation to speak English. Although many studies have investigated either the impact of strategy instruction on learners' ability to perform description tasks or its implication on their conversation skills, no study has considered both of these aspects of oral communication with the same population. Hence, three main research questions guided this study.

The first research question posited that strategy training has a significant impact on students' speaking proficiency, and more precisely on their ability to perform the description and conversation tasks. The results reveal that the experimental group students have significantly improved their ability to perform the first task with an overall mean score of 11.75 and 11 as the mode (the most frequent score), unlike the control group students who did not considerably improve their overall score (10 in the pre-test and 9.5 as the mode). The P value was .000 ( $P < .005$ ), confirming the marked difference between the two groups.

The conversation task results, for their part, reveal different findings. The mean score of the post-test was 10.61 for the control group and 10.70 for the treatment group, with a P value of .849, indicating that both the two groups have improved their scores and the difference remains insignificant. With that being said, it was at the level of within-groups analysis that the difference between the two groups, in terms of their level of progress, was noticed ( $P = .000$  for the treatment group and .014 for the control group).

The Second research question aimed at checking whether the strategy training has led to more frequent use of the strategies being taught. The results indicated that, the difference between students' overall use of the strategies for the post description and conversation tasks were not significant for the description task ( $P = .055$ ), but remarkable

for the conversation task ( $P = .004$ ). The results of the individual strategies use, however, confirmed that the experimental group students outperformed the control group ones in their use of the strategies for the two speaking tasks.

While the importance of frequency of learner strategies has been questioned (Purpura, 1999, as cited in Griffiths 2003), findings from this longitudinal research indicate that, overall, the frequent use of a large number of strategies correlates with higher scores in speaking tests. Furthermore, the results not only reveal the importance of strategy frequency, but also the type of strategies used.

As far as the third and the fourth research questions are concerned, the aim was to see whether strategy-based instruction would have a positive impact on EFL students' perceived confidence and motivation to speak English as a foreign language. The questionnaire and the retrospective interview results do not fully support the impact of strategy instruction these two variables. It is expected that the trained students would have become more strategic and confident if the training period had lasted longer.

Overall, the conclusions drawn from this study were presented in relation to the aforementioned questions. The findings, based on the quantitative data indicate that, as a result of the training in the skilled use of learner strategies, the experimental group used significantly more strategies than the control group. Moreover, students who experienced strategy instruction in speaking had significantly better oral proficiency scores than did students who did not have such exposure.

With that being said, the strategy checklists revealed that students from the two groups were still reluctant to use an important number of strategies despite the training. It is believed that such behavior comes from students' beliefs and pre-conceived ideas on how a foreign language should be learned. To confirm such claims, the retrospective

interview revealed that the majority of the students consider abundant exposure to the target language as the only way to improve their speaking level.

In order to bring a change in the learners' beliefs, teachers of different levels may consider the results actively in relation to what they do in the classroom on a daily basis. By helping teachers understand the difficulties learners come across when communicating in the foreign language, they can provide the best possible conditions for improving their learners' spoken competence and learning habits. Moreover, it is worth highlighting that though strategy instruction is not a magic pill to improve students' speaking ability, it is, to a certain extent, an effective mean of increasing foreign language learning. The study proved that EFL learners can benefit from strategy interventions designed to enhance speaking proficiency.

### **Pedagogical implications**

The preceding discussion of the results underscores the primacy of strategy instruction for Algerian learners of English as a foreign language and leads to a number of suggestions for the improvement of EFL teaching in Algerian universities.

The study was conducted with the aim of determining whether strategy-based instruction should have a place in the foreign language classroom. It emphasized a broad range of language learner strategies that could contribute to the students' efforts at speaking and communicating in the target language. The results of the current study favor such a role, as the integration of explicit strategy instruction could have an immediate payoff on students' oral outcomes.

In the light of these findings, it would seem sensible that teachers should, to some degree, encourage students to expand their strategy repertoires. It is strongly believed that if teachers methodically and systematically instruct and reinforce the use of strategies, this can help students develop their proficiency in the target language. The study also seems to



confirm the necessity of integrating strategy training directly into the classroom instructional plan and embedding strategies into daily life tasks. In this way, the students can be familiar with having the teacher teach both the language content and the learning process.

As easy as it seems, such an approach requires pre-service and in-service trainings on the benefits of learner strategies and on how to deliver explicit strategies-based instruction so that the strategies become an integral part of the nature of the course. In this way, the students can be better able to consciously transfer specific strategies to new contexts.

### **Limitations of the study**

While the main strength of this study lies in the fact that it explored the impact of strategy training on learners' performance across tasks, namely description and conversation ones. The current study is not free from limitations that must be addressed. To be sure, the limitations in this initial experimental design prevent us from stating so conclusively that the strategy training designed by the researcher guarantees the improvement in the performance of any trained student. These limitations are discussed below.

The first limitation is related to the interview as a research tool and the language used to elicit students' answers. A question might arise as to whether the language used for the interview had an influence on students' answers. The retrospective interview was conducted in English. It is believed that if the interview was conducted in learners' first language (Berber or Arabic), the researcher would have been able to elicit more information from the interviewees. Undeniably, some students found it difficult to express what they wanted to say in the target language and this may have impacted on the depth of the answers obtained.

Another problem with the data collection tools is that the researcher used audio recording rather than video recording as a research tool. We believe that this latter could have helped provide more information in relation to the participants' self-confidence during their performance. Their facial expressions and gesture could have been clear indicators of how students felt while performing the speaking task.

Other limitations are related to the training itself. Some unanticipated events, such as strikes, meetings, and public holidays prevented the researcher from incorporating all the strategy lessons initially designed. Additionally, the teacher was pressured to complete the program and prepare for the exams which led to some breaks and inconsistency in the presentation of the strategies lessons. Indeed, more strategies lessons could have been integrated in the classroom, which in turn could have improved the quality of the strategy training.

Concerning the strategy website, though a contributing factor in students' increase of different strategic resources, it is important to highlight the fact that the designed website lacked multimedia content such as videos and interactive activities. We believe that such activities could have motivated a larger number of participants to use it more frequently.

As regards the impact of strategy based-instruction on learners' use of strategies, it is important to note that the emphasis of the current study was on the frequency of use of these strategies rather than on their successful use. The research did not have direct measures of how these strategies were successful, but an indirect measure was the relation between an increase in speaking proficiency and strategy use.

Moreover, this study could not determine whether the more frequent and more comprehensive use is a cause or a result of an increase in proficiency. However, it is likely that the relationship between strategy use and speaking proficiency is a two way relation.

As learners become more proficient in the language, they become more able to focus on the use of particular strategies which further increase their proficiency.

Another aspect that might have reduced, to some extent, the validity of the study is the gender variable. Female participants outnumbered their male counterparts. Thus the findings of the study might not be generalized to male members of the population. Additionally, some participants did not attend the instruction course regularly, so they did not receive the treatment adequately. Therefore, their performance on the test might be unrelated to the effect of the treatment.

Clearly, all of these limitations should be taken heed of when designing future experimental investigations of this kind.

### **Suggestions for future research**

Obviously, further research is indispensable to help confirm and generalize the results of the present findings. Based on the study process and the study results, we suggest conducting similar experimental research with other speaking tasks such as narration, or presentations as they are known to be more complex tasks that require more structural complexity (Foster & Skehan, 1996).

Second, it is worth mentioning that the population of the current study is not ethnically and linguistically homogeneous. We believe that research on learner strategies can reach more conclusive results in contexts where the populations tend to be more uniform, which makes it easier to control some of the numerous variables affecting language acquisition such as the interference of the first and the second language.

Moreover, further research need to be conducted to examine the impact that variables such as nationality, gender, age, aptitude and personality can have on learners' choice of the strategies and speaking proficiency. As Ellis reminds us:

while much of what has taken place in SLA research is based on the assumption that learner language provides evidence of universal learning process, there is also

a long tradition of research that has recognized that learners vary enormously in their rate of learning , their approach to learning, and in their actual achievements” (1994, p. 17)

Accordingly, individual differences can be important factors that can be the cause of variation in the learning process.

Strategy training can prove to be effective and highly beneficial for students on multiple levels and can help them to progress as individuals (Oxford & Leaver, 1996). When short-term gains were proved to happen, long-term benefits of strategy interventions have not been explored in the current study. Investigating this aspect is recommended to see if students can systematically use these strategies with future tasks and with other skills.

From an individual perspective, quantitative statistics, although useful for providing generalized information, never quite describe any particular student exactly. More qualitative research need to be conducted in the Algerian context to complement present results.

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# ***Appendices***

## **Appendix 1**

### **Consent to Participate in Research**

**Project Name:** The Impact of Strategies-based Instruction on EFL Learners' Speaking Performance, Speaking Strategies Use, Motivation, and Self Confidence: a Case Study at the University of Tizi-Ouzou

**Investigator :** Amel BENAÏSSA

You are kindly invited to consider participating in this research study. The aim of the training is to help the participants develop their speaking proficiency, self-confidence, and motivation to learn and to speak English.

All the information collected will be confidential and will only be used for research. A tape-recorder will be used to record you pre- and post- speaking tests. Your identity will be anonymous and no one besides the researcher will know your name. Whenever data from this research are used your identity and name will not be mentioned. The data gathered will be saved and stored in the computer and only the researcher will have access to it.

I have finally explained the nature and the objectives of the study to the student.

Signature of the witness:.....

I have read the information provided in this informed consent form.

Signature of the participant:.....

## **Appendix 2**

### **The Speaking Test (Description Task)**

**Describe a person that has a ppositive influence in your life**

**You should say:**

- 1) Who the person is.
- 2) Describe his/her personality and physical traits.
- 3) Why you admire him/her.

## **Appendix 3**

### **The Speaking Test (Conversation Task)**

**You are freshman students. You do have friends but you see one of your new classmates standing alone.**

**With your classmate, act out a conversation between these two students.**

## Appendix 4

### Strategy Checklist for the Description Task

Full name :.....

#### Speaking Strategies Checklist for the Description Task

Have a look at the speaking strategies below and indicate in the first column the degree of use of the strategies for the task at hand (1=not use, 2= low use, 3= high use).

#### **I. Before You Speak**

##### **1. Lower your anxiety**

| What strategies have you used for the task at hand? | Used today |   |   |
|-----------------------------------------------------|------------|---|---|
|                                                     | 1          | 2 | 3 |
| 1. Deep breathing                                   |            |   |   |
| 2. Positive-self talk                               |            |   |   |
| 3. Visualise self-talk                              |            |   |   |
| 4. Relaxation techniques                            |            |   |   |
| 5. Feel prepared                                    |            |   |   |

##### **2. Prepare and plan**

|                                                                                                                       | Used today |  |  |
|-----------------------------------------------------------------------------------------------------------------------|------------|--|--|
|                                                                                                                       |            |  |  |
| 1. Identify the goal and purpose of the task.                                                                         |            |  |  |
| 2. Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.                 |            |  |  |
| 3. Use the previous knowledge that you have and what you already know about the situation.                            |            |  |  |
| 4. Relate the present speaking task to a situation you have been to before.                                           |            |  |  |
| 5. Predict what is going to happen                                                                                    |            |  |  |
| 6. Predict the kind of vocabulary you will need.                                                                      |            |  |  |
| 7. Make use of word mapping                                                                                           |            |  |  |
| 8. Use groupings                                                                                                      |            |  |  |
| 9. Write a list of the words that you will need to use for the task at hand                                           |            |  |  |
| 10. When you do not know a word in English try to use a group of words that have almost the same meaning              |            |  |  |
| 11. When you do not know a word in English, you use its synonym                                                       |            |  |  |
| 12. When you do not know a word in English, you use gesture and nonverbal communication to get the message through    |            |  |  |
| 13. When you do not know a word in English you use French, Arabic, or Berber.                                         |            |  |  |
| 14. Predict the grammar structure ( types of sentences) you will need to use                                          |            |  |  |
| 15. Use all what you previously learned ( pronunciation, vocabulary, sentence structure) to perform the speaking task |            |  |  |
| 16. Predict and prepare yourself for the difficulties that you might encounter.                                       |            |  |  |

|                                                                                                                |  |
|----------------------------------------------------------------------------------------------------------------|--|
| 17. Organize your thoughts and ideas ( how you will start, what you will say next...how you will end the task) |  |
| 18. Prepare a general outline (use notes, keynotes)                                                            |  |
| 19. Prepare a general outline ( draw picture, diagrams)                                                        |  |
| 20. Practice silently before performing in front of your classmates                                            |  |
| 21. Encourage yourself to speak, even though you might make mistakes                                           |  |

## II. While You Are Speaking

### 1. Feeling in control

| What have you used today while you were speaking and how important do you think this technique is ?                   | Used today |  |  |
|-----------------------------------------------------------------------------------------------------------------------|------------|--|--|
|                                                                                                                       |            |  |  |
| 1. Take your emotional temperature. If you find you are stressed, try to relax (breathe deeply and concentrate)       |            |  |  |
| 2. Concentrate on the task, do not let what is going around you (students, teacher, and external noise) distract you. |            |  |  |
| 3. Use the flashcard that the teacher hands you to help you                                                           |            |  |  |
| 4. Ask for clarification and explanation of the question from the teacher when needed                                 |            |  |  |
| 5. Take your time to think before you speak                                                                           |            |  |  |
| 6. When you don't know a word in English, don't give up. Carry on speaking                                            |            |  |  |
| 7. When you make mistake, you do not stop and continue speaking                                                       |            |  |  |
| 8. When you notice that you have made a mistake you quickly correct it and carry on                                   |            |  |  |
| 9. Think in the English language                                                                                      |            |  |  |
| 10. Encourage yourself with positive thoughts while you are speaking.                                                 |            |  |  |

### 2. Monitor your performance

|                                                                                                 | Used today |  |  |
|-------------------------------------------------------------------------------------------------|------------|--|--|
|                                                                                                 |            |  |  |
| 1. Pay attention to your vocabulary while you are speaking                                      |            |  |  |
| 2. Self-correction, if you hear yourself making a mistake, stop and correct it                  |            |  |  |
| 3. Pay attention to your grammar mistakes while you are speaking                                |            |  |  |
| 4. Activate your vocabulary, do not use only the familiar words                                 |            |  |  |
| 5. When you do not know an English word use a group of words that have similar meaning          |            |  |  |
| 6. When you do not know an English word use its synonym                                         |            |  |  |
| 7. When you do not know a word in English use a French word that you think can be similar to it |            |  |  |

|                                                                      |  |
|----------------------------------------------------------------------|--|
| 8. When you cannot communicate a complex idea, do it in a simple way |  |
|----------------------------------------------------------------------|--|

### III. After You Speak

#### 1. Evaluate your performance

| What have you used today after you spoke and how important do you think this technique is ?                                                          | Use today |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|--|
|                                                                                                                                                      |           |  |  |
| 1. Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance |           |  |  |
| 2. Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          |           |  |  |
| 3. Think about what you will do next time to improve your performance of the task.                                                                   |           |  |  |
| 4. Think about repeating the task at home                                                                                                            |           |  |  |
| 5. Think about the mistake you have made and try to avoid them next time.                                                                            |           |  |  |
| 6. Ask your classmate how your performance was                                                                                                       |           |  |  |
| 7. Ask your teacher how your performance was                                                                                                         |           |  |  |
| 8. Ask your classmate to give you their remarks ( corrective feedback and weaknesses) in you speech                                                  |           |  |  |

#### 2. Plan for future tasks

|                                                          | Used today |  |  |
|----------------------------------------------------------|------------|--|--|
|                                                          |            |  |  |
| 1. Plan for how you will improve the next time           |            |  |  |
| 2. Think about how you will practice outside the class   |            |  |  |
| 3. Check for the vocabulary you had difficulties using   |            |  |  |
| 4. Check for the grammar form you had difficulties using |            |  |  |
| 5. Work with a proficient user of the English language   |            |  |  |



## Appendix 5

### Strategy Checklist for the Conversation Task

Full name:.....

#### Speaking Strategies Checklist for the Conversation Task

Have a look at the speaking strategies below and indicate in the first column the degree of use of the strategies for the task at hand (1=not use, 2= low use, 3= high use).

#### IV. Before You Speak

##### 3. Lower your anxiety

| What strategies have you used for the task at hand? | Used today |   |   |
|-----------------------------------------------------|------------|---|---|
|                                                     | 1          | 2 | 3 |
| 1. Deep breathing                                   |            |   |   |
| 2. Positive-self talk                               |            |   |   |
| 3. Visualise self-talk                              |            |   |   |
| 4. Relaxation techniques                            |            |   |   |
| 5. Feel prepared                                    |            |   |   |

##### 6. Prepare and plan

|                                                                                                                    | Used today |   |   |
|--------------------------------------------------------------------------------------------------------------------|------------|---|---|
|                                                                                                                    | 1          | 2 | 3 |
| 1. Identify the goal and purpose of the task.                                                                      |            |   |   |
| 2. Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.              |            |   |   |
| 3. Use the previous knowledge that you have and what you already know about the situation.                         |            |   |   |
| 4. Relate the present speaking task to a situation you have been to before.                                        |            |   |   |
| 5. Predict what is going to happen                                                                                 |            |   |   |
| 6. Predict the kind of vocabulary you will need.                                                                   |            |   |   |
| 7. Make use of word mapping                                                                                        |            |   |   |
| 8. Use groupings                                                                                                   |            |   |   |
| 9. Write a list of the words that you will need to use for the task at hand                                        |            |   |   |
| 10. When you do not know a word in English try to use a group of words that have almost the same meaning           |            |   |   |
| 11. When you do not know a word in English, you use its synonym                                                    |            |   |   |
| 12. When you do not know a word in English, you use gesture and nonverbal communication to get the message through |            |   |   |
| 13. When you do not know a word in English you use French, Arabic, or Berber.                                      |            |   |   |
| 14. Predict the grammar structure ( types of                                                                       |            |   |   |

|                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------|--|
| sentences) you will need to use                                                                                       |  |
| 15. Use all what you previously learned ( pronunciation, vocabulary, sentence structure) to perform the speaking task |  |
| 16. Predict and prepare yourself for the difficulties that you might encounter.                                       |  |
| 17. Organize your thoughts and ideas ( how you will start, what you will say next...how you will end the task)        |  |
| 18. Prepare a general outline (use notes, keynotes)                                                                   |  |
| 19. Prepare a general outline ( draw picture, diagrams)                                                               |  |
| 20. Practice silently before performing in front of your classmates                                                   |  |
| 21. Encourage yourself to speak, even though you might make mistakes                                                  |  |

## V. While You Are Speaking

### 3. Feeling in control

| What have you used today while you were speaking and how important do you think this technique is ?                   | Used today |   |   |
|-----------------------------------------------------------------------------------------------------------------------|------------|---|---|
|                                                                                                                       | 1          | 2 | 3 |
| 1. Take your emotional temperature. If you find you are stressed, try to relax (breathe deeply and concentrate)       |            |   |   |
| 2. Concentrate on the task, do not let what is going around you (students, teacher, and external noise) distract you. |            |   |   |
| 3. Use the flashcard that the teacher hands you to help you                                                           |            |   |   |
| 4. Ask for clarification and explanation of the question from the teacher when needed                                 |            |   |   |
| 5. Take your time to think before you speak                                                                           |            |   |   |
| 6. When you don't know a word in English, don't give up. Carry on speaking                                            |            |   |   |
| 7. When you make mistake, you do not stop and continue speaking                                                       |            |   |   |
| 8. When you notice that you have made a mistake you quickly correct it and carry on                                   |            |   |   |
| 9. Think in the English language                                                                                      |            |   |   |
| 10. Encourage yourself with positive thoughts while you are speaking.                                                 |            |   |   |

### 11. Be involved in the conversation

|                                                                                     | Used today |   |   |
|-------------------------------------------------------------------------------------|------------|---|---|
|                                                                                     | 1          | 2 | 3 |
| 1. Concentrate on the conversation                                                  |            |   |   |
| 2. Listen attentively to your conversation partner.                                 |            |   |   |
| 3. Try to use the vocabulary and structure of you partner in your own response      |            |   |   |
| 4. Cooperate together to complete the task                                          |            |   |   |
| 5. Negotiate meaning to complete the task                                           |            |   |   |
| 6. Try to guess what the other learner is going to say based on what you have said. |            |   |   |

|    |                                                                                                            |  |
|----|------------------------------------------------------------------------------------------------------------|--|
| 7. | Try to be supportive and helpful to your partner                                                           |  |
| 8. | Rather than keep silent try to say something when the silence is awkward and you both have nothing to say. |  |
| 9. | Work together and cooperate to complete the task                                                           |  |

## 12. Monitor your performance

|                                                                                                 | Used today |   |   |
|-------------------------------------------------------------------------------------------------|------------|---|---|
|                                                                                                 | 1          | 2 | 3 |
| 1. Pay attention to your vocabulary while you are speaking                                      |            |   |   |
| 2. Self-correction, if you hear yourself making a mistake, stop and correct it                  |            |   |   |
| 3. Pay attention to your grammar mistakes while you are speaking                                |            |   |   |
| 4. Activate your vocabulary, do not use only the familiar words                                 |            |   |   |
| 5. When you do not know an English word use a group of words that have similar meaning          |            |   |   |
| 6. When you do not know an English word use its synonym                                         |            |   |   |
| 7. When you do not know a word in English use a French word that you think can be similar to it |            |   |   |
| 8. When you cannot communicate a complex idea, do it in a simple way                            |            |   |   |

## VI. After You Speak

### 3. Evaluate your performance

| What have you used today after you spoke and how important do you think this technique is ?                                                          | Use today |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|
|                                                                                                                                                      | 1         | 2 | 3 |
| 1. Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance |           |   |   |
| 2. Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)                          |           |   |   |
| 3. Think about what you will do next time to improve your performance of the task.                                                                   |           |   |   |
| 4. Think about repeating the task at home                                                                                                            |           |   |   |
| 5. Think about the mistake you have made and try to avoid them next time.                                                                            |           |   |   |
| 6. Ask your classmate how your performance was                                                                                                       |           |   |   |
| 7. Ask your teacher how your performance was                                                                                                         |           |   |   |
| 8. Ask your classmate to give you their remarks ( corrective feedback and weaknesses) in you speech                                                  |           |   |   |

### 9. Plan for future tasks

|                                                        | Used today |   |   |
|--------------------------------------------------------|------------|---|---|
|                                                        | 1          | 2 | 3 |
| 1. Plan for how you will improve the next time         |            |   |   |
| 2. Think about how you will practice outside the class |            |   |   |

|    |                                                       |  |
|----|-------------------------------------------------------|--|
| 3. | Check for the vocabulary you had difficulties using   |  |
| 4. | Check for the grammar form you had difficulties using |  |
| 5. | Work with a proficient user of the English language   |  |

## Appendix 6

### Rating Scale for the Description Task

Student :

| <b>Mark</b> | <b>Grammatical Accuracy</b>                                                                                                              | <b>Mark</b> | <b>Lexical Resource</b>                                                                                                           |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 5           | Uses a variety of linguistic structures. Uses complex and simple structures. Overall, has a good control of grammar                      | 5           | A good control of vocabulary with full flexibility and precision.                                                                 |
| 4-4,5       | Highly accurate; structure use adequate and appropriate to the task. Very few errors in morphology and syntax without affecting meaning. | 4-4,5       | Use a wide vocabulary resource and shows some awareness of style, collocation, and idiomatic expression. Paraphrases effectively. |
| 3-3,5       | Good control of the basic structures with some errors in morphology and syntax.                                                          | 3-3,5       | Has enough vocabulary to discuss topics at length. Successfully convey meaning despite inappropriate use of words.                |
| 2-2,5       | Grammar highly inconsistent; predominated by errors and inaccuracies. Some errors affect on the meaning.                                 | 2-2,5       | Only uses simple vocabulary to convey personal information. Has insufficient vocabulary. Word choice is limited and very simple.  |
| 0-1         | Great difficulty in constructing very basic sentences                                                                                    | 0-1         | Too little production to evaluate. Only produces some isolated words.                                                             |
| <b>Mark</b> | <b>Fluency</b>                                                                                                                           | <b>Mark</b> | <b>Relevance to the topic</b>                                                                                                     |
| 5           | Speaks fluently and any hesitation is content-related rather than to find words or grammar.                                              | 5           | Develops topics fully and appropriately. Shows a full understanding of the topic                                                  |
| 4-4,5       | Fluent with few of no breaks or hesitations. Speaks at length without noticeable effort.                                                 | 4-4,5       | Show a good understanding of the topic and is able to organize ideas and speak coherently.                                        |
| 3-3,5       | Fairly fluent with minor breaks of hesitations. Produces simple speech fluently but more complex communication cause fluency problems.   | 3-3,5       | Shows a fairly good understanding of the topic.                                                                                   |
| 2-2,5       | Performance characterized by major breaks and hesitations. Poses lengthy before most words.                                              | 2-2,5       | Does not show a good understanding of the topic; incoherence of ideas.                                                            |
| 0-1         | Little to no fluency                                                                                                                     | 0-1         | Little communication possible. Does not seem to understand the topic.                                                             |

## Appendix 7

### Rating Scale for the Conversation Task

Student :

| <b>Mark</b> | <b>Grammatical Accuracy</b>                                                                                                              | <b>Mark</b> | <b>Lexical Resource</b>                                                                                                                         |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 5           | Uses a variety of linguistic structures. Uses complex and simple structures. Overall, has a good control of grammar                      | 5           | A good control of vocabulary with full flexibility and precision.                                                                               |
| 4-4,5       | Highly accurate; structure use adequate and appropriate to the task. Very few errors in morphology and syntax without affecting meaning. | 4-4,5       | Use a wide vocabulary resource and shows some awareness of style, collocation, and idiomatic expression. Paraphrases effectively.               |
| 3-3,5       | Good control of the basic structures with some errors in morphology and syntax.                                                          | 3-3,5       | Has enough vocabulary to discuss topics at length. Successfully convey meaning despite inappropriate use of words.                              |
| 2-2,5       | Grammar highly inconsistent; predominated by errors and inaccuracies. Some errors affect on the meaning.                                 | 2-2,5       | Only uses simple vocabulary to convey personal information. Has insufficient vocabulary. Word choice is limited and very simple.                |
| 0-1         | Great difficulty in constructing very basic sentences                                                                                    | 0-1         | Too little production to evaluate. Only produces some isolated words.                                                                           |
| <b>Mark</b> | <b>Fluency</b>                                                                                                                           | <b>Mark</b> | <b>Communication Success</b>                                                                                                                    |
| 5           | Speaks fluently and any hesitation is content-related rather than to find words or grammar.                                              | 5           | Appropriate topic, amount of time conversing; exchange well-connected                                                                           |
| 4-4,5       | Fluent with few of no breaks or hesitations. Speaks at length without noticeable effort.                                                 | 4-4,5       | Appropriate topic and exchange connected but not enough time conversing                                                                         |
| 3-3,5       | Fairly fluent with minor breaks of hesitations. Produces simple speech fluently but more complex communication cause fluency problems.   | 3-3,5       | Conversation not always appropriate to topic and/or some misunderstanding between interlocutors because discourse is not sufficiently connected |
| 2-2,5       | Performance characterized by major breaks and hesitations. Poses lengthy before most words.                                              | 2-2,5       | Conversation very often inappropriate to topic and/or frequent misunderstandings between interlocutors because discourse is not connected       |
| 0-1         | Little to no fluency                                                                                                                     | 0-1         | Conversation inappropriate to topic and/or exchange not connected (unable to hold up conversation)                                              |

## Appendix 8

### Self-confidence and Motivation Questionnaire

Name: .....

#### Section 1: Self-confidence in the four skills

1. How confident do you feel in the following skill areas? (circle number)

|           | Not confident at all | Not very confident | Quite confident | Very confident |
|-----------|----------------------|--------------------|-----------------|----------------|
| Reading   | 1                    | 2                  | 3               | 4              |
| Writing   | 1                    | 2                  | 3               | 4              |
| listening | 1                    | 2                  | 3               | 4              |
| speaking  | 1                    | 2                  | 3               | 4              |

2. How would you rate your ability in the following skills?

|           | Poor | Fair | Good | Very Good |
|-----------|------|------|------|-----------|
| Reading   | 1    | 2    | 3    | 4         |
| Writing   | 1    | 2    | 3    | 4         |
| listening | 1    | 2    | 3    | 4         |
| speaking  | 1    | 2    | 3    | 4         |

3. In terms of your speaking skills only, how do you rate your performance in the following areas? (circle number)

|                        | Poor | Fair | Good | Very Good |
|------------------------|------|------|------|-----------|
| Participation in class | 1    | 2    | 3    | 4         |
| Fluency                | 1    | 2    | 3    | 4         |
| coherence              | 1    | 2    | 3    | 4         |
| vocabulary             | 1    | 2    | 3    | 4         |
| Grammar and accuracy   | 1    | 2    | 3    | 4         |
| Pronunciation          | 1    | 2    | 3    | 4         |

#### Section 2: Self-confidence in the classroom

Disagree (1) Partly Disagree (2) Partly agree (3) Agree (4)

- |                                                                                       |   |   |   |   |
|---------------------------------------------------------------------------------------|---|---|---|---|
| 1. I get nervous and confused when I am speaking in my English class                  | 1 | 2 | 3 | 4 |
| 2. I am scared of making mistakes                                                     | 1 | 2 | 3 | 4 |
| 3. I feel uneasy and afraid when students laugh at me when I am speaking in the class | 1 | 2 | 3 | 4 |
| 4. I would be worried if, when I speak, I am not understood                           | 1 | 2 | 3 | 4 |
| 5. I am not confident when I speak English in the class                               | 1 | 2 | 3 | 4 |

|                                                                           |   |   |   |   |
|---------------------------------------------------------------------------|---|---|---|---|
| 6. I find speaking English difficult in the class                         | 1 | 2 | 3 | 4 |
| 7. I feel embarrassed when the teacher corrects my mistakes in the class  | 1 | 2 | 3 | 4 |
| 8. I feel embarrassed when my classmates correct my mistakes in the class | 1 | 2 | 3 | 4 |
| 9. I start to panic when I speak without preparation in the class         | 1 | 2 | 3 | 4 |
| 10. I worry when my classmates speak better than me                       | 1 | 2 | 3 | 4 |

**Section3:** Motivation towards improving the speaking skill

Disagree (1) Partly Disagree (2) Partly agree (3) Agree (4)

|                                                        |   |   |   |   |
|--------------------------------------------------------|---|---|---|---|
| 1. I like the atmosphere of my previous English class. | 1 | 2 | 3 | 4 |
| 2. I always look forward to English speaking classes.  | 1 | 2 | 3 | 4 |
| 3. I find speaking English very interesting.           | 1 | 2 | 3 | 4 |
| 4. I enjoy speaking English with my friends.           | 1 | 2 | 3 | 4 |
| 5. I enjoy speaking English in the classroom.          | 1 | 2 | 3 | 4 |
| 6. I would like to have more speaking lessons.         | 1 | 2 | 3 | 4 |
| 7. I practice my speaking after class.                 | 1 | 2 | 3 | 4 |
| 8. I enjoy learning English.                           | 1 | 2 | 3 | 4 |
| 9. I am willing to work hard at speaking English       | 1 | 2 | 3 | 4 |
| 10. I think I am doing my best to learn to speak       | 1 | 2 | 3 | 4 |

*Thank*

*You*



## **Appendix 9**

### **The Retrospective Interview**

Question 1 : Do you think that your speaking level has improved ?

Explain.....

Question 2 : What are the aspects of your speaking performance that you think have improved the most ?

Question 3 : What do you think is the reason behind such improvement ?

Question 4 : what are the strategies and techniques that you have used in the classroom that you think have helped you ?

Question 5 : What are the aspects of your speaking skill that you think you have not need to be improved ?

Question 6 : What do you suggest to improve them ?

## Appendix 10

### The Website Tracking-Form

1. Have you visited the Speaking Strategy Website?

☐ Yes

☐ No

2. If yes, how many times have you visited the website per week?

.....

3. Which strategies have you checked in the website?

a).....

b).....

c).....

d).....

e).....

4. Have what are the strategies to perform your speaking tasks?

.....  
.....  
.....  
.....  
.....  
.....

5. How often have you used these strategies?

.....  
.....  
.....

6. How useful where these strategies? Mention the usefulness of each Strategy

a).....

.....

b).....

....

c).....

.....

d).....

....

e).....

.....

Thank You

## **Appendix 11**

### **Lesson Plans 1-16**

#### **Lesson Plan for Oral Expression (Lesson 1)**

##### **Theme / Topic**

Breaking the ice.

##### **Processes/Skills**

Introducing yourself and why you have chosen to study English.

##### **Language Objectives**

Using the present simple, present perfect, and the future. Using the vocabulary related to self-description, goals and studies.

##### **Learning Strategies Objectives**

Metacognitive strategies: setting long-term and short-term goals in relation to learning English.

##### **Types of strategy tasks used**

- Introducing yourself.
- Long-term and short-term goals checklist.

##### **The Materials Used**

Checklist designed by the teacher.

##### **The procedure**

###### **a. Preparation**

This is the first lesson that the students have after having completed the two pre-tests and the instruments before the training. First, the teacher starts by introducing herself and ask the students to do the same thing one by one. Furthermore, the students are asked to think about their goals and objectives behind studying English, if they are motivated to learning the language as well as their suggestions to improve their level.

###### **b. Presentation**

After listening to the students, the teacher moves to introducing the general program for the speaking skill and the importance of being equipped with the necessary strategies and techniques to improve the skill. The teacher also mention the importance of setting long-term and short-term goals for each module such as reading and writing, listening and speaking, linguistics, study skills...etc. An example is given with reading and writing.

###### **c. Practice**

The students are asked to complete a checklist as an example of long-terms and short-terms goals that can guide them throughout the year.

#### **d. Self- evaluation**

The students asked to compare their checklists to the ones of their classmates and reflect on the selection they have made. They are, then, asked to make any modification or addition to the list they have written if necessary.

#### **e. Expansion**

The students are informed that this checklist can be used with other modules and are asked to complete a second one in relation to the listening skill.

### **Lesson Plan for Oral Expression (Lesson2)**

#### **Theme / Topic**

Describing a person

#### **Processes/Skills**

Describing a person

#### **Language Objectives**

Using the present simple and present perfect.

Using personal pronouns and possessive pronouns.

Using the vocabulary related to describing a person (personality and physical appearance).

Using the comparative and superlative.

#### **Learning Strategies Objectives**

Cognitive strategies: word mapping and grouping.

#### **Types of strategy tasks used**

- Word mapping and grouping worksheets

#### **The Materials Used**

- Worksheet designed by the teacher.
- Workbook skills plus.

#### **The procedure**

##### **a. Preparation**

In the second lesson, the teacher starts by asking the students about the different techniques and strategies that they use to memorize new vocabulary. The suggestions provided by the students are then discussed and compared.

##### **b. Presentation**

After listening to the students, the teacher presents the two strategies of word mapping and grouping that can help them learn and memorize new vocabulary. The students are informed that they can use these strategies before any speaking task and that categorizing

and organizing words can help them retrieve them and use them in different contexts and for different topics.

### **c. Practice**

The students are given list of words that they will need to use for the description task. They are asked to organize the list and categorize the words. They can make use of a dictionary or ask the teacher for the explanation if any word is not clear. However, once all the words are explained to them they have to choose the types of categories that they will use. For instance, some students decided to divide the group of words into two groups (positive and negative adjectives) others have separate the adjective that refer to physical traits from the adjectives that describe mental traits.

Self- evaluation

The students asked to compare their list and memorize as many new words as possible.

### **d. Expansion**

The students are informed that this checklist can be used with other speaking topics and are asked to complete a second one in relation to city description, means of transportation or any personal theme chosen by the students.

## **Lesson Plan for Oral Expression (Lesson 3)**

### **Theme / Topic**

Describing a person

### **Processes/Skills**

Describing a person

### **Language Objectives**

- Using the present simple and present perfect.
- Using personal pronouns and possessive pronouns.
- Using the vocabulary related to describing a person (personality and physical appearance). Using the comparative and superlative.

### **Learning Strategies Objectives**

- Cognitive strategies: using words in context.

### **Types of strategy tasks used**

- Worksheets: list of words designed by the teacher.

### **The Materials Used**

- Worksheet designed by the teacher.
- Workbook skills plus.

### **The procedure**

#### **a. Preparation**

In the third lesson, the teacher starts by asking the students about the different techniques and strategies that they can rely on to use the new words in different speaking tasks. The students are reminded that, in the previous lesson, they have seen grouping and word mapping as two supportive strategies. They are informed that, though these strategies can help them memorize an important number of words, if they do not use these words in context and when performing different speaking tasks, these words may remain part of their passive vocabulary. They then informed that students' passive vocabulary is the words that they can understand but cannot use in speaking or writing.

#### **b. Presentation**

After listening to the students, the teacher presents the two strategies of using words in context as a strategy that can help them use the new words that they have learned in the previous lessons more flexibly. The students are informed that they can use these strategies while performing speaking task. The teacher shares a personal experience that she had as a student when she wanted to learn all the English words related to means of cars and driving. She explains how she checked all the words online and in the dictionary and how she did not stop there but tried to recall all the words and use them while learning to drive. The teacher added that this strategy can be used any many domains like visiting a new place or learning to cook.

#### **c. Practice**

The students are given the same list of words that that was given to them in the previous lesson and are asked to use it for the description task. They are challenged to use as many new words as they can when describing a person that they admire the most. Meanwhile, they teacher will count the number of words that each student has used.

#### **d. Self- evaluation**

The students asked to compare the number and types of words that they have used with their classmate and reflect on whether they are satisfied with their performance or not.

#### **e. Expansion**

The students are informed that this strategy can be used with other speaking topics and are asked to write a new list of words in relation to city description. They asked to perform the city description task in the next lesson.

### **Lesson Plan for Oral Expression (Lesson4)**

#### **Theme / Topic**

Describing a country or a city

#### **Processes/Skills**

Describing a country or a city

#### **Language Objectives**

Using vocabulary that is related to the topic

#### **Learning Strategies Objectives**

The use of grouping to memorize new words and vocabulary

### **Types of strategy tasks used**

The use of grouping

### **The Materials Used**

A worksheet that contains all the words needed to describe a country or a city

### **The procedure**

#### **a. Preparation**

The lesson starts with a brainstorming exercise where students are asked to discuss with one another about the strategies and techniques and strategies they use to facilitate the memorization of new words and vocabulary. Then, the teacher writes down all the ideas on the board. After that, the teacher asks the students whether they have used the strategy of group new words to remember them.

#### **b. Presentation**

The teacher monitors the strategy and explains how it can be used. She explains how she will proceed if she wants to learn all the words related to technology. She takes a list of words and shows how they can be grouped in different ways. For instance, two groups can be created: words related to computers and words related to smart phones.

#### **c. Practice**

The students are then given a long list that contains all the words that are related to describing a country. They are asked to look for the meaning of the difficult words in the dictionary and group them.

#### **d. Self- evaluation**

The students are asked to swap their lists and compare them. They are asked to discuss the reason behind such choices of grouping

#### **e. Expansion**

The students are asked to try the exercise again with another topic and bring their lists for the coming session.

### **Lesson Plan for Oral Expression (Lesson5)**

#### **Theme / Topic**

Describing a country or city

#### **Processes/Skills**

Describing a country or city

#### **Language Objectives**

Using words and vocabulary related to the topic

## **Learning Strategies Objectives**

Using new words in context

### **Types of strategy tasks used**

The students are asked to describe a country or city using as many new words as they can from the list they were given in the previous session. The teacher and the students will count the number of words used from the list.

### **The Materials Used**

A vocabulary list related to the topic

### **The Procedure**

#### **a. Preparation**

Since this strategy has already been introduced in lesson 3, the teacher directly asks the students to use it for the present task.

#### **b. Practice**

The students are asked to take the same list that was handed to them in the previous lesson and use it for the task at hand.

#### **c. Self- evaluation**

Once all the students have performed the description task, both the students and the teacher count the number of new words that the students have used. They are later given a vocabulary checklist to check how well they remembered the new words.

## **Lesson Plan for Oral Expression (Lesson 6)**

### **Theme / Topic**

Debatable topics

### **Processes/Skills**

Describing, giving personal opinion, agreeing and disagreeing

### **Language Objectives**

Using affirmative and negative clauses

## **Learning Strategies Objectives**

Self-correction of mistakes

### **Types of strategy tasks used**

The students are first asked to choose one of the debatable topics from a list given to them. They are asked to prepare a speech and perform in front of their classmates

### **The Materials Used**



A worksheet that contains a list of debatable topics

### **The Procedure**

#### **a. Preparation**

The students are first asked whether they use any particular technique or strategy to improve their accuracy and to avoid making mistakes.

#### **b. Presentation**

The teacher explains the importance of being aware of the mistakes that we make. She also mentions the importance of not hesitating to correct the mistakes while performing the task.

#### **c. Practice**

The students are asked to choose from the debatable topics that were given to them and prepare a speech. If they make any mistake during the performance and they are aware of it, the students are encouraged to stop repeat the sentence and correct the mistake. As for the other students, they are asked to take notes and write down all the mistakes that were made during the performance and that were not corrected by the student.

#### **d. Self- evaluation**

At the end, both the students and the teacher count the number of mistakes made by each student and correct them. The student who makes fewer mistakes is the winner.

#### **e. Expansion**

At the end of the lesson the students are asked to try the same exercise outside the classroom and talk about their experience in the next session

### **Lesson Plan for Oral Expression (Lesson 7)**

#### **Theme / Topic**

Describing adjectives

#### **Processes/Skills**

Describing adjectives

#### **Language Objectives**

The use of the present simple

#### **Learning Strategies Objectives**

The use of circumlocution (communicative strategies)

#### **Types of strategy tasks used**

Guessing games

#### **The Materials Used**

Game cards

## **The Procedure**

### **a. Preparation**

The students are asked if they experienced not finding the right word in English or knowing what to say due to lack of vocabulary knowledge in the middle of the conversation. Next, they have to suggest some solutions when facing communication gaps

### **b. Presentation**

The teacher introduces the students to the use of circumlocution. She starts by giving a brief explanation of the strategy and how it differs from other techniques such as the use of synonyms or gestures. Concrete examples are given of some students who faced communication breakdowns and how this could have been avoided by replacing the unknown word by a group of words that have similar meaning.

### **c. Practice**

The students are asked to play a guessing game that allows them to use the strategy of circumlocution. Each student who would come in front of the class is given a flashcard that contains an adjective. The student is asked to read the word silently and explain it to the students who in turn have to guess the adjective that is being described.

### **d. Self- evaluation**

At the end the students are asked to evaluate how well they performed. They are also given other possibilities for describing the adjectives

### **e. Expansion**

The students are given new flashcards that contain other adjectives and are asked to perform the task after class.

