University Mentouri Bros. Constantine 1
Faculty of Letters and Languages
Department of Letters and the English Language

The Use of Some Aspects of the Communicative Language Teaching as Cooperative Learning, Video Watching and Interaction for Effective Linguistics Instruction

The Case of Freshmen Students of English,

University of Oum el Bouaghi

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Presented by
Miss. Chadia Nasri

Supervised by
Prof. Nacif Labed

Board of Examiners

08/09/2020

President:	Prof. Riad Belouahem	Prof.	University of Fréres Mentouri Constantine 1
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Dedication

All praise to Almighty ALLAH, the most merciful and compassionate, who give me the courage, power and abilities to complete this work successfully.

I dedicate this work which is the fruit of sacrifice and inspiration to my parents who have always been my nearest to my heart, my light and my source of inspiration all along.

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To my husband Abou Sofiane, my partner in life.

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List of Abbreviations and Symbols

ALM	Audiolingual Method
CBA	Competency-based Approach
CBCL	Computer-based Cooperative Learning
CC	Communicative Competence
CL	Cooperative Learning
CLL	Community Language Learning
CLT	Communicative Language Teaching
GTM	Grammar-Translation Method
e-LC	e-Learning Commons
ELT	English Language Teaching
FL	Foreign Language
FLT & L	Foreign Language Teaching and Learning
FLT	Foreign Language Teaching
F/SLT &L	Foreign / Second Language Teaching
GTM	Grammar-Translation Method
ICTs	Information and Communication Technology
IDs	Individual Differences
IM	Intrinsic Motivation
LT	Language Teaching
MLAT	Modern Language Aptitude Test
OBU	Om Bouaghi University
PLAB	Pimsleur Language Aptitude Battery
P.P.P	Presentation, Practice, Production

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Abstract

This research aims to study the effects of the effective selection of some aspects of the Communicative Approach, including interaction, communication activities and group work, to teach linguistics to a randomly selected sample of freshment students in the Department of English at Oum Bouaghi University. In this line, it was hypothesised that if linguistics was taught through the application of some aspects of the Communicative Language Teaching as cooperative learning, intercation and video watching students will feel more motivated and better involved in the course study. To achieve the research objectives, two groups of freshments students of English at Om Bouaghi University were decided as the sample of this study. In this study, frour tools of research were adopted: students' questionnaire, teachers' interview, classroom observation and students' test. Two questionnaires were distributed to the students at the end of the academic year. The first questionnaire was designed to evaluate the students' views about the subject of linguistics and the content they were exposed to during the managed courses.The second questionnaire was administered to clarify the relationship between the students and their linguistics teacher to determine the effects of this relationship on their learning of the material. As for the teachers' interview, the aim was to know the methodologies on which each teacher of linguistics depends to ensure that the information is successfully transmitted to the learner in addition to the possibility of altering some changes in their teaching mehod to cover some of the aspects that were proposed in this study. The test, on the other hand, aims to assess the extent to which students were learned some course elements they were exposed to during the academic year.In such experimental research, emphasis was put on how to better understand the content of linguistics. Thus, our statistics showed that some issues, such as if the traditional methods tend to cause problems during the teaching of linguistics; how the use of some aspects of the Communicative Teaching Method can contribute to a more effective teaching of linguistics; or whether the modern method of teaching contributes to raising students' motivation to learn, were proven positively. The results of this research indicated that the more interaction in the linguistics class, the more learning takes place. Understanding the content of linguistics with the help of the selected aspects of the research guaranteed an engaged audience. Therefore, learners were integrated with knowledge themselves. That is to say that the alternative teaching method to teaching linguistics succeeded at making students understand and enjoy their courses.

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General Introduction

Selecting a sound approach and method for teaching a foreign language is a challenge. The challenge lies in the extent to which the choice best meets the teaching and the learning requirements and the goals being sought (the learners, the pedagogical settings and the subject matter). Throughout decades, foreign language teaching and learning (FLT & L) were the major concern of many researchers (Gattegno; 1972), Curran (1972) Stern (1983), Richards & Rodgers (1986), Faucet (2003), Richards (2006) and Stabler (2012) who experienced the birth of various approaches to language teaching and learning among which the Communicative Language Teaching (CLT) is said to be significant. The latter was first proposed in Britain in the 1970's. It was advantageous and coud yield better results in the learning process.

In the Algerian higher education, the term Communicative Language Teaching was generally equated with teaching Oral-aural communicative skills (teaching Oral Expression). The approach offers the language classroom a new atmosphere that is full of liveliness. Whereas, linguistics, as a content subject, was seen as a lecture-oriented class where in teachers play the big part in the classroom.

The CLT is usually considered as an approach to teaching, rather than as a teaching method (Banciu and Jireqhie (2012). This approach represents the theory under which teachers give vent to their imagination and creativity seeking to accomplish the teaching requirements with reference to the conditions available to serve a communicative intent. The approach in its widest sense covers a number of aspects that seek the betterment of language teaching and learning in the different contexts.

1. Statement of the Problem

At the University of Oum el Bouaghi, teaching English as a foreign language (TEFL) saw various approaches and methods implemented to enhance the learning of English according to which teachers exposed their students to the various language-related dimensions through a number of modules, one of which is Linguistics, the subject of our concern. The subject matter of linguistics is language as a system of communication which allows the foreign language learners find out about the target language; language structure, word pronunciation, meaning and culture. The teaching of these language items demands the use of real-life illustrations and the active involvement in the course rather than the traditional methods for teaching linguistics which a post interview with teachers of linguistics in the Department of English showed that their classroom nature was viewed as teacher-centred where students play a passive role. Because this module needs an intensive concentration on the part of students, the main challenge of teachers is to make sure that knowledge is effectively delivered.

2. Aim of the Study

The research is designed to deal with teaching linguistics using the traditional methods at the Department of English Letters and Languages, University of Oum El Bouaghi, and to investigate how the use of the CLT and its aspects (interaction, cooperative learning, video watching and classroom discussion) would positively alter the way it is taught for a better understanding. In doing so, one will attempt to probe the reason behind the failure of the lecture-oriented nature of the linguistics classes in inviting students to get involved in the learning process. In this line, students play a passive role in the classroom, thus, no interaction is noticed. For this, it can be assumed that students need to play some part in the learning classroom so that they can interact, discuss, and exchange ideas. In this context, the role of teachers is not only feeding students with knowledge about linguistics, but rather, it exceeds

knowledge delivery far beyond. In fact, it is the teachers' job to bring interest and fun to the course study and, as mentioned before, to create the concept of "liveliness" with which a lot can be done. In addition to that, one will also try to check the research hypothesis in relation to the various theoretical and practical perspectives and views for the reason of inviting teachers to rethink of the methods they use in lesson presentation.

3. Research Questions and Hypothesis

The research seeks to answer the following questions.

1. Do the lecture-oriented nature of a linguistics class cause any problems to foreign language learners' understanding of the subject?

2. How could CLT contribute to a more effective teaching of linguistics?

3. What are the perceptions and the attitudes of the teachers of linguistics towards CLT?

4. Would CLT contribute in raising students' motivation to learn linguistics?

In consideration of the above questions, it can be hypothesized that if linguistics was taught through the application of some aspects of the CLT as cooperative learning, interaction and videos, students would feel more motivated and better involved within the course study.

4. Means of Research and Methodology

Four tools were used in the given research: two questionnaires, an interview, classroom observation and a test. The two Questionnaires were administered to seventy four (74) freshment students at the Department of English at the University of Oum El Bouaghi sampled from 247 students as the whole population. The questionnaires included open-ended questions about students' perceptions of linguistics as a learning subject besides their attitudes towards the way they were being taught this subject, and how they perceived the newly learnt content.

The second means is an interview. Ten teachers (10) of linguistics at the Department of at the University of Oum El Bouaghi were interviewed about the way they teach linguistics and its related concepts to first year students. The interview includes questions about teachers' observations of their students during the course under the use of their methods and what they think of adopting some of the CLT principles in the teaching of linguistics.

The study is experimental in which a test was administered after a one year experiment with a Control (42 students) and an Experimental group (32 students). The Control Group was exposed to linguistics courses that are teacher-centred in nature (the explanation of the lessons content in the whole course where students have no part to play); whereas the Experimental Group was given the same lessons, but was exposed to video teaching along with cooperative learning and interaction (as three main features of CLT) and trying to work out the definition of some newly-encountered linguistics concepts. At the end of the courses, all the students were given a test to check how much learning was achieved. Later, a comparison between the test results under both conditions was made to see which method is more efficient for the students.

5. Structure of the Dissertation

The present work is composed of seven chapters, three theoretical and three practical ones followed by a seventh chapter that was devoted to the presentation of the pedagogical implications. Each of the seven chapters is devoted to dealing with a discussion of a separate research means that serve as a way to check the research hypothesis. The theoretical and the practical chapters consist of an analysis of each means item and a discussion of the findings in relation to the research scope.

Chapter one spots the background of the history of English language teaching emphasizing foreign language teaching and learning. The chapter addresses some issues that highlight a number of theories to language learning as an important aspect in the process where a range

of psychological influential factors are addressed; describe the language teaching process moving to the English language teaching process and spell out the teaching methods that were significant in the field.

Chapter Two encompasses a description of the communicative approach to language teaching as the umbrella term that covers the research stated aspects. It is devoted to dealing with the background of the communicative approach as an approach that call for modernity in teaching and learning aims; identifying implications for classroom methodology covering a deep discussion of the research aspects; stating the limitations of the adaptation of the CLT as a teaching approach with the ability to choose among its aspects for better performance in the process.

Chapter Three is an investigation of the teaching of linguistics through the application of some aspects of the communicative approach. The chapter covers the implementations for classroom practice during a linguistics course stating *1*.an introduction of the approaches that were applied for English language teaching in Algeria; *2.* a presentation of the Linguistics Program at the University of Om Bouaghi; *3.* an emphasis on the ability to bring some changes in the linguistics course as far as the integration of technology is concerned; *4.* the factors that teachers need to maintain in their linguistics teaching towards better learning.

As for chapter Four, it deals with the analysis of the teachers' interview and the students' questionnaires. A deep analysis of the interview and the questionnaire's answers and results is made and followed up by a correlation of the results of both instruments.

Chapter five is devoted to the research experiment. It is designed to *1.* discuss the research methods of analysing data gathered from the research means; *2.* state the pilot study, according to which, the research means (questionnaire, interview and test) are saved in the finalized research; *3.* state the instruments that were included in the experiment and the

reasons behind their choice besides the identification of their reliability; *4.* determine the study settings and respondents that serve as the research case study.

Chapter Six encompasses the identification of the research test. The chapter presents the test describing its nature, setting and distribution. In addition, it covers an analysis of the test items with a discussion of the findings. The students' answers are analysed and the test results are interpreted quantitatively and qualitatively.

Chapter One

Theoretical Foundations of Teaching and Learning English as a Foreign Language (TEFL)

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Chaper One

Theoretical Foundations of Teaching and Learning English as a Foreign Language (TEFL)

Introduction

Foreign language teaching and learning (FLT&L) was the field under study since decades. Due to a large proportion of people who are willing to learn new languages directed many researchers (Rivers (1986), Richards and Rodgers (1991), Nunan (1991), Douglas (2000), to study the field and seek to find insights that help in the betterment of its process. Teaching and learning are the processes that were analysed to see how both can be effectively delivered. Foreign language teaching and learning was a wide-reaching field of enquiry, since it welcomed the contributions of various disciplines, like psychology, to offer the field a multi-diverse nature of its findings.

There was much to be said about the processes of language teaching and learning. These processes were the basis on which many methods of language teaching emerged successively since the 1930's. Though the emergence of the different methods was the seed of the dissatisfaction with previous methods for the limitations they encompassed, each method was said to offer new insights that helped in solving some language-related problems in certain situations.

As for the teaching methodology, research was conducted to find a new method that highlights all the known methods' limitations. The research involved the examination of methods starting from the more traditional towards the more recent ones. The attempts were based on pre-experienced findings; for that reason, new approaches and methods showed up and said to be influential in the FLT&L field.

1.1. Definition of Language: An Overview

Language was historically the spot issue long ago. The interest in language was the starting point for several studies to trace the sharp and the unmistakable change in the study of language and everything related to it. In this context, language was minutely analyzed by linguistics; the discipline which studies language objectively for the reason of accommodating the different aspects and characteristics of language. Among linguistics' researchers, Chomsky (2013) developed insights into language studies that opened the way to more interesting and ambitious questions like "what is language, and why does it matter" (Montréal Conference in Québec University (2013). This question can be reformulated by stating the definition, the role and the importance of language.

Shastri (2010) analysed language in terms of a number of tips. According to her, language is inherently complex that it cannot be properly defined. It forms a system by its own. Thus, a study of language requires a study of its system and subsystems. The term system entails the inclusion of constituent parts which need to be intensively regarded when the aim is to collect or disparate language units. Thus, letters form words which form phrases and clauses which make up whole sentences. Language does not happen arbitrarily, nor it is randomly produced. It was dealt with from a variety of perspectives, among which there are the structural and the functional views. The structural perspective, for example, represents a static view of language and gives no advocates to the role it plays in the various situations. It views language as a code that is manipulated with a number of rules underlying the connection of sequences of words (pp. 01-02).

The other view of language is the functional perspective which offers the definition that language is a means of communication, which "is always, implicitly or explicitly, a definition of human beings in the world" (Williams (1977) in Kumaravadivelu; 2006:03). It becomes fundamentally clear that knowledge about language requires an intensive knowledge of its

rules and use. People need to learn and acquire the various language-related dimensions to produce a 'well-crafted instrument' as the essence needed for all that can be thought, or more, for communication. Language is a social construct i.e. it pervades social life: it is the relating notion between people and community. De Saussure (1996) explained that as follows.

> It is a treasure buried by the practice of speech in people belonging to the same community, a grammatical system which has virtual existence in each brain, or more exactly in the brains of a collection of individuals; because language is not complete in any individual, but exists only in the collectivity. (in Bauer; 2007: 03)

In the same vein, Yule (2010) speaks of speech community defined as a set of people who tend to partake in some criteria ideas with respect to language use. This view is at the heart of one main idea that was the aspiration of the existence of sociolinguistics, the discipline that endeavours to study the relationship between language and society. In other words, it seeks to investigate the role language plays in "the organization of social groups and institutions" (pp. 253-254) that is the existence of social relevance in linguistic features.

1.2. The Process of Learning

Learning can be defined as the process by which learners take in new insights and knowledge through some guidelines and training. In other words, learning is "a measurable and relatively permanent change in behaviour through experience, instruction or study" (Business Dictionary. 2014). Elsewhere, learning was referred to as "an effect of experience on behaviour" (Houwer et al. 2013. p: 01). It is the change that one can achieve as a result of experiences that map into a behaviour. In the language context, learning is, therefore, the process of adding language-related information to an existing system within an instructional environment. Since learning is a process, it is "much more than memory" (Slavin, 2003: 257).

Learning exceeds memorization of new vocabulary and grammar rules to cover understanding, analysing and solving language-related problems. Thus, learners are required to work out solutions to problems they encounter during the learning process through intensive practice, which comprises deep learning since problem-solving processes happen only through accumulating knowledge and rules. They need to be actively involved in their learning process, so that, they coud have the ability to understand, apply and transfer what they learned effectively to real-life situations. Being able to implement and transfer knowledge from one context to another is the result of an effective learning.

Learning is the concept that anyone experienced and would give an explanation to. It might take place in a variety of contexts depending on the reason behind being embroiled within it. In this context, Pritchard (2009) stated that an understanding of learning requires an understanding of its different definitions, as shown in the following figure.

A change in behaviour as a result of experience or practice.
The acquisition of knowledge.
Knowledge gained through study.
To gain knowledge of, or skill in, something through study, teaching, instruction or experience.
The process of gaining knowledge.
A process by which behaviour is changed, shaped or controlled.
The individual process of constructing understanding based on experience from a wide range of sources.

Figure 01. Definitions of Learning (Pritchard.2009:2)

Among the original studies for the conceptualization of 'learning', Säljö (1979a) presented an influential seminal study. According to his study, he categorized his respondents' perceptions to the concept under study into five main categories.

1. Learning as the increase of knowledge.
2. Learning as memorising.
3. Learning as the acquisition of facts, procedures etcetera, this can be retained and/or utilised in practice.

4. Learning as the abstraction of meaning.
5. Learning as an interpretative process aimed at the understanding of reality" (Rossum and Hamer 2010, p: 02).

The stated categories of learning were generated in Säljö's study. Learning, according to him, refers to any addition of new sort of knowledge to an existing system through the amelioration of various strategies (Rossum and Hamer, 2010). In other words, learning covers the accumulation of non-existing knowledge to an already existing system of knowledge. Elsewhere, Krashen (2009), in his learning acquisition theory, presented a new view that offers a differing definition of learning. He (2009) stated that learning differs from acquisition where in …

> Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication.]…["learning" henceforth refer[s] to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them (p. 10).

Hence, learning refers to every conscious process through which one adds new knowledge to an existing storage. It is not acquisition since the latter refers to learning new information without prior intention. It is a subconscious process of accumulating knowledge. In the language learning process, learning a new language takes place in an instructional setting where learners are supposedly metacognitively aware of what they are learning.

Learning was of the issues of interest in the foreign language process. It was treated from a number of perspectives among which the psychological views were contributing to the nature of learning and the factors that improve or impede its progress. Studies on learning introduced various theories to learning.

1.2.1. The Psychology of Learning

From a psychological perspective, learning is viewed as either a product or outcome of an action. According to Jarvis (2005), "classic psychology definitions of learning […] include the mechanism by which organisms adapt to their environment and the process by which relatively permanent changes occur in behavioural potential as a result of experience" (1952).

In psychology, a number of researches studied the learner's psychology and how it interferes in the process of language teaching and learning. Thus, one important aspect of the process of learning glimmered and was referred to as individual learning preferences. The concept of individual learning preferences, according to Dörnyei (2005), has come to the fore to focus more on learners' preferred ways of taking in knowledge, which substantially differs from one person to another. The terms *individual preferences* include three main dimensions, namely learning styles, learning strategies and affective variables, and were of the most negotiated terms in the field of psychology. Centuries ago, psychology as concerned itself with two opposing objectives: "to understand the general principles of the human mind and to explore the uniqueness of the individual mind" (Dörnyei. 2005:01). Exploring the uniqueness of the individual mind, for example, has been revived recently and became an independent discipline that stood by its own to be called individual differences (IDs) (Revelle et al. 2010). The latter has been defined as the study that consists of "affect, behavior, cognition, and motivation as they are affected by biological causes and environmental events" basing insights of the classical studies of Plato (Revelle et al. 2010:01-04). All the characteristics and the human traits that differ from one another are referred to as individual differences. In his research, Dörnyei (2005) tested learners for their variability in their learning scores in relation to some determined individual difference factors among which motivation, aptitude and anxiety were influential on learners' learning process. He ended up his research stating that each affects the process of language learning in various ways (01).

1.2.1.1. Motivation

The concept of motivation was a common concept studied by researchers like Gardner & Lambert (1959) and Ryan & Deci (2000). These researchers attempted to define motivation in terms of different perspectives and introduced various explanations to how it affects learners' progress while learning a language. According to Ryan and Deci (2000) a motivated learner is someone who "is energized or activated toward an end" (p: 54). In other words, any efforts learners make for the sake of a goal accomplishment lie behind learners' motivation. Furthermore, Stirling (2014), when discussing Murphy and Alexender study on motivation, stated that motivation can be divided into three (03) subdivisions, namely goal, interest and self-schema (see figure 02). Motivation develops solid beliefs on the learning process; getting learners engaged to fulfil set goals to prosper in their learning (p.02). Motivation was seen as a key factor that determines the score of progress in learning a language. Recent researches claim that there is a positive relationship between one's motivation and language achievement; motivation provokes success and vice versa. As a matter of fact, highly motivated students are said to score better results when learning languages while poorly motivated students seem to encounter deficiencies during the learning process, ending with unwilling results. For that, Dembo (2004) claimed that 'personal and sociocultural factors' (such as attitudes), 'the classroom environment' and 'learners' beliefs and perceptions of their learning context' proves to be key factors that affect learners' motivation and so their learning process (p: 54). For example, the nature of student's beliefs they bring to the class determines the nature of behaviour and performance they tend to present in their learning process.

MOTIVATION			
Goal		**Interest**	**Self-schema**
Goal Orientation			
Mastery Goal also: Learning Goal	Intrinsic	Individual	Agency
Performance Goal also: Ego Goal	Extrinsic	Situational	Attribution
Work-avoidant Goal			Self-competence
			Self-efficacy
Social Goal			

Figure 02. A Representation of Murphy and Alexander Research Findings (Stirling; 2014, p. 02)

Two classes of motivation were introduced by Gardner and Lambert (1959; 1972) and they are *integrative motivation* (is when someone learns a language to satisfy the desire of communicating using the target language with its native speakers) and *instrumental orientation* (is when someone learns a language for the satisfaction of some practical values like looking for a job). On their part, Ryan and Deci (2000) identified "Self-determination theory" which studies the effects of internal and external factors on learners' progress resulting into two differing dichotomies as types of motivation; *intrinsic* and *extrinsic* motivation. Intrinsic motivation refers to "motivation to engage in activity because it is enjoyable and satisfying to do" (p. 06). They claim that when people have an internal desire to accomplish certain activities and feel free to deal with them they will feel at ease and interested during the task whatever its challenges and seek for solutions improving the sense of competence through time. Ellis (1997) claims that intrinsic motivation "involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities" (p: 76). While learning, intrinsic motivation (IM) can be divided into three main types illustrating the way learners apt for learning as getting involved within an activity for pleasure (IM-knowledge), feeling associated with activity accomplishment (IM-

accomplishment) and relating that feeling with the sensations stimulated after task accomplishment like fun (IM-stimulation). Extrinsic motivation, on the other hand, refers to the accomplishment of an activity because it leads to a separable outcome. In other words, a person is extrinsically motivated when s/he is involved in a task for the satisfaction of some instrumental needs, thus, it quitely contrasts with intrinsic motivation in terms of task rewarding. In 2010, Lucas et al. undertook a research about motivation and its effects on language learning. They tried to explain how motivation counts for better performance in second/foreign language learning and why students seem to be more motivated to learn certain subjects than others. The research showed that a high motivation results in success and low motivation impedes success and achievement. Besides, Lucas (2010) concluded that students' motivation and particularly intrinsic motivation are determined by the degree of interest towards the different learning subjects and both tend to make a difference since they vary considerably from one to another (p: 16-19). To Rehman and Haider (2013), "motivation increases the performance of learning" and that "without motivation, learning is impossible" (p.140).

1.2.1.2. Language Aptitude

Language aptitude is an influential factor in Foreign Language learning. It "has generated the most consistent predictors of second language learning success" (Dörnyei & Skehan 2003:18). In that, aptitude was an influential factor in Foreign Language learning. Yet, it did not equip many areas of investigation and research recently. Researchers like Spolsky (1995) undertook a deep study for the reasons that lie behind the common failure in the foreign language learning. This study shared a common direction to develop new ways of testing to identify the degree of intelligence, ability and talent of learners. This was an endeavour for researchers to determine the causes of how some foreign learners fail to master a particular language as opposed to others. Though it is somewhat difficult to define the concept of

language aptitude, Kocić (2010) stated that aptitude "is not a unitary concept, but rather a set of abilities which enhance language learning in individuals" (p.235). Some tests (the Modern Language Aptitude Test (MLAT) developed by Carroll and Sapon (1957), the Pimsleur Language Aptitude Battery (PLAB) developed by Pimsleur (1966)) were developed for the purpose of measuring learners' abilities and intelligence in relation to the different exposed tasks. Since then, the notion of language aptitude come to the fore. Dörnyei (2005) stated that "language aptitude was equated in most research studies with the score of one of these[…]tests and the tacit understanding in the L2 research community was that language aptitude is what language aptitude tests measure" (p.35). Language aptitude, according to Miyake and Friedman (1998) "might be decomposed into a set of underlying cognitive abilities" covering attention allocation, assessment and others. (In Kempe and Brooks.2011:20).

Much earlier, Ellis (1985) identified that language aptitude "is believed to be in part related to general intelligence but also to be in part distinct" (p.73). In other words, it is not the factor which determines if learners are or are not able to learn a language; but rather, it shows, as Carroll (1973) claims, the rate of how learner's learning progress is expected to be under certain conditions related to "motivation, opportunity to learn, and quality of instruction" (In Dörnyei, 2005:43). By being aware of learners' deficiencies in learning at start, it would be possible to encompass the learning curriculum with elements that best call for enhancing low aptitude score learners' progress, and thus, to make them successfully attain better results. This is not of an easy task to do, especially with reference to the fact that low aptitude score learners need more assistance and practice and feedback than high aptitude score learners do.

1.2.1.3. Anxiety

Anxiety is most often said to negatively correlate with foreign language performance. Horwitz et al. (1986) dealt with anxiety in relation to language learning context referring to its major effects on foreign language learners' performance. Anxiety is characterized as "quite possibly the affective factor that most pervasively obstructs the learning process" (Dörnyei. 2005:199). This rather psychological factor tends to hinder the language learning process. Anxiety is a common feeling among language learners, but with different degrees as some students might experience more anxiety than others. In this view, Cowden (2009) asserted that "when test anxiety is severe, it can have significant negative effects on a student's ability to perform at an optimal level" (p.02); and thus might cause a failure in the learning process. To Kappan (2013), after a deep research about the effects anxiety has over learning and performance, he claimed that "a student with high anxiety can fall behind academically" because of some stressing situations that seem to be out of their own abilities and hinder or thwart their performance. Kappan (2013) deduced that a high degree of anxiety is equated with failure in learners' performance and low degree of anxiety calls for better performance (pp. 35-36). In reaction to such a problem, many studies concerned themselves with the development of methods to reduce anxiety, among which, the development of self-management within learners− through giving them compliments, responding to others and initiating interactions−can serve as the best treatment.

Earlier on, Spielberger (1972) presented a distinction between two types of anxiety, namely, *state* and *trait* anxiety. He identified that *trait anxiety* is the steady tendency of being anxious in cross-section of situations that "remains stable in a specific individual overtime but varies from one individual to another" (In Anderman and Anderman. 2009:39). However, *state anxiety* is a temporary experience of anxiety, i.e. the feeling of fear when exposed to an anxiety situation at glance. Then in learning, both types are surely connected with physical

symptoms that can be interpreted through some body movements and ignorance of some learning contexts that show up how much anxious is a student in a particular learning step or task (40).

1.2.1.4. Language Learning Styles

Language learning styles are of the key affecting variables on the learning process. According to Cornett (1983) and Oxford (2000), styles were defined respectively as "the overall patterns that give general direction to learning behaviour" and "the general approaches to learning a language" (p. 02). On his part, Macheracher (1996) argues that styles form the core of the global mapping of learners' language learning. It is any 'way' learners use to choose and ingest new information by the application of certain 'strategies', 'skills' and 'meanings' needed for working out solutions to the different exposed problems (Herod. 2004:03). To Douglas (2002), the claim is that one's learning styles are in some way different from someone else's: They are "ways of remembering thoughts and ideas and practicing skills" (p.06). Language learning styles are said to represent how or how well the process of language learning was progressed. From the stated definitions, it became clear that language learners present divergent styles while learning the F.L depending on which ways they consider more appropriate to their progress. Some students tended to be more analytic and visual, while others may be global and auditory in their learning. Learning styles was the term that is at the heart of the learning style theory that covers the idea that differences between learners' individual processing capacity of learning styles yielded different results in the learning process.

Styles function in combination. For Ehrman (1996), learning styles "operate in continuum or on multiple, intersecting continua". To Oxford (2003), learners "might be more extroverted than introverted, […] or equally visual and auditory but with lesser kinaesthetic and tactile involvement" (p.03). In this context, Herod (2004) contended that language learning styles

could be categorized into four categories; only three will be mentioned (physical, cognitive and affective domains).

Concerning the physical domain, some learners learn effectively through 'physical senses' such as sight, hearing, touch, smell and taste. They seem to depend more on their body (In Jhoanna Robledo. 2008). Some learners make use of some or all of these senses to adopt themselves to the different situations. For instance, it seems more appropriate for visual learners to watch videos (of concern in the present research) or associate body language when processing new concepts and knowledge.

The cognitive domain is the second category in which learners centre their learning on their thinking i.e. their learning is 'mentally-centred'. In this view, Riding and Sadler-Smith (1997) defined cognitive styles "as an individual's consistent approach to organising and processing information during learning" (p. 200). Learners belonging to this category feel comfortable when engaged in situations that call for analysis and problem-solving. The third category is the affective domain which was discussed in Karin Kirk (2013) stating that the "affective domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection". Learners who belong to this category find it efficient to learn in well-conditioned contexts. The three domains can count for better results in the learning process if they were appropriately handled.

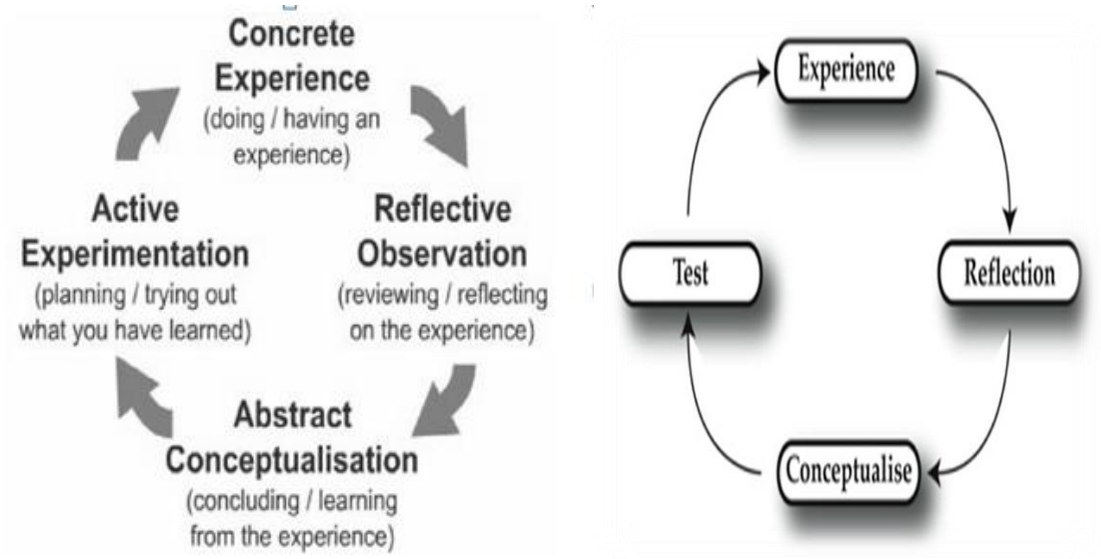

Figure 03. Kolb's Recursive Process of Learning Progression in Four Main Stages (adopted from McLeod.2013. p.01)

Kolb (1986) suggested four main types of learners who would generate different learning styles that are approximately referring to mentioned styles (cf. Figure 03 above). He introduced parallel styles belonging to the affective domain as 'concrete experience' (experiencing a new situation) and 'reflective observation' where learners, respectively, make judgments based merely on feelings and observations of personal experiences. Besides, Kolb (1986) mentioned the 'abstract conceptualization' that refered to the cognitive styles which refered to learners who learned analytically and logically. This identifies the process that reflection rises the formation of new ideas to be applied in real-life situations and be evaluated expressing the last category that of 'active experimentation' which calls for the need for practice. This reflects learners who prefer to engage within the learning context. The already mentioned styles were proved to push learners forward to be effective language learners. In that, after testing the new knowledge as being applicable to real situations, the new knowledge became accumulated as a new experience in a recursive process of learning covering all the mentioned styles.

1.2.1.5. Language Learning Strategies

While learning English as a foreign language, learners seem to have a series of approaches that best handle their different exposed matters which vary considerably from one learner to another. In this context, Oxford (1990) provided the following example; “Trang watches TV soap operas from the United States, guessing the meaning of new expressions and predicting what will come next. Feng-Ji memorizes pages of words from an English dictionary and breaks the words into their components. Amany meets with an English-speaking conversation partner for lunch three times a week. Haruko arranges to live with an American family so she can learn the culture and language in a full-time immersion situation. Masha tapes English labels to all the objects in her dorm room” (Renandya & Richards; 2002:124). When learners use some specific approaches to learn, retain and use new information, they give an application to the concept of a learning strategy. Oxford and Scarcella (1992) stated that language learning strategies are “specific actions, behaviours, steps, or techniques−such as seeking out conversation partners, or giving oneself encouragements to tackle a difficult language task” (Oxford. 2003:02). In this way and in many other ways, any particular actions used by learners when exposed to the several language learning matters and problems are known as strategies. If they are chosen and used appropriately, they will call for a great positive impact on the process of learning languages. It is not that a given strategy provides good or bad results, but it is the suitable use of a certain strategy in the suitable context that does so. These strategies need to be minutely selected to best meet learners’ learning styles and progress while learning the language. The effective use of these specific behaviors help learners understand, use and solve language related problems and, thus, score the better results and attain the language learning objectives. Learning strategies were of the debatable issues in the 1990’s (Oxford (1990); O'Malley and Chamot (1990); Wenden (1991) Lee (2010)) Language learning strategies are divided into three main categories, metacognitive,

cognitive, and social affective which refer to learners' planning their learning, thinking about the learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning (Lee, 2010). As a matter of fact, the cognitive strategies help learners develop the use of certain mental and intellectual abilities when dealing with various learning situations. Metacognitive strategies learners, however, tend to employ specific approaches that cover the whole learning process. This includes strategies like centring, arranging, planning and evaluating learning.

The third type is the affective strategies. Learners use strategies that underlie their feelings, attitudes and motivation towards their learning. This can be illustrated by the identification of learners' attitudes, mood and level of anxiety (Martínez. 1995). It is by the effective application of these strategies and others in the appropriate situations that learners could help themselves be involved within the learning process.

Knowledge about language requires knowledge about the way it is taught and learned. The process of learning and teaching languages experienced a development throughout history. It is worth mentioning that language could be either acquired or learned. To Krashen (1982), there was a distinction between both processes. He added the comprehensive model which presents "what is perhaps the most fundamental of all [his] hypotheses" (Krashen 1982:10). In doing so, Krashen stated that language acquisition was the subconscious process of developing "ability in the first language". It resembles the way children are exposed to their native language. Learning, on the other hand, is to be used to refer to the conscious knowledge of the language. In this way, he claimed that learning never becomes acquisition, but acquisition may in some cases become learning. Krashen's definitions of the two concepts were not accepted by many other scholars, and several views to treat this issue were identified. To Yule (2010), for instance, acquisition refers to "the gradual development of ability in a language by using it naturally in communicative situations with others who know

the language" (p.187). In other words, acquisition is the natural process of language use in communicative real life situations. Learning, however, he states, it is that "conscious process of accumulating knowledge of the features, such as vocabulary and grammar, of a language, typically in an institutional setting" (*ibid*) covering areas like mathematics and science.

3. Theories of Learning

Learning was tackled from a wide range of theories among which behaviorism and cognitivism had crucial parts to play. Each of these theories treated learning from a separate perspective. They presented evidences that are based on quite different angles, seeking to define learning and explain the way it is processed.

3.1. The Behaviorists' Theory of Learning

Behaviorism, as its name suggests focuses on one's change in behaviour as the basis for one's learning process. According to behaviorists, learning is viewed as a "relatively permanent change in behavior as a result of experience, this change in behavior is always observable" (Jordan et al. 2008:21). To Surgenor (2010) "learning results in a change in behaviour" (p. 01). These definitions entail that if no behaviour is observed, then no learning happens, and whenever new behaviors are acquired, learning takes place.

Two different kinds of theories underlying behaviorism can be pointed out: 'Classical Conditioning and 'Operant Conditioning'. As to the first, Pavlov (1928) was the main representative of behaviorism when he "investigated animals' automatic and involuntary responses to stimuli" (Janiszewski and Warlop, 2012:172). According to him, learning is the result of external stimuli in a deterministic manner. His theory, which was referred to as the 'classical conditioning', or Pavlovian conditioning, involves the idea that learning is associated with physiological movements. Following this theory, Pavlov introduced four stages in the learning process; acquisition, extinction, generalization and discrimination.

According to him, acquisition was the starting point of the conditioned response, where animals (the dog) learn(s) new stimuli that would not last a long time when reward is maintained. Extinction, as the second stage, happens to describe the result after the departure of the conditioned response where no expected reward for a particular behavior is offered. For learning, as to the generalization stage, they may generalize their response to similar stimulus after one conditioned response to one stimulus was learned. After all, in the last stage, learners will have the ability to discriminate one stimulus from another, thus, they cannot produce a conditioned response to similar stimulus. The stage is quite opposed to the previous of generalization. (Pritchard. 2009:06-07).

Just after Pavlov's theory, Skinner (1937) theory was coined 'operant conditioning' which he defined as "behaviour controlled by its consequences" (Staddon & Cerutti; 2003:01). Operant conditioning was of the most influential behaviorist theories of learning. Jordan (2008) described it as 'a carefully structured approach' in that a response to one's actions is determined by his/her own behaviour (p. 24). Its nature was described as being more flexible than Pavlov's classical conditioning and even more powerful. In this stance, reinforcement is essential for getting subjects perform wanted behaviors. Another concept was introduced by this theory was punishment which serves at decreasing unwanted behaviour performance. Skinner (1937) examined the behavior of rats referring the results to humans. Skinner identified different aspects of the theory that best explain the way learning is processed basing his study on Watson's behaviourist former research (Mcleod.2015 webpage), as the following figure (04) shows

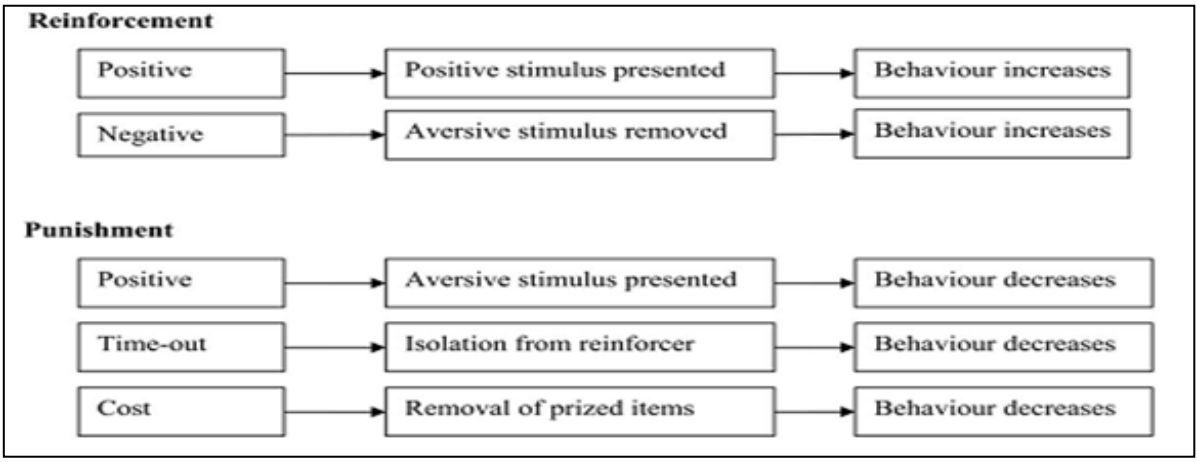

Figure 04. Reinforcement and Punishment (Jordan et al. 2008:25)

Pappas (2014) stated that according to Skinner, there are four key aspects namely reinforcement (an event that is used for the purpose of consolidating one's behavior to be effectively reproduced in other situations. Reinforcement is positive or negative), positive reinforcement (is a powerful method for monitoring human or animal behavior; of increasing the likelihood of behavior), and negative reinforcement (is quite the opposite of the positive reinforcement. It had to do with reducing the undesirable behaviors caused by subjects. Reward is replaced by punishment, which is still under debate for its effectiveness of eliminating some behavior). Shaping (is a reinforcement technique that aims at getting subjects to perform and add new behaviors into their existing scheme. In this case, reinforcing simple responses easily acted by subjects is at start, going through more complex responses for the same reward easily acted by subjects is at start, going through more complex responses for the same reward are needed). In this context, Skinner (1937) did so much of his researches with animals (rats and pigeons). To illustrate this, Manila (2012) presented the following example "a rat learns to press a lever in order to receive food. Consequently, every time the rat pushed the lever, the rat obtained food which reinforced the behaviour" (Weegar and Pacis, 2012. p. 04). Earlier on, Thorndike (1898) introduced a sub-law which he called instrumental conditioning.

Behaviorism (Thorndike (1898), Watson (1913), Pavlov (1927), Guthrie (1935), and Skinner (1937)) were influencing the realm of acquisition and learning. All viewed learning as related to relative permanent change in behavior. It was mainly a reward-reinforcement process, with an essential problem, one that behaviorism gives no regard to the mental process of learning i.e. the role of cognition.

3.2. Cognitive Theory of Learning

Learning cannot always be properly recognized by stimulus-response and reinforcement, or be purely related to change in one's behavior. There was a wide range of views to learning that shift attention away from behaviorism to other theories, among which cognitivism proved to be persuasive. Cognitivism, as the name implies, focuses on human cognition going deeper to deal with human mental processes. Cognitivists focus on human mental processes where the arrow of emphasis behavior brain related. On that, Piaget (1936) who was "the first psychologist to make a systematic study of cognitive development" (McLeod; 2015: webpage) studied "learning in terms of the mental or cognitive structures that make it possible […] [and has] regarded these structures as being quite real, although they are unobservable" (Phillips & Soltis. 2004. p.41). Learning is, therefore, not spontaneous as it is a development. To the cognitists, "the different processes concerning learning can be explained by analysing the mental processes first" (Sarah Mae Sincero, 2011. Cognitive Learning Theory. Retrieved, 2014). This indicates that learning is internal that it cannot be easily observed, then, it happens because of a mental activity. To Piaget (1936), the aim behind the cognitive theory is to clarify how an infant can develop into an individual who has the ability to reason, think and hypothesize through a number of mechanisms and processes. Cognitivism comprises the analysis of mental processes (like: Sensation, perception, attention and memory) that were completely ignored by behaviorists. In this dimension, Gardner (1991) described the human cognitive ability as being "pluralistic rather than unitary and that learners of any subject will

make greater progress if they have the opportunity to use areas of strength to master the necessary material" (In Arnold, Fonseca; 2004, p.120). Whenever new information are organized and processed effectively, learning takes place. Piaget (1936) and Gardner (1991) claimed that educators' awareness about information processing in one's cognition is the basis for gaining awareness about designing appropriate learning experiences for learners that best meet their requirements. During information processing, cognitivism, more particularly, scientific cognitivism (one influential direction in cognitivism) maintained that the human brain was best compared to a computer machine, where computing device functioning was regarded as cognitive functioning. According to scientific cognitivists, learning, in this context, happens if it was processed through input (material), process (perception) and output (action) under the name of 'input-process-output' model that is analogous to computer information processing. In the following Figure (05), Jordan (2008) endeavored to relate computer functioning to human mental processes.

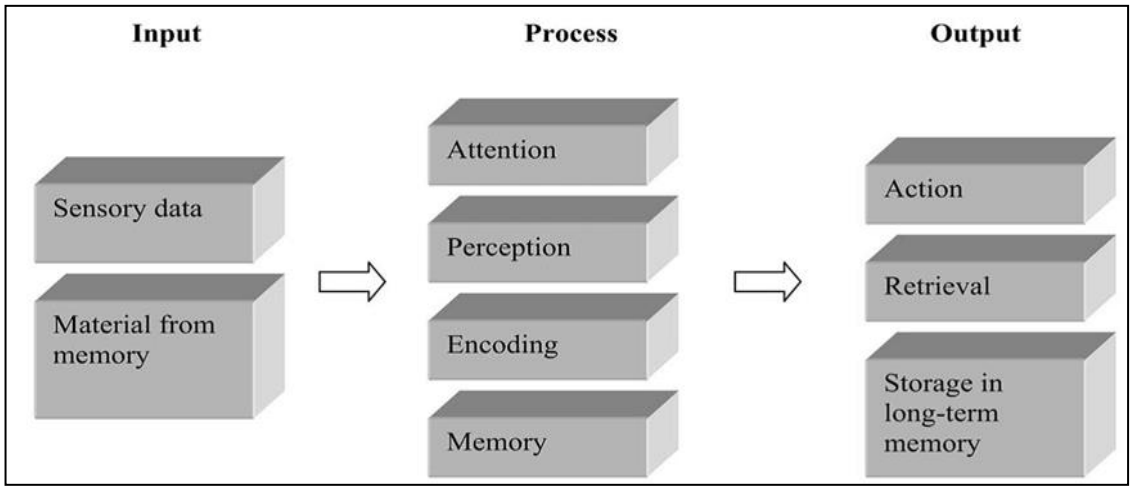

Figure 05. Input-process-output Model of Brain Processes (Jordan et al 2008. p. 37)

In this figure (05), there are some basic processes that underlie the whole learning operation starting from input and ending with output. This model was said to constitute five of the most basic principles in cognitivism, which are sensation, perception, attention, encoding and memory (Jordan, 2008). He (ibid) claimed that sensation is the process "through which

stimuli from the external environment are held very briefly in sensory registers before being transferred for further processing" (p.38). In other words, sensation is the process by which any stimulus that is acquired will only be available for a short period. Perception is the next process that comes after sensation. When a stimulus is introduced in one's sense, it will be interpreted through some sub-processes like pattern recognition, object recognition, bottom-up or top-down processing or unconscious perception. All tend to call for the principle of perception. Salkin and Rasmissen (2008) defined perception as "one's ongoing sense of how one is performing; and following a task" (p.689). After perceiving a stimulus that was sensed, attention to that particular stimulus and not to any others is processed to be organized in one's mind in the form of mental representation resulting in the principle of encoding. The latter refers to "the reception and recovery of the message by a listener is an equally complex process" (Salkin and Rasmissen. 2008:165). It is by going through the four processes of sensation, perception, attention and encoding stated that learners can have the ability to retain and recall information in what is referred to as memory. Memory is, then, the ability to encode, process, and retrieve information (Lee. 2005). These principles summarize the learning process as viewed and stressed by cognitivism.

4. Language Teaching (LT)

In the twentieth century, the language teaching profession was advanced in tandem with the applied linguistics' revolution which purported the development of various language teaching elements (methods, procedures, principles and materials) that go in parallel with the accomplishment of the required goals of how languages can be best taught and learned (Richards & Rodgers. 2006). The nature of language teaching was related to the nature of various options teachers choose for language knowledge delivery in classroom settings. Teachers play a central part in the process of language learning since they are responsible for the selection of diversity of methods and styles that superlatively meet the classroom context

requirements. For that, it was advocated that to effectively teach languages, teachers must successfully accompany their teaching with language learning (Duibhir & Harris. 2011). Their role is either to play the part of a knowledge teller or to set up ways to help learners see patterns for themselves; the fact that was represented in the form of standard guidelines within the development of the process of language teaching methods (Collaborative Learning).

The development of language teaching was always accompanied with the development of teaching methods. Rodgers (2000) states that, "past language teaching is associated with the 'Age of Methods' " (Alemi & Daftarifard. 2010:765). This is the era that was served as the basis for contemporary language teaching. It has been reasonable that language teaching was shifting from one method to another for the purpose of which it can be most effective. These shifts helped in expanding the understanding of language teaching; new insights were drawn by the emergence of new methods and approaches. The graduation of methods was characterized by the presentation of frequent changes and revolutions in teaching. All attempted to give birth to sound approaches to language teaching (Douglas, 2000). During the progression of methods, the nature of language teaching process was flowing from focus on curriculum developers to teachers towards learners. It is by this that learners were recently of the main interest of modern methods and approaches to language teaching; the Silent Method (1970), Total Physical Response (1972), Suggestopedia (1976), Communicative Language Teaching (1970), and Eclecticism (1970).

Recent modern researches in the fields of Foreign and Second Language Teaching and Learning showed great reluctance headed for the way teachers should be forced to be in charge of the whole learners' learning. They tended to offer new views as to involve learners in the learning process and make them the only responsnible for their progress while learning languages.

5. Teaching English as Foreign language (TEFL)

The field of English language teaching spread throughout the world during the 1970's. In this period, its process was straightforward in nature and was characterized by the dominance of the concept of 'communication' as the ultimate goal for English language teaching and learning. All theories and researches redirected their work and focuses on the necessity of inserting communication as one aspect in language teaching. This touched, as Howatt and Widdowson (2004) stated, syllabus planning, teaching materials, testing and assessment, and so on. The straightforward nature of the process of TEFL was irritating for many because of its diverse wide spread in the world.