## **Lesson Plan for Oral Expression (Lesson 8)**

### **Theme / Topic**

Breaking the Ice

### **Processes/Skills**

Having a conversation with a stranger

### **Language Objectives**

Greetings. Asking and answering questions

### **Learning Strategies Objectives**

The use of strategies to keep a conversation going such as: asking questions. Giving long responses)

### **Types of strategy tasks used**

Having an unplanned conversation with a stranger

### **The Materials Used**

Conversation Flashcards

### **The Procedure**

#### **a. Preparation**

The students are asked if they already had a conversation in English outside the classroom. Then, they are asked if they experienced not knowing what to say and awkward silence in the middle of the conversation. Next, they have to suggest some solutions when facing communication gaps

#### **b. Presentation**

The teacher introduces the students to the strategies of asking questions and avoiding short answers to keep the conversation going and to show interest. She starts by giving a brief explanation of the strategies and how they can be used. She then gives concrete examples by modeling the activity with one of the students and show how such strategies can help avoid communication breakdown

#### **c. Practice**

The teacher prepares the students for the unplanned conversation task. Two students are give one key word such as: studies, university, party, or exam and are asked to have a conversation the revolves around the topic. Each time the students have to deal with awkward silence, they are asked to use one of the communicative strategies previously explained. The students are also reminded to formulaic expressions to starts and end the conversation.

#### **d. Self- evaluation**

The students are asked to compare the unplanned conversations with the planned ones that they performed in the pr-test. They are asked to reflect on whether the communicative strategies were of any use

## **Lesson Plan for Oral Expression (Lesson 9)**

### **Theme / Topic**

Having a conversation in different contexts

### **Processes/Skills**

Having a conversation

### **Language Objectives**

Greetings and using appropriate formulaic expressions

## **Learning Strategies Objectives**

Using chunk of language

### **Types of strategy tasks used**

Listening to different conversations and writing down all the formulaic expressions heard

### **The Materials Used**

Audio material and worksheets

### **The Procedure**

#### **a. Preparation**

Students are asked about whether they have previously tried to learn chunk and patterns of language rather than memorizing isolated words. Some students were asked to mention some examples if any.

#### **b. Presentation**

The teacher draws students' attention on the importance of memorizing long patterns to be later used in different contexts. She then gives personal examples of some formulaic expressions and patterns of language that she has heard in conversations and how they can be used for different purposes

#### **c. Practice**

The students are asked to listen an audio recording of different people having conversations in different context. They are then asked to write down the formulaic expressions and chunks of language that they heard. They have then to identify the purpose of each one and how they can use them in their conversation tasks.

#### **d. Self- evaluation**

The students are given flashcards that contain different conversation topics such as having a conversation in a restaurant, the university, the doctor, the airport. They are then asked to work in pairs and prepare a conversation in which they get to use some of the formulaic expressions that they have learned from the audio.

#### **e. Expansion**

The students are asked to pay attention and write a list of other formulaic expressions or other chunks of language that they have heard on TV and bring the list for the next speaking lesson.

## **Lesson Plan for Oral Expression (Lesson 10)**

### **Theme / Topic**

How to conduct a job interview

### **Processes/Skills**

Conducting a job interview

### **Language Objectives**

Using formulaic expressions, greeting, asking and answering questions

### **Learning Strategies Objectives**

Communicative strategies (using circumlocution, listening attentively, asking questions and using long answers)

### **Types of strategy tasks used**

Conducting a job interview

### **The Materials Used**

Interview flashcard

### **The Procedure**

#### **a. Preparation**

The teacher informs the students that this lesson will allow them to use all the strategies they have learned in an orchestrated manner.

#### **b. Presentation**

They are introduced to the topic of job interviews and are asked which difficulties they may encounter and which strategies can allow them to overcome such problems

#### **c. Practice**

The students are asked to work in pairs. One student is the interviewee and the other one is the interviewer. The students are free to select any job they want.

#### **d. Self- Evaluation**

At the end of the lesson, the students are asked to vote and select the pair that performed the best and explain why. They are also asked to reflect on their own performances and think of the communicative strategies that have helped them perform the conversation task effectively.

## **Lesson Plan for Oral Expression (Lesson 11)**

### **Theme / Topic**

Having a conversation in different contexts

### **Processes/Skills**

Setting conversational tasks goals

### **Language Objectives**

Identifying and discussing tasks goals and objectives

## **Learning Strategies Objectives**

Metacognitive strategies of planning for a task and setting its goals and objectives

### **Types of strategy tasks used**

Identifying tasks goals and having a conversation

### **The Materials Used**

The “setting goals” worksheet

### **The Procedure**

#### **a. Preparation**

The students are asked the types of goals they set to themselves in language learning and to improve their speaking skill. They are then asked about what they do before performing the speaking tasks in the classroom.

#### **b. Presentation**

The students are informed about the importance of setting goals before any task and how this can guide them and facilitate the speaking performance. The teacher gives examples of previous tasks and how to ask effective questions and set clear goals. For instance, what is the topic about? how do I need to start the conversation? What vocabulary and language structure will I need to use? How should I end the conversation?

#### **c. Practice**

The students are given a worksheet that contains different conversational topics. They are asked to select and write at least two goals for each topic. The teacher monitors the task at the student work.

#### **d. Self- evaluation**

The students are divided into groups of five and are asked to share their goals with other members in their group and then report their answers to the class. The teacher listens to the students and makes sure that the goals are related to the task.

#### **e. Expansion**

As homework, the students are given other speaking topics for future presentations and are asked to set goals for each one. The answers are presented and discussed in the class in the next session.

## **Lesson Plan for Oral Expression (Lesson 12)**

### **Theme / Topic**

Doing presentations

### **Processes/Skills**

Doing presentations

### **Language Objectives**

Describing, using different tenses.

### **Learning Strategies Objectives**

Metacognitive strategies (setting goals and planning for future tasks)

### **Types of strategy tasks used**

Asking students to complete the checklist and the presentation itself

### **The Materials Used**

The "setting goals" checklist

### **The Procedure**

#### **a. Preparation**

The students are informed that the setting goals strategies can be used for all the speaking tasks including the presentation.

#### **b. Presentation**

The teacher monitors the strategies of setting goals and planning for a presentation. For instance, the teacher shows how asking some initial questions can lead to a better preparation and a better organization of the presentation

#### **c. Practice**

Each student is asked to present his/her work

#### **d. Self-Evaluation**

Students are asked to evaluate the work of their classmate. The presenter is asked how planning and organizing have helped him/her prepare for the task at hand

#### **e. Expansion**

As an hour and half were not enough for all the students to present their work. The ones who did not perform were asked to take the teacher's and the students' remarks into consideration and get prepared for the next session

### **Lesson Plan for Oral Expression (Lesson 13)**

#### **Theme / Topic**

Doing presentations

#### **Processes/Skills**

Doing presentations

#### **Language Objectives**

Describing, using different tenses.

### **Learning Strategies Objectives**

Metacognitive strategies (setting goals and planning for future tasks)

### **Types of strategy tasks used**

Asking students to complete the checklist and the presentation itself

### **The Materials Used**

The "setting goals" checklist

### **Practice**

The teacher did not go through all the five steps as lesson 13 was a follow up of lesson 12. The students who did not get the chance to present their work in the previous session were asked to do it in the present one

## **Lesson Plan for Oral Expression (Lesson 14)**

### **Theme / Topic**

Debatable topics

### **Processes/Skills**

Arguing and giving personal opinion

### **Language Objectives**

Using vocabulary and language patterns to agree disagree, and give personal opinion

### **Learning Strategies Objectives**

Affective Strategies (the use of positive self-talk)

### **Types of strategy tasks used**

Positive self-talk technique and the speech production

### **The Materials Used**

Positive self-talk checklist and the debatable topic worksheet

### **The Procedure**

#### **a. Preparation**

The teacher asks the students if they talk to themselves when they prepare for a language learning task. She elicits and writes all the examples on the board and identifies each as positive or negative.

#### **b. Presentation**



The teacher draws the attention on the importance of positive self-talk. She models the strategy for the speaking task and tells students that they will later practice the same strategy with another task.

#### **c. Practice**

The teacher emphasizes the conscious use of positive self-talk. The teacher chooses challenging tasks so that the students will need to use the strategy. They are given a self-positive worksheet that helps them go through the process of encouraging themselves.

#### **d. Self- evaluation**

After completing the speaking task, both the students and the teacher discuss as a class the role of self-talk as students prepared for and carried out the task. Then the students have to fill out the final part of the worksheet.

#### **e. Expansion**

The teacher suggests some positive self-talk words and phrases of encouragement. Also, the students are asked to keep the worksheets and bring them for the next session. They are also given a list of other affective strategies that can help them feel more confident and more relaxed when performing a speaking task.

### **Lesson Plan for Oral Expression (Lesson 15)**

#### **Theme / Topic**

Free topic

#### **Processes/Skills**

Doing presentations

#### **Language Objectives**

Describing and using the different tenses

#### **Learning Strategies Objectives**

The Metacognitive strategy of self-evaluation

The Affective strategy of positive-self talk

Other previously learned strategies when needed

#### **Types of strategy tasks used**

Positive self-task checklist, self-evaluation worksheet, and the presentation

#### **The Materials Used**

Positive self-task checklist and self-evaluation worksheet

#### **The Procedure**

##### **a. Preparation**

The teacher explains the importance of self-evaluation and asking questions such as: what did I do well? How can I improve my performance next time? Which mistakes have I made? Was the audience paying attention to what I was saying? How to make it more interesting next time?

#### **b. Presentation**

The teacher takes two to three students who have already presented their work in the last session and ask them to reflect on their presentation. She then asks them to write a list of questions and try to provide an answer to.

#### **c. Practice**

As a last session, students are asked to choose any topic they would like to speak about. They are reminded to use the planning and goal setting strategies as well as the positive self-talk strategy. At the end of their performances, the students are given a self evaluation checklist that can allow them to think about how well they performed and what they need to know to make it better next time.

#### **d. Self- Evaluation**

The teacher has the students discuss the usefulness of each strategy they used and if they think they will need to use them in their next performances

#### **Expansion**

The students reminded that such strategies can be used for any speaking task including tests and exams. They are also reminded that they are free to choose from the repertoire of strategies that have been introduced to them the ones that they think are more effective and facilitative.

### **Lesson Plan for Oral Expression (Lesson 16)**

#### **Theme / Topic**

Describing first experience at the university

#### **Processes/Skills**

Describing and giving arguments

#### **Language Objectives**

The use of present and past tenses. The use of expressions and vocabulary related to the topic at hand

#### **Learning Strategies Objective**

Self-Evaluation

#### **Types of strategy tasks used**

Self-Evaluation worksheet

#### **The Materials Used**

## Self-Evaluation worksheet

### **The Procedure**

#### **a. Preparation**

The students are asked if, after performing a speaking task, they reflect on their performance and try to find solutions to improve it.

#### **b. Presentation**

The students are then introduced to some self-evaluation strategies that can help them do better in future tasks. This includes writing a list of the mistakes that they have made, asking their teacher or their classmates how the performance was, and trying to communicate with a more proficient speaker alone.

#### **c. Practice**

The teacher uses and models the self-evaluation worksheet as one type of self-evaluation strategies

#### **d. Self- evaluation**

The students are then asked to perform a speaking task in which they have to talk about their first experience at the university and whether they enjoyed it or not. They are also asked to use arguments to support their viewpoint. At the end of their performance, students are handed the self-evaluation worksheet and are asked to think and reflect on the quality of their speech. The students are reminded that such a strategy can help them avoid some mistakes and improve their future speaking task performance.

#### **e. Expansion**

The students are encouraged to use the worksheet for other tasks or to design their own.

## Appendix 12

### The Description Task (Pre-test)

#### a. The Control Group (Pre-test G1)

|            | Accuracy<br>(5) | Lexical<br>recourse<br>(5) | Fluency<br>(5) | Relevance to<br>the topic<br>(5) | Total<br>(20) |
|------------|-----------------|----------------------------|----------------|----------------------------------|---------------|
| Student 1  | 3               | 2                          | 3              | 3                                | 11            |
| Student 2  | 3.5             | 2                          | 3              | 3.5                              | 12            |
| Student 3  | 4               | 3.5                        | 4              | 4.5                              | 16            |
| Student 4  | 3               | 2.5                        | 3              | 3.5                              | 12            |
| Student 5  | 3.5             | 2                          | 3              | 3                                | 11.5          |
| Student 6  | 3               | 2                          | 3.5            | 3                                | 11.5          |
| Student 7  | 3.5             | 2                          | 3              | 3                                | 11.5          |
| Student 8  | 3               | 2                          | 3              | 3                                | 11            |
| Student 9  | 3.5             | 2                          | 3.5            | 3                                | 12            |
| Student 10 | 3               | 2                          | 3              | 3                                | 11            |
| Student 11 | 3               | 2.5                        | 3.5            | 3.5                              | 12.5          |
| Student 12 | 2               | 2                          | 2              | 2                                | 8             |
| Student 13 | 2               | 1                          | 3              | 2                                | 8             |
| Student 14 | 3.5             | 2                          | 3              | 3                                | 11.5          |
| Student 15 | 3               | 2                          | 3              | 3                                | 11            |
| Student 16 | 2               | 2.5                        | 2              | 2                                | 8.5           |
| Student 17 | 3               | 2.5                        | 2              | 3.5                              | 11            |
| Student 18 | 3.5             | 2                          | 3              | 3                                | 11.5          |
| Student 19 | 3               | 2                          | 3.5            | 3                                | 11.5          |
| Student 20 | 3               | 2.5                        | 3              | 3.5                              | 12            |
| Student 21 | 3.5             | 2                          | 3              | 3.5                              | 12            |
| Student 22 | 3.5             | 2                          | 2              | 2.5                              | 10            |
| Student 23 | 3.5             | 2.5                        | 2              | 2                                | 10            |
| Student 24 | 3               | 2.5                        | 3              | 3                                | 11.5          |
| Student 25 | 1               | 1                          | 0              | 1                                | 3             |

#### b. The Control Group (Pre-test G2)

|            | Accuracy<br>(5) | Lexical<br>resource<br>(5) | Fluency<br>(5) | Relevance to<br>the topic<br>(5) | Total<br>(20) |
|------------|-----------------|----------------------------|----------------|----------------------------------|---------------|
| Student 1  | 3               | 2                          | 2              | 3.5                              | 10.5          |
| Student 2  | 3.5             | 2                          | 4              | 3.5                              | 13            |
| Student 3  | 4               | 3                          | 4              | 3                                | 14            |
| Student 4  | 3               | 2                          | 3              | 2                                | 10            |
| Student 5  | 3.5             | 2.5                        | 3              | 3.5                              | 12.5          |
| Student 6  | 2               | 2.5                        | 2              | 3                                | 9.5           |
| Student 7  | 3.5             | 2                          | 3              | 3                                | 11.5          |
| Student 8  | 3               | 2                          | 3.5            | 3                                | 11.5          |
| Student 9  | 3               | 2                          | 3.5            | 3                                | 11.5          |
| Student 10 | 3.5             | 2                          | 3              | 3                                | 11.5          |

|                   |     |     |     |     |      |
|-------------------|-----|-----|-----|-----|------|
| <b>Student 11</b> | 2   | 2   | 2   | 1   | 7    |
| <b>Student 12</b> | 2   | 2.5 | 3   | 3   | 10.5 |
| <b>Student 13</b> | 2.5 | 1   | 2   | 2   | 7.5  |
| <b>Student 14</b> | 3   | 2   | 3   | 3   | 11   |
| <b>Student 15</b> | 3   | 2   | 3   | 3   | 11   |
| <b>Student 16</b> | 3.5 | 2   | 3   | 3   | 11.5 |
| <b>Student 17</b> | 2   | 2   | 2.5 | 3.5 | 10   |
| <b>Student 18</b> | 0   | 1   | 1   | 2   | 4    |
| <b>Student 19</b> | 3   | 2   | 3   | 2   | 10   |
| <b>Student 20</b> | 0   | 2   | 2   | 3   | 7    |
| <b>Student 21</b> | 3   | 2   | 3   | 3.5 | 11.5 |
| <b>Student 22</b> | 3.5 | 2   | 3   | 3   | 11.5 |
| <b>Student 23</b> | 3.5 | 2   | 3   | 3   | 11.5 |
| <b>Student 24</b> | 3   | 2.5 | 3   | 3   | 11.5 |

**c. The Experimental Group (Pre-test G3)**

|                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>resource<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Relevance to<br/>the topic<br/>(5)</b> | <b>Total<br/>(20)</b> |
|-------------------|-------------------------|-------------------------------------|------------------------|-------------------------------------------|-----------------------|
| <b>Student 1</b>  | 2                       | 2                                   | 2                      | 2.5                                       | 8.5                   |
| <b>Student 2</b>  | 3                       | 2                                   | 3.5                    | 3                                         | 11.5                  |
| <b>Student 3</b>  | 3.5                     | 2.5                                 | 3                      | 3                                         | 12                    |
| <b>Student 4</b>  | 2.5                     | 2                                   | 3                      | 3                                         | 10.5                  |
| <b>Student 5</b>  | 0                       | 1                                   | 0                      | 1                                         | 2                     |
| <b>Student 6</b>  | 2                       | 2.5                                 | 2                      | 2                                         | 8.5                   |
| <b>Student 7</b>  | 2.5                     | 2                                   | 3                      | 2                                         | 9.5                   |
| <b>Student 8</b>  | 2                       | 0                                   | 2                      | 2                                         | 6                     |
| <b>Student 9</b>  | 3                       | 2                                   | 2                      | 2                                         | 9                     |
| <b>Student 10</b> | 2                       | 2.5                                 | 2                      | 2                                         | 8.5                   |
| <b>Student 11</b> | 2                       | 2                                   | 2                      | 2.5                                       | 8.5                   |
| <b>Student 12</b> | 2                       | 2                                   | 2.5                    | 2                                         | 8.5                   |
| <b>Student 13</b> | 2.5                     | 2                                   | 3                      | 2                                         | 9.5                   |
| <b>Student 14</b> | 2                       | 2                                   | 2                      | 2                                         | 8                     |
| <b>Student 15</b> | 2.5                     | 2                                   | 2                      | 2                                         | 8.5                   |
| <b>Student 16</b> | 2                       | 2.5                                 | 2                      | 2                                         | 8.5                   |
| <b>Student 17</b> | 2                       | 2                                   | 2.5                    | 2                                         | 8.5                   |
| <b>Student 18</b> | 2                       | 2                                   | 2                      | 2.5                                       | 8.5                   |
| <b>Student 19</b> | 2                       | 0                                   | 2                      | 2                                         | 6                     |
| <b>Student 20</b> | 2.5                     | 2                                   | 2                      | 2                                         | 8.5                   |
| <b>Student 21</b> | 2                       | 2                                   | 2.5                    | 2                                         | 8.5                   |
| <b>Student 22</b> | 2                       | 2.5                                 | 2                      | 2                                         | 8.5                   |
| <b>Student 23</b> | 2                       | 1                                   | 2                      | 2.5                                       | 7.5                   |

**d. The Experimental Group (Pre-test G4)**

|                  | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>resource<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Relevance to<br/>the topic<br/>(5)</b> | <b>Total<br/>(20)</b> |
|------------------|-------------------------|-------------------------------------|------------------------|-------------------------------------------|-----------------------|
| <b>Student 1</b> | 4                       | 3.5                                 | 4                      | 3                                         | 14.5                  |

|                   |     |     |     |     |      |
|-------------------|-----|-----|-----|-----|------|
| <b>Student 2</b>  | 3.5 | 2   | 2   | 2   | 9.5  |
| <b>Student 3</b>  | 0   | 1   | 1   | 0   | 2    |
| <b>Student 4</b>  | 2   | 2.5 | 2   | 3   | 9.5  |
| <b>Student 5</b>  | 1   | 1   | 0   | 2   | 4    |
| <b>Student 6</b>  | 2   | 2   | 2.5 | 2   | 8.5  |
| <b>Student 7</b>  | 2.5 | 2   | 2   | 3   | 9.5  |
| <b>Student 8</b>  | 2   | 2   | 3   | 3   | 10   |
| <b>Student 9</b>  | 3   | 2.5 | 3   | 3   | 8.5  |
| <b>Student 10</b> | 2   | 2   | 2.5 | 3   | 9.5  |
| <b>Student 11</b> | 4   | 3   | 4   | 3   | 14   |
| <b>Student 12</b> | 3   | 3   | 3   | 3.5 | 12.5 |
| <b>Student 13</b> | 3   | 3   | 3.5 | 3   | 12.5 |
| <b>Student 14</b> | 2   | 2   | 2   | 2   | 8    |
| <b>Student 15</b> | 3   | 2.5 | 3   | 3   | 11.5 |
| <b>Student 16</b> | 3.5 | 2   | 3   | 3   | 11.5 |
| <b>Student 17</b> | 3   | 2.5 | 3   | 3   | 11.5 |
| <b>Student 18</b> | 3   | 2   | 3   | 3   | 11   |
| <b>Student 19</b> | 2   | 2   | 2   | 2   | 8    |
| <b>Student 20</b> | 3   | 2   | 3   | 3   | 11   |
| <b>Student 21</b> | 3   | 2   | 3   | 3   | 11   |
| <b>Student 22</b> | 3   | 2.5 | 3   | 3   | 11.5 |
| <b>Student 23</b> | 3.5 | 3   | 2.5 | 2   | 11   |
| <b>Student 24</b> | 3   | 3   | 4   | 3   | 13   |
| <b>Student 25</b> | 2   | 2   | 2   | 2   | 8    |

### **The Description task (Post-test)**

#### **a. The Control Group (Post-test G1)**

|                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>resource<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Relevance to<br/>the topic<br/>(5)</b> | <b>Total<br/>(20)</b> |
|-------------------|-------------------------|-------------------------------------|------------------------|-------------------------------------------|-----------------------|
| <b>Student 1</b>  | 3                       | 2                                   | 2                      | 3                                         | 10                    |
| <b>Student 2</b>  | 2.5                     | 2                                   | 3                      | 3                                         | 10.5                  |
| <b>Student 3</b>  | 4                       | 3                                   | 4                      | 4                                         | 15                    |
| <b>Student 4</b>  | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 5</b>  | 2                       | 2                                   | 2.5                    | 3                                         | 9.5                   |
| <b>Student 6</b>  | 2                       | 2                                   | 2                      | 2                                         | 8                     |
| <b>Student 7</b>  | 2                       | 2                                   | 2                      | 2                                         | 8                     |
| <b>Student 8</b>  | 2.5                     | 2                                   | 2                      | 2                                         | 8.5                   |
| <b>Student 9</b>  | 3                       | 2                                   | 2                      | 3                                         | 10                    |
| <b>Student 10</b> | 3                       | 2.5                                 | 2.5                    | 2                                         | 10                    |
| <b>Student 11</b> | 3                       | 2                                   | 3                      | 3.5                                       | 11.5                  |
| <b>Student 12</b> | 2.5                     | 2.5                                 | 2                      | 2                                         | 9                     |
| <b>Student 13</b> | 2                       | 2                                   | 2.5                    | 2.5                                       | 9                     |
| <b>Student 14</b> | 3                       | 2                                   | 2                      | 2                                         | 9                     |
| <b>Student 15</b> | 2                       | 2                                   | 2.5                    | 2.5                                       | 9                     |
| <b>Student 16</b> | 2                       | 2.5                                 | 2                      | 2                                         | 8.5                   |
| <b>Student 17</b> | 3                       | 2                                   | 3                      | 2                                         | 10                    |
| <b>Student 18</b> | 2                       | 2                                   | 2                      | 3                                         | 9                     |
| <b>Student 19</b> | 2                       | 2                                   | 2                      | 3                                         | 9                     |

|                   |     |     |   |   |     |
|-------------------|-----|-----|---|---|-----|
| <b>Student 20</b> | 2.5 | 2.5 | 2 | 2 | 9   |
| <b>Student 21</b> | 2   | 2   | 2 | 2 | 8   |
| <b>Student 22</b> | 1   | 2   | 2 | 2 | 7   |
| <b>Student 23</b> | 2   | 2   | 2 | 2 | 8   |
| <b>Student 24</b> | 3   | 2.5 | 2 | 2 | 9.5 |
| <b>Student 25</b> | 2   | 2   | 2 | 3 | 9   |

**b. The Control Group (Post-test G2)**

|                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>resource<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Relevance to<br/>the topic<br/>(5)</b> | <b>Total<br/>(20)</b> |
|-------------------|-------------------------|-------------------------------------|------------------------|-------------------------------------------|-----------------------|
| <b>Student 1</b>  | 4                       | 3                                   | 4                      | 3                                         | 14                    |
| <b>Student 2</b>  | 3.5                     | 2                                   | 3                      | 2                                         | 10.5                  |
| <b>Student 3</b>  | 3                       | 2                                   | 3                      | 2.5                                       | 10.5                  |
| <b>Student 4</b>  | 3                       | 2.5                                 | 3                      | 3                                         | 11.5                  |
| <b>Student 5</b>  | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 6</b>  | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 7</b>  | 3                       | 2                                   | 3                      | 3.5                                       | 11.5                  |
| <b>Student 8</b>  | 2                       | 2                                   | 2.5                    | 2                                         | 8.5                   |
| <b>Student 9</b>  | 3                       | 2                                   | 2                      | 2                                         | 9                     |
| <b>Student 10</b> | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 11</b> | 3                       | 2.5                                 | 2                      | 2                                         | 9.5                   |
| <b>Student 12</b> | 3                       | 2.5                                 | 3                      | 2                                         | 10.5                  |
| <b>Student 13</b> | 3                       | 2.5                                 | 3                      | 3                                         | 11.5                  |
| <b>Student 14</b> | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 15</b> | 4                       | 3                                   | 3                      | 4                                         | 14                    |
| <b>Student 16</b> | 3                       | 2                                   | 2                      | 3                                         | 10                    |
| <b>Student 17</b> | 2                       | 2                                   | 2                      | 2.5                                       | 8.5                   |
| <b>Student 18</b> | 2.5                     | 2                                   | 2.5                    | 2                                         | 9                     |
| <b>Student 19</b> | 2                       | 2                                   | 2                      | 2                                         | 8                     |
| <b>Student 20</b> | 2                       | 2.5                                 | 2                      | 2                                         | 8.5                   |
| <b>Student 21</b> | 3                       | 2                                   | 2                      | 3                                         | 10                    |
| <b>Student 22</b> | 3                       | 2                                   | 2                      | 3.5                                       | 10.5                  |
| <b>Student 23</b> | 2                       | 3                                   | 2                      | 2                                         | 9                     |
| <b>Student 24</b> | 3                       | 2.5                                 | 3.5                    | 3                                         | 12                    |

**c. The Experimental Group (Post-test G3)**

|                  | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>resource<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Relevance to<br/>the topic<br/>(5)</b> | <b>Total<br/>(20)</b> |
|------------------|-------------------------|-------------------------------------|------------------------|-------------------------------------------|-----------------------|
| <b>Student 1</b> | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 2</b> | 3                       | 2.5                                 | 3                      | 3                                         | 11.5                  |
| <b>Student 3</b> | 3.5                     | 2.5                                 | 2.5                    | 2                                         | 10.5                  |
| <b>Student 4</b> | 3                       | 2.5                                 | 3                      | 3.5                                       | 12                    |
| <b>Student 5</b> | 3.5                     | 2                                   | 3                      | 2.5                                       | 11                    |
| <b>Student 6</b> | 3.5                     | 3.5                                 | 2.5                    | 3.5                                       | 13                    |
| <b>Student 7</b> | 2                       | 2                                   | 3.5                    | 2                                         | 9.5                   |
| <b>Student 8</b> | 3.5                     | 2                                   | 3.5                    | 3                                         | 12                    |
| <b>Student 9</b> | 2                       | 2.5                                 | 3.5                    | 3                                         | 11                    |

|                   |     |     |     |     |      |
|-------------------|-----|-----|-----|-----|------|
| <b>Student 10</b> | 3   | 2.5 | 2.5 | 3.5 | 11   |
| <b>Student 11</b> | 3.5 | 2   | 2   | 3.5 | 11   |
| <b>Student 12</b> | 3.5 | 2   | 2.5 | 3   | 11   |
| <b>Student 13</b> | 3   | 2   | 2.5 | 3   | 10.5 |
| <b>Student 14</b> | 3   | 2.5 | 3.5 | 3   | 12   |
| <b>Student 15</b> | 3.5 | 2.5 | 2.5 | 3   | 11.5 |
| <b>Student 16</b> | 2.5 | 2.5 | 2   | 2   | 9    |
| <b>Student 17</b> | 3.5 | 2   | 2   | 2.5 | 10   |
| <b>Student 18</b> | 2.5 | 2.5 | 2.5 | 3.5 | 11   |
| <b>Student 19</b> | 2   | 2   | 2.5 | 3.5 | 10   |
| <b>Student 20</b> | 3.5 | 2.5 | 3   | 3   | 12   |
| <b>Student 21</b> | 3   | 3.5 | 2   | 3   | 11.5 |
| <b>Student 22</b> | 3   | 3   | 2   | 2   | 10   |
| <b>Student 23</b> | 2.5 | 2.5 | 2.5 | 3.5 | 11   |

**d. The Experimental Group (Post-test G4)**

|                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>resource<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Relevance to<br/>the topic<br/>(5)</b> | <b>Total<br/>(20)</b> |
|-------------------|-------------------------|-------------------------------------|------------------------|-------------------------------------------|-----------------------|
| <b>Student 1</b>  | 3.5                     | 2                                   | 3.5                    | 3.5                                       | 12.5                  |
| <b>Student 2</b>  | 3.5                     | 2.5                                 | 2                      | 3.5                                       | 11.5                  |
| <b>Student 3</b>  | 2.5                     | 2.5                                 | 2.5                    | 3                                         | 10.5                  |
| <b>Student 4</b>  | 3.5                     | 3                                   | 3                      | 4.5                                       | 14                    |
| <b>Student 5</b>  | 3.5                     | 2.5                                 | 3                      | 3                                         | 12                    |
| <b>Student 6</b>  | 3                       | 2.5                                 | 3.5                    | 3.5                                       | 12.5                  |
| <b>Student 7</b>  | 3                       | 2.5                                 | 3.5                    | 3                                         | 12                    |
| <b>Student 8</b>  | 3.5                     | 2                                   | 2                      | 3                                         | 10.5                  |
| <b>Student 9</b>  | 3                       | 2.5                                 | 3                      | 3                                         | 11.5                  |
| <b>Student 10</b> | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 11</b> | 4.5                     | 4.5                                 | 4.5                    | 4                                         | 17.5                  |
| <b>Student 12</b> | 4.5                     | 3.5                                 | 4                      | 4                                         | 16                    |
| <b>Student 13</b> | 4                       | 3.5                                 | 4.5                    | 4.5                                       | 16.5                  |
| <b>Student 14</b> | 2.5                     | 2.5                                 | 2                      | 3                                         | 10                    |
| <b>Student 15</b> | 3.5                     | 3                                   | 4.5                    | 4.5                                       | 15.5                  |
| <b>Student 16</b> | 2.5                     | 2                                   | 2.5                    | 2.5                                       | 9.5                   |
| <b>Student 17</b> | 3.5                     | 2.5                                 | 3.5                    | 3                                         | 12.5                  |
| <b>Student 18</b> | 3                       | 2.5                                 | 3.5                    | 3.5                                       | 12.5                  |
| <b>Student 19</b> | 2                       | 2                                   | 3                      | 3.5                                       | 10.5                  |
| <b>Student 20</b> | 2                       | 2.5                                 | 2                      | 3                                         | 9.5                   |
| <b>Student 21</b> | 2.5                     | 2.5                                 | 2                      | 3.5                                       | 10.5                  |
| <b>Student 22</b> | 3                       | 2                                   | 3                      | 3                                         | 11                    |
| <b>Student 23</b> | 3                       | 2                                   | 3.5                    | 3.5                                       | 12                    |
| <b>Student 24</b> | 4.5                     | 3                                   | 4                      | 4                                         | 15.5                  |
| <b>Student 25</b> | 2.5                     | 2                                   | 2                      | 3                                         | 9.5                   |



## The Conversation Task (Pre-test)

### a. The Control Group (Pre-test G1)

|                |            | Accuracy<br>(5) | Lexical<br>recourse<br>(5) | Fluency<br>(5) | Communication Success<br>(5) | Total<br>(20) |
|----------------|------------|-----------------|----------------------------|----------------|------------------------------|---------------|
| Conversation 1 | Student 1  | 2               | 2,5                        | 2              | 3                            | 9,5           |
|                | Student 2  | 2               | 2,5                        | 2              | 3                            | 9,5           |
| Conversation 2 | Student 3  | 2               | 2,5                        | 2,5            | 3                            | 10            |
|                | Student 4  | 2               | 2,5                        | 2,5            | 3                            | 10            |
| Conversation 3 | Student 5  | 2               | 2,5                        | 2              | 2,5                          | 9             |
|                | Student 6  | 2               | 2,5                        | 2              | 2,5                          | 9             |
| Conversation 4 | Student 7  | 2,5             | 2                          | 2,5            | 2,5                          | 9,5           |
|                | Student 8  | 2,5             | 2                          | 2,5            | 2,5                          | 9,5           |
| Conversation 5 | Student 9  | 2,5             | 2                          | 2,5            | 2,5                          | 9,5           |
|                | Student 10 | 2,5             | 2                          | 2,5            | 2,5                          | 9,5           |
| Conversation 6 | Student 11 | 3,5             | 3,5                        | 3,5            | 3,5                          | 14            |
|                | Student 12 | 3               | 2,5                        | 2              | 3,5                          | 11            |
| Conversation 7 | Student 13 | 1               | 1                          | 2              | 2,5                          | 6,5           |
|                | Student 14 | 2               | 2,5                        | 2              | 2                            | 8,5           |
| Conversation 8 | Student 15 | 2,5             | 2,5                        | 2              | 2,5                          | 9,5           |
|                | Student 16 | 2,5             | 2,5                        | 2              | 2,5                          | 9,5           |

### b. The Control Group (Pre-test G2)

|                 |            | Accuracy<br>(5) | Lexical<br>recourse<br>(5) | Fluency<br>(5) | Communication Success (5) | Total<br>(20) |
|-----------------|------------|-----------------|----------------------------|----------------|---------------------------|---------------|
| Conversation 1  | Student 1  | 2               | 2                          | 2              | 2,5                       | 8,5           |
|                 | Student 2  | 2,5             | 2,5                        | 2,5            | 2,5                       | 10            |
| Conversation 2  | Student 3  | 3               | 3,5                        | 3,5            | 3,5                       | 13,5          |
|                 | Student 4  | 2,5             | 3                          | 2,5            | 3                         | 11            |
| Conversation 3  | Student 5  | 4               | 4                          | 4              | 3,5                       | 15,5          |
|                 | Student 6  | 3               | 3                          | 3              | 3                         | 12            |
| Conversation 4  | Student 7  | 2,5             | 2                          | 2              | 2,5                       | 9             |
|                 | Student 8  | 3,5             | 3                          | 2,5            | 2,5                       | 11,5          |
| Conversation 5  | Student 9  | 2,5             | 2,5                        | 2              | 2,5                       | 9,5           |
|                 | Student 10 | 2,5             | 2,5                        | 2              | 2,5                       | 9,5           |
| Conversation 6  | Student 11 | 2,5             | 2                          | 2,5            | 2,5                       | 9,5           |
|                 | Student 12 | 2,5             | 2                          | 2,5            | 2,5                       | 9,5           |
| Conversation 7  | Student 13 | 1               | 1                          | 1              | 1                         | 4             |
|                 | Student 14 | 1               | 1                          | 1              | 1                         | 4             |
| Conversation 8  | Student 15 | 3               | 3                          | 2              | 2                         | 10            |
|                 | Student 16 | 2,5             | 2,5                        | 2              | 2                         | 9             |
| Conversation 9  | Student 17 | 2               | 2                          | 2              | 2                         | 8             |
|                 | Student 18 | 2               | 2                          | 1              | 2                         | 7             |
| Conversation 10 | Student 19 | 2               | 2,5                        | 1              | 2,5                       | 8             |
|                 | Student 20 | 2,5             | 2,5                        | 1              | 2,5                       | 8,5           |
| Conversation 11 | Student 21 | 2               | 2                          | 1              | 2                         | 7             |
|                 | Student 22 | 2               | 2                          | 1              | 2                         | 7             |

|                        |                   |     |     |   |     |      |
|------------------------|-------------------|-----|-----|---|-----|------|
| <b>Conversation 12</b> | <b>Student 23</b> | 2,5 | 2,5 | 3 | 2,5 | 10,5 |
|                        | <b>Student 24</b> | 2,5 | 2,5 | 2 | 2,5 | 9,5  |
| <b>Conversation 13</b> | <b>Student 25</b> | 1   | 1   | 1 | 1   | 4    |
|                        | <b>Student 26</b> | 1   | 1   | 1 | 1   | 4    |

**c. The Experimental Group (Pre-test G3)**

|                        |                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>recou<br/>rse<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Communication<br/>Success (5)</b> | <b>Total<br/>(20)</b> |
|------------------------|-------------------|-------------------------|------------------------------------------|------------------------|--------------------------------------|-----------------------|
| <b>Conversation 1</b>  | <b>Student 1</b>  | 2,5                     | 2,5                                      | 3                      | 3                                    | 11                    |
|                        | <b>Student 2</b>  | 2,5                     | 2                                        | 1                      | 3                                    | 8,5                   |
| <b>Conversation 2</b>  | <b>Student 3</b>  | 2                       | 2                                        | 1                      | 2                                    | 7                     |
|                        | <b>Student 4</b>  | 2                       | 2                                        | 1                      | 2                                    | 7                     |
| <b>Conversation 3</b>  | <b>Student 5</b>  | 1                       | 1                                        | 1                      | 1                                    | 4                     |
|                        | <b>Student 6</b>  | 1                       | 1                                        | 1                      | 1                                    | 4                     |
| <b>Conversation 4</b>  | <b>Student 7</b>  | 2                       | 2                                        | 2                      | 2,5                                  | 8,5                   |
|                        | <b>Student 8</b>  | 1                       | 2                                        | 2                      | 2,5                                  | 7,5                   |
| <b>Conversation 5</b>  | <b>Student 9</b>  | 2,5                     | 2,5                                      | 2,5                    | 3                                    | 10                    |
|                        | <b>Student 10</b> | 2,5                     | 2,5                                      | 2,5                    | 3                                    | 10,5                  |
| <b>Conversation 6</b>  | <b>Student 11</b> | 2                       | 2                                        | 1                      | 2                                    | 7                     |
|                        | <b>Student 12</b> | 2,5                     | 2                                        | 1                      | 2                                    | 7,5                   |
| <b>Conversation 7</b>  | <b>Student 13</b> | 3                       | 3                                        | 3                      | 3                                    | 12                    |
|                        | <b>Student 14</b> | 3                       | 3                                        | 3                      | 3                                    | 12                    |
| <b>Conversation 8</b>  | <b>Student 15</b> | 2,5                     | 2,5                                      | 2,5                    | 3                                    | 10,5                  |
|                        | <b>Student 16</b> | 2,5                     | 2,5                                      | 2,5                    | 2,5                                  | 10                    |
| <b>Conversation 9</b>  | <b>Student 17</b> | 2,5                     | 3                                        | 2,5                    | 3                                    | 11                    |
|                        | <b>Student 18</b> | 3                       | 3                                        | 2,5                    | 3                                    | 11,5                  |
| <b>Conversation 10</b> | <b>Student 19</b> | 3                       | 3,5                                      | 3,5                    | 3                                    | 13                    |
|                        | <b>Student 20</b> | 2,5                     | 3                                        | 2,5                    | 3                                    | 11                    |
| <b>Conversation 11</b> | <b>Student 21</b> | 2                       | 2                                        | 2                      | 2                                    | 8                     |
|                        | <b>Student 22</b> | 2                       | 2                                        | 2                      | 2                                    | 8                     |

**The Experimental Group (Pre-test G4)**

|                       |                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>recou<br/>rse<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Communication<br/>Success (5)</b> | <b>Total<br/>(20)</b> |
|-----------------------|-------------------|-------------------------|------------------------------------------|------------------------|--------------------------------------|-----------------------|
| <b>Conversation 1</b> | <b>Student 1</b>  | 3                       | 2                                        | 3                      | 4                                    | 12                    |
|                       | <b>Student 2</b>  | 3                       | 2                                        | 3                      | 4                                    | 12                    |
| <b>Conversation 2</b> | <b>Student 3</b>  | 2,5                     | 2                                        | 2                      | 3                                    | 9,5                   |
|                       | <b>Student 4</b>  | 3                       | 2,5                                      | 3                      | 3,5                                  | 12                    |
| <b>Conversation 3</b> | <b>Student 5</b>  | 1                       | 1                                        | 1                      | 1                                    | 4                     |
|                       | <b>Student 6</b>  | 1                       | 1                                        | 1                      | 1                                    | 4                     |
| <b>Conversation 4</b> | <b>Student 7</b>  | 2                       | 1                                        | 2                      | 1                                    | 6                     |
|                       | <b>Student 8</b>  | 2,5                     | 1                                        | 2                      | 1                                    | 6,5                   |
| <b>Conversation 5</b> | <b>Student 9</b>  | 3                       | 3                                        | 3,5                    | 4                                    | 13,5                  |
|                       | <b>Student 10</b> | 2,5                     | 2                                        | 3                      | 3,5                                  | 11                    |
| <b>Conversation 6</b> | <b>Student 11</b> | 2,5                     | 2                                        | 2,5                    | 3                                    | 10                    |
|                       | <b>Student 12</b> | 2,5                     | 2                                        | 2,5                    | 3                                    | 10                    |

|                        |                   |     |     |     |     |      |
|------------------------|-------------------|-----|-----|-----|-----|------|
| <b>Conversation 7</b>  | <b>Student 13</b> | 3,5 | 3,5 | 3,5 | 3,5 | 14   |
|                        | <b>Student 14</b> | 2   | 2   | 1   | 2   | 7    |
| <b>Conversation 8</b>  | <b>Student 15</b> | 2   | 2   | 2,5 | 2   | 8,5  |
|                        | <b>Student 16</b> | 2   | 2   | 2,5 | 2   | 8,5  |
| <b>Conversation 9</b>  | <b>Student 17</b> | 2   | 1   | 2   | 1   | 6    |
|                        | <b>Student 18</b> | 2,5 | 2   | 2,5 | 2   | 9    |
| <b>Conversation 10</b> | <b>Student 19</b> | 0   | 0   | 1   | 1   | 2    |
|                        | <b>Student 20</b> | 1   | 0   | 1   | 1   | 3    |
| <b>Conversation 11</b> | <b>Student 21</b> | 3   | 2,5 | 2,5 | 3   | 10,5 |
|                        | <b>Student 22</b> | 2,5 | 2   | 2   | 2,5 | 9    |
| <b>Conversation 12</b> | <b>Student 23</b> | 1   | 1   | 2   | 2   | 6    |
|                        | <b>Student 24</b> | 1   | 1   | 2   | 2   | 6    |
| <b>Conversation 13</b> | <b>Student 25</b> | 2   | 2,5 | 2   | 3   | 9,5  |
|                        | <b>Student 26</b> | 2   | 2   | 2   | 3   | 9    |
| <b>Conversation 14</b> | <b>Student 27</b> | 3,5 | 3,5 | 3   | 4   | 14   |
|                        | <b>Student 28</b> | 2   | 2,5 | 2   | 4   | 10,5 |
| <b>Conversation 15</b> | <b>Student 29</b> | 1   | 1   | 1   | 1   | 4    |
|                        | <b>Student 30</b> | 1   | 1   | 1   | 1   | 4    |
| <b>Conversation 16</b> | <b>Student 31</b> | 2   | 2   | 2   | 2,5 | 8,5  |
|                        | <b>Student 32</b> | 2   | 2   | 2   | 2,5 | 8,5  |
| <b>Conversation 17</b> | <b>Student 33</b> | 2,5 | 1   | 2,5 | 2,5 | 8,5  |
|                        | <b>Student 34</b> | 2,5 | 1   | 2,5 | 2,5 | 8,5  |