According to Howatt and Widdowson (2004), with the growing need to learn English by learners from England and from outside of its borders, English practitioners and applied linguists thought of broadening the ELT scope to include not only the traditional subjects of reading and writing in the target language, but also many other modern subjects such as linguistics depending on learners' needs. The latter was the issue under investigation and the spot on which many studies were basing on resulting in the modification of several preceding insights to language teaching. As for language content, the aim was to represent a real-life communicative situation in the classroom settings to help learners feel capable of expressing themselves when they are exposed to the target language context (Maxom, 2009).

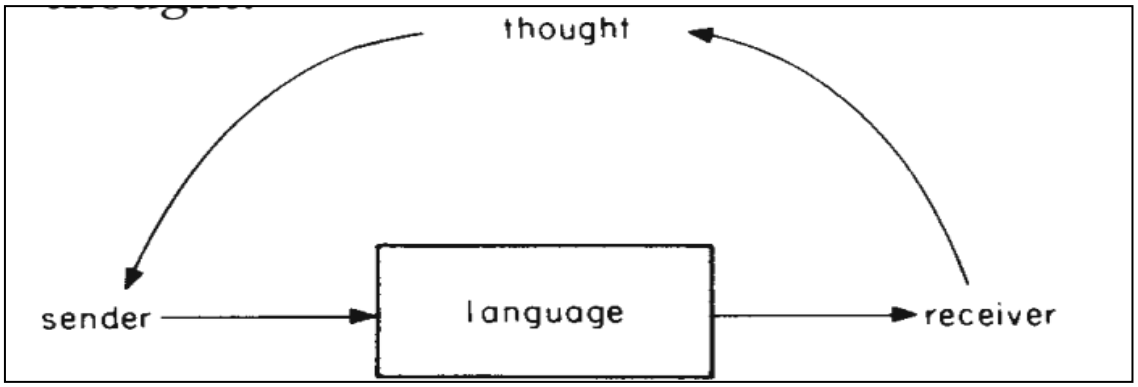

Figure 06. Language Practice 'Sender-receiver Communication'
(Broughton et al. 2003, p. 27)

To realize this, in 1973 a British conference held in Lancaster University took place under the name of "the Communicative Teaching of English" as the starting point for the accreditation of the Communicative Language Teaching as the dominant approach to TEFL. Starting from 1974 onwards, the positive upshots of the CLT which emphasizes communication in language teaching and considers 'Communicative Competence' as its ultimate goal was remarkably noticed (Howatt and Widdowson, 2004). This event yielded extreme regulations by language practitioners in terms of teaching syllabus, teaching methods and materials [more information about this approach takes place in Chapter two in this research]. Since then, researches adopted communication as a main aspect in modern studies basing on which a number of frameworks took place.

6. Methods of Foreign Language Teaching

Three hierarchical elements to the process of language teaching; approach, method and technique were proposed b Anthony (1963). An approach, according to him is "a set of assumptions dealing with the nature of language, learning and teaching" based upon which "an overall plan for systematic presentation of language" is selected referring to a method. A technique is, as he stated, those "specific activities manifested in the classroom that were consistent with a method and, therefore, were in harmony with an approach" (In Douglas; 2000:14). Based on Anthony's definitions, Douglass (2000) explained the term approach as the theory that generalizes the nature of language, learning and how best both can be applied to pedagogical settings. He added that a method covers a set of classroom specifications that aim at attaining ultimate language outcomes. In time, a technique refers to the activities or tasks that help in the accomplishment of those objectives. These three terms; approach, method and technique, illustrate the process of teaching, in that teachers go through three main stages for objective accomplishment. A teacher may select an approach upon which a

method is chosen to make use of the appropriate techniques needed for a particular objective. Through time, focus in language teaching was shifting overtime. Each method calls for particular objectives, principles, characteristics and classroom implementations.

6.1. Grammar Translation Method

By the 19th Century, the classical method came to be known as the Grammar Translation Method. It is based on a number of principles, all aim at knowing, as Rouse (1969) states that "everything about something rather than the thing itself" (In Richards and Rodgers. 2001:05). The Grammar Translation Method originated in Germany and it was mainly applied in secondary schools. It was characterized by the excessive use and the exaggerated attention to the use of the grammatical rules and translation from the foreign to the native language. Accuracy came to be the main feature of this method, in that students were forced to write and read accurately while no consideration has been given to speaking.

Freeman (2000) carried out a research with which she attempted to determine the language classroom nature under the Grammar Translation Method. Her work presented a brief introduction to the process of this method in the classroom and a phase of principles that it is based on. In doing so, she stated that at the beginning of language course, students were given an excerpt from Twain's life on the Mississippi to read for the purpose of helping students to be able to read simple and complex literary texts. After that, students were required to get involved in a process of translation from the target to the native language to go forward to the next step in which a question-answer discussion takes place in order to assess their reading comprehension. If no right answer was given, the teacher states it herself. In this context, the teacher plays a central role in the classroom, that, she is given the authority. During teacher-student interaction, the teacher simplifies some complex concepts in the target language by identifying their similarities in the native language. During this process, students were asked to translate the new words from the target to their native language for the matter of

memorization. At last, the teacher gave students grammatical rules for how to use a direct object with two-word verbs deductively asking students to apply in given situations and be aware of their use. Freeman's experience lists a number of observations which signifies a number of principles. The ultimate goal of language classroom is to help students learn how to read literary texts and make use of "the grammatical rules and vocabulary of the target language" (Freeman, 2002. p. 16). The Grammar Translation Method (henceforth GTM) is traditional i.e. the teacher is at the heart and the authority of the classroom. Students are taught how to use the learned grammatical rules and translate from and into the target language from which they learn and memorize their native language equivalents for the 'target language' vocabulary concepts. Students, under this theory, are in the margin. As for Sapargul and Sartor (2010), the only recognized interaction was a teacher-student interaction regardless of student-student interaction (p. 27). The way languages are taught through the GTM presents a wrong idea about what languages are; it is seen as a collection of independent words (meaning is regardless and all to care about is structure).

Raising learners' awareness about the grammar of language appears to be beneficial for sentence construction, in that, its founders claimed that it calls for a good mental exercise (Chang. 2011:16). The GTM requires few specialized skills on the part of teachers. It helps learners get a higher reading proficiency in the target language. For that reason, GTM is still accepted and used recently despite all the severe attacks it received because it is applicable and easy to conduct. However, its principles tend to impede its value. It is an unnatural method since the natural order of language learning is listening, speaking, reading and then writing. Writing can be developed just after the development of the preceding skills, since; its aim was not to master speaking and/or communication (Zainuddin et al. 2011:64). Moreover, translation could be effective in some ways, while it seems to be complex or impossible in other ways because of the variations found between languages. It is a 'theory lessness'

method which gives no attention to learners' communicative ability in the target language (Qing-xue and Jin-fang, 2007).

As a result of the dissatisfaction of the GTM, a 'Reform movement' stood out. This movement involved the promotion of alternative approaches to language teaching. Each has its main principles and characteristics that tend to redirect language teaching away from focus on reading to oral proficiency (Douglas, 2000).

6.2. The Situational Language Teaching Approach

The Situational Language Teaching Approach (equally called the Oral Approach) is not ordinarily used today. It originated in Britain in the 1920's to 1960's. This method emerged as a result of the work of applied linguists among whom Palmer and Hornby in British language teaching in the 20th century (Hussain and Sajid. 2015:197). They tried to give birth to a sound approach to English language teaching methodology. At the beginning of the emergence of the approach, there were opposed points and ideas as to the procedures underlying it among Hornby, Palmer and other language practitioners but they agreed about the main principle of gaining an oral proficiency in the target language and about the naming of the 'Oral Approach' to language teaching. By the 1950's, the Oral Approach was accepted as the certified approach to English language teaching in Britain. In the 1960's, the Oral Approach was mainly represented by Pittman who introduced and developed new teaching materials that are based on the situational approach. (Richards & Rodgers. 2006:38).

Within this approach, speech was given the priority and was regarded as the most important language skill that is at the centre of language learning and teaching context. To Kushik and Kovalik (2010), speech "is the basis of language, and structure is the basis of speaking ability" (p. 02). This identifies that language structure was viewed as the key element for gaining oral proficiency. Structuralism and behaviorism were the theories of language learning on which the Situational Language Teaching Method was based, through the application of habit-

learning drills. Rhalmi (2009) claims that in the language classroom, students do nothing more than listening and repeating accurately what the teacher says, with the teacher being at the heart of the classroom. He presents the lesson, controls and guides the class and manipulates the course study to effectively evaluate students' responses. In this context, the classroom is simply teacher-directed. Students' answers should be as accurate as possible and no mistakes are allowed. This implies that accuracy is crucial in this approach either while pronouncing or applying grammatical patterns and rules. As for classroom practise, Davis and Pearse (2000) claim that teachers who use this method are required to situationally teach their students new points and concepts i.e. to bring real life related materials to illustrate new concepts (p.190). Teachers are required to get their students practice the four language skills with particular emphasis on the oral-aural skills. Reading and writing take place after the patterns are already introduced orally.

The Situational Language Teaching Method was essentially featured by the 'P.P.P' (Presentation, Practice, Production) model that teachers needed to master while teaching. It aims respectively at introducing a visual that best states a grammar point (step one) to be imitated by learners accurately i.e. drilling (step two). Learners can use it later in some communicative activities like dialogs (Richards and Rodgers. 2014).

6.3. The Audio-lingual Method (A.L.M)

During World War II, the USA needed Americans who are proficient in expressing themselves orally in the languages of their 'allies or enemies'. Indeed, the "U.S military provided the impetus with funding for special intensive language courses that focused on oral/aural skills" (Douglas. 2000:22). Its aim was to gain a conversational proficiency in the target language. In that its purpose "is to use the target language communicatively […] speech is given priority in foreign language teaching" (Mart. 2013:63). This method made a great deal use of oral activities with no consideration to grammar and translation that are

emphasized in the traditional classes. Since its appearance, students and other people had sought to train themselves in the English language to satisfy their own needs with the language. ALM was grounded in such strong foundations to be applied by several studies like those of structural linguistics where it was thought of as a useful way for teaching linguistic patterns, in addition to the behavioristic psychologists who supported conditioning and habit-formation patterns that go in line with the pattern practices of the Audio-lingual method (Qing-Xue and Jin-fang.2007:70). Earlier on, Harmer (2001) explained that ALM "relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill" (p.79).

According to Freeman (2000) within the language classroom applying to the ALM, there was a systematic attention to pronunciation and intensive oral drilling of basic sentence patterns which are realized as a result of the process of habit-formation by memorizing dialogues and performing pattern drills. Teachers who use this method tend to get their students able to form habits in the target language as a way of getting over their native language habits. In the language classroom, the teacher plays the role of a leader. He directs and controls the group and provides the needed models to be imitated by students who do nothing in the course except from following their teacher's commands and responding accurately to the given models. The nature of interaction is thus teacher-student. However, students do sometimes perform dialogues creating a student-student interaction that is teacher-directed. During the course, students are required to listen, speak, read and write. However, the oral/aural skills are given the priority. Reading and writing are the reflection of what students already learned orally. In this line, Freeman characterized the teaching and the learning process as the context where vocabulary and grammatical patterns are introduced

through dialogues by means of imitation and drilling. Grammar is presented inductively through some introduced patterns without any explicit explanations (45-47).

However, the ALM was so popular and it appreciated many years of attraction throughout the world and still. An inability was noticed when transferring skills acquired through audiolingualism to real communication outside the classroom, since then, the currency of the Audio-lingual Method waned.

1.6.4. The Community Language Learning

By the 1970's, the interest in the inclusion of the affective domain within language teaching grew to give birth to a number of methods among which the Community Language Learning (Henceforth CLL) was a good example. The Community Language Learning was established by Curran (1972) with reference to what he called "Counselling-learning" model. Curran's idea in the CLL was enthused by the humanistic psychology to foreign language learners. Learners, according to the humanistic psychology view, are needed to be regarded as a group instead of a class who require a counselling. Besides, it was an enquiry for the implementations of its principles. This model was also supported to demonstrate the idea that a counsellor helps clients to move away from dependence to independence and self-assurance. This method is basically affective in that it gives more importance to learners' feelings and attitudes where the "social dynamics of such a group were of primary importance" (Douglas. 2000:25). Douglas (2000) stated that according to Curran's model, "the group members first needed to interact in an interpersonal relationship in which students and teacher joined together to facilitate learning" (p. 25) Freeman (2000) claimed that in this approach, learners are viewed as 'whole persons'. She states that "whole person learning means that teachers consider not only their students' intellect, but also have some understanding of the relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn" (p. 89). Thus, constructing relationships among students and between

students and their teacher is basic in this method. The teacher-student relationship was described as counsellor-clients relationship. The teacher plays the role of a counsellor who tries to make her students aware of the new situations they encounter. Accordingly, the teacher's presence is never considered as a threat, but it is primordial that she keeps an eye on the clients' needs as a counsellor (La Forge 2014. p. 375)

La Forge (2014) stated that within the language classroom, language is learned for communication. This happens through an intensive use of conversation that is already determined by the students to feel free with language expression. Equally, teachers keep moving around the group; not to make learners feel anxious and support the student-student interaction. The teacher keeps partially silent observing students' behaviours and acting (p. 376). In this line, the use of the native language is permitted where in the first few sessions, the teacher acts as a counsellor; she starts by translating the utterances given by the clients in the native language into the target language (as she makes the target language as meaningful as possible for students to feel secure). In the CLL, the various aspects of the target language are purely taught inductively. Students, after some practice, become able to speak a word or phrase directly in the target language without translation. The learner in this step starts to move away from being dependent on the teacher to be more independent while using the language (a principle of the counselling-learning model). (Douglas. 2000:25-26).

The CLL was of the most influential methods in the 1970's, since it gives so much care to get students overcome the threatening problems that are illustrated in anxiety and fear from committing errors and other problems they encounter through their learning process. Besides, the holistic learning nature and the teacher-student interpersonal relationships helps better facilitate language learning (Nagaraj, 2009. p. 179).

However, the CLL has some disadvantages which were the reasons behind the method's failure. Among these is the counsellor-teacher nature could rather become non-directive.

Indeed, it would lead to the non-familiarity between the teacher and her students who are in need for some direction. As seen before, this method also largely depends on translation. If some aspects of the target language were not appropriately translated, students will feel confused and may fall in misunderstandings. Moreover, the total submission to the inductive teaching may not lead to positive results and, therefore, the mixture of inductivity and deduction may help in language comprehension, since deduction proves to be an efficient strategy. Since then, various successive methods emerged either covering the affective nature or dealing with other related domains. (Richards and Rodgers, 2001; pp. 97−98)

1.6.5. The Communicative Language Teaching Approach

Within the era of language teaching methods, language was dealt with and analysed from a variety of perspectives, the fact which affected instantly language teaching priorities. On this Chomsky (1957) claims that most of the methods that appeared in the early twentieth century failed to account for the fundamental characteristics of language which constitute the creative and the unique features of individual sentences. Besides, other applied linguists identified another dimension of language that of the functional and communicative potential of language. This is revealed by the emphasis on what languages do rather than mere description of their grammar. CLT sought new direction for language teaching and learning insisting on "positive interdependence, team formation, accountability, structure, structuring learning and developing social skills" (Basta. 2011:141) resulting in breaking different learning tasks down into units that best meet learners' needs with respect to the learning programme. In 1972, Wilkins proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins' idea demonstrates that being aware of language grammar and vocabulary (two aspects which were emphasized in preceding language methods) was never enough for the mastery of that language, thus, learners are in need, in addition to these two important aspects, to try out

language at least within the language classroom context (Sambou. 2012. p.169). These factors were the main assumptions behind the emergence of the CLT. The theory under the CLT was of 'language as communication'. In this line, it is worth mentioning that this theory was equally related to Hymes' (1972) term of 'communicative competence', the term which rapidly gained currency and followers and was regarded as the ultimate goal of a communicative language teaching classroom (Hunter. 2009. p. 04)

The four language skills were viewed in terms of two dichotomies; speaking and writing as active skills, and listening and reading as passive skills. However, to CLT, these skills were rather described in terms of productive (speaking and writing) and receptive (listening and reading). This representation underlies the nature of communicative interaction that is governed by the new approach; language is sent and received (Savignon in Celce-Murcia. 2001:14−15).

As for the teaching experience, much was said about the nature of the classroom atmosphere under the CLT. In this context, Freeman (2000) described how the CLT is implemented in the classroom. She states that, within the language classroom, the teacher makes use of authentic language sources i.e. those related to real life contexts, for instance, she may distribute a copy hand-out from a recent newspaper getting students to be able to detect the intention behind the piece of writing to prove that they are competent communicators. In this context, much use of the target language is required from learners and only judicious native language use is permitted when necessary. Learners are asked to interact in the target language when expressing their ideas and opinions (pp.122− 123). Freeman (2000) added that the teacher, in this case, supplements communication whenever possible by attempting to enrich the language course with a variety of activities (information-gap activities, games, role-plays and problem-solving tasks) for the reason of bringing interest and getting students involved in the learning process through interaction. Communicative

interaction helps students develop autonomy and responsibility during negotiations and discussions when cooperating with each other. To maintain that, the teacher acts as a facilitator when he establishes situations for fostering communication. He also acts as an advisor during the activities for checking students' errors which are reacted to tolerantly in fluency-based activities to be treated in accuracy-based tasks. This illustrates the psychological caring of the CLT for foreign students which gives them opportunities to try out language freely with no restriction. Students are at the heart of the language classroom, they are viewed as communicators i.e. they are actively involved in the course through interaction by attempting to receive and produce language in a comprehensible way. They are required to produce language necessary for any given situation with reference to various linguistic choices. Indeed, the goal of CLT classroom is to communicate in the target language by making students aware of its forms, meaning and functions. The latter was emphasized over forms since the CLT's syllabus is drawn from the Notional-functional syllabuses; the ability to be understood and understand others (pp. 122-125).

Furthermore, the objectives of the CLT were not precisely determined since they were very general. They tend to cover all the fundamentals of language for the reason of approaching communicatively the domains of speaking, listening, writing and reading. Pearse and Davies (2000) stated that one "of the first objectives in an English language course, even with beginners, should be to establish English as the main classroom language" (p.06). For this, objectives were related to the application of the different aspects of the communicative competence that go in line with learners' communicative needs within the language classroom context.

1.6.6. Eclecticism: The Teacher Method

The non-stopping process of the emergence of methods of language teaching, led some researchers like Rivers (1986) to give birth to a new method that calls for selecting among the

previous methods to achieve learning outcomes. Basing its fact on Nunan's (1991) view where he states that "it was realised that there never was and probably never will be a method for all" (p: 228). This method according to Rivers (1986) was referred to as "eclecticism". Eclecticism was derived from the verb 'to elect' i.e. to select by vote for an office or for membership (the Free Dictionary, 2016). In the language-teaching context, eclecticism can be defined as a mixture of a number of methods in a particular situation depending on a specific objective to suit the students' needs and weaknesses. Kumar (2013) stated that eclecticism is said to depend more on combining aspects from different methods of language teaching and learning as it "involves the use of a variety of language learning activities, each of which may have different characteristics and objectives" (p. 01).

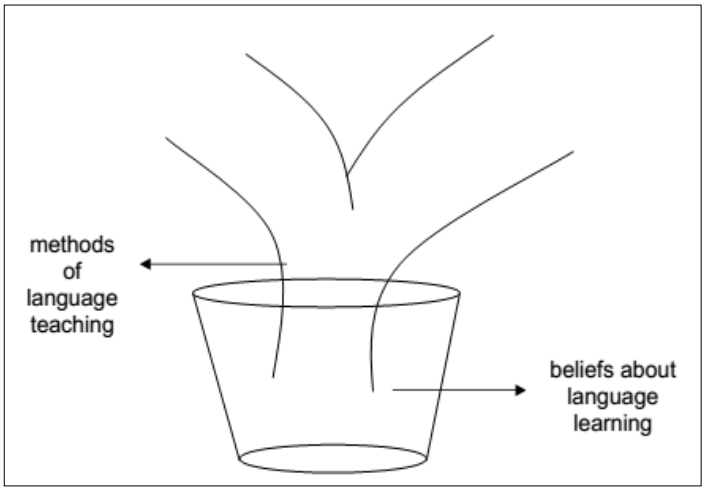

Figure 07. Language Learning according to Eclecticism (Weideman, 2007. p. 04)

The teacher who tends to be eclectic in his method is free to choose among all the methods, the aspects he finds appropriate for a given context. The choice requires from the teacher to be cautious to choose only the aspects that work out with students' needs and weaknesses. For this, to "be successful, an eclectic teacher needs to be imaginative, energetic, and willing to experiment for the purpose of keeping lessons varied and interesting (Wali, 2008. p. 05). Gushing and Bigelow (2014) claimed that eclectic teachers need to be professional and know

how to make decisions when encountering pedagogical choices; thus, they need to be holistic in terms of teaching theories and practice (p. 249).

Recently, the Eclectic Approach seems to enjoy popularity and it is still accepted by many language teachers (Weideman. 2007. p. 03) since it helps them not to feel restricted to the application of a set of aspects that belong to a unique method or approach.

Conclusion

Despite all the different reasons that lead learners to learn new languages, communication in the target language serves as the shared ultimate aim. Foreign language teaching and learning was the process that developed insights that helped learners learn languages in an effective way. It could generate rules that can work with different learners in different contexts. Foreign Language Teaching and Learning is a wide-reaching field of enquiry. It welcomed the contributions of various fields of study like psychology to seek answers to observables language related problems during the teaching and the learning process. Its on-going nature offered positive contributions to the betterment of language teaching and learning that were interpreted through the emergence of numerous methods.

Moreover, the successive appearance of language methods showed that each tends to support principles and disregard others, starting from the grammar-translation method, reaching the communicative approach moving forward to more recent methods that help learners achieve their objectives in the first place such as the Eclectic Method.

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Chapter two

The Communicative Approach to Foreign Language Teaching

Introduction

The structural views to language, that it is a system of rules, were not satisfactory since language was proved to go beyond structure towards meaning in context. It can be a dynamic resource for meaning construction (Nunan, 1989. p. 12). This view, in addition to others, was the justification for the existence of the communicative approach to language teaching (CLT). CLT is an approach that represents the philosophy of teaching that is based on communicative language use. It is a flexible approach to the teaching of languages. As the name suggests, CLT covers teaching languages through communication, and *communication* is the concept which is at the heart of this approach. The approach is communicative in the sense that it makes use of real life situations that generate communication.

In this vein, CLT refers to the equality of the communicative processes and goals in the language classroom where communicative competence serves the ultimate goal of learning. Communicative competence can be defined as the way meaning is expressed, interpreted and negotiated in accordance with the psycholinguistic and the sociocultural views in Foreign Language Teaching research and process that account for its amelioration. Its development serves as a key factor that leads to success in the learning process.

CLT was the seed of continuum movements of revolution that call for the betterment of language teaching and English language teaching in the first place. It was established as a reaction to previous formats that were drawn by preceding methods. It was the chance for a rethinking process as for the methodology of language teaching, taking care of learners' learning and teachers' effective ways of teaching.

1. History of CLT

As referred to previously, there was a considerable shift as for the direction of teaching methods. This shift scored the birth of some approaches that were widely used in a particular point of time, starting from the Grammar-translation method and going through other successive methods. These methods were criticized for some weaknesses that hinder the learning process for they failed to enable learners to use the target language in real life situations. They had slogans that call for the mastery of one of the basic language skills and failed in the recovery of others. Because of such dissatisfactions, language researchers started to look for a new approach that helps language learners to communicate effectively in the target language. In this regard, Richards (2006) reported that "the centrality of grammar in language teaching and learning was questioned" simply because there was a shift in interest from the need to develop grammatical competence to form accurate sentences to knowledge and skills that help in using grammar to communicate in real life situations (09).

SOME POINTS OF CONTRAST BETWEEN THE 'BRITISH' COMMUNICATIVE APPROACH AND MORE TRADITIONAL APPROACHES	
COMMUNICATIVE APPROACH	**TRADITIONAL APPROACH**
Performance behavioural objectives.	Academic / linguistic objectives
Utterance/messages/'meanings'.	Sentences.
Discourse (as semantic units).	Text (a formal structure)
Use.	Usage.
Spontaneity/fluency	Accuracy / 'valued' language
Functions/notions taught round 'common core'. Teacher uses metalanguage or gives many examples?	Grammar; teacher uses metalanguage.
Goal: to teach how to satisfy Communicative needs	Goal: to teach the 'language'
Appropriacy of lexis.	Often, restricted/lexis
'Meaningful' exercises *involving* language, Eg: editing a class newspaper	Linguistic exercises, eg: 'Replaced the Infinitive forms of verbs in brackets with the correct finite form'
Communicative competence	Linguistic competence

Figure 08. A Comparison between Focus in the CLT and More Traditional Methods (Roberts, 2004.p. 23)

In the 1980's, communicating through the language and giving priority to language usage while learning, was the matter through which the CLT emerged. It was firstly originated in

Britain as a result of changes in the British language teaching traditions away from structuralism and situational methods in the late 1960's. According to Banciu and Jireghie (2012), this approach was seen as a reaction to audiolingualism as an extension to Wilkin's (1976) notional-functional syllabus where it concentrated on the intense use of the target language to attain various communication objectives through different contexts. Equally, Biris and Milancovici (2010) argued that the communicative approach processes suggestions of linguistics and communicative competence. The language is seen as pragmatically, the patterns of different speech intentions are at the forefront. (Banciu and Jireghie; 2012:94. Google translation)

The CLT was the solution when the language scholars were looking for a change. It is the approach that supports developing learners' communicative ability; the ability to use the target language in the outside world (Chang. 2011:19). It appeals for the mastery of the different language skills at the first place. All the language skills are valuable and should be given prior attention. For this, Savignon (2007) claimed that "CLT is not concerned exclusively with face-to-face oral communication. The principles of CLT apply equally to reading and writing activities that involve readers and writers engaged in the interpretation, expression and negotiation of meaning; the goals of CLT depend on learners needs in a given context" (p. 213).

2. Defining Communicative Language Teaching (CLT)

Teaching how to communicate with the target language for later social development serves to be at the heart of the communicative approach (CLT). The CLT, as the name suggests, calls for emphasizing the theory that language is communication that its ultimate goal was communicative competence. Richards and Rodgers (1986) stated that CLT "starts form a theory that language is communication. The goal of language teaching is to develop what

Hymes (1972) referred to as "communicative competence" (p.69). The CLT, therefore, gives more attention to language use, that is, the way language is processed in authentic contexts.

According to the paradoxical perspectives as to the directions of the CLT, it seems to be difficult to properly define the approach. In this vein, Mc Groatry (1984) claimed that "there is a substantial debate as to the appropriate way of defining the CLT and no single mode of CLT is collectively accepted as authoritative" (In Diana. 2012:02). The term CLT "has meant a multitude of different things to different people" (Littlewood. 2013:02). This was because CLT is an approach and not a method *per se*. It does not restrict language teachers with one authoritative content, a syllabus, or any extra teaching routines. It helps teachers to give vent to their creativity and "left its doors open for a great variety of methods and techniques" since it does not adhere to one single method or theory but to large areas of study like the 'cognitive science, educational psychology and SLA' (Bran. 2007:05).

Littlewood (2013) presented two versions of CLT, namely, communicative perspective on language (language use) and a communicative perspective on learning (language in use) claiming that "the communicative perspective on language is primarily about what we learn. It proposes that when we learn a language we are primarily meaning not language structures but language functions (how to do things with words)" while a communicative perspective on learning "focuses attention on how we learn, especially on our natural capacities to 'acquire' language simply through communication without explicit instruction"(02). Thus, the primary focus of this approach is to help learners create meanings and not develop grammatical structures at the first place. It calls for a new view of language as a system of meaning expression basing on language functions, that is, interaction and communication. After all, it was agreed that the CLT aims at enabling language learners to communicate using the target language (Ansarey. 2012:62).

3. Principles and Characteristics of CLT

The development of language teaching methods showed a noticeable shift away from teacher-centeredness to students-centeredness. This was equivalently marked with the shift from the traditional classrooms; teachers' role of knowledge spoon-feeding to the students play a passive role, to the modern classrooms where students are in charge of their own learning, with teachers acting as facilitators and helpers. This calls for the nature of the CLT, under which teachers create a more social relationship with their students (Chang. 2011:20).

It was advocated that CLT can be described as a set of core principles about both language teaching and learning —where the development of language use can serve as the 'driving force' for developing language (Richards. 2006. p.14). To Chang (2011) introduced a summary of these principles basing on the ultimate aim of a CLT classroom that is to communicate with the target language. In the same vein, Savignon (2002) claimed that "language teaching is based on a view of language as communication" (p.06) where precisely the CLT is based on the theory that emphasizes communication which takes place within the language classroom through the fulfilment of authentic language, materials and tasks. These latter were suggested as the key unit that builds the basis of 'long-term' lesson plans (the task-based instruction).

In addition to that, fluency and accuracy are two principled features in a CLT classroom. These two concepts are considered as essential once learning languages. In 1979, Brumfit introduced a distinction between the two concepts, claiming that, "fluency should be regarded as a natural language use, whether or not, it results in native-speaker-like language comprehension or production" (In Hunter. 2011:02). Elsewhere, fluency was defined by Iwashita (2010) as "the automaticity of language use (i.e., to what extent learners are able to produce a second language without attending to rules of the target language grammar" (p. 36). Fluency refers to the use of language without being restricted by its rules.

Just before the emergence of the CLT, accuracy which is the learning of language patterns, enjoyed dominance in traditional language teaching classrooms as being the major focus of language learners. However, and in many communicative requests, FL fluency, getting learners use the target language freely, was treated to be equally important to FL accuracy. Accuracy and fluency were given an equal value and both served as a basis for the mastery of language. The difference between both concepts lies in the variety of activities they might include. As for language accuracy work, Richards (2006) stated a number of activities that aim at developing FL learners accuracy, namely "reflecting classroom use of language, focusing on the formation of correct examples of language, practicing language out of context, practicing small samples of language, do not require meaningful communication, controlling choice of language" (p.14). Fluency work, also, has a number of activities that hold the slogan of tolerating errors and considering them as being natural (Chang.2011:20).

4. Implications for Classroom Methodology

Much use of the target language to serve communicative purposes is the conviction under which the communicative teaching is based on. In CLT, teachers have the chance to create interesting atmosphere to achieve effectively the required objectives. Teaching creativity is at the heart of classroom implications for what the teacher does in the classroom 'is the teacher who decides whether or not to facilitate the creation of a classroom atmosphere conductive to communication" (Sheils, 1993:02). The communicative language classroom offers teachers a lot to choose from classroom implications as videos, group work, games, and peer interaction can be strongly mentioned.

4.1. The Cooperative Learning in Language Teaching and Learning

For the student-centred instruction, learners are said to be responsible on their own learning, that is, their role is emphasized during the language learning enterprise. The reason

behind which, a social constructivism theory that was advanced by Vygotsky (1896-1934) underpinned the notion of cooperative learning (CL). He asserted; after observing children learning, that learning can well be achieved through interaction and sharing ideas with peers. In so doing, constructivists believed that 'culture', 'society', 'language' and 'interaction' can serve for a great deal of understanding of their learning (Li & Lan 2005:01). Li and Lan (2005) defined CL as a "student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members" (p.01). It is the way of grouping students together to exchange ideas and understandings for personal and group benefit; one for all and all for one.

In the last decades, cooperative learning was of the 'best practices' in language teaching and learning. Cohen, Brody and Shevin (2004) stated that cooperative learning enjoyed an extensive use within 'regular education classroom' and 'special education classroom'. It serves to be valuable for all learners with regard to their individual differences "those who were identified as at 'risk', 'bilingual', 'gifted' and 'moral'", since it underpins mutual respect and learning development among learners regardless of their ethnic backgrounds (p.03). In effect, students with differing abilities, levels, races, and languages are said to grasp effectively learners' learning through cooperation.

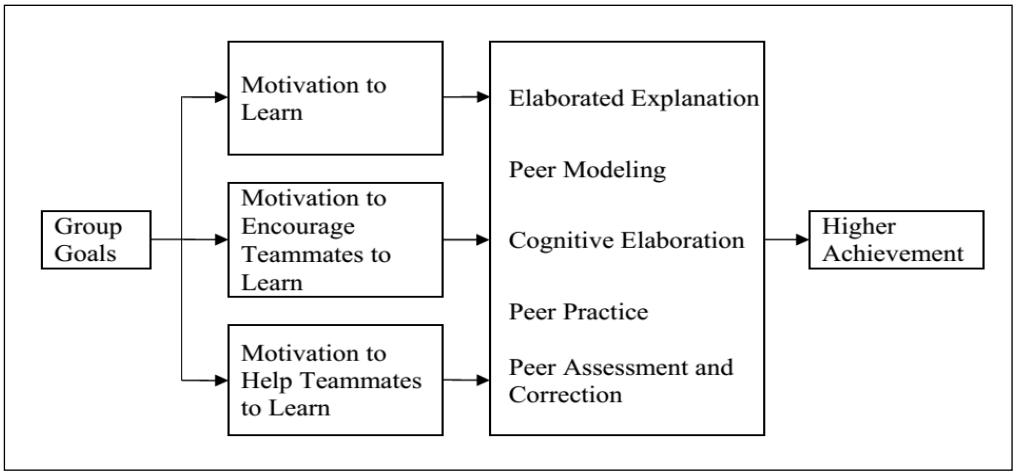


Figure 09. Slavin's Model of Cooperative Learning (2003, p.25)

According to Slavin (2003), there are two major categories of theories that encourage the notion of cooperative learning namely; motivational theories and social cognitive theories, as stated in his 'model of cooperative learning'(In Liao. 2005:14). Moreover, Liao (2005) claimed that "based on Slavin's model (2003), CL facilitates learning not only because it motivates learners with shared goals but also, because it further situates learners in a social context, which provides a stage for cognitive development through elaborated explanations, peer tutoring, peer modeling, cognitive elaboration, peer practice, peer assessment and correction" (p.25). In this vein, Liao (2005) further illustrated his explanation with the diagram above. In the group, learners are motivated to learn and help others to learn for better understanding to score higher achievement.

According to Johnson and Johnson (2017), effective cooperative learning is based on the attainment and the existence of five main elements, namely, positive interdependence, individual accountability, promotive interaction, group processing and personal group skills (p. 30).

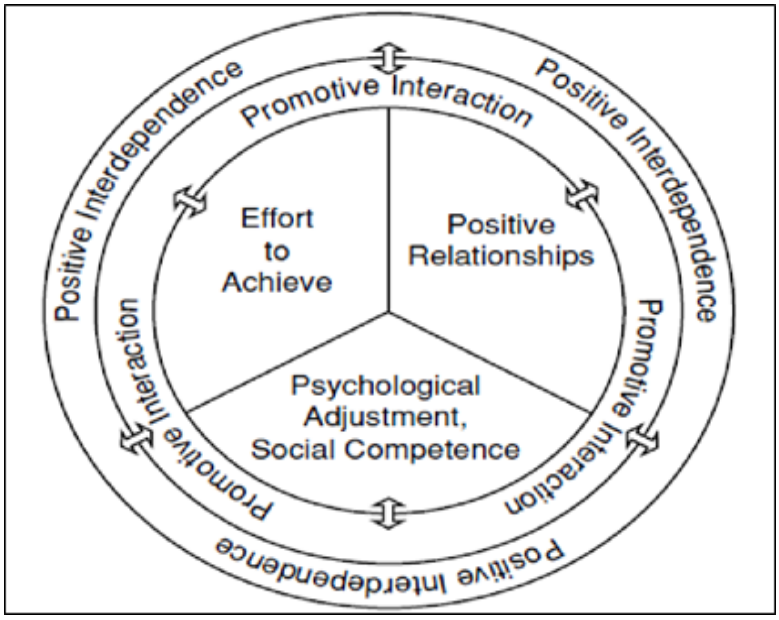


Figure 10. The Cooperative Learning Five Basic Elements and Their Effects on Learning (Johnson and Johnson, 2017. p. 790

4.1.1. Positive Interdependence: We Instead of Me

Positive interdependence is one basic element that ensures the effectiveness of cooperative learning (Liao, 2006). It rests upon the notion of having group members working together to achieve common goals with a mere care of each other's learning (Basta, 2011). Liao (2006) stated that positive interdependence "can be established by creating outcome interdependence and process interdependence" (p. 36). Outcome interdependence, on the one hand, refers to the group goals. In that, while cooperative learning, the teacher is supposed to introduce clear and unambiguous instructions about the goal to be attained and the materials used to accomplish certain tasks. Process interdependence, on the other hand, encompasses the need to give each member a role to play. The group members should know what they ought to do to accomplish the group task besides being provided with limited materials to do so (pp. 36-37). When learners promote 'mutual goal accomplishment' resulting from the establishment of their positive interdependence, it affects their tendency towards working cooperatively and leads to effective cooperative learning (Johnson and Johnson, 2017).

Learners need to develop the idea that their success is related to the success of each single member in the group. Their perceptions that they cannot make advances or succeed unless the rest of the group do refer to the existence of positive interdependence which in return gets them improve that "each member's efforts are indispensable to the success of the group" (Gillties & Ashman, 2003. p.37). Positive interdependence is said to have significant benefits. Cohen et al. (2004) posited that "an important benefit comes in the enjoyment of students in productive activities" which promotes active learning that leads to stronger academic performance (p. 71).

Although positive interdependence is an essential element towards an effective cooperative learning process, it is not the only element for the process. It needs to be accompanied with other elements so that the process becomes accepted.

4.1.2. Individual Accountability and Personal Responsibility

Individual accountability is the second basic element in cooperative learning. It exists when each group member shows and accepts responsibility for the role they have to play in the task. This results in facilitating the group work since it contributes in creating a harmony in the task accomplishment process (Gillties & Ashman, 2003). In this context, Liao (2006) defined individual accountability; often referred to as personal responsibility, as "when each group member is held responsible by other members for putting in a reasonable share to the group's final outcome" (p. 39).

Liao (2006) claimed that being responsible for one's own part makes it possible to share mutual exchange of knowledge and discussion which raises members' motivation and encouragement. However, if individual accountability does not go well, or it is not well-structured, it becomes difficult for the group to check on each other's work which marks failure to notice personal requirements for encouragements from the group members (p. 39).

There are many ways instructors tend to use to ensure the group members' individual accountability. In this line, Basta (2011) stated that for the purpose of evaluating the group work's performance and the accomplishment of goals individually and in group form, teachers can use "random selection of papers if each student is doing work within the group, random calling on individual students to present their group's answer, random oral quizzes of students, written quizzes or examinations" (p. 133).

4.1.3. Promotive Interaction

As a third basic element for effective cooperative learning, promotive interaction covers the interactive process through which the group members communicate ideas. In a group work, much of the work is done through an interactive process. The group members are required to communicate ideas, interact, and express agreements and disagreements to accomplish a given task (Basta, 2011). Interaction among the group members is supposed to

be assisted and promoted. In this line, Tsay and Brady (2010) stated that "although some of the group work may be done on an individual basis, most of the tasks are performed through an interactive process in which each group member provides feedback, challenges one another, and teaches and encourages his or her groupmates" (p. 80). Elsewhere, promotive interaction was a key element that provides individual and group support. It involves "individuals encouraging and facilitating each other's efforts as they work together on the group task. [They] encourage and facilitate each other's efforts by providing explanations and information to assist understanding, contrastive feedback to improve performance with a task, and access to needed materials and resources" (Gillties and Ashman, 2003. p. 37).

Promotive interaction helps the group members to improve skills they need in further contexts. It leads learners to develop the ability to communicate ideas frequently and accurately and to understand each other's views and react to them appropriately. In addition to that, interaction may well maintain in learners higher self-esteem, productivity, need for success and "expectations for rewarding and productive future interaction" (Johnson and Johnson, 2017. p. 792).

4.1.4. Interpersonal and Small Group Skills

For successful cooperative learning, learners need to develop their interpersonal and small group skills that are needed to facilitate interaction and involvement with each other (Johnson and Johnson, 2014). Learners need to master their social skills so that they can engage simultaneously within the group work to share understanding and reflect on the whole group achievement. Being socially skilful enables the group members to share thinking, interpretations and results which ends up in an agreed upon decision about the task accomplishment. If socially unskilled students were grouped together, there will be no possible way to mark harmony and cooperation among the group members (Johnson et al. 1984).

It is important for teachers to teach their learners how to be socially skilled and think about ways of rewarding the group work to support social skills among them to assist effective group relationships. Johnson and Johnson (2014) investigated Marvin Lew and Debra Mesch (1986)'s study. In doing so, he stated that "In the cooperative skills conditions students were trained weekly in four social skills and each member of a cooperative group was given two bonus points toward the quiz grade if all group members were observed by the teacher to demonstrate three of four cooperative skills. The results indicated that the combination of positive interdependence, an academic contingency for high performance by all group members, and a social skills contingency promoted the highest achievement" (p.794). This indicates that positive reward for every individual group member for their efforts to work together as a team and interact freely to attain a particular objective can serve at developing in learners the need and importance of working one for all and all for one.

4.1.5. Group Processing

While cooperative learning, the group members are required to determine what they did and if they are doing well to attain the group goals. This falls in the creation of group processing which is the fourth basic element towards effective cooperative learning. This means that the group members need to be given the chance to ameliorate their own learning through making their own decisions about the work being done well and the work left to be done to achieve their goals (Gillties & Ashman, 2003. p. 39).

Group processing enables the group members to make decisions of which actions to keep and which ones to ignore. This can be based on the need to assist a solid relationship between learners that precedes trusted actions. In that, every contribution should be appreciated and dealt with seriously so that all learners with differing personalities can overcome fear of sharing knowledge and feel fervent to do more similar tasks. Group processing takes place in

the classroom where learners are said to contribute to each other's learning "to have completed the necessary homework required for the group's work, and to have provided needed explanations and examples" (Johnson et al., 1984. p. 40).

4.2. The Use of Videos

It was widely accepted that students' motivation is a key element in the process of language learning, the case which yielded to the integration of videos as a support tool into the classroom. Though the use of audio-visual materials as a means of language teaching goes back to World War II period as a supporting tool for teaching soldiers, teaching after the development of technology undergone a continuous interest in the use of videos for the purpose of the fulfilment of various learning objectives.

This means was of the popular ways used for teaching. Teachers attempted to integrate a variety of video types into the language classroom basing on learners' needs covering certain criteria. Sherman (2003) stated that "teachers of English must be using video as an aid to learning English" (p. 81). The integration of videos in the classroom was the solution for visual learners in that it effectively captures their attention to the course. In this stand, Berk (2009) claimed that "the results of Mayer's research indicate that the contiguous presentation of verbal and visual materials as in videos with integrated dialogue or narration is most effective for visual learners" (p. 05). On his part, Yassaei (2015) stated that the integration of videos motivates them in addition to other learning style since it "creates enticing visuals and special interactive environment in EFL/ESL classroom" (p.13). He also added, referring to Cundell (2008) that "one of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts" (p. 13). Using videos requires a minute attention at the level of teacher's creativity. Teachers need to be creative while selecting which sort of video to present.

In recent years, English teaching classes experienced a rapid growth of attention to use videos just by the occurrence of the communicative awareness that emphasises communicative techniques. Videos were a rich and valuable resource that was of the most appreciated materials utilised in the field of F/SLT & L both teachers and learners (Çakir. 2006:2-3). Videos are said to provide an authentic language input. Yassaei (2012) stated that "a well-known way to create meaningful context for teaching English is through using media which can be delivered through a wide variety of print, audio and visual formats" (p.12). The use of video in the language classroom experienced a number of critics stating that it is time-consuming, complicating and data limited. This was the perspective against which Jewitt (2012) claimed its effectiveness if it was appropriately selected.

4.3. Classroom Interaction

Education was fundamentally a social action that requires a social interaction among different participants in a given community. As referring to education, classroom seems to be the 'platform' of the actual negotiation of teacher-student actions' organisation (Ali. 2008. p. 01). These in many ways refer to the recurrent interaction between them to appeal to the language learning process. The term 'interaction' as being defined by the Cambridge International Dictionary of English was seen as "an occasion when two or more people or things communicate with or react to each other" (2016.00-31). However, the matter with interaction within a language classroom is rather deeper than that. It refers to the mutual acting upon language participants and not only acting and reacting to each other's. 'Interaction' in the Latin language referred to a compound word, namely 'agere' meaning 'to do' and 'inter' meaning 'among'. It shows us the active and social part of human being that affects other people through interaction" (Dagarin; 2005: 128). These definition can be well adhered to the language teaching and learning process; the language classroom. In that,

classroom interaction refers to a two-way process among language learners and between the teacher and the learners where each affects the other in a reciprocal way.

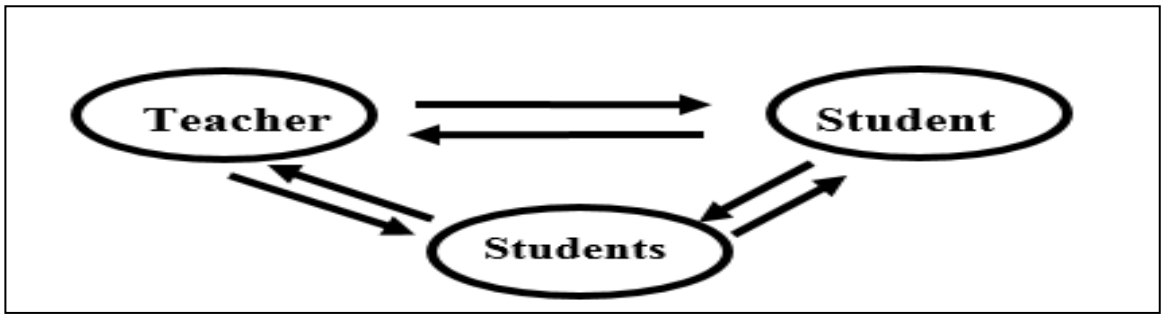


Figure 11. Two-way Process among Language Learners and between the Teacher and the Learners

A study on classroom interaction; basically, whole-class interaction gained an impetus in the late 1960's (Shomoossi et al. 2008:177), i.e. when the communicative approach came to the fore. The latter viewed language learning as being a result of some processes referring to creating meaningful and purposeful interaction among the language participants (Richards.2006:04). Schwarz et al (2010) stressed Richards' claim stating that "knowledge is the result of the child's interaction with the environment" (p. 105).

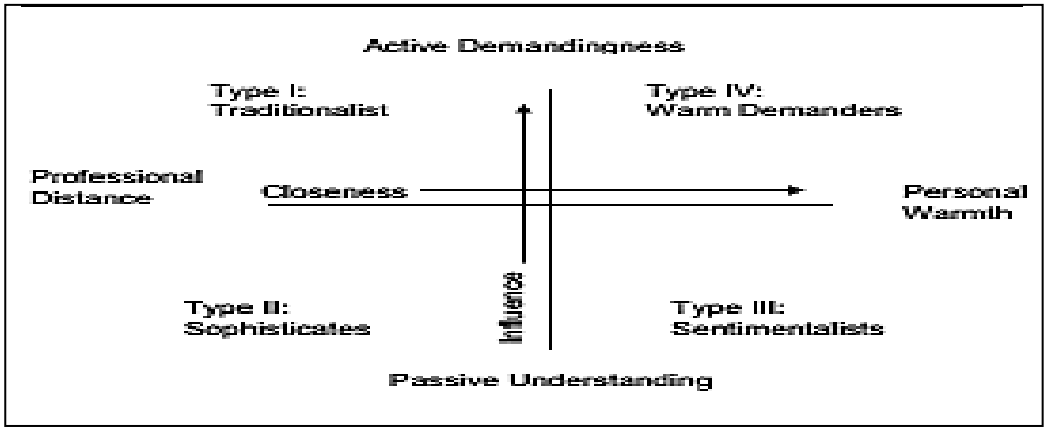


Figure 12. Mapping Kleinfeld's (1975) Typology of Teachers onto Aron, Aron, & Smollan's (1992) model of Inclusion of Other in the Self (in Freiberg. 2011:05)

Classroom interaction was advantageous in the sense that it does not only embrace expressing one's self ideas but also understanding those of others; communicating ideas through addressing and receiving knowledge. This shows the advantageous effects that

classroom interaction offers to the language teaching and learning processes. Rivers (1987) affirmed that "through interaction, students can increase their language store as they listen to or read authentic linguistics material" to use it furthermore in real-life exchanges meaningfully since in second/foreign language learning contexts, "interaction becomes essential to survival in the new language and culture" (4-5).

5. From Focus on Teacher to Focus on Learner

The teacher's role in the classroom has undergone development throughout the springing of a variety of methods and approaches. In CLT, teachers processed a different role away from the traditional role they used to play in the language classroom. In the first mid of the twentieth century, teachers were authoritative. They had to provide a 'correct model' of language; accuracy, and a 'corrective feedback' (Kanunaratne; 2009:46). However, in the second mid of the 20 CE, the language classroom seemed to experience a shift form teacher-centred (teacher as an instructor and controller) to student-centred classroom (teacher as facilitator and guider).