**a. The Control Group (Post-test G1)**

|                       |                   | <b>Accuracy (5)</b> | <b>Lexical recou<br/>rse (5)</b> | <b>Fluency (5)</b> | <b>Communication Success (5)</b> | <b>Total (20)</b> |
|-----------------------|-------------------|---------------------|----------------------------------|--------------------|----------------------------------|-------------------|
| <b>Conversation 1</b> | <b>Student 1</b>  | 3,5                 | 3,5                              | 3,5                | 4                                | 14,5              |
|                       | <b>Student 2</b>  | 3                   | 3                                | 3,5                | 4                                | 13,5              |
| <b>Conversation 2</b> | <b>Student 3</b>  | 2                   | 2                                | 1                  | 2                                | 7                 |
|                       | <b>Student 4</b>  | 2                   | 2                                | 2                  | 2                                | 8                 |
| <b>Conversation 3</b> | <b>Student 5</b>  | 2,5                 | 3                                | 3                  | 3                                | 11,5              |
|                       | <b>Student 6</b>  | 2,5                 | 3                                | 2,5                | 3                                | 11                |
| <b>Conversation 4</b> | <b>Student 7</b>  | 2                   | 2                                | 2                  | 2,5                              | 8,5               |
|                       | <b>Student 8</b>  | 2,5                 | 2,5                              | 2                  | 2,5                              | 9,5               |
| <b>Conversation 5</b> | <b>Student 9</b>  | 2                   | 2                                | 1                  | 2,5                              | 7,5               |
|                       | <b>Student 10</b> | 2                   | 2                                | 2                  | 2,5                              | 8,5               |
| <b>Conversation 6</b> | <b>Student 11</b> | 2,5                 | 2                                | 2                  | 2,5                              | 9                 |
|                       | <b>Student 12</b> | 2                   | 2                                | 2                  | 2,5                              | 8,5               |
| <b>Conversation 7</b> | <b>Student 13</b> | 2                   | 2                                | 1                  | 2,5                              | 7,5               |
|                       | <b>Student 14</b> | 2                   | 2,5                              | 2                  | 2,5                              | 9                 |
| <b>Conversation 8</b> | <b>Student 15</b> | 2,5                 | 2,5                              | 3                  | 4                                | 12                |
|                       | <b>Student 16</b> | 3                   | 3                                | 3                  | 4                                | 13                |

**b. The Control Group (Post-test G2)**

|                       |                  | <b>Accuracy (5)</b> | <b>Lexical recou<br/>rse (5)</b> | <b>Fluency (5)</b> | <b>Communication Success (5)</b> | <b>Total (20)</b> |
|-----------------------|------------------|---------------------|----------------------------------|--------------------|----------------------------------|-------------------|
| <b>Conversation 1</b> | <b>Student 1</b> | 2                   | 2                                | 2,5                | 2                                | 8,5               |
|                       | <b>Student 2</b> | 2                   | 2                                | 2,5                | 2                                | 8,5               |

|                        |                   |     |     |     |     |      |
|------------------------|-------------------|-----|-----|-----|-----|------|
| <b>Conversation 2</b>  | <b>Student 3</b>  | 3   | 3   | 3,5 | 3,5 | 13   |
|                        | <b>Student 4</b>  | 3   | 3   | 3,5 | 3,5 | 13   |
| <b>Conversation 3</b>  | <b>Student 5</b>  | 3   | 3,5 | 3   | 4   | 13,5 |
|                        | <b>Student 6</b>  | 3   | 3   | 3   | 4   | 13   |
| <b>Conversation 4</b>  | <b>Student 7</b>  | 2,5 | 2,5 | 2,5 | 2,5 | 10   |
|                        | <b>Student 8</b>  | 2,5 | 2,5 | 2,5 | 2,5 | 10   |
| <b>Conversation 5</b>  | <b>Student 9</b>  | 2,5 | 2,5 | 2,5 | 2   | 9,5  |
|                        | <b>Student 10</b> | 2   | 2,5 | 2,5 | 2   | 9    |
| <b>Conversation 6</b>  | <b>Student 11</b> | 2   | 2   | 2   | 2,5 | 8,5  |
|                        | <b>Student 12</b> | 2   | 2   | 2   | 2,5 | 8,5  |
| <b>Conversation 7</b>  | <b>Student 13</b> | 3   | 3,5 | 3   | 4   | 13,5 |
|                        | <b>Student 14</b> | 3   | 3   | 3,5 | 4   | 13,5 |
| <b>Conversation 8</b>  | <b>Student 15</b> | 2,5 | 2,5 | 2   | 2,5 | 9,5  |
|                        | <b>Student 16</b> | 2   | 2,5 | 2   | 2,5 | 9    |
| <b>Conversation 9</b>  | <b>Student 17</b> | 2,5 | 2   | 2,5 | 2,5 | 9,5  |
|                        | <b>Student 18</b> | 3   | 3,5 | 3,5 | 3,5 | 13,5 |
| <b>Conversation 10</b> | <b>Student 19</b> | 2,5 | 3   | 2,5 | 3   | 11   |
|                        | <b>Student 20</b> | 2,5 | 3   | 2,5 | 3   | 11   |
| <b>Conversation 11</b> | <b>Student 21</b> | 2   | 2,5 | 2,5 | 2,5 | 9,5  |
|                        | <b>Student 22</b> | 2,5 | 2,5 | 2,5 | 2,5 | 10   |
| <b>Conversation 12</b> | <b>Student 23</b> | 3   | 3   | 3   | 3   | 12   |
|                        | <b>Student 24</b> | 2,5 | 2,5 | 2   | 2,5 | 9,5  |
| <b>Conversation 13</b> | <b>Student 25</b> | 4   | 4,5 | 4   | 4,5 | 17   |
|                        | <b>Student 26</b> | 3   | 3   | 3,5 | 4,5 | 14   |

### The Experimental Group (Post-test G3)

|                        |                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>recou<br/>rse<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Communication<br/>Success (5)</b> | <b>Total<br/>(20)</b> |
|------------------------|-------------------|-------------------------|------------------------------------------|------------------------|--------------------------------------|-----------------------|
| <b>Conversation 1</b>  | <b>Student 1</b>  | 2,5                     | 2,5                                      | 2,5                    | 2,5                                  | 10                    |
|                        | <b>Student 2</b>  | 2,5                     | 3                                        | 3                      | 3                                    | 11,5                  |
| <b>Conversation 2</b>  | <b>Student 3</b>  | 2,5                     | 2,5                                      | 2,5                    | 2,5                                  | 10                    |
|                        | <b>Student 4</b>  | 2,5                     | 3                                        | 3                      | 3,5                                  | 12                    |
| <b>Conversation 3</b>  | <b>Student 5</b>  | 2,5                     | 3                                        | 3,5                    | 3,5                                  | 12,5                  |
|                        | <b>Student 6</b>  | 2,5                     | 2                                        | 2                      | 2                                    | 8,5                   |
| <b>Conversation 4</b>  | <b>Student 7</b>  | 3                       | 3,5                                      | 3,5                    | 3,5                                  | 13,5                  |
|                        | <b>Student 8</b>  | 2,5                     | 3                                        | 3                      | 3,5                                  | 12                    |
| <b>Conversation 5</b>  | <b>Student 9</b>  | 3                       | 3                                        | 3,5                    | 4                                    | 13,5                  |
|                        | <b>Student 10</b> | 2,5                     | 3                                        | 3                      | 4                                    | 12,5                  |
| <b>Conversation 6</b>  | <b>Student 11</b> | 2,5                     | 3                                        | 2,5                    | 3                                    | 11                    |
|                        | <b>Student 12</b> | 2,5                     | 2,5                                      | 2,5                    | 3                                    | 10,5                  |
| <b>Conversation 7</b>  | <b>Student 13</b> | 2,5                     | 2,5                                      | 2                      | 2,5                                  | 9,5                   |
|                        | <b>Student 14</b> | 2,5                     | 2                                        | 2                      | 2,5                                  | 9                     |
| <b>Conversation 8</b>  | <b>Student 15</b> | 2,5                     | 2                                        | 2                      | 2,5                                  | 9                     |
|                        | <b>Student 16</b> | 2,5                     | 2                                        | 2                      | 2,5                                  | 9                     |
| <b>Conversation 9</b>  | <b>Student 17</b> | 2,5                     | 2                                        | 2,5                    | 2,5                                  | 9,5                   |
|                        | <b>Student 18</b> | 2,5                     | 2                                        | 3                      | 2,5                                  | 10                    |
| <b>Conversation 10</b> | <b>Student 19</b> | 3                       | 3,5                                      | 3,5                    | 4                                    | 14                    |
|                        | <b>Student 20</b> | 3                       | 3                                        | 3                      | 4                                    | 13                    |
| <b>Conversation</b>    | <b>Student 21</b> | 2                       | 2                                        | 2,5                    | 3                                    | 9,5                   |

|           |                   |     |     |     |   |      |
|-----------|-------------------|-----|-----|-----|---|------|
| <b>11</b> | <b>Student 22</b> | 2,5 | 2,5 | 2,5 | 3 | 10,5 |
|-----------|-------------------|-----|-----|-----|---|------|

**c. The Experimental Group (Post-test G4)**

|                            |                   | <b>Accuracy<br/>(5)</b> | <b>Lexical<br/>recourse<br/>(5)</b> | <b>Fluency<br/>(5)</b> | <b>Communication<br/>Success (5)</b> | <b>Total<br/>(20)</b> |
|----------------------------|-------------------|-------------------------|-------------------------------------|------------------------|--------------------------------------|-----------------------|
| <b>Conversation<br/>1</b>  | <b>Student 1</b>  | 3                       | 3                                   | 3                      | 3                                    | 12                    |
|                            | <b>Student 2</b>  | 2,5                     | 2                                   | 2                      | 3                                    | 9,5                   |
| <b>Conversation<br/>2</b>  | <b>Student 3</b>  | 2                       | 2                                   | 2,5                    | 2,5                                  | 9                     |
|                            | <b>Student 4</b>  | 2                       | 2                                   | 2                      | 2,5                                  | 8,5                   |
| <b>Conversation<br/>3</b>  | <b>Student 5</b>  | 3                       | 2,5                                 | 2                      | 3                                    | 10,5                  |
|                            | <b>Student 6</b>  | 3                       | 2,5                                 | 3                      | 3                                    | 11,5                  |
| <b>Conversation<br/>4</b>  | <b>Student 7</b>  | 2                       | 2                                   | 1                      | 2                                    | 7                     |
|                            | <b>Student 8</b>  | 2                       | 2                                   | 2                      | 2                                    | 8                     |
| <b>Conversation<br/>5</b>  | <b>Student 9</b>  | 2,5                     | 2,5                                 | 2,5                    | 2,5                                  | 10                    |
|                            | <b>Student 10</b> | 2,5                     | 2,5                                 | 2,5                    | 2,5                                  | 10                    |
| <b>Conversation<br/>6</b>  | <b>Student 11</b> | 2,5                     | 2,5                                 | 2                      | 2,5                                  | 9,5                   |
|                            | <b>Student 12</b> | 2,5                     | 2,5                                 | 2                      | 2,5                                  | 9                     |
| <b>Conversation<br/>7</b>  | <b>Student 13</b> | 2                       | 2                                   | 1                      | 1                                    | 6                     |
|                            | <b>Student 14</b> | 2                       | 2                                   | 1                      | 1                                    | 6                     |
| <b>Conversation<br/>8</b>  | <b>Student 15</b> | 2,5                     | 2                                   | 2                      | 2,5                                  | 9                     |
|                            | <b>Student 16</b> | 2,5                     | 2                                   | 1                      | 2,5                                  | 8                     |
| <b>Conversation<br/>9</b>  | <b>Student 17</b> | 3                       | 2,5                                 | 2                      | 2,5                                  | 10                    |
|                            | <b>Student 18</b> | 2,5                     | 2,5                                 | 1                      | 2,5                                  | 8,5                   |
| <b>Conversation<br/>10</b> | <b>Student 19</b> | 3                       | 3                                   | 2,5                    | 3                                    | 11,5                  |
|                            | <b>Student 20</b> | 3                       | 3                                   | 2                      | 3                                    | 11                    |
| <b>Conversation<br/>11</b> | <b>Student 21</b> | 4                       | 4,5                                 | 4                      | 4                                    | 16,5                  |
|                            | <b>Student 22</b> | 3                       | 3                                   | 3                      | 3                                    | 12                    |
| <b>Conversation<br/>12</b> | <b>Student 23</b> | 2,5                     | 3                                   | 2,5                    | 3                                    | 11                    |
|                            | <b>Student 24</b> | 2,5                     | 2,5                                 | 2,5                    | 3                                    | 10,5                  |
| <b>Conversation<br/>13</b> | <b>Student 25</b> | 3                       | 3                                   | 3,5                    | 4                                    | 13,5                  |
|                            | <b>Student 26</b> | 3                       | 3                                   | 3,5                    | 4                                    | 13,5                  |
| <b>Conversation<br/>14</b> | <b>Student 27</b> | 3,5                     | 3                                   | 3                      | 4                                    | 13,5                  |
|                            | <b>Student 28</b> | 3,5                     | 3                                   | 3                      | 4                                    | 13,5                  |
| <b>Conversation<br/>15</b> | <b>Student 29</b> | 2,5                     | 3,5                                 | 3,5                    | 4                                    | 13,5                  |
|                            | <b>Student 30</b> | 2,5                     | 3                                   | 3,5                    | 4                                    | 13                    |
| <b>Conversation<br/>16</b> | <b>Student 31</b> | 2,5                     | 3                                   | 3                      | 3,5                                  | 12                    |
|                            | <b>Student 32</b> | 2,5                     | 3                                   | 3                      | 3,5                                  | 12                    |
| <b>Conversation<br/>17</b> | <b>Student 33</b> | 2,5                     | 2,5                                 | 2,5                    | 2,5                                  | 10                    |
|                            | <b>Student 34</b> | 2,5                     | 2,5                                 | 2,5                    | 2,5                                  | 10                    |

## Appendix 13

### The Retrospective Interview Transcripts

#### Question 1 : Do you think that your speaking level has improved ? Explain.

*'yes of course it er...it improved a lot because I didn't manage to to er.. to speak good first.....'* (student 1)

*'In the beginning I was very shy...I couldn't speak my mind.....'* (student 2)

*'yes it had improve. I learner new vocabulary and new expressions.....'* (student 3)

#### Question 2 : What are the aspects of your speaking performance that you think have improved the most ?

*'I think er.. what I improved is my er. I got rid of my shy...shyness. I was very anxious at first when I used to.. to come up ..and speak. But now I'm ..the think that is different is that I feel a bit more confident in speaking...'* (student 2)

*'...er I know a lot of new words and vocabulary and I feel relaxed now...er when I speak I don't feel confused and shy...I learned a lot of words and vocabulary...'* (student 5)

*'....yes I have improved er...with the tasks you gave us..er.. I learned a lot of words and vocabulary. I was shy to speak with my friends. But now ....better than before...'* (student 7)

*'...I feel confident when I speak..er I was shy ..also..er I learned er some word vocabulary word..er..improved also my er..my pronunciation...'* (student 8)

*'....yes er before er... I don't have er the courage to talk in English. I have problem with vocabulary..I don't er know exactly some words. I speak er and I stop now...but now er..I feel that I am..better than I was...'* (Student 9)

*'...yes I can speak er... with vocabulary...'* (Student 10)

*'...first I was a little bit er..nervous at the beginning. I hadn't so much ideas before er ..speaking..no er. It's more better...'* (Student 11)

*'...er I use er..too much er new words for me..er and I see myself that er I talk with self-confidence..that er.. always..I am not shy...'* (Student 13)

*'...er .. first time I was afraid when I speak..especially in front of my classmates. I was panicked..er especially when I speak without preparation ..with self-confidence..er..I don't panick er..when er..I speak..I get used to my teacher and er..classmates...'* (Student 14)

*'...er before I was er. I was afraid. But I er I can improve my skills. I can encourage myself with positive thinking and er.. thoughts...'* (Student 16)

*'...at first and in the beginning I didn't have er..the ability to talk er in front of people..and er I was always thinking how er.. er think about my accent vocabulary..but I ..I feel er..very confident and er I can speak and look at them..and I feel really at ease.. er because er ..I know that we are er..in the same level so we all have er the same vocabulary..the same techniques...'* (Student 17)

*'...I'm confident while I speak..er before I was like er..I was very shy...'* (Student 18)

#### Question 3 : What do you think is the reason behind such improvement ?

*'...speak more than one minute..yes..and er take a video and see what I made like mistakes...'* (Student 1)

*'...I think er speaking with someone..I think just speaking with someone that knows how to speak...I think I can learn from them...'* (Student 2)

*'...er practice ..practice that language...'* (Student 3)

*'...speaking in the classroom...'* (Student 4)

*'...I write a lot and speak English with my friends..we speak a lot in English only...'* (Student 5)

*'...sometimes I repeat the tasks er..with my friends ..and I try to repeat er ..the words er that I have learned..or write them...'* (student 6)

*'...sometimes take a breath ..er also er ..prepare the topic after I talk..take notes and ideas about the topic and use it after...'* (Student 8)

*'...when I see the others er speak better than me..I do the er..possible er..for speak English er..like them...'* (Student 9)

*'...er especially deep breathing..it helped me a lot..even er.. not thinking about the others say...'* (Student 11)

*'...conversations between me and others.....write always in English to er to memorize er..new words ..new sentences to..that can help me er to speak...'* (Student 13)

*'...self-confidence and er speaking with preparation'* (Student 15)

*'...to plan our ideas and er..listening help me a lot to improve my speaking...'* (Student 17)

*'...I didn't predict words that I may need..I was afraid when talking..so I didn't prepare..now er.. when I take a word I predict its synonym..and er the group of words that I may need...'* (student 18)

*'...speaking with friends and learning from them...'* (Student 19)

*'...rewriting the adjectives or repeating the exercises that you doing them in the class and repeat it in the house corner with my classmates on facebook...'* (Student 20)

*'...word mapping..and correcting mistakes....I made some mistakes then I correct myself..I remember that when I can't find a word I do it in s a simple way..now I can do that...'* (Student 21)

*'...take a deep breath er concentrate with my classmates..and er speak er in groups..'* (Student 25)

*'...I guess talking to myself..I used to talk with myself but not a lot in English..I used to talk in Arabic...but now I speak English in front of the mirror or with my mother sometimes...'* (Student 26)

*'...like taking a deep breath er when I didn't know a word I use it's synonym or a sentence ..in the beginning I was thinking in French or in Arabic...but now I don't use this strategy because it is wrong..now I think in English...'* (Student 28)

*'...I read er books...'* (Student 30)

*'...I was encouraged to speak even when I make mistakes...'* (Student 31)

*'...deep breathing..it helped me a lot...cuz the first time I just wrote and I tried to remember what I wrote without er self-talking...'* (Student 32)

*'...My classmates help me to get a lot of information from them..when my classmate speak I lean so much from them ....and we can use the vocabulary that we learned before...'* (Student 33)

*'...listening to the teacher and looking for the meaning of the words ...asking my friends..if I don't understand one word I wait till the teacher continues the phrase....looking in dictionaries...'* (Student34)

*'...self-confidence and positive self-talk...'* (Student 35)

*'...when I come here and I speak I use positive talk...when speaking.....with my classmate..and with my friends in class I found this more interesting to encourage mu=yself to speak...'* (Student 36)

*'...like paraphrasing and I am less nervous...'* (Student 37)

*'...how to be confident in yourself...'* (Student 39)

*'...I have learned how to pay attention to my mistakes...'* (Student 40)

*'...paraphrasing and er watching movies...I tried to use new words at home, for example when I am cooking I talk alone..I try to use them'* (Student 41)

*'...like circumlocution like replacing one word with another..also positive self-talk..and self-confidence...'* (Student 42)

*'...speaking in the classroom..listening to my teachers..and doing homework' (Student 43)*  
*'...self-confidence and positive self-talk' (Student 44)*  
*'...paraphrasing using synonyms er using new words....to ask questions and word mapping' (Student 45)*  
*'self-confidence..revising the vocabulary that you gave us each time' (Student 46)*  
*'I know how to be self- confident..er paying attention to the mistakes..making goals..because I can't speak without a purpose... ' (Student 47)*  
*'note taking while the teacher is speaking..er memorization' (Student 48)*  
*'conversations and the flasshcards' (Student 50)*

**Question 4 : What are the aspects of your speaking skill that you think need to be improved ?**

*'...I need to improve my vocabulary and mistakes.....I search synonyms but I don't find....' (Student 1)*  
*'I think I er. I don't try to upgrade my vocabulary..I stay er. In my safe zone' (Student 2)*  
*'my pronunciation..my self-confidence cuz I am shy..and er..when I speak I feel er...stressed' (Student 3)*  
*'my pronunciation is catastroph' (Student 5)*  
*'I think I am a little bit shy. I cannot talk easily in front of people' (Student 6)*  
*'I think I am not confident to talk in the class' (Student 6)*  
*'er sometimes er..when I don't prepare the topic er.. sometimes the ideas er..I can't find the ideas' (Student 8)*  
*'I am scared to speak..I am afraid to make mistakes' (Student 10)*  
*'er maybe..self-confidence..I have improved a little bit my speaking but er..I think that er there is still something that I haven't improved' (Student 11)*  
*'er vocabulary and er..I don't er..and I don't really practice my English all day' (Student 12)*  
*'I have self-confidence problems' (Student 16)*  
*'...I feel a little bit afraid ...I always feel afraid of making mistakes..er and er..I know that my vocabulary is not er that good .....and sometimes my grammar mistakes' (Student 17)*  
*'...sometimes I am really afraid that er I will not do well....' (Student 19)*  
*'my vocabulary hasn't improved very much' (Student 21)*  
*'when I use vocabulary and er if I don't know a word in English I want to use it in French but it is not a good thing... ' (Student 23)*  
*'I think I want to speak a lot English because my answers are very short....I want to talk more like my classmates... ' (Student 24)*  
*'I don't have vocabulary and pronunciation' (Student 25)*  
*'I am scared of talking and making mistakes..I am stressed' (Student 27)*  
*'The problem of vocabulary..there are a lot of words that I don't know' (Student 28)*  
*'I don't have a background in English' (Student 29)*  
*'...maybe when we talk about unusual topics..I have difficulties to get new vocabulary' (Student 33)*  
*'I still feel a little bit afraid I need some courage..I need self-confidence.... ' (Student 34)*  
*'I'm nervous..I'm not shy but I'm nervous..perhaps I do mistakes' (Student 35)*  
*'I need to be self-confident and positive self-talk and don't worry about mistakes....' (Student 36)*  
*'er maybe to talk slowly because it is actually the fact of stress when I am stressed I talk lowdly.....and sometimes I don't make myself understood by the others....' (Student 37)*  
*'not my vocabulary is not better...and some words because I think in French and speak in English..this is the problem sometimes when I speak there is a French word that comes in my mind' (Student 37)*



*'I think that I need a lot of vocabulary and pronunciation also' (Student 41)*

*'I still need to improve my vocabulary and pronunciation' (Student 42)*

*'I don't have confidence in myself so I think that er it's my problem' (Student 43)*

*'Self-confidence' (Student 44)*

*'...but er I have always a problem especially with vocabulary..I don't know why I always lost my ideas....' (Student 46)*

*'the stress and er to make mistakes in speaking' (Student 49)*

**Question 5 : What do you suggest to improve these aspects ?**

*'Practice and listening and read also to have vocabulary..cuz er.reading.....new words and new expressions.....' (Student 1)*

*'to speak more language and er speak with er friends' (Student 3)*

*'speak more... listen more' (Student 8)*

*'practice practice ..I will listen to the conversations.....when I er. I don't know some words I use dictionary....' (student 9)*

*'Speak at home or with friends. even especially listen to the others..even if it is er in TV or music....' (Student 11)*

*'maybe study more about grammar. Or er do exercises about the topic' (Student 13)*

*'er.like communicate with others...' (Student 16)*

*'I think practicing.. reading more and practicing outside.....speaking strategies..listening to other conversations...' (Student 21)*

*'read more er books and speak' (Student 25)*

*'I think that the only way is reading books..and watch films...' (Student 28)*

*'I need to read books to listen and watch movies' (Student 33)*

*'I think to read more novels...I will start with films then music' (Student 35)*

*'.....I think watching movies in English is the best way.. because I don't like reading ....' (Student 38)*

*'stop being stressed..practicing more' (Student 44)*

## Appendix 14

### The Description Task Transcripts

#### 1. Pre-test

##### Group 1

###### **Student 1 (0:12-2:02)**

I er want to describe err to you my er best friend. Named. Zahia. .er I live with her inner. We are in the same room. Now. Errr she's a. Pretty girl. I know her about. Five years. So er. We can say that we have emm the same mind. Or ..we are er (ask for help in French then laughs) 0:36-0:43(me speaking) error has we have the same mind or we think err. ..(laughs) I don't have the words. ..erm... ( me helping) er she's a blond girl.she has a...in.er she has a..brown eyes. And yellow hair. Erm.. Like I said she's pretty . She's cute..er.....I don't understand this last. Question.....( the teacher explaining)

###### **Student 2 (2:15-3:31)**

I am going to describe my er mother. Who is the greatest er woman in the world. For me . And er she is. B kind. And er. . Cute. I really love her she bring me er. In this world. And er.....and er. She taught me how . To talk and how to walk. .and err. She also..er ..she also.....she also taught me how to er.er she also taught me. Ethics. . Which is er the most important. For us. ...and er ..she is very kind. And nice . I er. I can't live without her. .I er. I really really love her. And I wish er the best and the. Longest. Life for her.

###### **Student 3 (4:10-6:30)**

So . The one. That inspired me in life. Or erm. Changed my life a little bit. .is my teacher of English. .he was my teacher for err. The two couple. Years. My secondary and my third. Year in high school. . He is physically er not very tall and not very small. He i he has that . Characterial of a Russian person. Erm. Blue green eyes. Bushy. Eyebrows. And er. He lost. His . Hair a little bit. .not really. Buffy hair. Mm. He is er not (not clear) but er. He really.. Loves. To dress well. ..and er be er. ..how we say..looking good. .morally he is er. Extraordinary. He has a great mentality. ..erm I don't . Know how. He thinks but er I really like his mentapity. He inspired me. By his speeches in class. ..actually in class we er didn't have courses. The most of time . We er had er a long speeches. ..about er how to behave in society and er how to be in school. He is is er.. Always er advicing us. To look forward in our dreams. .to lbook behind.. Things. And er. To er maybe follow our dreams and go outside because this is not a country. This is what eh said. . And er . To ..also....he er encourage us to study well..and he is the reason why I chased English. .Cruz I wanted to became like him. Er a great teacher. I hope so. . And er . I wish that he will er. .still be a great teacher for er .many students. .and I wish him all the best.

###### **Student4 ( 6:51-8:11)**

Er I waana talk about my er mother( the teacher). I see it like . The er best. Mum in the world. Like everyone of you here. But er the special thank that er . I don't have a sister so I see it like. My sister my friend Cruz er. All my. Secrets. I tell her . All my secrets. .em. When I see her (7:19-7:20) when I see her er passion her softness . Er I see. A queen at home. .err. When she advice me. Er. She advice me I will be s. I have er all the courage to be. Tough in life...when I saw e her er in the morning. I passed er. The best day in er. The best. Day er ..and er...this word cannot er describe her. .er.....and I really miss her Cruz er we are in the. .we are here in university she's so er . Far from me. ...I wish er god erl bl . Blist her for me. That's all

###### **Student 5 (8:38-9:41)**

Er my best friend er. My best friend's name is kenza. She studies er in the sec. In the first section. Er she studies er English like me. Er she's er she has er . Brown eyes. Er sh she makes er vail . .like me. Er..as er she

is not er very small. .but er..so so er. Th e specially er thing that makes to er to love her is er. Her high er. Er charachters . Er because er as you know er. As you know all of you. That er one er . Er when one friend is lost er nothing is lost. And when er ch er when er health is lost er. There is some a something is lost. But er when chartcter is lost er. Everything is lost. ....that's all.

**Student 6 ( 10:10- 11:21)**

Er my father is er the person that I admire the most. Er because he take care of me. Since I was a little girl . And er. Since I was born. .and er....he cares about me. And my future and my life and er. My deci er decisions. .er he inspire me by er. .by his er strong personality. .. And er. ...his er opportunity er that he has er.. .....er physically he .he er . He has er a blue eyes.....he's taller. .er .....and that's all

**Student 7 (11:50-12:28)**

The err person that er..he influenced me the most is my mother ..because er she makes me very happy. She help me . She always help me to be myself. To love the others. And er . To be nice. ..she is everything for me. .er..she helps me to. Be errr. More confident. ...er. And I witch that she er. Stay in this life for long time . Because she is everything.

**Student 8 (12:55-13:36)**

Er dear mother. Er. My life has been better because er. My life has been better all the time. Because you are always. There for me. I wish,you will always be by my side because my life. Has meaning. Without you. ..er . Her name is soultana. Er she . She is the most er b. Beautiful . In my eyes. ..er. I er haven't seen. Any person with her big (not clear) . She is a good wife a good mother. She is always right . I wish er one days I will be . Er . Like a perfect mother . And wife. Inchalah

**Student 9 ( 13:49- 14:19)**

My mother is er. Parson who I admire. The. The most. She has black hair and er brown eyes. .I think that .she is the best. .and she always help me with er . Her advices er to study. And er. To be. A good er person in ..in my life. And er. . She is my life. That's all

**Student 10 ( 14:39-16:00)**

I have er many persons er whom I care for. And er whom I admire. But the most err person. Er . Who I admire more. Is my mother.I admire err. Her because of many reasons. And the first one er. Is er that er she gave er. . Me er life. Er she did er all err. The bestbernto see me happy. Er she d err. She did er . She gave me all error. I want. All the things I want.. .er and she is always er. By my side. In the er terrible moment. Moments and the err happy er ones. Especially when I err get er sick. She always er here. . Er I want er. She's like er ann angel for me. I want to became er like her. Er to take care er of my children like she did. And to take er care of my husband like she did. .er I er hope that er god will er protect her and error. He will er take care of her. Because er I don't er know err. What er I became if I lose err. If I lose her. Thano you

**Student 11 (16:28- 17:36)**

Er the person that I er I admire the most . Is my mother. Err. Because er. She's the one er who helps me in everything. She's the person who n er she's the person who. Shhe's the . One who knows . All my secrets. Err shee . She's err . So kind er . She's er so supportive. Err she helps me in everything. .er she's the one who er encouraged me to study English. .er.....(laugh) I forget what I'm going to say. ....er she inspired and err. Influenced me . Err by er her er . Her good heart. She likes everyone. She er she she er she doesn't hate er her enemies. If er. Er ...that's all.. I forget

**Student 12 (18:04-19: 24)**

Er good morning everyone er. Er my prefer person err. And er is my friend er who is err singer. Er with a guitar. And er (caught) when I er when I was er know it er..he singing er in english. .and errr the . That's er influenced me errr to ..to be a singer with errr him. And er. Er. I know that err the music in eng er in English er . Help to er speak more err ..and understood er. ..the er the language. .and er I admit er error it because errr . He deserve to be famous err singer. And errr ...he er ...he and er. .and er he inspired err in my life err err the he's er ..his manner of er thinking and err he his er personality . That's all .

**Student 13 ( 19:56-20:51)**

Er my best friend er I want to. To describe her. Err name sabrina . And er....er she. Er ..she studies like me now. And we have the same room. And er...she is er . Er blond girl. .and er sh .....she has error..a black eyes.and er.....and er..I really like her er character er behavior ..er she.. She is er....and er perfect . And er miniont .....

**Students 14 (22:19- 23:41)**

Barack Obama is the fourth fourth er ..er president of united state but the first er ..american er. African american president. In history of country. .he was born in er. Hawai. In err ninety sixty one. ..in one hundred and er .( kabyle) ..he . He had er black hair. And the black eyes. ..er...Barack Obama was er b er basketball and er sometimes play er billiard ..er. He going . He go. He gives er .he gave ....goes. .with his family . To the church every Sunday. ..err..his favorit food err . Pasta with. Ch with cheese. ....that's all

**Student 15 (24:08- 25:06)**

So er. The person that. I want to describe is er..is a writer. Alb alber Camus. ..I do admire this person because he's a self-made man. .he started being famous by writing er. Simple articles. Here ..in a er local news paper here in Algeria. ....er...he did inspire me and influenced me. .and by er. His book the stranger. .where. I did er acquire and deduce many things about being a strange in such..a given society. ..and er...and I learned through that book. How to be patient. Not to worry about the. Future. ..that's it.

**Student 16 (25:38- 26:36)**

So er ..my mum....er..I forgot the beginning.....( class laughing) I forgot the first sentence. ....my mum is the bestnthingnthat I have in the world. ..she is everything to me. .just when I see her smile it's a lot for me. .so er...I don't think that I could live er. Without her. .she is the only person. Who can er keep me alive. ..she er. She is always here for me. .and err I don't think that I could thank her for the things that she does er for me. .so..thanks mum ....you'll always stay in my heart.

**Student 17 (27:07-28:54)**

Er I want to describe to you er. My grand er. Brother . .mass I. Er massinissa. ..er massinissa er. Is my grand. Brother. Error he study er. Here in this university .er . In scien. In economic science. .erm . He is er . Er..physically . Er strong and er. Not very taller. ...and er. Er he is a preaparey his er. His er licence. This year. .er. So I think er. He is my best like. ..and er. .( teacher asking) my best like. ..and er. .in addition. Er....er.....er..he is er. In addition he is only the person who understand me. Er so much. Er..and er. ..I don't know er. What. Become my life. My life without him. ..er because I don't have father. Er.. He has dead. When I was seven.. Seven years. .and er..for me . Amssi it's all ..

**Student 18 ( 29:18- 30:08)**

Er today I decide to describe . Er person who showed me life. Er since a long time . And this person is my beautiful mother. And I love her so much. .and she give me everything . Er in my life. .she is making me happy. Happiness. ..and er. She learn me how to be a good person . In life. And er she is always support me. .and when er. She smile I smile too. .and er..er.she always believes in my dreams. ..and this. My mother is

very very very strong person. .and I thi and for. To be honest. .er. It's the reason tha.. That I wake up everyday. For her. F to make her . Happy and proud of me.. Er. ...erm. That's all.

**Student 19 (30:38-31:50)**

Er my friends. Er missa. Er. Is the person. Who I admire. .er she is student. In university. .er..she has brown eyes. And black hair. .er..she is verity small. .( teacher asking) small. .er....this is a person. Who er .I admired . Because er. ..I alwaysmer agree with him. .er and I love it so much. ...er she is er . The person. The er. ...who (not clear) my support. ....she inspired me. Er...er in er in her. .open mind. Personality. ....that's it

**Student 20 (32:18-33:58)**

(?) Is my er best friend. .er...er. Which I admire the most. .because err ..she helps me er.in a lot of things. .and . She serious and (not clear). ...she always er by my er . Side. .she study err. .Spanish in algeria. ....and er..I love . Er I love her er so much. ..

**Student 21 (33:30- 34:34)**

My grand sister is er. .er named er nawel. .she is a great person. .er she always er. .needs me. .and er ..she has er. Great personality. . She err ..she is erm. ..she . She is like . My er second mum. I told her er. .er all my. Secrets. .and er. ... She she always er tried to er. .to learn me everything. .erm.. She is er. She is er. .more confiden. And she is er so intelligent. .er....by the way er I miss her so much. Because er . She is not in Algeria she is out of Algeria..that's it

**Student 22 (37:44-38:40)**

Er. My best friend Bahia ....er. My best friend Bahia . Is the person er. Who. I describe you today..er..she err .and err..she is the person ..that I er. That I admire the more. .because I lo I love her er so much . Like my sister. .and err. She is er honesty with me. And .. She tells me err . All. Her secrets. .and err .....and . That's all .

**Student 23 (39:00- 39:57)**

So er. Er there is er. .er the is er very person. Er a lot of person who influenced . Er influenced in our life. ...so er . The per. The only person that influenced me. Is my teacher of (not clear) . ..so er . Er th the reasons who. I er . I love her. .er. I like er. I like the way of ..for er speaking. And how. Explaining the course. ...er ...er before love her as my teacher I love her er. As a person because . She is er. .er an . Sever and honest person .....that's it.

**Student 24 ( 40:24-41:19)**

I wan. I wanna talk about my sister . She 's my sister and my best friend at the same time.she is er one year older than me. She looks like me. .er. We're like twins. But we are er not. .we were in the primary. We were in the same class ( not clear) the same primary school. .emm. But these year. She study French . I study er English. .. She is er beautiful and. Lovely girl. .she's stronger than me. ..she protect me and I protecut her. ..er..she is always by my site..we love and we cry together. ..we are like twins but ..yes er. We are like twins. .and er. ....we're like twins..

**Student 25 (41:36-41:40)**

My big brother it's err. G. Great and positive er. Person. I like to be like him. .because err..he always keeps smil. Smiling. .and er give me er. All what I need . And help me .no matter what. .and err.....and er just er.his great person. ..because er .....I forget it (laugh). .....he show me the right way. ..he is er. Like my friend he's not a er brother. ...and that's all.

**Group 2**

**Student1 (1:39- 2:27)**

So hello everyone ERM I will talk about my mum .er she is just th the greatest person that I met in my life erm er she is (bon) . Sorry er er so the person is my mum I admire her because she is. Clever she is powerful she is she did everything to us to mak e to make us happy and nerrmm ..she she ..(laugh) em .....she is ...oh I don't find the words

**Student 2 ( 3:53-5:00)**

Er the person I admire the most is definitely my father. He is I admire the most. The most thing I admire about him is er his tough character . He is courageous. The fact that he is honest aand . He is. He doesn't really care about what people say or think about him. And he o he is not afraid to face new things to try new things in life. . The thing that has inspired and influen. Ced me in my life is. When I was in (laugh) secondary er school. When I was er ..second (deuxiem annee) ...yes I was a little bit lost about. The field w which field to chose soo. I didn't really know. All my teachers and all the pupils would tell me to go. In the scientific field so I got a little bit lost. Until I talked with my father and he tel and he told me to not. To not be afraid about what people will think or to not be. Anxious about a job or the future and to follow my heart to chose whatever the. Whatever I want. .and er. That's it

**Student 3 (5:51-7:19)**

So good morning everyone. Er I know you'all say that eri'm being genuine and er I'm talking about something that er . My friends talk about. But er the m the persons that I admire in my life are my father and my mother .. So that I'm focusing on my mother the most. Because she has a special story in her life ..and er (caught) she inspired me by her story. Because when she was. When she was in the er when she was fifteen. She lost her mother ..in a car accident. And she ha er she had to support her family. And er she left school in er a really youn er young age. And. She is my er role model in life. Because. She always supports me in everything er I want to achieve. ..and she er she raised me th t to become the person who I am today. .. And she er. She. Does everything for us. She makes us happy. She er she is the ....she is Em. ....er she has stood in front of every problem in life ..she has been the toughest person I know . ....

**Student 4 (8:37-10:35)**

Good morning everybody. Today I'm gonna talk about my father..so my father is er quite an old man. ..er he's er fifty four I think. ...I er really admire my. Father because. He is the most er ..person that I er ..I'm influenced by...errrr sin since I was er er young. I used to see my father ready e read books. He was reading books.and er he was em er a honest person . Er everybody that I met in er in my life er told me er that. My father was. And still honest in his work.. And er. From this honesty. He had many prob in his problems in his work ...and errrm. I really like er when I . Enter in er dibates with my er father like . Politics . Political debates and . Actually we talk er about All the er ..all the er the. Fields of life ..because I er really consider it my my friend not like my father actually. He's er e he ma he make er he made and still making .er everything er that er he can . To er to to errr make us or ...better persons. And . He is erm he made. He sacrificed all his life to. ..er I think that er all my life is er . About my father . He er helped us in I had er he helped me in my studies. He made everything to errr. To be in bed. To live in bed in er a good condition ..and er I really er love my father.

**Student 5 ( 12:22-13:36)**

Good morning everyone. The person that I admire the most is the er my mother . She is er . She is always there for me. She support me when i 'm happy when I'm depressed when I . Stressed. . Er she is the most beautiful person that I ...the most beautiful person inside and outside. She is very kind . .actually my mother er she is er a teacher. In er a high school. ..she is er really loved by all her er students. She is very tough sometimes. But er she is . She ..she .....she is always helping er others. To solve their problems she is like er psychologist . In a er in our home ...and she is always encouraging me to become a teacher one day .

**Student 6 (14:00-15:04)**

Good morning everybody. The person that I er admir . Is my sister . It's older than me er she is a teacher in primary school er I er admir er she . Because er she help me in all. My life . She er give me er ... Help when I need er er when I was in ..secondary school. He er ...teach me Arabic and ( not clear) very. Good marks. .er she always . She is honest . And er she help me in my life . She er sayed er give me advice and er ..she er ....give me advised er and er . Say that's wrong and er right . And er how I can. Success . In my life ...

**Student 7 (15:30-16:11)**

Er good morning everybody. Er today er I'm going to describe my mother. Who is ve er very close. Er to me. Er she is very er er pat er patient with us . Er she help us. Er she er forgiveer me er when I er when I make mistake with her. And er admid and er I admired her because she understand. Because she is er the only person . Who understand me. .er... Er and and in the future I and er I am er .very lucky t to have . A mother like her. And in the near future I want to be like her.

**Student8 (17:26-18:14)**

Er. Hello everyone I er start to talk . About my mother. She is er teacher of er Arabic language . In the middle school.. She is er in hons honest and er quiet. Intelligent ..er and intelligent . And er he was er and she was everyt er everytime happy. .. I er ta I tal I talk with er whith er her . With er her .enevrytime with. Like my friends . Because he andr er she understand me. ..and er.....and I er I want to be like my mother. And I er I love er her very much.