According to Kanunaratne (2009), the communicative language teaching, in this context, expects the teacher to make learners' learning needs "ahead of his/her own behaviour". Thus, an ideal teacher is regarded as "friendly, sympathetic and supportive". For that, a teacher is likely to play the roles of general overseer, classroom manager and language instructor. Once designing classroom learning materials, a teacher can be consultant or an advisor and co-communicator in case of preparing free communicative activities that need intensive organization and control on his part.

A learner-centred instruction can be defined as the context that allows learners to be responsible for shaping their own learning. This requires them to be sensibly active once participating in classroom ethos to make their learning process meaningful. This type of instruction disregards learning passivity and calls for active learning (learning involvement).

The latter has an impact on learners' intrinsic motivation by putting more emphasis on cooperation rather than competition and from knowledge receivers to self-regulated learners (Attard. 2010). Barr and Tagg (1995) also identified the shift as a move from 'Instruction Paradigm' that collocates with feeding learners with knowledge transferred from university faculties, to 'Learning Paradigm' in which discovery and construction of knowledge are the source of university learning production (In Froyd & Simpson. 2010:01).

It is advocated that student-centeredness is effective. Sweeney (2011) claimed that "the more student-centred we are in our [...] work, the greater impact will be on our students" (09). For that Brophy (2006) argued that "a management system that orients students toward passivity and compliance with rigid rules undercuts the potential effects of an instructional system that is designed to emphasize active learning, higher order thinking, and the social construction of knowledge" (In Garrett. 2008:34). In this vein, Kanunaratne (2009) added that "it is expected that such a learning atmosphere would also lead to improving student motivation towards learning the language" (p. 46).

5.1. Active Learning

Active learning was at the core of student-centred instruction. It was associated with the direct involvement in the learning process. Over the past years, the concept 'active learning' gained considerable attention and was defined by many scholars in relation to different domains of education, sciences and psychology. It was perceived as a deep-seated change from traditional instructions in which learners receive knowledge from their instructors passively (Prince; 2004: 223).

Prince (2004) defined active learning as "any instructional method that engages students in the learning process, yet, in the educational practice, it "refers to activities that are introduced into the classroom" (p. 223). Furthermore, Millis (2014), in her definition, tried to treat active learning in favour of two basic components namely; 'doing' and 'reflecting'. In so doing, she

claimed that active learning is the students' engagement in doing and thinking about tasks. According to Bonwell and Eison (1991), active learning is "involving students in doing things and thinking about what they are doing" (p. 01). This type of learning must cover activities including 'writing', 'discussing', or 'problem saving'.

Eison (2010) introduced an analytical view as for the instructional strategies to engage students in activities that create excitement and enhance learning. He, in this context, stated that active learning can be used with activities that support critical thinking, interacting in small groups, exchanging feedback and attitudes, and developing writings.

5.2. Mechanical Meaningful and Communicative Practice

During the last decades, practice in a language learning classroom marked significant changes. Students in different contexts used to practi**c**e the target language through different ways. According to Rubio et al. (2004), practice in a language classroom shifted from a mechanical to a meaningful to a communicative practice. They claimed that practice was characterized as being mechanical during the 1950's and 1960's. The nature that was emphasi**z**ed while the Audio-lingual Method where students used to practise drilling in language learning classrooms. The mechanical learning served, according to them, as a "prerequisite for communicative practice" (pp.158-160). Moreover, mechanical practice, as the name suggests, calls for repetition and drilling. Students who practiced the target language mechanically showed no understanding and interest but only drilling. This might well hinder students' motivation to learn for a considerable period of time. In this vein, Xiaoquig and Liao (1997) stated that "if mechanical drills are performed for a long time, students might lose interest of study" (p. 21).

Students' passive involvement nature during the learning process led to the creation of meaningful practice. The latter was inferred to emphasize drilling with prior understanding. In meaningful practice, learners cannot complete the drill without understanding the why, how

and what is said. Among the meaningful activities, comprehension and description questions can serve as the basis of a language classroom (Khodmoradi and Khaki, 2012:267).

Furthermore, communicative practice was emphasized to offer the language classrooms a new perspective towards better learning and understanding. Since communication served as the ultimate goal of language learning, new activities supporting communication showed up. Because of the boring nature of mechanical practice, "interesting communicative activities introduced into classrooms can overcome students' tiredness and boredom. They could also help shy students to open mouths to speak English" while practising (Xiaoquig and Liao.1997:21). During a language course, learners felt free to express their ideas since there were no right or wrong answers. They needed to contribute to the activity without being judged "except in terms of grammatical well-formedness" (Shinya et al. 2013:96). The emergence of the communicative practice showed that "students who had communicative practice added to their regular grammar drills systematically outperformed those who did not" (Rubio et al. 2004:160). Communicative practice could help in the betterment of language learning since learners are at the heart of communicative context and learning.

5.3. Inductive Learning

A CLT classroom instruction is characterized as prioritizing inductive teaching and learning. Away of full guidance, teachers tended to get students identify learning patterns by themselves. Mohammed et al. (2008) claim that following an inductive approach "refers to the style of introducing language context containing target rules where students can induce such rules through the context and practical examples" (p. 04). So, it is the job of students to find out rules by themselves through the analysis of given situations. Schademitz and Jachua (2012) argued inductivity to be any type of activity that requires students to seek ideas through given data. In this view, students are supposed to discover by themselves solutions and rules through the provision of the right examples and the right context. This

contrasts with deduction where learners are provided with the needed rules to be applied in later tasks and contexts.

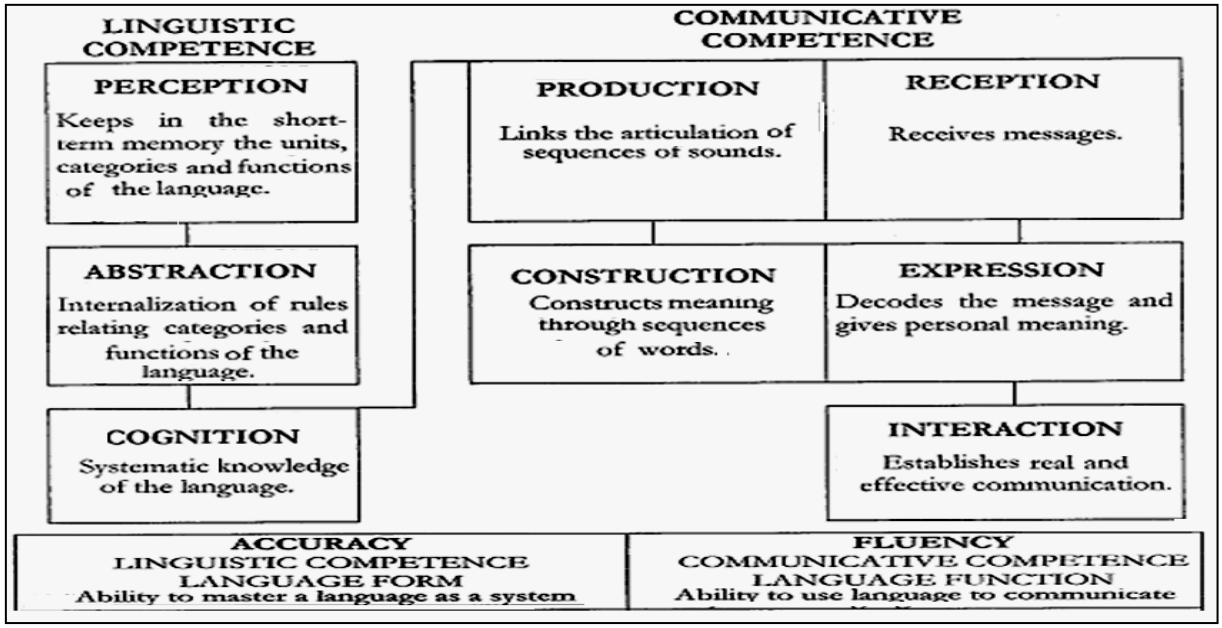
Inductive learning and teaching encompasses not only rule-formation but also "a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning and just-in-time teaching" (Prince and Felder. 2006:01). This, in many other ways, refers to the diversified nature of inductivity. Students might well benefit from being responsible for their own learning. Students will feel continuously in charge of what they learn and need to learn. However, getting learners responsible for their own learning does not call for total ignorance of lecturing and dependence on 'self-discovery'. A balance between both methods should be attained for better learning and understanding.

The language learning process can be simplified through the initiation of activities that support inductive learning and self-discovery. For, it was said to sustain deep understanding of rules and language use (Damaris et al; 2013:269). This shows that once the learning context becomes easier for learners to analyse and identify the needed patterns, understanding might be effective and learning happens.

6. Fluency versus Accuracy

In CLT, being fluent and/or accurate were the goals that language learners tend to determine when learning new languages. The communicative nature of modern language classrooms directed the emphasis of the learning process to the development of learner's pronunciation. This shift affected the instructional style which offers learners more time to use language in context and helps them master two aspects of the target language namely; accuracy and fluency (Luchini and Chinsano. 2006. p. 60).

To define fluency and accuracy, Srivastava (2014) stated that if refers to the ability of producing grammatically correct expressions in time; fluency refers to the ability to produce language in an easy way with no stops or breaks while communicating (p. 55). Thus, accuracy refers to correctness and fluenc refers to appropriateness. Shen and Jiang (2013) sees accuracy as the "ability to produce grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily" (p. 819). Pourdam and Behbahani (2011) defined accuracy stating that accurate learners are those who produce language in accordance with its norms. Fluent learners are those who develop the ability to use language freely in real-life situations with no pauses. In other words, accuracy reflects the exactness of language production while fluency reflects the proficiency in language communication. Both of accuracy and fluency, showed up since the emergence of linguistic and communicative competence. The former, emphasizes language structure and rules as the basics for language learning. However, the latter, takes communication as the ultimate aim for language learning. Vigoya (2000) reflects this view in the following figures stating the relationship with their appearance.



Figures 13. Derivations of Fluency and Accuracy in the Field of Language Teaching and Learning (2000, p. 96)

Gaining accuracy and/or fluency helps learners make better advancements in learning. These two aspects are said to be basic factors that determine the degree of success in the Foreign Language Learning (Srivastava. 2014:55). For that, Nation (1989) conducted a research to identify the tasks that best help students be fluent during the learning process. In his research, he concluded that "from teacher's point of view, activities to develop fluency are those which focus the learner's attention on the message that is being communicated and not the language form" (p.377). Fluency and accuracy were combined under the shadow of the Communicative Approach. In that both aspects seem to be complementary in nature.

7. Authenticity of Classroom Materials

The call for authentic materials was associated with the emergence of the communicative approach. Since the mid 1970's, the new consideration of the need to involve learners in real-life situations directed thinking towards the integration of authentic materials in the classroom. Authenticity in teaching and learning were equated with the emergence of the CLT and served as a main principle in EFL classrooms (Omid and Azam. 2016. p.106).

Authenticity in language classroom had effective effects on the process of language teaching and learning. Omid and Azam (2016) defined authentic materials as "those texts which are made by native speakers for non-pedagogical purposes" (p. 106). These texts can be in different forms like "newspapers, comics, literature (novels, poems and short stories), advertisements for events, course catalogues from school and so forth" (Tamo, 2009. p. 75). Their use in the classroom helps learners be exposed to the maximum of real language. In this context, authentic materials help is attaining a text-reader interaction which drives learners' interest to feel like learning within a native speaking context (Berardo, 2006. pp. 63-64).

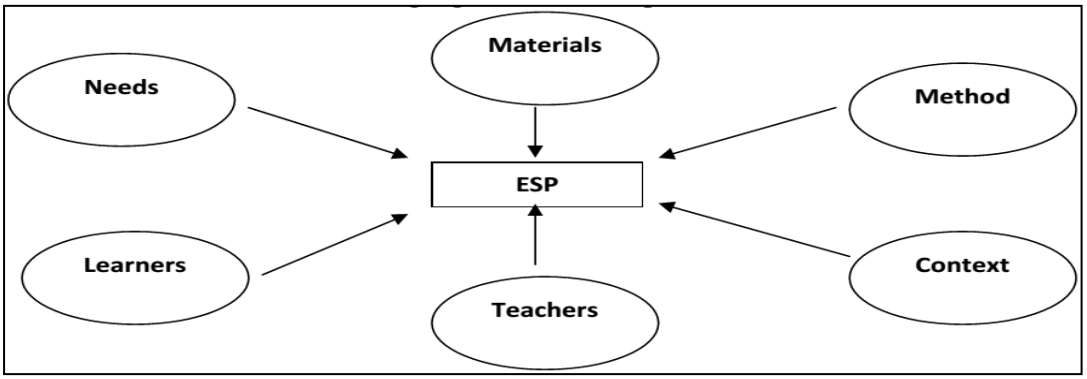


Figure 14. The Parameters for FLT Courses (adapted from Baghban. 2011. p. 03)

The main focus of authentic learning was maintaining real-world like context and exercising problem-solving issues through "role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice" through which language learners can immerse 'portable skills' they need to communicate effectively in the target language (Lombardi, 2007. pp. 02- 03). This integration raises learners' motivation as it protects it meanwhile it calls for renewability and reality; authenticity (Tamo, 2009. p. 75).

2.8. Communicative Competence (CC)

The distinction between the two concepts "competence" and "performance" were introduced by Chomsky (1965) who presented new insights that helped in the understanding of the relationship between speakers' language and their knowledge about that language. The introduction of these two concepts to the field of language teaching and learning led many language scholars to rethink the nature of the two terms and see whether they can count for better learning. In this vein, Hymes (1972) advanced "the notions of 'competence' and 'performance'[…]and stated that the goal of language teaching was to develop communicative competence" (Basta, 2011:126). The term competence was of the controversial terms in both, general and applied linguistics. It was coined with the concept of communication, to offer the language teaching and learning context a new goal that is 'competence to communicate'.

Hymes (1972) introduced a detailed definition to ‘competence’ stating that it cannot be equated only to the grammatical or the linguistic competence, but it rather exceeds to use this grammatical competence in real life situations; communication in authentic context. That is, integrating the sociolinguistic view to Chomsky’s (1965) linguistic view of language. The alternative to Chomsky's 'competence' is Hymes’s (1972) that was believed to be “a broader and more realistic notion of competence” (Mihaljevic et al. 2007: 94-95).

Hymes (1972) introduced an influencing definition to his ‘communicative competence’ (Paulston. 1992:37). It refers to the ability to effectively transfer what is learned in a language classroom to communicative authentic contexts implying “the level of language learning that enables language users to convey their messages to others and understand other’s messages within specific contexts” (Salama. 2013:102).

According to Salama (2013), communicative competence gained popularity and many language teachers directed their objectives to help learners develop a communicative competence. Despite its popularity, many teachers find it a far reaching goal to attain for FL contexts as it generated by a number of challenges that both teachers and learners meet. These challenges can be due to teachers’ misunderstanding of the concept ‘communicative competence’ itself.

Developing a communicative competence was valuable since it collocates with success of learning a foreign language. As Ansarey (2012) stated, the extent to which learners developed their communicative competence, identifying their ability to apply knowledge in the outside world determines the extent to which they can be successful in their learning process (p.61). In their framework, Canale and Swain (1980) defined the concept communicative competence as composed of three main components, namely, grammatical competence, sociolinguistic competence and strategic competence. Canale (1983) presented an additional component of C.C which is discourse competence

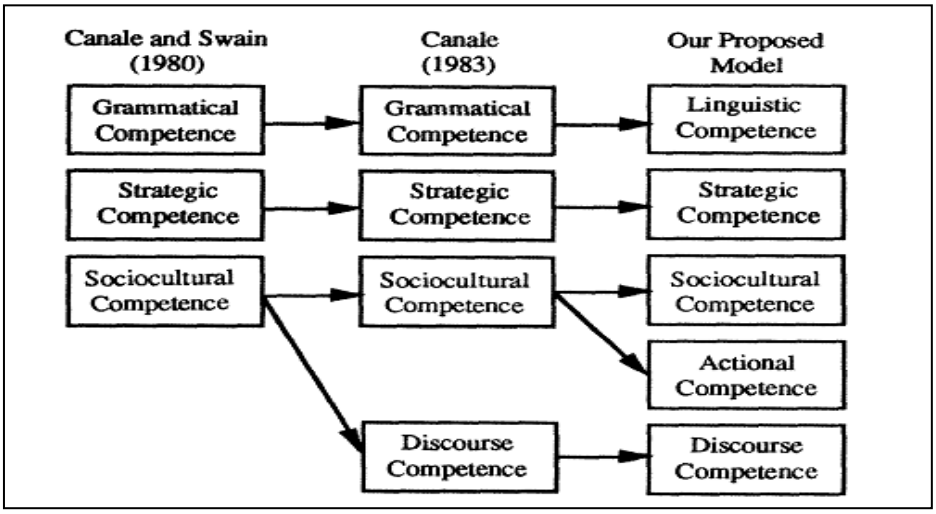


Figure 15. Canale and Swain's Model of Communicative Competence as Proposed by Celce-Murcia and Dornyei (1995:11)

8.1. Grammatical Competence

Being able to produce well-structured messages in the target language refers to getting a grammatical competence. It was advocated that grammar consciousness can serve itself as a competence. It is said to help in the initation of well-structured expressions needed for effective communication (Richards et al. 1985). Bagaric and Djigunovic (2007) presented a clear definition of grammatical competence stating that it refers to knowledge of an ability to use language resources to form well-structured messages (...) "the subcomponents of linguistics competence are lexical, grammatical, semantic, phonological orthographic and orthoepic competences" (p.99). These subcomponents cover the form of language, that is, the knowledge of the building blocks of language sentences where meaning is out of development at this level.

8.2. Sociolinguistic Competence

As the name suggests, the word pragmatic calls for the meaning intended while expressing a message. It has to do with the ability to communicate one's messages and interpret other's messages effectively. In other words, sociolinguistic competence is "the ability to

communicate your intended message with all its nuances in any socio-cultural context and to interpret the message of your interlocutor as it was intended" (Fraser. 2010: 15). It tackles the way a foreign language can be expressed and understood in a variety of contexts; revealing communicative functions.

8.3. Discourse Competence

It is the ability to combine language form and meaning to express oral or written texts in a communicative way. Moreover, it refers to the ability to produce and recognize meaningful unity either in spoken or written language through 'coherence' (meaning) and 'cohesion' (form) (Jaroszek. 2008:13). In that, learners will be able to use the different cohesive devices (like conjunctions, coordinators and pronouns) that call for the continuity of the ideas expressed either in spoken or written texts. Besides, situations where learners are required to use particular strategies that best meet text construction and interpretation (Byram et al. 1997:48). Awareness to discourse skills is said to mark advances at the level of communication; since, it develops text production, assists interaction, highlights ambiguities and interprets them clearly (Rivera. 1984:36). This shows that discourse competence gets learners engage in long constructed expression beyond forming isolated sentences.

8.4. Strategic Competence

Strategic Competence covers the strategies that learners use to understand other's messages when problems arise in the interaction, i.e. communication. Among these strategies, repetition, paraphrasing, reluctance, guessing and other strategies call for strategic competence development if they were successfully acted. In Canale and Swain's (model as presented by Bagaric and Djigunovic (2007), strategic competence "is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components

of communicative competence" (p. 97). So, in situation where communicating ideas seems difficult, learners developing strategic competence can feel safe to seek solutions for ambiguities. (Byram et al, 1997:10)

In the same perspective, Bashman and Palmer (1996) presented a new direction as for the nature of communicative competence. He proposed a new model named as 'communicative language ability' which has some details to share with Canale and Swain's (1980) view, despite the fact that, a difference in classification is marked. In their classification, Bachman and Palmer (1990) grouped Canale and Swain's (1980) components into broader headings; covering, first, organisational competence which constitutes of grammatical and discourse competence. Pragmatic competence is the second heading which constitutes sociolinguistics and illocutionary competence (the latter calls for what is meant by language speakers). The third heading is referred to trategic competence (the Free Encyclopaedia, 2015). In this context, Figure (16), illustrates a diagram that corresponds to Bachman and Palmer's (1990) view according to Celce-Murcia, Dornyei, and Thurrell (1995).

Figure 16. Communicative Language Ability Model Presented by Bachman Palmer (1990) as Proposed by Celce-Murcia, Dornyei, and Thurrell (1995:12)

2.9. Communication First and Last

Communication is each act of transmitting information, including knowledge, ideas, thoughts and emotions. It can be verbal or non-verbal (written, spoken, or signed) based on particular rules. Communication can be defined as "the activity of conveying meaning through a shared system of signs and semiotic rules" (the Free Encyclopaedia, 2015). The term communication came to the fore in the 1980's while the occurrence of the communicative approach. Basta (2011) stated that "a theory of language as communication lies at the very core of CLT" (p. 126). It was the aim for which learners learn foreign languages. It was advocated that language is nothing else but communication. According to CLT, the language classroom was ultimately communicative aiming at facilitating interaction with the target language in authentic contexts. In that, the target language is to be introduced as much as possible in the classroom course.

Following the CLT, communication is to be the first and last component in language teaching and learning. In the classroom, Schultz (2009) claimed that the "course is not a typical lecture-style course, although lectures can be an integral part of the course. Students' assignments and in-class interactions are the bedrock of this course" (p: 360). He added that whatever the subject of study was, the focus is of course on learners not on the instructors (p. 360). In an English language classroom, for instance, learners are required to know that the aim behind a given course is to communicate their ideas, viewpoints and reluctance in the target language. In this stand, Davis (2000) argues that the target language should be expressed in authentic context for real communication most of the time if learners perceive their goal as to communicate in the language. Much of the time must cover the various language skills for the learners' benefit. However, it seems to be unmanageable to get students use the English language (the target language) the whole course, some teachers attempt to introduce it little by little, dealing with the native language at the very beginning,

but an intense use of the target language should be stated as an objective for the learning process (pp. 05-06)

10. Communication Skills

Communication was a basic daily activity that people tend to practice. Communication encompasses two groups of people; transmitters and receivers who are required to perform interaction effectively. To McPheat (2010), "communication involves getting information from one person to the other person […] having that information relayed while retaining the same in content and context" (p. 10). Communication implies not only stating ideas but also transmitting them effectively. For this, there is a need for an effective interpretation of the message transmitted to fulfil communication. To effectively communicate in society, workplace and school, it is vital that communicators need to master speaking, listening, reading and writing skills to adapt in the various situations (Dixon and O'Hara. 2010:03).

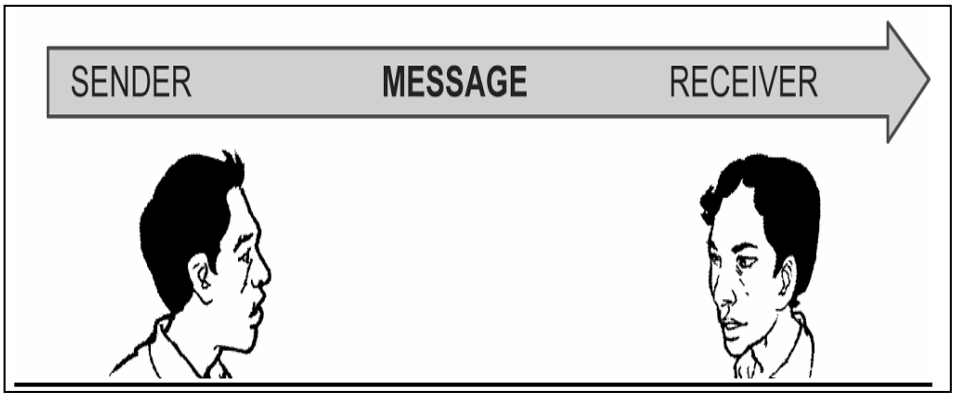


Figure 17. Communication Process (Juliana. 2016:13)

Communication is a learned skill. It is developed through experience or formal instruction. This skill is based on the mastery of a number of sub-skills that help attain an effective understanding and reaction to a message in a given context. The ways language users tend to communicate through depend on the users themselves. In this perspective, some styles may largely affect communication where some language users "maybe naturally visual, auditory or

kinaesthetic communicators" (Juliana. 2016:16). If logically and appropriately adapted, these styles help speakers better transmit messages and effective communication takes place.

In a language learning context, the mastery of the four language skills of Speaking, Listening, Reading and Writing best helps in building a well-bridged learning process for further success. Broadly speaking, the Communicative Approach calls for the development of the four language skills by the beginning of the learning process (Ferguson, 2000). Though, speaking and listening (oral-aural skills) tend to be given more emphasis in a language learning context, reading and writing (productive skills) are not totally disregarded. In this view, oral communication "is seen to take place through negotiation between speaker and listener (most likely among students), so too is interaction between the reader and writer" (Breshneh and Riasati, 2012:440).

Figure 18. Ordinary Daily Usage of Communication Skills (Ferguson, 2000. p.03)

Some language learners may well face some communication barriers while learning. The inappropriate adaptation of the skills and the failure in their mastery can be basic obstacles towards attaining effective communication (McPheat. 2010:10). Ferguson (2000) claimed that "communication skills are critical to [learners'] success" (p. 01). This implies that success in

language learning depends on the appropriacy of the adaptation of the developed skills. Among the four skills, the oral and the writing skills are said to be predictive factors for success in FLL (McPheat. 2010:10).

11. Motivation in Communicative Activities

The psychological contributions to the field of FLT&L have been the perspectives that the communicative approach based its searches and principles on. Motivation, as one affective factor in psychology, was said to have a high degree of correlation with the learning achievement. On this, Lucas et al. (2000) state that motivation "has been identified as the key factor that determines L2 achievement and attainment" (p. 04). In this sense, learners are highly affected by their feeling and desire to learn languages. Their reasons of learning differentiate but their ultimate aim is to effectively communicate with the target language (Tosuncuoglu. 2011:514). The achievement of this aim lies behind the degree of motivation learners tend to have towards their learning process. In effect, learners who are highly motivated are said to score better results that learners who are poorly motivated. The valuable role of motivation in the learning process was the basic key that led to think about ways of motivating students through the application of communicative activities in a communicative classroom to help learners communicate better in the language (Jeyasala, 2014:164).

Researches advocated that the degree of motivation can be affected by the nature of activities that learners are exposed to CLT pays a due attention to learners' motivation during the language learning effort CLT offered the language classroom interactive communicative activities that drive learners' interest and motivation. Micheli (2000) defined communicative activities as those activities which "promote communication among learners" (p. 05). These activities can, as Tosuncuoglu (2011) claimed, "create a context which supports learning communicative activity and provides opportunities for positive

environment in the classroom that supports the individual and his efforts to learn" (p. 515). The offered activities are designed to meet the learners' preferences and satisfy them in the first place. The learning atmosphere was characterized as being natural since teachers act friendly and tolerant towards committed mistakes. Learners are taught in an encouraging relaxed context where they can give vent to language expression (Gaw. 2011:15).

Among the affective activities that learners used to practice in class, cooperative atmosphere initiates self-confidence as it gets students interact with each other to feel at ease and motivated towards the elements learned (Micheli, 2000:10). Besides, the integration of visual aids; like pictures, can promote excitement in a FL classroom (Nguyen, 2015).

12. Limitations of the Adaptation of the CLT

The CLT enjoyed a considerable popularity. It is the approach that many teachers tend to use when facing unwilling situations while teaching. It proved to be helpful since it supports them to give vent to their imagination to direct their classes the way it suits them. Bax (2003) stated that the CLT "has served the language teaching profession well for many years" (p. 278). The corrective function of the perceived limitations of preceding methods offered the communicative language classroom wide range of options that positively pushed language teachers and learners forward.

The Communicative Approach was subject to criticism. The problematic areas in this approach are context, grammar use, accuracy and authenticity. As for the learning context, CLT focuses more on the notion of achieving communication during the learning process. The context in which the process happens is given secondary attention. As a matter of fact, "the dominance of the methodology in general and, CLT in particular, means that their attention to context is secondary, and often haphazard" (Bax, 2003:286). The CLT prioritizes the what (language), the why (objectives) and the how (methodology). Context is not,

therefore, planned or pre-prepared. It is affected by and takes place as a result of what, why and how to teach a particular language-related element. In addition to that, many teachers may face difficulties when attempting to implement the CLT in foreign language classrooms. Because of insufficiency in equipment "like authentic materials and native speaking teachers as well as large size of classes" some teachers may encounter serious problems to attain learning objectives (Thamarana, 2015:98). For that, teachers need to be cautious enough to determine how best language learning suits learners and helps to achieve effective learning outcomes. In this perspective, the approach may well be effective in native-speaking contexts but the degree of effectiveness might be negatively affected in outer and expending circle contexts (Olagboyega, 2012:19).

Nonetheless, the CLT emphasizes fluency and accuracy during the learning process, fluency is said to be the most significant. The claims of the attention served to error correction are not true. This can be justified through the fact that learning under the communicative approach yields language learners to be fluent but inaccurate learners (Breshneh and Riasati. 2014:443).

13. Critical Thinking

A systematic approach was overshadowed by the communicative approach to put more emphasis on how to get learners proficient in a language. In this context, language learning proficiency requires the mastery of communication skills that help learners have the ability to use and analyze language. Learners can best be proficient in language if they could develop Critical Thinking (Senthamarai and Chandran. 2016:62). The concept of 'Critical Thinking' came to the fore in academic contexts by the mid-twentieth century and was regarded as "the search for evidence to support a belief or argument" (Hugles, 2014:02).

To define critical thinking, it was difficult for some psychologists and language methodologists to assume one agreed definition. There is no precise definition accepted as a

definite rigorous description. Siegel (1988) claimed that a learner is critical thinker when "she has the skills, abilities, or proficiencies necessary for the proper evaluation of statements" (Rezaei et al. 2011:769-770). The definition addresses the strong link between one's learning and cognition. Critical thinking refers to the cognitive processes that call for deep understanding of language use.

The ability to think critically was said to be important during the learning process. Learners who can be in charge of thinking critically are evaluated as being unique and different from those who are not. In this context, Shirkhani and Fahim (2011) argued that critical thinking can utter significant changes in the Foreign Language Teaching classrooms. In effect, the more learners develop the ability to be critical in thinking the more they master the ability to evaluate and monitor learning in an effective way. This helps expand the learning process to make it more meaningful. These changes mark a positive correlation between critical thinking and leaners' achievements during their progress. The changes that critical thinking utters in the language process highlight its value. Rashid and Hashim (2008) posit that academic performance may well be predicted through the development of critical thinking ability. Besides, Critical Thinking is "also claimed to be important in the acquisition of language skills" (p. 347).

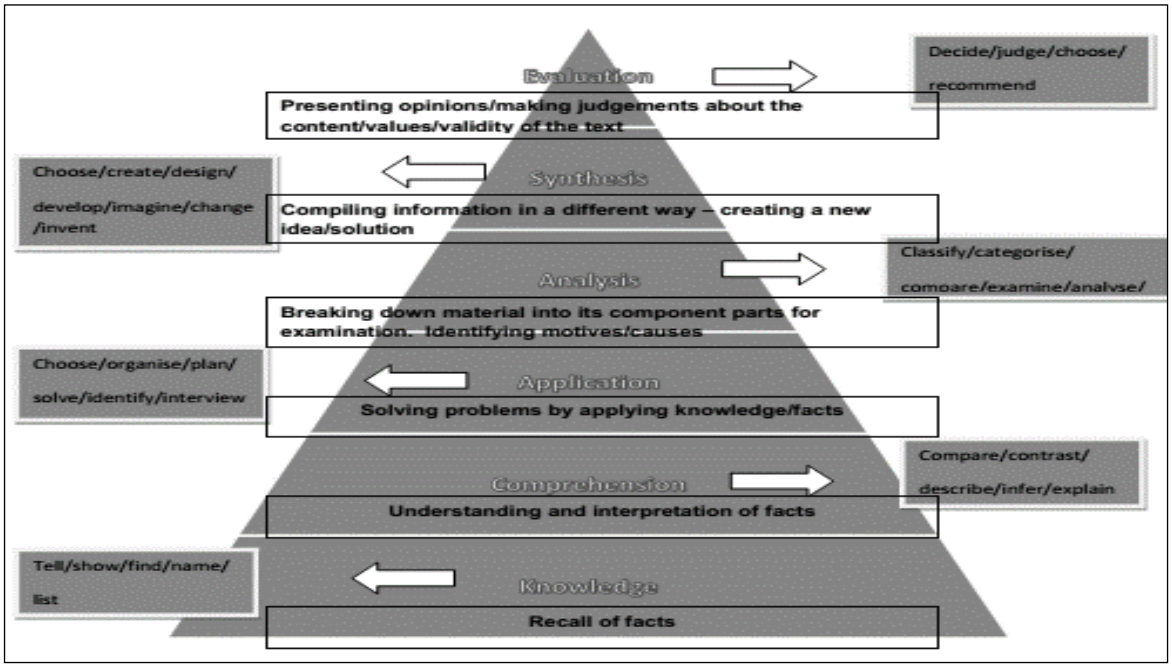


Figure 19. Bloom's Taxonomy: The Cognitive Process Dimension (Ellison, 2010:25)

The active notion of critical thinking that supports the 'knowing how to learn' than 'learning what to learn' supports the scaling cognitive process drawn by Bloom (1956) who asserted that there were three domains of educational objectives among which the cognitive domain is regarded as the most severely functional domain in language learning. He claimed that learners need to go through the different levels (cf. Figure 19 above) to maintain effective learning. Progressing through each step requires students to think in a critical way so that they can feel capable of accomplishing the various activities they confront once learning (Flores, 2015:02).

14. Creativity

To define creativity, it is important to mention self-expression and free imagination. Maley and Peachey (2010) see that it is "is widely believed to be about letting the imagination lose in an orgy of totally free self-expression [which] is facilitated by a wide variety of inputs, processes and outputs" (p. 06). This requires teachers to be open to existing varieties and welcome all new to try them out.

Creativity in F.L classrooms was emphasized as an effective factor for successful F.L learning. In that, language teachers and curriculum designers directed their studies to consider creativity and its value in a language classroom (Seddigh and Shokrpour, 2013:148).

There were many attempts to define the concept of "creativity" in F.L teaching and learning and in other scientific disciplines for seems difficult to assign a unique definition for it (Szerencsi, 2010:286). Gilford (1950) and Terrance (1962) attributed creativity as a scientific study (Ghousooly and Showqi. 2012:161).

Creativity touched both the teaching and the learning processes. As for creative teaching, Richards (2013) advocated that it best raises learners' motivation and self-esteem that help in preparing the skills needed for future progress in the language. In this context, many contemporary methods which are student-centred adopted the release of learners' creativity which is said to decide a better performance in a F.L learning process (pp. 01-02).

Conclusion

The Communicative Approach to language teaching was of the affective approaches that based its findings on the corrective function of the shortcomings of previous methods emphasizing communication in the first place. The communicative nature of this approach highlights the interactive notion in both teaching and learning processes. This requires a considerable attention to emphasize the language skills rather than the language system. The classroom is said to be real and meaningful if learners were at the centre of the process besides the application of authentic materials that brings interest into the class.

The CLT was said to help language learners to communicate in real meaning contexts, the fact which led learners use natural strategies they tended to use while learning their native language. This approach prioritizes learners' learning and attempts to uphold particular contexts for how best learning can take place.

The Communicative Approach seems to be influential in the language teaching history for the considerable assistance it offers to the teaching and the learning processes. This did not preserved it to be subject to numerous criticisms that were directed to its mere focus on methodology and calling for some principles other than others. The CLT is still enjoying popularity and many teachers prefer to use it for the purpose of which they can be creative and imaginative when teaching languages.

Chapter Three

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Chapter Three

Linguistics Teaching: Implementations to Classroom Practice

Introduction

Linguistics is the field within which language is scientifically analysed. Linguistics was the area under study since decades and the increased interest in studying it was equated with the increase of interest in studying language and why it matters. Language as a system that is governed by rules is the basic system of communication. People used the incredibly complex nature of language to communicate. Communication was essential in human life. How this communication happens and how this system works remained the major questions. Linguistics encompasses a number of subfields that treat language in a variety of perspectives and contexts.

In English language teaching departments, linguistics was a subject which many students get exposed to and find complex if not difficult to grasp. On the basis of a talk with linguistics teachers, theyy tended to teach linguistics claiming it as a content subject where there is no room for innovations. Teachers see linguistics as a knowledge feeding subject. It requires a teacher who is given the authority and a passive audience. However, linguistics is a content subject, it remains a university subject that students are required to understand and master. Learning a language requires awareness about its constituents and this can well be realized through an intensive understanding of linguistics.

Linguistics is as basic in the process of language learning as its teaching. It is thus required from teachers to alter changes in their beliefs towards linguistics teaching and the professional pedagogies they tend to implement. They are more likely to reflect on their classroom practice where they give vent to their imagination, enthusiasm and teaching strategies for the betterment of the teaching of linguistics. Teaching practices should foster an understanding

and an appreciation of linguistics so that teachers guarantee an engaged audience leading to positive perceptions towards the subject's content and understanding from the part of students.

3.1. Approaches to Teaching English in Algerian Universities

In postwar Algeria, English proved its existence in almost all the faculties. The urgency to master the English language much later led the Algerian government to adopt more its teaching and learning to cope with globalization (Medjahed, 2011).

In Algeria, English stands as a foreign language but learners use and speak it only in limited context that is exposed to English learning only in classroom settings which restricts their learning progress. In the social context, Arabic and French languages are more common among Algerians. Rezig (2011) claimed that this is mainly due to the intense exposure to the native language (Standard Arabic and Algerian Dialect) besides the dependence on the French language as a communicating language in society and school. The Arabization of the social interacts in Algeria attempted to limit the widespread of functional French in and out of school which came up with no positive results and failed to attain (Benmati, 2008). In this line, Medjahed (2011) stated that

> The national language used in administration and the media is Classical Arabic. Algerian Dialectal Arabic and Berber are spoken in everyday life and informal situations. For historical reasons, French stands as a second language. Though many laws and policies were followed so as to weaken the influence of the French language in favour of Classical Arabic, this did not succeed to make it disappear from the Algerians' lives and culture (p.73).

The little exposure to English language usage imposes deficiencies on language mastery. This raises higher responsibility on educationists to offer an understanding about how best to teach the language (Rezig, 2011). Searches on the understanding of the language and language teaching highlight the choice of the appropriate approach and method. Accordingly, Algerian educationists introduced various approaches seeking their effectiveness within the Algerian context, namely the Grammar Translation and the Direct Method. Dissatisfactions occurred back to the appropriacy of the implementations of the methods in the Algerian education the matter that led the English Language Departments to experience two important phases (Medjahed. 2011).

The first phase is when teaching is regarded as communication. Medjahed (2011) stated that, as that educationists agreed upon, the ultimate aim of learning a language is communication. This idea was supported by the Communicative Approach. This approach encourages learners to learn English to communicate using it. This puts the learners "in the skin of the native speaker and communicate" (Mami, 2013.p.433). The approach was hardly managed because of some technical, social and pedagogical conditions. In fact, the little use of English at schools did not help learners make observable advances in language learning that language. Such a fact led some language practitioners to redirect their thinking to adopt new approaches that equate the learning conditions and modernity. This was the reason behind the leap to embrace the Competency-based Approach (CBA) representing the second phase for English language teaching in Algeria. Since September 2005, the Algerian government called for concerning its teaching system with the adoption of the CBA "answering the world's new changes" (Medjahed, 2011). Unlike the CLT, the CBA emphasizes the know-how-to-act process which incorporates the teaching of some competencies and skills that help learners to deal with problem solving situations (Chelli, 2010).

3.2. The Linguistics Teaching Program at Larbi Ben Mhidi University

At Om Bouaghi University, first year English students study linguistics for two semesters. Both semesters cover introductory courses about linguistics to help them have an understanding about the field's content. The introductory courses offer language learners a general view about what language is and why it matters. Since language is regarded as a system, having initiative courses in linguistics helps learners know how this system works and how it is structured. The subject content was on an ordered scale where the program is distributed over two semesters. Students get exposed to courses that start with a description of language ending the year with a study about linguistics and its subfields.

In the first semester, students deal with language: What language is and why it matters. In doing so, a number of language-related issues are covered to clarify the first few steps of a linguistics study. The first semester's program includes the study over two sessions language as a rule governed (linguistic competence). It encompasses definitions of language with reference to three main theories. Then, students move to deal with the functions and the characteristics of human language. Under this rubric, students are expected to identify new insights about verbal and non-verbal features besides dealing with what makes a human language specific to study. The first semester is concluded by dealing with the language history (the origins of language). This course contains a number of hypotheses that describe how language first emerged.

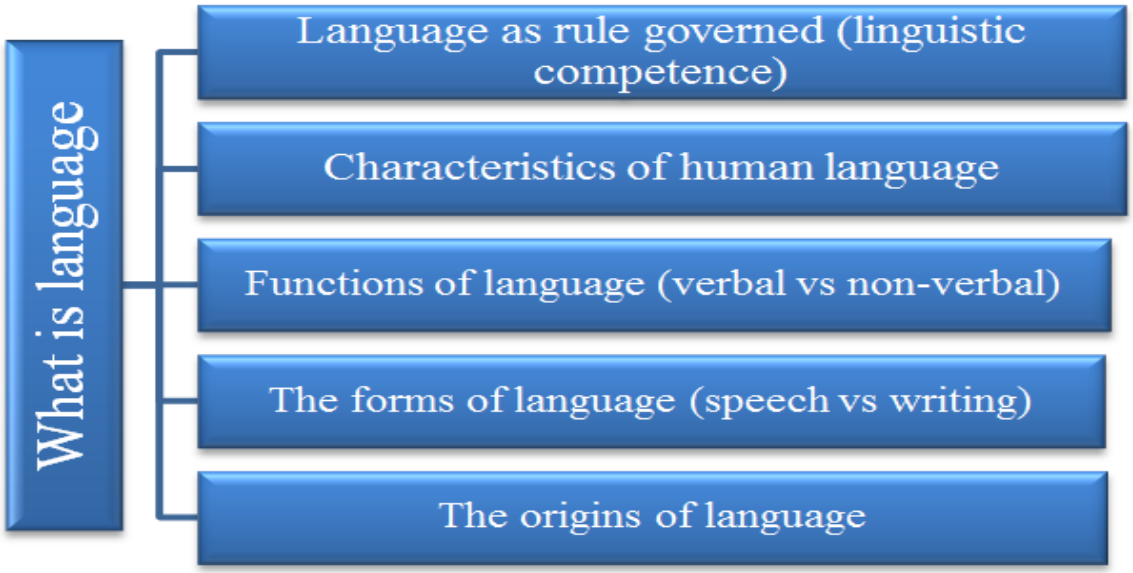

Figure 20. First Semester Program for First Year English Students at O.E.B University

The second semester, on the other hand, covers courses with direct relation to linguistics study. Students, start to be directly exposed to the field of the study: Linguistics as a science. The two first follow-up courses are about understanding the aim behind a linguistics study and how it scientifically treats language. They get students to deal with dichotomous terms and domains of linguistics as practical views of the field.

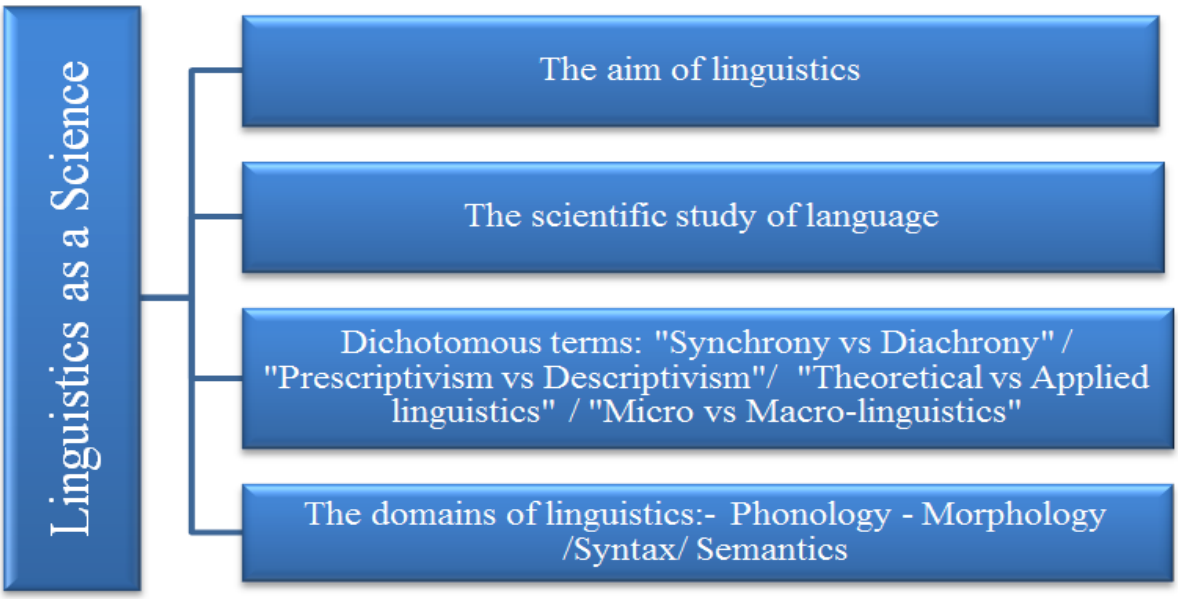

Figure 21. Second Semester Program for First Year English Students at O.E.B University

The first year linguistics program offers learners a solid platform for the field content since it covers generalities that serve as the first few steps of the subject understanding.

3.3. Practical Aspects of Teaching Linguistics

In the history of English language teaching, much was addressed to deal with the teaching of a number of subjects to foreign language learners; Literature, Grammar, Oral Expression, and the other modules, in time a little has been marked to deal with more theoretical subjects like 'linguistics' (Knouse et al. 2015). However, linguistics as a field study has enjoyed popularity among language researchers like Chomsky (1962) and Searle (2006), little has been said about how to teach linguistics as a university subject. This recently raised attention towards the teaching of this theoretical subject to cover a number of practical implementations that best meet the learning goals.

Knouse et al (2015) addressed the issue of teaching Hispanic linguistics at the University of Washington, USA. They tried to offer the Hispanic linguistics class new insights resulting from a plethora of educational and psychological research. In their study, they called for the need to move away from lecturing towards student-centred approach as they regarded lecturing to "be integrated judiciously to address critical conceptual gaps ascertained by formative assessments and not used as the main approach to facilitate learning" (p.324). To raise and support the theory of students-centeredness for effective linguistics instruction, Knouse et al (2015) structured an experiment where they chosen two groups of first year students teaching them introductory courses in Hispanic Linguistics. The experiment encompassed a Control Group (teaching linguistics through lecturing) and an Experimental Group (teaching linguistics through student-centred approach). The results of their experiment show that once the teacher introduced the lesson through a PowerPoint presentation, the Control Group students were observed to take notes through copying information as stated in the slide. Students were not engaged within the course which led to a lack of teacher-student

and student-student interaction. In the Experimental Group, the teacher tended to apply the e-learning Commons (eLC) as based on Brichman and Lehberg's (2010) strategy for teaching. Their strategy supported the use of online videos that help assist peer feedback, student engagement, group work, student collaboration and note-taking. The application of this strategy showed that students' role in the classroom was remarkably active where they were totally engaged which fostered interaction. This led the course to structure more learning over teaching. Based on the research findings, Knouse et al (2015) stated that student-centeredness worked and yielded effective results since it motivated learners and raised their sense of responsibility.

Sio and Wee (2011) offered the field of teaching linguistics a sound approach. Their theory was based on the perspective that the passive delivery of introductory courses of linguistics to foreign language learners hinders the opportunity of getting learners practice what is being learned through an intensive exposure of the courses content. In their research, they introduced the teaching of linguistics through the creation of Improv as a strategy leading to more effective teaching of the subject content. An Improv, as they referred to, refers to a form of an art which emphasizes mainly "the spontaneous creation of scenes
based on suggestions from the audience" (p: 02).

Figure 22. A Sample Scene Instructions, Skills, Objectives and Context Requirements (Sio and Wee, 2011. p.05)

The project that Sio and Wee (2011) focused on covered (phonetics, phonology, syntax, semantics and pragmatics). They suggested the 'Question Only' activity that aims at creating a meaningful conversation with questions. The creation of these questions develops learner awareness of the relevance of linguistics knowledge that shows the link between question expression and speech acts. Getting students act language and associate acting with linguistics knowledge raises their interest and self-awareness of the subject matter.

After exposing students to experience acting scenes for the teaching of theoretical linguistics, the results were encouraging. Sio and Wee (2011) concluded that

> Firstly, students felt enriched by the experience and found learning more meaningful and enjoyable. Secondly, their examination results indicate that their subjective experience is supported by objective assessment. Thirdly, students grasp a theoretical form well enough to give a good show demonstrating their ability to put theory into use. Finally, there are long term effects that bring about other good things when these students inspire others to join them as they create activities to share their skills and knowledge (p.12)

Their experience showed encouraging results in terms of students' involvement with the course content and the achievement of the learning objectives.