**Student 9 (18:49-20:04)**

Good morning. Er so. To describe . My father .error. I er I (not clear) him er because err he has some err something special . He was er he is er smart . He was err powerful. Especiacially he was . Er he is er . Selfconfident. So. I trust him a lot . Er I er I talk er with him er. Every time.er.....and er he er er..I I I inf influenced er by him er . Because er he gives to me er logical ideas. Er he was er he is the cause . In my success.and er ..err and ( not clear) is er his mentality. My mentality is like err has . His mentality. And er...he's the person .that I can't live without. Him..that's all.

**Student 10 (20:39-21:32)**

Good morning. The person that I want to talk about is my mother. She,s just a simple housewife. But she's a very kind woman. With erm with a great manners and a big heart. .er she's. Very patient person she takes. She takes she takes care of all our family. Er she loves ever on everyone and er take cas care of us and our gran mon. Grand father. Erm she's very supportive she's like my friend. I tell her anything. And er she er always understands me and supports me in. Everything that I want to do .er the thing that i 've learned from my mother is to always (not clear) because. If you like something. You 'll always succis in . Success in doing it err. That's why. I love her very much

**Student 11 (22:13- 23:04)**

Er good morning everybody I will talk er about er my friend. I er admire. Them . A lot . Because they inspired ..inspird me. And er I'm comfortable er with them. .they give me some er hope and cottage er to get out..from this country.and er ..I love them er so much . Er. They halp. Er they helped me er . On all my. Works. ....

**Student 12 (23:53-24:27)**

The person I will describe . Is er my mum she's my mum er she's. Not just my mum but she's . My best friend . To. .she help me er she's very patient with me ..and er she help me she's very help me in my . Decisions er and ...she's er with all the family.. She love us...that's all.

**Student 13 (25:03-25:33)**

Good morning everyone. The person er. I admire the more in my life is my best friend er sofi. I like her because she is er .. Hopeful er ..strong and err without her I can er face my problems. Err.....

**Student 14 ( 27:09- 27:56)**

I will talk about my mother. She's the . Best. Persons. In my life. I can't . Live. In a . Without her . She's er always tried to er advice me and er give me er the way the best way. And er. She's er . She has a good er. A good er ways to er advice me. And er she's er. Always trying to er . Face a problems and. In all. My family ..and er ...always the most time. I think what I will do if she. I were her. I want to be like her. .that's all.

**Student 15 ( 28:40- 29:31)**

Good morning everyone. I will talk about my mother. Er . I love my mother a lot. Because she er . Stay with me. In all my er ..my. Work. Er . She's er kind.s she's er hopeful person. She er she is with me . Wherever er the thing that I do. The mistake . I make . She didn't give things to . Herself she give it to me . I er..can never er ...live without her..and I er olive her . A lot . That's it.

**Student 16 ( 29: 53- 30:59)**

Good morning ...er. My father..er my father is er the great persons in er my life . Erhe's strong man er and er..I olive him er so much . .... He makes me er happy ..when er i talking er with him. Because er he is trust me and I trust er him . He's er give me er all my freedom er in er..in all er I am do . In my life . ..and er help me.....and help me er for er solve er . My problem.....

**Student 17 ( 31:38 -32- 26)**

Er good morning every er one. I will talk today . Er er to . I will talk today. .to a good person that I would I met my life. He is my er. Brother. Like he is er. The best person .er. His er personality er . He is a strong . (not clear) . Remind . Er quiet er er ..kind . Quiet er..quiet I er admirend er to er to ( not clear) because er he's er . He give me advice. And er he stay with me with er when I have difficult er moment. In my life. And er he er..

**Student 18 ( 34:23-35:05)**

Er good morning er. I want to talk about er. My .best friend. Er I know him er since I er I was young. Er.....er I know him er

**Student 19 (36:52)**

Er good morning everybody I want to speak about er. My mother. .er .she is the best woman . In the world. She is my inspira and er erm .. Er she face in problem and er did anything to make us er just to make us happy. .er she influence me by er sacrifice and fighting. To make us er a good person. Good woman and err.a good ....er she always give er give us advice and er she is my hope .in life.

**Student 20 ( 38:15-39-31)**

Hi everyone. So er actually I was thinking about er. What kind of person I will chose and er . Why not er try to chose er. Why not . Why not chose er and Algerian er. A person er.. Cruz we have a lot. So i've er i've chased er I have chosed er . I have chosen . I have chosen er larbi Ben mhidi which er. Which all of us er all of us er .knew. Er know know him . Er. So er. Why er do I admire er . This person .er of course because er. .because of er because he er his erhis courage . He was er courage till his er death . And er his courage was er recognized even er by er .. By er the en er the enemy who er who errerecognized er his courage. .er and er how . It has inspired and influenced me in er . My life . ..er.er. He. It's er . He sti er he was he still and he will be er. He will be er an example of courage er ...for us. That all



**Student 21 (39:55- 40:23)**

I admire the person in my life. ....mostly my friend. Because he's er. Very honest. ...beside er besides er we have a lot of common idea. He (not clear) inspired me er in my life. .Cruz his er honesty and er ..honesty (not clear) and his er . Hard Working . That's all

**Student 22 (40:58-42:38)**

Good morning everyone. I'll describe my er best friend er which called er. Rania. ..er rania is my best friend. .err she is taller and slim . .she er.she has er brown eyes. And err...and er long her. I love rania because err she is err very beautiful. And calm. ( not clear) . And er very wonderful err . Woman. Er she er . She help me .er. ..she help me er ..to chose er my er . To chose er the best er fid. .which er which is er the littrary and er foreign languages er especially English. Because she's really er (not clear) ...she er always adviced me . .and er..... She er supported me err ..when I was angry. Sad. And er . Bad er in bad situation. .( not clear) exetera. Er specially when er I was in baccalaureate exam. ....she er teaches er me ..all all my mistakes.

**Student 23 (42:59- 44:05)**

Good morning everyone. Today I will speak about er ....yeas. Good morning everyone. Today I will speak about a specific a specific person. .er for me . Or in other words the most person that I admire in my life. He is my best friend. ..he is my best friend he is er . Always with me. He er. In all moments. Er whether the bad or the . Er the good one . He er always. Helped me maked me happy .and he always er encourage me in my studies. He is er veryvery smart. He is kind. .if I still. Speaking about him . The world will be not enough. So erm .so I er. I'm so proud and happy to have . Er a friend like him and I hope that this er . Friendship will be.er in all. Our life.

**Student 24 ( 44:24-45:00)**

Er good morning everybody I want to speak about er. My mother. .er .she is the best woman . In the world. She is my inspira and er erm .. Er she face in problem and er did anything to make us er just to make us happy. .er she influence me by er sacrifice and fighting. To make us er a good person. Good woman and err.a good ....er she always give er give us advice and er she is my hope .in life.

**Group 3****Student 1 (0:10-0:49)**

Err the person er. I admire is my mother . Because she's err. She faced many thing in her life..er. Er and er k er kept her er . Calmness and courageous. Like losing her father er. At the age of sixteen ..or six. Er and er. Staying with her mother alone. .. For me she's err .. The symbol ...er for me she's the symbol of (not clear) she learned me how to be er.....that's all.

**Student 2 (1:15-1:56)**

The person er I admit in my life is err. My grand sister. Er because er she has er strong er personality. . Er she is honest . Er she er. She loves other. She have er. A nice hair.. Err. I like be her er. Because she er she always help me. Er give me advices about our life. And so er ..er er she influen . She influence . Influenced my er me. In my life by er. Learning me how to er. . How to think and defeat . All my difficulties. In my life.

**Student 3 (2:15- 2:36)**

OK the the person that I admire the most and let's say my idol is my dad.. Ok he er he's the most important person in my life. And he always takes. Care of. All of us. Specially me. Er we get along. With each other. Very well. ....er he encourages me in everything I do. .er so er. May god bless him.

**Student 4 ( 2:58-3:29)**

So the person which i'm. Gonna er. With the person that I admire a lot is one of my family member and she is mum. Er I admire her because er she is the most. Braver woman . That no know in my life. Er. I admire her because er . Er I like the way she . She sees life. I like the way how. How she act. And she. Err. Because she inspired me in er a lot of thing. Like how to run my life. How I act with others. And er .in so other many things. Er which makes her my idol. That's all.

**Student 5 (4:33-4:50)**

My best friend. ...er because er we have er many er... We have er may memories together. Er passed err.. Our childhood er together. And we studied together.

**Student 6 ( 5:43-6:21)**

Er the person who er. I admire the most . Is my er. Mother. Because er she is er .. She is all I have in this life. Er she is the reason why I am ( not clear) . Erm. She give me everything. She er. She cares for me when I am not er.Nat home and when I'm sick. .er.. Er I love her and respect her so much and er so. So she ( not clear) er that's why. She is my inspiration in life. ....and that's all

**Student 7 ( 6:39-7:14)**

Er during all my childhood I was er looking to my grandmother as the best example for me. She was a string woman she was doing everything. All hard works. Er . She she she had no fears she er was doing all. Er she learned us to not say impossible. She er. She learned me a lot of (not clear) thank to her I handle a lot of problems in my life. I loved her kindness. Her generosity er her generosity for all she was not asking for help . Er from anyone. She was handling her life. Er ...by herself.

**Student 8 (7:34-8:13)**

So. The person that I admire a lot is. My mother. . Like everybody else does. Err. I love her . Erm . I love her so bad because ..er ...(laugh) .....I'm sorry . Can't

**Student 9 ( 09:03-9:50)**

The most important er . Person in my life. Is my mother. Because er. She has er. No.. Er she has er . More knowledge. And er. . Experience in life. And she. Always er. Show me the right way er. In er ..in life. And err. Make me more confident. .and....and err . Help me to solve all my problems. ....and she is er.a nice. And er sweet mum. And I love her err. A lot. .that's all.

**Student 10 ( 10:06-11:07)**

Er. The person er. I like is er. My sisters .. It's er. Because er it's my er best friend .. And er. It's er beautiful and er..smart girl. Err she always er .. Give me more er. Advices and er. Help me er . When. I make mistakes. ....er. I think er that er. When I remember er .. In er. My child. Hod . I think err. ....er when I remember my er child er hod. Er with er my er sister it's er memory moment er .unfor. Unforgettable . .er and er ...that's all.

**Student 11 (11:26-11:52)**

Er the person that I admir a lot is. My sister. Because er I love i. It and er it's er ...it's. Not only my sister but er. My friend .in the same time. Errr. It help me to resolve my problems and er. Give me advice er.in life. .and er that's all.

**Student 12 (12:08-12:50)**

Firstly I er. Start to ..present my er. To speak about my best friend which I admire like because er. He. She is so com . Comprehensive she . She er. She und. She understand me she . She understand wha. What I feel . What I say. Er then she is. Always here. To er help me. In my choices. To er. Correct me because she is er.

So serious she is er. Er she give me helps. Advices to er to. To. To chose me the...to chose me the er. The correct way. And er..that's it

**Student 13 ( 13:12-14:03)**

I will start my er . Short speech with this following sentence. Er. Every person have er. A famous. Famous and for me it is er . My father. I er love my father because er . I admired him because er. He always advised me . And er every time when i er make mistakes he corrects for me he encouraged me to er. Make . To er make my er my best. In life. Also my studies. .er. He also told me that. We should respect the others. .show. So er it is famous for me and it is my er second. My second teacher..er in my . In the home. ..so. In admired him. .and er in. My conclusion hen is er. We should respect our parents. .that's all.

**Student 14 ( 14:24-14:45)**

The person that I'm gonna to descfine is my father. .er . He is the person that I love the most in ( not clear) the family because he is so er. (not clear) with me and he do everything for me. He gives me everything that I need to . And he is the.. He's everything for me.

**Student 15 (15:15- 16:18)**

Erm . Erm. My favorite person or the best person in my life. Is my mother. I er ... I er love her ..because I. Er she help me as everything in my life. And er . She always er. .present. Er when. I need her ... When. I need him and er. ..I have confidence of him because er. She . Er I know that er. She wish me the . Best thing .. In my life. ....emm. ....she . She understand. She understand for me. She just . She . She just ( not clear) my eyes . Something happen. Or em. .she. She's not just my mother but. My friend. My sister in the same time.

**Student 16 ( 17:26-18:00)**

The one who er I admire the most in my family. . Is my father. It's a person who's here for me. And here when er. I have problem . .my father is an honest man and er ..and er. Hate er. When er someone lie to him. .( not clear). It has inspired me er.through. Through er. His genious advice in life. .and all er I have to do is er. To thank him

**Student 17 (18:20-19:00)**

Er. In this life each one have er. A very. Important person in his life. So for me. I er.. I prefer a member of. Of my family who is my brother. .so ..he ( not clear) he because er..he give me er. Different er ..advices. In a good way. .and er. I must. I must always ..er listen to her. Because er he is er. Older than me. .and er he has er more ( not clear) in this life. ..that's all.

**Student 18 ( 19:23-20:00)**

Er the person er who I admir so much in this life is my father. Er because er. He's lived er his life to protect me. And er he. Er he was always er with me er when I . When we was er . Grow up. .and to er. And to learn me . ..and to learn me. .and to learn me and er .er...like er like er to respect other. .to respect others er to be er godd er. Good ..that's all.

**Student 19 ( 20:18-20:43)**

Er the person that I. I er admire in my life. It's er my mother. Er.. Er it's my idol. Because she er. She's er. . Borough me to life. And she is er. St. Strong woman ..and er every time I need her .I er ....she is in my side. ..

**Student 20 ( 21:06-21:30)**

I prefer my mother in my life. Er because she's very strong person. And lovely person. .er. I can't live without her. And er. She. She's very advised me . ..and er when give me a big lessons at er. .every moment. In my life ..that's all

**Student 21 ( 21:46-22:23)**

Er I'm gonna talk about my mother ..mum is everything to me . Er ..she's the. ..mum is everything to me . Er she can .she's always here . She's the one who's always here ....mum is everything to me. She's the who's always here. To help me. When I need her. Er and the one who always taking good care of me. .er. She's so brave cuz she can endure everything just to make me happy. She smiles when I smile and cries when I cry. .simply she's the great. Er example er of a good mother ( not clear) that's it

**Student 22 (22:36-23:11)**

OK my er . The person who I er admire a lot is my b. My best friend. Er cuz. She er understand me. And . She er. Help me advice me. .. Err ouf ...and I like her character because. Er. Although ..she was. She was living . Er she's er she's strong and er. ...and er (laugh) er she learned me. How to er how to be myself. .errr. .that's all .

**Student 23 ( 23:34-24:07)**

Er the person who admireb for me is my brother . Er because . Er I love it. And er. He was er. Er the best friend from me. .and. .er she. And er . He was ..aspir ( not clear) . With my p er problem. And that's all.

**Group 4**

**Student1 (0:28- 1:44)**

Well when I er saw this task ..I got er confoused confused because I don't which er . Who's the person that deserve my admiration mmuch . Then I thought aand I.. Concluded that my sister deserves that ..well I do love my sister .. I do love her.. For no reason for me love. Is just for love because if you er er are going to like somebody for some characters it's an admiration it's not love for that. I repeat. I do love my sister for no reason but. There are always a characters that you should like in your ..lovely person . My sister is a quite calm and she's er really pretty and caaalm and she was always here for me to hold on to raise my spirit er when somebody hurt me or when i got angry of something she was ..here and she is right now here with me ..em .....that's all.

**Student 2 (2:40-3:04)**

I am here to describe my father because er it's the first of all I am . Very lucky because I have father like him ..it's very understanding .person and er...I don't have er the word ...to describe er him ...that's it

**Student 3 (3:52- 5:06)**

Er good morning everybody today I'd like to er to speak of er my friend .er.....I have best friend er who er named souhila.. I er .....(me trying to help).....

**Student4 (6:05-7:15)**

Er ..actually I will er describe my friend er nesrine er my friend nesrine is errrr er is er my best friend er for.. When we are er ch when we are child so I mean that er for mm our childhood . I love this er this girl because er it's still me in the happiness and sadness . And er ..either is er a goo er a big problem or small erm she's very er lovely girl and er kind . I love her er a lot because er it's er encourgmi when er I have er ..em when I have er a program or er or a problem e I er ...I er ...that's all

**Student5 (7:40-7:58)**

Good morning everybody so the person that I really love in my family is my father .she he is a very successful person . And I really love him because er he do all his best for us .er I wanna be like him one day .that's all

**Student6 ( 8:28- 9:26)**

Er the person I want to talk about er about it today it's my mother . I'm h I'm her biggest daughter so our relationship er not like any relationship bit er between the mother and the daughter we are like friends . She always always listen to me and I toll her all all my secrets ..and she always supported me in m er in my choices in life and she learned me everything . Can a mother you touch er to her daughter she is er she is a good cooker and I take that from her ( laughs in class and an annoying person knocking at the door) she is a good cook and got this from her and she also er learned me to drive and am worst I'm not good driver like her

**Student 7 (9:59-12:04)**

Er I will describe my er most b er most important er person in my er life it is my mother. Er of course. I have er am er very persons that I admire them. But my mother is the most er important.and er she is er very very beautiful error person and er she is er very strong woman and er I want to err become like him like her la when I er .I come a mother because er she is .. She is my sister my friend and er all all all the most errrr important person in my er life I can't er live without er her and she er she er ..she teached me that er most important in life it's love and er I ..I have to be a respectable er person er and er lovely person and friendly . And er ..er I want to .to to be like him especially because er it is perfect person and ern beautiful mother er I want also to er to er ..er to be like err....(laugh) she is she is perfect er great mother wonderful. And beautiful error and she'll err teach me that. Er the most important thing. Thing to to live er happy in the life and er ..er also she she teach. Teacher me that er how to to find solution to my issues and problems and. Er tooo er how I can trust in myself er to be happy .to be happy and to live life in the er the life.

**Student 8 (12:47-13:15)**

Er I want to talk about my brother who is my er second er father er I passed er my er hole my brotherhood. With him ..er with him he helped me in er . All my study .a er and when I have er problem. Is er my fe my brother is honest is er affectionat he that's all

**Student 9 (13:46- 14:21)**

I'm gonna describe my best friend I have we gave been friend for four years . And I'm happy we,re still together .. We er wsent to the same university even in the same class .. Erm we have em the most er nice person I have met and she is beautiful inner inside and out ..the most thing that I er admire about her is that she is er very understanding person ..and not selfish that's all

**Student 10 (15:07-15:41)**

Good morning er my name is (?) Er I'm really happy because I have er a best friend . Her name is meriem. Er this friendship big er begins er since her eleven years er I er we are study er together and er until now . And er ...meriem we haven't strong er he have a strong personality calm and honest error....I love her and I wish to last er this er relationship to er forever

**Student 11 ( 18:15- 19:13)**

Er my mother is er the kindest person i've ever known honestly . She is er she has always been nice er to me . Errm .. She has always been like that to me . Because err er I . I look up to her every single day . Er she is er very kind .. Er .. She raised me ever since no was a little child . And er she taught me how er how to be er a good person. Er by giving me such er a good values. And er .. She is er so er sympathetic when I make mistakes she always forgive me . Er and er I don't think er I will find someone er like her in this world . And

er seeing her every single day er makes me like er the luckiest er boy in the world . And er I love her so much. Er I always er protect er always er pray to god to protect her.

**Student 12 ( 19:41-20:23)**

Er the person I'm going to talk about nis er my sister. I respect her for being a doctor . It's such er a hard job . She but she works every day . Day and knight . Erm she is really. Straightforward she. Is honest she isnanhard worker. Eventhough we wenrent always the . Closest siblings . We always fight but she always took care care if me. Em she taught me that erm life er isn't easy er we have to work hard for our goals . And er .. Err ...er for our goals and er she.. Shhe's always been there for me and er ...I I respect her for that

**Student 13 ( 22:21-22:50)**

Soo the person that I admire the most and had. Er and had a great influence in me it's my dad my father ..er the reason why is that because he's.. He was always a hard worker person . And er very successful . And he's also very intelligent and has. A lot of kno knowledge and he inspired me to always archive my goals and never give up ...that's all

**Student 14 (23:29: 24:31)**

Hello everybody. Er I chose my grandmother . She is er ..she she has er sixty two years old she is a old woman but er she is very active ..em ..she often tell us er her er experience er ..about labrory our labory work ....she is er ...she also cons er conscious about er .her feeling er family member .er she er she also er she give ..er.....decision she give decision ..er she is er dear woman because that. I er love..her

**Student 15 (24:45-25:06)**

The person that I admire in my family is er my nephou ..his name is er abdeslam .I love him because er he is very talkative person . He is er active and beautiful ..child er he er he has er just three years ..that's all

**Student 16 (26:41-28:02)**

I'm going to talk. To talk about my parents ..can I talk about. My parents er I'm going to talk about my parents. Firtst of all they er borough me to this life and taught me er a lot . About it. That always concerning about our needs . And . Trying to er .trying to offer it to us erm they are ..very kind persons ..erm love us and . And whatever we do we can't er..back ..I can't ..return back. Everything they gave to us erm ..I know this err is their ...er their .duty but er .we also we ttrying to.. .to do our best to make them happy. And doing ..what .....what....they always supporting us to er in our studies and er help us in our choices in life ..and trying not er make er so I'm trying to.. Make them proud of us ...hopefully..inchalah we can

**Student 17 ( 28:28- 29:14)**

So today I will describe my sister ...er my sister is er a nice.is my second mother.is the best sister in the world .err I love er her very much. Because it is er ..funny quiet and er er because er she is funny quiet and er she is er beautiful girl . She understand me . And when I redo something wrong.. She er help me to er er prove it er er she give me advice ..and er sheeee.. And she support me ..er in every decision er I take in my life.

**Student 18 ( 29:30-30:14)**

Er everyone have er a person who inspire him a lot in this life. Maybe this person is er member of family or a friend. But to me she is my sister. She is very kind er person. And er I respect her a lot and I love her. Because she always in my side she never let me down or er. Let me er fall even if I make mistakes she never blame me blame blame me yes er..I er and I er .. I want to be like her . She is a successful person. She succeed in her study and get er good er job . She is er touching er children of this er generation and er I love to be like her

**Student 19 (30:37-31:19)**

I will speak about er my parents. My father and my mother. My father is er commercian and he do er everything to er make our li life. Easy and happy. And my mother is . Was er a teacher in mathematic and er she is the causes for my successes in baccalaureate exam. Erm I respect my parents and. I wish er that er .. I success in. With.in my life . To make. Him happy ..and er I er I hold (not clear) to respect my parents

**Student 20 (33:50 -34:16)**

I will describe my best friend sara . She is er a funny girl and er she er natural when she is dealing with me. She's er really quiet and good person. And er I admire her er. Because she is er. She love me back and she get my back in every decision I take . And I always find her by my side .. I love her and I know she (not clear) love me back

**Student 21 (34:41-35:27)**

(cough) I want to describe my best friend Ghana er Ghana is er more than my best friend is er my sister .and. We have er. And we are er we have er been er friend fro for years. And we study at the same er university. The same group.and err I think that er I'm lucky. To have er a friend like him. And er I mane is er very er positive person. She is er er good person er sometimes. Crazy (laugh) er and er I want to er stay er friend. Forever.

**Student 22 (35:47- 36:31)**

Good afternoon. When I took this. This paper I saw . A person I admire ..there is a lot of .people er that come to my mind. Teachers and..and also family. And I chose ..my brother my old brother ..he's my favorite brother ..I play games with him .and now he he work far away. I miss him . He's so intellectual per person ..he give me advices. Time to time. And he g gifts me time to time ..I really like him. And i wish him all the best. That's all.

**Student 23 (36:55-37:58)**

I wanna talk about my brother. He's my favorite person in the word. He's means too much to me he's my favorite person. He always there for me . And not only this time from my childhood he is always there for me. He help me with everything he inspired me to learn English cruz the way he talk he's really good. ( not clear) that he help me. He told me that er to make a decision .you need to. To love that decision ( misspronounced) that you make . And that er you want it . So that you can love it and you can learn it easily. So that I love English and i' m learning it. ...and otherwise.....er for now he is working I'm studying so we don't have such a lot of. Time . To talk. We just keep our(not clear) er conversation. How are you what are you doing. And I always talk about my journey with him and he. Never get bored of my stories. He always listen to me ( not clear) I'm lucky to have such a brother like this. And er .that's all

**Students 24 (38:25- 40-50)**

Well em I wanna talk about my best friend for er the 19 years i 've lived in my life and er for the rest of my life. She's er the one that. Lives in my heart forever. She is my mother ...we she er. I love her because she is everything beautiful in life. She is me hope and love and err tenderness. She is the dr the source of my joy. Er the center of my world and the world of my heart. She is everything beautiful I see. She is er..she is the one that .always. She is the reason that. Makes me . Always happy and always trying to give er too do my best. In life. She is er the one that . Always . Adviced me to be ..er good person to er treat others. The way that tre b better. And er .....and. She is always . Advicing me according to the . To her experience in life ..she is always ..she is the reason that makes me doing. My best in life . She is alway pushing me to do . My y best and er to be. Always what's I like to be . And er. Giving me. Er giving me good reason . To er continue doing er working hard and doing my b my myyy best in life ..I am. Always thans thankful for er happing her in my life . And er when she is out for work . I always miss her and errr when she . Came. Back. Home. I er great

her warm. Warmly ..I'm always missing her when she is when I er come here to university . Or when she er r . She is out. I always ca. Call her for. No reason I just want to. Her hear her voice. I just want her to be. By. By my side for for the rest of the er . For e for the rest of my life. I er just. Wanna make her proud of me . Be the daughter that. Everyone. Is err. Er that she's

#### **Student 25 ( 41:07-42:40)**

I think that all of us er all of us have a person that we consider an idol . In this case er er perhaps because this person could have done something. Special which inspired us . In this case my mother is that person . I want I want too describe. Her moral charact. Her moral charact more than her physical aspect . First she is a very ..fee she is er the er special thing that she ...that she does ..is er the forgiveness . She always. She is always ready to forgive us ..ever. Whenever was our fault ..or mistake . The second thing ...is her . Strengthe. And her patience with us ...she al she ..she never gives up in the hard moments . And she always advised us to be strong like her .....she knows how to be er friendly and lovely er ... A friendly loving person .she respect her responsibility in the house and er outside ..

## **2. Post-test**

### **Group 1**

#### **Student 1 ( 0:05- 1:56)**

er I want describe my best friend. em named dahbia. . sh er I know her about five years ago. .so..she's my best friend. .er (cough) . .she's er. she's cute. .and er sh. .she study err. she studies here . French. .err. ...she's a good person. .she's so.....(speaks French) ...she's a good person. .she help. s people she err never be. .upset or angry. ..she er. she alway she's always funny she err. she tell us always stories .sh. .and so on. ..erm. ....when you. when you are sad she er. she try to er. she try to er. .(caugh) to .....( remonter le moral) .....she try to make you happy she err. ....and that's all

#### **Student 2 ( 2:48-5:56)**

I will describe my er. English teacher of high school. .my en. my English teacher .named mister (?) .is er. .a perfect English . teacher. .er . who is very comprehensive. with .his er. students. .and er. .er.he taught us. er. all the er. ...the rules that we have to follow. .er.....during er. .our. .studies. and .er. also ..out of our study. and er ..so. .he us a very nice teacher. .very kind. .very er. .simple. .and er. ..he is. really er..em. ...er..he loves his job. ..erm.. and er.. .....and er. ....even if he is angry or . ..or stressed. .or nervous he can't. he never er. .hurt you. ...he never hurt you. ..he he always control himself. .and er. ...and er. ..you can ask er. .ask him for help any er...whenever you need him. ...and er he is er. .er.....he is really successful in his life. ....and. ..and er. ...I really want to be like him..because er. .he is a perfect er.....example. for his students. ....

#### **Student 3 ( 6:50-8:37)**

so. the person I'm going to describe is..or the person I admire the most is my..English teacher. .of er. second and third year in high school. . physically he is er. short. .erm. a little bit fat. .erm. with er. .blue eyes. .white hair. ..erm. .er. bushy eyebrows. ..he wears. erm eye glasses. .and erm. ..he . really like.to wear well. ..and morally he is er. .a great person. .erm. I admire it a lot. .he i er I admire him a lot. ..he is a great teacher. .he in our er .lessons. .in most of. the time. .he does not. give us lessons courses. ..on er. studies but he give us lessons. on life. ..he. encourages us. .to. hold on on our dreams. .and er. .continue studying. .outside. abroad. .not here. ..he. taught me a lot. ...and er. ..he is a great teacher of English. .he speak it. well. ...and er. as a person. .he's kind. and er. responsible. ..

#### **Student 4 ( 9:41- 10:46)**

mm. I wanna er speak about my mother. .she is the first person who er. who gives me err advices when I see her.I want. I really want to be like. er her. .er..she is er. she is a mother and a friend. in the same time. .er.nshe tries everyday to given us the best things to be er. happy . and to . succeed in life. .er. she is er strong person



she knows what to do in the er. in hard times. .er..I'm not talking about her just because she is my mother. when you see her as er ..str. erm. strange p person. .er.she has a strong personality and er..er.she is so kind. .tries everyday to help er the others. and to er not er. be selfish. .so I really want to be. er like her. now and min the future.

#### **Student 5 (12:30-14:37)**

er the person that admire the most . that I admire the most is my er . my father. .er. because er. ....er. I was er. ....er....because er since I was a child er. .er.my relation with my father was er. ..er.er was good. .er.I spend my time. er.. .the most of my time with my father. ..er....and when I er. I decide to. to do something..he . he push me to do it er .that's because I love er. to doing it. ....er he always er. ..try to help me. in my d er. .problem. .he er. ..have never er. ...er..something against me or me or er. ..I'd never never er. ....er done somerthring that er. that he hate or er. ..don't desire. ....and he olive me s er. ..more than er my. my brothers and sister. ....er because I was er. .his first child. ....and imam q quite er. intelligent er. when I ..when I was in a primary school. ..so. he. ...hen always try to er. ..to er. ....to make me er go with him er on a journey.....

#### **Student 6 ( 17:05-18:25)**

er the er .the person that I that I. admire the most is my mother. .cuz she er. she gives me in this world. and er. she take care of..of me. .and she give me all the love. that I need . even one er. everyone er is ....er..sorry ( not clear) .....she she gives me er. .er.advice that. that er no one can...can can gives. give me. .err. ...she makes me feel happy. .sh. ....and she is the one who er drives me to a good way. .and er give me the . confidence in himself er. .and she she gives me con confidence in myself ..that's all.

#### **Student 7 ( 19:32-21:15)**

er the most person er. that I admire . it's er my mother. ..er. because er. ...the most person that I admire is my mother because she had er. like er live a hard time in her life. when she wan. she was was young in my age er. .er..sh she was married with er...a son.. and a home. .er....she has er a big heart. ....because she err. had lived er .a hard times when er. .she was young. ....she didn't have the time to er. .enjoy her er. .life she sh. in the past.....al er are er things that I want she try Herr best er to give them for me ..er. she see . herself in my. ..in myself. .she want er she wanted to succeed er in her studies ..er but Herr parent er . didn't want it. so er they tried her best. for me. to succeed er in my study. and in my life. ....that's all.

#### **Student 8 (22:23-24:10)**

er the person who er. I describe now. is er also. my mother. ..er. my mother has er. ..fourtyfive old year. .er she had a black hair. .er brown eyes. and er . she is not small. and not talls. .and er. ..and er it's not er. .fat er.. er ..it's er it's amazing . I think that er .she is er. ...she is. I canty er. I continue my life without her. ..er because er. she ad. she also advice me. and er ..and give me er..rules er. to continue. my life er without er . problems. ..or. ...and er. ....and err. .I . I think that she is er. ..and. I think that .she is er. .my er .my sister. my er my friend. because er. I tell er I tell her. er . all things. .that er. ..that I have or. ..what er. ....I think that she is good .

#### **Student 9 (24:54-26:29)**

er . the person er which I admire the most. er is er . my friend. .er his name is er. Missy. .err..he is er always er. ..er by my side. ....er.he help. er. .he help me er. ....he help me err. when er .he had er. problems. ..er...he hate er when er he see me er. crying and sad. ....er he is er. like my er brother. ....er.....sorry

#### **Student 10 ( 27:22- 29:22)**

er so. er today. I want to er dis er describe. .my er mother. .OK er. she's the er.most er. person that I admire er so much. .er because er she is er. my hero. ..she's the one who raised me. .err.she carried me for nine months .

in her er...in her (laugh) .. belly or stomach ( laugh) .ya. er and er. she gave er birth to me. .and er I know it was so hard. .because it's the second most painful thing. er ..according to er. Qur'an or god. .er. and after er. I'm born she's the one who er. gave me. er who gave. gave me the er the experience who gave me all I wanted. ...er..she's er. ..she's err. really err she has er a big courage. .er. even if she's tired. she er she get up. and she er. .she's asking us er. .what er. she ask us what. what .we what ndo we need what er what do you need. .or near ., she cook er . she cook us every day. .she's er amazing woman. .for me she's er number one or she's er the hero. for me. .and er. .I really. love her so much. and I which. that er someday. I'll er. do my best . to help her. to made her I've. er the best er. to be . to Her er live. the best life er. that she always wanted to be. .and er. ..er.she always wanted to be. ...ya that's it.

#### **Student 11 ( 31:17-33:27)**

so I start er. I admit my mother. . because er. .she er she is er.. .giving to me the the life . first. .and er. ..and I'd I love it. so much. .cuz er. .she has er also. er advised me er. ..ert..on. on all the subjects er so er. I mean that er. .my life er. my er my schoo er . my er. ..my ( not clear) er when my ( not clear) . she advised me and er. .er. .with my friends er .when er. when . when er. .er I'm with er my friends er she advised . er she always advised me. .and er..she has a positive influence in my life. .cuz er. ....(cough) .....because she she is always er..with me. ..em. I call her er. alwasys I er. .emm..we took all. we cook always er ..together er .and er with my sisters of course and er.....she is er. .when she she present my best friend er. ..er. I told. all er. .my secrets all. for er. for him. .and er. ....and err I can't imagine my life er. .without er. .her.

#### **Student 12 ( 34:22-36:02)**

er so er. my best er friend and er. .I know er her. I know. it. er so long time ..sabrina. she's. studying with me..and er. .and know her so. long time. .I er. ..so...we always come her and er studying together. .and er explain er. with each other. ..so..and er. ..she er and er. I . always telling her. my secrets. .and er. ....er.and er she help me and er she er advice me. .when er. ....when. I have a mistakes and ....when I . I doing the mistakes. .er..and err she ....and er she's er from.. my er town. we live in the same town. .er.....that's all.

#### **Student 13 ( 37:26- 39:17)**

er . the person who I chose er. for describe. .(cough) it's my sister. ...they. ....I want to be er. ..like er. like her. ....er. ....er....em..... em.....because er. she's er.....she have er . strong er personality. ..em..never er. ....never d down. .never keep up. .in. .every. every...situation. ....

#### **Student 14 (40:25-42:27)**

the person that er. I want to describe ( cough) . .is er. Plato. .actually. great philosopher. .that I admire. ...I admire him because..he is full of er. wisdom. .and er . if I may say that he is er..a god father of er. philosophy. ...I did er admire home. in er. his dialogue. ..er with the public. .because er. he showed er. the important.. the important er things about er (cough) . .how a human should behave in er .the society and er in er. in the public. .he showed. ..great er . (cough) . .great facilities that er. every public should have. ...and I t. I left. I've learned . a lot from. .this philosophy. ...many er. ....I have learned many er. ..many facts. that you cannot learn..anywhere. ....an I. I have learned through his dialogues. how to be patient. and ..er how to never lose. .faith in life. ...that's it.

#### **Student 15 ( 43:57- 45:00)**

the person. that I admire the most. is my mother. ..Cuz she . Cruz she give me everything that I need. she give me the love. .er..and a lot of things. .she er. .she always stay. with me. ..in...in the bad moments. ...until this day. .and I er . don't know what to do without her. ...and I . pray for god .to. to .that my mother will. will always be with me.. ..in. my whole life. ....she give me er. ....she give me . more than I need. ....and I love her. very much.

#### **Student 16 ( 46:01-47:26)**

er. ..er. I want into describe my er. my brother .er. who name . er. massinissa. ..er he is er. massinissa he my . old er brother. .er. and I think that er. er.er...he influence er. positive er. .er.in my . in my life . .er.....er and er he is er. .my best like. .because er. .er..he is er old. than me. .and er. ..er he study hard. .and er he is er so er. .intelligent than me. ..and er. ..he is er. very er respect er. person. .in the society. ..er.....that's all.

**Student 17 ( 48:10-50:26)**

er person that I admire is er. er the person that I admire is er my mother. because it's a strong person. and he was er. er she is er always with me. besides me .er...she trusts me. she can be everything in life. er happiness er. ..er I think that er..er child er. ..need . .er.....er.....she is. my smile. er ...er I can live. with her. ....imconsider my mother is er. the most beautiful thing I got. I am very very lucky. to have er a moi there . like er. my mum. .because er. .er.she's believe on me. .she always er. give the best ..er.....

**Student 18 ( 52:00- 53:43)**

so . .er.my friend. it is er a person that er. .I admire. .er.....it is er.....er.so.er the person that er.I admire is my friend..er....my. ....it is er. a good friend. .er. it hello me. er.in er . in of er .anything. ....er....he.they er a small er. it is small. .er.they have black hair. ....er I love. I love er. him. .because er. ....

**Student 19 ( 56:10-75:37)**

er Louisa it's er my best friend. ..it's er. ..twenty er. years. .it's er. .it's er. very beautiful. ..has an er green eyes. .and er. ....have er. ...one er. one one sixty five centimeters . tall. ..er...it's er., it's very beautiful. and er. ....er. misses (Elle a eu) ..er she had er . a baccalaureate in er . in er let. in er .in year er. (not clear) and er. ...(not clear) French. er american by er ...( par la lotery) lottery. ....( c'est tout).

**Student 20 (58:56-1:00:45)**

er the most important person for me is my sister. cuz er. she is the er. .she is the idol. .she is the idol for me. and er. .er. I learn. er I learned er .many thing er. er for him. .for her. .for her. and er. ....er.I admire. I admire her cuz er she is er. .er...she . she is a good person ...and er. er she she like help er. other people. ...and er. . er she think always er. .er. she have always a positive ideas. .and er. she she like er the .success in her life. ....er. ....er and err sometimes. I want to be. er like. er liker. her. ..like her and er.....er..she er good er. ...er virtues. ....that's it

**Student 21 ( 1:02:27-1:04:34)**

the person that I admire more it's er. .my er. .my. my friend er. .Bahia. .because. it's like my sister. .er. I found it in er. .in the er. .bad moments and er ....in the bad moments. .er.it is. she is .er..she is er small. and err. ..and er. ...and she have er. green eyes. er ..green eyes. er .....er I ad. I ad....I admire it more because she. er ...it's er. ....er I admire it more because I love er. I like er. err. her personality. because it's er she is er. strong. and er. ...and er. very honest. ....with er. .the others. ....

**Students 22 (1:06:44-1:08:41)**

er my friend kenza . she is er my best er friend. er I know it since er. .two thousand and ten. she is er. intelligent. er she's er generous. like er she likes er . do er. she likes do good with others. .she likes er. help with others when they need. .er. what I er. admire in. her er is er her er. er (not clear) thinking. er er.she er. she know er. er how to speak and when to er . ....I think that she is er . she thinks like er. boys because she is er the only er . er . girls er in her er. family. .er.they like him er . er her er. a lot. er .she studies er.like me English by after. she would er to learn er. to study. French. .but unfortunately they er. give us. er give her er. .English. .er..by er now er. .she do er. ..formation of er French. French formation. ....I would share the one. the one room. in the city. ...

**Student 23 (1:09:50-1:11:33)**

er. I would describe. er. a friend to me. .his names is (?). .he was a good friends. .and knewed him er. a lot of time he would like my brother. .er. he was too good. he. his solve all my problem. he was er. er he was a shoulder for me. I was still always with him. .he's a good person. er. he had a very quality. quality. .er. he love talk er. about people. he do the best. for him. for his family . for his friends too. ..but life. doesn't give him a chance to live er. .to live. in the. in this life. .so he died . er .in er. he died er. ..he died. .and he let er. .he lo. lot of thing in us. especially me because hits er. .I was a little angry about him. before he go. .so now I er. ..I regret something. but he er let me know. er .what life doesn't mean. and what friends does er. does er really mean in our lifes. .and he. influenced in me with his er...his attitude and his. er..his. good er qualities. ..he was a good student. ...

#### **Student 24 ( 1:16:00-1:17:12)**

donc first I will describe my .my mother .er so my mum is er. .he person who influenced me. .er. he is er she is er. ..everything in my life. er....when has. she has cared me er. .a lot of. things. ...and. ....er. my mum is er. is the person er. ....is the person who...who. teach me er. ....er.....

#### **Student 25 ( 1:22:04-1:22:47)**

the person er that er I admire in my life is my mother. she is er everything to me and er .it means everything to me and er. he. she always er. support me to er. fight er . this life . and (not clear). and er...she.....it's a great person er. for me. and er there is no one er . like her. .in this word. so er .....and er she always er give me. what er. what I need. .

### **Group 2**

#### **Student 1 ( 0:10-1:28)**

So . As always I will talk about my Dada . Er he is the mode he is the most important person in my life. Errr so . Er he is person that ( not clear) in my life . Er I admire my dad because he is er. He is so kind he is kind he is er a confident person . Errr he know how to do things wright . Er he he likes to help. People . Errrr hen always says that nothing is impossible when you wanna do it. And er don't accept to be like. To be like other people. You can be like. You can be er in the highest point. Er if you wanna do it. Of course. .er. Er my dad is like always here for me to help to to solve my problems. Err. Without er without being being stressed or er..affected by these problem . Er he did everything . To us . Err to have a good life and ergo be like. Happy in our life. Err. So he inspired me in . His confidence his er he's he's so powerful. Er he know what he wanna do and he always get what he wants. Erm. So. That's all I think that. He's the most important one in my life,

#### **Student 2 ( 12:15-14:01)**

Er I will describe my father. As I already have . Because he's my biggest inspiration in life . .er. I ad. I a.admire him so much because he gives me strengthe . He's always here with me. By my side he. Always er. Tells me. ...he always tells me that . It's OK to make mistakes in life. And things. Don't always work out the way we want to . And it is . OK . It is also OK to try new things in life. Not to be afraid to face new things.to be courageious . And er not to fear anything. Er. To be honest. To tell people what you really think about them. To tell them is you love them. And er. Not to care about what we. Not to care about what people think of you or what. They. Say about you . Behind your back. And er . Not to be afraid if they judge you . Or not. . Just. Not to care and er live life. The way you want to. And er. Focus on your goal. Focus on your dreams. And er..and to be happy. And to learn how to er. How to ..how to. .and to learn how to forgive . To .to forgive to. To forget. .just take things easy. And not give it. Give them much importance. .er. He has influenced my life so much during these last eigh. These last years. He has always been with me. Er ssupporting me in my decisions. .whether in my er. Proffecional decisions and er. Other things. And that's it

#### **Student 3 ( 8:10-10:00)**

So. The person I'm going to talk about is my father. .er. My father er. Is er a hard-working man. .( not clear) er. Was a hard working man. He was dedicated to his family. .he er . He raised us well. .he never. Let us down. Or he never er. Left us alone. When we have a problem or something he always shows . We always go and tell him. He er always give use advice. Piece of advice. .er. He always supported us in everything we wanted to do. He always tell. Told me. To . Pursue my dreams. And er try my best..and to to be a good er student. .he always straight me that. School is important. Er study is important. I take him as my . Er idol . Because .I er in my eyes. He is the best idol. ( not clear) er he inspired to because. A better person. To help people. To be er. To not be er selfish. .and. To not be . Afraid to do what I love. .and erm. ..as I gr . As I grow up . .erm. I always remember. What he tell . He tells me. What he . Advices me .in life . Because nliufe could be nso tough sometimes.and you have to face it. .and you have to be er. To take. The right decision at the right moment . .erm so that's it .