Moreover, Bodono (2000) suggested a perspective that focuses on interactivity in Web-based teaching of linguistics. Bodono's (2000) Instructional Interactivity Method of instruction gives way to more active and interactive practice. It supports interaction in the first place among students and between the instructor and students. This, in one way another, "promotes a more active approach in the knowledge dissemination and acquisition processes" (p.04).

Bensoukas (2014) also presented a new insight for an effective linguistics instruction In doing so, he raised the issue that a shift in the teacher's role should be internalized away from lecturing towards Teacher-developer. Coping with computer-based work helps to attain a teacher-developer role. This can be determined with the perspective that teachers might well design their own computer-based materials as learning resources that facilitate learning. In his research, Bensoukas (2014) based his findings on the use of CD-ROM as a technological-based material besides the integration of the flipped learning as a learner-centred approach for an effective understanding of articulatory phonetics as a linguistics course. An example of how a CD-ROM works is shown in Figure 23 below. The research results indicate that such an integration of methods develops the skills of integrating technology and successful content delivery.

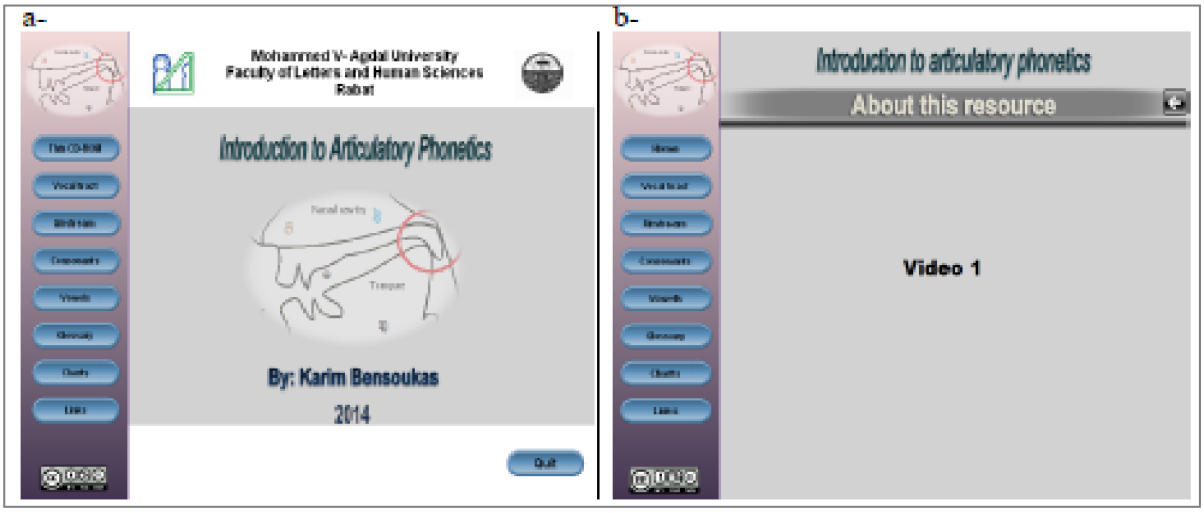

Figure 23. CD-ROM Homepage and Tutorial (Bensoukas, 2014, p.10)

3.4. The Teaching of Linguistics

Linguistics in the language departments does not enjoy 'a privileged' place among language learners. Generally, learners consider linguistics as boring and complex (Correa; 2014, p: 167), and thus they do not feel interested or motivated to know more about the subject. This can also be explained that it is simply because learners play a marginal role in the linguistics course. They do nothing except from listening and watching the teacher lecturing (teacher-centred Vs. learner-centered). For that reason, Correa (2014) claimed that "students […] feel threatened by the pseudo-scientific flavour of [linguistics] courses" (p.167). For this, educators and language scholars started to rethink new ways of discriminating the teaching of linguistics.

Though the field of linguistics enjoyed a great popularity because of its relevance and importance in the language teaching context, studies related to the way linguistics should be taught was not largely dealt with. In this context, some scholars like Battenburg and Lant (2003) advocated that "while advances in instructional Technology offer new ways to think about and teach in the humanities and the social sciences, inadequate attention was paid to the teaching of linguistics and the employment of various pedagogical models within the

classroom" (p. 03). Students' attitudes towards linguistics as a university subject yielded many scholars (Correa (2014); Battenburg & Lant (2003); Katchen (2004)) to focus rethinking the methods for teaching linguistics and adapt new aspects of language teaching into the various contexts. For that, Battenburg and Lant (2003) argued that addressing knowledge of linguistics to students in a passive way cannot score effective understanding. They see that the provision of technology can create the needed conditions that call for better understanding and rigor (p. 04). In the same vein, Katchen (2004) supported the view that technology can be beneficial for teaching linguistics referring to the use of videos as a motivational tool. He posits that "it is important in class to use video clips because it feels more interesting to see the person speaking, and comprehension is facilitated when we can see a talking head" (p. 09). On his part, Correa (2014) discussed the need of changing the direction away from feeding learners with linguistics information, as the 'key factor' for teaching linguistics lessons through active engagement to the course to make sure of material accessibility. This means that students need to feel responsible of their own learning process. They need to seek solutions themselves for previously known or new encountered information. Teachers are then better supposed to flood their class with activities that help achieve the underlying objectives. Correa (2014) added that

> the purpose of activities like these is to open students' minds into the vast array of linguistic principles that govern languages at the same time that they discover how similar languages are in many other respects". Moreover, "linguistics courses don't have to be 'lecture-oriented, boring and/ or especially difficult […] it is only by choosing the appropriate approach that we can guarantee an engaged audience" (p. 168).

3.5. The Use of Technology for Linguistics Teaching

The evolution of TEFL was largely affected by the emergence and development of technology. This latter proved to contribute in the achievement of the language teaching and learning objectives to create a favorable platform that promotes learning within the classroom settings (Shyamlee and Phil, 2012). Technology: PowerPoint, images, Internet, audio recordings, videos, and others, was integrated in favor of teaching various language-related elements. Much was said about the integration of technology for teaching Oral Expression, Grammar and Literature (Bahadorfar and Omidvar, 2014; Ravindran and Phil, 2014; Attwell and Hughes, 2010) and how best it helps in facilitating learning. Linguistics, however, "has failed to accommodate the bulk of the empirical and theoretical advances" (Wacewicz et al. 2016. p. 01) that correspond teaching its content.

Recent researches in the process of language teaching and learning tried to activate new trends on linguistics teaching to touch the teaching strategies, the learners' role, the classroom nature and the implemented activities that help attain better results in the understanding of the subject. Among these researches, Levis and LeVelle (2011) conducted a study to integrate technology for effective linguistics instruction. In their study, they suggested that instead of traditional face-to-face method of content teaching, the Moodle can be more effective. The Moodle, as they referred to, is "similar to WebCT and Blackboard, in that, it allows instructors to provide content […], interact with students […] and assess [them]" (p.02). The Moodle can be a use of a PowerPoint presentation (which can replace lecturing), or videos for the aim of getting students interact and discuss the course content freely. The application of similar tools might well stimulate and motivate learners to be actively involved within the course study. Elsewhere, when referring to stimulating students' interest in a linguistics class, suggested the incorporation of authentic materials as motivating teaching tools besides the use of some games or computer-facilitated language learning (p.04). These classroom 'tricks',

teaching tools as called by Lichtman (2012), are not implemented just for entertaining students, but also, to support active learning during the whole learning process (p.717).

3.6. Maintaining and Protecting Motivation

Motivation in language learning was proved to be affective. It serves at determining the degree with which language learners enjoy their learning process. In one way, many researches were conducted to show learners readability to learn new languages in tandem with their motivation to learn them (cf. Chapter 02). In this perspective, motivation was a basic condition that teachers need to sort out when designing classroom content and materials (Lucas et al. 2010). It was advocated to be present along with the whole learning process. For this, Dornyei (2014) posited that "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (p.519).

Figure 24. Motivational Teaching Practice Suggested by Dornyei (2001) and Anderson (2013:01)

The classroom atmosphere might influence learners' motivation since it is the setting where students spend much time dealing with the target language. This raises the challenge for teachers to create a motivating classroom climate that best guarantees effective learning. Heitzmann (2009) stated that the way a learner is taught affects his motivating towards the

whole learning. Apparently, when teachers make efforts and try to choose the appropriate materials and strategies that meet their learners' needs, learners' motivation may well increase. Seemingly, what happens in a language classroom is "an important motivational factor" (Heitzmann, 2009. p.209). Moreover, teachers once identifying learners' interest towards an activity, it becomes possible for them to generate a number of classroom techniques and strategies that promote learning motivation within learners (Dornyei, 2007).

During the learning process, maintaining learners' motivation is as important as protecting motivated learners not to feel demotivated towards some language related elements (Dornyei, 2014, p. 523. Dornyei, in this context, claimed that

> Unless motivation is actively maintained and protected during the lengthy process of Second Language Learning, the natural human tendency to lose sight of the goal, get tired or bored with an activity, and give way of attractive distractions will result in the initial motivation gradually petering out. Thus motivation needs to be actively nurtured, which means that any motivational practice needs to be an ongoing activity" (p.523)

As for Dornyei (2014), the process of selecting activities that drive interest and motivation need to be ongoing. Learners need to, continuously, feel attracted to classroom practice so that they keep actively motivated towards their learning process. This creates a supportive atmosphere develops motivation within learners and among them.

Korb (2012) explained that learners' motivation requires to be protected of loss or ignorance through the application of certain strategies that tend to improve it. She (2012) stated that motivation can be improved through various classroom techniques among which teacher can "make lessons interesting, provide feedback to meet the need for success and

provide optimal challenges to meet the need for success" (p: 08). Teachers need to include interesting activities that get learners enjoy their practice. Driving learners' interest towards a given activity can take place when the level of challenge matches learners' level which helps them feel capable of accomplishing the practice and having the tendency to practice more. This, in many ways, encourages learners to develop self-confidence away of anxiety towards success (Xiao, 2013).

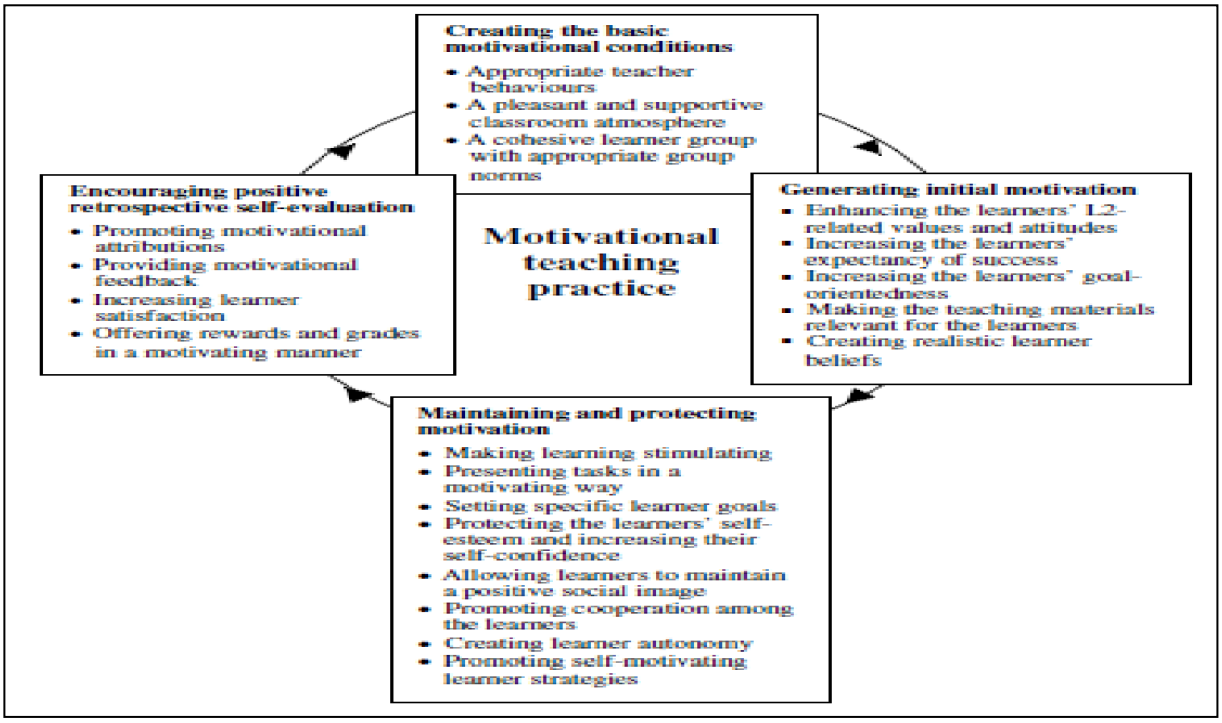

Figure 25. The Components of Motivational Teaching Practice (Dornyei 2005, p.112)

3.7. Making Learning Stimulating and Enjoyable

Teaching and learning are two parallel processes that go along in TEFL. Both require efforts on the part of teachers and students to score effective determined objectives. Recently, teaching and learning were equated to psychological factors that are said to be key determiners of their success. This matter led many language teachers to seek the challenge to create a learning atmosphere that encourages positive learning in an inspirational way. Riggall (2014) claimed that inspiring teachers "create positive learning climates for students,

encouraging an open and trusting environment where students can feel happy, calm, relaxed and safe" (p. 11).

While learning, learners might well feel lost and bored. This directed language teachers to think of new ways to make learning stimulating and enjoyable. In this context, Tran (2013) discussed what teachers need to do to stimulate their students' interest and enjoy learning. In doing so, he stated that teachers should make learning more stimulating and enjoyable "by breaking the monotony […], increasing the attractiveness of the tasks […], and enlisting them as active task participants" (p. 07). This reflects the key to motivate students to be the tasks being applied in a language classroom. For that, teachers should work on their selected classroom activities to guarantee an engaged group of learners who feel motivated to learn more and respond appropriately. When [teachers and] learners feel motivated towards what is being [taught and] learned, learning becomes more enjoyable, and as a result, more effective. Cayle (2008) posited that in order to motivate learners, awareness must be raised as for the benefits of the use of a foreign language 'as a basic skill' which requires teachers to make "a choice of routes and experiences to cater for a fast changing world of work and leisure" (p. 02). To stimulate and enjoy learners in their learning process, Barab et al (2005) emphasized the notion of student-centeredness. This notion calls for learners who need to be actively engaged in real-world activities to stir their interest and get them feel responsible to expose inequities. In this vein, Eison (2010) suggested some strategies that help in stimulating active students' engagement within the classroom and out of its borders. He proposed that teachers need to be aware of learners' level through exposing them to testing or quizzing. Besides, they should design classroom activities that best engage learners and impose their active involvement the whole practice.

Lanvers (2016) suggested a number of strategies that prove to be beneficial for language learners. Teacher should think of introducing activities that meet learners' needs and best

support their activeness. They can, as Lanvers (2016) stated implement activities "such as permitting frequent speaking, not correcting every mistake, encouraging spontaneity and creativity, giving students a sense of progress in their learning, rewarding efforts, including authentic materials, creating a friendly atmosphere, being humorous" (p. 04).

3.8. Breaking Monotonous Learning (Making Tasks More Interesting)

Learners might well be affected by the nature of the learning environment. It was advocated that learners are required to learn in motivating conditions to perform better in their progress. Continuous and stability in language teaching and learning gets learners feel bored the fact which creates monotony in the classroom. Anderson and Harrison (1985) insisted on offering learners a lecture break which encompasses the inclusion of activities that stimulate learners and attract their interest because, as they stated, "any activity, whether physically or mentally exhausting, becomes tiresome after a while, and a short break serves to revitalize a person and rekindle interest" (p. 105). This indicates that providing learners with activities that get them enjoy their learning, from time to time, is beneficial.

Monotony in the learning process is said to create passive involvement and foster a negative learning climate. For this reason, language classroom settings need to be supplemented with encouraging and trusting conditions where learners can feel safe and confident (Sammons et al, 2014). In this perspective, Mart (2011) posited that "supplementing […] lectures with guest lectures, a panel discussion, or student presentations can break the monotony and minimize passive observation" (p: 06). Learners need to be at the centre of their learning process. Their active engagement within the course helps them feel motivated which breaks monotony and passiveness (Barab, 2005). This entails teacher's careful selection of activities and strategies. It becomes important for them to stimulate learners by increasing of the desirability of the included tasks to break monotony

(Tran, 2013). Learning motivation and monotony are two opposing dimensions that the existence of each excludes the existence of the other. In that, the more learners are motivated to learn, the less they are bored and the less they feel monotony. For this reason, motivation serves as a basic factor that breaks monotony and makes learning accepted and more enjoyable to learners (Cayle, 2008).

3.9. Increasing the Involvement of Learners

Research demonstrated that engaging learners in their learning process fosters their progress and develops self-efficacy and learning autonomy. Eison (2010) discussed this perspective stating that learning happens by becoming involved. He added that "students' involvement refers to the amount of physical and psychological energy that the student devotes to the academic experiences (p. 03). Accordingly, learners feel their contribution in their learning process by acting and engagement. They are required to feel in charge of what is being learned by communicating their learning which stimulates their interest to promote meaningful learning experiences. Learners need to manipulate thinking to give purposes for "collecting, reflecting, selecting and presenting evidence of their learning" (Haddok, 2008; p. 02).

Involving learners in the language classroom helps learners to focus, interact and express views. In a linguistics class, for instance, teachers at the Swarthmore University claim that,

> Students learn linguistics through interacting with the information and each other. Coursework and problem sets challenge students to develop their own insights and construct arguments supporting their claims. Professors guide the process, ultimately leading to a fuller understanding of linguistic theory than one could attain by absorbing theories presented in classes and texts (Swarthmore College, 2016).

Interactive classrooms offer language learners the context that engages them to express "(a) several relatively brief segments of instruction talk, and (b) explicit opportunities for student thinking and responding" (Eison, 2010; p. 06). This reflects the perspective that learners must not be abandoned since they decided to cope with Foreign language learning (Littlejohn, 2012). Learners cannot learn greatly by sitting and waiting for teachers to feed them with knowledge, memorizing and recalling it back they need to play a part in the learning process. They need to experience learning, look for it, and adapt it to their lives.

Engaging learners in their learning indicates a shift in teacher and student roles and centeredness. Davies (2001) posited that the perspective of involving learners to experience learning marked differences in roles and responsibilities of both teachers and students. Teachers' mission of continuous searching and feeding of knowledge retrieved and it moved on to shape the assistants and the facilitators that get learners look for knowledge and experience it themselves.

3.10. Setting Learners Specific Learning Goals

F.L. learners learn foreign languages for a variety of reasons. These reasons are said to decide about the accomplishment of the required objectives. In a language classroom, learners start their learning process drawing certain goals which are different from one learner to another as they may overlap. In this context, Locke (1996) stated that "the content of a goal is whatever the person is seeking" (p.118). This expresses the purpose based on which learners act. The attainability of a goal requires setting specific goals that best offer clear guidelines of what to do during the whole learning process. Interests towards 'goal setting' go back to Locke, who introduced the 'goal-setting theory' (1990) which was based on Aristotle's idea of 'final causality' which implies "action caused by a purpose" (Locke, 1996; p. 118). The

purposes are represented by goals where learners feel satisfied and motivated of their progress if they were properly accomplished, but, frustrated when they fail (Lunenburg, 2011).

To help language learners have positive academic achievements, it was of the teachers' role to help learners learn how to set specific goals that meet their needs. Learners may act better in their learning process if they are assisted by their teachers to set the goals that go along with their preferences (Kober, 2012). Teachers, in this context, may help learners by getting them set goals by themselves, develop, monitor and report them through productive and purposeful teacher-student conversations seeking specific goals with respect to learners' diversity (ELEC (2006). Hong (2008) claims that if learners are given the chance to set goals by themselves and develop them, their motivation may increase since they are allowed to "reflect on their reasons for learning" (p.64). This boosts their awareness and interest of the sake they have during their process of learning.

Goal setting and motivation are said to go along with each other. Once students have the opportunity to set their own goals, their learning motivation increases; the fact which facilitates learning and vice versa (Paksa, 2013). After setting goals, it becomes important for learners to "see their goals as realistic and achievable" (Kober, 2012; p.02) which requires the assessment of learners of the degree of attainability of these goals which fosters their involvement and autonomy while learning (Leslie, 2016). For this reason, learning how to set goals is as appropriate as possible a necessary skill that learners need to learn to master to be successful.

3.11. Promoting Cooperation among Students

Language learners tend to learn cooperatively when they work together to accomplish already stated shared goals (Johnson & Johnson, 2001) (cf. Chapter 02). Cooperation helps learners develop communicative skills since it is based on mutual exchange of knowledge

through others' views. In this view, Iyer (2013) stated that cooperation among learners is said to promote the use of effective learning strategies more than traditional teaching.

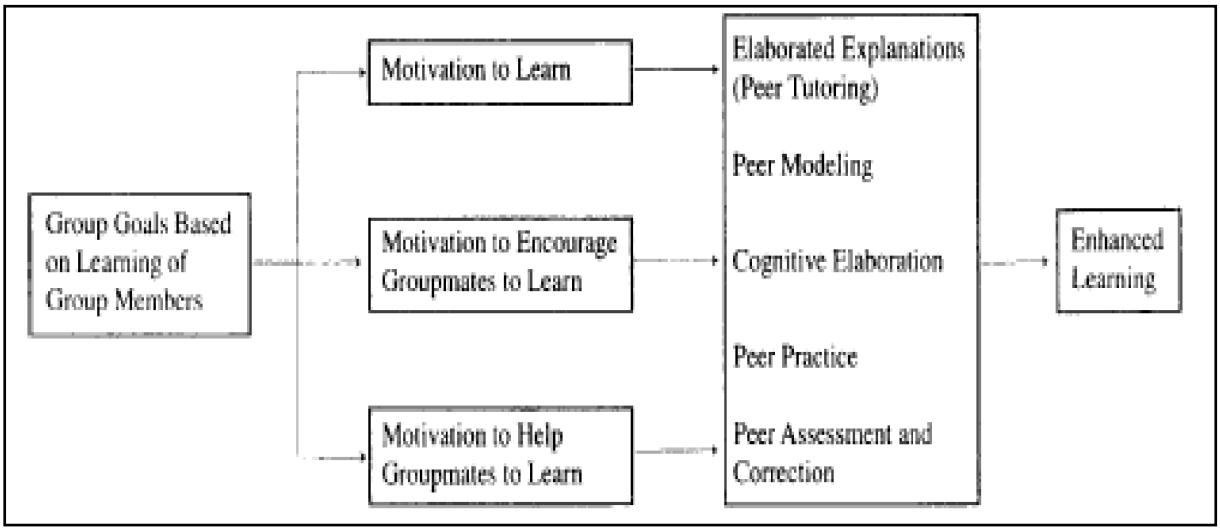

Figure 26. Slavin's Model of Cooperative Learning (Slavin, 2003. p. 52)

Within the language teaching context, a number of pedagogical implementations that serve at promoting cooperation among language learners were introduced. In this perspective, Hooper et al. (2011) suggested that teachers can engage an environmentally active group by offering collaborative learning opportunities that aim at developing students' own understanding, analysis and discovery. This, according to him, needs to be equated with the presentation of objective feedback as an assessment of one's progress. Hooper stated that "active learning techniques and prompt feedback [during and after group work] enable students to perform, to assess their existing knowledge and to receive feedback on that performance" (p.02). It is by supporting the social component of learning in the language learning context that cooperation among students promotes. Feedback from the instructor and peer feedback during and after a group discussion are importance forms of the evaluation process. They enable mutual understanding and exchange of knowledge that gives a clear view as for the individual and the group performance (Tsay & Brady, 2010. p. 80). In addition to feedback and evaluation, Tsay and Brady (2010) posited the need for reward to enhance the

desire to share learning. Motivation according to them plays an important factor in promoting cooperation and communication among language learners.

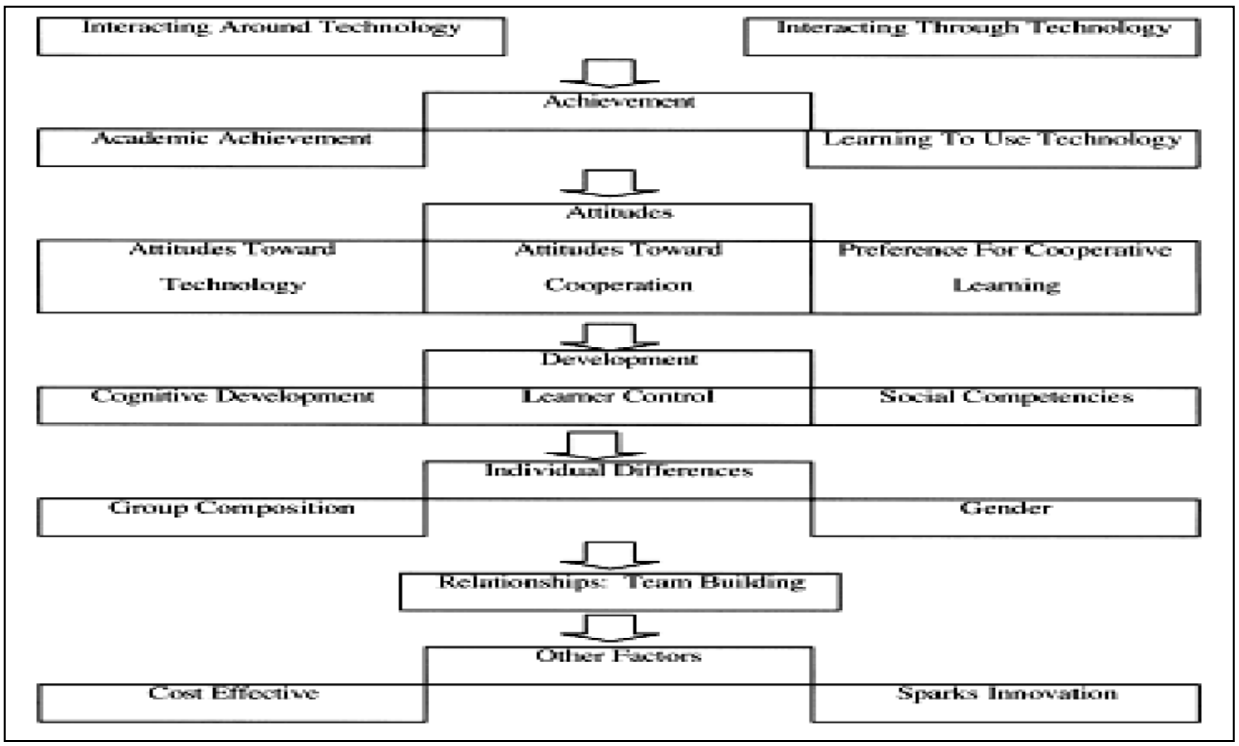

Figure 27. Outcomes of Technology Supported Cooperative Learning (Johnson & Johnson 2001. p. 797)

Elsewhere, using multiple resources and materials such as the ICTs (Information and Communication Technology) in the classroom helps in establishing a rich and varied learning context. Johnson and Johnson (2001) argued that technology must play a central part in the promotion of cooperation among language learners and the creation learners shared experiences. In doing this, they referred to Crook's view about the role of technology in a language classroom stating that "technology may serve to support cooperation by providing students with points of shared reference. He states that the traditional classroom does not have enough available anchor points at which action and attention can be coordinated. The capabilities of computers can be used as mediating tools that help students to focus their attention on mutually shared objects." (p. 796). Technology like the CBCL (Computer-based Cooperative Learning) may well result in distance communication that gives vent chances and

perspectives for cooperative learning strategies and contexts. The power of technology makes it possible for learners to electronically meet with 'out-of-school experts and learners to share wide space of knowledge and joint writing (p. 796).

3.12. Creating Learners Autonomy

Work on 'learner autonomy' came to the fore since decades. It is not a new idea but a recent practice to consider its importance in the field of English language teaching and learning (Onozawa, 2010). Smith (2008) claimed that learner autonomy and independence "have gained momentum, the former becoming a 'buzz-word' within the context of language learning" (p: 395). The term autonomy was used to refer to people "taking more control over their lives –individually and collectively. Autonomy in learning is about people taking more control over their learning in classrooms and outside them and autonomy in language learning is about people taking more control over the purposes for which they learn languages and the ways in which they learn them" (Benson, 2006, p.01). This reflects the extent to which learners are responsible and take charge of their learning process.

Autonomous learning requires the creation of student-centeredness as a basic learning environment. This entails the learners' dominant presence in their learning where a set of objectives are negotiated by the teachers and their learners where more focus is on learners' responsibility to make their own learning. The need to create and develop learners' autonomy led language teachers to offer the language classroom activities that best assist and develop learners' autonomy. Borg and Al-Busaidi (2012) determined some elementary guidelines towards the development of learning autonomy claiming that it is crucial to create energy and a sense of self-direction among language learners besides getting them feel responsible to generate their own goals and objectives. These are expected to help them build their self-confidence and activeness.

Besides, Balçikauli (2010) stressed learners' involvement when it calls for making decisions about their learning. Decision making, according to him, reflects learners' preferences towards individual and/or group work, materials to be used and types of classroom activities to be provided. This is hoped to encourage learners cope with their progress for possible effective learning outcomes. For this reason, Dornyei (2005) highlighted the importance of getting learners choose "the content, methods and performance outcomes of learning, as well as providing integrative strategy training, lead to enhance perceived autonomy" (p.79). This latter proved its vital role in the learning process as a factor that increases intrinsic motivation to learn the foreign language, where, as Onozawa (2010) stated, autonomy and motivation are interlinked. Such facts render learning autonomy "worth investigating as a great tool to motivate learners" (p.125).

3.13. Classroom Cognitive and Metacognitive Strategies

Knowing how to teach self-directed learning is the aim of formal education that call for developing within learners a sense of self-awareness towards the various learning situations and the need to cope with them appropriately (Kartal 2013). Learners need to use different techniques of procedures that help them best understand, accumulate and express knowledge. Those techniques are referred to as 'learning strategies' (Parviz, 2008). The demonstration of those skills and strategies is rarely managed by learners. Some language learners seem to inappropriately incorporate their learning strategies in certain contexts which may hinder their learning improvement (Saks and Jeijen, 2015).

Learners are said to engage in a variety of language learning experiences which emphasize their need to adopt, adapt and develop new skills and strategies meeting already set goals. Among the learning strategies, Oxford (1990) stated that cognitive and metacognitive strategies are influential and help learners enhance their learning experiences (Saks and Jeijen, 2015.p.152). To Bandura (1993) stated that motivation and self-efficacy as determinants of

language learning success are well affected by the use of cognitive and metacognitive strategies (Kartal, 2013) which make them at the core of many educational psychologists' interest.

Learners' cognitive strategies refer to "the mental processes that learners use to deal with language-related problems. They include goal-directed, intentionally invoked, effortful and are not applicable, but situation specific" (Parvis 2008, p.02). They are skills which are directly related to already set goals from the part of learners (examples: Comprehending, retrieval and memory strategies) (Phakiti 2006, p.53). Cognitive and metacognitive strategies are complementary strategies. Cognitive strategies cannot be applicable in the learning process unless metacognitive strategies are armed. In this context, metacognitive strategies (thinking about thinking) are the skills that help learners to be aware of which skills they need and when they are appropriately used (Parviz 2008). This reminds of Flavell's (1979) first formulation "knowledge and cognition about cognitive phenomena" (p.906 in Desautel 2009, p.04). In that metacognition is not only restricted to thinking about thinking but also to cover the regulation and the execution of the cognitive strategies (Kartal 2013). In addition, metacognitive abilities are those which help learners plan cognitive skills, monitor their planning and evaluate their use for further adjustments (Lai, 2011).

The importance of cognitive and metacognitive strategies in effective learning and performance was recognized for some time. Language learners need to constantly be aware of the importance of those strategies and how to appropriately use them. In this line, Parviz (2008) argued that knowing about the strategies is not enough to gain understanding and success but rather knowing how to best use the appropriate skill in the appropriate learning situation.

Yet, studies about cognitive and metacognitive strategies and their relationship with the teaching and learning of the language skills (Speaking, listening, reading and writing) were considerable (Brown (1975) and Flavell (1976), Parvis, Koorosh (2008); Lai Emily (2011); Kartal Galip (2013); Saks and Jeijen (2015)), nothing was said about how exactly to teach learners to appropriately use their already selected strategies. Li (2012) suggested that teachers may offer learners "structuring activities and benchmark lessons to help [them] practise inquiry skills such as conducting investigation, creating and demonstrating arti-facts for students to understand abstract concepts and serving as the basis for discussion, feedback and revision" (06).

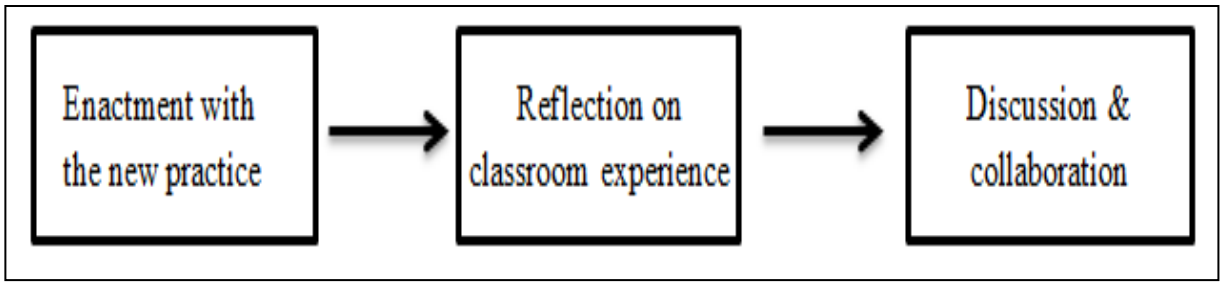

Figure 28. Teacher Training: A Collaborative and Constructive Process (Adapted from Li, 2012, p. 06)

Li (2012) presented a collaborative and contrastive process that aim at teaching learners how to appropriately use learning strategies when meeting a variety of learning strategies. He stated that developing in learners the sense of awareness to learning strategies can happen through five stages (giving example from a mathematics class) "(1) inviting ideas; (2) exploring; (3) proposing; (4) explaining and solving; (5) taking action or application" (p. 07). Through these, he called for promoting students' self-enquiry learning strategy that promotes students' independence and self-thinking ability. Self-thinking strategy can be maintained through a proper management of metacognition; the thinking about thinking process (Welsh Assembly Government, 2010).

3.14. Developing Self-thinking Strategy

Metacognition as a central process in developing thinking has long been "a part of classroom learning" (Desautel 2009, p. 08). Though, teaching metacognition (the thinking about thinking process) is not commonly that of an easy task. This fact draws a clear perspective that developing thinking is arguably difficult to maintain but not impossible (Welsh Assembly Government, 2010). In their teacher training project, the Welsh Assembly Government (2010) claimed that teaching learners to develop self-thinking strategies got them to integrate and develop teaching tools and strategies seeking to "stimulate better quality thinking and assessment of learning" (p.05). They presented a suggested programme that aims at developing learners' thinking through three main stages, planning, developing and evaluation as respectively in Figures 29, 30, 31.

PLAN	
Thinking principle	**Suggested tool / strategy**
Activating prior skills, knowledge and understanding	Concept maps Concept cartoons KWL/QuADS grids Mindmapping Odd one out Dot voting
Determining the process/method and strategy	Mindmapping Placemat activities Sequencing Snowball challenge/Sticky note challenge
Determining success criteria	KWL/QuADS grids Think-pair-share Traffic lighting Dot voting

Figure 29. First Stage's Suggested List of Tools and Strategies for Developing Thinking (Welsh Assembly Government, 2010 p. 33)

Planning for adequate practice that stimulates thinking in the learning classroom is at the very beginning of the teaching process. This highlights numerous ways for engaging thinkers besides the ones mentioned in Figure 29. In this line, Swartz and McGuinness (2014) stated that through getting learners engaged with question-answering activities teachers advance deep thinking challenges as a first stimulating stage. Thinking challenges which take place through the incorporation of challenging but not ambiguous tasks require a specific clarity of

communication that helps learners develop positive attitudes towards the thinking practice. This assists teachers to avoid falling in confusions and misunderstandings to attain the task objective smoothly (King et al. 1998).

DEVELOP	
Thinking principle	**Suggested tool / strategy**
Thinking about cause and effect and making inferences	Concept cartoons Fishbone diagrams Fortune lines KWL/QuADS grids Living graphs Odd one out What happens next?
Thinking logically and seeking patterns	Fortune lines Memory diagram Mysteries/Multi-layer mysteries Patchwork thinking Who-what-when-where-why-how? Whole and part
Considering evidence, information and ideas	Double bubbles Jigsawing PMI PROs and CONs Thinking hats Venn diagrams
Forming opinions and making decisions	Diamond ranking Mindmapping Most likely to.... Mysteries/Multi-layer mysteries Placemat activities Priority pyramids Snowball challenge Thinking hats Dot voting

Figure 30. Second Stage's Suggested List of Tools and Strategies for Developing Thinking (Welsh Assembly Government, 2010 p. 33 & 34)

After planning for which activities to present in given situations, teachers, according to King et al. (1998), seek to prompt students to adopt a deep metacognitive perspective through a number of tools. They posited that among the effective strategies in the development of thinking skills, a teacher can engage learners in group work activities like cooperative learning and student discussion. Thus, giving much space to "collaborative thinking to ensure joint meaning making, interaction and dialogues" can lead to positive results (Swartz and McGuinness 2014, p.21). Elsewhere, King et al (1998) called for the need to integrate "computer-mediated communication and instruction [which] can provide access to remote data sources and allow collaboration with students in other locations" (p. 02).

REFLECT	
Thinking principle	**Suggested tool / strategy**
Reviewing outcomes and success criteria *Reviewing the process/method*	Dot voting Hotseating KWL/QuADS grids PMI diagram Splat! Success book Taboo Traffic lighting Thinking hats
Reviewing the process/method *Evaluate own learning and thinking*	Caterpillar Concept map KWL/ KWHL/ QuADS grids Learning logs Lily-pads/Mr Frog/stepping stones/ footsteps PMI diagram Questionnaire Reflection triangle Thinking hats
Linking and lateral thinking	Concept cartoons Dynamic topic starters Just a minute KWL/ KWHL grids Mindmapping Odd one out

Figure 31. Third Stage's Suggested List of Tools and Strategies for Developing Thinking (Welsh Assembly Government, 2010 p.34)

Reflection or evaluation can be referred to as the ultimate goal of classroom practice. Learners should learn how to develop self-reflection and self-assessment learning. In his study, Desautel (2009) supported the incorporation of cooperative learning, self-reflective and self-evaluative practices" (p.08). In other words, learners need to learn how to reflect to already set goals and evaluate their progress during and after the accomplishment of a classroom practice. To ensure students' mastery of self-evaluation strategy, teachers need to provide sincere feedback in variety of ways such as "immediate, specific, and collaborative information [that] inform[s] learners [about] their progress" in a particular task (King 1998, p. 01).

Developing thinking allows language learners to have a deeper understanding of the different learning contexts. This scaffolds them to be critical, logic and creative in their thinking to improve the ability of analysing data, reasoning and making the right

decisions (Welsh Assembly Government, 2010). This can highly be attained through an enlargement in the thinking strategies repertoire seeking to think about thinking.

Conclusion

Linguistics, as a university subject, requires an intensive care on the part of teachers and students. Linguistics is a basic subject that helps learners know about language and find out why it matters. For this, to learn languages or wish to be specialized in language learning, it becomes important to know more about it.

Linguistics as a course of study provides students with a myriad of benefits. Studies about language as a phenomenon are fascinating and worthwhile. This can well be satisfied through a re-thinking process towards altering some changes in the teaching methodology and guaranteeing an engaged audience. When an innovative methodology is developed in favor of making linguistics courses more flexible, lively and active, it becomes easier for teachers to become creative and challenging.

Chapter Four

Analysis of the Teachers' Interview and the Students' Questionnaires

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Chapter Four

Analysis of the Teachers' Interview and the Students' Questionnaires

Introduction

This chapter deals with the analysis of the teachers' interview and the students' questionnaires. First, a description of the collected data and the administration of the teacher interview were made. The interview content reflects the teachers' perceptions towards the research variables and the extent to which they welcome them.

Second is the analysis of the two questionnaires. Each questionnaire was administered to treat complementary issues that correspond to the given research objective. After collecting data and analysing them, a discussion of the results is made to spot the significant issues that are captured by the analysis of each means. This is followed by a general discussion that sums up correlations and differences in students' and teachers' views and how they overlap.

4.1. The Teachers' Interview

The interview was carried out with ten teachers at the Department of English at the University of Oum El Bouaghi.

4.1.1. Description of the Interview

The interview comprises general information about teachers' teaching experiences, their pedagogy and the methodology they follow in the teaching of linguistics. The other questions correlated the research variables eliciting the implications of the CLT in teaching linguistics. The interview is terminated by a study of the nature of the relationship existing between teachers and their students. Teachers' answers were analyzed.

4.1.2. Administration of the Interview

The teachers were interviewed starting from the month of April to May (2016). Teachers refused to be recorded, and thus the researcher had to take note of their responses.

Teachers were interviewed in the teacher's room at the Department of English at Larbi Ben Mhidi University. The interview took from 25 to 50 minutes depending on teachers' responses to the different questions raising important related issues. All teachers showed willingness to help and express views.

4.1.3. Analysis of the Interview

Q.1. How long have you been teaching linguistics at the University?

The teachers' experiences differ largely from one to another. Their teaching period can be margined between the 2 years to 30 years. Years of experiencing teaching linguistics were not limited to teaching linguistics at Oum Bouaghi University. They refer to the teachers' whole career in the teaching of linguistics.

Q.2. Which students are you used to teach?

First and second years	First BA and Master	All levels	Total
4	3	3	10
40%	30%	30%	100%

Table 1. Teachers' Teaching Experiences

Of the total respondents, 40% of the teachers teach first and second year levels. (30%) first BA and Master Degrees, and others (30%) taught all the levels covering BA and Master Degrees.

Q.3. As teaching linguistics to first year students of English, what does your teaching practice look like? Please, describe one or two of your lessons?

Teacher-centred	Student-centred	Total
08	02	10
80%	20%	100%

Table 02. Teachers' Interpretations of Their Teaching Practice

The teachers' views and descriptions of their practice show diversities in their theories. 80% of the teachers admitted that their linguistics classroom can be described as teacher-centred. They stated that a linguistics course is a teacher-centred course where the teacher usually talks more than students do. They stated that linguistics is a subject which requires more explanation from the part of the teacher not like the other subjects like Oral Expression which calls for students' engagement. They added that it is a lecture-oriented class where language teaching methods cannot be applied. As for first year level, the linguistics courses contain introductory lessons. On that, a teacher stated that "it consisted of an introduction to language in the first semester (definition of language, its universal properties, its origin, its functions, its types, varieties and families). In the second semester, it is used to be an introduction to scientific study of language (linguistics) and its theories and schools".

The remaining (20%) had contrasting views. They claimed their linguistics teaching class to be student-centred. Teachers' descriptions indicate the shift in the language teaching method from focus on teachers to focus on the students in the first place. They stated that engaging students in classroom discussions and devoting more time for them to interact with classroom activities that go along with the course objectives were at the centre of their linguistics class.

The teachers said the introductory lessons introduced in the first year BA level are contentious; lessons are likely to cause the learners to express views, agreements, and disagreements. Teachers see that the nature of these courses helps them give examples from all languages including the mother tongue. This seems to attract the students' attention and

interest to know more about the characteristics of human languages. They also know about how these languages function and structure dealing with extra interesting language features. Being exposed to these lessons requires the students' engagement in the shadow of fostering individual mastery of certain language criteria and their practices.

Q.4. Please, describe your teaching philosophy?

Learners are autonomous	Learners are thinkers	Total
09	01	10
90%	10%	100%

Table 03. Teachers' Descriptions of Their Teaching Philosophy

To describe their teaching philosophy, (90%) of respondents claimed that teaching is an art and a science where students tend to be in charge of their own learning. This implies that while teaching, much of the work is prepared and done by the students themselves. They added that the more they can involve their students in a learning classroom, the more teaching and learning processes are said to be effective. Moreover, 10% of teachers emphasized an important aspect stating that "insisting on developing in students an ability to think and criticize rather than just compiling knowledge is essential in teaching".

Teacher's views and philosophies targeted the importance of student-centeredness and the need to get students to seek knowledge on their own (being in charge of their own learning). It is crucial that focusing more on learners in the learning process develops in them the sense of autonomy and critical thinking. If learners set their own learning goals and be the only responsible for the achievements of those goals, they will try to use already acquired strategies and develop others to deal with existing contexts. In many ways, autonomous learning and critical thinking can be delivered through a number of methods among which

drawing a connection between the courses and students' personal experiences is advocated to be influential.

Q.5. Do you think that your students feel interested in your linguistics course?

Interested	Not much interested	Not interested	Total
07	01	02	10
70%	10%	20%	100%

Table 04. Teachers' Perceptions of their Students Attitudes towards their Linguistics Class

Seemingly, the teacher's responses to this question show the relative nature of their students' interest towards their linguistics class. 70% of teachers doubt their students' constant positive attitudes towards the linguistics courses. They indicated that they are not certain if their students' interest towards their class is maintained and protected. However, 20% of the teachers questioned identified positive attitudes reflected by their students. The 20% of the teachers stated that "some of them were interested, but some others were not, the latter were only a minority", "yes; I do think they are interested in my course". It is quite important to maintain motivation, interest and enjoyment in the learning process. Maintaining positive attitudes towards the linguistics class is as important as protecting and developing them. (10%) teacher claimed "yes, relatively", others stated "not really!" "Some of them are interested, but unfortunately most of them are not". These responses highlight students' passiveness which call for students' monotony and boredom.

Q.6. How do you engage your students in your class, knowing that they are newly exposed to linguistics?

Use real-life illustrations	Use of humour	Total
09	01	10
90%	10%	100%

Table 05. Teachers' Strategies to Engage Students in a Linguistics Class

Of the total respondents (N=10), 90% of the teachers agreed while reporting their own techniques and methods that best help them engage their students. They just differed in the way expressing them which seem to posit an imbalance in their implementations. These teachers claimed that they prefer to use real-life illustrations (a CLT aspect) that are near to the students' context for better understanding of the elements. In their linguistics class, teachers admitted that they tend to infer some examples from daily life encounters by using all the linguistics systems that are known to them through humour. However, 10% of the teachers mentioned helped captivate most of the students and keep them connected. One teacher, however, stated that everyday lesson can be preceded by a set of questions asked by the teacher to see how far the students can understand the subject. This technique, according to her, helps both, students to keep engaged and the teacher to direct their own lecture.

Q.7. Do you ever design materials other than the department's program to introduce new concepts in linguistics?

Use of technology	Through readings	Mere use of the text book	Total
08	01	01	10
80%	10%	10%	100%

Table 06. Teachers' Identification of Their Teaching Sources

Designing materials other than the course book to enrich a given program was of the responsibilities of teachers. Through the interview with linguistics teachers, 80% of the teachers tend to make use of technology like videos, data projector and slides. 10% of teachers stated that he never used a particular course book as he never was limited to course book content. He said that his lectures "are always a summary of many readings" searching for examples and illustrations from various dialects to reinforce the examples given in English and stimulate the audience. Other 10%, on the other hand, admitted that he relied most on the

department's program that addressed the different linguistics issues with some attempts to renew examples each time.

Q.8. CLT has been of the innovative methods (integrated in subjects like grammar, Oral Expression) that most of modern teachers use or pretend that they are using. Have you ever experienced it in your Linguistics class?

Yes	No	Total
08	02	10
80%	20%	100%

Table 07. Teachers' Perceptions towards the Implementation of the CLT in a Linguistics Class

Of the total teachers interviewed, (90%) said that they do not apply CLT in teaching linguistics; except for (10%) who claimed they applied it once. When they were asked about the implementation of the approach in language teaching, 80% of the total respondents (N=10) showed some positive attitudes towards its implementation. They stated that the CLT gives access to online forums of linguistics by the students which can be recommended by the teachers. They added that the aspects covered by this approach support technology that helps teachers and students interact more within the language learning context.

The remaining 20% of the teachers claimed that the approach is ineffective. They expressed their definite refusal of the efficiency of the CLT as a language teaching approach stating that "CLT was invented for tourists to cater for basic and urgent daily needs. I think it is a useless approach because no one can be a foreign tourist in his own country". They added "I never used it nor was I inspired by it". Similar views may well be a result of the prescriptive nature of the approach. The approach offers the language classroom a number of aspects (technology, learning psychology, focus on learners, communication, real life illustrations) that were proved to be efficient (cf. Chapter 02). That is, knowing how to choose among the aspects that are called by the approach is said to be positively affective and leads to success in the learning objectives attainability.