#### **Student 4 ( 19:59- 20:39)**

So the person I admire in the most is my father. Er. I really love him because he did er . So many things. He sacrificed about us . For us. Sorry. And erm . He's great man. With g err. Great values . Er ..he inspired me in many er . Things . In my life. Especially near. Er. With er s studies. ..and er. He always er..give me advice about. Life and how. To er ..and how to er survive in this world. ..and that's it I really love my father.

#### **Student 5 ( 32:23-33:03)**

So. The person that I admire the most is er, my friend Ines. ..I con I consider my friend . A sociable person. She speaks with everyone she met. And er. In her day.in the day. .er . I admire her because she is er. Really kind with people. Er she is always positive smiling. ..and she inspired me to be more er. Social. With her. I always er walk with her and meet new people and speak er. Talk to them. ..that's it.

#### **Student 6 ( 30:40-31:50)**

The person. That I ( not clear) is my mother. .er..she's courageous. .er..respectful. She is. Take care . Sacrifice for us. A lot.. Never complain.. ...to...( not clear) as well. .and er try to discuss with us. .about er. What we are undoing. In life. ..and err. Given us. .advices. ..and say that er. Nothing is impossible if we believe. In ourself. ....she is not er. My mother. She is. My sister and my friend. My best friend.. ..that's all.

#### **Student 7 ( 2:26-3:45)**

OK. The person er . Er I will describe is my friend. .OK she named er. Souad . Er we were friend er. Since we were . Were in er the middle school. . And we still friends. Er. We er. We are communicating er with each others . Etc. Er .she. Er she the most ..she is the most . Er . Person who er I like. In my er . In my like. . Er because she help me. She advice me. Er ..she help me she advice me . ..er.....and i. And er. .er I love her because er she is the only person who understand me. Before my mother of course. .and er. ..she always tal. Er er she always told me to. To do what er. I I love. ..and er. ...that's all miss.

#### **Student 8 ( 29:00-30:06)**

The pe the person is my mother. Er I admire this person. Because er she is a loval. .she's er. . Er.er.er. She is honest er. I. I er . I ...I like him. I do. I do. I er would like to be er..like my mother. .because he er . She is teacher. ....er she always like. Like my friends. .eri to. I tell him everything ..he. He. Alw . Er she always give me er. Give me advice. .of my er life. ..she tells me er you should er you should to. ....you should. You should study. To become er. Something. ..in future. ..

#### **Student 9 ( 4:24-6:57)**

Er. So. The person is my father. .er. Thing that I admire. That. It is er. So firstly. Er .he he is my father. .er. He helps me in er. Many times. .err. Er .he is helps in. He helps me in my studies. Er . He give me. Many advices in order to face this. World. Er ..er.er. I on. I enjoy. With him I talk to him. Very much. Er...er..I see

everything. In in . In him is good. Er ...er..er.....er.....er..so er.....I have many ideas but. ...er.he give me a lot of a lot of a lot of advices. He . Er he says to me . You should always (not clear) yourself. Stronger. And you should face myoer problem. Your problem. Error. Err.....er.....that's all

#### **Students 10 ( 25:32-26:38)**

I'm going to talk about my best friend.. Her name. Her name is meriem. We're in the same age. .and we've been friends. Since childhood. .and . We study together. .er and er. .we share a lot of moments. Happy and sad. .mm. .I. Admire her because .she's very supportive. And. She gives me advice. .when. I'm in trouble or. .and I get (not clear) about something . And I don't know w . I don't know what to do..er . She . Always stays by my side. .mm...she has a big influence in my life. Because er whenever. I I . Have trouble. She er .she's the one who. Stays by my side. .tells me what to do. .mm...that's it

#### **Student 11 ( 14:58- 16:49)**

So er my er .. The person who er. . I admire er is my father.er always er. Inspired me. And encourage me. To . Study. And er work hard. In er in life. .to succeed. .and er. .to to have er better life . ...er he always er. Er he always er. Er .stay with me er in the hard . Times. .like er. ...er..yes and er. ..and er. .my exams er and all. ..I like to sit with him er and er chat er. .when er. ....I feel er. .when er I feel er. ..angry. And er ..disappointed . ....thanks to him er. I ...without him er. I couldn't er get er. My studies er. And work hard er. .to get er. At the university . ..that's all

#### **Student 12 ( 10:39-11:33)**

I'll er chose er my er. My mother . .er. I and I really admire this er . Person and er . I love her. .and er she is my er. Everything . ..er . She is always er beside me and er . He always er. . By my side and er ..she always er give me . ..er my. Advices. ....and er. ..and er. Never er. She never er bless me. And er. He er told me the phrase that er .don't given up never. Give up. .and I can't er . Imagine er life er. Without er. Without her.

#### **Student 13 ( 27:11-28:19)**

The most person I admire er. The person that I admire the most is er. .my best friend. Err. Because er she er. ...she's like . My real sister. .and er . I really . Love her. .er . Because she is helpful . And er. ...and er so adorable. She's .kind . And er. She has. She have er. Strong personality. .and er. ....because study ( not clear) I er she . She ..she give a moot of ideas Goa er . How I ( not clear) and er. I ( not clear). I I had er good conversations. ..that's it.

#### **Student 14 ( 52:19-53:14)**

The person I admire a lot is my mother. .because she is very strong. And er she has er. Good way to. Face problems. And always she er gives me . Advices er to be a good person in life. .and er. And most of time she er. Have er. Hard work. .she works in home. And she has er..er good way to er. Educate us. ..me and my father and my bother. .er..I like her so much about this. .cuz she is strong. .this is the most thing I er. Love about her. .and I want to be er. Like her one day. ....

#### **Student 5 ( 8:10-10:00)**

So. The person I'm going to talk about is my father. .er. My father er. Is er a hard-working man. .( not clear) er. Was a hard working man. He was dedicated to his family. .he er . He raised us well. .he never. Let us down. Or he never er. Left us alone. When we have a problem or something he always shows . We always go and tell him. He er always give use advice. Piece of advice. .er. He always supported us in everything we wanted to do. He always tell. Told me. To . Pursue my dreams. And er try my best..and to to be a good er student. .he always straight me that. School is important. Er study is important. I take him as my . Er idol . Because .I er in my eyes. He is the best idol. ( not clear) er he inspired to because. A better person. To help people. To be er. To not be er selfish. .and. To not be . Afraid to do what I love. .and erm. ..as I gr . As I grow

up . erm. I always remember. What he tell . He tells me. What he . Advices me .in life . Because nliufe could be nso tough sometimes.and you have to face it. .and you have to be er. To take. The right decision at the right moment . .erm so that's it .

**Student 16 ( 17:31-19:26)**

My father. . It's er. .the important er person er in my life. .because er. .she is a great er person. .and er she understand me. Er .sorry. .I ( not clear). .my father. .he is a. Good person in my life and er. A great er person. .he's er understand me . And er. ..teach me er . .anything in this life. Because er. .when I speak er. With him. .er. I feel happy and er. I feel comfortable. ..and er. ....when I decide to do er anything . In my life. Or er. Or in er my stjudy or in ..anything in er. ..projects or ..I will er. To er .know him. ....he's in strong person and er his a good personality. When he er. .when er. ...he loves . All the people. .and er. ..he is a clever person. ....and that's all.

**Student 17 ( 23:47-25:00)**

So. Er . I describe er .er I describe er my my grand. The er the person that er . Admire in my life is my father. My father is er ( not clear) in my life . Henisner. Always er. Stay with me. .he ner give me advice. Er and er. Er .he t he take me er. The the right way. In this life. Because er. In this life. It hare. Er we meet er. Many problem. So he give me er. The ways er. To with it. And er..er. And er. Er he has inspiied and influenced . In my life. .er because when er. When . I have . Er problem. In my life. .I er take er. I take er. Er. Er he . He (not clear) give me er. The solution of my problem. Er give me er. The ways that er I was er.....that's it.

**Student 18 ( 36:48-38:05)**

I speak about my brother. Er it is .er. I describe? .er always t is tall ( not clear) er big eye. Black hair. .er she is er. Very strong er .er...he. Is very strong. .and er he. .er very kind. Er .he love to (not clear). Er he er...he is er.....em...I love him because er. He is always encourage me to .er.to do the best and er. ....

**Student 19 ( 53:56-54:41)**

The person I admire. In my life. Is my father. My father is er. He's like a gentleman. He work for us. He did everything form us . Like he live in er Sahara in tamaraset. ..for the .. For er . Four years ...we we didn't need him every day. ..but like he. ... For us er. I admire him because er. ..I like him so much. ...and he infu . He influence er. .influenced me. .by his character his er his ...that's all.

**Student 20 ( 21:32-22:56)**

Er. The persons who I chased er. The person is ....(not clear) . Why do you admire this person. I admire this person er because er he was er. One of er the creator of er. Revolution. Against er the. Occupy. The er . The colonial. Colonialist. Er he was er a courage persons er. .he fight er.till er his death he was .courage till his death er. He was er admired even by er . His er . Enemy. .because er the per. The er .the . The mil er. The militaries. They killed him er. Er ..said that er. He is a courage person. Er if they have er hundred of er. Of of person like him er. He can er. Er colonize er all of the world. And it has inspired me influenced me in my life .er.it has inspired me ( not clear) my life. In er. In er. . In er fighting for er what I er what in want er. To realize what I want. .and to be. Courageous.

**Student 21(49:58-50:36)**

I love er . Very much my friend. .becausener. He is loyal. .and er. And humble and smart. And er. Because he. He is always back me up. ..er...he influence. Influenced me in .my life. And .with er. His honesty. ....(not clear) . That's all.

**Student 22 ( 41:30<42:15-42:24>43:29)**

First er. First er . I will talk about er. My friend. Er which called er. Randa. .she is er. So clever. And er. Beautiful girl. Er she er. She always er. .she always understand me. And er. Stay with me in er .in er. The all er situations. .when I was er. In bad er. I was ....er she always er stays er. She always stays with me. .er in the all er. Situation. .such as er. When I was er. Ill and in bad situation. Err.....she is er. So kind. .and err. ....and er she is really er .wonderful friend. ...she er. She helps me. .when er I er. .when in have er. I had er. Final exams. .baccalaureate. ....sooner. I love it so much. I love him so much. ..

#### **Student 23 (51:13-51:48)**

The person that I er. Really admire is my mother. .I love her so much. She's er beautiful she's er she has er. Er. A black hair. .with a brown eye. ..she's so kind. .she's friendly. .em. I admire her beccause she's er. She's my friend. Before being my mother. ....that's all.

#### **Student 24 ( 23:47-25:00)**

So. Er . I describe er .er I describe er my my grand. The er the person that er . Admire in my life is my father. My father is er ( not clear) in my life . Henisner. Always er. Stay with me. .he ner give me advice. Er and er. Er .he t he take me er. The the right way. In this life. Because er. In this life. It hare. Er we meet er. Many problem. So he give me er. The ways er. To with it. And er..er. And er. Er he has inspried and influenced . In my life. .er because when er. When . I have . Er problem. In my life. .I er take er. I take er. Er. Er he . He (not clear) give me er. The solution of my problem. Er give me er. The ways that er I was er.....that's it.

### **Group 3**

#### **Student 1 ( 0:02-<1:1:30-1:33>2:30)**

Er the person that er. I admire the most in my life is my mother. Because she er the taught me about to be a. Good girl. .she er. She was there for me in each moment in my life. Er. She ...she learn she taught me to be . A modest person. .er to. To be. .to be. .to be myself. And er trustworthy. She . .she also I admire her. I admire her because er she also because she faced. A lot er of things in her life. She er she hadn't er. She has lost. Her frather at the age of six. Years old. And er she li she lived. Only with her mother. .er.so. I think that er .it's a. It's a model. I. Most. Er prefer the most in my life. ..she er she is er .she is er. Not tall not small. In the middle . Average. She er she is er.s.er she is er. .not er...she is not er fat. .er she er . She al er. Er...she has a small face. And she always er. Scream at me. .because I always do things wrong. .er. I know that she has sometimes a bad character. But it is for my er. For my good.

#### **Student 2 (3:40-7:23)**

I want er to describe my sister. Er she is er a proch person for me. Er she is er more er. Er older than me. So er she is er. An example of me in this life. I am really influenced. Of her personality. Er I think er she has er . Er. She has er. Good er. Qualities. Er she is er an enthusiasm person. Er she likes help other. Er she er always gives us er both for me and fore my little brother. Advices. Er. She er. .er. She is er. .er.opti. Er she is er op. Er. Optimist. Person. .er she is always er makes er. People around her happy. Er she gives er. .very er interesting er . Er. Experiences about life er. Er sometimes er she is er. Er very nervous people er . Person. Er . Maybe sometimes just littles things can make her . Makes her .er.er angry. And er. But she stills er very. Kind. And er. ..I. ..I enjoy hr person. Per personality because er. .er she always like challenges. Er. She is er not er pessimist person who can just stay er. Stay and say that er it is impossible so she always er. Er love to er .to er try and er.er...er..sh may er she love she loves makes er. Er .impossible things er possible. She er. .and er. .I. .er.sometimes er she er. She makes much noise because er she . Er. She talks a lot. And er. Tells er. Er sometimes er can touch me inside but er she still er. Lovely person. ..er...I think er it is er good er. Er thing er to have someone in life. Er like an example for you. Er. You will be influenced by him. Er put him as an example in your life. Er to er. .er to er develop your capacities and er. And err carry on in his way .

#### **Student 3 ( 8:27-9:31)**



Er so. Er the person that I'm going to describe is my. Father. Er. He's the most important person in my life. Er he always takes care of me and er of all the family. Er we share er a spacial ralationship. Er er he's always er. He's always supportive. To me. Er in everything I do. Er er he has er. A stroking influence in my life. Er.er....sorry. .er we. Er we get along with each other. A lot. Er....that's all.

**Student 4 ( 10:12-11:40)**

OK . Er well er the person that I'm gonna talk about is. Er my mother. .er.she's actually a brave woman. She has been through. A lot of difficulties. Things in life. Er I see her actually as an . Idol to me. Er sh she has always been there for me. And what she has er. She has positive things in that. Er er which is er. ..like she has er. .she's a courageous woman. .even even if the life .keeps knocking her down she always er keep smiling. And trying to see the er the things er normal. Soi I like these positive things er on her. And also. Erm .er I admire her a lot because she always er keep advicing. Er she taught me a lot of things. Especially about life. She taught me er. . That er life isn't only about money. Er and er .and sdhe taught me how ton see positive things in every issues. So erm. That's why I admire her a lot and I thank her for everything.

**Student 5 ( 12:13-13:10)**

The person that I admire is my dad. My father. Er he is my example in life. Er. I want to be like him in the future . Errand he has er many project for me because he is my father. .er he thinks about my future everyday. Er.and I want er I want er to follow him. Everywhere er where er we go. We go . .I want to be a business man like him. I want to be er a successfull. A successful man..like him. Er. And err . I must er. Success er in my study first. I must er ..I must er learn er many things from him. Er before er. Before I success in life. .

**Student 6 ( 14:07-16:38)**

I will. I will describe my mother er. The person that I I admire the most. In my family is my mum. Er because er. First of all she is a he reason why I'm here. I am in this er. I'm in this life. .erm. She is a very gentle woman. She is. Er . .er. Gentle and er. .and she er she never gets angry. Of er of anything. She is er easy-going . And er. ..er when she talk er with other people she let er. She let. Apart of er ..er a part. She ... I mean she she never er she never have ants to . To to get them angry. Er she let them the choice to to talk er what they want er she. ..so I. I love her so much she is er she. She is courageous er. Er ..er....she is er no er she is not er judgmental she is er. ....so I er. .in want to be like her because er even er even if she er she do er everything at home but er she never tells that er. Er it's er it's painful .or er or er. I'm tired erm. She never said that. She she works for us. Er she. .that's why er (laugh) I am think she is the most er. Incredible person.

**Student 7 ( 17:17-18:54)**

Er so I er . The best person in my life is my father I er . I was really attached to him er. Since I was a little girl. I think I love him. Not like other girls the other girls who are attached to their mums . That feel all their secrets to their mum I tell everything to my father. I think because mum er my mother had er. Had more. Had other sisters bit er. That was er. I think. Maybe for her more important. But my father was always here for me. He er. He understand me even when I don't talk. Er . I tell him my secrets. Er when I have a problem er I go to him. Er my father was er like . Was an. An example for me er in . In all my life. .er he never says no. He is always er. Ok to. When I ask for even. For money or er. Er for something he he's always here. Er. I think er he's a good person. He er taught me er how to pray. Er .when. Was a little. A little girl he er he taught me a lot of things which er he. He was er encouraging me to learn English. Especially English. Er he took me with him in a lot of. We travelled. We travel led a lot. Er I think he loved me more than my sisters. .er he was here for me er. And I love him very much and admire him.

**Student 8 ( 19:40-22:25)**

Ok. The person that I would like to talk about is my. Er it's a friend. .erm.. It's a friend I know before. Er since. Three years ago. .er we met in the secondary school. .and. . Er .we were studying. We were sharing the same. Er. Classroom. .I. Well the thing that attracted me to er her. Was her passion to life and. The way er

she thinks. And the way she looks to things. And. We share se er .er. To much things in common. Er like being. Er chatterbox. Or. And er .we're. Er let's say the generosity that we share between us and . For the. Person that are around us. And er.er. If I may say she's a. A person er. Erwho had influenced me positive things in my life like er.er to be er. .er trustless with er everyone and er.er....and to be sensitive with er. In. Er in such cases like. To erm. .to feel er. The others' feelings. And. Er. ...in would like to say er. .also that er. .that she was er with me er and all my cases. That when I was er. I needed her. And....I can say that. She's er. Optimistic. Person..and.....there is so many things to say about her but er the things that I. I admire most er of her she kind er her kindness. And er. .er.care. She she is a very caring person. Caring person. That's all.

#### **Student 9 ( 23:18-26:53)**

Er. .the most admit person in my life. It's er my mother. I found her er the best woman in earth. She is er. .she is er very er. She is quick-witted. Er and er I er .she I er .I like her er much because er so much. And because I er. I found her er the the box of my secret. She s er. She is the most er forgiving person for me. She is loyal. And er. .she is very er. Very charisma and er. She is er she is down to earth she never er consider er herself the .er he most er intelligent er .or the most er .the most er popular woman. Er and er. .and er. She seemed like and angel. Er. Because er when I talk er with her. She er.er she listen to me er . Carefully and she advice me er t do er my best er to. Er ..to to be er. A good person and to er some er. To do the best er to do the best in my life. To be the most er. The most intelligent and kind person. Er she. She never er. She never er. .ershe never er. Hurt me er when she talk or er. In er acting. Er she . I she is the most er kind er person for me. .er. And er ...and. Er I hope that er someday. I will be like her. Er o have er. A nice and er .nice behavior and er good err impression er and to . To live er . To to live er life. The best life that she want er for me. ..and er. ....I hope e er that er ...I hope that er I will er she she will be proud of me .and er I will do the best tomato be like her .because er .she is er very er.very nice and she say she had er a very she has done very big sico sacrifice for me er to be .er very sacrifice er for me. ...and er. .I think er that er .all mother in the world er ..are er like her. Or she. And for me she is a treasure that I have in my life.

#### **Student 10 ( 27:50-30:39)**

Er first . Er my person er. My favourit person. My favorit person is er. My mother.er so first of all er . My mother er is ferry er nice er. And a beautiful. Woman. Er. She have er. Er black hair. Er white face . Er brown eyes. And er beautiful lips. Er and er she always er..er I found it er. I found she she she is very er .quite er she is quite .er considerate. Er and er confident . Er she always give me more er advices in er in life. Er.er.and er. And er have (no t clear) that is er very shy. .that she were. That she is very shy. .er.er.it can er it come all as er.er..it come all as er. As er confident. Er is not er. She is not er er arrogant. Er.er.it's er. She is er. .and she is er not er er talkative .er she is er. ...er and er she is er a. She is er easy going..easy going. Er she is not er. Modest. .er. I think that er. .that er. She is my er. My first and my second er. (not clear). So er. ...er she come over as er .er my best friend for me. .my first er best friend for me. Er. ..in conclusion I ..I can say that er .my mother er .is life for me er I don't live er without my mother.

#### **Student 11 (31:50-33:01)**

I want to describe my father.er because hen is a very er courageous man. He has a strong personality. Er he is er down to earth and he likes er all people. And er he er he .er he he talk with er everyone he is er .er.er. A chatterbox or talkative. And er. Er.er he he makes he do all thing that makes er .er that makes er us er happy. .er and er .er.....god bless him.

#### **Student 12 ( 33:51-35:37)**

Er when er when I was in high school. I er atra I attracted a person er who I admired a lot she is er my she is now until now my best friend. Er she is (cough) she is a quiet person . Not a chatterbox. Er she is er I liked her beca of er because she is er down to earth. I like her charisma her comprehensive. Er she has now er passed her baccalaureate exam. Sooner. Wish her er all the best. .I like er her er because she is er spontaneous. She like the peoples she like er helping the others. Because of that er I need her in my . Li er my daily life er I need her advice er advice. ...I feel.....er she is er also er .er.outgoing. She is outgoing she er.

She's not complicate er like .other persons who don't like frequent then others or er doesn't speak with er. Others. .so er. .for me I have wish her er. Suc all the success. Er I'm waiting always er. I'm waiting for her success. And I wish that. She will come to the. The the university of course.

**Student 13 (36:20-39:09)**

Er in the first er. I will talk about er my mother er because she she is er the first person who I ad. Who I admire a lot. Er she is a po she has a positive influence on me. Because er she is a person which is er .which is er em ambitious. And er yes er .she er. .she tell er she tells us everytime to enjoy living er living .our life because it is very short. Er so er she is er very sharming. Er . This is the way I er see it. .this is the way I see it er ., she is and easy going person. Er . Even people who er. .who. Don't er. Know her er but er. She can er she can speak with him. .er. I think this is the first er. The first .er person. Who gives me an idea about .about studying in the university. Because she is a courageous woman. ...she is attractive in a way. Er she attract people to er . To stay with her. Because she explain to him er. .to him some things. Which er for me personally I'm er. Er I didn't learn in school. .er..she is very sensi er she is a sensitive person. .sincere. She tells er .she tells er. Us , er important things. That er..that er she has. Learned him. Er she had learned him or er.she has an idea about er. About er the subject er. I think it is contrary to o my er. To my sister because er she is er superficial. ....

**Student 14 ( 39:58-41-20)**

Erm. The person that I'm going to describe. Is the most important person in my life is my father .so he is er. Er a very spontaneous person. And he is er very sensitive and he feel my. Happiness when I am happy and he feel my sadness when I am sad. He's er he try to do everything for me . To satisfy me. And he er. He is er. Er down to earth.and he is er a very charismatic person. Er he try to do his best to. To everyone in the family and even the others. .er. .in the village er the persons love him because his is er. Very. .er.he is not er. .he speaks withe everyone he er joke with everyone. Everyone loves him so. And he. He is is a person which er. Er who. Who love his er job. .he try to. He work hard. In order to. In order to ..make us have a good er. Future. .

**Student 15 ( 42:21-43:57)**

Er my. My mother. My mother is er. She . My mother er she is a person. Er humble. Er er..humble. Shar she is very sharming and adorable. Er .she is very going er. With er everyone. .she . Her her heart er it's full of of .forgiveness. Sh al er always er she is always present er to help er to help her family .er.she smile at any moment. She's not talkative at . At all. Er.....she. ....sh she support me er she support me er. ..she support me at moment when I need him er and . .....and she makes all er. Er his best to er to . Makes us er. Happy.

**Student 16 ( 44:54-47:04)**

I think that er . The person that the person hat I admire the most er is my father. Because my father is er and honest man and don't . And don't er let er .someone to to lie on him. I think er he is er. ..he is er a person ..person who give me er a lot of of advice in my life. ..and I think that er. ....I think that I should er. Follow er him er .follow him by er. In his step. .and er. ....I am think that without without him er. Er any family can be er. ...( not clear). ....I think that he er he er .hen is er the person er .he's the best example er. That er. .every every everyone should follow. .

**Student 17 ( 47:56-49:20)**

Er so I will describe my er my father. .er my father is er. ..is a very good person. .he er . He help me er always toner he guide me always to . To the good way. Er becaus he has er xperiences err. Than me. More than me. Er.....he er. H gives me er advices to .in my studies. How er. How I must er study and . .and how to chose er. ....

**Student 18 ( 52:15>52:48-52:52>53:34)**

Er I like er my friend because er . I have er .they are er so important er .they are so mportant to me. Er.....(not clear) they have er (not clear). .and er. .and er. And a white and bright er skin. ...and blond hair and er. ...blind hair and er blond hair and er blue eyes. Er referring er. Referring to the see. ....

**Student 19 ( 54:16-55:19)**

I will describe my mother. Er my mother when is er. .deal woman for me. Because she has er . A strong personality. .er and er her heart er full of er forgiving. .er and she learned me er how to to have er self-confidence. .and er. ...she is modest. .and I I do anything er to made him. Her proud if me. Er because she care she care . About me . Er and er. I er I love her er .I love her. Because she er gives me er. Er life. .er.and she is er ideal er perfect woman for me.

**Student 20 ( 56:38-58:55)**

My favorite person in my life. She's er my mother. She's er like er my .my soul. She's everything in my life. .she's er. My heart. My mother she's er .a strong person. She's a honest woman. .she's er quiet and er intelligent. .and she er. Er not er. A chatterbox or er .when she talk er you .you enj you enjoy with er her. ..and er. .er my mother. Er she push me er. .er to to study.and er she advice me. .and she er she. .she's er a great er example for me at everything..especially in this life. ....er and er my mother er.er she understand me. .and er. .and she she's er .she's easy goiung. ..er I er tell er her er everything er .happen with me. And I have no problem er with her. .er she's er very string when she er . She has a problem. Er she er. She find the solu the solutions. And er. ....

**Student 21(1:00:03-1:00:41)**

Er my dad is a very good person. Er.he's an easy going modest man. .he likes people around him. Especially his family. Er. He's a caring person. Er who always thinks about people around him. He always smile. .er.er but when he's angry. No one can talk with him.er no really talkative. .but easy to go wi er easy to interact with. Er I'm very close to my father that I can tell him everything.

**Student 22 ( 1:01:20-1:03:12)**

Ok er . Er admire m my mother.er my mother er she is er. She is er. Humble and er. Adorabl ( the teacher asking for clarifications) . And er she makes er others care ( not clear). She cares about me and she er. Er she listen to me in. Anytime. Er.and since since. Since er she lost my father er she do her best .er. And er she do her best . To er for me and er for my brother. Er.er.and er. .she's er she's the most beautiful in my life. .er and err all I all I . All the thing I do is er for her er. For er..for.....er.....er..she's always er present. And she's er..she's . She's er..that's all.

**Student 23 (1:03:53-1:05:11)**

Er .I describe my mother. Er my mother is er the. Er evryways I think it's er . Interesting. Andner it's er a beautiful er woman. Is someone er it's er. Forgiving and er .modest. Andner modest. And er it's er. Very important for me. Because she er I have I have er problem er she is giving er solution. The solution. And er.my mother is er tall and slim. And er. Is er. .er.( not clear) eyes. Maron eyes and er er....it's er. ..it's very important for me. And and I love it. I love her.

**Group 4**

**Student 1 (1:18-3:38)**

Well . Today I'm going to tell you about. An example. In life. Er. She's my friend. Her name is. Radia. .erm. I me. I did meet this girl by chance. .so. I got. You can say that I got lucky to know her. ..this p. This person . Means well for me. .er. I mean. She er. I got the impression that she's a good person from the first time that I

saw her.. She used to be er. Ruthless. But in fact I discovered that she is not. She's just pushy person . She .she. She. Er she er. She behaves like er . Genius one. Always assertive. . A person with integrity. .a person who. Who always er long as o achieve his dreams. .i 'm count by. By. I'm fond of that girl. .just simply because. She influenced me in a way. In like in unbelievable way. .she was reliable one. .and she stills. ..I really like her. Because. She did many things for me. Whereas nobody were there. .was there. ..I see radia as er.happy go lucky person.. She is helpless. .and er..she er. Came across as er. ..(not clear) .but she is not. .I mean everybody see hers. Gonna say that she . She's er. ( not clear) she's er. Not passionate about others., whereas she is. For that I. Pray god to keep her by my side always. .that's all I can say about her. I know she deserves more but you know the words always get over when we are going to. Talk about somebody that we love. .that's all misses

#### **Student 2 ( 38:56-40:16)**

So I want to describe my father. .em.(Arabic).. So. My father is a lovely person. Because he is spontaneous and considerate (not clear) and he is.passionate ... (not clear) affection where he goes. And er .....( not clear ) he looks like happy go lucky but er. He is er...( not clear) . Er ..phis er my father physical is tall and er thin. .. And er. ....he push me to er. To do er another. .thing in my life. ..and er..I don't know. I really respect him. And err I love him.

#### **Student 3 ( 46:53-47:54)**

Er. I have a special person in my life. .who has er done er more than everyone else. Er she is my mother. Er I believe that . I believe that my mother is . Is the great. And I really take to her. ..I really take to her. Because she is th the only person's who always er considerate with me. She has been er. ..she has been always there for me. .er. She always er. Took care. Of me..my mother is an honest er. Woman. ....

#### **Student 4 ( 1:05:00- 1:06:07)**

Er I'm going er. To describe er my friend . Nesrine. She is er she's er younger er twenty er years old. Er with b brown eyes and er black hair. She is notber very tall. Er. Er she's a little bit fat. Er and about her er personality. Er she's er sensitive and very kind. Er I love so much her. Passionat and er . And er. Her sweetness. Er.er. Sometimes ernshe's little bit er talkative . But er. Er very one er . After that she 's er. .she's demanding er good good thing. Er which er . Which makes her a very good one. .er. I live her a love I wish to. I will. I wish er to be . Er my ( not clear) in er in all my life.

#### **Student 5 (5:09-7:47)**

I guess talking about a person that. I like the most is not . Er . An easy thing because. All person that I have known I er really admire them. I ( not clear) ..happy with them. .m. I guess the most . Person that I like. Is my friend ibtissem. ..she is an easy going person ...em. Sometimes . Or. All persons tell me that she is an arrogant one and ..she doesn't mince her words ..but. For me. ..er..the first day that . I see her. She comes across a really arrogant person and ..but when talking with her I really. Feel. Another.. .that. That she is not like this and .....I am really influenced by her because. .she is the person that. Give me the happiness. The happiness that .er the most . Happy in the world. ..and I feel really . Comfortable with her. I can tell her. Everything she is er. A really .....( speaks French) I can tell her everything. My secrets and so on but . She . She . Never . Er ..tell my secrets to another person. So I can tell her everything. About my life. ..er we share a loit of. Moments together. We .go . To a loit of places and ..even. My family and her family . Are friends so ..we pass a lot of moments together. That's it.

#### **Student 6 (8:54-10:40)**

I will describe my aunt. . Er she's err. Thirty five years old. She is like my mother. .er. I actualay I I er. Respect her so. Very. So much. Because she er. She had er . Very very difficult situation in her. In her life. .with her er study and er when was er when she was grew up. With er.. Her friend. And the family .and everyone and after er when er she married. Er she had also problem with her his er husband . And his sister

but er .after all that she is er she was. Always er. Smiling ..and. .and she never give. And. She never gives. And she never give up. And always try to do the best for er . For her for her er. For his chi for her children. .and always said I er .I will do my best to er . Create a better life me and them. .I really respect her. .she is. She is a quiet person. ..and she . Never. Er hurt anybody. Er even. If . He or her. Teenager. Do er ..do er.do for them the same. (not clear) she is. She is easy going and quiet and shy. .and she loves me so much and she always advise me. .and er. .this is all.

**Student 7 (18:50-20:18)**

Can I speak about my father. Er. My father is a very good person and er. I works hard in life. And er . He is very quiet and er I think er. He is very wise also. And erm. I admire him. Because er. .hen is er then the first person that I ta. That .er teach me all the the .the positive things and er good things in life and he er. Er he makes me strong and er . (not clear). He . Also makes me er .he make me . I think . He made my inner peace. And er he's er. Er very very quiet also er . He is vertynassertive when I do something wrong. .henisalways with me and with my brother. Brother and sister. And er.. He is er. .very er. Very handsome. .and er.. He is my er my er. The person that I love in life . And they. And the . And er. I think that .he is very special. And er. That's it.

**Student 9 (1:06:38- 1:07:28)**

Er the person that I would like to describe is my mother. Er because she is er the one person that has always stood er by my side. And er. Has always encouraged me. To reach er my goals. .she is very caring and understand ing person. She doesn't give up easily she does everything in her power. To se. To help her family. .er also I . Most thing I love about her is that she is er generous humble. And er amazingly patient. Amazingly patient person .gene. Generally. Er the mother always thing of er. Her family. Before her because according to her. Family is her first priority. That's all.

**Student 10 ( 45:22-46:14)**

Er today I'm going to speak about er about a person. Who er who have a big place in my life. Er she is my sister. Shenusna second mother for me. She is er spontaneous. Er considerate and sensitive. Er ..last year she get married . And her absence she er really. Touched me. .because er she always . Took care of. Took care of me. And help me in my er. In my life. And in my study. And er she always find solution er to . All my problems . Er.. ..I love her because er. Because she is a model in my life.

**Student 11 ( 49:22-50:21)**

Er. I'll describe my. My friend I met him er this year . My friend is er kind of down to earth he is so nice he he is so passionate he always loves people er within reason. Er he is also so considerat he always er. Thinks about other people's feelings. .er. Er the first time that I I met him he came over as being er . Ruthless and er .er and arrogant and talkative but er when I started er to . Hang out with him I started er. To know him more and er I found him. Er I found him trustworthy . A kind person and er so ambitious. Er. He he sounded er. A real character . Er and er . A quick witted person he is er just er a guy with integrity.

**Student 12 ( 21:04- 22:21)**

Er if you meet my sister form the first time she might er seem very. Confident and er superficial but if you .er start to know her she. Er she start to show off as er . Every . Modest and quiet . Act er quite shy actualalay. Er. She is very inbe er ambitious. She is really er. Considerate with other people. She is er a hard worker. She is er the opposite of er. A spontaneous person. As she like to plan everything in advance . Er . For me . She acts really er she acts pushy towards me and criticize me very often but . Er deep down I know that she means well. Also er. She . She really show. She really seem that to. O. All the people that see her. She really seem to be very good but. Actually she's open minded she says what's in her min. Er she says er. She says what she thinks. .she er. She influenced me by er.hard. Er by working hard. She er. To achieve my goals. .she really

influenced that er. You don't have to er. To listen to er. Other people say about you . You have to live your life to the most. To .to be happy .

**Student 13 ( 59:57- 1:01:17)**

So this is a tribute to my. Former English teacher Mr ( ? ) who thought English. For two years in e comod in tizi ouzou. Er. Mr (?) Such . A prodigious and. Talented person. .who. Who taught in English in an easy way by games and idioms and a lot of stuff. Who made. English interested and . Fun. So mr (?) Is er . A medium size high person. .with er brown eyes. .er he's over 30. A good looking man. .his personality is...er..his personality is a strong one. Easy going person he is easy to talk to. ....he ( not clear) prodigious and intelligent. He can be skeptic. Sceptic sometimes. And er . Dogmatic even. But he's kind and. A sincere . Person. That's it.

**Student 14 ( 28:00-30:42)**

Er. I will describe my er. Teen sister. .er my teen sister is er. .is er h he ha has er . Er sixteen years old. She er. She she is shot. Er one metter and er. Five er five one sent I meter tall. .er..er. She has er. A brown heavy. Long hair. .er. Her skin is beautiful. Er it remember. It remember me if er . Of color of er coffee. With milk. Erm (cough) she is er .she. Er. .er....er.she talk. Er she she said .she say. Er. One hundred er. Word in five minute. She is very talkative. And er .(cough) .and er. ....and. ....but she is er charisma and er. Assertive. Person. ....er.er yes. Er. Someone er s er. Sometime. I I want to. I want to kill her. Because she . Er he. He get up er my noise. When I talk to my mother. .of my. About my secret. .etc . Er...she is er. Easy to to get er. On her. And er she er. She she is also . She doesn't er. Min er min er. She doesn't mince er. She words. .er..she lik likes get out er. With her friends. Er paint her nails and er relevant er new er wear er ..er.night er night high shoes..but . Er yes she er. .she draw to to er. .to fashion. .but she is considerate and er .down to earth. That's it.

**Student 15 ( 24:50-25:52)**

OK I will describe my. (caught) I will describe my friend. Who is line of. The most important persons in my life. Erm . She is er. Taller. With black. With black eyes and er . And white skin and black hair..er mentally she . Er .people say says that er she's talkative.or a chatterbox. Er . But for me she is spontaneous. .and she is a very kind person.she has a big influen. Er influence on me because she is er. A though girl. And she always. She's always supportit. She's supporting me. And helping me. So she's an integrat person. Erm.... Ok I love her because she is my best friend. We were together from.er. .three years. .and I hope we'll be. We will. Be friends . Forever.

**Student 16 ( 15:17-17:59)**

I want to talk about my dad. Er. He is er. .he is in his sixty. Sixties. And er he is er a very kind man ( not clear) he's a little bit short. Er .and . He is a very kind person. He is er... He's always doing his best. To ..to offer. Us . Everything we need. ..he always stand. Stand by. Our side. .er. Thinking about us. ....doing his best to support us to o study. ...encourage us. ....er. He work hard always. . Er he get up early and back late. ....hen is a very. Wise man. ....he's so helpful. . He's always trying to. To .teaching us. A lot of er. Good thing. To be nice with people . Even if they was er. Were. So mean to us. With us. ..always trying to. .to teach us to. How ..er.how to encourage yourself in doing everything. With yourself. ..and to be strong. And face er. All the difficulties in our life. ....he always help. Help us .helps us er even though er. We did bad things. But he try to fix er. Our . Problems. .hentrynto encourage us to. ..doing our best. In life. To be . Good persons. ...always to be successful.

**Student 17 ( 1:12:23-1:13:56)**

So. I will describe my friend. And my best friend Sara. I like. Er I really like her. Er I really like. Her because er she has. Several great attribute. .er she is er. Consi. She is er. Spontaneous considerate.er. Sociable and passionat. She is also down to earth. ..er.she is er. Funny er besides she is funny girl. She smiles all the time.

And make makes me. Makes me laugh with his jokes. .and she er. ..er she she is always close to me. When I need it. ..er and er. ..er.she is a smart girl. She is a smart girl. She always er. Gets good marks as in schools. She like. Er moreover she likes. Er she likes to help people . And everyone respect her. .actually she is more than a friend. .er she . She is. She . It like my si. Er she is like my sister. And that's why I love her very much.

**Student 18 ( 1:10:17-1:11:37)**

I would like to describe my mother she is er. The perfect woman in my life . She my insp she is my. Inspire. She is er. She. She has a lot of attributes which make me love her more and more. She has taught me and still teaches me lessons about er. Life. And er. Give me advices to to live within her. My mother she is er. Very considerate. She er. She cares about others' feelings and my brother's feeling. She care. She care about . She take care of me. And er. Of all. The house. She is spontaneous. And sometimes she us er. A chatterbox. But er.. In the opposite way . Like sociable. And er. She is passionat and ambitious . She always like to er teach er. To teach us er the right way. To. To walk in the right er ( not clear) . Err. She can handle with all the problem that she faced. And err. Er she is ambitious. And assertive. She is humble and down to earth. And er if the god. The god want I want to be like her. And er . If the god want I want er to be like her is the future. Er because all these attribute make me love my mum more. That's all.

**Student 19 (26:30-27:31)**

I'll describe my father. My gather is a commercialist. He er he is an active man . He like his er.his work. .er. He is er. He has integrity. .he. He is quick witted . He don't. Think as he is superior than other. He is er. Not talkative or chatterbox..er...er.I er. My father is always with me in my. Life . And he always er..help me in my problems.he can do. Er the best for. Make me happy. He always care about my future. And . I don't think that I find. I 'all find a lam who care aboutmy future. As my father.

**Students 20 (23:07-24:13)**

I will describe er a very spec a very special person. Er which means a lot to me. She's er my mum. My mother. Er. I really love my mother. Because er. She's er. Er easy going. And er I feel er conf . I feel er ...and I er can talk to her er. In any subject. And er she have . She er strong personality. And she is patient. And er. She .er she can handle with all er the problem er she face. And er. She she. She very help. Er helps me . When er. I get in trouble. Or er I have something. ..and er and I really er. Like to talk to her. .and er I hope er .som one day I will be er .like her. And I. Pray to god to save her .er. That's all

**Student 21 ( 31:23-32:53)**

Er . I want to describe my best friend er. Soumia. .er. She is er . A shy girl and er .considerate person who care about er. The others. And er. Who care about the others and er. Er she is er .very er. Sensitive and er.. .er she look er. .she look er antry. When er when er you look at him but er she has er good heart er.er she has the dream to .er to travel in america to continue her study. Er.and this is er. .er her dream. Er she is er.she is not talkative. She don't er. Like to talk er .er she is er ....er. Ambitious. .and er ...he do er all er to . Er she give er .evr any er ..everything to help others within reason. .

**Student 22 ( 1:01:56-1:02:48)**

OK I will describe my brother. Well physically he is. Tall he have he has er black hair. .er blue eyes. .and I admire him because he help me many time. He is so funny. I pass . Er I passed much much time with him. .and I er . Really like him. ..because he is not just my brother he is. My friend. .and..and er now. I 'm missing him because er he work .er far away. And next week he will be home. .that's all.

**Student 23 (52:31-54:32)**

So I'm gonna describe my. Best friend actually she is my best friend. Er before I met her. I was . She seemed. She came over like being. A bit talkative. She. She was thoughtless and er she doesn't mince her words. She



doesn't control her feelings and sometimes she is a bit er.....she is a bit. Goes on ( not clear) er .she loves. Sometimes she gets on my nerves. But . I still like to talk with her. .Cruz er after I met her she seem very. Superficial she is sincere in what she is saying. She like. She is very friendly she likes. To have friends and ....she. She is quite cute and er .....she is not. She is verity down to earth. .and er she is real. She is really considerate she care about people are feeling. Or what peoples are saying. And she is very. A confident person. .and she er. ..and she is friendly as weel. She is easy to go on with but not in a negative er. Way. She er. A person that I admire the most because she is very helpful. She is a helpful person. Erm and. .she is not ( not clear) . .and . ...