Q.09. If no, what do you think of altering some changes at the level of the method you are using for teaching linguistics?

Incorporate new methods	No possibility of innovation	Total
08	02	10
70%	30%	100%

Table 08. Teachers' Willingness to Change their Method for Teaching Linguistics

When asked about changes that the teachers may alter in the method used for linguistics teaching, 70% of the teachers displayed willingness to incorporate new methods for the betterment of their teaching. They stated that teachers need to introduce some changes every now and then especially their past practices prove to be inefficient. Those teachers look forward to add new materials (e.g. sociolinguistics artefacts), new techniques of teaching which, they think, they would enhance both learning and teaching processes. 30% of the teachers agreed about the idea that linguistics is a content subject that is one way communication. They claimed that there is a little room for innovation in the method of teaching. Another teacher posited that the CLT is concerned with the teaching of languages not the teaching of a discipline that studies language. Teachers' responses show no readiness for change at the level of their teaching method.

Q.10. If yes, could you tell me when did you first experience it?

The method effective	Effective just for teaching the F.L	Total
08	02	10
80%	20%	100%

Table 09. Teachers' Acceptance and Implementation of the Method

Of the total respondents (N=10), 10% of the teachers answered that they experienced the approach five years ago when the students got into contact with their teacher on Facebook,

where websites, forums and discussions were held online. They added that the approach was effective and he noticed his students motivated to do more work the same way.

Q.11. What is your understanding about this teaching methodology and if it is practical for teaching?

Practicable method	Impracticable method	Total
08	02	10
80%	20%	100%

Table 10. Teachers' Understanding about the CLT Teaching Methodology

Of the teachers asked, the teachers (80%) admitted the practicability of the CLT for teaching linguistics stating that "it is much easier and practical for both teachers and students". They claimed that there is no one ideal approach, and that if the CLT is well applied, it will yield good results. The communicative competence which serves as the aim of a communicative approach classroom exceeds it to cover extra language-related disciplines and subjects like linguistics. On the contrary, 20% of the respondents claimed the CLT to be practical only for teaching a foreign language but not linguistics. One teacher (10%) confessed his unfamiliarity with the approach's theory as he usually –as he expressed it- opt for the eclectic teaching method instead.

Q.12. Is the integration of videos, pictures, peer interaction, group work in the linguistics course efficient?

The method is efficient	The method is not efficient	Total
10	00	**10**
100%	00%	100%

Table 11. Teachers' Perceptions of Some Aspects of the CLT

Of the teachers asked, 100% agreed on the efficiency of the implementation of the stated techniques which was key aspects in the CLT approach theory. All of them stated that these aspects may well prove positive scores as they were proved to be helpful at the level of the students' motivation. Though teachers claimed the beneficial contributions of these aspects in their linguistics classroom courses, they notified the problems that they keep facing when applying them from time to time. Among the teacher respondents, a teacher added that they miss applying these aspects because of some problems like time constraints and the large program content.

Q.13. What is your role in class?

Guide and facilitator	**Only a lecturer**	**Total**
09	01	**10**
90%	10%	100%

Table 12. Teachers' Role in a Linguistics Class

Though 90% of the teachers claimed that in a linguistics course there is much to be done by the teacher, and that their role in the classroom is the one of guide and facilitator, it seems contradictory when teachers keep at the centre of his class with passive learners in time they act as 'guide' and 'facilitator' requiring active learners. However, (10%) of the teachers asked declared themselves to be a lecturer. He stated that he explains the different linguistic concepts and tries to make them less abstract via examples. This role highlights the teacher-centred classroom where the teacher is at the heart of a language classroom and the students are in the margin.

Q.14. Do your students play an active or a passive role in the linguistics course?

Students are passive	Students are active	Total
09	01	**10**
90%	10%	100%

Table 13. Teachers' Perceptions of Their Students' Role in a Linguistics Class (Activeness Vs Passiveness)

Of the total respondents (N=10), 90% answered saying: "it actually depends some students are active and others are ***so*** passive. But, most of them are passive", "they are rather often passive except from brilliant students"; against 10% who said that students are active".

The students' activeness is a relative aspect in the process of language teaching and learning. For this, besides extra factors, it becomes the responsibility of the teacher to work things out and find new ways to protect their involvement. As expected, most of the teachers agreed that their students' passiveness was dominating.

Q.15. Do not you think that converting passive students into active through the Application of the CLT *aspects* (group work, videos, interaction and self-independency) would create liveliness and students' involvement in the classroom?

Yes	No	Total
09	01	**10**
90%	10%	100%

Table 14. Teachers' Perceptions of the Possibility of Using the CLT Aspects to Create Liveliness and Students' Involvement in the Classroom

Of the teacher respondents, 90% reported that yes it is possible to convert passive students into active by applying some of the CLT aspects. Some of them added saying: "yes, I strongly agree! Those materials break boredom and routine inside the classroom", "I agree! Using the CLT would enhance their learning process, especially videos, collaborative work, and visual-aids", "yes, I agree, especially if they were used in the appropriate setting". Conversely, one teacher (10%) answered by 'no' believing that the nature of the linguistics content emphasizes

analyzing and criticizing over involvement and active learning stating: “the objective is to know and to analyse and be able to criticize not to get involved. It is a lecture in linguistics not a live show”.

Q.16. What is the nature of the relationship between you and your students in the classroom?

Friendly	**Timely teacher-student relationship**	**Interactive teacher-student relationship**	**Total**
06	02	02	**10**
60%	20%	20%	100%

Table 15. Teacher-students Relationship in the Classroom

60% of the teachers described their relationship with their students as ‘friendly’ saying that their relation that is based on mutual respect; against 20% of the teachers who asked claimed it to be a teacher-student relationship that starts and ends during the course time. The other 20% did not introduce a clear description of the link between them and their students. Their answers indicated the interactive teacher-student nature.

The nature of teacher-student relationship is influential in the learning process. The students perceive this relationship regarding to their teacher’s role and behaviour at class.

Q.17. How can you make sure that students have grasped the lesson?

Use classroom activities	**Ask questions; incite questions**	**Total**
3	**07**	**10**
30%	**70%**	100%

Table 16. Teachers’ Strategies to Identify Students’ Understanding of the Course Content

The method that all the teachers interviewed use shows no innovation. 70% of the teachers ask questions, or get students to ask questions about elements they do not understand. 30% of the teachers said they often use classroom activities and questioning as well.

Q.18. How would you individualize instruction for students?

Ask questions, assignments, self-evaluation tasks	Get aided by tutorship	Total
06	04	10
60%	40%	100%

Table 17. Teachers' Strategies of Individualizing Instruction

The abilities, the interests and the needs that each learner has serve as the basis of individualized instruction. It is by a focus on those aspects that teachers decide about the content, method and materials that best meet their learners' learning requirements. 60% of the teachers respondents called for asking questions, assignments and self-evaluated tasks. The remaining 40% of the teachers, in this context, stated that tutorship would be a solution, but it is not feasible in crowded classes.

Q.19. In addition to tests and examinations, what procedures do you use to evaluate learners' progress?

Oral assignments	Use group work	Total
06	04	10
60%	40%	100%

Table 18. Teachers' Procedures in Students' Progression Evaluation

The teacher's suggestions for the procedures they implement in addition to tests and exams were diversifying. 60% of the teachers evaluate their students through Oral assignments. Among their responses, "when the number of students was a manageable one, I used to draw the name of two students before each new session and ask them about the previous lecture. The marks given for the answers used to be part of the overall assessment". The remaining teachers (40%) tend to use group work activities and oral presentations; "I most often use group work and oral presentations", "asking provoking questions".

Q.20. How do you respond to students' questions in the classroom?

Kindly respond to students' questions	Limitedly answer students' questions	Total
09	01	10
90%	10%	100%

Table 19. Techers' Response to Students' Questioning

Of the teachers asked, 90% of them stated that they kindly respond to their students questions so that their students feel comfortable to show misunderstandings and ambiguities; against 10% who declared that he welcomes some of students' questions (not all of them) but tries to limit answers in order not to waste course time.

Q.21. How do you challenge a slow learner and an advanced learner in one class?

Group work to challenge both slow and active students	Do not challenge any students	Total
09	01	10
90%	10%	100%

Table 20. Teachers' Strategies to Challenge Students with Differing Levels

Challenging students was not accepted by all language scholars and teachers. This was validated by their perceptions of the concept 'to challenge' and the dimensions it covers. (90%) of the teachers agreed on the implementation of classroom tasks, group work activities and asking questions to challenge slow and advanced learners in one class; against (10%) one teacher stated "I do not challenge my students, especially in a linguistics class". Their view shows their negative perception of the concept challenging to cover getting students in deficiencies and dilemmas during their learning process.

Q.22. Do you allow discussion between students, and between you and students?

Allow discussion	Implement 'share and think' technique	Total
09	01	10
90%	10%	100%

Table 21. Teachers' Perceptions towards Giving Some Space for Classroom Discussion

When it came to classroom discussion, (90%) of the teachers stated that they offer discussion space. One (10%) teacher introduced an idea that can well be positively influential stating “I sometimes opt for “share and think” technique wherein students are expected to think about the question and then work in groups (or pairs) to share their ideas with their peers”.

4.1.4. Summary of the Findings

Two research questions were equated to identify the perceptions and the attitudes of the teachers of linguistics towards CLT besides highlighting their views towards the contributions of the CLT in raising students’ motivation to learn languages. The overall findings indicate that the majority of the teachers (80%) reacted positively to the integration of some aspects of the CLT in a linguistics class. Their positive attitudes were reinforced by a number of experiences they used to have when teaching other language-related subjects. Some teachers (20%), however, reported their strong denial to the approach and the possibilities of the effectiveness of its implementation.

In section one, the teachers’ answers to questions 01 and 02 indicate that they experienced the teaching of linguistics for a considerable period of time. This fact offers variety of teaching experiences, theories and views that best help the given research.

In section two, the majority of the teachers’ responses support active learning, even though; they did not have active audience in a linguistics class. Their claims show that the passiveness of their students in the linguistics session affects them negatively. This notion spreads monotony which, consequently, yields to deficiencies at the levels of course understanding and motivation to learn more about the subject. Their views targeted the importance of student-centeredness and the need to get students involvement to seek knowledge on their own. It is by maintaining students’ activeness that teachers can guarantee an interested and an engaged audience that facilitate both teaching and learning. In

accordance with their answers, the teachers' claims for mere focus of a linguistics class contradict with their actual classroom practices which, as they confessed, call for teacher-centeredness.

Yet, in their answers, there was some contradictory views marked during the interview. In that some teachers claimed that linguistics is a content subject that offers no room for innovations and liveliness, in time, they posited that they tend to use some technological materials and motivational practices that develop students' motivation and protect it. Though teachers welcomed innovative practices of some aspects of the CLT in their linguistics course, their responses show that they prefer teaching linguistics as a lecture-oriented class with a limited willingness to change.

However, it is remarkable that most of teachers were convinced that the application of group work, classroom interaction and discussion, use of videos, active learning and integration of motivational activities serves at the betterment of language teaching, vis a vis, linguistics teaching. Results show that these aspects can well be practical and lead to satisfactory results.

Furthermore, the CLT was discussed as an approach where teachers can choose among its aspects to help learners learn better the subject. It offers language teachers a wide range of possible practices and frees them of any restrictions. It supports them to give vent to their personal experiences and researches to see what works for a specific category of learners. Through the application of some aspects of the CLT, teachers and students are able to practice their own activities which decide about the nature of classroom, the materials to use and the roles that they have to play.

4.2. The Students' Questionnaires

The two questionnaires that were administered deal with complementary issues that highlight how learners perceive the linguistics courses besides their teacher's role and behaviour at class during the session.

The students' answers of both groups were classified and analysed each in isolation. Data results in the Control Group and the Experimental group were discussed and compared to identify similarities and differences as for linguistics classroom implications and teacher to student relationship.

4.2.1. Description of Questionnaire One

Questionnaire one was designed to obtain data about the students' perceptions of their linguistics course. Questions covered a description of the students' attitudes towards linguistics as a university subject and an identification of classroom implementations. The type of questions included was closed ended question, since students were required to answer with yes or no or choosing among some stated options. The questionnaire contains an only one open-ended question that asks students to insert any comments or suggestions as for the linguistics course to highlight their preferences and needs if any. Closed ended questions help the students answer easily and freely. The more they are limited to answers, the more they can be sincere when answering. This questionnaire contains 24 questions.

4.2.1.1. Administration of Questionnaire One

Two questionnaires were administered to first year students of English at the University of Oum el Bouaghi during May 2016. All the students in the Control and the Experimental Groups answered the questionnaires. Though the number of the students in both groups was not the same, all the students in the Control Group were required to answer the questionnaire

and were given the chance to express their attitudes since they all had a part in both, the classroom observation and the test.

The questionnaires were distributed during a linguistics class time. Explanation and instruction was addressed to both groups to find it easy to answer all the questions included within both questionnaires. Questionnaires' questions took the students about one hour and a half (85 minutes) to choose the right options stated by each question.

4.2.1.2. Analysis of Students' Questionnaire One

Q.01. Did you use to have positive attitudes towards linguistics?

- **Experimental Group**

Yes	No	Don't know	Total
10	20	02	32
31.25%	62.50%	06.25%	100%

Table 22. Experimental Group Attitudes towards Linguistics before Studying It

This question aims at showing whether students used to have positive or negative attitudes towards the subject before dealing with it. The table (22) above shows that 62.50% of the students didn't have positive attitudes towards linguistics as a university subject. Linguistics was of the subjects that many students find difficult to understand. That's why they negatively reacted to the subject in hand probably because of previous unwilling comments on it. 31.25% of the students answered yes; against (6.25%) stated that they did not know about the subject before.

- **Control Group**

Yes	No	Don't know	Total
11	09	22	42
26.19%	21.42%	52.38%	100%

Table 23. Control Group Attitudes towards Linguistics before Studying It

As for the control group, the students' answers stated that 52.38% do not know about the subject matter before dealing with it 26.19% of the students had positive attitudes towards the subject content, in time, 21.42% of the students answered with "no", claiming negative attitudes towards it. The great majority of the group were never interested in knowing about the subject before they get exposed to it.

Q.02. If No, do you think the way you have been taught affected your attitudes positively?

- **Experimental Group**

Yes	No	Total
19	01	32
95%	05%	100%

Table 24. Experimental Group Attitudes towards the Subject of Linguistics after One Year Studying It

This question purports at eliciting the students' attitudes towards the subject of linguistics after one year studying it to see if the way they were taught the subject affected their negative and ignorant perceptions of its content to be positive. The answers were positive where 95% of the students chose 'yes' stating that they became more interested in studying linguistics as they were consequently positively affected by the way they were taught its content. However, 05% of the student chose 'No' showing that even through exposure to the subject content, he/she keeps having negative attitudes towards linguistics courses.

- **Control Group**

Yes	No	Total
01	08	42
11.11%	88.88%	100%

Table 25. Control Group Attitudes towards the Subject of Linguistics after One Year Studying It

In the control group, on the other hand, the students who reacted negatively towards the subject of linguistics show that even after dealing with the linguistics courses, their negative

attitudes remained the same. 88.88% of the students said ‘No’. This means that the way they were taught the course content did not affect them positively. 11.11% of the student responded with yes showing his positive attitude towards linguistics after learning it.

Q.03. Does the way you were taught help you better understand the course elements?

- **Experimental Group**

Yes	No	Somehow	Total
19	03	10	32
59.37%	09.37%	31.25%	100%

Table 26. The Influence of the Teaching Method on the Experimental Group Understanding of the Course Content

This question aims at determining the extent to which the teaching method affects learners’ understanding of the subject matter. 59.37% of the students; which counts the majority of the group, answered ‘yes’. Their responses show that the teaching method is said to highly help them understand the course content. 31.25% of the respondents chose ‘somehow’. This might well be a result of encountering some difficulties with the understanding of some elements over others. The remaining 09.37% reacted negatively stating that the ways they were taught do not seem to affect their understanding.

- **Control Group**

Yes	No	Somehow	Total
10	17	15	42
23.80%	40.47%	35.71%	100%

Table 27. The Influence of the Teaching Method on the Control Group Understanding of the Course Content

Elsewhere, students’ answers in the Control Group show that 40.47% of the students said ‘No’ which expresses that the way they were taught didn’t prove to be helpful. 35.71% of the students claimed that their teacher’s method helped them ‘somehow’ to understand some of the course content. The rest (23.80%) of the students answered with ‘yes’. This can be due to

the fact that the teaching method positively matches the students' preferences and learning styles.

Q.04. Do you feel motivated to learn more about linguistics?

- **Experimental Group**

Yes	No	Somehow	Total
19	05	08	32
26.19%	21.42%	25%	100%

Table 28. Experimental Group Motivation towards Linguistics

This question aims at highlighting if the students feel motivated to know and learn more about linguistics courses. 59.37% of the students answered 'yes' stating that they feel motivated to know more about the linguistics content. 25% others said 'somehow' and only 15.62% said 'No' which reveals learners' anxiety in a linguistics course and a hidden fear of being unable to cope with its content's complexity. The nature of the subject content imposes deep understanding of every single detail which to some extent gets learners feel lost and frustrated when moving from one element to another.

- **Control Group**

Yes	No	Don't know	Total
07	22	13	42
16.16%	52.38%	30.95%	100%

Table 29. Control Group Motivation towards Linguistics

As for this question, 52.38% of the students do not feel motivated to learn more about linguistics. Motivation can be supported by stimulating activities that teachers use to facilitate learning and make it more enjoyable (cf. Chapter 03). 30.95% of the group answered with 'Somehow' which implies that students' motivation is unstable; it can be described as being

relative to particular contexts. The rest of the group (16.16%) stated that they feel motivated towards learning linguistics.

Q.05. Do you feel excited to attend a linguistics course?

- **Experimental Group**

Yes	No	Often	Total
20	01	11	32
62.50%	03.12%	34.37%	100%

Table 30. Experimental Group Excitement to Attend a Linguistics Class

The aim of this question is to identify students' attitudes during a linguistics session. The table (30) above shows that 62.50% of the students answered 'yes'. This means that the majority of the class enjoys the session and feel excited towards it. 34.37% of the students claimed that they 'Often' feel excited to attend a linguistics course. In time only one (3.12%) student declared that she/he does not feel excited at all. This might well be an effect of the non-matching nature between the teaching method applied and the learning style, because, a student who prefers to be passive in learning, cannot act well in an active classroom nature.

- **Control Group**

Yes	No	Often	Total
05	26	11	42
11.90%	61.90%	26.19%	100%

Table 31. Control Group Excitement to Attend a Linguistics Class

Of the Control Group students, 61.90% answered 'No' stating that they do not feel excited to attend a linguistics course. 26.19% of the students, as shown in the table above (31), answered 'often'. This means that students' excitement is temperamental. The rest of the students 11.90% stated that they feel excited to learn linguistics.

Q. 06. How can you describe your relationship with your teacher?

- **Experimental Group**

Friendly	Guided	Total
32	00	32
100%	00%	100%

Table 32. Student-teacher Relationship in the Experimental Group

This question purports at seeing how students would describe the nature of their relationship with their teacher. The table (32) above shows that all the students (100%) described their relationship to be friendly. This results from the friendly atmosphere that the teacher offers to the classroom. The non-threatening atmosphere helps both the teacher and the students to interact freely with the course elements.

- **Control Group**

Friendly	Guided	Total
03	39	42
07.14%	92.85%	100%

Table 33. Student-Teacher Relationship in the Control Group

When the students were asked to describe the nature of the relationship with their teacher, 92.85% of the group answered with ‘guided’ and 07.14% said friendly. This results from the nature of the classroom atmosphere that is offered and perceived by the teacher and the students respectively.

Q.07. Do you think that the nature of the relationship with your teacher affects your ability to learn?

- **Experimental Group**

Hinders	Helps	Total
00	32	32
00%	100%	100%

Table 34. The Impact of Teacher-student Relationship on Learning in the Experimental Group

To see how the students perceive the nature of the relationship with their teacher, this question was added. (100%) All the students in the group answered that the friendly relationship affects their ability to learn since learning is rewarded by a supportive atmosphere. For that, the students find it helpful to be given the chance to express their ideas within a linguistics course expecting positive rewards that push them forward.

- **Control Group**

Hinders	Helps	Total
02	40	42
04.76%	95.23%	100%

Table 35. The Impact of Teacher-student Relationship on Learning in the Control Group

95.23% of the students in the Control Group admitted the guided nature of teacher-student relationship. They stated that it affetcs their ability to learn about linguistics better; against 4.76% of the students said that the guided teaching nature hinders their learning process.

Q.08. How does your teacher respond to your wrong answers?

- **Experimental Group**

Aggressively	Welcomingly	Ignorantly	Total
00	31	01	32
00%	96.87%	03.12%	100%

Table 36. Experimental Group Perceptions of Teacher Response to Wrong Answers

This question is addressed to determine how the students perceive their teacher's response to wrong answers. As table (36) shows, 96.87% of the respondent students stated that the teacher reacts 'welcomingly' to their wrong answers. In an active learning class, the teacher tries to push students to express ideas freely; out of any hesitations and fear. In time, 3.12% of the student stated that the teacher reacts to wrong answers 'ignorantly'. The students might have the impression of being ignored by their teacher when the latter tries to look for extra answers to get as much involved students as possible in a limited period of time.

- **Control Group**

Aggressively	Welcomingly	Ignorantly	Total
00	38	04	42
00%	90.47%	09.52%	100%

Table 37. Control Group Perceptions of Teacher Response to Wrong Answers

Students were asked this question to see how they perceive their teacher's response to the wrong answers. As shown in the table (37) above, 90.47% of the students said that their teacher responds welcomingly to their wrong answers. However, 09.52% of the students said that their teacher is said to respond ignorantly when they commit mistakes. None in the group described it as 'aggressively'.

Q.09. Do you think that knowledge is effectively transmitted by your teacher?

- **Experimental Group**

Always	Often	Never	Total
19	13	00	32
59.37%	40.62%	00%	100%

Table 38. Experimental Group Linguistics Knowledge Delivery

The table (38) above shows that 59.37% of therespondents said *yes*. This means that knowledge delivery was effective. They can effectively understand information and recall it when necessary. 40.62% stated that knowledge transmission is 'often' effective. Linguistics is a contentious subject that is full of complexity and similarities that, most often, some discriminations of certain basic linguistic issues seem difficult to highlight. This may well lead students to feel lost when treating subject-related issues.

- **Control Group**

Always	Often	Never	Total
07	30	05	42
16.16%	71.42%	11.90%	100%

Table 39. Control Group Linguistics Knowledge Delivery

When students in the control group were asked about whether knowledge transmission was effective, 71.42% of the students stated 'often' which proves that the great majority of the group do not seem to receive knowledge effectively in certain contexts. Positively, as the table (39) shows, 16.66% students answered with 'yes' which disregards the unsatisfactory reasons of the teaching method applied in this context. The rest (11.90%) of the group answered with 'Never' stating that knowledge is not effectively delivered.

Q.10. Do you feel free to ask for clarifications and express your opinions in the linguistics course?

- **Experimental Group**

Yes	No	Total
29	03	32
90.62%	09.37%	100%

Table 40. Asking for Clarifications in a Linguistics Class in the Experimental Group

This question aims at identifying students' tendency to ask questions or express opinions during a linguistics session. As shown above, 90.62% of the students are never reluctant to ask for clarifications or comment when necessary. As mentioned before, the friendly teaching nature helped to break the ice between students and their learning and got them show care and concentration towards stated information. However, 09.37% of the students answered 'No'. This can be justified with the fact that some students tend to be shy and prefer to keep calm instead of asking or showing dissatisfaction.

- **Control Group**

Yes	No	Total
04	38	42
09.52%	90.47%	100%

Table 41. Asking for Clarifications in a Linguistics Class in the Control Group

When the students were asked about their tendency to ask for clarifications when ambiguity, 90.47% of the students answered 'No' and only 09.52% of them answered 'Yes'. Though, the welcoming nature of teacher's response to students' behaviour at class, students' progress in the linguistics courses keeps passive. This made them unable to express ideas freely.

Q.11. During a linguistics course, are you?

- **Experimental Group**

Totally engaged	Partially engaged	Not engaged at all	Total
13	18	01	32
40.62%	56.25%	03.12%	100%

Table 42. Students' Degree of Engagement in the Experimental Group

The reason behind this question is to see the degree of the learners' engagement during a linguistics course. Students' degree of engagement can be determined by two main issues;

active learning and learning styles. As mentioned before, the students' answers to previous questions show that the teacher supports involving students as much as possible. This implies the persistence of active learning. Elsewhere, students' learning styles are said to highly determine how best learners learn. For that, 40.62% of tthe students see themselves to be totally engaged within a linguistics course. 56.25% of the students described their engagement to be partial in time. 3.12% of the student stated that he/she is not engaged at all.

- **Control Group**

Totally engaged	Partially engaged	Not engaged at all	Total
00	04	38	42
00%	09.52%	90.47%	100%

Table 43. Students' Degree of Engagement in the Control Group

As for this question, in a linguistics class, the group stated that they were not engaged at all. This might be because of the marginal role that students play (cf. Chapter Five). The Control Group acts as a passive audience. Passiveness while learning develops the attitude of being rejected of the course being taught. (09.52%) of students described themselves as being partially engaged.

Q.12. Do you consider that being responsible for your own learning helps you develop the ability to search and share knowledge?

- **Experimental Group**

Yes	No	Total
28	04	32
87.50%	12.50%	100%

Table 44. Experimental Group Perceptions towards Being Responsible on Their Own Learning

Determining students' perceptions towards being the only responsible for their learning was the aim behind this question. Table (44) shows that 87.50% of the students answered with

'yes'. This means that the students prefer to be in charge of learning which helps them to be in a continuous contact with their learning process. 12.50% of the students answered with NO. This type of students prefers knowledge feeding process where passiveness takes place.

- **Control Group**

Yes	No	Total
20	22	42
47.61%	52.38%	100%

Table 45. Control Group Perceptions towards Being Responsible on Their Own Learning

The students' choices for this question were approximate. 47.61% of the students stated that being the only responsible on their own learning helps them to develop ability to search and share knowledge where effective learning takes place. However, 52.38% of the respondents answered 'No'. This can well be justified by the learners' preference to depend on their teacher as a constant source of knowledge.

Q.13. Do you ever feel stressed when you are asked to solve course related problems in the Linguistics class?

- **Experimental Group**

Yes	No	Often	Total
10	06	16	32
31.25%	18.75%	50%	100%

Table 46. Experimental Group Attitudes When Solving Course-related Problems

The question purports at diagnosing the student's attitudes towards problem-solving situations. The table (46) above shows that 31.25% of the students feel stressed when they are asked to solve course-related issues in a linguistics class. 50% of the students stated that they 'Often' feel stressed in such situations and this might be related to the degree of complexity of

the given problem. However, 18.75% of them answered by 'No'. They claim that they don't feel stressed towards such situations. This might be because of high level of self-confidence and subject understanding.

- **Control Group**

Yes	No	Often	Total
23	15	04	42
54.76%	35.71%	09.52%	100%

Table 47. Control Group Attitudes When Solving Course-related Problems

During a linguistics class, 54.76% of the total respondents (N=42) claimed that they feel stressed when they are asked to solve course related problems. The non-communicative nature of the classroom increases learner's anxiety (cf. Chapter One) and hinders the need and ability to interact with the course content. 35.71% of the students answered with 'often' and 09.62% of them said 'No' which implies students' confidence and understanding.

Q.14. Did your teacher apply various activities in the linguistics course?

- **Experimental Group**

Yes	Often	Never	Total
20	12	00	32
62.50%	37.50%	00%	100%

Table 48. Activities Implemented in a Linguistics Classroom in the Experimental Group

This question was addressed to see whether the teacher diversifies classroom activities according to students. In this vein, 62.5% of the students see their teacher to 'always' use variety of activities that best meet their needs. The remaining 37.5% think that the teacher often uses a variety of classroom activities. Students' answers with 'always and often' show that the teacher actually applies various activities for the sake of capturing their attention and

interest. Besides, once various activities are applied, students with different learning styles and strategies may have the chance to interact with eachother.

- **Control Group**

Always	Often	Never	Total
00	02	40	42
00%	04.76%	95.23%	100%

Table 49.Activities implemented in a Linguistics Classroom in the Control Group

95.23% of the students reacted negatively to this question stating 'Never' which implies that their teacher never applies a variety of classroom activities in a linguistics course. The rest 4.76% of the students answered with 'often' and none chose 'always'.

Q.15. If yes, how did you perceive the classroom activities?

- **Experimental Group**

Interesting	Helping	Boring	Total
13	19	00	32
40.62%	59.37%	00%	100%

Table 50. Experimental Group Perceptions of Classroom Activities

The aim of this question is to highlight students' perceptions of the implemented activities. In this context, 40.42% of the students described the activities as interesting. The notion of driving students' interest raises their motivation to learn and helps them understand the content better. 59.37% of the students stated that the implemented activities were helpful and none described them to be boring. Both descriptions seem to be positive and this shows the students willingness to experience similar activities in linguistics courses.

- **Control Group**

Interesting	Helping	Boring	Total
00	00	00	42
00%	00%	00%	100%

Table 51. Control Group Perceptions of Classroom Activities

Since students' answers in the control group show that they never practiced activities in a linguistics course, none (00%) of them answered this question for they have no activity they practiced to describe.

Q.16. How would you describe the linguistics classroom activities to a friend?

- **Experimental Group**

Helpful	Motivating	Hindering	Total
19	13	00	32
59.37%	40.62%	00%	100%

Table 52. Experimental Group Descriptions of the Linguistics Class to a Friend

This question purports at identifying the students' comments on the studied courses out of the classroom setting. The students were asked to state how they would describe the activities which are implemented in a linguistics course to a friend. In this context, 59.37% of the students said that the activities are helpful and 40.62% of them said that they are motivating and none claimed them to be hindering. This shows that the kind of practice they do at class is beneficial in terms of the understanding and motivation towards the learned content.

- **Control Group**

Helpful	Motivating	Hindering	Total
00	00	00	42
00%	00%	00%	100%

Table 53. Control Group Descriptions of the Linguistics Class to a Friend

Since the students' answers in the Control Group show that they never practised activities in a linguistics course, none of them answered this question for they have no activity they practised to describe.

Q.17. Are you a visual learner?

- **Experimental Group**

Yes	No	Total
17	15	32
53.12%	46.87%	100%

Table 54. The Number of Visual Students in the Experimental Group

This question aims at eliciting the learners learning style. When choosing among which activities to implement in the classroom, the teacher needs to make sure what learning strategies and styles learners develop to guarantee better learning (see chapter 01). When students were asked if they were visual learners, 53.12% of the students stated 'yes' and 46.87% stated 'no'. This shows that the majority of the students in the classroom prefer to use their sight in learning.

- **Control Group**

Yes	No	Total
23	19	42
00%	45.23%	100%

Table 55. The Number of Visual Students in the Control Group

54.76% of the students answered by *Yes* which implies that they are visual learners; against (45.23%) said *No*.

Q.18. How do you see the integration of videos in a linguistics class?

- **Experimental Group**

Useful	Useless	Total
29	03	32
90.62%	09.37%	100%

Table 56. Experimental Group Perceptions towards the Integration of Videos in a Linguistics Class

The goal of this question is to determine the learners' perceptions towards the integration of videos in a linguistics classroom. The students' answers to this question seem to be highly positive. 90.62% of the students said that they find the use of videos useful. Visual learners prefer to see things happen more than just listening to information feeding; againt 09.37% who claimed that they perceive the use of videos to be useless.

- **Control Group**

Useful	Useless	Total
03	00	42
07.14%	00%	100%

Table 57. Control Group Perceptions towards the Integration of Videos in a Linguistics Class

Except from 07.14% of the group who stated that the use of videos is 'Useful', the remaining responents (00.00%) gave no answer. The fact that the group might not experience video watching the whole year, led the rest of the group to ignore the question.

Q.19. Did you find it interesting?

- **Experimental Group**

Yes	No	Total
29	03	32
90.62%	09.37%	100%

Table 58. Experimental Group Attitudes towards the Use of Videos

09.37% of the students stated that the integration of videos in a linguistics course is interesting. Videos are said to help learners better understand the material and memorize ideas for a long period of time to recall them easily (cf. Chapter 02). This fact led language learners to enjoy video watching even in a linguistics course; against 09.37% who answered by *No* which implies their negative attitude towards video use.

- **Control Group**

Yes	No	Total
00	00	42
00%	00%	100%

Table 59. Control Group Attitudes towards the Use of Videos

No response was marked by the Control Group to determine their attitudes towards the use of videos in a linguistics class.

Q.20. Do videos help you understand more the subject?

- **Experimental Group**

Yes	No	Total
30	02	32
93.75%	06.25%	100%

Table 60. Experimental Group Views as for Correlation between the Use of Videos and the Understanding of the Linguistics Content

This question purports at seeing whether there is a correlation between video integration and the effective understanding of the linguistics content. The table (60) above shows that 93.75% of the students answered 'yes'. This indicates that video watching affected students' understanding of the material positively; against 06.25%, however, said 'No' claiming that videos didn't help them to understand the course content.

- **Control Group**

Yes	No	Total
00	00	42
00%	00%	100%

Table 61. Control Group Views as for Correlation between the Use of Videos and the Understanding of the Linguistics Content

It is clear that the students in the Control Group did not experience the implementation of videos in the linguistics class which led them to skip all the questions that are related to video use.

Q.21. Do you learn more and better when you work …?

- **Experimental Group**

In groups	Individually	Total
25	07	32
78.12%	21.87%	100%

Table 62. Preferences about Working in Groups or Individually in the Experimental Group

This question aims at identifying the students' preferences towards their method of learning; in groups or individually. For this, 78.12% of the students stated that they prefer working in groups more than working individually. Working in groups helps learners share and exchange ideas (see chapter 01); against 21.87% who said they prefer to work individually.

- **Control Group**

In groups	Individually	Total
27	15	42
64.28%	37.71%	100%

Table 63. Preferences about Working in Groups or Individually in the Control Group

On the other hand, 64.28% of the group said they prefer working in groups when dealing with classroom activities; against 37.71% who said that they prefer to work individually.

Q.22. Do you feel interested in sharing your ideas, experiences, and feelings with your classmates?

- **Experimental Group**

Yes	No	Often	Total
20	07	05	32
62.50%	21.87%	15.62%	100%

Table 64. The Experimental Group's Attitudes towards Sharing Learning with Classmates

This question was put to highlight if the students feel motivated to share learning with a group. The table above (64) shows that 62.5% of the students have no problem with sharing learning with peers. 21.87% answered with 'No'. In that, they prefer to learn alone excluding peers in their learning process, against 15.62% who stated that they 'Often' share their learning. This implies that they might welcome working with a group only in certain situations.

- **Control Group**

Yes	No	Often	Total
26	15	01	42
61.90%	37.71%	02.38%	100%

Table 65. The Control Group Attitudes towards Sharing Learning with Classmates

From the results in Table (65) above, it was highlighted that 61.90% of the students respondents feel interested in sharing learning with a learning group and peers. 37.71% of the students stated that they do not like to share learning with others; against (02.38%) student chose 'Often' which shows his/her tendency to share learning only when possible.

Q.23. To what extent do interaction and group work help you obtain an effective understanding of the material?

- **Experimental Group**

Large	Average	Weak	Total
21	04	07	32
65.62%	12.50%	21.87%	100%

Table 66. The Experimental Group Perceptions of the Impact of Interaction and Group Work on Material Understanding

This question has been addressed to see the extent to which group work is perceived helpful on the part of students to understand better the subject. The table (66) above shows that 65.62% consider group work as a helpful means to understand the course content better. (12.5%) of the group answered *Average*; against 21.87% who claimed group work to be 'Weak' in helping them understand the linguistics content.

- **Control Group**

Large	Average	Weak	Total
22	03	15	42
52.38%	07.14%	35.71%	100%

Table 67. The Control Group Perceptions of the Impact of Interaction and Group Work on Material Understanding

(52.38%) of the Control Group said that group work helped them obtain an effective understanding of the material to a 'Large' extent since they like sharing ideas for better learning. The rest (35.71%) of the students answered with 'Weak'. This shows that some students in the Control Group prefer individual work over working in groups; against 07.14% of the students answered 'Average' claiming that group work helps them to some extent.

4.2.1.3. Summary of the Findings

The analysis and the interpretation of the Experimental group responses show that the majority (62.50%) of the students did not have positive attitudes towards linguistics as a university subject before studying it. Their attitudes were affected by the way they were taught the subject. (95%) of the group became more interested to study linguistics as they were consequently affected by the way they were taught its content. This resulted to the betterment of the course understanding where 59.37% of the whole group claimed that the teaching method is said to highly help them understand the course content.

Students acceptance of the method applied affected their motivation since 59.37% and 25% of them agreed that they do feel motivated to know and learn more about linguistics which resulted in learners' excitement. The group's positive perceptions to the linguistics class can well be influenced by a number of reasons among which their relationship with their teacher proves to be essential. All the students in the Experimental Group described the nature of their relationship with their teacher as 'friendly' the notion that helps their ability to learn. The friendly nature offers a safe atmosphere that pushes learners forward to share opinions and ideas. In this context, 96.87% and 90.62% of the group respectively stated that even when they face difficulties in the understanding of some course elements, their teacher responds willingly to their questions and misunderstandings, besides, she encourages them to express their view points and critically think about related issues.

Linguistics is a contentious subject that is full of complexity and similarities that, most often, some discriminations of certain basic linguistic issues seem difficult to highlight. As for knowledge delivery, 59.37% of the students claimed that they effectively understand information delivered by their teacher. The best way teachers guarantee their students' understanding is through the extent to which they are engaged within the course. 40.62% of the group see themselves totally engaged and 56.25% see themselves partially engaged. Their

engagement (87.50%) in the Linguistics class gets them be responsible for their own learning to develop the ability to search and share knowledge.

It was agreed by 95.23% of the group that the Linguistics teacher implemented a variety of classroom activities for the reason of helping students understand better the courses. In their responses, the students (59.37%) and (40.62%), indicated that these activities were helping and interesting. This shows that the kind of practice they do in class is beneficial in terms of the understanding and motivation towards the learned content. The implemented activities are said to be chosen appropriately to meet the expected learning styles and strategies of the majority 99.99% of the learners to make sure that almost all the group can do well in their progress. The activities can proceed through group working (78.12%), use of videos (90.62%), and interaction (65.62%).

In the Control Group, however, the students' answers reported that 52.38% of them had no particular views as for the subjects' nature and content and (26.19%) expressed that they did not have positive attitudes towards it. Their views remained negative even after dealing with it. The students' negative attitudes towards linguistics did not affect their understanding of the subject to a large extent but rather 59.37% think that the way they were taught the subject helped them to understand the course elements.

Though students find the way they were taught helpful, it did not motivate them to learn more about the field of study. 52.38% of the group did not feel motivated to learn Linguistics the fact that made 61.90% of the group to feel unexcited to attend the class. In the Control Group, 92.85% of the students admitted that their teacher acts as a guide. Of the respondents, 95.23% said that such a teacher's behavior helped their ability to learn since 90.47% see that she responds willingly to their questions during the course.

On being engaged, 90.47% of the group saod that they are not engaged at all. Passiveness can be explained by the marginal role the students play during the lesson's delivery where

they behave as a passive and silent audience before a teacher who does all the work. Passive learning, it is feared, develops the attitude of being rejected of the course. As a consequence of this, 52.38% of the group prefer not to be responsible for their own learning prefering thus to depend on their teacher as a constant source of knowledge.

The students' responses to question 14, 95.23% stated that during the Linguistics class, their teacher never applies a variety in classroom activities, i.e., the teacher only introduces the lesson and explains its elements getting learners to take notes. This has lead students to skip the next two questions since they are related to question 14. The teacher seems to show no innovation in her lesson's presentation. For their answers, the students refrained from answering because they did not experience any of the stated materials except from group work. 78.12% stated that they like working in groups as they feel interested in sharing their ideas, experiences, and feelings with their classmates.

The two classroom settings that of the Experimental and the Control Group show differences in terms of the degree of motivation towards the Linguistics courses. It is obvious that teachers do not teach Linguistics the same way. This justifies the differences in the students' responses. The students in the Experimental Group seem more motivated to attend the Linguistics class. Their answers indicate that they experienced a number of activities that got them understand well the subject matter. On the other hand, the students in the Control Group did not express any excitement and motivation towards their class. Besides, their passiveness and demotivation were clear to the extent that they could not even respond to some questions within the questionnaire.

4.2.2. Description of the Students' Questionnaire Two

Questionnaire Two has been added to determine how students perceive their teacher's role and behaviour in a linguistics class. It consists of (20) questions. It covers questions about teacher-students relationship. The students were asked to tick the right answer as scaled from never- rarely- always. Teacher-student relationship is of a key factor as far as teaching linguistics is concerned; the reason behind adding a second questionnaire that focuses merely on teacher's role and behaviour during the course.

4.2.2.1. Distribution of the Students' Questionnaire Two

Questionnaire two has been handed to the students as they finish dealing with questionnaire one. Each student filled the second questionnaire from about fifteen (15) to twenty (20) minutes.

4.2.2.2. Analysis of the Students' Questionnaire Two

Item.01. The teacher talks enthusiastically about her/his subject

- **Experimental Group**

Never	Rarely	Always	Total
00	12	20	32
00%	37.50%	62.50%	100%

Table 68. Students Perceptions of Teacher Enthusiasm in the Experimental Group

Item 01 shows that 62% of the students always feel their teacher' enthusiasm when discussing issues related to the subject matter. The rest (37.50%) of the students stated that their teacher often talks enthusiastically about her subject. The students' choice reports their positive perceptions of their teacher in the classroom which supports their willingness to learn (cf. Chapter One). None of the students chose never or rarely.

- **Control group**

Never	Rarely	Always	Total
00	30	12	42
00%	71.42%	28.57%	100%

Table 69. Students Perceptions of Teacher Enthusiasm in the Control Group

Results in Table (69) show that 42.85% of the students in the Control group stated that their teacher 'often' talks enthusiastically about her subject. 28.57% answered with 'always' and the rest (28.57%) said 'rarely'. This may well be decided by the way the teacher introduces her subject and lesson elements.

Item.02. The teacher trusts us

- **Experimental Group**

Never	Rarely	Always	Total
00	20	12	32
00%	62.50%	37.50%	100%

Table 70. Students' Beliefs of Being Trustful in the Experimental Group

This question purports at eliciting whether students feel trustful in a linguistics session. The students reactions to item 02 has shown that 53.12% perceive themselves as being trustful, in time 37.50% said that they always feel trustful. The classroom atmosphere offered by the teacher help learners feel more confident and trust their knowledge and role in the process of their learning. The rest (09.37), however, feel themselves trustful only 'rarely'.

- **Control Group**

Never	Rarely	Always	Total
00	33	09	42
00%	78.57%	21.42%	100%

Table 71. Students' Beliefs of Being Trustful in the Control Group

A considerable number of the students in the control group feel trustful. 69.04% of the learners perceive themselves to be ‘often’ trustful. 21.42% of the group ‘always’ feel trustful and the minority of the group (9.52%) said they ‘rarely’ feel so.

Item.03. The teacher seems uncertain about the delivered knowledge

- **Experimental Group**

Never	Rarely	Always	Total
32	00	00	32
10.24%	00%	00%	100%

Table 72. Students’ Perceptions of Teacher’s Certainty about Knowledge Delivery in the Experimental Group

This question has been addressed to see whether the students find their teacher confident about the knowledge being delivered to them. All students in the group (100%) stated that their teacher never seems uncertain about the delivered knowledge. The students feel secure to capture knowledge in settings where they feel their teacher’s certainty of the information delivered.

- **Control Group**

Never	Rarely	Always	Total
41	01	00	42
97.61%	02.38%	00%	100%

Table 73. Students’ Perceptions of Teacher’s Certainty about Knowledge Delivery in the Control Group

When it comes to teacher’s knowledge delivery, almost all the group chose one option. (97.61%) of the group stated that their teacher ‘never’ showed uncertainty while transmitting information. The rest of the students (02.38%) answered with ‘rarely’.

Item.04. The teacher explains things clearly

- **Experimental Group**

Never	Rarely	Always	Total
00	15	17	32
00%	46.87%	53.12%	100%

Table 74. Students' Perceptions of Teacher's Explanation in the Experimental Group

Among the challenges most of teachers face are the extent to which their knowledge transmission is clear to be grasped by their learners. To confirm the degree of clarity of lesson explanation, the majority of the students (53.12%) stated that their teacher 'always' explains things clearly. 43.75% of them reported that the teacher 'often' explains things clearly, in time, an only one student claimed it to be 'rarely' clear. 53.12% of the group find the way their teacher explains the lessons clear and this may well result in learners understanding of the subject.

- **Control Group**

Never	Rarely	Always	Total
02	30	10	**42**
04.76%	93.75%	23.80%	100%

Table 75. Students' Perceptions of Teacher's Explanation in the Control Group

In the control group, the four options were crossed by many students. 59.52% of the students said that their teacher 'often' explains course-related elements clearly in time 23.80% said that she 'always' does. 11.90% chose 'rarely' to express the idea that clarity in their teachers' explanation is 'rare' and 04.76% of them said 'never'. The students' choices show that about the quarter of the group face difficulties in understanding. This fact can be decided by the teaching method or the learning styles and strategies that the learners prefer to apply in their learning process.

Item.05. If we do not agree with the teacher, we could talk about it

- **Experimental Group**

Never	Rarely	Always	Total
00	25	07	32
00%	78.12%	21.87%	100%

Table 76. Teacher's Tolerance towards Disagreements in the Experimental Group

This item aims at eliciting the students' reaction to agreements and disagreement when it comes to dealing with some course-related elements. As for this item, 71.87% of the respondents posited that when disagreement with their teacher, they 'often' talk about it. 21.87% stated that they 'always' discuss issues when they do not agree with their teacher. The rest (06.25%) picked 'rarely'. The friendly nature of the classroom atmosphere led almost the entire group to feel at ease to express view point and discuss some elements in the lesson when necessary. In addition, the extent to which learners feel involved to play a part in the course setting can also be decided by their personality traits (learners who are shy, confident, and anxious or risk-takers).

- **Control Group**

Never	Rarely	Always	Total
10	30	01	42
23.80%	93.75%	02.38%	100%

Table 77. Teacher's Tolerance towards Disagreements in the Control Group

61.90% of the Control Group stated that they 'often' discuss course elements with their teacher when they come to a disagreement or a misunderstanding. 23.80% said that if they do not agree with their teacher, they 'never' talk about it. This can well be due to the nature of the atmosphere of the classroom offered by the teacher or some deficiencies at the level of self-expression (expressing and discussing ideas freely). 11.90% of the students chose 'rarely' and only one (02.38%) student answered with 'always'.

Item. 06. The teacher holds our attention in the course

- **Experimental Group**

Never	Rarely	Always	Total
00	09	23	32
00%	28.12%	02.38%	100%

Table 78. Teacher's Attraction of Students in the Linguistics Class in the Experimental Group

This item purports at finding out if learners keep attracted to the linguistics course by their teacher's presence. In this view, 71.87% of the learners stated that their teacher 'always' holds their attention in the course. 25% of them said that their teacher 'often' holds their attention in the course and only one (02.38%) opted 'rarely'. This can mainly be a result of the classroom practice where learners feel involved and attracted towards the course through the nature of the implemented activities.

- **Control Group**

Never	Rarely	Always	Total
05	31	06	42
11.90%	73.80%	14.28%	100%

Table 79. Teacher's Attraction of Students in the Linguistics Class in the Control Group

Linguistics, as a university subject, does not enjoy popularity among the language learners. This fact makes it difficult for language teachers to attract the learners' interest and attention in the classroom setting (cf. Chapter 03). When students were asked about how often their teacher holds their attention, 40.47% chose 'rarely', 33.33% answered with 'often', and 14.28% said that they are 'always' attracted by their teacher during the course. The rest of the group (11.90%) answered with 'never' which indicates that their teacher 'never' holds their attention in the classroom. It is obvious that passiveness has been the role that most of students play which creates boredom and monotony.

Item. 07. The teacher uses motivating activities

- **Experimental Group**

Often	Always	Never	Total
15	15	00	32
53.12%	46.87%	00%	100%

Table 80. Teacher's Use of Motivating Activities in the Experimental Group

Item 07 aims at showing how often the teacher implements motivating activities. 53.12% of the learners claimed that their teacher 'often' uses motivating activities. The rest (46.87%) of the group chose 'always' which implies teacher's constant implementation of a variety of classroom motivating activities.

- **Control Group**

Always	Rarely	Never	Total
00	19	23	42
00%	45,23%	54.76%	100%

Table 81. Teacher's Use of Motivating Activities in the Control Group

The students' choices in the Control Group for items (05) and (06) indicate their passiveness. As for this item, 54.76% of the students said that their teacher 'never' used motivating activities in a linguistics class. 45.23% of them said motivating activities are implemented 'rarely'. This identifies the teacher's poor usage of some motivating activities that stimulate the learners' interest and understanding in the course. This fact explains the students' choices in previous items.