**Student 24 ( 55:12-56:35)**

Er OK I will describe my er best friends. .er my best friend er is er. A cute gol. Girl. .she is kindda shy. And er. Sensitive girl. .she is er considerate. She care about others. Feelings and er. Doing her best to improve confidence with everyone. She is out go. She is kind oif out going. .she nis demanding. She....she is . Er such a . Which a chatterbox. And down to earth. ....she. When is always. Shy. ..she is not ruthless it careless. ....she er the first time that I met her she seemed to be. Er. Charmless. And I . She was quiet....this is it.

**Student 25 (35:53-38:10)**

Like er mmost of us. The person that I admire er . The most. And and who has influenced er. Me . Is my mother. Well. Everyone. Loves. His mother but even that. I think that er..mine is the best. Well er. There is a specific reason for that. . And the first and the most important . Is er. That she is a real character. .I would er...I found er. A lot of her attributes er good well. . For example. She is really pationat and . Affectionat ...at first sight. Some person .find her. That er she shows off. But er in the reality she's er . Down to earth....she er. ..she er. She wants for us all the best. She don't like. She doesn't like when we are sad or when we are. In troubles or e have problems. She gives er..all the best. To . To. To help us..she is considerat . .er.sometimes er. .she becomes nervous. But er. ..I think that is er. For. Our....(not clear) reason for that. ..she has charisma. ....that's all

## Appendix 15

### The Conversation Task Transcripts

#### 1. Pre-test

##### Group 1

##### **Conversation 1**

S1 : good morning. can I sit with you

S2 : yes of course

S1 : thank you.....told me you your name?

S2 : my name is [(?)

S1 : [ can you tell me your name?

S2 : my name is (?) what's yours

S1 : (?)

S2 :oh you have a beautiful name!

S1 : thanks you too. so why did you chose er. the English?

S2 : I chose English because er I lo. I love it so much. and I like. speaking it

s1: yes ..

s2: and I am good at it

s1:yes.....(silence followed by laughs)

s2: er. where do live?

s1: I'm from er (?)

s2: I heard of it

s1:ah yes. and you?

s2: I live in er (?) have heard of it

s1: no. never...

s2: sorry

s1: how old are you?

s1: I have eighteen years old and you

s2: er me too

s1: ah

s2:( not clear)

s2: yes

s1: what's your dream?

s2: my dream is er to err travel. and er to continue my study er. outside. that's it

a1: yes

s2: er and you?

s1: my dream is to go to united started (class reacting) may be . maybe one day we will meet er there yes my dream. it's my dream too

s2: my be after fifteen or sixteen er.years we'll [met there

s1: [yes we'll be er we'll be friends er

s2: yes of course

s1: yes

##### **Conversation 2**

S1: er hello

S2: hello

S1 : sorry can I ask you a question

S2 :yes of course

S1 : er are you a first. year student here?

S2 :yes

S1 :oh..me too

S2 :oh really

S1 : yes ..so I don't have any friends here I'm a littele bit lost so er. can [I talk with you

S2 : [me too. yea I'm new here. Cruz my friend are er..they are all in the second year...

s1:.oh OK

s2:so

s1:OK so my name is (?)

s2:OK.

s1: what's yours

s2: my name is (?)

s1: nice to meet you too.

s2: so ..

### Conversation 3

S1 :can I er ask you something?

S2 :yes of course

S1 :are you er a new stud er a new student here?

S2 :yes

S1 :...yes me too

S2 :yea that's good

S1 :so er.....what's your name

S2 :my name is (?) and you?

S1 :er (?) nice to meet you you have er a beautiful name

S2 :....er where are you from?

S1: I'm from (?)

S2: er me too but er .I never saw you er.there!

S1:yea it's so strange.me too I never saw you

S2:.....er I have er ...er problem I er don't know how er.anybody here

S1:...yea me too.I'm new student here so .I know.anyone.I don't know anyone

S2: so we have same problem

S1:yea that's really.really.strange.....so..why did you chose English?

S2: .....

S1: why are you choosing English

S2: er....I like it.and er it's my best language.....er.that's all

S1: ..ok..so er..see you

### Conversation 4

S1 :hi.sorry.er are you new here

S2 :yes?

S1 :yes

S2 :yes I am.and you you are?

S1 :yes. Can you show me the direction please cuz er I don't know where is.er the class.we have to sudy now

S2 :can we er.know each other first?

S1 :ok .er my name is (?).and you

S2 : (?) you are from?

S1 :er..(?)

S2 :I know et but er.I never

S1: ok er

S2:[and I am from (?)

S1: nice to meet you.and you where are you from?

S2: I am from (?) (Laugh)

S1: oh ok

S2: and er you are in group twelve

S1:yes

### Conversation 5

S1 :Hello

S2 :Hi

S1 :How are you?

S2 :I'm fine and what about you?

S1 :I'm fine thank's to god

S2 :....what er so what's your name?

S1 :I'm (?) from (?) I'm new student here I followed English

S2 :yea cool er ...me too I study English er let me er intr.introduce myself.I'm er (?).I'm from er (?)

S1 :....cool..so er can I er ask you questions?

S2 :yea of course

S1: er where is the library?

S2: er I don't know..er

S1: let's er.search it together

S2: ok

### Conversation 6

S1 :hi how are you?  
S2 :hi.fine what about you?  
S1 :very fine.er why you standing alone?  
S2 :because I er don't have er friend er It's my first year  
S1 :oh.this is why your friends are not with you..but er I can er become er your friend er if you want  
S2 :yes of course.first of all I want er.introduce er myself er for you to know me more ok.er my name is er (?)  
I live in (?) ..er..I'm from er (?) er exactly I live er in (?).what about you?  
S1 :hi er.my name is (?).I'm from (?)and er....  
S2 :you know that er..the er that er (?) are very generous  
S1 :oh thanks....and.what er ..what do think to do in er..the future?  
S2 :r I wan.I want to be.I want to become er a teacher of of English or journalist.what about you?  
S1:and er I want to er go to er America for in order to continue my studies  
S2: you know there is er a proverb said that er if I have dreams.I will fly er to the moon er and I will travel around the world.mine.mine so I want to to travel around the world  
S1:...nice  
S2: er why are you choosing English?  
S1: er because I like it ...and er.it's the best er language  
S2: so it's your first choice  
S1:...yes  
S2: in the future you will er you will er invite me for.er to your er party  
S1: (laugh) yes

### Conversation 7

S1 :hello.can I ask er.....hello can I ask you?  
S2 :yes sure  
S1 :er when er I find er.where I find er.English department.. please  
S2 : [er.so you are in the righ place  
S1 :ok.what you study?  
S2 :I study English  
S1 :...and me too.....which er.group?  
S2 :er group twelve  
S1 :like me  
S2 :so er.nice to meet you.what a coincidence  
S1: [nice to meet you

### Conversation 8

S1 :hi how are you?  
S2 :fine thanks and you?  
S1 :same  
S2 :er are you studying?  
S1 :yes.I think it's the same for you  
S2 :yes..I study er..here  
S1 :....did you er.do you understand English better  
S2 :I'm not the best but I think I'm good  
S1 :yea er.where are you from?  
S2 :I'm from er.originally I am from (?) but I live in (?)  
S1: good ..I'm from (?)  
S2...yes.cool..so.can you tell me your name?  
S1: er (?) you?  
S2: (?)

### Group 2

#### Conversation 1

S1 : Good morning  
S2 : good morning. [my name is (?)  
S1 : [good morning. my name is (?)  
S2 :...er are you a. first year student?  
S1 :yes. I am what about you?  
S2 :oh me too  
S1 :oh good  
S2 :can I et er ask you a question please?

S1 :yea of course  
 S2 :in which group are studying?  
 s1:(not clear) I'm in group number four.  
 s2:oh me[ too  
 s1: [ok  
 s2:er. so what er. we have today?  
 s1:I think that we have oral session ..  
 s2: oh. so let's go  
 s1: OK

## Conversation 2

S1: hi  
 S2 : hi how are you?  
 S1 : fine and you?  
 S2 : I'm fine thank you.  
 S1 ...I'd like to ask you  
 S2 : yes  
 S1 : are you a first year student?  
 S2 : yes I am  
 S1 :. er me too!  
 S2 :really! in which group you are?  
 s1: in er the fourth group  
 s2:oh the same group. I have never see you before  
 s1: actually I saw you yesterday in school er. in school..bus station  
 s2:...oh in which city?  
 s1: in (?)  
 s2: (not clear)  
 s1:oh great. do you have company?  
 s2:no I don't have any friends here  
 s1:so. I think if . make er. if you ....in think if you b if we. come together in the first year it would be great  
 s2:yes. I would love to  
 s1: I think we have lecture now  
 s2:I don't know do we?  
 s1:yes actually in timetable. we have a lecture and we are late  
 s2: really let's go (laugh)

## Conversation 3

S1 :er good morning  
 S2 : good morning  
 S1 :how are you?  
 S2 :fine thank you and you?  
 S1 : I am fine ..are you a first year student I am sure I have seen you in the literature course  
 S2 : yes....yes . in which group you belong to?  
 S1 :the fourth group section two. what about you?  
 S2 : oh my god so do i  
 S1 : really that's great can you please take pictures of the time table . and then send them to me? because my phone just died  
 S2 : I send that. I send. I send that to you. . give me [your facebook  
 s1: [sure I'll write for you  
 s2:....so I guess that ( not clear)  
 s1: sure . why not  
 s2: I guess that I will talk to you. later  
 s1:pleased to meet you  
 s2: nice to meet you

## Conversation 4

S1: hi  
 S2 : hi how are you?  
 S1 : fine thank you , and you?  
 S2 :er. are you freshman student?  
 S1 : yes I am and I'm. hoping. it will be a good year for us.  
 S2 :fine. so..er. ( not clear)  
 S1 : thank you. which group do you belong?

S2 : I . I don't have any friend. I hope that I will find someone to work with.

S1 : ..oh you have me right now we are in the same group

S2 : ..yes thank you .....so..which course we have right now ?

s1:..er I think we're having. grammar course

s2:yes. er. shall we go?

s1:I think that we are so late let's go

### **Conversation 5**

S1 :hi how are you?

S2 : I'm fine how are you?

S1 : er are you from er.. are you. are you from group four

S2 : yes I am and you?

S1 : yes I er I me too

S2 :so you er have you had er lessons ( not clear)

S1 : yes we have started er we are er on second er. er on second course..

S2 :can I borrow er [ your copy book

S1 : [yes of course and er also we have er .next week we have er. and exam .in grammar [inn grammar

S2 :[where?

s1:so you must be. you must be ..there

### **Conversation 6**

S1 :hi

S2 :hello

S3 :hi

S2 : what's your name?

S1: (?)

S3: and me (?)

S2: my name is (?)

S1: err. nice to meet you (?)

S2: nice to meet you

S1: so er. why er. are you the first er in the university ?

s2: yes . and you?

s1: yes ...me too. ....[yes we are

s2 [ why you ha er . do you chose to study er English ?

s1: er I study English because my lo. er because I love it. and my hope er I will speak English without ermistakes

s3: .....er. and you?

s2: because er English it's my favorit language and I love it. so .

s2: thank you ....nice to meet you. see you next time.

s1:nice to meet you meriem.

### **Conversation 7**

S1: hi

S2 : er. hi . how are you?

S1 :I'm fine and you?

S2 :fine..

S1 :oh what's your name?

S2 :( not clear)

S1 :oh my name is is er (?)

S2 :nice to meet you..

S1 :how old are you?

S2 : I am 18

s1: great that's great..I'm 18 years old

s2:are you a first er. student er?

s1:yes I am

s2:first year student

s1:yes. me too.which group?

s2:group four.

s1:oh. great . me too..er. what er what er. do we have now?

s2:we have er oral. session with ...( the teacher mentions her name)

s1:.....that's great. er ...

### **Conversation 8**

S1:er good morning  
 S2:good morning  
 S1 :er .er how are you today?  
 S2 :I'm fine thanks. and you?  
 S1 :er fine . last time I see you at university do you study here?  
 S2 :oh really. I didn't see you. before  
 S1 :...er. what's your name?  
 S2 :er my name is (?) and you?  
 S1 :er my name is (?) er .where are from?  
 S2 :I'm from brodj mail and you?  
 s1:I'm from bouira  
 s2: oh bouira it's nice er it's nice city . I will visit er soon  
 s1:er so. you are studying English  
 s2:..  
 s1: er so you are study first year English  
 s2: yes mi'm in first year  
 s1: ok so er. I am like you I study english in group er . four  
 s2: me too. er ..er do. can I ask you a question?  
 s1:..yes  
 s2: er do you interesting er. er. reading book?  
 s1:. yes er read book is er my hobby  
 s2:...er inv er iv. I if. er can I invent . invent you in er in er. at the library next er. week  
 s1: yes if I have er. time. I will be here  
 s2: see you there.

#### **Conversation 9**

S1 : good morning  
 S2 : good morning how are you?  
 S1 : how about you ?  
 S2 : I'm fine thank you  
 S1 :oh. so are you first year student?  
 S2 : yes.  
 S1 : oh me too what do in which section er group are you?  
 S2 : er I'm er in section. two . group 4 .  
 S1 :oh great me too. so er we. we have er class this morning.  
 S2 : yes I have er. we have er. grammar lessons. er.....  
 s1: oh sorry I was absent I missed that in class. please could you tell me what have we done?  
 s2: erm..... we er ...( not clear) and er she explained . she explained. er the lesson. such as er phrasal verbs er ...and er. these phtocopies  
 s1:er please you give me er so I can copy the papers. and er take pictures from er. the copy book..thank you.  
 s2: yes of course  
 s1: thank you  
 s2: .....  
 s1: so sorry I forgot to ask you what's your name  
 s2: my name is (?) and you?  
 s1: oh I'm (?)  
 s2: so. nice to meet you  
 s1: nice to meet you too.

#### **Conversation 10**

S1 : hi  
 S2 :er hello there how are you?  
 S1 :I'm fine what about you?  
 S2 : I'm fine thanks . er one question please  
 S1 : oh of course come on  
 S2 : are you a first year?  
 S1 : yes  
 S2 : er so err. me too . and er in which group?  
 S1 : I'm in fourth group  
 S2 :oh me too !  
 s1: er....I er.....I I didn't see you at the ( not clear) before  
 S2: ..yea because err...me too I didn't see you.

s1:OK [so  
s2: [and. and did you ha. er..and did you find er. any difficulties here?  
s1: not really but er. just er you should focus in some modules....so er. there is . there are some modules are dif are. difficult and er. find some. of them are [ easy  
s2: [yes.how to er. so er. nice to meet you  
s1:n. thank you er mee too I'm pleased from er you  
s2: thank you

### **Conversation 11**

S1 : good morning  
S2 : good morning.  
S1 : ...how are you today?  
S2 : I'm good how about you?  
S1 : I'm fine thank you  
S2 : er so er. which year er ( the teacher interrupting) which year are you ?  
S1 : I'm in the first year  
S2 : really mee to. I didn't see you ..see you before.  
S1 : I'm in group four section two  
S2 :. mee too er . can we be friends?  
s1: yes of course with pleasure.  
s2: thank you . I think we have er. I think we have lesson now. so let's go

### **Conversation 12**

S1 : hi  
S2 : good morning.  
S1 : er good morning how are you?  
S2 : I'm fine thank you. erm. can I ask you a question?  
S1 : of course  
S2 : er are you a first year student?  
S1 :yes  
S2 :and er in which group you are?  
S1 : I'm in the fourth group and you?  
S2 : er me too. oh my the way what is your name?  
s1: I'm bouchra  
s2: nice to meet you. I'm abir  
s1: nice to meet you.  
s2: do you know in which er classroom we are going to study?  
s1: I that it in they err 202 . let's . see the timetable  
s2: OK  
s1: oh . you are right . it's in 302 . let's go

### **Conversation 13**

S1 : hi good morning  
S2 : hi good morning  
S1 : what's up  
S2 : do you er. are you er a first year student?  
S1 : yes I am .  
S2 : (not clear) which group are you?  
S1 : I'm the fourth er I'm the fourth group  
S2 : yes me too.  
S1 : yes we have er. a very [important module  
S2 : [ so let's go  
s1:no let's go to the beach  
s2: where?  
s1: to the beach. ...  
s2:I don't think so.  
s1:I'm going . see you next time.

### **Group 3**

#### **Conversation 1**

S1 : did you. did you have you baccalaureate . I think er. because you er are in university so you have baccalaureate very happy for you  
S2 : oh thank you



S1 : so what do you think of university  
 S2 : .....erm.. it's er.....(laugh) it's. it's new universe . like if I may. if I may say. er..it's . totally different for. from the others. levels like high school. and ..other levels. I (not clear) . so many people. and ..yes.  
 S1 : do you think you are adapted now? at to university?  
 S2 : no not really. er Cruz er [the majority  
 S1 : [why?  
 S2 : [ of my friends. er. didn't have. their baccalaureate exam. so. I can say I'm alone.  
 S1 : OK but er. you didn't find er friends . who are in the group  
 S2 : what?  
 s1: who are ( not clear) [ you didn't find friends yet  
 s2: [I didn't find er . friends like er. I'm having  
 s1: yes ( class laughs)  
 s2: yes. because you know I. where. it's ..er it's large. and you can't er . find someone er. your (not clear). someone to trust.  
 s1:OK. erm ...  
 s2: what about you . do you have friends? are you. enjoying time here in university or ...  
 s1: not I don't think friends but er . I . I mean er. I'm er I er. talk with a lot of people but friend no I don't think er. er to know er. AF my high school friends are here but er [I think this is not  
 s2: [oh. that's cool  
 s1: [..OK. er. er. they but I don't think it's a good place. er  
 this is er..not at all what I have er [imagined  
 s2 [imagined. yes. oh by the way er. do you study English or  
 s1: er yes .yes. this is what. this is what er. my dream...[cuz  
 s2: [OK  
 s1: [cuz I was in the scientific brench then I er. I er  
 s2: [( caught) of it's nice  
 s1:[ yes it's really interesting  
 s2:it is really interesting to see. someone scientific and. study language.  
 s1: yes  
 s2:it's transformation  
 s1: yes

#### Conversation 2

S1 : Can you give me er one er.....so what do you think er..er.er to chose me one er better for (not clear) coffee or tea or (not clear) I don't know er. Chose me er one er special ...delicious for er for me  
 S2 : Ok er I think er capushino is er very delicious  
 S1 : yes I think it's my cho..choice er so er.... I will drink it (laugh)

#### Conversation 3 (

S1 : Please er can you help me I want to. I want to drink something but er ...but er I don't know how er can I use it  
 S2 : yes er I can er I can to show you ....I can show you to to how to do er coffee  
 S1 : ok .. can I ask you  
 S2 : [(teacher interferes) yes  
 S1 : what do you do in your life  
 S2 : er I'm er I study in university er English in er English er language. and you?  
 S1 : ah ok it's so interesting. er me I study English  
 S2 : .....do you er .do you not er traveling er doing a to new er  
 S1 : Of course like everyone I want to er I want to travel to visit er. many countries

#### Conversation 4

S1 : so er. hello  
 S2 : [how are you doing?  
 S1: Fine .....(laugh)  
 S2 :yea. Hello how about you is it good?  
 S1 : er yea thank you. How about you?  
 S2 :I'm fine thank you so er you seem new right?  
 S1 :year  
 S2 : [I'm a first year  
 S1 :yes  
 S2 : so what are you studying  
 S1: I study English  
 S2: er me too so how do you like university?

S1: It's quite interesting  
 S2: It's a new world about me  
 S1: ok ...I mean er it's a little awkward right? I mean er the first days here  
 S2: yes .....er yes it's very difficult so . it's a new world er. new system.  
 S1: yea it is er in fact er ...so you find it easy now?  
 S2: no it's er really. Hard (laughs)  
 S1: It's ok.....what's your favorite subject?  
 S2: My favorite subject is listening and speaking  
 S1: Really. Do you like it  
 S2: Yes..

#### **Conversation 5**

S1 : Hi  
 S2 : Hi  
 S1 : How are you?  
 S2 : Fine. and you ?  
 S1 : em . good (laugh)  
 S2 : er did you revise well for the exam today? (laugh)  
 S1 : oh I was ill so.I didn't have the. Chance to revise.  
 S2 :er if you want er ater er. er I can er. explain you some er. things if you want. I have a lot of er time before class.  
 S1 : Yea er it's been a pleasure  
 S2 : all the pleasure is mine  
 S1: Thank you  
 S2: We will met in the er in the er center of ....(laugh)  
 S1: at what time we gonna meet?  
 S2: In er fifteen minutes  
 S1: er. how can I find you?  
 S2: er. and you. You are free now??  
 S1: yes yes you can call me. And er  
 S2: ok see you

#### **Conversation 6**

S1 : good morning how are you?  
 S2 : I'm fin thank you and you?  
 S1 : nice..so. er. We have er and exam today  
 S2 : yes er in study skills  
 S1 : do you prepare? Did you prepare?  
 S2 : yes I said  
 S1 : it's er very difficult  
 S2 : yes er it is er it is er it is er. Difficult subject  
 S1 : er so er how er..how much is (not clear)  
 S2 : three or four  
 S1: what?  
 S2: three or four  
 S1: ok ; so do you have all the er. All the handouts  
 S2: yes I have all the handouts  
 S1: er ok so it maybe. More easy  
 S2: yes  
 S1: and er do you study with your friends or just alone?  
 S2: er just alone. Just alone....and you  
 S1: er ...(laugh) I don't know. ..  
 S2: I'm sure that.er it it will be easy to to .  
 S1: r we wish . we wish ...so er I will see you er in the classroom  
 S2: maybe  
 S1: next time ..ok see you soon  
 S2: see you

#### **Conversation 7**

S1 : Good morning  
 S2 : Good morning

S1 : so er . how to revise..it's not the same as high school. You know..er for example in high school you have your. copy book you have er er it's up to you if you if you want to study or not. But here it's er. totally different so er (not clear) even when you have the lessons er. I have to (not clea).so that's why.

S2 : yes. Especially in the course

S1 : [yea

S2 : it's not like the td. So

S1 : er . how do you revise?

S2 : me I er do work in internet . because er in tds .they give us just er. Copies er they don't er. Some teachers . they don't explain very er. Very well. They don't give us. Er lot of informations so I wacth. Vedeos er

S1 : like er for summaries

S2 : yes

S1: you can use it too. Are you with me? Do you think that er. It's very useful to use

S2: yes

S1: it's very useful to take

S2: yes. There is a lot of er. Pages r. but when you check the internet you have a lot of things so er you will be more er lost

S1: you takes only what er. What is interesting (not clear)

S2: do you have other. Lessons advice?

S1: You. I use. I used to er . I do exercise in my room.

S2: Actually I try to er to listen to studying English. But it wasn't very. Helpful. Because. once we ar together we start talking. Er the one is using facebook the other one is like er. It's not (not clear). We can er maybe together study

S1: yea of course (laugh)

S2: ok

S1: er. After or before. Before td

S2: ok so we will met

S1: ok thank you

### Conversation 8

S1 : so good morning

S2 : Good morning . how are you?

S1 : Fine and you?

S2 : fine .....how time er. Is it now?

S1 : er I think it is er. Eight

S2 : oh . we don't have time er. To attend the first er session

S1 : maybe the teacher will give us er another er..

S2 : because er the last time I was er. late err I didn't er... er I didn't get to come

S1 : oh

S2 :yes

S1: er can you go er. With me in outside er I want er I want you to explain.explain me er something er about er the lesson?

S2: yes of course what do you want to explain

S1: er I didn't er

S2: which module?

S1: it's er grammar

S2: grammar

S1: yea

S2: yes

S1: and I want er to have er to copy er the lessons

S2: but you are brilliant you must er

S1: er I know ...I know it's er but er but er

S2: [er what do you er what do you found er difficulties?

S1: er it's er about er .....it's about er tenses

S2: er must er you must er learn the tenses by hear

S1: I don't er have it er..i don't have er....

S2: handouts. I will give you ..i will give you handouts and I will explain you . ok so er

S1. And you are you er you er do you understand everything?

S2: yes

S1: or do you have some difficulties?

S2: yes...(laughs). Me too i have some difficulties but . I do some exercises er...in order to..

S1: to practice  
 S2: yea  
 S1: that's good for you  
 S2: yes  
 S1: I will try er to..to try er to have er...all the lessons and er  
 S2: yes to bring the lessons . and I wish you all the best  
 S1: thank you  
 S2: so ..er . see you next time

### Conversation 9

S1 : hi  
 S2 : hi how are you ?  
 S1 : Good morning how are you?  
 S2 : oh fine thank you for asking and you?  
 S1 : er I'm .I'm fine too thank you for asking  
 S2 : you're welcome  
 S1 : er so er . you are looking very stressed today why?  
 S2 : yes . it is er. Because of the exam..er study skills er I didn't revise so er .....i was so tired that's why er I hadn't the chance er to revise..er for er  
 S1 : er me too er i didn't er revise so much but er you can ask me. Er I can help you to er give you any explanation..er of course if I can  
 S2 : er..thank you and I am er i have some difficulties er especially in study skills er you know er teacher er ..i can't understand when er she er. She speaks  
 S1: I think she speaks so fast  
 S2: yes er . and I can't er I can't understood. Understand so er...  
 S1: yes er specially the teacher of er this module she er tells er speaks er so fast so  
 S2: yes  
 S1: you know er we are er in er  
 S2: in the first year so we have to er to know er . certain thing about study skills. We must understand the lesson. Especially in the exams  
 S1: yes  
 S2: if you didn't understand so you er. I can't. I can't pass er this exam  
 S1: I'm er wishing er . anyway I am wishing for you good luck er . er I wish you will ere r you will er find it easy and er . and er just er do er . what you can and er make efforts and er and you are succeed  
 S2: yes thank you I will er . I will make that er. ..er how er I may find you . to have er some er. Some er revised lessons?  
 S1: with er with you?  
 S2: yes.of course  
 S1:you can er . er anywhere and anytime just ask me er . er on er break time er in er the in the lecture room er we can have some revisions together  
 S2: yes ..  
 S1: ok I wish er so er I wish er good luck for you again and er..  
 S2:thank you you too I wish er ..good luck for you  
 S1:see you after

### Conversation 10

S1 :oh hi  
 S2 :hi how are you?  
 S1 :you are drinking coffee. I think this is too much! (laugh)  
 S2 : I don't drink er coffee er  
 S1 :right er but er do you know that you are er. In the library her..you still young and er coffee is not good..really for you know  
 S2 : er  
 S1 : I see you er I so you this morning you er have taken. More than three coffees  
 S2 : yes but er it's not er too it's not er too er I cant really  
 S1 : do you know that it's really bad for your teeth  
 S2 :I don't know (laugh) I don't know  
 S1: yes so it's very bad for your er ...I'm just saying I'm just saying  
 S2: I know

### Conversation 11

S1 : er I want er to go er to the vending machine  
 S2 :...it is not fare

S1 : er yes but r I don't have money. Can you give me er some  
 S2 :yes er take er  
 S1 :...er ..er thank you. Er the cof er the coffee is very hot . er can you er help me with it  
 S2 :with what?  
 S1 : (laugh) er bring me.bring me another coffee. I want er..  
 S2 :but it's er .too much for you!  
 S1 : (laugh)...er yes thank you ..  
 S2 :er don't er..er if er if er you would er i can er sell you er something else er  
 S1:if you would  
 S2:if er you would . I can offer you something else. Er like er capushino or er .tea with er lemon  
 S1:yes.please  
 S2:...er good (laugh)  
 S1: but I don't have money to er ..(laugh)  
 S2: I will give you er the er money  
 S1: yes ok.....I want to take some er something.something else  
 S2: what?  
 S1:(laugh) . I want if er i want er ..i want to bring er some er  
 S2: what..juice  
 S1: er some juice ...yes  
 S2: er yes er I can ...you are er you are welcome  
 S1: Thanks

#### **Group 4**

##### **Conversation 1:**

s1: er good morning. I saw you inner the course of civilization I think you are in the same class with me no  
 s2:yes I am. I remember you you're a new girl  
 s1:yes it's me. so er I (?) . I am from (?).  
 s2:nice to meet you (?) it's (?) from (?) too  
 s1:ah . so I got a new friend  
 s2:yes of course I'm your service if you need anything.  
 s1:yes I have a lot of question. first I want you to show me er . to tell me about the system here in university.  
 and to show me the department  
 s2:yes of course I will do . but you want a coffee . er. first  
 s1:oh yes. yes of course it's nice from you to make me drink coffee

##### **Conversation 2**

s1:hi  
 s2 :good morning  
 s1: good morning . hi  
 s2:how are you?  
 s1:fine how about you?  
 s2:thanks. er .I'm er. my name is (?). and I'm new here in the town...er and I'm in the first year  
 s1:oh me too.nice to meet you (?).er my name is (?)  
 s2:oh it's beautiful name  
 s1:thanks  
 s2:so er. I don't er. find the class. can you.help me  
 s1:yes. in which group  
 s2:in the third group  
 s1:oh . me too. we can go together . in the calssroom. we have a lesson of grammar  
 s2:oh thanks ok..er so soumya I er. I need some er information. can you help me later.the the lesson  
 s1:yes sure we can go to..to drink a coffee  
 s2: oh. it's nice  
 s1:OK  
 s2: thanks

##### **Conversation 3**

s1: hallo  
 s2 :hi  
 s1:erm. what's your name  
 s2: my name (?)  
 s1:ah it's a nice name. my name is er (?)  
 s2: thank you

s1:err. actually I wanna ask you a question.. if you don't mind.  
s2:...er no ..yes of course  
s1:err. so I'm a new student here and I wanna ask you if er. the lessons. start  
s2:actually er we just began  
s1:oh OK. ....(says you forgot something in vernacular arabic)  
s2:.....  
s1:er so er . would you. help me  
s2:yes  
s1:err. to give me the lessons please  
s2:yes ( not clear)  
s1:thank you . and er . would you have a coffee with me?  
s2:yes. it's a good time idea  
s1:thank you

#### **Conversation 4**

s1 :hi  
s2 :good morning  
s1:good morning fine . what about you?  
s2:nice. can I ask you question  
s1:sure  
s2:...are you a freshman er . student here?  
s1:yea. I'm in group three.  
s2:oh me too..are you a ..did you have er. friends here?  
s1:no I'm l it's my first time here...  
s2:...ok. so er we can . be er friend.  
s1:yes..(telling s2 what to say, are you free now)  
s2:are you free now?  
s1:yes. why?  
s2:let's go and drink a cup of coffee.  
s1: yes. of course

#### **Conversation 5**

s1: good morning dear  
s2:good morning  
s1: can I as. ask you a question.  
s2:yes of course  
s1:actually I'm new student here. and I. I really can't understand this system. they always change this. schedule. and it seems. too weird  
s2:. yea.  
s1:counld you explain. to me  
s2:me too er when I er look to it er I er I er. everyday surprised er . about it. because I don't er know . very day it's change. and in find er.. I have a TD now or er course. it su. it surprise me er like you  
s1:. OK ( smile) I though I'm the only who. ( not clear)  
s2:no. we are er. like you. OK ( smile) thanks a lor  
s1: yes er who er. can you present yourself.  
s2:OK sure. I'm (?). I'm. in the f the fourth. group.  
s1: yes my too  
s2: I'm a first year  
s1: yes I'm from from group three. and er. where er. you are er from er. which . place. exactly?  
s2:boudouaou  
s1:yes! ...  
s2:nice to know yoiu  
s1:nice to  
s2:take care of yourself. by  
s1....

#### **Conversation 6**

s1:good morning  
s2:good morning  
s1:is there someone sitting here  
s2:no I'm alone ( not clear)  
s1:can I sit with you  
s2:yes of course

s1:thanks.  
s2:er did younger enter this class before  
s1:no it's my first time here  
s2:it's my first time too. by the way you don't you didn't tell me your name  
s1: I am (?) from (?)  
s2:oh . my name is (?) I'm from (?) too  
s1:that's weird I never saw you there before. er me too  
s2:nice to meet you  
s1:glad to meet you

#### Conversation 7

s1:hi how are you?  
s2:. I'm fine thanks how about you?  
s1:I'm good thank you . er I'm er (?) what's your name?  
s2: (?)  
s1:. er so er I think. you are the guy er who sat next to me er. in the previous session. you were er. wearing er . a white jacket I think.  
s2:yes exactly it's me  
s1:er so er. I think we we are in the same group er. which group are you?  
s2:er .er. I'm in group three. how about you?  
s1:er the same. in group three. er so. er do you have er do you have er what we have er today because I don't have the time table?  
s2:er ( not clear) I will check. I think that...I don't have it ( laugh)..I think we have civilization. er..the oral session  
s1:ah OK do you know er what's er the number of classroom?  
s2:no not I don't ( not clear) let's go we what er. number  
s1:OK er after t er . the course would you show me er the university?  
s2:OK I will show you and the sent it er . the rest of er. the schedule  
s1:thank you

#### Conversation 8

s1:can I ask you a question please  
s2: yes ( not clear  
s3: (?)  
s1:because I'm a new student here .  
s2:yea ( not clear)  
s1: can you show me the class. which I'm er ( not clear)  
s2: oh I think that we are in the same class. that's right? .....  
s1: which course er..  
s3: I think we have er civilization by now. that right?  
s2: yes  
s1: me too  
s3:yea  
s1:so  
s2:I think we're in the er same classroom  
s3: yea.. so. we can go on class. we can be friends  
s1: what is you name?  
s3: my name is (?) what about you?  
s1 Ines and you  
s2: I'm (?)  
s1: nice to meet you  
s2: nice to meet you  
s3: nice to meet you  
s2: ( not clear)

#### Conversation 9

s1:er good morning . are you alone. can I sit with you  
s2:...yes of course  
s1:yes . er.( laugh) actually I'm new here and I don't know nobody. so  
s2: OK I gone be your friend  
s1: so. OK if you want to. ( the whole class laughing) which group you are in  
s2:in the third group.

s1:oh me too. did you er study er something or er.  
s2:...actually I didn't .study. yet.  
s1:OK er like me. so er. thank you

#### **Conversation 10**

s1:hi  
s2: good morning . er excuse me. I. I think that I see you before. do you study English?  
s1: yes  
s2:err . is ... ( the conversation stopped)  
s2:excuse me I think that I see you before. do you study English?  
s1:yes that's right.  
s2:er....( laugh) .oh me too. ( speak Arabic)

#### **Conversation 11**

s1: hi can I ask you something?  
s2:hi. yes of course .  
s1:er. are you a freshman?  
s2:yes I am  
s1:oh great me too can you show me the timetable Cruz I. can't find it anywhere.  
s2:. yes go ahead. ....  
s1:er .oh thank you. er what's your name?  
s2:my name is er (?) and you?  
s1:er my name is (?). er er nice to meet you.  
s2:. yes n. nice into meet you.  
s1:glad to meet you.

#### **Conversation 12**

s1: hi  
s2: hi  
s1:hello  
s2: er I'm (?)  
s1: me my name is (?)  
s2:nice to meet you  
s1: er glad to meet you (?)  
s2:so. from where you?  
s1:er me er . I'm from (?)  
s2:...( laugh)  
s1:hi  
s2:hello  
s1:I'm (?=  
s2:me my name is (?)  
s1: nice to meet you (?)  
s2: glad to meet you (?)  
s1: are you from here?  
s2:no er I'm not  
s1:I used er to see you er. in the class  
s2:yes it's er the same from me.  
s1:are you from here?  
s2:no ( laugh)  
s1:me too (laugh) me too . I'm not from here. from where exactly?  
s2: me er I'm from (?)  
s1:me to what a chance  
s2: oh  
s1:we will. we will er. pass a good moment here  
s2:.....

#### **Conversation 13**

s1: good morning  
s2: hello (?). er I see you alone are you new student here?  
s1: yes. I am new.  
s2:(not clear)  
s1:all my friends er. don't study English like me.  
s2:oh like me so er we can be a friend.  
s1:thank you so much. I am (?). nice to meet you



s2: nice to meet you. in which group you are  
s1: in the first group. ....  
**Conversation 13**  
s1: hello  
s2: ...hello  
s3: (?):  
s1: er. I was asking er. I was walking in the street and er. to the university and I'm lost er. I want you to tell me the way so er. so I can go to university.  
s2: yes we can er. help you. and er. my friend (?)  
s1: [OK  
s2: [which er university you wanna go?  
s1: I'm looking for the university of English.  
s2: ... so she er. she is not far from here..we can show you [the way  
s3: [yes. you can go forward. and . turn er turn left  
you find the blue building. .  
s1: OK thank you very much....

**Conversation 14**  
s1: hi how are  
s2: I'm fine thanks  
s1: I'm (?) by the way name you  
s2: I am (?)  
s1: so. I am first year student . and you  
s2: oh me too in which group you are  
s1: actually I'm in group three  
s2: oh really I am the same group [I  
s1: [ oh  
s2: [ I hope we will be . friends. because er I don't know. anyone here  
s1: yes I hope so. so do you want go and er. . drink cup of co. a cup of coffee. with me  
s2: yes good idea  
s1: let's go

**Conversation 15**  
s1: I'm a freshman I'm er a freshman and I can't find the timetable. would you show it to me?  
s2: of the timetable is right there in the er. first floor. which group are you.  
s1: I'm in group three. are you a freshman too?  
s2: yes I am. .  
s1: er. which group are you?  
s2: I said I am in group three  
s1: oh ( laugh) that's great. by the way I'm (?). er nice to meet you  
s2: nice to meet you too and I'm er (?)  
s1: er would you have. would you. would you ..  
s2: ...can I help you  
s1: er would you er . do me . ask ask you a favor. would you show me the department?

**Conversation 16**  
s1: ?  
s2: hi. how are you  
s1: I'm fine and you  
s2: I'm fine thanks .....I'm from (?). er. is it your first time here?  
s1: yes . ( not clear)  
s2: er why you are er. chose er english?  
s1: .....it's my first choice. er I don't .er I want to ( not clear) English. and you  
s2: er tell me about your hobbies  
s1: er my hobby is er eating.  
s2: (laugh) OK (?) nice to meet you.

**Conversation 17**  
s1: hi  
s2 : hi  
s1: how are you?  
s2: I'm fine thanks for asking  
s1: can I ask you . something  
s2: yea

s1:er. I'm actually. I'm er freshman student here. and er. this is my. first time at university. and I er. don't have friend. .so she I see you there I wan speak with you. if you want  
s2: [ok. ok . er me too I'm new er student. I'm alone., so  
nice to meet you  
s1:OK , so err. do you study English?  
s2:. yes  
s1:and . you like it?  
s2:yes of course  
s1:...er if you want er. we can go to er cafeteria and er I bring some. coffee  
s2: [yes.  
s1: and we er complete our discussion there.  
s2: yes

## 2. Post-test

### Group 1

#### **Conversation 1**

S1 :Good morning  
S2 :Hi how are you?  
S1 :I'm fine thank you are you from the er.the twenftth group?  
S2 :yes you?  
S1 :er I'm from this group too  
S2 :ah cool we are in the same group  
S1 :Yes ok what's your name  
S2 :I'm (?) and you?  
S1 :My name is (?)  
S2 :where are you from?  
S1:I'm er from er (?) what about you?  
S2: er (?)just I live er.here  
S1:er good you are near for er university not like me not like me  
S2: [yes  
S1: er what do we have er now as er..a lecture  
S2: I think we have er written. It's very important er module  
S1: [ah ok I didn't er. er I didn't pre..being present before ..what do we study in it?  
S2: we study er many er we study listening speaking we study er  
S1: [listening er.we're er.what er listening with er.like what?  
S1: for example you should listen ...listening conversation and you will er..write and they will give you er..er ...to complete sentences  
S2: ah ok..speaking we will perform in our self  
S1: yes  
S2: ah ok  
S1:[and er phenic  
S2: phonetics!  
S1: er we have er French  
S2: [phonetics it's about er vo.vowels and consonants  
S1:yes it's a very very ..difficult  
S2:talking about university and study.did you er like university or you prefer er  
S1: umm I pre prefer high school.university is not er.I don't like it.I think that erm. The people is very different.ok .er don't  
S2:Me I prefer er high school because er I'm not ready to be responsible of er study and er someone er something like that..er so.do you wanna stay here or you want you want to go?  
S1: err...I want to go  
S2: ok see you.see you next time inchalah  
S1: inchalah

#### **Conversation 2**

S1 :Good morning how are you?  
S2 :I'm fine and you?  
S1 :I er.....I er .....good er....er.....  
S2 :are you new here or ..are you first year student?