Item. 08. The teacher helps us in our work

- **Experimental Group**

Always	Rarely	Never	Total
07	25	00	**32**
21.87%	78.12%	00.00%	100%

Table 82. Students' Perceptions of Their Teacher's Tendency to Help Out in the Experimental Group

For this item, the learners were asked if their teacher ever helps them with their work. The majority of the learners (78.12%) stated that their teacher 'rarely helps them with their work. (21.87%) said that the teacher 'always' helps them. The teacher's help and assistance can take the form of moving around the learners when they are given tasks to accomplish, clarifying ambiguity and limiting thoughts to attain particular objectives.

- **Control Group**

Always	Rarely	Never	Total
07	35	00	**42**
16.66%	83.33%	00.00%	100%

Table 83. Students' Perceptions of Their Teacher's Tendency to Help Out in the Control Group

In the Control Group, 83.33% stated that their teacher is 'rarely' helpful when they are given a task to accomplish. The rest of the group (16.66%), however, claimed their teacher's constant help when they are experiencing a difficult task answering 'always'.

Item. 09. The teacher's class is pleasant

- **Experimental Group**

Always	Rarely	Never	Total
11	21	00	32
34.37%	65.62%	00.00%	100%

Table 84. Students' Perceptions of the Nature of Their Teacher's Class in the Experimental Group

It has been advocated that the classroom atmosphere can well be affective (cf. Chapter 03). When the teachers offer an interactional and friendly learning climate, it drives the learners' interest to the class and it becomes easy for them to capture knowledge appropriately. In this context, (65.62%) of the group stated that their linguistics class is 'rarely' pleasant. (34.37%) said that it is 'always' pleasant and any (00.00%) answered 'never' pleasant. Through their choices, the great majority of the learners enjoy their class and find it pleasant to attend.

- **Control Group**

Always	Rarely	Never	Total
00	30	12	42
00%	71.42%	28.57%	100%

Table 85. Students' Perceptions of The Nature of Their Teacher's Class in the Control Group

The passiveness of the students in the Control Group may well affect learners' attitudes towards their linguistics class. According to results mentioned in the table (85) above, 71.42% of the group answered 'rarely'. The rest of the group (28.57%) stated that their class is 'never' pleasant. When students do not enjoy a learning class and consider it unpleasant, this may influence their motivation to learn and subsequently their learning process.

Item 10. The teacher is friendly

- **Experimental Group**

Always	Rarely	Never	Total
32	00	00	32
100%	00%	00.00%	100%

Table 86. Students' Perceptions of the Nature of Their Teacher's Behavior in the Experimental Group

For item 10, all the learners chose one option as (100%) of the group stated that their teacher is friendly. It is a result of the learning atmosphere offered by the teacher that the

learners feel his friendly nature. Teachers need to be most often friendly with their learners away of any threatening to maintain and protect motivation and break monotony (see Chapter 03).

- **Control Group**

Always	**Rarely**	**Never**	**Total**
30	12	00	**42**
93.75%	37.50%	00.00%	100%

Table 87. Students' Perceptions of the Nature of Their Teacher's Behaviour in the Control Group

93.75% of the students in the Control Group reacted positively to their teacher's behaviour in the class. They stated that their teacher is 'always' friendly. 37.50% said that she is 'often' friendly. In that the teacher seems friendly only in certain situations over many others.

Item 11. The teacher realizes when we don't understand

- **Experimental Group**

Always	**Rarely**	**Never**	**Total**
10	20	02	32
31.25%	62.50%	06.25%	100%

Table 88. Students' Perceptions of Their Teacher's Recognition When They Do not Understand in the Experimental Group

Item (10) aims at seeing whether learners perceive their teacher's awareness of the understanding of the material. For this, choices were gradable. 62.50% stated that their teacher 'often' realizes when they don't understand. 31.25% said that their teacher is 'always' aware when they show ambiguity and only 6.25% picked 'never'. The students' choices can primarily be affected by teacher's willingness to explain the different elements over and over again.

- **Control Group**

Always	Rarely	Never	Total
05	35	02	**42**
11.90%	83.33%	4.76%	100%

Table 89. Students' Perceptions of Their Teacher's Recognition When They Do Not Understand the Course Content in the Control Group

Teachers' recognition of her students' understanding can be detected though a number of techniques, including question-answer tasks, quizzes, evaluation and problem-solving activities. When students in the Control Group were asked if their teacher recognizes when they do not understand lesson-related elements, 83.33% stated that their teacher 'rarely' recognizes dissatisfaction. In time, only (11.90%) reported that their teacher is 'always' aware when they do not understand. The rest (04.76%) see their teacher to 'never' know about the situation when they do not understand.

Item 12. The teacher assists student-to-student talk

- **Experimental group**

Always Never	Rarely	Always	Total
24	08	00	32
75%	25%	0.00%	100%

Table 90. Teacher's Support of Student-to-student Talk in the Classroom in the Experimental Group

To see whether the teacher assists student-to-student talk, this item has been added. 75% of the students stated that the teacher 'always' encourages interaction among them. The variety of activities implemented may well provide contexts where student-to-student interaction is demanded. 25% said that their teacher 'rarely' assists student-to-student talk. This can mainly be because some learners do not show the tendency to interact even with their peers because of some psychological factors that hinder their progress (cf. Chapter 01).

- **Control Group**

Always	Rarely	Never	Total
00	11	31	**42**
00.00%	26.19%	73.80%	100%

Table 91. Teacher's Support of Student-to-Student Talk in the Classroom in the Control Group

Answers to this item show that the students did not experience student-to-student talk during a linguistics class. According to Table (91), almost all the group (73.80%) answered with 'never'. This indicates that interaction with peers is approximately impracticable in their class. (26.19%) answered 'often'. The three options show the poor student-to-student talk practice.

Item 13. The teacher provides group work activities

- **Experimental Group**

Always	Rarely	Never	Total
03	29	00	**32**
09.37%	90.62%	00%	100%

Table 92. Students' Perceptions of Group Work Activities in the Experimental Group

This item has been directed to dealing with how often students perceive their teacher's implementation of the group work activities. 90.62% of the students described it to be 'rarely' applied. 09.37% indicated that their teacher 'always' applies group work activities. In this perspective, group work activities are among the motivational activities teachers apply to foster interaction among the students and should be applied only when appropriate (cf. Chapter 02). For this, some students described its implementation to be rare for they were just practised in certain contexts over others.

- **Control Group**

Always	Rarely	Never	Total
42	00	00	**42**
100%	00%	00%	100%

Table 93. Students' Perceptions of Group Work Activities in the Control Group

It is obvious through the classroom observation that group work activities were dominating in the control group linguistics class. All (100%) students answered with 'always'. This means that, they used to work in groups in almost all the sessions.

Item 14. The teacher praises positive behavior

- **Experimental Group**

Always	Rarely	Never	Total
32	00	00	32
100%	00%	00%	100%

Table 94. Students' Perceptions of Teacher's Use of Praising in the Experimental Group

Among the motivating factors in the learning process, praising was advocated to be influential. The entire group 100% answered with 'always' which indicates that the teacher tends to constantly praise students while engagement in the course to encourage them participate and feel involved further.

- **Control Group**

Always	Rarely	Never	Total
00	30	12	42
00%	71.42%	28.57%	100%

Table 95. Students' Perceptions of Teacher's Use of Praising in the Control Group

As for item (14), the students in the control group had different views as for their teacher's use of words of praise. (71.42%) of the group said that their teacher 'rarely' praises positive

behaviour, (28.57%) said that they ‘never’ were appraised from the part of their teacher on their positive participation.

Item 15. The teacher supports interaction

- **Experimental Group**

Always	Rarely	Never	Total
21	11	00	32
65.62%	34.37%	00%	100%

Table 96. Students’ Perceptions of Teacher’s Support of Interaction in the Experimental Group

Item (15) has been addressed to see whether students think their teacher supports interaction among them and with the teacher herself. (65.62%) of students stated that their teacher ‘always supports student-student and student-teacher interaction. (34.37%) claimed that the teacher ‘often’ encourages classroom interaction. Choosing ‘always’ and ‘often’ among the four options shows that students most often experience interaction.

- **Control Group**

Never	Rarely	Always	Total
29	13	00	42
69.04%	30.95%	00%	100%

Table 97. Students’ Perceptions of Teacher’s Support of Interaction in the Control Group

The results stated from item (12) resemble the results mentioned in Table (97) above for item (15). Results show that 69.04% of the students in the control group think that their teacher ‘never’ supports interaction. 30.95% of them said that their teacher ‘rarely’ encourages interaction with peers and with the teacher in a linguistics class.

Item 16. The teacher acts actions when we find them difficult to understand literally.

- **Experimental Group**

Always	Rarely	Never	Total
32	00	00	32
100%	00%	00%	100%

Table 98. Students' Perceptions of Teacher's Acting of Physical Movement for Better Understanding in the Experimental Group

Physical movements are said to attract the audience and keep them in tandem with the learning process, vis à vis, brings their interest to the course. For this, when the students were asked if their teacher acts actions to illustrate concepts when they find them difficult to understand, the whole group (100%) answered with 'always' claiming that, their teacher tries to use variety of techniques to make course content clear and understandable.

- **Control Group**

Always	Rarely	Never	Total
14	28	00	**42**
33.33%	66.66%	00%	100%

Table 99. Students' Perceptions of Teacher's Acting of Physical Movement for Better Understanding in the Control Group

As for the Control Group, 66.66% of the students say that when they do not understand some course-related elements, their teacher 'rarely' acts actions to make things clearer. 38.09% of them answered with 'rarely' and the rest (33.33%) stated that their teacher 'always' acts some actions to attract their attention for the sake of clarifying ambiguity.

Item 17. The teacher is keen to keep the course live

- **Experimental Group**

Always	Rarely	Never	Total
15	17	00	32
46.87%	53.12%	00%	100%

Table 100. Students' Perceptions of the Teachers' Attempts to Keep the Classroom Live in the Experimental Group

With the communicative approach, the learning atmosphere is aimed to be full of liveliness which supports motivation, autonomy and breaks monotony. This has been the aim behind adding this item. When the students were asked about the teacher's attempts to keep her classroom pleasant and interactive, 46.87% said that she 'rarely' tries to. 53.12% answered with 'always'.

- **Control Group**

Never	Rarely	Always	Total
19	21	02	**42**
45.23%	65.62%	04.76%	100%

Table 101. Students' Perceptions of Teacher's Attempts to Keep the Classroom Full of Liveliness in the Experimental Group

In the Control Group, 65.62% of the students stated that their teacher 'rarely' tries to keep the classroom courses full of liveliness. This might well be due to the ignorance of interaction and the poor implementation of motivating activities that brings interest to the classroom. 45.23% of them said that their teacher is 'never' keen to maintain interest and joy. 04.76% of the group answered with 'always'.

4.2.2.3. Summary of the Findings

Results indicate that the majority of thestudents in the Experimental Group reported their teacher's communicative role in the classroom setting. The students' choices of the different items were calculated to derive their mean value to indicate the medium average of all the answers in the whole group. It was proceeded as follows.

Calculation of the Mean = ÷C

The sum of a set of numbers

C: the count of numbers in the set

= (f×1)+(f×2)+(f×3)+(f×4)

C = 1+ 2+ 3+ 4 = 10

M= (f×1)+ (f×2)+(f×3)+(f×4)10

	Never	**Rarely**	**Often**	**Always**	**Total**	Mean
	frequency	frequency	frequency	frequency	frequency%	**M**
10.The teacher is friendly	00	00	00	32	100%	04
	00	00	00	32	100%	
14.The teacher praises positive behaviour	00	00	00	32	100%	04
	00	00	00	32	100%	
16.The teacher acts actions when we find them difficult to understand literally	00	00	00	32	100%	04
	00	00	00	32	100%	

Table 102. Experimental Group Responses Scoring a Mean of '04'

To start with, the results stated on items 10–14–16 depict that their mean value score the extreme. 100% of the group agreed in the mentioned items, that their teacher's behaviour can well be described as being friendly who constantly uses praising as a reward for positive behavior. This feature affects learners and raises their motivation and fosters their sense of participation. Besides, thestudents admitted that when they encounter difficult concepts, their

teacher acts actions to physically describe them and make them clear to grasp with a mean value of '04'.

	1		2		3		4		3+4	Total		M
	f	%	f	%	f	%	f	%	%	f	%	
1.The teacher talks enthusiastically about her/his subject	0	0	0	0%	12	37.5%	20	62.5%	100%	32	100%	**3.62**
2.The teacher trusts us	0		03	9.37%	17	53.12%	12	37.5%	90.62%	32	100%	**3.28**
4.The teacher explains things clearly	0		01	3.12%	14	43.75%	17	53.12%	96.87%	32	100%	**3.50**
5.If we do not agree with the teacher, we could talk about it	0		2	6.25%	23	71.87%	07	21.87%	93. 74 %	32	100%	**3.15**
6.The teacher holds our attention in the course	0		1	3.12%	8	25%	23	71.87%	96.87%	32	100%	**3.68**
7.The teacher uses motivating activities	0		0	0%	17	53.12%	15	46.87%	100%	32	100%	**3.46**
8.The teacher helps us with our work	0		5	15.62%	20	62.50%	07	21.87%	84.37%	32	100%	**3.93**
9.The teacher's class is pleasant	0		2	6.25%	19	59.37%	11	34.37%	93.74%	32	100%	**3.28**
12.The teacher assists student-to-student talk	0		2	6.25%	6	18.75%	24	75%	93.75%	32	100%	**3.68**
15.The teacher supports interaction	0		0	0%	11	34.37%	21	65.62%	100%	32	100%	**3.65**

Table 103. Mean Results of Students Responses to Teacher Role in the Experimental Group (Scaling between 03.28 - 03.93)

Moreover, results of items (1.2.4.5.6.7.8.9.12.15.17) show that their mean value is nearly the extreme (often and always) with mean values scaled from 03.28 – 03.93. As Table 103 above shows, percentages in columns 3 and 4 were gathered to show the overall number of the students who chose 'often' and 'always' options that correspond most to their perceptions towards the teacher role in their class. To start with, 100% of the group see their teacher's enthusiasm towards teaching linguistics. Moreover, answers to items 2, 4 and 5 indicate that respectively, (90.62%), (96.87%) and (93. 74%) feel trustful during a linguistics class. This is mainly a result of teacher's tendency to offer a welcoming friendly classroom setting. This

offered atmosphere has led them (96.87%) to easily grasp and understand the course content and show agreements and disagreements towards course elements when they seem ambiguous and misleading.

In their answers, the students in the Experimental Group described their responses between 'often' and 'always'. The students' answers to the stated items show that 53.12% and 46.87% of the group answered with respectively, 'often' and 'always' claiming that their teacher tries most often to hold their attention through the application of motivating activities which supports interaction among them. This has led the majority of students to feel that their linguistics class is full of liveliness which made it pleasant and trustful. Moreover, the application of different activities makes it easy to assist student-to-student interaction. 93.75% of the students stated that they interact with their peers and (100%) with their teacher in a linguistics class. Interaction among students and with their teacher encourages the helpful (84.37%) nature of teacher-student relationship.

	1		2		3		4		Total		M
	f	%	f	%	f	%	f	%	f	%	
3.The teacher seems uncertain about the delivered knowledge	32	100%	0	0%	0	0%	0	0%	32	100%	01
11.The teacher realizes when we don't understand	2	6.25%	8	25%	12	37.5%	10	31.25%	32	100%	2.96
13.The teacher applies group work activities	0	0%	4	12.5%	25	78.12%	3	9.37%	32	100%	2.96

Table 104. Mean Results of Students Responses to Teacher Role in the Experimental Group (Scaling from 01-02.96)

Table 104 reflects the students' responses with mean values scaling from 01 to 02.96. Of the total respondents, (100%) of the Experimental Group stated that they never noticed their teacher to seem uncertain about the delivered knowledge. Stressing confidence on the teacher's knowledge plays a central role in students' learning. The teachers should transmit confidence to their students before they communicate their teaching skills. As for the implementation of group work activities, (78.12%) of the group stated that the teacher 'rarely' applies grouping. Group work has been an affective activity that helps learners learn how to think with peers and share ideas (cf. Chapter 02). However, it should be applied only when necessary. For this, the constant use of group work as a teaching technique can have unsatisfactory results at the level of the learners' understanding and adaptation of the appropriate learning styles and strategies. It is obvious that 37.50% of the students stated that their teacher 'often' realizes when they do not understand course elements. The teachers should treat their students' misunderstandings should be treated carefully so that the students go with the cope of adding new information to an existing storage.

	1	**2**	**3**	**4**	**Total**	**M**
	f	**F**	**f**		**f**	
13.The teacher applies group work activities	0	0	0	42	42	**4**
	00.00%	00.00%	00.00%	100%	100%	

Table 105. Mean Results of Students Responses to Teacher Role in the Control Group (with a Mean Value of 04)

In accordance with the indicated results in Table 105 above, 100% of the Control Group respondents stated that their teacher 'always' applies group work activities. The students' responses were obvious since group work was the dominating activity that the teacher used per each session (cf. Chapter Five).

	1		2		3		4		3+4	Total		M
	f	%	f	%	f	%	f	%	%	%	f	
1.The teacher talks enthusiastically about their subject	0	0%	12	28.5%	18	42. 8%	12	28.57	71.37%	42%	100	**3**
2.The teacher trusts us	0	0%	04	9.52%	29	69.4%	09	21.42	90.46%	42%	100	**3.1**
4.The teacher explains things clearly	2	4.76%	5	11.90%	25	59.52%	10	23.80	83.32%	42%	100	**3**
8.The teacher helps us with our work	0	0%	10	23.80%	19	45.23%	13	30.95	76.18%	42%	100	**3**
10.The teacher is friendly	0	0%	5	11.90%	7	16.66%	30	71.42	88.08%	42%	100	**3.5**
16.The teacher acts actions when we find them difficult to understand literally	0	0%	16	38.09%	12	28.57%	24	57.14	85.71%	42%	100	**3.9**

Table 106. Mean Results of Students Responses to Teacher Role in the Control Group (Scaling between 03-03.90)

Table 106 above depicts the mean values corresponding to students responses that scale from 03 to 3.90. The mentioned mean values in Table 106 indicate that 71.37% of the group stated that their teacher ‘often’ (42.8%) and ‘always’ (28.57%) talks enthusiastically about her subject. The way their teacher reflects her positive attitudes towards the subject being learned made the majority of the control group (90.46%) to feel trustful. Moreover, 83.32% of them indicated the clear course explanation from the part of their teacher besides her willingness to help (76.18%) them with their work which offered a friendly (88.08%) atmosphere that was assisted by the teacher’s attempt to make every single course element clear (85.71%) for her students.

	1		2		3		4		1+2	Total		M
	f	%	f	%	f	f	%	f	%	%	f	
3.The teacher seems uncertain about the delivered knowledge	41	97.61	01	2.38	0	0	0	0	100	42	100	**1**
5.If we do not agree with the teacher, we could talk about it	10	23.80	5	11.90	26	61.90	1	2.38	35.7	42	100	**2.4**
6.The teacher holds our attention in the course	5	11.90	7	16.66	14	33.33	16	38.09	28.56	42	100	**2.9**
7.The teacher uses motivating activities	23	54.76	3	7.14	16	38.09	0	0	61.9	42	100	**1.8**
9.The teacher's class is pleasant	12	28.57	15	35.71	15	35.71	0	0	64.28	42	100	**2**
11.The teacher realizes when we don't understand	2	4.76	10	23.80	25	59.52	5	11.90	28.56	42	100	**2.7**
12.The teacher assists student-to-student talk	31	73.80	3	7.14	8	19.04	0	0	80.94	42	100	**1.4**
14.The teacher praises positive behaviour	12	28.57	25	59.52	5	11.90	0	0	88.09	42	100	**1.8**
15.The teacher supports interaction	29	69.04	5	11.90	8	19.04	0	0	80.94	42	100	**1.5**
17.The teacher is keen to keep the classroom course full of liveliness	19	45.23	2	4.76	11	26.19	09	21.42	49.99	42	100	**2.1**

Table 107. Mean Results of Students Responses to Teacher Role in the Control Group

(Scaling between 01- 02.90)

According to the mean values indicated in Table 107, the students' responses are scaled with mean values from 01 to 02.90. As from the low values, one can deduce that answers are negative choosing 'never' and 'rarely' as appropriate options. As Table 107 above shows, the teacher seems certain about knowledge transmitted to her students and the entire group (100%) agreed on that. As for their content understanding, (35.70%) stated that they cannot express and discuss disagreements with their teacher as she (28.56%) cannot deduce if

they did not understand course content. As expected, (28.56%) of students never and rarely find themselves attracted within a linguistics course and (33.33%) stated that their teacher 'often' holds their attention. It affects learners' motivation when students do not feel attracted to a given course of study. In this area, (64.28%) of the students do not perceive their class to be pleasant. This might well be a result of teacher's poor integration of motivating activities (61.90%) and ignorance of teacher-student and student-to-student interaction (80.94%) which supports learning and raises the sense of self-confidence. Motivation as a determining factor of success requires a deep consideration on the part of the teachers to help their learners enjoy learning the language and develop the willingness to know more about it. Many techniques help to maintain learners' motivation and protect it throughout the learning process (cf. Chapter 03), among which praising can be influential. In the Control Group, 88.09% of the students stated that their teacher 'never' and 'rarely' praise their positive behaviour. These stated psychological factors, are valuable and their absence affects the classroom atmosphere which seems out of interaction, interest and liveliness (49.99%) in the Control Group.

4.3. General Discussion of the Results

*** Correlation of the Results of the Teachers' Interview and the Two Questionnaires**

The analysed data of both the teachers' interview and the students' questionnaires indicates that the teacher's perceptions and the students' responses overlap. There is a correlation in the sense that both teachers and students welcome offering the linguistics class new innovative techniques. Altering the method implemented for the teaching of linguistics helps to create the notion of liveliness in the classroom atmosphere which affects learners' progress in the field.

It seems that the new activities implemented with the Experimental Group stimulated learners and affected them positively, a thing that raises the students' motivation and interest to know more about the subject. When the students perceive a variety of classroom techniques

and activities within a linguistics class, capturing knowledge and interacting with becomes easy. This makes understanding and thus learning more possible and enjoyable. Hence, integrating a variety of classroom activities offers the integration of a variety of materials that help teachers teach the students and ensure a comprehensible input to take place. In effect, when students get exposed to watching videos describing a linguistic feature or perform some communicative tasks that call for interaction and discussion, this is expected to develop their sense of critical thinking and ability to analyse and synthesise information. As a result, the students would deal with linguistics not as a subject where they have no part to play but as a setting that requires their intensive attention, motivation and activeness.

Teachers can communicate knowledge effectively through the friendly atmosphere that supports the students' engagement which develops in them the sense of self-confidence and excitement towards the learning class. Hence, the more students feel engaged within the course, the more they feel in charge of their own learning. For this, both the teachers and the students in both groups supported the theory of student-centeredness in a linguistics class. Though some teachers did not show any readiness to make any changes in their teaching method, others welcomed the idea and did not deny that some CLT aspects can well be affecting at the levels of students' understanding; protecting their motivation and helping them know how to set goals and achieve them in a linguistics class.

The teachers of linguistics welcomed the idea of integrating new activities that are communicative in nature. They described them as motivational practices that stimulate students' enjoyment and concentration. This has been highlighted through the Experimental Group responses stating that they do feel excited to attend a linguistics course and keep willing to experience a variety of classroom activities. It is the aspect of motivation that pushes the learners to learn more and develop new techniques of understanding and mastery of knowledge.

Conclusion

To conclude, this chapter is devoted to determine the teachers' perceptions towards the effectiveness of the implementation of some aspects of the CLT for the teaching of linguistics besides students' attitudes and beliefs to the extent to which they were affected by the way they were taught the subject. The teachers' and the students' views and perceptions of the new method of linguistics teaching that serves at the betterment of knowledge delivery and understanding show that they agree with the idea that offering the linguistics class a sense of liveliness through the integration of communicative activities, pictures and videos can help teachers be constantly innovative and subject to changes and get learners understand better the course elements through a mere involvement in the course study.

The teachers' answers correlate to indicate that innovative linguistics classrooms help in maintaining and protecting motivation among language learners which facilitates the avoidance of monotony and boredom. The initiation of linguistics can be effective through the integration of various activities. These activities need to be diversified so that learners, continuously, feel excited to learn more about the subject and have the tendency to know more about it.

Chapter Five

The Experiment

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Chapter Five

The Experiment

Introduction

This chapter is devoted to deal with a number of methodological procedures that were implemented for the fulfilment of the research study. The research in hand is a qualitative and quantitative- based research. Moreover, it encompasses the identification of the different methods that were used in the interpretation and analysis of the research means. Besides, focus was put on the pedagogical instruments that have been utilized for the experiment including the teaching cards, pictures and the videos.

5.1. Design of the Study

To conduct the research in hand, a number of underpinning practices and procedures were implemented. This study has been designed on the basis of quantitative and qualitative methods of analysis. Both methods were applied for a variety of reasons seeking to introduce appropriate interpretation and analysis of the given research results.

5.1.1. Quantitative and Qualitative Methods of Analysis

Quantitative method of analysing data was proved as valuable in researches that require the collection of data numerically. Quantitative approaches help "to enhance a better understanding of the situation at the site level" (ACAPS, 2012. p. 04). Hence, according to a specific area of study, information gathered and analysed will just be relevant to a given context, but it cannot be generalized to other areas. It provides meaningful results that lead to the confirmation or refutation of a stated hypothesis.

Within this research, numerical terms were reported in a summary form to introduce well specified and confident results. The quantitative method helped at eliciting clear results that are easy to analyse and judge evidences since they give definite value results to detect the

‘good’ and the ‘bad’ in issues (Abeyasekera, 2005). Through the introduction of statistical results using numerical format, it became clear to draw some directions and decisions at the level of the research questions and hypothesis.

Accordingly, quantitative data are static in nature. In social science researches, quantitative methods of analysing data were used to analyse many types of research surveys. They help in examining the relationship between the research variables. In the given research, quantitative data analysis has been integrated to explore answers to direct stated questions. It provides the research with mathematical calculations seeking to explain or predict the issue through objective and outcome-oriented techniques.

Qualitative methods of analysis, however, deal with words (Zacharias, 2012). They do not constitute operations, mathematical equations or processes that are bias-free. It does not present statistical results that are numerically expressed. In this, qualitative methods are appropriate when the basic aim behind a research is to interpret or describe participants’ behaviours under certain conditions. Qualitative researches are exploratory researches in nature. They are exploratory in the sense that they are used to gain an understanding of underlying reasons and motivations (Chaudron, 2000). The scope of qualitative methods is, then, is conducting an academic research project that requires more thorough thinking regarding knowledge generation (Muhr, 2017).

Qualitative methods include, for instance, work on “free, prolonged observation, at times “participant observation,” open-ended interviews, “triangulation” of information and interpretation, “informant checking,” access to existing documents” where the researcher seeks to describe certain behavior to be interpreted from the perspectives of those experiencing a given situation. It helps the researcher to dive deeper into the research problem. After a holistic negotiation of a specific phenomenon, the qualitative methods data can provide the researcher with a myriad range of words that needs to be summarized and

described within the research limited context. It becomes the responsibility of the researcher to decide which ideas to keep or exclude so that the aim of the research keeps within the study borders (Zacharias, 2012). In this context, Lacey and Luff (2009) stated that the "mass of words generated by interviews or observational data needs to be described and summarized. The question may require the researchers to seek relationships between various themes that were identified" (p.06). Thus, a research can be described as being qualitative and interpretative when "the local events are only understood from a framework developed by the researcher on a richly textured description of the participants' behaviors and personal explanations and interpretations of them" (Chaudron, 2000. p. 27).

5.2. Population and Sampling of the Study

For this research, a sample is the selection of smaller group as representatives of the whole population in such specific techniques (Barreiro and Albandoz, 2001) of seventy four (74) freshmen students at the Department of English at Oum Bouaghi University has been randomly selected from the parent population of 247 freshmen who have one session for linguistics studies per-week. A sample of 30% from a total population, because if the sampling fraction n/N exceeds the 0.1, the researcher can sample more than 10% (n represents the sample, N represents the total population) 0.1=nN nN= 74247=0.2.

For randomisation, the participants were chosen from two pre-existing first year groups; 32 students in the Experimental Group and 42 students in the Control Group. The sample has been a group of freshmen EFL students from Oum Bouaghi University. In this research, freshmen were chosen because in the frame of freshmen research it is basic to 1) investigate students' attitudes towards linguistics prior to being incorporated with its content, 2) treat expected problems that may affect students' progress in further years; and 3) ameliorate teaching techniques that are likely to help students cope with the subject content from the initiative courses towards more deeper details to ensure their understaning and build critical

thinking and communications skills needed throughout their undergraduate and postgraduate career.

5.3. Methodology of Research

There are two different ways of analysing data, in either a 'linear' or a 'cycle' form. Both forms are widely used. A linear data analysis refers to the one path data analysis. It structures the research following a single straightforward process; starting from the research questions towards final evaluation.

To bring useable facts is the major aim of data analysis since it provides the research with a satisfactory description of data, a deep analysis of the research variables and making decisions about research issues through forecasting outcomes.

Depending on already stated research questions, a number of instruments were developed. For the given research, three means were designed to fit the research context addressing the research questions to seek answers for (an interview for teachers, two questionnaires to students, and a test). The three means were piloted by the SPSS program before they were conducted to check their reliability. The interview has been made with teachers of linguistics at the Department of English. As for the students, an experiment (with a Control and an Experimental Group) was conducted.

Both groups were administered two questionnaires and a test. Each questionnaire covered a complementary issue to the other questionnaire. Then, students who were required to answer the questionnaire had a test to do by the end of the year.

5.4. The Pilot Study for the Research Instrumentation

The pilot study is "a dress referral of the full project, including the questionnaire, the interviewers and all other aspects" (Brown, 2015. p. 696). To test the validity of the current research tools and instrumentation, a pilot study has been used to assess the feasibility of a

method for a better implementation of the main study. The pilot study has been undertaken to detect any weaknesses in the set research tools for the study.

Three instruments which were used in this research were piloted to check their validity to the research field. Before the study is finalized, an experiment has been primarily conducted and students' reactions were observed to be followed by a questionnaire that has been distributed to students and an interview for teachers.

5.4.1. The Pilot Study Sample

To fulfil the requirements for a pilot study, the research has selected (14) students. Similarly, the sample group of two (02) has been chosen for answering the pilot interview.

5.4.2. The Pilot Questionnaire

The pilot questionnaire consisted of about 28 items (cf. Appendix II). The questionnaire helps access students' attitudes towards the questions and their relevance to the given context (learning Linguistics).

Students were requested to ask for any clarifications so that they provide appropriate and correct responses. Students were given 60 minutes answer the questionnaire. The questions treated sequencing issues related to linguistics as a university subject. They were ordered starting from students' attitudes towards linguistics before they were exposed to it and after, moving to the nature of the relationship with their teacher and the impact of the new method aspects on their

understanding and learning development (cooperative learning, video watching, pictures, classroom interaction and discussion).

5.4.2.1. Administration of the Questionnaire

Administering the questionnaire was somehow easy. There were no obstacles marked in terms of place and time conditions. All the participants reacted positively to the questionnaire. They showed no hesitations to comment on the included questions and ask for clarification.

5.4.2.2. Analysis and Result of the Pilot Questionnaire

The questionnaire results were analyzed by the SPSS program. The SPSS has shown that the questionnaire is 88.5% valid which means that it can be saved for the finalized study with few modifications. The questions were analysed in isolation in the SPSS Program

Reliability Statistics

Cronbach's Alpha	N of Items
.885	28

Table 108. The Pilot Questionnaire's Reliability Statistics

In a descriptive study of the questionnaire, questions 19, 23, 24, & 28 they were dropped. There was no response rate marked from both groups.They were feared cause ambiguity at the level of choosing the right options. The table (109) below shows the average of students' answers to the 28 questions. The standard deviation for each question seems to be close to the given mean. This highlights that there were no large variance detected. Results yielded to the acceptance of 24 over 28 questions. The 24items have been saved for the questionnaire of the main study.

The descriptive statistics of the questionnaire items present a parallel result to the commentary survey listed in Table 109 below. Four questions were regarded as complicating. Many respondents in both groups were not able to answer them.They found the questions ambiguous. Key decisions were made; 1) the four humiliating questions were dropped definitely to avoid experiencing the same problems that the pilot group had when answering them; 2) some question options were developed; 3) use of simple language has been. For this, the 28 questionnaire items were reduced to cover 24 question items.

In addition to that, the distribution of the questionnaire has been easy to conduct. Students were helpful and their participation in the research was contributing. It had taken about the

same time that was planned to consume in the final study. There were no obstacles marked in terms of place and time conditions. All the participants reacted positively to the given questionnaire. They showed no hesitations to comment on the included questions and ask for clarification. Their behaviour during the questionnaire answering phase was supportive. In that, they gave the impression that most of the questions can be easily dealt with by students with similar level which resulted in building positive expectations towards what is going to happen in the final study.

	N	Minimum	Maximum	Mean	Std. Deviation
Were you used to have positive attitudes towards linguistics?	14	1.00	3.00	1.9286	.91687
If no, do you think the way you have been taught affected your attitudes positively?	14	1.00	3.00	1.5714	.75593
does the way you have been taught helps you better understand the course element?	14	1.00	3.00	1.8571	.94926
Do you feel motivated to learn more about linguistics?	14	1.00	3.00	2.2143	.80178
do feel excited to attend a linguistics course?	14	1.00	3.00	2.1429	.77033
How can you describe your relationship with your teacher?	14	1.00	2.00	1.5714	.51355
Do you think that the nature of the relationship with your teacher… your ability to learn?	14	1.00	2.00	1.7143	.46881
How do your teacher respond to your wrong answer?	14	2.00	3.00	2.2143	.42582
Do you think that nowledge is effectively transmitted by your teacher?	14	1.00	3.00	2.2143	.89258
How do you describe your linguistics learning process?	14	.00	.00	.0000	.00000
Do you feel free to ask for clarifications and express your opinions in the linguistics course?	14	1.00	2.00	1.5714	.51355
How engaged were you in the course?	14	1.00	3.00	2.0000	.96077
During a linguistics course, are you?	14	.00	.00	.0000	.00000
Do you consider that being responsible on your own learning helps you develop an ability for searching and sharing knowledge	14	1.00	2.00	1.7857	.42582
Do you ever feel stressed when you are asked to solve course related problems in a linguistics class?	14	1.00	3.00	2.2143	.80178
Did your teacher apply various activities in the linguistics course?	14	1.00	3.00	1.9286	.99725
If yes, how did you perceive the classroom activities?	14	.00	3.00	1.2857	1.38278
How would you describe the linguistics classroom activities to a friend?	14	.00	3.00	1.2857	1.38278
woukd you like to do more activities of this kind?	14	.00	.00	.0000	.00000
Are you a visual learner?	14	1.00	2.00	1.9286	.26726
How do you see the integration of videos in a linguistics class?	14	1.00	2.00	1.9286	.26726
Did you find it interesting?	14	.00	2.00	.8571	1.02711
Do videos help you understand more the subject?	14	.00	2.00	.7857	.97496
Would your perceptions of the linguistics positively develop if you have been exposed to more video watching?	14	.00	.00	.0000	.00000
Do you learn more and better when you work ….....	14	1.00	2.00	1.7857	.42582
Do you feel interested in sharing your ideas, experiences, and feelings with your classmates	14	1.00	3.00	2.7143	.61125
To what extent do interaction and group work help you obtain an effective understanding of the material?	14	1.00	3.00	2.7143	.61125
Does working in groups leads to a better understanding of the different course elements?	14	.00	.00	.0000	.00000
Valid N (listwise)	14				

Table 109 . SPSS Results for the Validity of the Questionnaire Items

Questions	Students' Reactions	Actions (questions acceptance, development or rejection)
Q1 & Q2: students' attitudes towards linguistics before and after being exposed to it	Respondents found it easy to answer the questions and did not even ask the teacher to explain them	Both questions have been accepted for the final version since both give complementary issues to the attitudes of respondents towards linguistics
Q3: the Impact of the teaching method on students' attitudes towards linguistics	Respondents answered the question appropriately and no comments have been recorded so far	This question has also been saved for the final version because it adds an important detail in linguistics learning
Q4 & Q5: students' motivation and excitement while learning and attending linguistics	This question worked well. No reactions showed that the respondents met problems while answering the two questions	The psychological nature of the two questions was needed to be treated and both questions have been accepted and kept for the final version
Q6 & Q7: perceptions of relationship with their teacher and its impact on their learning	This question was regarded as important. Respondents asked for clarifications about how is a guide teacher	This issue was covered for the impact the nature of the teacher-student relationship has on the learning process
Q8 & Q9: perceptions to teacher responses to the group questions and knowledge transmission	These two questions worked well. Respondents could give clear impression of understanding of the question items	Both questions have been saved for the final questionnaire version with the need to revise the question options to be clear enough to answer properly
Q10: describing the linguistics learning process	Respondents were not able to respond to this question. Most of them left the question items blank	To avoid falling in getting respondents feel ambiguity and inability to respond to questions, this item has been formatted as it was seen as complex to grasp
Q11: tendency to ask for clarifications	This question worked well. All the respondents answered it properly in accordance to existing context	To see the extent to which respondents feel free to ask for clarifications, this question has been accepted for final version
Q12 & Q13: Students' engagement in the linguistics class	Both questions were clear, but respondents felt that their answer to Q12 and Q13 would differ. The matter that led them to choose just one question to answer	For the repeated nature of both questions, Q12 have been rejected. Q13 have been kept for the questionnaire final version
Q14 & Q15: attitudes on being responsible on learning	This question worked well. It referred to the notion of active learning. All the respondents interpreted their role in the classroom in the expected way	This question has also been saved to help in highlighting the difference in the respondents' role in both groups
Q16 & Q17: teacher's implementation of various activities and students' perceptions to them	As this question includes information about classroom practice, it was clear and easy for respondents to answer	The two questions have been saved for the final version because they provide important details about classroom practice
Q18 & Q19: describing the class activities and tendency for more practice	Respondents expressed their view as for the approximate nature of both questions' aim	Since questions have spotted the same issue, only Q18 was accepted for the final version
Q20, Q21, Q22 & 23: perceptions to the integration of videos in a linguistics class, and their impact on the class learning (general issues)	The four questions worked well. Respondents in the both groups reacted differently and this was a result to the experiment they have been through	All the questions are related to the integration of videos in a linguistics class treating important details. The four questions have been added separately
Q24: attitudes towards the affection of videos in learning development.	Respondents did not respond well to this question. They described it to be complex as they were not able to properly express view points	This question has been dropped. It is psychological in nature the fact that may inhibit learners' understanding and response
Q25 & Q26: perceptions towards working in groups	These two questions have both worked in a good way. It required respondents to express their preferences about working individually or in groups	Both questions were accepted for the final version. They proved to be clear and provide important data to the research study
Q27: effects of group work and interaction on course understanding	Respondents responded well to this question. While answering, the respondents suggested an extra space for them to comment generally about their linguistics class	This question was saved for later use and respondents' suggestion has been taken into account. This resulted in adding a small space for respondents to make any additions

Table 110: Questionnaire Pilot Study Interpretation

5.4.3. The Pilot Interview

The pilot group has been treated in no different way from the target group. Teachers of linguistics at the Department of English were concerned with the interview. They have been asked to answer the interview questions and express their attitudes and their relevance to the research topic. The interview took place in the teachers' room.

The interview consisted of four (14) fourteen questions about the linguistics teaching pedagogy and methodology, classroom implementations under the shadow of the CLT, and about teacher-student relationship in the Linguistics classroom.

During the interview, teachers reacted positively to the interview questions. Many questions were raised during the interview which lasted about 40 minutes. For responses, teachers refused to be recorded, for this, the researcher decided to take notes of the most important mentioned details. Teachers gave vent to many new ideas that help in the development of the research study. By the end of the interview, teachers were asked to write some comments about the nature of the interview. Their comments were needed to be limited to the questions and their relevance to the issue under study.

Among their comments, they stated that "the interview questions are straightforward in nature", "I enjoyed every single question", "a nice interview with well-structured questions".

5.4.3. The Pilot Test

Before the test has been managed for the main research, it has been piloted to evaluate its reliability as a research tool. In this research study, a post-test has been administered and distributed to first year English language learners. Students; 06 students in the Experimental Group and 08 students in the control group, who were required to answer the questionnaire questions, were required to do the test to see whether it is in context and fits the research situation. To test the validity of the research test, the results were analysed by the SPSS program. Respondents were given one hour time to do the test. It consists of five (05) tasks. The tasks' nature does not call for mere memorization. It contains tasks that are thinking-based tasks. In that, students in both groups did not do similar tasks in the linguistics class. The only difference is that students in the Experimental group used to deal with variety of tasks in the linguistics course, while students in the Control group used to take notes as there has been a little room for classroom practice.

5.4.4.1. Analysis of the Pilot Test Results

The test answers were filled in the SPSS program by the researcher. Results were analyzed and structured in Tables (111) and (112). Results of the test show that all the respondents did the test and any were exclued, as Table 111 shows.

Case Processing Summary			
		N	%
Cases	Valid	14	100.0
	Excluded[a]	0	.0
	Total	14	100.0

Table 111. Valid and Excluded Test Elements according to the SPSS

The reliability statistics show that the test is 82.9% valid. The Alpha value, which refers to the validity percentage of the research test, exceeds the 50% and it corresponds to the sixteen (16) test items (cf. Table 112).

Reliability Statistics	
Cronbach's Alpha	N of Items
.829	16

Table 112. Test Content Reliability Statistics

For students' answers, variances in performance between students in the Experimental and the Control groups were large. In the table below (Descriptive Statistics) all answers were grouped together to see the sum and the mean values for each task item. The aim behind calculating this procedure is to identify students' performance in each item and to see the average of their answers. The Control group failure in answering most of the tasks correctly can be justified by the effect of the method being applied in the experiment. For this, the Sum and the Mean values refer to both, students' answers in the two groups and the degree of task accomplishment.

The N: refers to the total number of respondents

The Sum: refers to the number of correct answers

The Mean: refers to the average percentage of the answers of each task item.

Descriptive Statistics			
	N	**Sum**	**Mean**
Finger (noun) – to finger (verb) – represent the process of Conversion	14	7	.50%
Breakfast & lunch – brunch- represent the process of Blending.	14	9	.64%
LASER (...)represents the process of Acronyms	14	8	.57%
Suppletion	14	7	.50%
Affixation	14	8	.57%
Applied Linguistics	14	9	.64%
Social functions	14	9	.64%
Question 01	14	8	.57%
Question 02	14	11	.79%
Definition 01	14	8	.57%
Definition 02	14	9	.64%
Definition 03	14	8	.57%
Picture 01	14	6	.43%
Picture 02	14	6	.43%
Picture 03	14	7	.50%
Valid N (list-wise)	14	/	.57%
N: the total number of respondents Sum: the number of correct answers Mean: the average percentage of the answers of each task item.			

Table 113. Sum and Mean Values of Students' Performance in the Test

As the table (113) shows, all the respondents answered all the test tasks. The average answers of the test seem reasonable with 57%. The tendency to do all the tasks of the test without reference to their difficulty and probability to fail can be a sign for keeping the test tasks as they are for the finalized research.

5.5. The Main Experiment

On the basis of the Pilot Study results, the research means were prepared for the finalized research. Two pre-existing groups were chosen as Experimental and Conttrol Groups. Students in both groups had a pre-test to answer by the end of the first semester to make sure about students familiarity with some courses. After that, students had two questionnaires followed by a post-test to determine students' progress in the linguistics courses.

Students had a pre-test to answer at the beginning the year preceded by a two months of linguistics courses. Because linguistics is a new subject for first year students, it was needed

to incorporate students with some linguistic knowledge so that they can answer the test tasks accordingly. On February, students had an hour and half (1 hr , 30 min) to answer the pre-test which they were told that it will be marked to guarantee their serious engagement. Students' answers were analyzed and interpreted to help in the development of some task items that will be added to the post-test.

After answering the pre-test, the researcher has introduced initiative courses in linguistics to two groups. The teacher tried to treat the two groups differently. In this, the way the lessons were presented has been quietly different.

As for the Experimental Group, the teacher got the respondents to do most of the job during the course. From the very beginning of the course, students were required to be ready to manage the lesson development. The researcher, in this context, has been a guide and a facilitator who interferes only when necessary. In doing so, students were guided to follow certain criteria for the course process in order not to feel lost. They had to work out solutions when necessary, communicate ideas collectively and make decisions about course-related issues. The activities were diversifying in nature. This serves at keeping learners with the average scale of interest, motivation and readiness to know more about the subject. An example lesson planned tasks has been expressed in Table 114 below.

Task	**Focus**	**Planned Effort (Person-hour)**	**Actual Effort (Person-hour)**	**Reason for deviation**
who am I	Students	Getting engaged with the course	Getting engaged with the course	//
Task One	Students	Generating definitions of abstract concepts	Generating definitions of abstract concepts	//
Task Two	Teacher-Students	Acting out role plays to understand linguistic features	Acting out role plays to understand linguistic features	//
Task Three	Students	Drawing up definitions of some newly encountered concepts of their own	Drawing up definitions of some newly encountered concepts of their own	//
Task Four	Students	Making pre-connections with coming lesson and getting learners prepare for it	Making pre-connections with coming lesson and getting learners prepare for it	//

Table 114. Example Lesson Plan of the Experimental Group (Planned versus Actual Performance)

The tasks mentioned in the table (114) above were variously accomplished. Some were done individually and others cooperatively with the presence and instructions of the teacher in every step. In fact, planned task objectives were approximately accomplished. Students were reacting positively towards the sequence of tasks showing no boredom. Their continuous active nature in learning was attractive and showed no reluctance to be exposed to extra similar tasks.

For Lesson One, the researcher tried to focus on individual and cooperative learning and their impact on learners' learning in addition to the support of maintaining communication among them. In Lesson Two, however, the researcher has integrated technological tools: videos and pictures. These two tools were widely accepted by the group who showed confidence from the start. The sequence of the mentioned activities and others has been effective to attain the objectives of the courses. The teaching strategies and procedures can be reflected in a linguistics classroom and may well lead to positive results.

Category	Measurement description	Acceptable range of values
Classroom Performance	Students' engagement, activity and method acceptance	Students' acceptance

Table 115. Students' Reaction to the Teaching Method

The Control Group, however, were treated differently. Within the learning classroom, the researcher has been the only source of knowledge. The course started with a distribution of the lesson handouts, reading and explaining them to the group. Students' mission was collocated with note taking. They were asked to take notes to clarify ambiguous elements stated in the handouts. Their participation has been passive in nature. There has been no space for interaction, discussion and communication. The researcher has been the only source of knowledge during the whole session which resulted in students' clear boredom. As for the lesson plan, there has been no exposure to tasks that call for student engagement.

Task	Focus	Planned Effort (Person-hour)	Actual Effort (Person-hour)	Reason for deviation
Lesson Plan	Students	Getting engaged with the course	No engagement noticed	//
	Teacher- students	Generating definitions of abstract concepts	Generating definitions of abstract concepts	Reading from handouts
	Teacher	Drawing up definitions of some newly encountered concepts of their own	Teacher drawing up definitions of some newly encountered concepts of their own	//

Table 116. Example Lesson Plan of the Control Group (Planned versus Actual Performance)

At the beginning of the course, the researcher has tried to engage her students with the lesson. There were no tasks that aim at students' interaction which, consequently, resulted in students' passiveness. It has been difficult for the researcher to teach the same material differently to two groups. The researcher, in this case, needed to consider the teaching of the groups later in the final study. For the follow-up in the lesson plan, students were required to generate definitions of abstract concepts like in the Experimental Group, but, it did not work similarly. Handouts affected students' ability to think and generate ideas about certain course-related issues which has led many to have an eye on information stated in front of them. This has yielded the researcher to draw up definitions herself and ask her students to take notes, if not, to write in block form.

Students in the Control Group acted as expected. The thing that has supported the acceptance of the teaching method as it has been implemented. There might were a risk for having one teacher (the researcher) teaching both groups expecting certain separation in classroom management and techniques. The only thing to care about has been to think of having the researcher as a responsible on teaching the Experimental Group and another teacher teaching students in the Control Group through the use of usual traditional method to ensure reliability and transparency.

5.6. The Control Group Classroom Observation and Description

5.6.1. The Pre-observation Phase

On the 20th of October, the researcher had a talk with a teacher of linguistics at Om Bouaghi University. She agreed to be observed. She asked for a meeting wih the researcher observer one hour before the first session to discuss the nature of classroom and the group level. During the interview, she talked about the level of her students and the degree of their involvement in the course study. She kept stating that the students' level is low and that she is expecting nothing from their part. The researcher and the teacher discussed some points as for the lesson she was going to present and the course objectives. Through her explanation of the situation of the group, the teacher seemed to have problems with students' understanding and participation in various lesson elements emphasizing her students' passiveness.

In addition to that, The researcher and the teacher had discussed the topics that were to be addressed in the classroom eliciting the objectives of the course. The teacher highlighted some basic learning outcomes about what students are estimated to know, understand and establish by the end of the learning process.

5.6.2. During the Observation Phase

During two semesters, students didn't show continuous involvement in the course study. The teacher tended to present the different courses in the same way. She made use of the same materials and worked with only three students in time the rest of the group were were only 'observing'.

During the courses, a number of events occurred touching the methodology of teaching, students' participation, lesson structure, materials usage, language use and classroom interaction. The remarks were arranged in eight (08) main features. What happened during the semester has been a copy- paste for classroom practice nature and all the lessons

were treated and introduced approximately the same way.

5.6.3. The Post-observation Phase

Lesson One

5.6.3.1. Lesson Structure

At 12:30, the first lesson started. The teacher prepared her teaching cards. The teacher started distributing handouts to students and asked them to read silently their content. After 10 minutes, the teacher, without giving any content overview started asking students to read from the handout and to try to explain what they got from the content. There were no clear steps as for the lesson plan. The lesson started and ended based the acquisition of the course content on mere reading of handouts. The teacher spent about 45 minutes explaining the lesson.

Moreover, the teacher spent two sessions to introduce the various lesson elements. Both sessions followed the same plan. In that, she asked students to read from the handouts they were distributed the session before and analyze the rest of elements. After 10 minutes, she started negotiating basic information with only three students among the whole group assigning a group work task by the last 30 minutes to check students' understanding.

5.6.3.2. Classroom Management Strategies

After initiating a clear explanation of the different theories of language, the teacher asked students to move into groups of six to write sentences and analyze them in terms of the acquired theories (structural, functional and interactional theories).

The division of the groups has been random. The teacher followed the random grouping strategy to form groups. Students formed groups themselves and the teacher marked each group members in a fixed list for the coming sessions.

The students started working on the task. After 15 min, the teacher asked the groups to read out the examples and try to analyze them by using the board. The course ended up and

only two groups could present their work. The rest of the group members were just listening to the others' presentation.

The action has been replicated for the second session. The teacher followed the same steps. Students kept listening to the teacher explaining the different course elements. Only three students interacted, with the rest who failed to keep active until the last few minutes of the course. Then, students were directed to the same group work task.

5.6.3.3. Types of Teaching Activities

There were no activities employed in the course. The course was teacher-centered. The teacher has been at the heart of the whole course. She explained the course elements, directed students to read, asked questions and introduced answers by herself. The teacher did not initiate any interactional atmosphere. There were no activities that changed the pace of the course. There was some sort of routine and students seemed to have lost motivation and interest during the first hour. Then, the teacher assigned a group task that encouraged student's involvement and interdependence.

During this course, there were many activities, and the teacher could involve students with her. She could bring some pictures that express the different uses of language. In addition to that, the use of the board might well help her identify knowledge and capture students' attention and interest.

5.6.3.4. Teaching Strategies

The teacher has been controlling her lesson presentation. It has been one side in the sense that students had nothing to do in the course. No innovation in the teaching strategies has been remarked. Explaining, questioning and dictating were the only techniques that the teacher used.

5.6.3.5. Teacher's Use of Materials

The teacher based her lesson plan merely on the textbook. She stuck to the sequence of the learning course elements. During the whole session, the teacher focused her explanation on the use of handouts. No diversity of materials has been noticed. Besides, students were required to read from the handouts, and listen to the teacher explaining the content. The information provided in the course has been limited to the textbook plan and content where no extra information has been given. In addition, the teacher did not use the board to explain some course elements or exemplify. She merely emphasized oral directions and explanation.

5.6.3.6. Teacher's Use of Language

Once introducing the lesson, there were no clear instructions as for establishing the purpose and the objectives of the course study. The teacher did not use expressions like (Today we are going to learn about…, we will read this together and I expect you to…). During the (whole time at) course, students were directed to read handouts and try to paraphrase their content.

5.6.3.7. Students' Use of Language

During the classwork, students used the target language when interacting. They did not construct long statements, but they answered the teacher's questions with short well-formed utterances. It seemed obvious that students could interact using the target language, but their interaction was very limited. When the course progressed, students were divided into groups, and the use of the target language increased. In effect, during the group work activity, students were exchanging ideas using the mother tongue probably because easier and simpler to them.

5.6.3.8. Students' Interaction

In class, students did not seem to have a part to play. Students read the handouts and tried to understand the course elements. Once the teacher started asking questions, many of the students pretended to be busy reading showing no interest in the course. With this, students were not given no chance for involving themselves in the course.

Later, the teacher asked students to define the term "language" depending on the definitions provided in the handout. The teacher did not support her students to give vent to their linguistic knowledge and express their own views freely. She got them feel restricted to what the academic definitions state.

Lesson Two

For this lesson, there was no innovation or change worth to be noticed in terms of course warming up. The lesson has been introduced just like Lesson One.

A little use of language from the part of students has been remarked. Students talked only when they ask questions for clarifications or read out from the given handouts. The teacher talked too much but not students. With the beginning of the course, students showed readiness to the new lesson. For the Linguistics course, students were noticed to receive a wide range of information. At first, students seemed motivated and active. The majority of the group asked their teacher about the new lesson which shows their interest to know more about the subject. The first minutes were motivating, the teacher, then, asked a student to distribute extra handouts to students who showed immediate passiveness. It was obvious that students expected to receive the new lesson differently the fact that got them to show disappointment. The Experimental Group received the course elements differently, as will follow.

5.7. Pedagogical Instruments of the Experiment

To fulfil the research experiment requirements, the researcher used a variety of pedagogical instruments that support each of the research variables. The researcher has designed new teaching cards on the basis of the already set program. The teaching cards included new strategies and techniques that help attain certain research goals.

5.7.1. Teaching Cards

Linguistics used to be taught in a teacher-centred lecture form. Teachers used to transmit linguistics courses through teacher explanation and dictation of important details. The researcher has designed new teaching cards that aim at presenting the same program in a different way. To cope with the shift from focus on teachers to focus on learners, new classroom implementations were integrated within the prepared lesson plan. The designed teaching cards were prepared to address the same course elements in a communicative way.

To fulfil the program content, five detailed teaching cardswere designed. The lesson plans were student-centred in nature. Students are likely to be the elements to practice the warming up, do planned classroom tasks and draw course conclusions and definitions with the help of their teacher. Each teaching card consisted of many activities to make sure that students experience new challenges and feel fervent to do more during each session. The activities aim at supporting classroom interaction which motivates learners for better performance during the course. Keeping students at the same rate of motivation proved to be difficult to attain, but continuous practice of variety of classroom tasks helped in achieving the aim.

The teaching card has been delineated into stages that were implicitly managed and ordered. The course started with a task were students are required to perform an unusual practice in context but different in form and steps. The starting point of the course aims at providing the students with some clues and insights that they are in need of for dealing with the coming course tasks. For this, the warming up is essential as it prepares students for the

new course since it is the motivating starting point that will lead students to become animated to work efficiently in the linguistics class. The coming tasks are said to be complementary for the warm-up to guide students towards the appropriate plan. The activities of:in the teaching cards have the claim to be motivatiing in nature and were designed to stimulate the various learners' preferences.

The prepared activities were diversifying. The researcher has integrated learning games, videos and pictures to help students receive the classroom knowledge in an interesting and effective way. The integrated games were developed by the researcher and the videos were minutely selected. The choice of these materials has been based on students' level and understanding.

5.7.1.1. *Who Am I* Game

This game is based on the visual learning strategies. The teacher selects some students arbitrarily and asks them to hold some pictures (cf. Appendix IV). The aim of this game is to help learners interpret what they see in expressions in context. The game is a warming up for students to encourage classroom engagement and motivation in the course. During the game, each student who carries pictures is supposed to refer to the picture and ask the rest of the group "who am I?". They move around their classmates to help them look at the pictures, describe them, highlight what is common in them and try to interact with answers. The teacher plays the role of an instructor and tries to help in directing students' answers.

5.7.1.2. *Crossword* Game

The crossword game is a familiar vocabulary learning games. This game has not been integrated for linguistics teaching in particular. The reason behind using it for a linguistics course was to raise students' motivation and challenge. The majority of language learners have an idea about the game and how it works which facilitates task performance, and goal achievement. The crossword, in a Linguistics course, aims at helping students to read and

look for specific information. Students are requested to read a number of cards with an emphasis on some letters which are written in bold and italics (cf. Appendix IV). The letters need to be ordered to identify a linguistic class. After re-ordering letters, students are supposed to follow the number of the card as a reference number in the box they need to fill. Once all the words are filled in, the teacher asks students to explain the given words with the help of the cards that they found the missing letters in. The teacher gets students in a challenge to know how to explain terminologies basing on own understanding of a piece of description.

In addition to games, other task instructions were diversifying. Here are some tasks instructions.

- Brainstorm any ideas that have a relationship with language.
- Work in pairs and do the instructions.

1. Identify the word class in the first sentence.
2. What does the final /s/ in /girls/ imply?
3. Is Sarah's response meaningful? Why did she use the expression underlined in the example. Is the weather really hot!!

- In groups, work out definitions for the different language areas, namely Grammar (Morphology and Syntax), Pragmatics and Semantics.
- Put pictures that have similar characteristics together

1. What is common between each?
2. Express each group of pictures with a word

- Fill in the blanks with appropriate information. Every group is responsible of his information to present it afterwards in front of the class.
- Close their eyes and listen to some letters, if they correspond to the order stated in the previous task, they utter the word before she finishes it, if not, they ask her to stop.

- Consider the following words: ‘pit’, ‘spit’

1. Broad and Narrow transcriptions.
2. ‘Line drawings’ showing differences in articulation.

5.7.1.3. More Tasks

- **Information Gap activity**.

  Students are divided into two groups ‘A’ and ‘B’ and each from a different group is supposed to look for the appropriate missing concepts from the cards that belong to the other group. The group that finds all the missing concepts in a short period of time is the winner.

- ***Watch and Interpret***

  Students are exposed to video watching and interpret its content in a discussion space. After and agreed understanding of the video, students are required to use single words describing a whole state.

- ***Pictures Arranging***

  Students are required to group pictures with similar characteristics together, name and comment on them.

- ***Card Analysis***

  Students are divided into groups and given cards. Cards should differ from one group to another. Students need to work out definitions to new concepts through an adequate understanding of the card content.

5.7.2. Videos

Videos, as an audio-visual material, are among the effective tools that many teachers use to fulfil a learning aim. Their integration within the classroom has proved to be motivational (cf. Chapter 02). Videos were tremendously integrated in the field of E.F.L. teaching. It is

implemented to teach many subjects like Grammar, Literature, and Civilization. Cards were proved to be influential. Many students learn information better when it is visualized which then sound interesting and valuable (cf. chapter two)

Audio-visual materials support students to be active viewers to learn and understand knowledge. They help students to learn how to watch to comment and interact with a group. For students, the point is that they are required not only to be active but also reactive viewers. Before exposing students into video watching, teachers need to generate some ideas through asking key questions that serve at guiding students' concentration while watching the video. This limits the area where students are supposed to look for and analyze. During video watching, students can take notes in terms of already set questions and then organize them to develop ideas to interact with afterwards with the class.

It is important that teachers make sure about what they look for when they select a video. Videos can be easily found. With Internet, it became easy for everyone to search for the appropriate videos, download and use them in context. Teachers can use videos from YouTube, teaching section channels and others. However, there must be some criteria for which teachers base their video selection.

In the present research, the researcher has based video selection on a number of tips which are.

- The teacher needs to check that the video suits students' level;
- The video content should be in context and addresses the intended issue;
- The video should be short so that students do not get bored;
- The video content should be easy for students to use in some way to accomplish a certain goal;
- The video should not be boring which may drive students to demotivation and monotony and hinder task performance.

5.7.3. Pictures

Pictures were of the widely used language teaching materials. In teaching languages pictures are used to satisfy the requirements of the the course and the audience. In tandem with the demands to the integration of exciting teaching materials, teachers started to think of bringing pictures as a substitution to imaginary and oral description of concepts and events. Pictures can be a better way in ensuring creativity and thinking development within learners. Through pictures, students can exercise a visual record of their learning. They can relate what they learn to what they see which help them keep knowledge for a long term.

Pictures should not be used haphazardly but should rather be carefully chosen. For adopting pictures suitable for the lesson or the situation, there are some criteria for deciding for the appropriate pictures to use depending on the particular situations: Relevance to the lesson, clarity, drawing quality, and colour. Pictures are said to take many forms. Nguyen (2015) stated that teachers can use pictures as wall pictures, sequence pictures and flash pictures. Each can be used to attain a specific objective.

5.8. The Research Post-test

After being exposed to a full year linguistics courses, students in both groups were managed to have a post-test to mark any significances at the level of the subject content understanding and mastery. To answer the test, students were offered a full session to guarantee their concentration and logical answers. Both goups were allowed to ask for clarifications when needed. In this context, the post-test has been designed to *1)* check students' understanding of the material; *2)* analyse the two groups' performance in the presented tasks; *3)* generate conclusions through the presentation of correlations and differences in students' progress under the same conditions (same test and allocated time).

Conclusion

Engaging students in a linguistics session has been challenging in certain situations since students are newly encountered with the subject content. The challenge lies in guaranteeing students' understanding and motivation towards the courses being learned. Because the subject has been new, many students, in both groups, failed to show undersnating while answering the pre-test. Their answers interpreted the blind memorization of some linguistic concepts. Moreover, students could not recall all the needed information which has led some students to leave blanks in the answer sheets.

Students' mere dependence on memorization led to decide about what tasks to cover in the post-test. The post-test tasks were based on the pre-test obtained results besides the decisions that were made through the pilot test and the questionnaire answers. Detecting students' learning strategies whie learning linguistics and their attitudes towards it can largely help in determining the teaching strategies and techniques that help students to be more motivated to learn and investigate new ways to learn best the material.

Chapter Six
Test Data Analysis and Study Results

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Chapter Six

Test Data Analysis and Study Results

Introduction

This chapter describes the results of the test performed to check the research hypothesis. It covers the settings of the administration of the test besides an analysis of the obtained results.

For data analysis, quantitative and qualitative research methods were mutually applied. At the end of the chapter, a general discussion of the results is made and a comparison between the obtained results from both groups is undertaken. Besides, a correlation phase is done to compare students' results in the pre-test and post-test in both groups to check if any positive variances are marked.

6.1. The Test

As a research tool to attain the objective of the research in hand, a data collection has been managed to try to check the hypothesis that if some aspects of CLT in linguistics courses are used, this would help students understand the subject better and feel motivated towards it. A pre-test and post-test were administered to two groups. The pre-test has been developed to help to decide about what activities to develop in the post-test. Results obtained from the pre-test will be compared to post-test results to check for any variances. The post-test was held by the end of semester two (cf. Appendix VII). The test has been developed to assess students' understanding and rigor of the different linguistics courses. Through a careful analysis and examination of the results of the test, the achievement of the traced objective of the research is hopefully reachable. The test results will help in ensuring students' understanding and mastery of the course study.

The test has been answered by seventy four (74) students. 32 students represented the Experimental Group and 42 others in the control group. Both groups' answers were analysed to highlight any differences in terms of their task performance. The test also aims at assessing students' amelioration in the course subject to see whether the nature of classroom methodology affects their progress in both groups. After that, a comparison between students' performance in both groups has been made to see the degree of affection that the teacher's methodology had over their progress in the courses.

6.2. The Pre-test

To ensure the comparability of the participant groups prior to the treatment phase, a pre-test has been administered. The pre-test took place on the 10th of February 2015. It has been distributed to students in both groups at 11:00 a.m. The test was divided into two parts (cf. Appendix VI). In Part One, students were concerned with providing the definition of four concepts. In Part Two, however, students were asked to state the different characteristics of the human language with the need to provide illustrations that describe them when possible. The test instructions were prepared on the purpose of *1)* checking students' understanding of basic already introduced concepts; *2)* determining strategies that students use to recall information; and *3)* managing new sorts of activities that can be developed further in the post test. During the test, students were informed that the test is marked to ensure their serious participation.

6.2.1. Analysis and Interpretation of the Pre-test

Results obtained from students' answers in the pre-test were analysed to determine students' understanding of the test concepts and their ability to transform existing knowledge about the characteristics of human language into a written passage. The nature of the test has been traditional where a mere focus on memorization was made.

Define the following concepts

1/ Semantics

(N= the number)

Concept	Answer	Experimental Group	Control Group
		N	N
Semantics	Accepted Answers	18	13
		56.25%	60.95%
	Rejected Answers	14	29
		43.75%	69.04%
	Total Number	32	42
		100%	100%

Table 117. Defining the Concept 'Semantics'

On the one hand, the students' answers in the Experimental group show that 56.25% of the students could define the concept appropriately whereas 43.75% failed to introduce accepted definitions. The Control Group results, on the other hand, show that the majority (69.04%) of the class could not define Semantics appropriately, in time, 30.95% could introduce the concept as it has been learned.

2/ Linguistics

Concept	Answers	Experimental Group	Control Group
		N	N
Linguistics	Accepted Answers	23	26
		71.87%	61.90%
	Rejected Answers	09	16
		28.12%	38.09%
	Total Number	32	42
		100%	100%

Table 118. Defining the Concept 'Linguistics'

As linguistics is the subject of interest, the students seem to be familiar with what linguistics is and what it covers. In this line, 71.87% and 61.90% of both groups namely, the Experimental and the Control Group defined 'linguistics' appropriately. The rest, however,

failed to attain the required aim. In this, 28.12% of the Experimental group and 38.09% of the Control group discussed the concept superficially and could not show an understanding to what linguistics is exactly.

3/ Morphology

Concept	**Answers**	**Experimental Group**	**Control Group**
		N	N
Morphology	**Accepted Answers**	15	21
		46.87%	50.00%
	Rejected Answers	17	21
		53.12%	50.00%
	Total Number	32	42
		100%	100%

Table 119. Defining the Concept 'Morphology'

As an area for linguistic classroom practice, 'Morphology' has been familiar to students. In this context, theoretical views to the concept as a field of study led many students to fail to introduce what the concept actually encompasses. For this, 53.12% of the Experimental group answers were rejected while only 46.87% could give definitions that can be decided as accepted answers. The Control Group answers, however, were mediating in that 50% of the answers were accepted and equally 50% were rejected.

***4/* Language**

Concept	**Answers**	**Experimental Group**	**Control Group**
		N	N
Semantics	**Accepted Answers**	26	23
		81.25%	54.76%
	Rejected Answers	06	19
		18.75%	45.23%
	Total Number	32	42
		100%	100%

Table 120. Defining the Concept 'Language'

As for the definition of 'Language', the majority of the students in the Experimental group (81.25%) defined it properly. The rest (18.75%) provided the literal meaning of the word with no reference to its linguistic definition and so 45.23% of the Control Group. In addition to that, 54.76% of the students provided accepted answers.

Explain the characteristics of human language and give examples if possible.

In Part Two, the students were asked to write a small paragraph discussing the different characteristics (properties) of human language. They were required to provide some real-life illustrations that call for each characteristic. The students were introduced to the lesson of the characteristics of human language two months ago and they had no handouts that discuss the same issue. They were required to take notes and depending on which they respond to the given task.

Num of Characteristics	**Provided examples**		**Nbr. of students**		N	%
	N	%	N	%		
Displacement	04	05.40	12	16.66	74	100
Arbitrariness	00	00	3	04.05	74	100
Productivity	25	33.78	25	33.78	74	100
Samanticity	11	14.86	13	17.56	74	100
Cultural transmission	30	40.54	40	54.05	74	100
Discreteness	16	21.62	29	39.18	74	100
Structure dependence	11	14.86	17	22.97	74	100
8	00	00	01	01.35	74	100
				23.70		

Table 121: A Summary of Students' Answers in both groups

The results obtained in part two show that 54.05% of the students in both groups stated the fifth characteristic ***'Cultural transmission'*** of human language among whom 40.54% provided right illustrative examples. 39.18% of the groups mentioned ***'Discreteness'*** where 21.62% of students gave good examples that illustrate the concept. As for the third

characteristic, 33.78% identified the notion of ***'productivity'*** giving accepted examples. Moreover, 22.97% of the students identified the seventh characteristics that of ***'Structure dependence'*** while only 14.86% presented appropriate examples. Furthermore, 17.56% of both groups stated ***'semanticity'*** among these students, 14.86% provided right examples. Also, the minority (16.66%, 4.05% and 01.35%) mentioned three characteristics namely, ***'displacement'***, ***'arbitrariness'*** and ***'duality'***.

6.2.2. Summary of the Findings

Concepts	Experimental Group		Control Group		Total Number of Participants	
	Accepted Answers	Not Accepted Answers	Accepted Answers	Not Accepted Answers		
	N	%	N	%	N	%
Semantics	56.25	43.75	30.95	69.04	74	100
Linguistics	71.87	28.12	61.90	38.09	74	100
Morphology	46.87	53.12	50	50	74	100
Language	81.25	18.75	54.76	45.23	74	100
Total	***64.06***	***35.93***	***49.40***	***50.59***	***74***	***100***

Table 122. Summary Results of Students'Answers in the Experimental and the Control Group

In the Experimental Group, the students' progress in Part one shows that 64.06% of the class could give appropriate definitions to the stated concepts. Students' rote learning has been observed while correction and blind imitation of note-taking affected students to commit mistakes at the level of word spelling and sentence completion. The rest of the group (represented by 35.93%) failed to attain the task objective. In this line, students could not recall exact interpretations for the given concepts where some preferred to leave blanks with no attempts remarked.

In the Control Group, the majority of the class (50.59%) produced definitions that were decided as rejected answers. The rest of the group (49.40%) provided accepted answers that

were a result of memorization where answers were copied word by word from already presented courses.

The obtained results of students' answers in both groups show that students tend to memorize information without giving attention to understanding. This results in eliminating a number of answers for their non-sense nature.

Students' answers in both groups show that students' linguistics knowledge is associated with the memorization of given handouts. Learning is reforming experiences that help students cope with a new storage of knowledge and understanding. The obtained results show that answers were affected by memorization that has been recently cancelled since it supports robot-learning that call for repetition and knowledge loading.

On the basis of the pre-test results, the research has developed new sorts of activities that give little or no room for memorization. The activities need to be based on students' understanding to help them develop critical thinking that yields language learners to adopt existing knowledge to a given context.

6.3. Description of the Post-test

The test has been distributed to first year students of English at the Department of English Letters and Languages, Larbi Ben Mhidi University, Oum Bouaghi. By the end of the second semester, students were administered to answer the test (see Appendix VII) for assessing their knowledge in the linguistics field. 74 students had the test; 32 students in the Experimental Group and 42 students in the Control Group. The number of students in the Control Group has been the number of the group's original students in addition to some extra students as constant attendees. The test results were counted as a TD mark to guarantee students' serious answers and objective participation in the research. Of course, they were not told that they were ongoing an experiment –to avoid any bias of any sort.

Students in the Experimental Group worked independently with only a few questions about the tasks' instructions. However, this has not been the case for the Control Group where some students kept complaining about the tasks nature, as they were never exposed to before pointing their admiration towards them. Once the students finished doing the test tasks, their answers were analysed, and the results were sort by basic learning outcomes to see whether they were achieved by both groups.

6.3.1. Analysis of the Test Results

Task 01: Find the generic term correspondent to the following examples 1-3 in the left in the given crossword. Give extra examples for each.

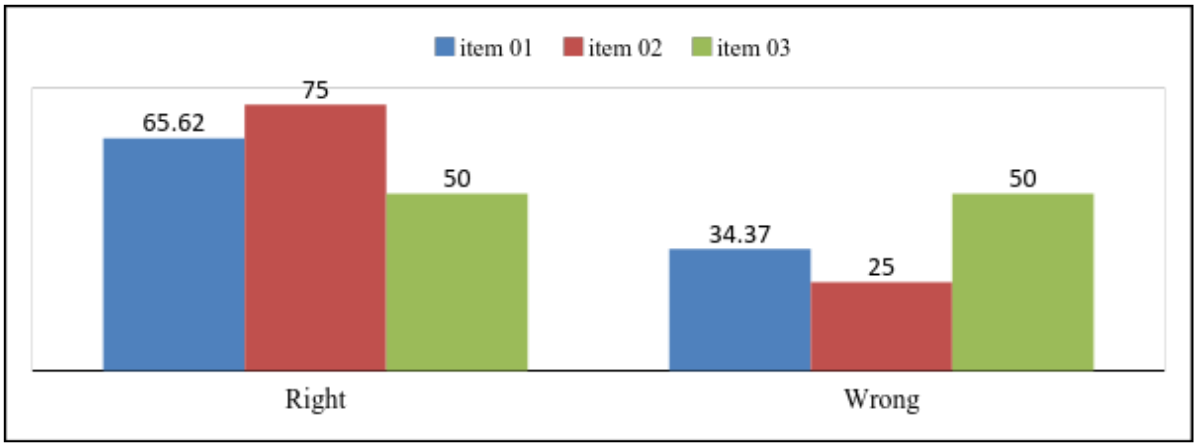

Figure 32. Students' Progress in the Experimental Group in Task 01

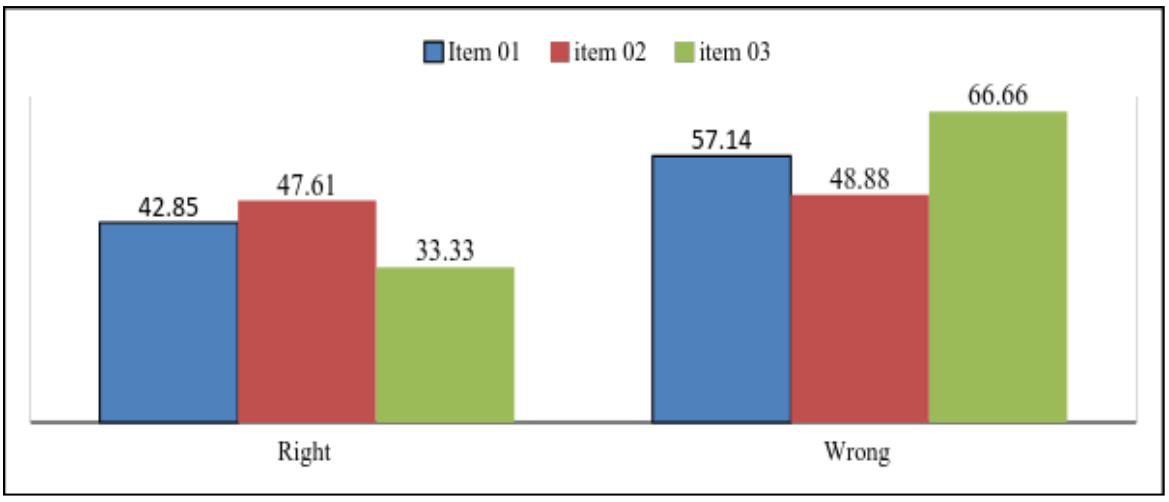

Figure 33. Right Vs. Wrong Answers of the Control Group in Task One

This task has been adapted from a vocabulary learning game. It consists of some linguistic concepts that identify some morphological processes. This task contains three key elements that students had to correlate with the appropriate letters in the given boxes. Graph (32) reflects the progress of the students in the Experimental Group. As shown in the graph, the conics that are represented by the scaling point (right) seem to be higher than the ones represented by (wrong) scaling point. This shows students' positive advancement in the task results. Most of the students in the Experimental Group reacted well towards this type of activities, for it has raised their interest and motivation.

Graph (33), however, reflects the students' progress in the task in the Control Group. The conics that represent the wrong answers are remarkably higher (58.72% of the whole group) than the right answers (41.26%). This stimulates the students' negative progress in the task. Many students, as the graph shows, failed to obtain high scores though the percentage of students who did well appears to be significant too.

The three sub-items of the task were analysed as separated task items to test the students' ability of scanning concepts and showing understanding

Item 01

1. finger (noun) – to finger (verb) – represent the process of Conversion.

- Experimental Group

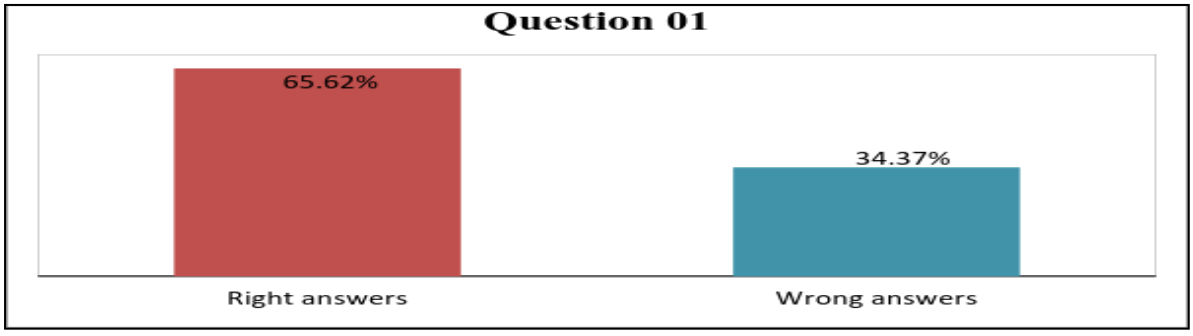

Figure 34. Students' Right Vs. Wrong Answers of the Experimental Group in Item 01

As it was shown in figure (34), 65.62% of the whole group scored the correct answer. The students used to experience such types of activities in the linguistics courses and they seemed to positively interact with them. However, 34.37% couldn't get the right answers. This might be a result of lack of concentration and ignorance. Thus, it is by choosing the appropriate activities that the students will be able to confidently deal with the different tasks encountered within the learning process depending on the degree of their difficulty. This makes it easy for the teacher to explain, restate and show course connections and for the student to engage, discuss and act positively to thrive in the learning environment and beyond.

- **Control Group**

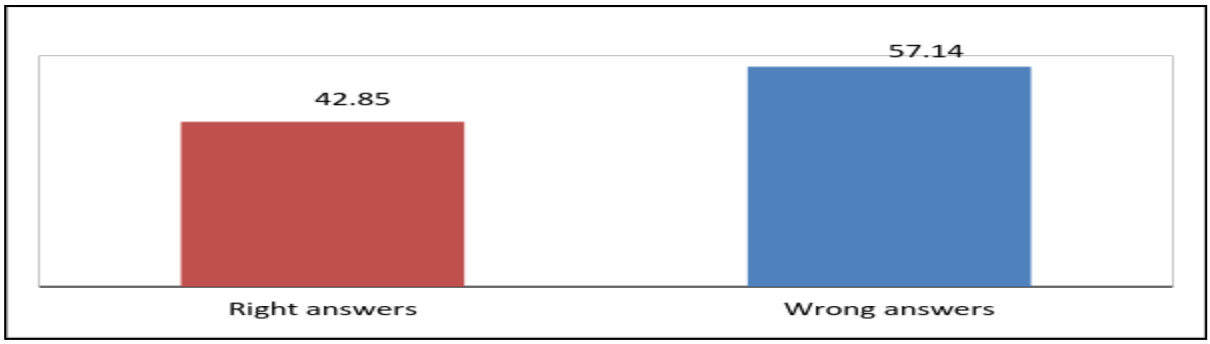

Figure 35. Students' Right Vs. Wrong Answers of the Control Group in Item 01

Figure (35) above shows that the majority of the students (57.14%) failed in capturing the right concept that describes the given example. The result seems satisfying since they didn't deal with activities such as these. While answering, the students in this group couldn't even follow the instruction highlighted in the task which is a result of lack of concentration. The way they were taught also hinders the students' ability to prosper in the various types of activities. The rest, however, could give the right answers as for the concept but failed in highlighting other examples illustrating it. Such problems elicit the students' poor understanding of some important lesson details and learning processes, and in analyzing and synthesizing rules. 42.85% of the students did well which represents approximately the

average. This explains the students' tendency to get exposed to the variety of activities that bring interest to them.

Item 02.

Breakfast & lunch – brunch- represent the process of **Blending.**

- **Experimental Group**

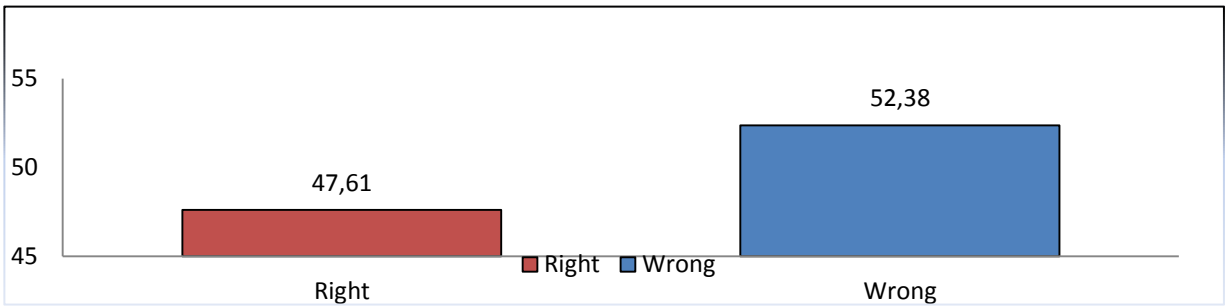

Figure 36. Students' Right vs. Wrong Answers in the Experimental Group in Item2

In the above graph, most of the students did great to mark the right answer to the second task item. In that, 75% of them answered right. This percentage shows the students' effective understanding of the concept as they could related it to the given example. Besides, the students could offered appropriate examples that constitute the missing concept. However, only 25% failed in determining the correct correspondent concept. The reason behind their failure might lie behind some educational holes that result from their passive involvement and irresponsible attendance to the linguistics courses. It is understood that the content of linguistics courses is interrelated. In that, missing one basic element affects the whole learning process.

- **Control Group**

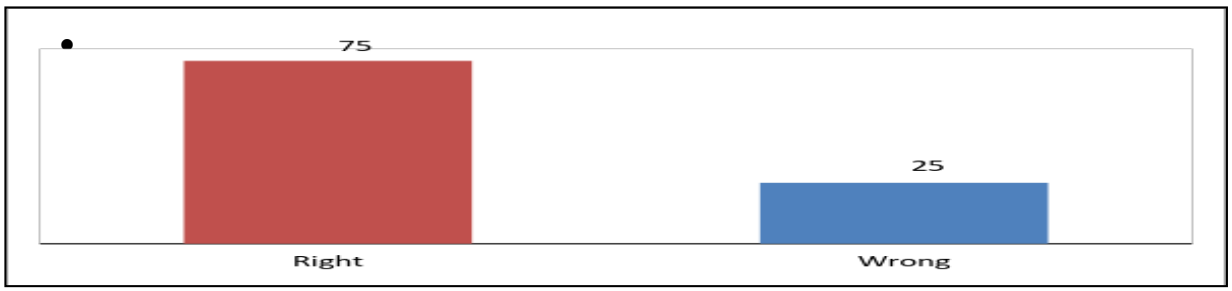

Figure 37. Students' Right Vs. Wrong Answers in the Control Group in Item 02

Results in the above figure (37), on the other hand, are about to show equality. 52.38% of the students in the Control Group failed in assuming the missing concept. This could justify the students' inability to identify linguistic concepts through examples. They, by contrast, mentioned another morphological process with some examples that do not match the stated item or the letters that exist in the crossword. The rest (47.61%), however, could identify the right item but some students didn't give extra appropriate examples for the concept. This could be a result of two major reasons; from the part of students and the teacher. The students' lack of attention to the introduced lessons can be a major problem in their understanding of the content. At the same time, the teacher himself may participate in getting the students out of the studied subject that they find difficult to manage the required knowledge in cases of giving correspondent examples such as this for they never played a part in the course.

Item 03

2. LASER (……) - represents the process of **Acronyms**

- **Experimental Group**

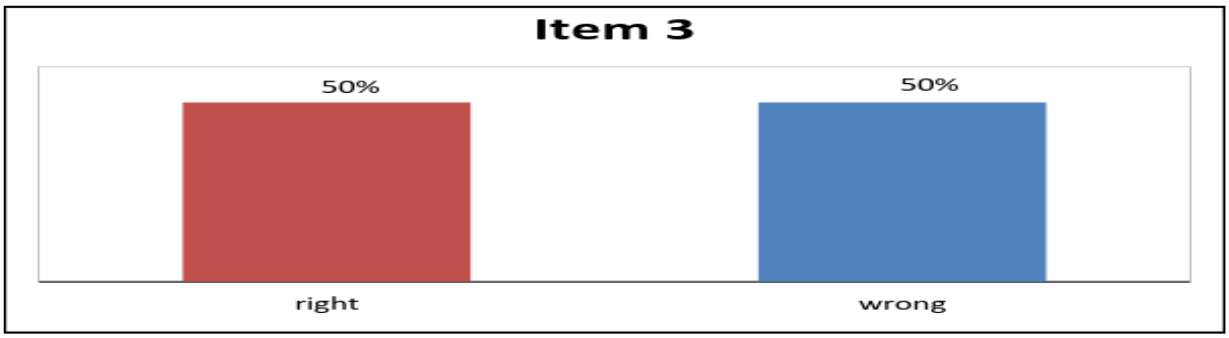

Figure 38. Students' Right Vs. Wrong Answers in the Experimental Group in Item 03

Unlike items 01 and 02, in the Experimental Group only half (50%) of the group did well. This reflects the students' perspicacity and their ability in capturing the very minute course elements. The rest of the group (50%) failed in getting the right answer and examples. This can be due to the lack of diligence and poor preparation. In addition to the stated reasons, the

students' ability in identifying the words that correspond to the initial letters of acronyms seems to be weak. This refers to students' feeble vocabulary storage. At the level of linguistics courses, the students might have some difficulties in the understanding of courses, but, not asking questions drives them to be responsible of their bad results.

- **Control Group**

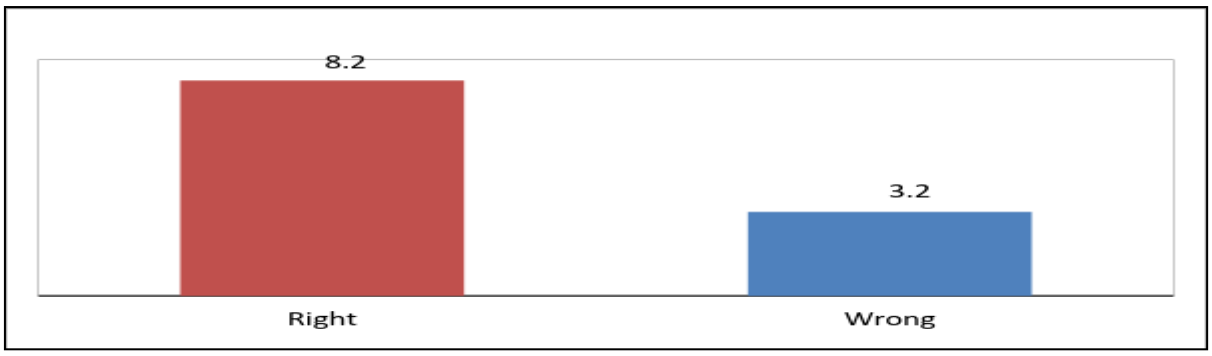

Figure 39. Students' Right Vs. Wrong Answers in the Control Group in Item 03

For the Control Group, however, 66.66% of the students failed in attaching the right concept to the set example as they stated wrong concepts but they could give some examples which proved to be similar to the one introduced in the task itself. The students might get lost of the new task nature. They might recognized the course content and could recall their course memorization; students could find it hard to adjust it to the given task. Those who are rote-learning strategy dependent may feel lost in similar situations. The rest of the students (33.33%) succeeded in highlighting the right concept and most of them could give appropriate examples. This is a result of various reasons among of which some are stated in items one and two.

Task Two

Choose one of the three options stated after each statement. Pay attention to the key words.

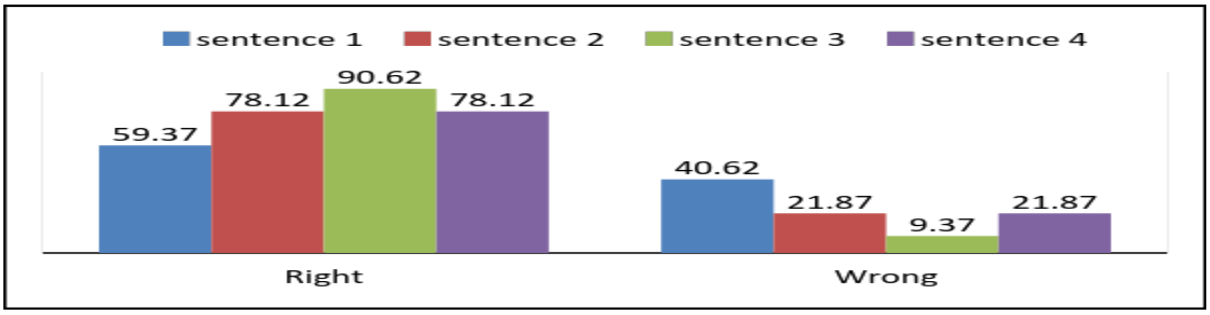

Figure 40. Students' Right Vs. Wrong Answers in the Experimental Group in Task Two

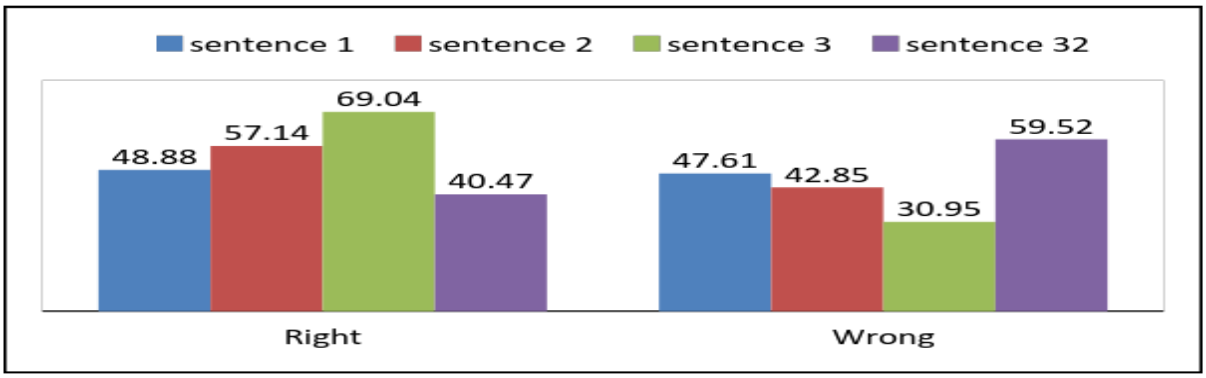

Figure 41. Students' Right Vs. Wrong Answers in the Control Group in Task 02

The aim behind using this type of tasks was to drive the students' attention to the linguistic feature between some linguistics concepts. This task comprises a number of sentences with three (03) options to choose. These sentences represent few linguistic items in time it collocates with a unique item. The students in this type of activities are supposed to carefully consider each given expression to diagnose the needed item among the three given options.

Sentence 01

A morphological process whereby a root morpheme is replaced by a phonologically unrelated form in order to indicate a grammatical contrast -- **Suppletion**

- **Experimental Group**

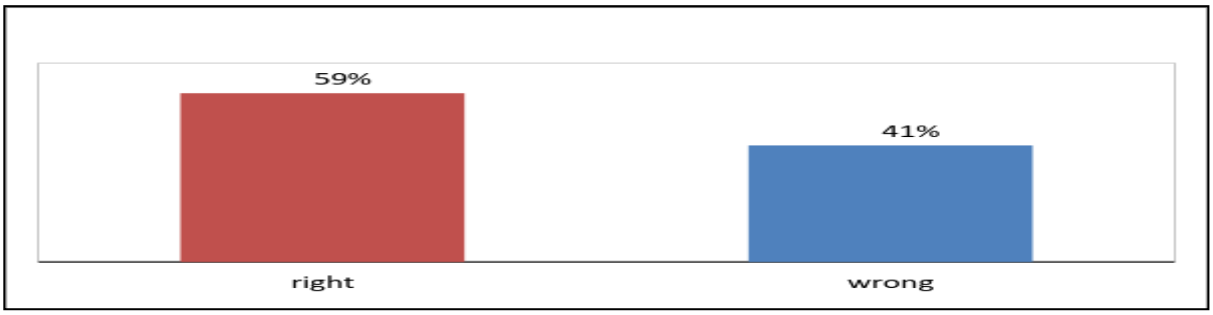

Figure 42. Students' Right Vs. Wrong Answers in the Experimental Group in Sentence 01

As the graph shows, of the total respondents (N=32), (59%) got the right answer. This sentence serves to highlight the slight distinction between two nearly identical morphological processes. Those processes appear to form confusions among the students. They find it difficult to capture the difference between some processes and seem to be fed up trying to learn more about them. It is through the application of some games, pictures and cooperative learning in the linguistics courses that it seemed easier for the learners to apprehend the narrow differences between each. The students' right choice is a result of the thorough practice in the linguistics between each. The students' right choice is a result of the thorough practice in the linguistics class. 41% of the rest of the students picked wrong options. The nature of the extra concepts has been approximate in meaning to the right one. This matter led students to confuse the definition given. It can be stated that students do not bother themselves focusing on the definition to determine some key terms that make the choice easier.

- **Control Group**

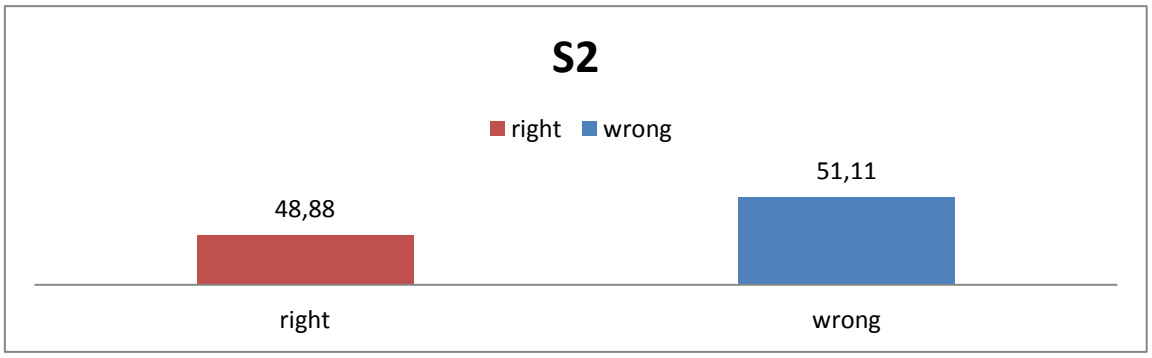

Figure 43. Students' Right Vs.Wrong Answers in the Control group in Sentence 1

The Control Group results were about the average. 48.88% of the students chose the correct option. They could determine the concept which goes with the given definition. This might be a result of the students' high understanding of the course item. However, 51.11% of the group didn't answer well. They chose inappropriate options. Sometimes, it seems hard for some students to elicit the difference between narrow concepts because they superficially learned or memorized them. Memorizing information without understanding is one of the factors that lead to the failure of learning. This can be the reason that led some students to fail in choosing the right option in that, a substitution of one equivalent term may yield to information loss.

Sentence 02

Forming a word with a meaning and/or category distinct from that of its base through the addition of an affix - **Affixation**

- **Experimental Group**

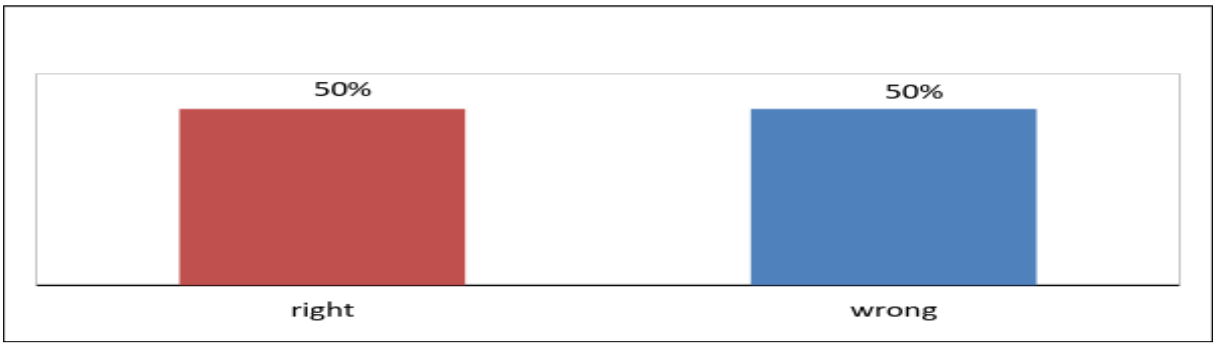

Figure 44. Students' Right Vs. Wrong Answers in the Experimental Group in Sentence 02

The graph indicates that only half (50 %) of the group could scored the right answer. The students could intensively manipulate the sentence in hand and minutely choose the correspondent option. This should call for the students' deep understanding of the different key elements within the sentence. The rest (50 %) showed a reluctance to choose among the three stated options. This may result from the students' lack of concentration and self-confidence. Most of the time, they don't trust their answers, especially when it comes to

choices. Another reason can be that the students' depend on teacher's assistance to accomplish the smallest task. Some students got used to teacher's entire assistance when dealing with the different encountered tasks whether easy or difficult. This perspective supports the student's passiveness over activeness. This fact has led some students to be merely dependent on their teacher.