S1 :yes I'm first student here in university  
 S2 : [I am (?)  
 S1 :You study what?  
 S2 :I study English  
 S1 :oh me too  
 S2 :oh really...that's good  
 S1:how do you find er English language  
 S2: I find it very interesting..er that's why I study it  
 S1: er me too .....er so .....  
 S2: so what is your name  
 S1: (?) and you?  
 S2: (?) maybe we will be in the same class!  
 S1: erm maybe er.....er where are you from  
 S2:I'm just from here (?) and you?  
 S1: er I'm er me I'm.I'm from (?).It's very far  
 S2:oh this is pretty far.it's ok  
 S1:yes.....  
 S2:You seem to be very shy  
 S1:Yea..yes (laugh)  
 S2: that's ok it's your first time.I mean that's good that you came.you came here to talk to me.that's the first step and maybe we could be friends  
 S1: Of course .....  
 S2: that's it

### **Conversation 3**

S1 :err hi lady  
 S2 :oh hi how are you  
 S1 :I'm fine ..and you  
 S2 :Thanks god yea.fine ..so can I know you?  
 S1 :Yea of course I'm er..you er present yourself er  
 S2 :First  
 S1 :First yea  
 S2 :Ok.I'm (?) from (?) I er have twenty first years old  
 S1 :oh cool  
 S2 :er.my uni er my err.aniversary.yesterd.no before yesterday..er yea before yesterday..so er..i am the gift  
 S1: oh er me too from er your town  
 S2: really!  
 S1: yea.but how er.I didn't know you before?  
 S2:I don't know.I didn't saw you before.yea  
 S1: Me too  
 S2: So.can I know you  
 S1: yes  
 S2: how are you?  
 S1: I'm alright (laugh) er..I'm studying here er ..it's the first year er..this is my first year er here  
 S2: ok.good  
 S1: And er what about you? What you er what you er studying  
 S2: [Yea same thing..yes I am studying English  
 S1: oh me too  
 S2: in section B  
 S1: ah ok.me too  
 S2: Really  
 S1: Yea  
 S2: So we can stay together  
 S1: er yes  
 S2: ok so er see you er next time  
 S1: ok Chaou

### **Conversation 4**

S1 :Good morning  
 S2 :Good morning  
 S1 :So I see that you are new here!  
 S2 :...yes..er It is my first time..my first year.at university

S1 :Me too but er ..I er never saw.I never saw you here.so er I thought er..you came er these days  
 S2 :....yes  
 S1 :You are a first year er student  
 S2 :Yes  
 S1 :Me too..which field?  
 S2 :er English  
 S1: Me too.which group?  
 S2: er (?)  
 S1: ah me (?)  
 S2:...ok er ..  
 S1:May I er..know your name maybe?  
 S2: ...(?) what about you?  
 S1: (?)..you are from?  
 S2: er I'm from (?)  
 S1: er me I'm from (?).it's not really far  
 S2: yes ..it's close  
 S1: ...so er what do you think about university?  
 S2: ...I think it's.well it's strange and er ...  
 S1: you didn't like it  
 S2: the system is hard ..like high school er  
 S1: yea  
 S2: there are some changes of course and er.....  
 S1: what do you think differs from..high school?what distinguish is from.high school?  
 S2: er at university you to er be responsible and er you need.to work for your self no er  
 S1: um you mean you are by yourself  
 S2: yes  
 S1: oh ..for me it is the lack of friends ..you can't make..friendship here ..cuz.you don't know people  
 S2: It's time to grow up.and er not in high school and er ..to er.....to read and er.....you need to work  
 yourself not to ....not like high school.everything er ..the er teachers..  
 S1:yes and what I like in universities is the you will er..er lay on yourself..  
 S2: yes  
 S1: you er become responsible and er..start your own life ....and it's kinda difficult you are from home and er  
 ...your friends...you won't be with them..like  
 S2: we have just to work hard and er..responsible..that's all  
 S1: .....so.maybe I'll see you ..another day or..in few minutes  
 S2: yes of course  
 S1: since we are er  
 S2: [we are in the same section  
 S1: yea  
 S2: ok thank nice to meet you  
 S1: nice to meet you too  
**Conversation 5**  
 S1 :Hello.can I ask you a question?  
 S2 :...yes.of course  
 S1 :er ..this..this is er university of er (?).I think  
 S2 :Yes ..ok it is er ..is it er university of er ...language students  
 S1 :yes.....it's very er very ..there are very er..there are very .many er .....  
 S2 :Many field  
 S1 :....what?  
 S2 :Many field?  
 S1 :Many field in this er university.for example er English er French.arabic  
 S2 :Er is there er economy here.or other branch  
 S1: yes.  
 S2: er.could you please give me.give me there..could you please guide me there.I need to see a friend....  
 S1: where?  
 S2: er to er the department of economy  
 S1: yes er you....you go straight to the er ..straight to the er ...  
 S2: is it near from the g.the second gate?  
 S1: .....  
 S2: entry

S1: economy situated near the er department of er .....

S2: ok ..thank you

### **Conversation 6**

S1 :er hi

S2 :hi how are you?

S1 :I'm fine what about you?

S2 ...fine

S1 :.....so er...I'm er..I'm first here.in university

S2 :..me too ....er can I er to introduce er something for you?

S1 :yes

S2 :er my name is er (?).I get er my baccalaureat er this year. er.er..er I chose er.english because it er my er favorite er..language er...and it's er my fa.my father er.my father who is er .....

S1 :yes ...ok.I'm er (?) I'm er also first here.er I'm er first year student.and me too I chose er English because it's my favorite language

S2 :...so we are er.in the same class

S1:Er..er.yes

S2:er.I hope

S1: Yes I hope..er.you don't have er friends here?

S2: um

S1: Because er..you are standing alone

S2: ...no I have er stu I have friends but er each one er has er his er ..follows his er spec specialty

S1:...ah ok me too..because of we are first year so er ..you don't meet ere em.more friends

S2:...to have er more friends it's not to er.good thing.

S1: Yes..er so.er we can er ...we can became friends.if if you want

S2: Yes of course

S1:...ok thank you.er nice to meet you so er..nice to meet you

S2: nice to meet you see you tomorrow

### **Conversation 7**

S1 :Good morning

S2 :Good morning

S1 :..er.I think er you are er a new student here

S2 :er yes I am.I'm just er.starting my studies here.

S1 :..yes.er in which er.branch. branch you are?

S2 :..I'm er.English first year student

S1 :Yea me too ..it's er

S2 : [Oh.really.ok ....have.er.which grade you are.which level?

S1 :Sorry

S2 :Which level er you are?

S1: I'm er a first year

S2: of a freshman er so do I...er are you from er the town

S1: er no.I'm from er....um .....(laugh).I'm from er ...(?)

S2: ...good

S1: [and you?

S2: ..me.I'm er ..I'm from (?)

S1: oh that's good ...so er ....

S2: Have you any plans for the future of what you will do with your studies?

S1: er.yes I think that ere r after er ...after my studies.I want to travel to er England er....

S2: oh that's good

S1: and you?

S2: ..me I'd like to be er and interpreter in future ...I want to er invest my studies

S1: yes that's good

S2:.....I think I should leave cuz er I have er something to do

S1: yes e do er.I must er leave

S2:Right see you tomorrow

### **Conversation 8**

S1 :er.how it was er your.your first day er in university

S2 :My first day..my first day.It was it was ok ..I came her..er.we er wouldn't study er a lot .we er .we er came here for er for.er just.we were coming for er.one lecture and it's the er grammar.lecture er..and then.after er a while .after er .after a while we began doing in er coming in to er the workshops.and that's how we er met.do you remember?

S1: oh Yes.I remember.in the classes of TD  
 S2: Yea.in the er classes of er workshop er .but er we er really.that time.we er really didn't talk much.do you remember  
 S1: yea I remember  
 S2: We didn't used to er talk to each other.. like you stranger to me and I wasn't  
 S1 :er unitill er (?) died  
 S2 :yea.our friend (?) is the one who er..made us..come closer ..and er made us er friends  
 S1 :...yes.I remember that..when he er he he he had died er ..we we were ere r closed er in the er the sad days  
 S2: yea.we were crying together..yea we er were eating together  
 S2 :Yes  
 S1 :Yea.we er .we did er .es.er about him er a good er silent of minute and we were together.  
 S2 :And since er that day we er .we er become er the best . we become.became.best firmed  
 S1 :yea we became best friends.and er never er get er er.apart.  
 S2 :oh yes  
 S1: Yea do you remember  
 S2: Yea

## **Group 2**

### **Conversation 1**

S1 :Hello.how are you?  
 S2 :Fine and you?  
 S1 :Fine thank you.so er you are and English student?  
 S2 :Yea  
 S1 :Ok great.err we are going to have which module you are going to study what?  
 S2 : we have er grammar module.then.we have an oral.oral  
 S1 :ok at what time?  
 S2 :er.eleven  
 S1 :I so in the table at er.eight I think  
 S2 :no they change it  
 S1: ah ok I didn't see it.ok so er what do you wanna er what do you wanna er what do you wanna do ....I don't know what to say er it's er ..  
 S2: the lesson.you mean?  
 S1: no.I'm talking about er.speciality I think.I don't know...  
 S2:oh..um.I don't think about it but er  
 S1: it's literature or linguistics?  
 S2: I think linguistics but..  
 S1: but literature is.harder.a little bit harder than linguistics  
 S2: yea. er literature is er ...I don't like it  
 S1: ah ok.it's ok  
 S2: me too I think that I will do linguistics it's better for us.ok so we're gonna.study now  
 S1: yea  
 S2: let's go

### **Conversation 2**

S1 :Hello how are you?  
 S2 :Fine and you?  
 S1 :I'm doing fine  
 S2 :So I er I saw you in the English Department are you an English student?  
 S1 : yes I am.actually I er study in the first year  
 S2 :er that's v.very int.interesting.so I er prefere er literature what about you?  
 S1 :me too er I love literature  
 S2 :er..classics do you read classics or er  
 S1 :errr  
 S2 :Fiction  
 S1: I er I like er fictions  
 S2: oh nice..er are you very interested in English or er just  
 S1: er I like English  
 S2: As a field of study or as a language  
 S1: No as a language and er I like to study it.and er since I was little girl I like it  
 S2: ..ok er what about movies?  
 S1:Er I I

S2: [do you see movies to improve your English or ..  
 S1: er I see movies for fun (not clear) er.what about you what do you like?  
 S2: I like watching movies in English because I think that er.it's very important to improve your er..the language.to master it ..er if you didn't study English what.do you like to study.to chose  
 S1: actually.i dreamt.of being a doctor before  
 S2: ok  
 S1: and when.I was studying er the scientific field er.I was dreaming to be a doctor and then I study English.because I love  
 S2: That's very interesting  
 S1: me too I used to love er. I used to love to being er.a doctor.especially a dentist.especially  
 S2: oh It's a very interesting job  
 S1: Yes.that's is I think

### Conversation 3

S1 :um.good morning  
 S2 :Good morning  
 S1 :How are you?  
 S2 :Fine.and you  
 S1 :I'm not so fine actually because I found that er I have no friends and I have nothing to do. I have to take pictures of the er the system how it works and I have no idea what to do  
 S2 :oh! Are you a first year student?  
 S1 :Yes I am.what about you?  
 S2 : yes I am in which group?  
 S1 : [in which group? (laugh) in er the fourth group.don't tell me you to!  
 S2 :Yes  
 S1: You too.i'm so glad we're in the same group.cuz I really don't know nobody here  
 S2: Me too  
 S1: you know You are lonely here  
 S2: yes  
 S1: I'm so glad. do you have the timetable?  
 S2: yes  
 S1: Can you send it to me?  
 S2: yes of course give me your facebook and I will send it to you  
 S1: ok thank you

### Conversation 4

S1 :Good morning.how are you?  
 S2 :I'm fine and you?  
 S1 :So er.....er what are you studying for this year?.....are you an English student?  
 S2 :yes  
 S1 :er what year?  
 S2 :um!  
 S1 :what year?which level?  
 S2 :first level  
 S1 :first level?so er what do you like about English?  
 S2 :I love everything about it especially er speaking...  
 S1: you like speaking?  
 S2: yes.I like it er pronunciation  
 S1: [what about er reading?  
 S2: I like it also but er.not very much I like speaking.and you?  
 S1: do you read er do you read books?  
 S2: yea.I read.and you.what do you like?  
 S1: no er I don't like literature so much....  
 S2: ok...  
 S1: um.I'm much er like er linguistics.because er I find it phonetics er  
 S2: [Oh no.I hate linguistics so much.I love phonetics but linguistics is boring to me ...  
 S1:..and in the future I'm interested in translations but we don't have this.branch at university.I hope that.one day.er they will er..they will bring us this specialty  
 S2: er I want to be.a teacher of phonetics  
 S1:.....very good .....

S2: cuz er this semester we have er ..many best ways to er communication.teachers er ....er not all but er.there is er some teacher er

S1: I prefer to er.transfer to (?) or (?) universities cuz they have er much er ....advanced levels then here

S2: yes...yes it's trues but..I er I chose to stay here

S1: Good luck then

S2: yes

### Conversation 5

S1 :I start

S2 :yes

S1 :Our studies are er.the best study in er.in our er..country.and our world er English is er more er.the most important er language ..in the world.and I think er . it's er.it's very easy.to er .....to be good.students

S2 :yes.we need it a lot. especially in our days.cuz it is er..it is er..demanded er.where we go.er.for work or for er.for er...one day when we travel ah all side er. we can speak easily we can communicate everywhere.it is an int interanational er.an international er language.even for studies and research er it helps a lot.er because er all er scientific.discoveries are in English.

S1 :yes it is the language of technology

S3:yes.this language is more er important because er..it's er the language of er strong.country which is er USA and great Britain..and it's er it's the first in all the countries

S2 :what do you think if er we change er the first er language we er put er English instead of er French.what do you think about it?

S3: it will be er.more difficult.then er English because er English

S2 : [instead of French

S1 :yes yes we put er English is er is better than er French because it's er. easier and er.and more easy er ....pronunciation I think...

S2 :yes er...it is needed and er.it must be er changes in er.in that field in education.instead of er French because it is more important than er than French and other languages.

### Conversation 6

S1 :Good morning

S2 :Good morning

S1 :Er.are you a new students er.here

S2 :Yea I'm a first year.and you?

S1 :And you?

S2 :I'm a first year

S1 :Er do you enjoy this er university or..

S2 :Yea because er .I er.I am study English in this university.so er I'm interesting in er

S1 :Why do you study er.er why er do you study er ..pre er prefer to study.this language?

S2 :It's it's er my favorite er.language.nd er..I love it ....what about you..what is your name

S1: Er my name is (?)

S2: nice to meet you (?).my name is (?) I er...

S1: what do you think er. about er the English language?

S2: [why you chose English?

S1: I chose English because I love it and er I hope err. In the er in the er future. I want speak er English....yea in er the future.....you why er you chose English?

S2: Because it is my favorite language and er...I er..i really enjoy talking this er..language...and er I want er..and er..i hope I will er success in this language and er and all er my..dreams

S1: I see you er this is the first er time I see you here! Yes I think we are the same in the group!

S2: Er yes.we are..in the same group

S1: yes ....

S2: so we must er..nice to meet you

S1: nice to meet you too

S2: I wish you the best first in er this university

### Conversation 7

S1 : Hi er bro.can I er ask you something?

S2 :Yes

S1 :Where is er university of English

S2 : It's in the first er ..er.. the university of English

S1 :Yes

S2 :Er ..it's in the center of the city..er ...yes

S1 :Can you show it to me?

S2 :Yes ..can you er.can you come with me



S1 :Yes.are you a first year student?  
 S2 :Yes I am  
 S1: what's your name?  
 S2: (?) and you  
 S1: I'm (?) nice to meet you  
 S2: Nice to meet you  
 S1:....what er group are you  
 S2: I'm er in the fourth group  
 S1: fourth group!  
 S2: yes  
 S1: me too ..what er a coincidence.nice..so.er what do we what do we have now?  
 S2:er we have ere r oral exam I think ..exam  
 S1: Yes..it's very nice! ...it's the first..it's the first time..where do you live?  
 S2: Er in er a in er a a (?)  
 S1: (?) nice town  
 S2: And you?  
 S1: In (?) very nice brother and nice to meet you  
 S2: nice to meet you too

### Conversation 8

S1 : er.good morning  
 S2 :Good morning  
 S1 :er the topic is er.er the topic er..is er is talk about the study.I think that study is more important.for my er opinion..er study is very important ..er to er become er something er something er in the future.like teacher or doctor or er ...  
 S2 :Yes.er to..to make your life easier...do you do you think that er study ..in Algeria er is enough? :...to continue our er.our studies in er in high school.and university  
 S1 :er.Lfor job I think er yes.but if you er..if you fream another er.if you have another dream.you should er.travel to er ..to continue er studies  
 S2 :er what else er do you think that ere r er the study that er you have er yu can use it in your life.you can use it?  
 S1 :Yes.I think that  
 S2 :what do you what do you what do you find er that you want?  
 S1 :I think er.may be a teacher

### Conversation 9

S1 :Good morning how are you?  
 S2 :Good morning how are you I'm good  
 S1 :So what is er your er opinion about er studies?  
 S2 :....I don't know I think that er.we have ten modules I think that er there are a lot of er modules and er we are first year students. I think that er that our our er university should considere.reconsider er about er making the modules er easier for us.and er I think that er.how we are passing the exam.is er not a good way for students to have more time to study and er to do all the er  
 S1 : You think that er the teachers er ....are er are er teaching er well.in this er in Algeria?  
 S2 :yes.there are.there are some teachers er they are not all.the same.yes I think there are some good teachers.out there.that teach from the bottom of their hearts and er I find.that they make some modules very easy for studentsand they help us to understand and make them very easy  
 S1 :In my opinion er study is very important.in er..in.daily life because er.. it er.it makes er.....it makes work for job  
 S2 :Yes of course.but er for now er especially especially  
 S1 : [You need to er  
 S2 :we are girls.we need to study if we don't study there is nothing out there we can do  
 S1: we need to  
 S2:[Studying is very important  
 S1: of course  
 S2: as girls.especially in our country  
 S1: and we have er we have er several studies in Algeria.er and several er ..modules.so you can er..chose  
 S2: well that depends on er ..the er  
 S1: [Speciality  
 S2: yes speciality you chose ..inuniversity and the baccalaureate exam ...the degree of course  
 S1: yes..and the levels

S2: there is a difference here.it differs from the person to another.for instance it depended on your er.on your level of knowledge.it depends on your er studies.if you study science or er languages or er literature

S1: [On your information]

#### **Conversation 10**

S1 :Good morning

S2 :Good morning

S1 :Er....er how are you?

S2 :I'm fine what about you?

S1 :I'm fine..er can I ask you a question?

S2 :of course

S1 :[er are from the first er year English student?

S2 :yes I am

S1 :Er have you the er timetable of the er of the first year.exactly the er the group one

S2 :What?

S1:The timetable of the er

S2: [er...we have er we have er we have time.er we don't have a lot of module er in a day

S1: yea

S2: er..it's ok we can er we can find er we can find to to to revise.to study here er in university

S1: and er I'm looking for idea about the system of university

S2: um ...system should er....er...maybe er...you should be careful .because no one can advise you here you are er ..you are responsible. You are self responsible..that's all

S1: I think that we live in the same cities.I think in (?)

S2: Yes exactly yes

S1: I didn't know you before that

S2:Me too

S1:Yea

S2: ...so what's your name?

S1: er I am (?)

S2: er....er (?)

S1: Nice to meet you (?)

S2: Nice to meet you

S1: er and I hope that er we will er be friends

S2: yes of course

S1: and this year will be er..a good year for us

S2: inchallah

#### **Conversation 11**

S1 :er are you thinking er the study in Algeria is er ...good

S2 :er in er my er ..I think that it's not good.because er there is er another er..the education system the education in Algeria has many er..

S1 :yes I agree with you because er the study in Algeria doesn't have er any er level.and er student are er .are lost.and er the system is er ..is not helpful er for er the students.and the teachers.and er also er .it er.it have er.problems er ..

S2 : er yes er I.it I am agree yes

S1 :What about your opinion

S2 :yes er that that is er.good to be the er.the er students to er study err..

S1 :They suffer by the way

S2 :yes er.....

S1 : they won't have the c chance may be to er....they lessons..early..may be

S2 :yes there is er late here er every year we don't er ..don't finish..er.....

S1: the system

S2: yes education system every year we don't have this er

S1: yea

S2: and that's it

#### **Conversation 12**

S1 :what do you think about the university.our university

S2 :I think that it's ..it is good.and er ..but er.we have some problems

S1 :..like?

S2 :yea on the er schedules er ...planning

S1 :yes very

S2 : [especially planning  
 S1 :yea but I er love it and er my level this year better but er places er where we sit there is not more places.....what about you are you like me?  
 S2 :I do agree  
 S1 :yes.yea  
 S2 :about education er..what do you think?  
 S1: it's good ....  
 S2: good information  
 S1: ..yea .....  
 S2: and the exams this time.did you find err hard or easy?  
 S1: ....all er..there were there were some...hard and er  
 S2:yes  
 S1: for me I think..first semester was.more easy than.this semester  
 S2:...yea.it's true but er.i prefer our university than the others universities.cuz they are too late.like er (?)  
 S1:I think that (?) is better  
 S2: I don't think so first I prefer (?) but now I prefer this one  
 S1: ok  
 S2:ok

### **Conversation 13**

S1 :Hello miss er how are you?  
 S2 :fine and you?  
 S1 :what's your name  
 S2 : (?)  
 S1 :Well me er (?)  
 S2 :You are a first year student in university?  
 S1 :Yes I am I study English  
 S2 :how about you?  
 S1 :Me too  
 S2 :er.are you er liking English?  
 S1: yea  
 S2: er did you choose er studies or somebody chose it for you?  
 S1: no I chose is for myself I love it and er I love it  
 S2: yes.I wish you all the luck er  
 S1: thanks  
 S2: what do you er.what do you want to be in the future?  
 S1:I want to be a teacher of English  
 S2:It's er a bad choice  
 S1: why?  
 S2: I love it. I I love it  
 S1: for me I want er to be er.a guide er touristic.so er  
 S2:yea it's good  
 S1:yeaso er I can motivate my English er. and travel the world  
 S2:that's good  
 S1: so English students er nice to meet you and er I wish you all the luck  
 S2:Thank you

### **Group 3**

#### **Conversation 1**

S1 :Hi how are you?  
 S2 :I'm fine and you?  
 S1 :I'm fine thanks  
 S2 :er.are you new here?  
 S1 :Yes I'm ere r I'm er a new er ...in er.in this year.er because er it's my er it'e my new year in university ..so.i er I stay eralone because er I haven't er.a new friend ..so er that's all  
 S2 :ok so er I saw you in er.in the class  
 S1 :yea er you're er you're alone  
 S2 :...yea of course because.I I er not yet er.I'm not er new friend for er  
 S1 :ok so I'm here er ok  
 S2 :oh thank you very much  
 S1:You're welcome  
 S2:so er what's your name

S1: I'm (?) and you?  
S2: I'm (?) nice to meet you (?)  
S1: nice to meet you too.so er how you how you found this.first year?  
S2: er first er.first of all er university er ..is a famous university er.in tizi-ouzou.er I found it very er big and er large er so.they er there are there many department and many er .many er ..many modules.er I remember er I have er ..I have ten modules in er English language.er and er they are er there are more er.there are more er.er module interesting like er.like er written er listening er and I like er .i like this module because er it's er ..are are very interesting for er for future.er so. And er and also they are er ..there are er .many er .....  
S2: so this is a new world and er  
S1: yea it's er .it's very er it's a new world and a new er new experience and a new year.for me.is very er very nice and it's very interesting  
S2: so.are you interested about civilization?  
S1: no I I hate civil.the most er ...the most module that er I hate  
S2: yea  
S1: because er.no interesting  
S2:...boring something boring the exam is tomorrow  
S1: oh yea tomorrow.the exam is tomorrow  
S2:so er  
S1:[so and you er how er you find er the university  
S2: ah I said er that it's a new world for me...yea it's er.difficult for er for me  
S1: like in high school  
S2: Yea high school and er and  
S1: [ teacher er friend  
S2:Yea.it's different..er I don't have friend too .and er.....I er don't know  
S1: ...I think that er we university is er .er a new experience for our er student  
S2:Yes of course  
S1:Yea.for learning and ...learning.this language to.er to use it for future....it's very interesting  
S2: I think er so.can I have your number phone?  
S1: Yes.take it  
S2:Thanks

**Conversation 2**  
S1 :hi.how are you?  
S2 :I'm doing fine that you for asking what about you?  
S1 :I'm fine that you can I talk with you for a moment please?  
S2 :of course please do  
S1 :If you are free.of course  
S2 :Yea I'm free.I'm totally free these days  
S1 :ok so are you a student here?  
S2 :Yea.first year  
S1 :Ah ok me too you seem to me like er.a student from third year or something I er wanted to ask you some questions  
S2 : [I yea  
( laugh) yea.no.acually I'm er first year and I'm studying English  
S1: ah ok me too  
S2: ah really  
S1:Yes er what a coincidence in which section are you?  
S2 [yeah that's good er section B  
S1: me too I didn't see you! I've never seen you.I didn't see you before  
S2 [no er of course .I er didn't er attend any er.course  
S1: why? You know it's interesting  
S2: [I was a bit sick these few days.so I didn't.I couldn't come.You know  
S1: [oh ok.oh ok ok I wish the best for you.er er I said that it's interesting.if you want I can help you I have the courses I have the handouts  
S2: [yea er actually I was er looking for my group.and the course that I missed  
S1: ok I have I can help you no problem  
S2: [ok thank you.it's gonna be a pleasure thank you for helping me.er something else.I wanted to ask about er.the administration.cuz I have a problem.with er ..my.my er er papers  
S1: oh ok  
S2: [yea

S1: oh ok er you know er when you go er from here.er you have to er .I don't.I don't really know because I'm new

S2: Yea it's ok.if you er if you just

S1: we can go er.together and ask ok

S2: [together and ask

S1: I wanted er I wanted to know er why did you er do English.in university?

S2: Actually.erm.the influence of this er of that language and all over the world it's spoken.and er my parents also.encouraged me to study it.at university.and er I found it quite interesting

S1: [it was your choice so

S2:Yea

S1: It wans't my choice

S2: Really

S1:Yes

S2: but ..er do you regret?

S1: I don't know now er in the fir er first of all er I wanted to do er French er not here in other er country.but I couldn't so er .I never imagine to do English so I wanted to talk with someone that er .was english student who know er English

S2: [oh.never mind .I er.by the time you will erm

S1: It is difficult?

S2: I er..(laugh) no for me.it's not difficult just er. you're knowledge and er.how much er love the thing that you're studying

S1:Ok what can I do er to er progress in it?

S2: er it's quite interesting this question.one way is to read books at home and er I try

S1: [ah ok.what kind of novels?

S2: er.when I begun I er started wih short stories

S1: ok

S2: then I er novels.then I er.I'm reading er a bit for er Shakespeare and Oscar wilde for you know

S1:What book do you advice me as beginner? because I didn't.I never.read a book

S2: erm.take the er.the rose and nightingale of er Oscar Wilde er yea

S1: ok I think I will remember this er if you if you can er I think we have time er you can.go with me to library. .you know we have a library in the department

S2: Yea .er if you want I will bring to you tomorrow.it's not a problem

S1: oh ok

S2: I have.so much at home

S1: Ah ok.ok so just if you can.er small book.just er

S2: yea yea

S1:Ok.for beginners.ok so I can have your number or er something to be

S2: [Yea I's gonna be a pleasure er it's er (?)

S1: (laugh) ok ok .so er where you going now? We have a course you know!

S2: Ah.really I didn't know.er.which course?

S1: er literature

S2:ok

S1: See you again

**Conversation 3**

S1 :Er. hello (?)

S2 :Hi.how are you?

S1 :Fine thanks.and you?

S2 :..fine

S1 :er .what do you er.what do you er study er in university?

S2 :..I'm in the first year English

S1 :Oh yes it's er...it 's er it's very er ..a big thing er to study..but er but I think er there are er ..there are er some some er. some faculties er that er we can er (not clear) since er ....what er what do you er live

S2 :.....what?

S1 :er what's er your favorite er module er in this language?

S2 :er my favorite modules is er.grammar...er..cuz er it help me er to er practice.that's it

S1: ok me er I hate er I hate civilization and er the most er literature

S2: ok.civilisation is er.er is difficult.but er it's very interesting

S1: yes er..

S2: it help us.to know er everything.....ok and where do you study

S1: um?  
S2: what do you study?  
S1: I study the English language.English language  
S2: ok

#### Conversation 4

S1 : er hi can I talk to you for a second please?  
S2 :yes of course you can  
S1 :er so I am actually a student here I study English er first year.and er I was looking for the planning so er can you just help me  
S2 :Yes I can help you.actually the planning is near the vending machine.you can check er the planning actually I er find the planning er very interesting er for our studies  
S1: [is it really oh ok thank you so much  
S2 :You're welcome  
S1 :so you must be studying in the first year since you know the planning  
S2 :yea  
S1 :so in which section are you?  
S2 :er I'm in c her I'm in section B  
S1: oh really er me too so er we must be classmates then  
S2: yea  
S1: so how do you find university and do you like it?  
S2: it's er very interesting and it's very new er new world for me .actually er.at the beginning I find er.very er some difficult  
S1:..difficulties  
S2: yea like er.inscription  
S1: ah ok I understand  
S2: yea  
S1: ok personally er when I first came to university .i er I was a bit.nervous and er anxious and er it's like a new beginning  
S2: yea  
S1: But er when I got to know.people and meet new friends er it became much more easier.so.now er.I find it exiting actually  
S2:Good. Er actually  
S1: [so.what's your name then  
S2: My name is (?)and you what's your name  
S1: Nice to meet you (?)  
S2: Nice to meet you (?)  
S1: er so.can you just go with me and check the planning?  
S2: yes of course  
S1:[Cuz we have nothing to do.ok let's go then  
S2: yea.come on

#### Conversation 5

S1 :Hello how are?  
S2 :Hi I'm fine  
S1 :Er do you mind to help me?  
S2 :How can I help you?  
S1 :er do you mind to show me er the way er to the depart er English department please?  
S2 :Yes of course it is my direction you can come with me  
S1 :oh thank you .er are you a first er year student?  
S2 :yes  
S1 :oh.I'm a first year student English department and you  
S2 :oh this is a nice surprise me too I am er.first year student er in the department of er.in the English department  
S1: yea I'm from er section B and you?  
S2: section B me too I am from section B  
S1: [oh it's nice coincidence.and group  
S2: thirteen  
S1: thirteen me too nice  
S2: I am happy to find someone in the same group section it is nice because er our first time are very.er hard  
S1: yes er me too it's my first time that I am er here. Er

S2: [it's seems to me that it's your first time you come to university  
S1: yea.yea yea  
S2: you don't know the direction to the ..department  
S1: yea I don't know ...er did you start er lectures or you  
S2: [yes we have already done er some course just in the theatre er about workshops we er didn't er ..er we didn't start yet  
S1:...yea I don't know er I am er ..i didn't know that you have started er.do.do you have er the lectures er with you?  
S2: yes the teachers ga er gave us er handouts  
S1:oh  
S2: In linguistics and literature  
S1: er do you mind er to give me er ..  
S2: the handouts  
S1: the handouts to er take a photo  
S2: [yes of course er you can also make er copies.it is er more technical  
S1:yea .er so I will take and I will er bring it to you tomorrow if you do er. don't mind  
S2: yes it's my first time er I er I don't er need them but er .don't be so late er you know er..I will er need it for revision you can bring it to me er .tomorrow or next day  
S1: yea.I will take it now and er tomorrow I will  
S2: [just er give me your name because er  
S1: I'm er.of course I am (?) and er.you?  
S2: ere r me er my name is (?)  
S1: Nice o meet you  
S2: glad to meet you  
S1: er if you do mind can you er give me your phone number because er tomorrow I will call you to meet you  
S2: yes.you can take it  
S1: Yea .er and er thank you for your help er and I am so happy to know you and er.er and you are my first.friend here in university  
S2: oh you know. Er you are too my first er .er.er my first friend in university because er I er didn't er yet er spo.speak with anyone I was just er.staying alone and er. I er I'm always er alone so er I'm happy to find someone  
S1: oh.you er don't have er your alod friends here from er  
S2: [no all my friends I high schools er.they er.they made other choices.I am the only who er.who er chose er English so I am er alone in this department without knowing anyone  
S1: so er nice to meet you and er.I er I hope that er .er.that er we will be er good friends  
S2: [we will pass an er.a best year  
S1: I wish that well thank you.see you tomorrow

**Conversation 6**  
S1 :Good morning.how are you?  
S2 :Fine and you?  
S1 :er.fine.thank you  
S2 :er are you a student er in this department?  
S1 :Yes I am a student here.and you?  
S2 : [can I er ask you?  
S1 :Yes!  
S2 :Because er I er lost here a little bit.i er don't know er.how to find er.rooms.er classrooms  
S1 :ok that's ok I am ere r.and old.student in this department.I know a little bit where er all the classroom were er are.so I can er ..I can er.if you want to.er you follow me I will show you the way  
S2 :Thank you it's er  
S1: er you remember the number of the classroom?  
S2: er lab.lab1  
S1: oh it's er.it's here I think.I'll show you  
S2: thank you it's gentle er.er for you  
S1: it's not.er so er how er.do you find the university? Did you get er used to it?  
S2: I er found it er.different from ...  
S1: yes  
S2: because er it's er new new ..new place and er new people and er

S1: yes new teachers  
 S2: new teachers and new methods of er  
 S1: of stu.of teaching yes  
 S2: [yes of teaching  
 S1: yes er I know what you mean because er.I er I was er a new student  
 S2: Yes of course  
 S1: er in the past er.so er but I get er used to it.I used to it er you just have to er.to update er you er you have to work hard er you er.you have to practice you have to make research you don't er.you er you don't have to er...to er I mean er you er ....urm you know you are just as a student er.but er what er the teacher give you.it's er not er it's it's not enough.you have to make research  
 S2: yes work er  
 S1: yes.because here it's not like er. ..the old er schools  
 S2:thank you for your er..ok  
 S1: it's it's a pleasure for me and if you want er anything to ask.I'm here  
 S2: [Thank you .thank you of course

### Conversation 7

S1 :so good morning how are you?  
 S2 :good morning I'm fine and you?  
 S1 :I'm doing well thanks for asking er so are you a student here?  
 S2 :er yes I'm a first year student er in English  
 S1 :Do you know the way to the department of English?  
 S2 :Yes I'm going er.there  
 S1 :because it's my first time her so I'm being sick so it's the first time I come  
 S2 :er we have done some er lessons  
 S1 :really! Er in which module  
 S2 :er civilization  
 S1: can you give me the er.the lessons to copy at home?  
 S2: er yes of course but er don't be late for me b because I er I need it  
 S1: ok er what about the teachers?  
 S2: er.  
 S1: are they er.do they explain well?  
 S2: yes they explain well and er..  
 S1:r explain .ok.so er I will take the lessons and the planning  
 S2: yes we will meet er tomorrow er in the same place  
 S1: ok  
 S2: to er  
 S1: ok thank you  
 S2: thank you see you tomorrow

### Conversation 8

S1 :er so good morning  
 S2 :hi good morning how are you?  
 S1 :fine and you?  
 S2 :I'm fine  
 S1 :er er.please I'm searching for the er department of English and I didn't find it can you help me to find it?  
 S2 :Yes of course er I'm er.I'm here ....yes of course.I'm here .I.I am studying English er me too  
 S1 :ah cool so er I er so I have changed the university so I am lost.er tell me are you a first year student?  
 S2 :yes of course.and you?  
 S1 :yes me too so er.I think I heard that you you have started some courses and I don't know where to find them.can you er give me er the lessons and I will do copies  
 S2: Yes it's er here.it's here .er you.you can make copies  
 S1 :....(laugh) so er.so er we will meet er next time  
 S2: thank you  
 S1: yes thank you

### Conversation 9

S1 :Hi good morning  
 S2 :Hi.good morning.how are you?  
 S1 :I'm fine how about you?  
 S2 :Well  
 S1 :er can I ask you a question?  
 S2 :Yes of course



S1 :er where.where is er the amphitheatre for the er English student?  
 S2 :I'm going there if you want to go with me  
 S1 :oh It's a pleasure because it's the first time I came here  
 S2 :Really!  
 S1: yes I though er  
 S2: [it's my first time too  
 S1: I didn't er assist er the courses before.I didn't know that er  
 S2: Really!  
 S1: yes  
 S2: I was for the first lecture I have all the courses if you want I can give you all the course  
 S1: oh.thank you  
 S2:no problem.so er you er didn't give me your name  
 S1: er my name is (?)  
 S2: oh nice name  
 S1: thank you what's yours?  
 S2: my name is (?)  
 S1: oh pretty name it's a berber one  
 S2: yes my grandmother chose it for me  
 S1: that's beautiful she has a great taste  
 S2: [so what do you thing about the movement of the university?  
 S1: er.I ididn't er really.I don't really like it because er I heard a lot of stories about this  
 S2: and er me too it's really hard especially I er don't go home.I reside so er it's very hard  
 S1: yes  
 S2: you are er lucky you're er  
 S1: yes.me I go home  
 S2: that's good  
 S1: ...but er you will er. abituate to this the first two weeks  
 S2: the week er was so hard but now now  
 S1: yes  
 S2:...so er see you next time  
 S1: yes see you

**Conversation 10**  
 S1 :hello how are you?  
 S2 :I'm fine my friend  
 S1 :er.what is your name  
 S2 :my name is (?)and you?  
 S1 :my name is (?) nice to meet you  
 S2 :me too  
 S1 :I'm lost here can you help to find the English department  
 S2 :yes over there my friend come on  
 S1 :thank you  
 S2 :bless you  
 S1: er what do you study er here?  
 S2: I study English  
 S1: which year and which section  
 S2: fist year er section B  
 S1: that er that's good.er what do you think about er this er eng er this language?  
 S2: I think that it's the best language in the world  
 S1: what do you think are the object.the er best way er to improve it?  
 S2: er I think that er I must er watch er TV and er read er books.a lot of books  
 S1: yes that that is er the best way er to do it.what are er your objective er by the end of this year?  
 S2: I want to be ever er before er .i want to be er better than before er and er perform er my English  
 S1: I hope so er let's er let's talk er about university now.what do you think about it ?  
 S2: I think that er it's the best university in Algeria  
 S1: what is er your point of view about er the teachers here in the university?  
 S2: our teachers are very er pro professional and er...a very strong level  
 S1: I think er I think so.anyway.i have er I have er a TD session er at the moment er.I should I should go.I hope to see you one day my friend  
 S2: very well my friend er see you again

**Conversation 11**

S1 :hi how are you? Er how are you?  
 S2 :I'm fine thank you and you?  
 S1 :nice.so er are you new here?  
 S2 :yea I'm new but I can help you if you want  
 S1 :yes I'm looking for the er central er library I can't find it.they said to me that er.it is just near I don't know where  
 S2 :It's just near the gates  
 S1 :ah ok so er.near the department of Arabic that's where  
 S2 : [yea  
 S1 :ah ok. And.what about the exams they said that er there is er  
 S2 :you can check the billposting here.it's.just over there  
 S1: ah ok.so er what.do we have.tomorrow?  
 S2: I think it's civilization  
 S1: ah thank you I don't have the handouts do you have them?  
 S2: yeah.you want them  
 S1: yea of course can you send them to me please?  
 S2:yea of course  
 S1: ok er so er in which cla.class do you pass er the exam?  
 S2: it's er two zero four  
 S1: ah ok me to but I don't er really see you there!..(laugh) so er I see you er see you er tomorrow  
 S2: ok.good luck in the exam  
 S1:you too thanks

#### **Group 4**

##### **Conversation 1**

S1 :er good morning  
 S2 :Good morning  
 S1 :er I think I so you before no!  
 S2 : yea  
 S1 : er in the class of er.literature I think  
 S2 : yea  
 S1 :er you are new here . cuz er I didn't see you before  
 S2 : [not here (caugh) I am er .. yea I am er. a new . new student here  
 S1 :oh good so er.. are you fine do you find the system ..do you understand how we study  
 S2 : [no..  
 S1:because if you need anything. Call me so I will help you ..if you er  
 S2: yea if you could he. You er ou er if you can er..please help..because I am er. here er ..i am.confused. I don't know ..i don' er..  
 S1: so er. you didn't find find yourself  
 S2: no  
 S1: you are not er. confortable er you have er friend here?  
 S2: er no ..I er ...I am er.. just er....  
 S1: oh hand er hang on a minute er so where are from?  
 S2: ..I'm from er boumerdes  
 S1: er where exactly in boumerdes?  
 S2: er ..figuier  
 S1: ah ok so we are not neighbors. I think you are from Boudouaou so er..  
 S2: No  
 S1: we can ..come to my hourse and we exchange er . informations and er what you  
 S2: maybe er. at the weekend I er . I will come er ...er to er  
 S1: er yes er I will tell you how er to the direction er how to come to my house  
 S2: yea  
 S1: inchallah I will help to get a good marks  
 S2: um inchallah  
 S1: don'y worry because because er . all we was er we were like you . in the first time when we er when er we unter to university I feel lost (laugh) I didn't know er the system or anything but elhamdoudilah so I er .....I(m fine and er . it's ok. It's not er ..very difficult.  
 S2: yea  
 S1: and the studies how er. the marks?  
 S2: er it. It is er. they are very er ..v very. Bad. I don't er. er ..er I didn't .. ere r I didn't works er  
 S1: ok. Er like me in the grammar (laugh) eight in the er exam

S2: like me

S1: yes. Ok but er . with the time inchalah you will call me and er. if you want we can go to drink coffee and we speaking in the er in the well or er

S2: yea

S1: ok that's er . great

### **Conversation 2**

S1 : Good morning

S2 :Good morning,hi

S1 : How are you?

S2 : Fine . how about you?

S1 : er. er..hamdoulah (laugh)..er. can I er. could I er ....can you help me please?

S2 : yes

S1 :I er . I can't found. Er find my er room. Er my class.my classroom. Er I am er . first year student

S2 : in which group?

S1 :er in er fifth group

S2 : ok er it er . also my group. we can er go. to the classroom together

S1: yes

S2: it's in..it's in the second floor

S1: Ok. Er which module er we have now?

S2: we done just er grammar

S1: grammar

S2: yea.....

S1: er

S2: I can give you the lesson if you want

S1: yea.. it will be . better

S2: er so er . my name is soumia

S1: nice to meet you soumia . my name is rayan

S2: nice to meet you

S1: Er . I er . I live in er aintaya....I am er. I am new her..in boumerdes .....that's all

S2: I can help you er if you want..to er. to know the er the places in er .....

S1: we can er go to er. eat something?

S2: yes

### **Conversation 3**

S1 : Hello

S2 : Hi

S1 :How are ?

S2 : Fine.and you?

S1 : Fine.and you?

S2 : so. I wanna ask you er how er. did you work in the exams.this semester?

S1 : Actually not really . I don't like my er. (not clear) at all.it er very very bad er especially in writing ..er so I er ..i prefer to get er ..good mark inchalah

S2 : alright and er.why ..you didn't work?

S1 :er actually I'm I was er very il this er. this er semester . er I don't er I don't er revise er . I didn't revise very well..

S2 :and er.

S1: what?

S2: er let's talk about er the studies er. tell me did you did you.like to chose English or er .your mother your father want you to

S1: yea er my ere r. I chose English because I pre prefer it a lot ..

S2: (speak French)

S1: I prefer it a lot . what about you?

S2: ..er.actually my mother told me to c her to chose it so I did it

S1: [Oh

S2: I didn't er .like it

S1: oh . er so er . you didn't er chose er English studies?

S2: no ...

S1: why? (laugh)

S2: I like er French more than English .. and er

S1: I er I guess. I guess er..er er English is er.better than French ..it's er more easy than er than French it .it's er .very er. er very er developed er.language er we use in er in all the world.so I like to

S2: [we can use French  
too

S1: no er I just (laugh)

S2: this is your opinion. So er .saha ftourek

#### **Conversation 4**

S1 :Good morning

S2 :Good morning ? fine?

S1 :Fine.what about you?

S2 :Fine hamdoulah

S1 :hamdoulah er so er.what about your studies?

S2 :..i er don't know if I'm going to er good marks

S1 : uhh

S2 : In writing ..if er..if I have a good mark in writing I guess I er a good er

S1 : la moyenne

S2 : good mark

S1: no moyeene

S2: general mark

S1: yea general mark

S2: yea. What about you?

S1: I'm sad . I'm very sad.

S2: why?

S1: because I get er. five er in grammar..

S2: no don't be sad. We can er

S1: I er I er

S2: you can have a good mark in writing

S1: yea.in writing

S2: er.what about the first semester

S1:yea and succeed in the first semester

S2: ..i get er.twenlve what about you?

S1: I get ten

S2: It's good mark. The most essential thing in university is to er a good mark

S1: inchalah . inchalah I will er .we will succeed

S2: inchalah we will be successful.all the students

#### **Conversation 5**

S1 : Hi.good morning

S2 :Good morning.how are you?

S1 : I fine thank you

S2 :err..err do you know er.what er where the department er English the de. The department of English is situated?

S1 :Yea er it is not fare from here.what do you need.is you er .is you er the student here?

S2 :Yes I am.what about you?

S1 :Yea .me too I'm a student there.second year.what about you?

S2 :I'm er.first year student

S1 :oh

S2 :can you just.advise me I don't know anything about the

S1: [Yea. er .first of all it is not far from here.and ere r. er I don't know er the the level is not very very weak and not very very good.and er so er the er.the teachers are very well yea.very good yea.and they er they are er.very er.I don't know ..they er.they will help you in your studies. .yea er

S2: [Er do you need er

S1: [Is this your first time her?

S2: yeas it is..but do you er. do you thing that continue your studies in er .in England.for example or in America

S1: yes ofcourse because er it is not enough to study here what about you?

S2:me too I think that er.it is not.really enough.to er

S1: yes

S2: to study in Algeria

S1: yes

S2: not.not only for English but er for all er other things

S1: yea yea you think that er you will er travel er.very soon or you will?

S2: no I don't think so at least four or three years  
 S1: yea to er just er study it three years and then er  
 S2: yes you will have the occasion to do it  
 S1: yea it's good yea. er did you know er where er ..if there is er town .er a town hall here?  
 S2: um no I don't know this is my first time in university  
 S1: yea. I am er second year but I don't know where exactly. i don't know er ..the er the city and the town very well.  
 S2: you are not from here I think  
 S1: yea  
 S2: I'm from here but not the city especially. This is  
 S1: [yea. good. yea. you will er. of course you will er. know all the the city. yea but. you have just to er to er ..you have just er time. to know it more yea  
 S2: I hope to er find the studies easy  
 S1: yea. If you do if you don't er know er the the er the er the way. just ask er someone er a policeman there. yea. er anyway thank you. for your asking me yea. to er to didn't be shy yea ye. thank you  
 S2: [thank you for asking me

### Conversation 6

S1 : Good morning. how are you?  
 S2 : er I'm fine thank how about you?  
 S1 : er I'm good thank you . er. I er. I was er wondering if er. if er we are in the same er classroom because I saw you yesterday  
 S2 : yes I er. actually we er. we are in er. in the group three  
 S1 : ah ok thank you actually I don't have er the time table so can you please er send it to me?  
 S2 : yes. er but er to. today we have er literature. civilisation and er ..we er. i will send it to after we finish the er. the sessions  
 S1 : er so er you were saying that we have er literature and civilisation can you please tell me which one is first?  
 S2 : er we will begin with er. er civilization. er er by the way did you do er do the homework of er grammar?  
 S1 : ..er. yes I did it  
 S2 : er actually I didn't do it because I found it er difficult so can you please give me your facebook  
 S1: [yes of course  
 S2: so you can er explain er. the exercise to me?  
 S1: yes of course er. my facebook is er (?) er send me an invitation later I will explain you. er how you do it  
 S2: er. by the way er thank you er my name is er (?)  
 S1: nice to meet you  
 S2: nice to meet you too

### Conversation 7

S1 : Good morning  
 S2 : Good morning. how are you?  
 S1 : fine thanks and you?  
 S2 : fine thanks  
 S1 : nice. this is the first time you attend this class or you?  
 S2 : [yes it's my first time  
 S1 : oh me too..  
 S2 : good (laugh)  
 S1 : ....did you have..  
 S2 : er what is your name?  
 S1 : (?). and you?  
 S2 : my name is (?)  
 S1 : nice to meet you  
 S2 : glad to meet you  
 S1 : where are you from?  
 S2 : I'm from (?)  
 S1 : oh me too  
 S2 : oh! That's weird I never see you before  
 S1 : me too. i think that we didn't.. attend er the same er lesson  
 S2 : which course did you er study  
 S1 : er in er. (?)  
 S2 : oh I study in er (?).....did the teacher ask us for to do any thing or not?

S1: no er actually I don't know it's my first time. so I don't have the handout  
 S2: but you came here er, you came before me, I came late so  
 S1: oh ..ok...  
 S2: did they ask anything or er..... is it the oral session no! this is oral session!  
 S1: er yes yes  
 S2: that you  
 S1: you're welcome

### Conversation 8

S1 :hi it's been a long time so how are you doin?  
 S2 :fine thank you what about you?  
 S1 :I'm doing fine especially on this day I still remember . er like this day we er met on university  
 S2 :oh yes it was er...er it is ..very  
 S1 :er yea and I still remember this day  
 S2 :of course I do it was the first day. I still remember that day just, like it was yesterday.  
 S1 :yeah  
 S2 :and you where shy I do remember  
 S1 : (laugh) yea I think so  
 S2 :er I don't remember clearly but, you know  
 S1: yea I still remember the funny thing that happened when er we were circling in university and to be late and come passed by and almost kicked me (laugh)  
 S2 yes so you remember  
 S1: yes I remember back then  
 S2: yea I'm er, I was er  
 S1: yea (laugh) yes I was when I let you by accident, I was good and we had fun  
 S2: yea, so er, do you still remember the first impression about us?  
 S1: oh yea yea, especially impression about you. I think we have the same er, interest (not clear) and we we share about er subject, but it was a great thing  
 S2: yea I was so happy to meet you because I was really alone..because there were  
 S1: [yea yea I thing that er. (?) was er, really cute and shy yea, like you  
 S2: (laugh) yea, and do you remember she said, oh can I have a sit with you guys  
 S1: yea..so, what were I saying?  
 S3: that I was very shy and that I was..  
 S1 yea  
 S3: and I interrupt you, er, speaking ....  
 S1: sorry  
 S3: we were speak. We were er speaking er  
 S1: oh yea, yea I think, we were speaking er when we saw you then  
 S3: yea  
 S2: you seemed alone  
 S3: yea  
 S1: it was great, actually. Yea it last longer, but I still remember this day  
 S2: let'd remember this day forever and, stay closer  
 S3: yes  
 S2: and stay friends for, the last day of our lives  
 S1: sure .i hope so, nice to meet you guys  
 S3: nice to meet you  
 S2: it was nice to meet you

### Conversation 9

S1 :er good morning  
 S2 :Good morning  
 S1 :how are you?  
 S2 :I'm fine what about you?  
 S1 :I'm fine, so er what your name?  
 S2 :my name is (?)  
 S1 :nice to meet you  
 S2 :nice to meet you too, you seem lost!  
 S1 :Sorry!  
 S2 :You seem lost  
 S1: why I seem lost

S2: cuz you are looking around.are you looking for someone?

S1: no

S2....oh ok

S1: so what do you do in your life?

S2:...just studying

S1: oh what do you study?

S2: English. Why I am here

S1: er

S2: so.are you a first year student?

S1: yea.how is your studies going?

S2: fine. I guess

S1: That's awesome

S2: what do you like to do in your daily life?

S1: I just like to study

S2: ok which group are you in?

S1: group three

S2: me too (laugh)

S1: that's good

### **Conversation 10**

S1 : Good morning

S2 :Good morning.how are you?

S1 : Fine what about you?

S2 :Fine

S1 : Can I ask you a question?

S2 : Yes of course.go ahead

S1 :er do you have the planning of the table?

S2 :yes er why?

S1 :er because I need it. Can you send it to me please?

S2 : in which group you study

S1: I study in the group three

S2: oh really! Like me

S1: oh.good.er.do you enjoy university?

S2: er no because I didn't have friends

S1: oh me to.i was er studying in the university of bouzarea.so all my friends er are there

S2: why did you change er the university?

S1: er because er it was so fare

S2: oh

S1: Because I live in er (?)

S2: oh.good...

S1: er.do you get your er first semester?

S2: er yes er with er twelve

S1:.....so er..it's good but I have have er to go now

### **Conversation 11**

S1 : ouf finally I'm arrived

S2 : oh why?

S1 : You know I've missed the train I was afraid I would not be on time

S2 : Really just relax

S1 : excuse me.how are you?

S2 : Fine and you?

S1 :I'm fine thanks to god.so I'd like to know you.my name is (?)

S2 : Me my name is (?) I'm from this group

S1 :Glad to know you.me too I belong to the group three.isn't it

S2 : well I don't see you in er this group.why?

S1: well.it's my first time too to see you

S2: but we start study in this group er..

S1: yes I know ..the schools opened in September but you know I face some problems I couldn't join.my studies until now.for that you didn't see me before I guess.

S2: oh but why?

S1: why.well.I came from an external transfer for that

S2: oh ok

S1: it's the only reason  
 S2: er.what er do you er?  
 S1:you're wondering about my studies my life studies.well.I I was studying Arabic in university and er.I like to follow my studies in English..so I took a decision then I followed it  
 S2: [yes English ..it's a good language and er  
 S1: [you found it interesting really?  
 S2: yes yes  
 S1: so it was your desire to register in this university  
 S2: yes I am er.Ilove English  
 S1: so yea I'm keen on English  
 S2: yes  
 S1: and I er really you know what.I think I am afraid because I don't have here friends and so on. I'm wondering how can I er. I mean.I'm wondering how can I follow in this university everything is new for me. So can we be friends?  
 S2: Yes yes of course  
 S1: thank you you are so kind  
 S2: welcome er welcome to er.to your family. I hope this is a good year  
 S1: it's interesting to say family. I really ..love that.and I hope that we are going to get good times together. If god willing  
 S2: er yes er welcome for er.group three.and I ho I hope.to er to be er or to get a good er marks  
 S1: so do you so do you thank you  
 S2: Good luck  
 S1: thanks

## Conversation 12

S1 :How are you?  
 S2 : I'm good and you?  
 S1 : Fine.hamdolah  
 S2 : Are you know in this university because er.i didn't see you before?  
 S1 : yes er.i am from this university and er this is er my first year here  
 S2 : er me too it's my first time. I can't see you before. You didn't come in before  
 S1 :No ..i came here late because er I was in another university...how do you find it here?  
 S2 : Not very well I can't er. because this is a new place and new people  
 S1 :A new environment  
 S2 : er yes  
 S1: um I.I really don't know the place very well as I said I er.I came here late  
 S2: I'm here I can help you I can show places and people  
 S1: ok I'm glad for that  
 S2: anf you are from which group?  
 S1: I'm from group three  
 S2: really! Me too I'm from group three  
 S1: we can be friends if you want  
 S2: yes ..and er if you want er I see you later  
 S1: oh thanks  
 S2: but after the class  
 S1: After the class  
 S2: yes of course  
 S1: because we have now er civilization class (laugh)  
 S2: I don't like it  
 S1: um me too  
 S2: it's not er but er we must er try and we must er  
 S1: where are you from  
 S2: I'm er I live in (?) and you?  
 S1: from (?)  
 S2: it's close  
 S1: er yes so we can take the same bus and er  
 S2: that's very good for me .....er..er.how do you think about er the teachers and the studies?  
 S1: there is a good teachers  
 S2: yea yea it's er..that's right  
 S1: .....(laugh)



S2: [(laugh)

S1: thank you

S2: thank you

### **Conversation 13**

S1 : Hi how are you doing?

S2 : I'm ok what about you guys?

S3: I'm ok

S1 :er are you a first year student?

S2 : yea I am what about you?

S3 :I'm a first year student

S1 : I'm a first year student

S1 : Have you seen er.the program?

S2 :I'm not sure I found one but I don't know

S3 : I think that was the er oral program

S1 : so er there are a lot of programs

S3: yes there are a lot of programs on the wall so I didn't see er our program but er we are looking for it

S1: which group are you in?

S2: I'm in group three what about you?

S1: we are both in group three

S3: we are both in group three...guys er I have a question for you.why did you chose English as a language?

S1: because er ....it is er a universal er language

S2: and it's.the mother tongue

S3: yea

S2: the most used all over the world

S3: yea true

S1: so er see you later

S2: ok

S1: take care

### **Conversation 14**

S1 :hello.how are you?

S2 :Hi er I'm.fine er what about you?

S1 : I'm fine thanks.er by the way my name is (?) and you?

S2 :My name is (?)

S1 : Nice to meet you

S2 :Nice to meet you

S1 :err I was er looking for er the way to the er .to the rooms.the classrooms.but I didn't know it.can you please show me?

S2 :yes of course er what you looking for?

S1 :I'm looking for er.the groups three I don't know er which class er I have

S2 :oh we are in the same group

S1: oh nice!

S2: so er did you like er.do you like the university?

S1: Yea it's er.beautiful. I really like it.and you what about you?

S2:oh yea me too

S1: You want er to go and er drink a cup of coffee.and talk a little bit. I want to get to know you more

S2: Of course erwe can be friends

S1: That's nice

### **Conversation 15**

S1 : Hi er.good morning how you doing?

S2 : Good morning fine and you?

S1 : Oh great

S2 : Actually I er can I ask you a question?

S1 : Yes of course

S2 :Are you a freshman?

S1 :Yea I am and er and you?

S2 :Yea I am too. Which group are you in?

S1 : I am in group three

S2 :Oh really same as mine

S1: that's great

S2: we didn't meet there before

S1: oh that's because I haven't attended classes  
 S2: yea that's the reason  
 S1: Actually I was walking by. I wanted to ask you if er if you have the schedule  
 S2: yea I have in my phone. can I er I can send it to you. you have facebook?  
 S1: Yea I have. I can give it to you  
 S2: Yes of course give it to me please.....oh it's lunch time. would you like to go with me to have lunch?  
 S1: yes I'd want to by the way. by the way my name is (?) nice to meet you  
 S2: and nice to meet you I am (?)

#### Conversation 16

S1 : Good morning  
 S2 : Fine thank you and you?  
 S1 : I'm good thank you  
 S2 : It's your first year in university?  
 S1 : Yes it's my first year how about you?  
 S2 : Yes of course it's my first year I just got my baccalaureat it is difficult  
 S1 : yes of course there is some difficulties it is our first year  
 S2 : I thing to chose English was easy for you. but I don't think it was easy for me  
 S1 : No ..for er for er .for language in general. English is more easy er easy to learn. er .this way for me  
 (laugh)  
 S2 : [but to me  
 er I don't study English like before for me it's deeper  
 S1: yes er which group you are?..in which group?  
 S2: Three  
 S1: yes of course (laugh) me too I am in group three  
 S2: Really  
 S1: Yea..we are er classmates  
 S2: where are you from?  
 S1: I'm (?) from (?)  
 S2: Really!  
 S1: I am from (?) too  
 S2: we are neighbors (laugh)  
 S1: yea we are neighbors. so....what do you think of this university?  
 S2: yes  
 S1: what do you think of this university?  
 S2: um ..um...I don't know but er...this is my first year and er..everything is strange and er the teachers. there is new modules. er that we er that er we see that er. everything is strange. we don't study English like before  
 S1: and er you know that it is a coincidence that we are from er the same place and the same group. I think that we can be best friends.  
 S2: inchalha inchalah why not er can you send me the timetable?  
 S1: no I don't have it I'm going to er take it for you  
 S2: yes if you er don't mind er send me by er facebook  
 S1: yes of course  
 S2: ok nice to meet you  
 S1: nice to meet you too

#### Conversation 17

S1 : Hi  
 S2 : Hello. how are you?  
 S1 : Fine. and you?  
 S2 : Fine  
 S1 : ...do you study here?  
 S2 : yea  
 S1 : ...er..what do you study?  
 S2 : I study er. English in the first year  
 S1 : ...oh me too  
 S2 : er in wich group  
 S1: three  
 S2: ..er year er we are in the same group  
 S1: oh ...er. I haven't seen you before  
 S2: ...I'm here  
 S1: Ok. may be you. er you didn't attend your courses

S2:...may be  
S1:...ok  
S2: ok  
S1: Er.where are you from?  
S2: I'm from (?)  
S1: I'm from (?)  
S2: Nice to meet you  
S1: Glad to meet you  
S2:.....you have the timetable of er  
S1: No.Can you send it to me  
S2: yea  
S1: ok  
S2: ok  
S1: Thank you  
S2: Welcome

## Appendix 16

### Strategy Tasks

#### Preparing for a speaking task

##### Part 1: Defining the goal

- A. What is the aim of the task *prove that football is not for idiots*
- B. What am I expected to explain *benefits of football.*
- C. What objectives do I want to achieve *football players are legends*

##### Part 2: Action Plan

- A. What are some things I know about the previous speaking tasks that I can apply to the new task? *self confident*
- B. To achieve the objectives of this task, what do I need to do?
- C. What questions would I likely be asked? Do I have answers for these questions? If not, what can I do to prepare them
- D. What difficulties would I likely face? What strategies can I use to manage these difficulties?

(Richards Jack C, 2012: 249)

## Setting Goals and Objectives (Lesson 1)

1. Setting long-term goals. First set some long-term goals for yourself as an English language learner. To do this, answer the following questions:

a) Why are you learning English? (check one or more)

1.....For advancement 2.....**X**.....For good grades 3..... For profession 4.....For travel 5..... To get to know people from other countries 6..... Because it is fun Other (list)7.....

b) Which skills are the most important to you? Given the purposes you have identified, decide which skills are the most important and how you need to spend your learning time. Indicate below the importance of each skill area (1=least important, 5= most important). Then indicate how many hours you should spend working on developing each skills

Importance  
(list 1 to 5)

Number of hours you should spend  
practicing the skill each week

Skill

Listening .....

.....3.0 min. i'm.....

Speaking.....

.....15-20 min's.....

Reading **most important**

.....(30/min. i'm the day

Writing **most important**

.....12 or 3.1 hours in the day

c. What are your short time goals for learning to speak English for the next months?

By the end of the month you will be able to

**I try to talk with others by English, read the books, watch the films of English**

d. What are your long time goals for learning to speak English for the next Year?

**read a some books of English, for example to read a 3 or 4 hours in the day.**

## Memorization Strategies

Please tick the strategies that you usually employ to memorize new words.

| Full Name:                                                           | Used                                | Not used                            | Why                                        |
|----------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------------|
| -Read the new words out loud                                         |                                     | <input checked="" type="checkbox"/> | -I don't like it.                          |
| -Read the words silently more than once                              | <input checked="" type="checkbox"/> |                                     | -I like it.                                |
| -Cover the word and try to memorize it                               | <input checked="" type="checkbox"/> |                                     | -it's help me more to memorize the word.   |
| -concentrate on the difficult words                                  | <input checked="" type="checkbox"/> |                                     | -I like it.                                |
| -write the words to memorize them                                    | <input checked="" type="checkbox"/> |                                     | -this may make me memorize the word.       |
| -Repeat the new word rhythmically                                    |                                     | <input checked="" type="checkbox"/> | -I don't like it.                          |
| -listen attentively to the way it is pronounced                      | <input checked="" type="checkbox"/> |                                     | -It's help me more                         |
| -record yourself while speaking                                      | <input checked="" type="checkbox"/> |                                     | -to see how many mistakes that I did.      |
| -try to remember what the teacher says                               | <input checked="" type="checkbox"/> |                                     | -it's help me in the second time.          |
| -relate the new word to a word that is similar in your mother tongue | <input checked="" type="checkbox"/> |                                     | -I like it.                                |
| -fragmenting the word to retain it                                   |                                     | <input checked="" type="checkbox"/> | -I don't like it.                          |
| -invent a song to memorize the new words                             |                                     | <input checked="" type="checkbox"/> | -I don't like it.                          |
| -Use the new words in context (put new words in sentences)           |                                     | <input checked="" type="checkbox"/> | -I don't like it.                          |
| -I use words mapping to remember words                               |                                     | <input checked="" type="checkbox"/> | -I don't like this way.                    |
| -Read the words silently more than once                              | <input checked="" type="checkbox"/> |                                     | -it's help me more to enhance my language. |
| -I revise several times the vocabulary that I learn                  | <input checked="" type="checkbox"/> |                                     | -to memorize the word.                     |
| -relate the new word to a word that is similar in my mother tongue   |                                     | <input checked="" type="checkbox"/> | -I like it.                                |



\*please circle the number that best matches how frequently you use the following strategies to learn English.

1= never(0%)

2= not usually(25%)

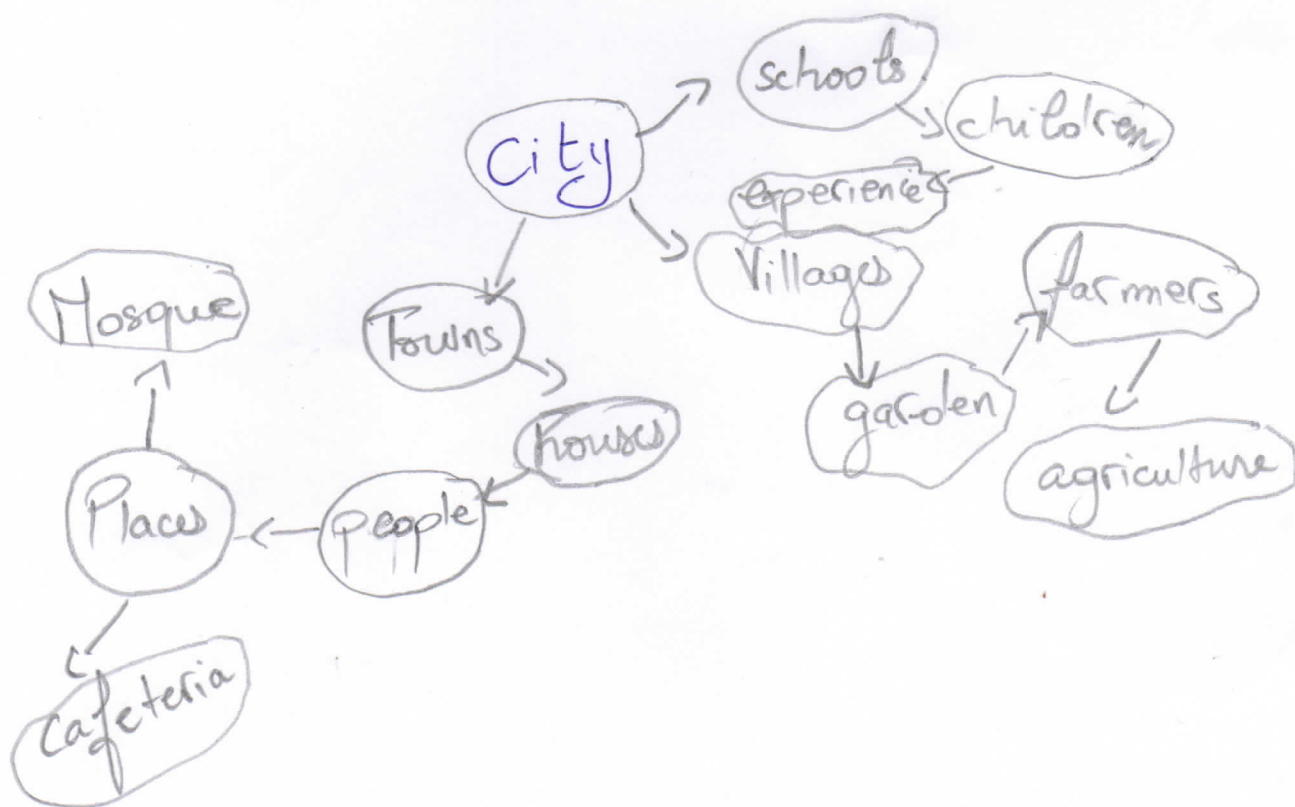
3= sometimes(50%)

4=usually(75%)

5=always(100%)

To learn better.....

- I use words mapping to remember words 25% (2)
- Read the words silently more than once 75% (4)
- I revise several times the vocabulary that I learn 50% (3)
- I relate the new word to a word that is similar in my mother tongue 75% (4)



\*please circle the number that best matches how frequently you use the following strategies to learn English.

1= never(0%)

2= not usually(25%)

3= sometimes(50%)

4=usually(75%)

5=always(100%)

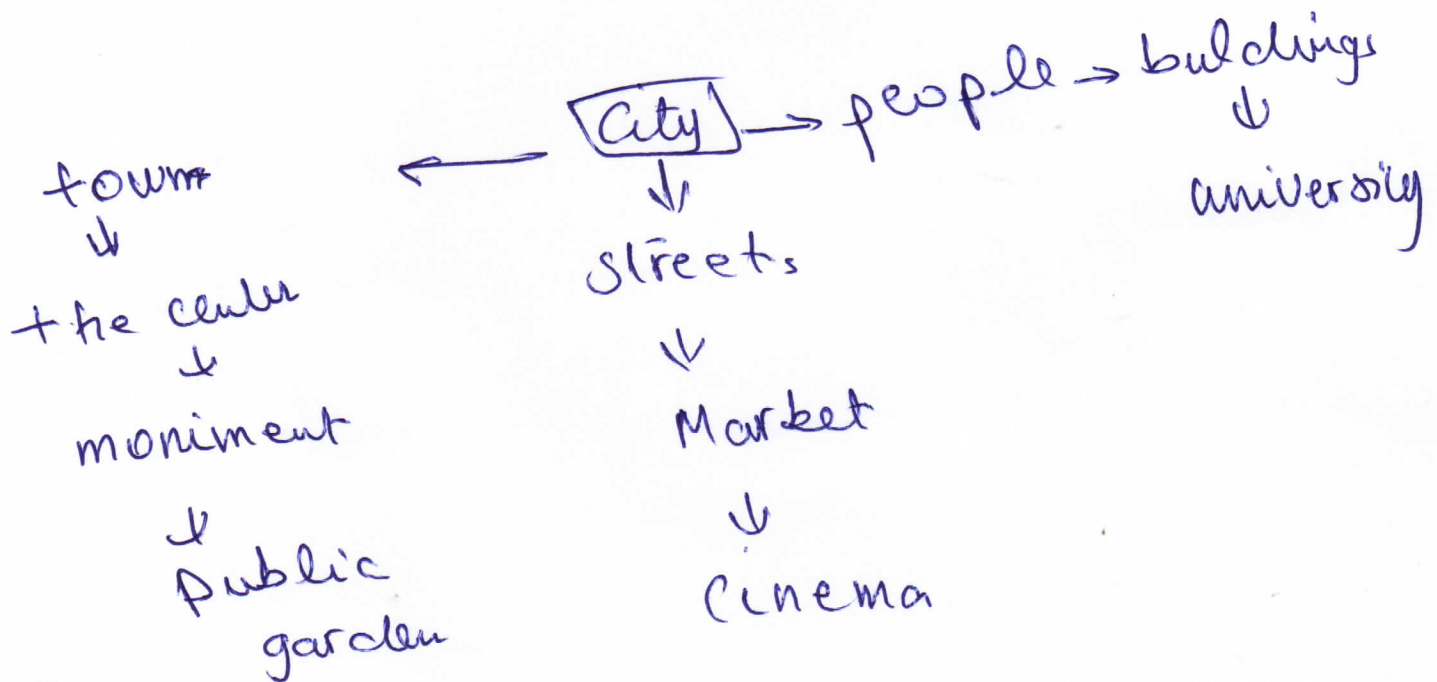
To learn better.....

-I use words mapping to remember words 3

- Read the words silently more than once 5

-I revise several times the vocabulary that I learn 3

-I relate the new word to a word that is similar in my mother tongue 5





|              |             |               |             |
|--------------|-------------|---------------|-------------|
| Shy          | talkative   | nervous       | anxious     |
| lazy         | naive       | immature      | patient     |
| self-assured | outgoing    | interesting   | attentive   |
| reliable     | independent | positive      | selfish     |
| helpful      | friendly    | narrow-minded | open-minded |
| fearless     | curious     | humourous     | mean        |
| proud        |             |               |             |

Full name: \_\_\_\_\_

### Vocabulary Quizz

I. Find the correct word for each definition

1. The quality of being modest.....modest.....
2. A person who attracts a lot of people.....attractive.....
3. Someone who is easy to be with.....easy going.....
4. He comes across as being nice or he.....sounds.....nice
5. Someone who does his best to succeed is someone who is .....ambitious.....

II. Define the following words

1. arrogant: Someone who think he's better than others.
2. Thick-skinned Someone who doesn't pay attention on his feeling
3. demanding: Someone who want others to be perfect.
4. thoughtless: .. .. doesn't care about other's feeling.
5. Outgoing: .. .. love travel and meeting people.

III. Define the following expressions

1. He means well.....He's good.....
2. She is very down-to-earth.....humble.....
3. She gets on my nerves.....makes me mad.....
4. She doesn't mince her words.....she doesn't mean it.....

# Set Goals

Directions For each of the following tasks, set one goal for yourself. Then, circle the task that you will do for homework.

Sample Task: Talking to your child's teacher

Goal A: Ask and learn what your child is doing in math class.

Goal B: Ask and learn where the class is going for the class trip.

Task One: Writing a letter to your landlord

Goal: asking about the prices  
asking him to forgive me  
about the late of payment

Task Two: Having a conversation with your neighbor

Goal: asking for his news  
invite him to come and drink tea  
with me

Task Three: Talking to customers at your job

Goal: I speak about the advantages of my products  
inform him about our promotions

Task Four: Reading the newspaper

Goal: knew all the news  
cultivate myself

Task Five: Listening to the traffic report on the way home from work

Goal: concentrate about the causes of traffic  
inform how we can face it



## Setting Goals and Objectives (Lesson 1)

1. Setting long-term goals. First set some long-term goals for yourself as an English language learner. To do this, answer the following questions:

a) Why are you learning English? ( check one or more)

1.....For advancement 2.....For good grades 3 ☒..... For profession 4 ☒.....For travel 5 ..... To get to know people from other contries 6..... Because it is fun  
Other (list)7.....

b) Which skills are the most important to you? Given the purposes you have identified, decide which skills are the most important and how you need to spend your learning time. Indicate below the importance of each skill area (1=least important, 5= most important). Then indicate how many hours you should spend working on developing each skills

Importance  
(list 1 to 5)

Number of hours you should spend  
practicing the skill each week

Skill

|                 |   |       |         |
|-----------------|---|-------|---------|
| Listening ..... | 2 | ..... | 3 hours |
| Speaking.....   | 5 | ..... | 1 hour  |
| Reading .....   | 4 | ..... | 3 hours |
| Writing.....    | 3 | ..... | 1 hour  |

c. What are your short time goals for learning to speak English for the next months ?

By the end of the month you will be able to

.....understanding the language, raising my level

d. What are your long time goals for learning to speak English for the next Year?

.....be able to understand the speaks  
of native people, partide it in very well way,  
writing without any mistakes

# Using Self-Talk

**Directions** Your speaking task is to give a one-minute presentation to the class about your weekend. Complete this worksheet. Use *self-talk* to help you prepare for and carry out your speaking task.

① What positive self-talk can you use to prepare for the presentation?

I can tell myself I can do it.

I can tell myself I can evade the speaking mistakes while I am speaking.

I can tell myself I can pronounce the words in a good way.

I can tell myself \_\_\_\_\_.

② What positive self-talk can you use during the presentation?

I can tell myself I can remember the words.

I can tell myself I can evade the pronunciation mistakes.

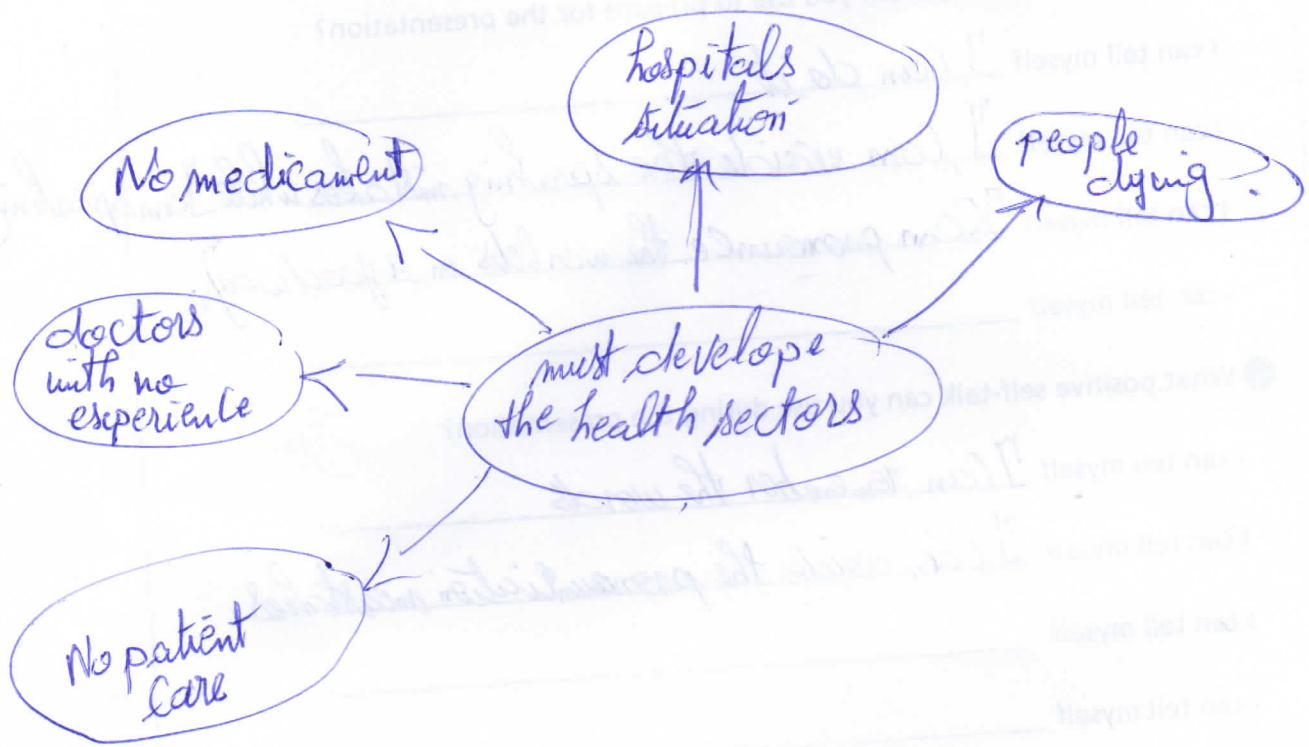
I can tell myself \_\_\_\_\_.

I can tell myself \_\_\_\_\_.

③ Did using self-talk help you give your presentation? How?

Yes! the self talk make me ready and  
confident of myself.

\_\_\_\_\_  
\_\_\_\_\_



## Appendix 17

### Background Questionnaire

#### Section 1

- Gender: Male/Female
- Age:.....
- First Language:.....

#### Section 2

- How many years have you been studying English?  
1 2 3 4 5 6 7 8 9
- How often do you speak English outside the classroom?
  - a. Always
  - b. Sometimes
  - c. Never
- Which language did your previous teacher of English use in the classroom?
  - a. English
  - b. Mother tongue
- Did your previous English teacher encourage you to speak English in the class?  
Yes ☐ No ☐
- Besides your regular English classes, have you studied English in a private school?  
Yes ☐ No ☐

#### Section 3

- Did you travel to another country before  
Yes ☐ No ☐
- What was your overall grade in English in the baccalaureate exam.....



ملخص:

تهدف هذه الدراسة إلى تدريب طلاب الجامعة لتحسين مهارات المحادثة باللغة الإنجليزية و تطويرها . كما تهدف إلى معرفة ما إذا كان هذا النوع من التدريب يؤثر بطريقة إيجابية على استخدامهم الفعلي لاستراتيجيات التعلم وكذلك تحسين ثقتهم بالنفس وتحسين مهاراتهم في استعمال اللغة الإنجليزية. ولتحقيق هذا الغرض، تم إجراء بحث تجريبي مع 120 طالب من جامعتي مولود معمري بتيزي وزو ومحمد بوقرة ببومرداس ولقد تم إجرائها مع 60 طالبا يشكلون المجموعة التجريبية و 60 اخرين يشكلون المجموعة الضابطة.

وقد أجريت هذه الدراسة ضمن ثلاث مراحل: المرحلة الأولى هي مرحلة ما قبل التدريب. وتهدف إلى اختبار مهارات التحدث لدى الطلاب و مدى استخدام إستراتيجية التعلم. كما تهدف هذه المرحلة إلى اختبار مدى ثقتهم في أنفسهم عند التحدث باللغة الإنجليزية كلغة أجنبية. المرحلة الثانية هي مرحلة التدريب و خضعت كلتا المجموعتين التجريبية والضابطة إلى ستة عشرة درسا على مدى سبعة أشهر على عكس مجموعة الضابطة، خضعت المجموعة التجريبية لبرنامج يحتوي على خمس فئات من الاستراتيجيات، وهي كالتالي: المعرفية، ما وراء المعرفية، التوصيلية، التعويضية، و الاجتماعية الشعورية.

شملت مرحلة ما بعد التدريب على امتحان لطلاب المجموعتين بهدف تقييم دور التدريب الذي خضعت له المجموعة التجريبية من اجل معرفة التغير الذي نجم عنه من وعي في استخدام هذه الاستراتيجيات و تعزيز ثقتهم في نفسهم عند التحدث باللغة الانجليزية كلغة أجنبية.

نتائج البحث تؤكد جزئيا الدور الايجابي للبرنامج على نوعية التحدث عند الطلبة. وقد تبين أن طلاب المجموعة التجريبية تفوقوا كثيرا على مثيلاتها مجموعة الضابطة في تمرين الوصف وتمرين المحادثة. كما إن هناك اختلافات كبيرة في استخدامهم استراتيجيات التعلم. وفيما يتعلق بتأثير تدريس الإستراتيجية على ثقتهم وتحفيزهم على التحدث باللغة الإنجليزية، لم نلاحظ أي تغير أو أي فرق بين المجموعة التجريبية و المجموعة الضابطة.

كلمات المفتاح: استراتيجيات التعلم، الإنتاج الشفوي، الثقة بالنفس، مهارات التحدث



## Résumé

L'étude vise à examiner l'impact que la formation de la stratégie d'apprentissage peut avoir sur la production orale des étudiants algériens EFL. Elle a également pour objectif de découvrir si une telle formation peut avoir un impact positif sur leur utilisation des stratégies d'apprentissage, ainsi que leur confiance en soi et leur motivation à parler l'anglais comme langue étrangère.

Pour atteindre ce but, une recherche quasi expérimentale a été menée auprès de 120 étudiants de première année à Mouloud Mammeri et M'Hamed Bouguerra, deux universités en Algérie. Ces étudiants ont été scindés en deux groupes de 60 éléments chacun, le premier constituera le groupe témoin et le second le groupe expérimental. Cette étude longitudinale a été réalisée en trois étapes: La première phase (préformation) vise à examiner la performance orale des étudiants, leur utilisation des stratégies d'apprentissage lors de l'exécution des tâches d'expression orale, ainsi que leur confiance en soi et leur motivation.

La deuxième phase de la recherche est la phase de formation. Les deux groupes (expérimental et témoin) ont suivi un cours d'oral sur une période de sept mois. Cependant, à la différence des groupes témoins, les groupes expérimentaux ont reçu un programme qui comprenait les cinq catégories de stratégies, à savoir cognitive, métacognitive, communicatif et socio-affectif et un site web contenant les stratégies d'apprentissage

Dans la troisième phase les effets de la formation ont été analysés dans le but d'évaluer l'impact que cette formation a pu avoir sur la compétence oral des apprenants, leurs utilisations des stratégies d'apprentissage, ainsi que leur confiance et leur motivation.

Les résultats de la recherche confirment en partie le rôle facilitateur de la stratégie rude épreuve sur la compétence orale des élèves. Il a été constaté que les étudiants du groupe expérimental ont dépassé significativement leurs homologues de groupes de contrôle dans leur production orale. De plus, il y avait des différences considérables dans l'utilisation de différentes stratégies en faveur du groupe de traitement. En ce qui concerne l'impact de la formation sur leur confiance en soi et sur leur motivation à parler l'anglais, le programme en classe a eut seulement un succès mitigé et beaucoup de travail reste à faire pour trouver les moyens d'améliorer les apprenants en confiance en soi.

**Mots clés:** Stratégies d'apprentissage, compétences parlant, la confiance en soi, la motivation, la production orale, l'enseignement de la stratégie.

ملخص:

تهدف هذه الدراسة إلى تدريب طلاب الجامعة لتحسين مهارات المحادثة باللغة الإنجليزية و تطويرها . كما تهدف إلى معرفة ما إذا كان هذا النوع من التدريب يؤثر بطريقة إيجابية على استخدامهم الفعلي لاستراتيجيات التعلم وكذلك تحسين ثقتهم بالنفس وتحسين مهاراتهم في استعمال اللغة الإنجليزية.

ولتحقيق هذا الغرض، تم إجراء بحث تجريبي مع 120 طالب من جامعتي مولود معمري بتيزي وزو ومحمد بوقرة ببومرداس ولقد تم إجرائها مع 60 طالبا يشكلون المجموعة التجريبية و 60 اخرين يشكلون المجموعة الضابطة

نتائج البحث تؤكد جزئيا الدور الايجابي البرنامج على نوعية التحدث عند الطلبة .وقد تبين أن طلاب المجموعة التجريبية تفوقوا كثيرا على مثيلاتها مجموعة الضابطة في تمرين الوصف وتمرين المحادثة .كما إن هناك اختلافات كبيرة في استخدامهم استراتيجيات التعلم .وفيما يتعلق بتأثير تدريس الإستراتيجية على ثقتهم وتحفيزهم على التحدث باللغة الإنجليزية،لم نلاحظ أي تغير أو أي فرق بين المجموعة التجريبية و المجموعة الضابطة.

كلمات المفتاح: استراتيجيات التعلم، الإنتاج الشفوي، الثقة بالنفس، مهارات التحدث

## Résumé

L'étude vise à examiner l'impact que la formation de la stratégie d'apprentissage peut avoir sur la production orale des étudiants algériens EFL. Elle a également pour objectif de découvrir si une telle formation peut avoir un impact positif sur leur utilisation des stratégies d'apprentissage, ainsi que leur confiance en soi et leur motivation à parler l'anglais comme langue étrangère.

Pour atteindre ce but, une recherche quasi expérimentale a été menée auprès de 120 étudiants de première année à Mouloud Mammeri et M'Hamed Bouguerra, deux universités en Algérie. Ces étudiants ont été scindés en deux groupes de 60 éléments chacun, le premier constituera le groupe témoin et le second le groupe expérimental.

Les résultats de la recherche confirment en partie le rôle facilitateur des stratégies sur la compétence orale des élèves. Il a été constaté que les étudiants du groupe expérimental ont dépassé significativement leurs homologues de groupes de contrôle dans leur production orale. De plus, il y avait des différences considérables dans l'utilisation de différentes stratégies en faveur du groupe de traitement. En ce qui concerne l'impact de la formation sur leur confiance en soi et sur leur motivation à parler l'anglais, le programme en classe a eut seulement un succès mitigé et beaucoup de travail reste à faire pour trouver les moyens d'améliorer les apprenants et leur confiance en soi.

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