- **Control Group**

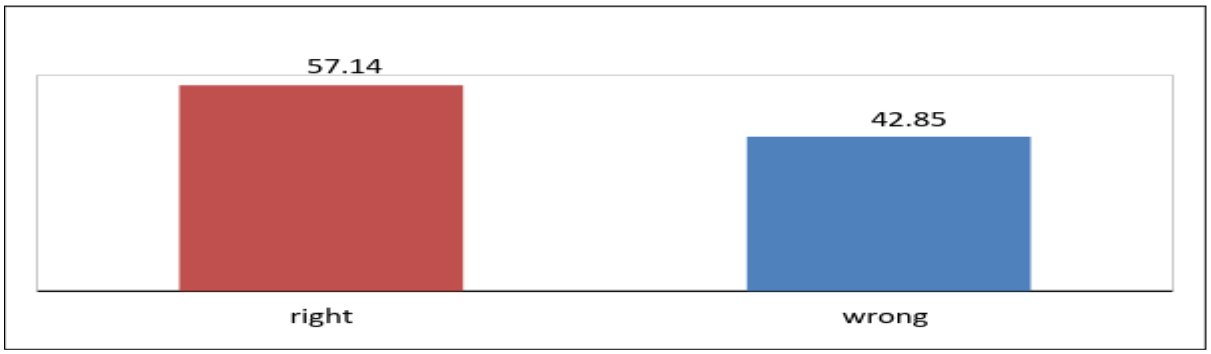

Figure 45. Students' Right Vs. Wrong Answers in the Control Group in Sentence 02

The Control Group performed a little bit better in this sentence than the previous questions. For, 57.14% of the whole group could scored well. This explains students' ability to make a distinction between the similar linguistics concepts. This calls for an accurate understanding of the subject besides students' flexibility when facing problem solving issues and adjusting to the unexpected while language learning. The rest of the group (42.85%) did not do well. This failure might lie behind students' lack of concentration and understanding. Some students could not develop a working memory. They learnt for a short-term period starting to forget once leaving the learning settings. This fact proves to be of the unsupportable behaviors leading to ultimate failure.

Sentence 03

"Language teaching" has been of the many subjects that are dealt with under the field of Applied Linguistics.

- **Experimental Group**

Figure 46. Students' Right Vs. Wrong Answers in the Experimental Group in Sentence 03

In this sentence, the percentage of the appropriate choice has been remarkably high. (90.62%) of students got the right answer. This can be a result of their awareness of the different linguistics-related disciplines such as Applied Linguistics. This percentage shows that most of the students could master the course elements and they are more likely to thrive while learning extra linguistics courses. On the other hand, only 9.37% of the students couldn't get the right choice and failed in reflecting the sentence meaning. This can mainly be justified by their poor understanding of the difference between linguistics and its related fields like theoretical linguistics and applied linguistics. This poor understanding may also be a consequence of the students' absences and lack of concentration.

- **Control Group**

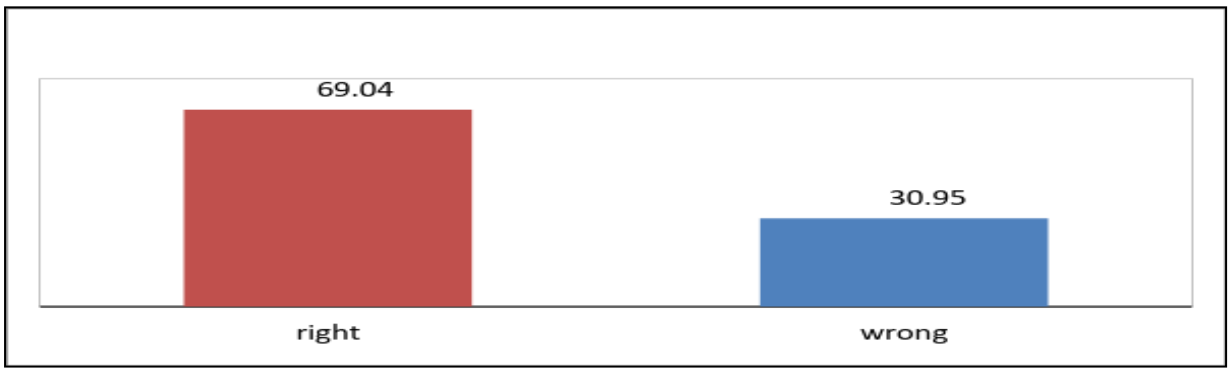

Figure 47. Students' Right Vs. Wrong Answers in the Control Group in Sentence 03

Unlike previous task items, the majority of the students (69.04) got the right answer. The definition given expresses one linguistics related field as applied linguistics. The students found it easy to differentiate between the three stated fields. This shows their high understanding of the sentence content. On the contrary, 30.95% of the group failed in

selecting the correct option because of their lack of concentration and carelessness of the detailed information in the course content.

Sentence 04

According to the macro–linguistic view, languages should be analysed with reference to **their social functions.**

- **Experimental Group**

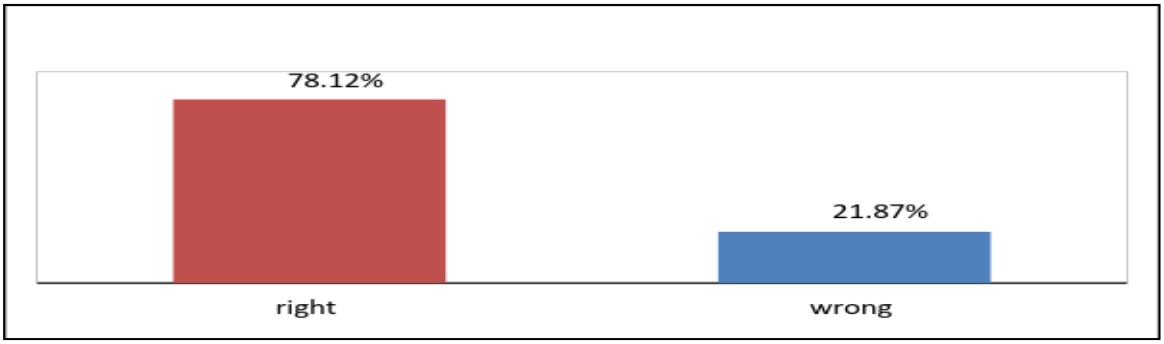

Figure 48. Students' Right Vs. Wrong Answers in the Experimental Group in Sentence 04

As resulted in sentence 3, most of the students (78.12%) did well in sentence 04 and got the right answer. Students' right choices show that they effectively acquired the different domains in which linguistics plays a basic role. Their choices in sentences 03 & 04 advocate their understanding and rigor of the course content. However, some students (21.87%) failed in selecting the correct option. This can be due to their lack of concentration and ignorance from their part and that they find it difficult to distinguish between the narrow linguistics concepts from the part of the course content.

- **Control Group**

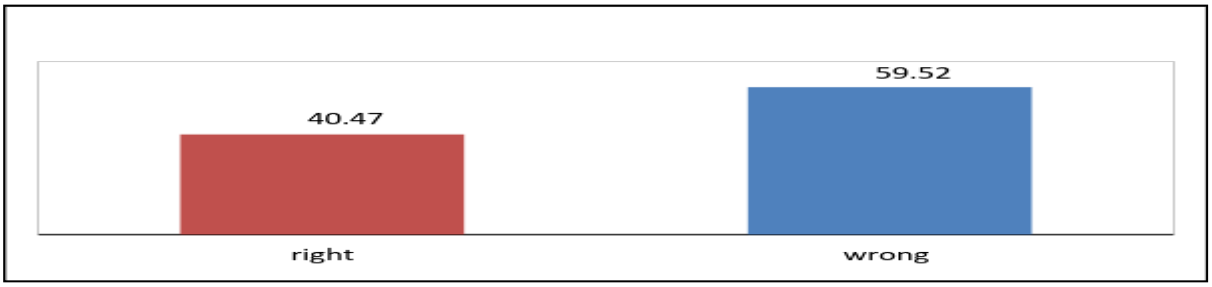

Figure 49. Right Vs. Students' Wrong Answers in the Control Group in Sentence 04

The disability of analysing and synthesizing information led considerable percentage in the control group to fail in getting the right option. 59.52% of the whole group could not answer well. The rest (40.47%) did well. They could analyse the sentence coming up with an appropriate conclusion that helped them diagnose which of the three options summarizes the macro-linguistics field.

Task Three

Divide the following sentence into morphemes. Identify their types and sub-types. The underlined words in the sentence express different allophones for one phoneme, what are they?

- **Experimental Group**

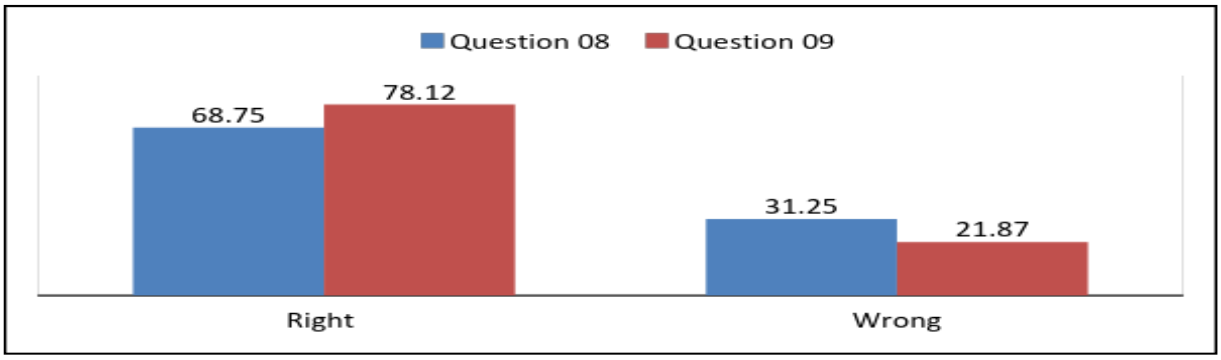

Figure 50. Students' Right Vs. Wrong Answers in the Experimental Group in Task 03

This task is devoted to make some practice on word formation (morphology), eliciting the main and sub-divisions of English words. The other aim is to come up with a precise and a practical view to the different theoretical points in the linguistics courses.

- **Control Group**

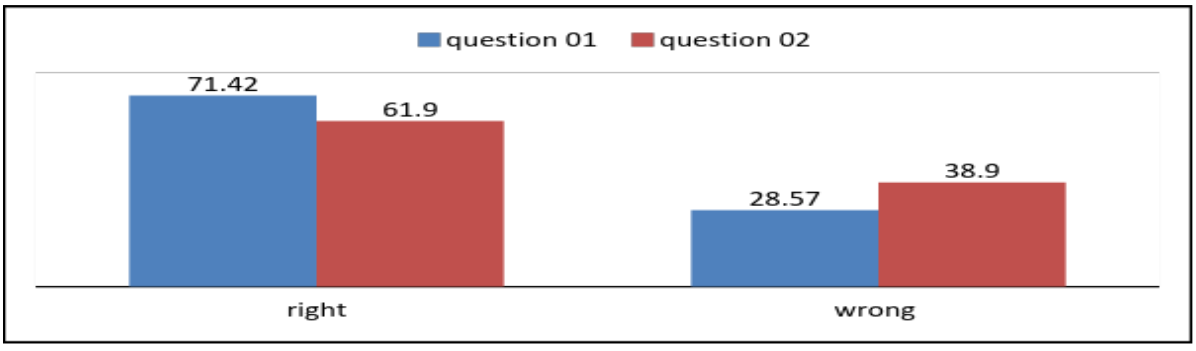

Figure 51. Students' Right Vs. Wrong Answers of in the Control Group in Task 03

Question 01

▪ **He waits eagerly the following games**

He	wait	s	eager	ly	the	follow	ing	game	S
free	free	bound	free	bound	free	free	bound	free	Bound
Func.	Lexi.	Inflec.	Lexi.	Deriv.	Func.	Lexi.	Deriv.	Lexi.	Inflec.

- **Experimental Group**

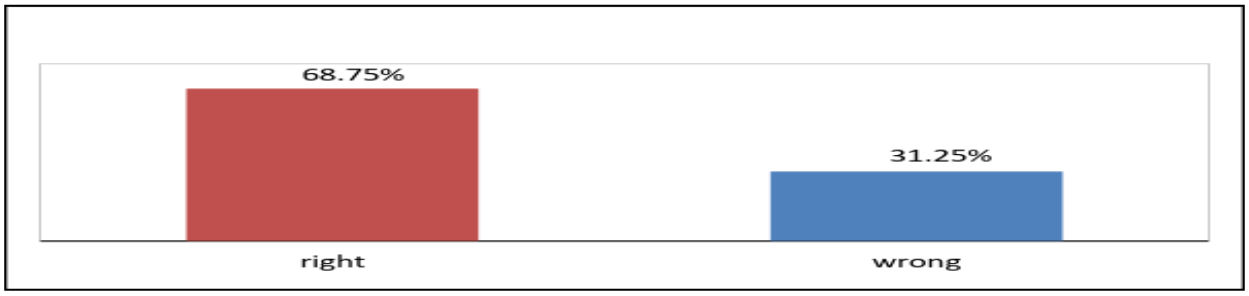

Figure 52. Students' Right Vs. Wrong Answers of in the Experimental Group in Question 01

This question results were observable as for the students' ability to apply what is theory into practice. (68.75%) of the whole group introduced a high level when dividing words into bases and affixation. They could represent each item in an operative way. This explains their total involvement within the course study and their sense of responsibility towards every single learning item. The remaining 31.25% could not get the required job and could only produce a surface division of the sentence words. This can be explained by the idea that some of these morphological processes they have to point out seem to be confusing and similar to some extent, the fact that led them to fail when separating words into morphemes.

- **Control Group**

Figure 53. Students' Right Vs. Wrong Answers in the Control Group in Question 01

The Control Group, as never before, scored well in the first task item. 71.42% of the students could divide words into main and sub-divisions with excellence. The students did great when it came to practice. They were more likely to engage in tasks that are practical rather than theoretical. They tend to do better in practice. Practicing what has been learned drives students' motivation and interest to do well. For, the more students feel engaged within tasks, the more they feel motivated to and the more they get better scores. Yet, 28.57% of the group couldn't do well. This is a result of students' poor understanding of the course content and lack of practice as well.

Question 02

The /**s**/ in "waits" and "games" express two allophones for the phoneme /**s**/ which are /**s**/ in waits and /**z**/ in games. So, /**s**/ and /**z**/ are two allophones for the phoneme /**s**/

- **Experimental Group**

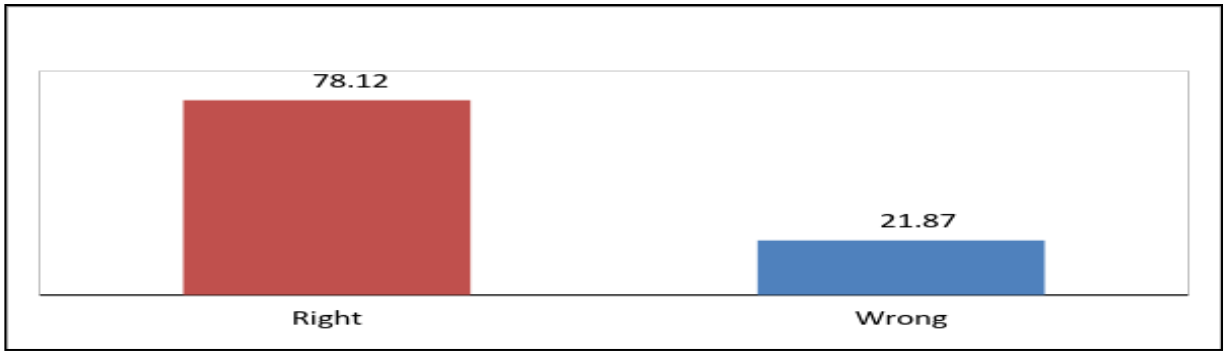

Figure 54. Students' Right Vs. Wrong Answers of in the Experimental Group in Question 02

This question required the students to analyse some words resulting in determining the different allophones of given phonemes. The results were surprisingly significant as most of the students (78.12%) found it easy to analyse phonemes correctly and find out their corresponding allophones. This shows the students' awareness of basic phonological and phonetic features of language. 21.87% of the group, however, failed in shaping the required allophone of the given phonemes. This might well be due to students' poor indulgence of some key phonological and phonetic rules.

- **Control Group**

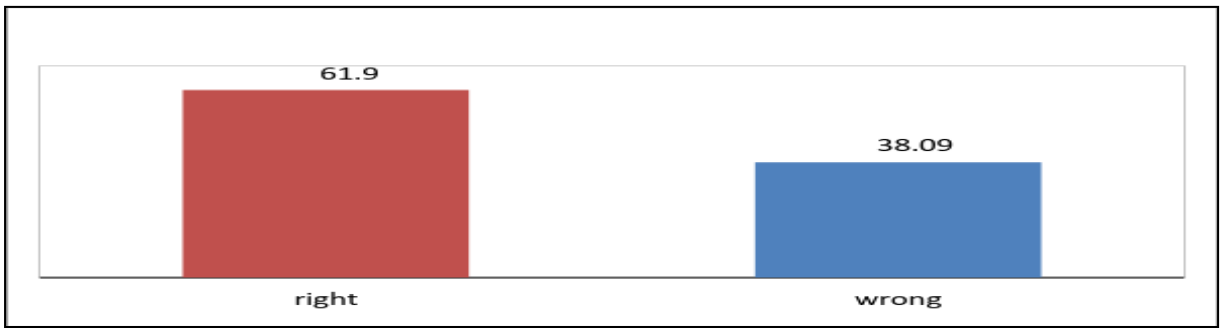

Figure 55. Students' Right Vs. Wrong Answers of in the Control Group in Question 02

Like the Experimental Group results, the Control Group results were surprising too. Students' performance in this question and the one before (Q 08) are alike. 61.90% of the students did great. They could determine the required information. However, 38.09% of the whole group failed in identifying the missing phonemes. The failure might be justified by the students' weak awareness of the rules that underpins phonology.

Task Four

Define the following concepts and give examples that represent each

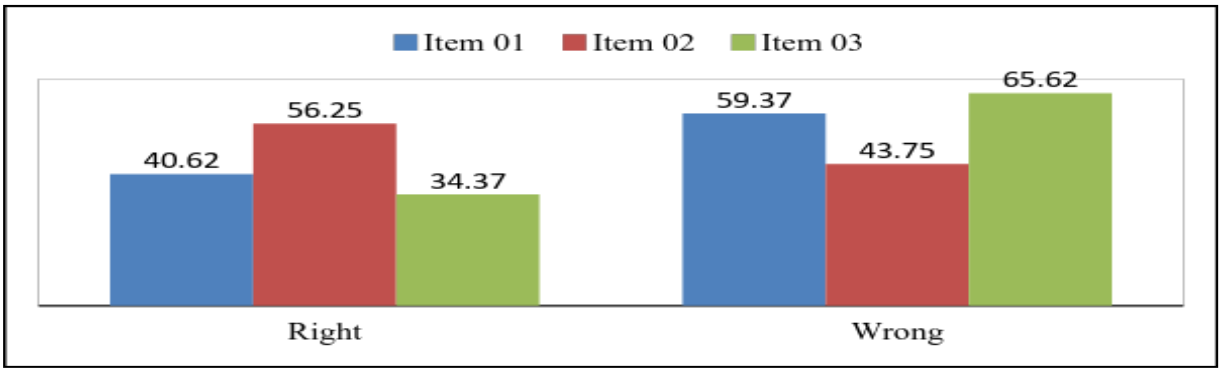

Figure 56. Students' Right Vs. Wrong Answers in the Experimental Group in Task 04

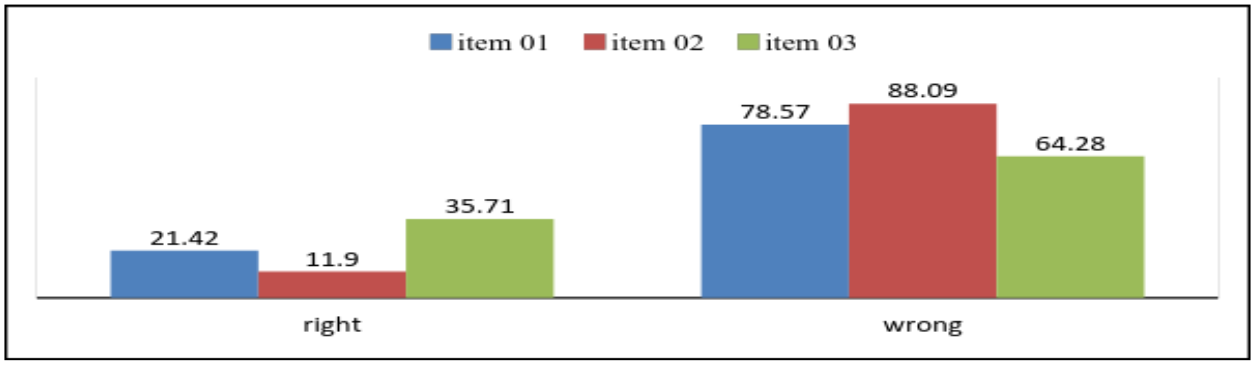

Figure 57. Students' Right Vs. Wrong Answers in the Control Group in Task 04

This task has been inserted to check the students' ability to memorize definitions of linguistic concepts. The students were asked to give a precise definition of three concepts using specific linguistic technical words. The results as the graph represents indicate that a considerable number of the students (56.24%) failed in accomplishing the task items.

Definition 01

Fusional Languages are languages in which morphemes are represented by affixes, but in which it is difficult to assign morphemes precisely to the different parts of the affixes.

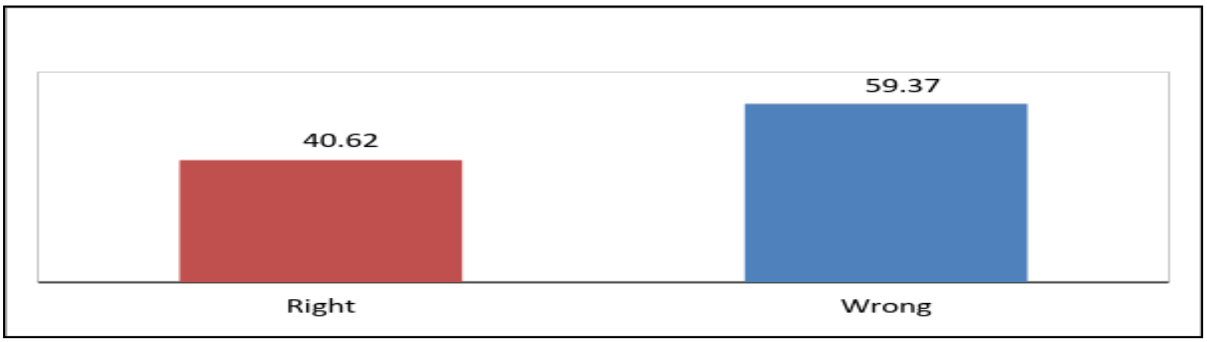

Figure 58. Students' Right Vs. Wrong Answers in the Experimental Group in Definition 01

The graph shows that (59.37%) of the students did not introduce a precise definition for the first concept mark the majority. The nature of this type of tasks seems familiar from the part of students. The students hesitated to seek answers for some questions that emphasize on rote learning. The latter hinders learners' meaningful learning besides its boring and limited nature. It seems easy for some students to recall a short time mentioned information. But, it seems to be more complex when it comes to the memorization of the exact terminology and its interpretation into real life situations. However, the rest of the group (40.62%) could score the right answer noting that they were able to reflect their understanding when defining in a simple and effective manner.

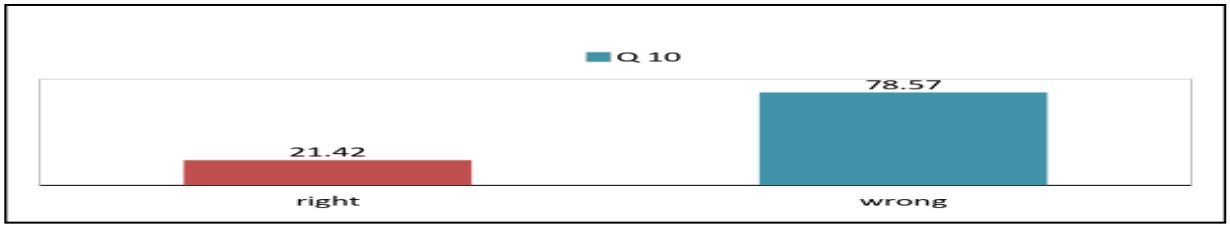

Figure 59. Students'Right Vs. Wrong Answers in the Control Group in Definition 01

As the graph shows, 78.57% of the group failed in writing the definition. It is so because of the traditional nature of the task instruction that students are poorly motivated towards it. Linguistics is of the most complex fileds of study with emphasizes minute terminology to be used. Any deviation is considered as odd which might be the reason behind which students feel insecure once dealing with its content. Though, 78.57% of students failed in the first task item, 21.42% of the group could present an appropriate definition to the concept given, justifying that by students' strong memory recapitulation.

Definition 02

Appropriateness: Describing languages as they are found to exist. In a descriptivist approach, we try to describe the facts of linguistic behavior exactly as we find them, and we refrain from making value judgments about the speech of native speakers.

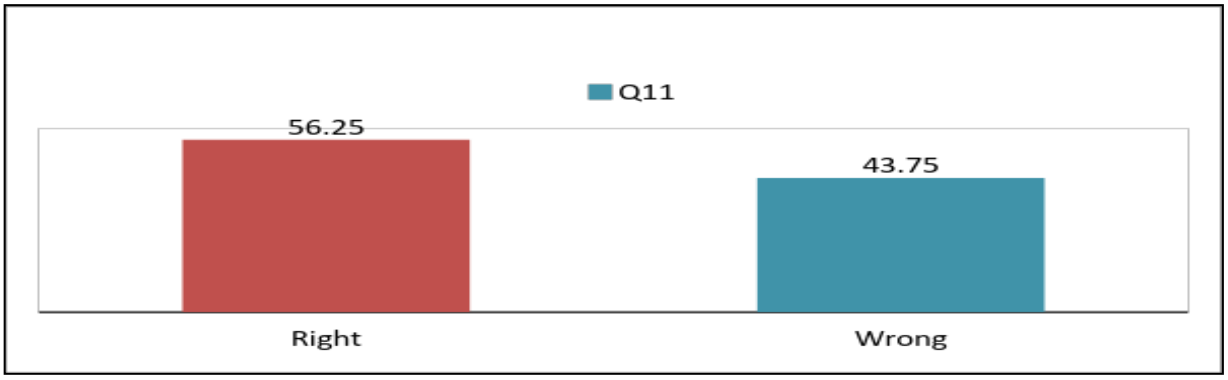

Figure 60. Students'Right Vs. Wrong Answers in the Experimental Group in Definition 02

Unlike the definition of the first concept in the preceding item, 59.37% of the students were able to give an appropriate definition for the term "appropriateness". They described the term in a simple way supporting it with real-life illustrations. The students did well and could introduce a positive reflection of their understanding and rigor. On the other hand, 43.75% of the group failed to present a suitable definition of the term. But, some of them (12.40%) could give suitable illustration but failed in matching them with an appropriate definition. This can be justified by students' lack of self-confidence and autonomy. Students do not feel

comfortable when expressing in English especially when it comes to fields such as linguistics. They might possess a well-built knowledge understanding but they suffer getting in out of their minds.

- **Control Group**

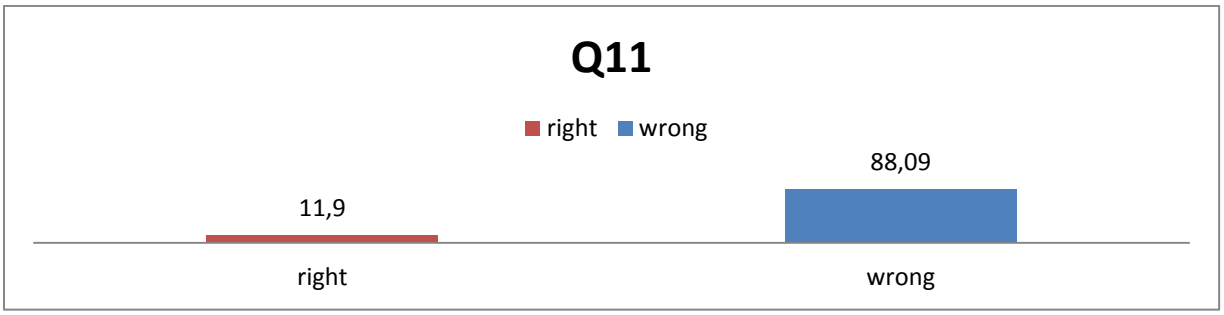

Figure 61. Right Vs. Wrong Answers of Students in the Control Group in Definition 02

The graph shows the students' bad performance at the level of the second task item. 88.09% of the group's definition went wrong. They neither presented a correct definition nor gave matching examples. The instruction's nature might be a reason itself for this failure. Asking the students to give precise definition to the concept led many students to think of restating the academic definition of the term with no extra information. This can be served under the impact of rote learning on students' learning. Nevertheless, 11.90% of the students could introduce a proper definition yet with some non-matching examples.

Definition 03

The Diachronic Study of Languages: Comparing one or more languages at different stages in their histories.

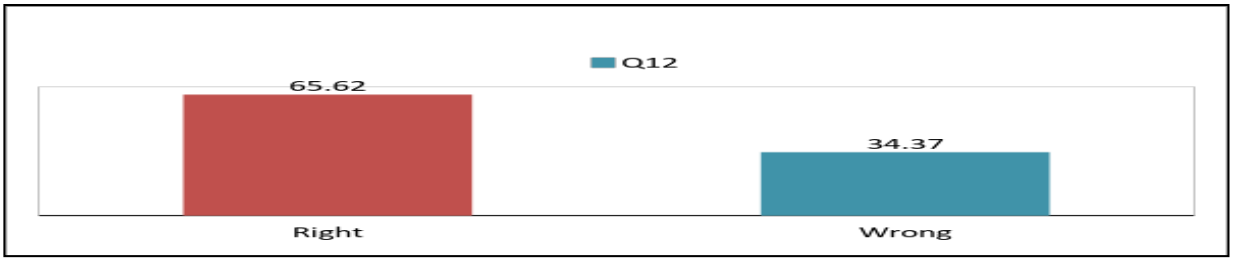

Figure 62. Students'Right Vs. Wrong Answers in the Experimental Group in Definition 03

The graph shows that the students performed better in the third task item where 65.62% of the group did well. They presented fitting definitions with proper examples. They used key terms when defining. Through their answers, the students showed enthusiasm and confidence. Their success lies behind their strong understanding of the concept besides their ability to paraphrase background knowledge keeping the needed terminology but expressing it out freely. On the other hand, 34.37% of the group failed in estimating an accurate definition. This goes back to their lack of concentration in addition to their sense of carelessness towards some basic details in the course content.

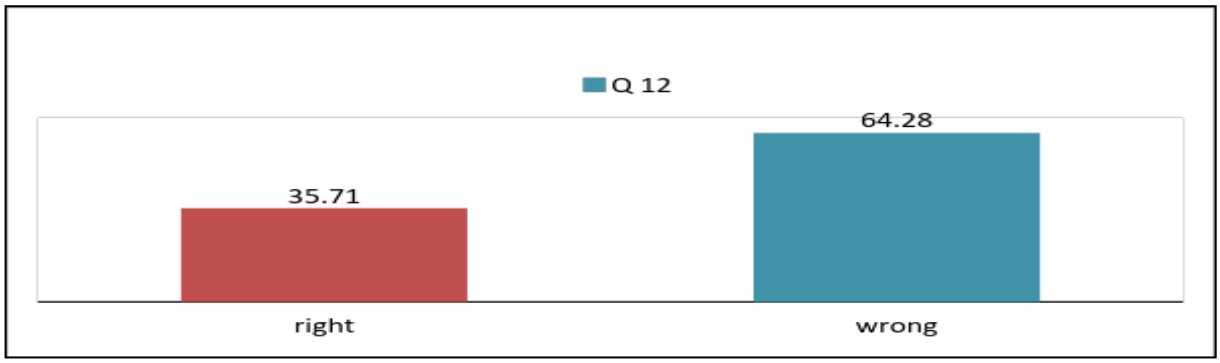

Figure 63. Students' Right Vs. Wrong Answers of the Control Group in Definition 03

From the graph, 35.71% of the students answered well and gave right definitions with some proper examples. The wrong definitions show that the students may encounter problems when it comes to questions that emphasize memorization. Asking the students to recall information as it has been originally stated has been of the serious problems that hinder their learning process. 64.28% in this group failed in attaining the task objective.

Task Five

What does each of the following pictures represent?

- **Experimental Group**

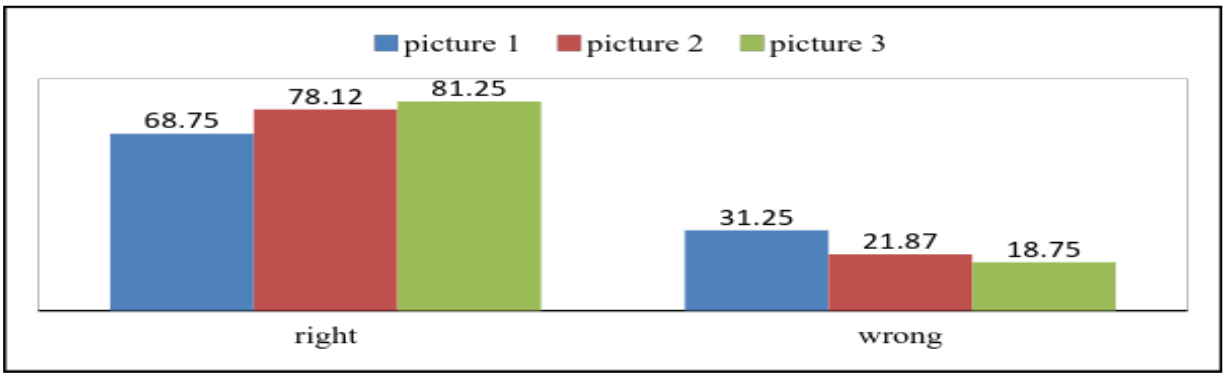

Figure 64. Right Vs. Wrong Answers of Students in the Experimental Group in Task 05

- **Control Group**

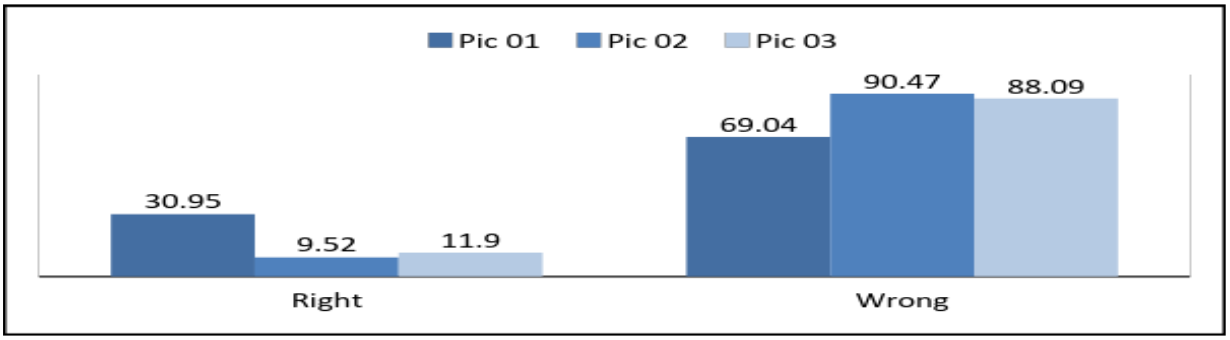

Figure 65. Students'Right Vs. Wrong Answers in the Control Group in Task 05

This task has been developed to get the visual learners play a part in the test. Seeing pictures and trying to describe them is of the motivational tools for foreign language learning. The other aim of this task was to assess students' memory using pictures to see how best they prove to be helpful. In this task, students were required to stare and focus on the pictures' details and to describe them with appropriate terminology.

Picture One

It represents a phonetic process namely; auditory phonetics

- **Experimental Group**

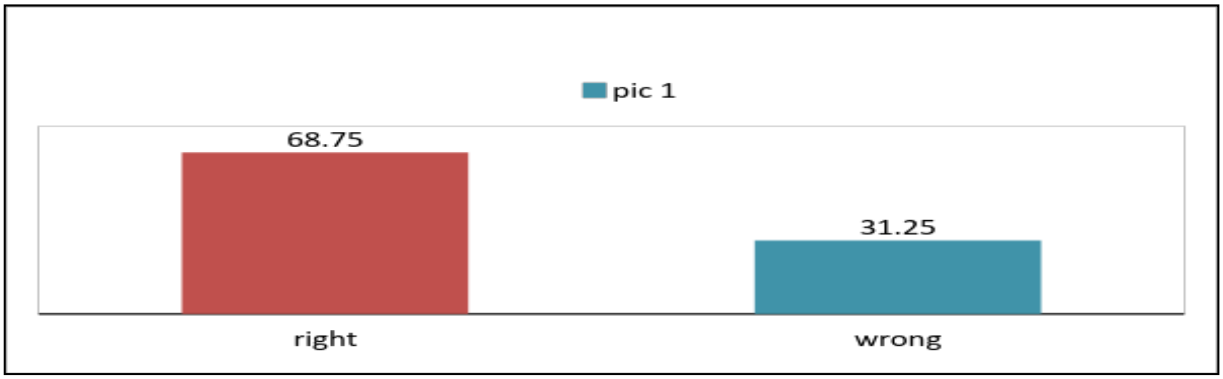

Figure 66. Students' Right Vs. Wrong Answers in the Experimental Group in Picture 01

As the graph shows, 68.75% of the group responded well to the given picture and described the picture properly. Pictures as familiar mediums of communication are among the most motivational tools in the learning process for the students, particularly the visual learners. Some students may consider it interestingly challenging to reflect what they see into words. Through pictures, the students may understand a more general context with which they can proceed for better performance in the course and outside of it. Yet, there are some 31.25% of the students who couldn't reflect the picture correctly and failed in attaining the first task item. This may probably because of lack of concentration and revision as well as the students' irresponsible nature towards the linguistics courses.

- **Control Group**

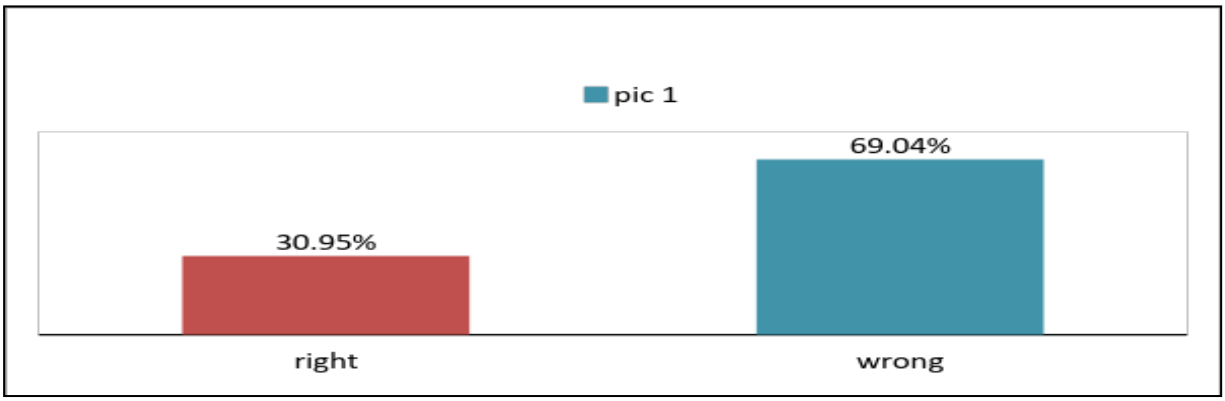

Figure 67. Students'Right Vs. Wrong Answers in the Control Group in Picture 01

Unlike the students' performance in the experimental group, the students' performance in the Control group was bad. In that, 69.04% of the group did not do well. The students did not use to learn through pictures, the fact that might led to students' failure in such tasks besides many other reasons that were stated in tasks before; against 30.95% did great. This shows the students' interest and motivation towards this type of tasks. Through their answers, the students enjoyed dealing with the task. Though the students in the control group were not exposed to learning linguistics by pictures, they performed properly in the first task item for the sake of being enjoyable and interesting to do.

Picture Two

It represents another phonetic process, namely, acoustic phonetics

- **Experimental Group**

Figure 68. Students' Right Vs. Wrong Answers in the Experimental Group in Picture 02

The graph shows that 78.12% of the students succeeded in attaining the objective as they could find out what the picture was about. Their process in the last task proves to be observable. Almost all the participants reacted positively towards this task. For, it may possibly raise their sense of self-confidence, motivation and autonomy. The rest (21.87%), in contrast, did not do well. This lies behind their poor concentration in addition to their learning irresponsibility as for their courses' content.

- **Control Group**

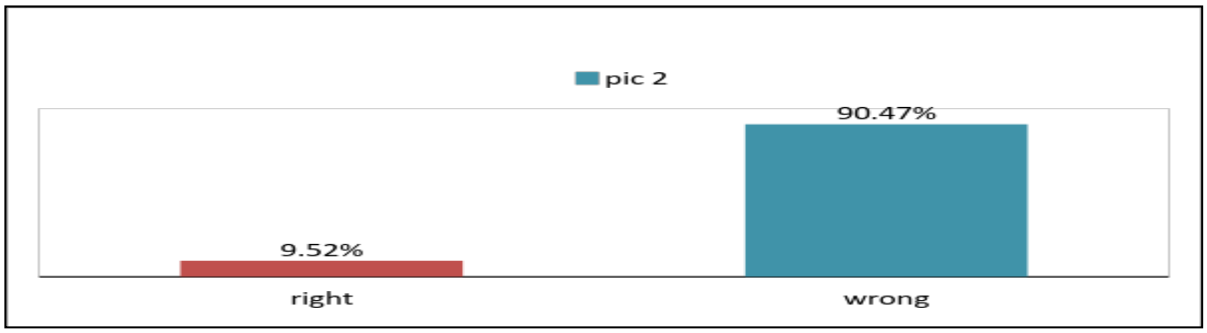

Figure 69. Students'Right Vs. Wrong Answers in the Control Group in Picture 02

On the other hand, the results of the Control Group were negative. 09.52% of the students could accomplish the picture description. These students are more likely to support visual aids. They might well feel motivated to do the task. The remaining (90.47%) of the participants failed in describing the picture. This in many ways may be because of their habitual learning nature which has been away of the application of visual aids and technology.

Picture 03

It represents another phonetic process, namely; an articulatory phonetics.

- **Experimental Group**

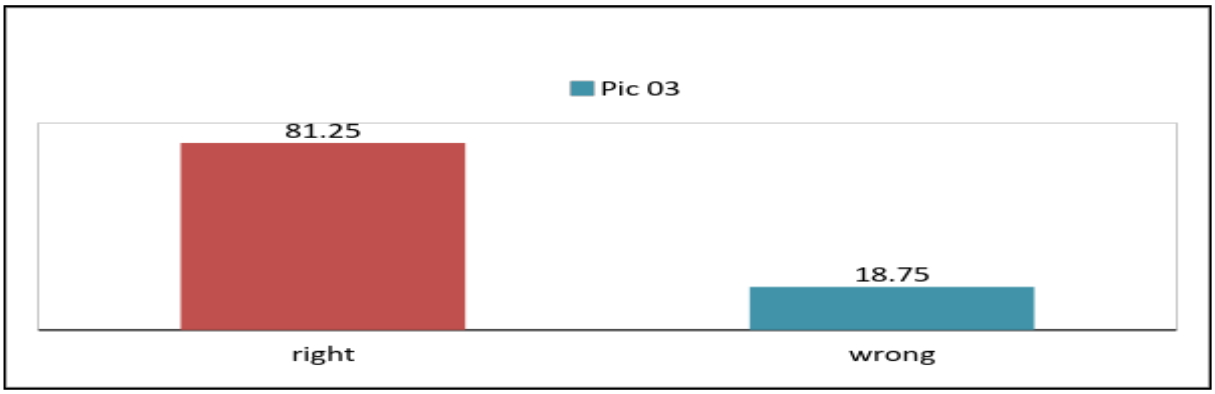

Figure 70. Students'Right Vs. Wrong Answers in the Experimental Group in Picture 03

As for the last task item, the performance of the participants in the Experimental Group has been the same like the previous task items. 81.25% of the group did great and assumed to

show interest and interaction towards the item. On the other hand, 18.75% of the students did not get the right answer. The reasons that lie behind their failure might be personal rather than external.

- **Control Group**

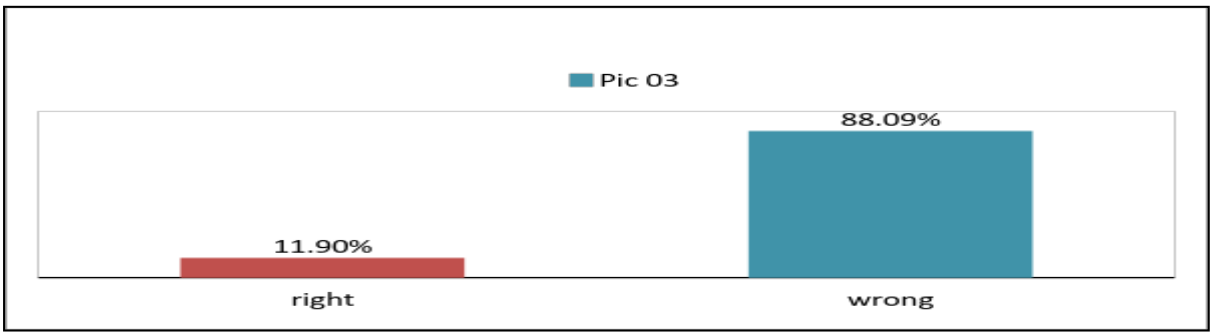

Figure 71. Students' Right Vs. Wrong Answers in the Experimental Group in Picture 03

The graph shows that the students' performance in the different task items has been similar. The students in the control group did not show positive interaction with the task elements. They may consider it as being newly experienced task in the linguistics tests. Yet, 11.90% could answer correctly, and 88.09% reflected the students' progress into negative. It is because the students are not familiar with some communicative tasks, that they found it difficult to deal with them in a test.

6.3.2. Discussion of the Results

	Task One		**Task Two**		**Task Three**		**Task Four**		**Task Five**	
	right	**wrong**	**right**	**wrong**	**right**	**wrong**	**right**	**wrong**	**right**	**wrong**
Exp. Grp.	63.54%	36.45%	76.55%	23.44%	73.43%	26.56%	54.16%	45.83%	76.04%	23.95%
	right: 68.74%					**wrong: 31.24%**				
Ctrl. Grp.	41.26%	58.72%	54.76%	45.23%	66.66%	33.33%	23.01%	76.98%	17.45%	82.53%
	right: 40.63%					**wrong: 59.35%**				

Table 123. Results of Students' Right and Wrong Answers of Students in All the Tasks in the Experimental and Control Groups

A magnitude of difference in the students' performance in the test has been revealed through the analysis of the results. The fact that the students were not been taught the same way marked varying results. The test tasks were average in nature but challenging only in terms of task newness.

	Task One	**Task Two**	**Task Three**	**Task Four**	**Task Five**
Achievement	++	++	++		++
Failure				–	
++ high achievement; + average; − failure;					

Table 124. Students' Degree of Achievement and Failure of of the Experimental Group in All the Tasks

On the one hand, the students in the Experimental Group were taught in a different way. The courses were given in a novel way where flexibility in teacher-student relationship was obvious. New ways of lesson presentation and activities were applied to make sure that the students can prosper in the various language-related problems. As a result of this, the participants in the Experimental Group performed in a nice way. Their advancement in the whole test was positive. The students did great in four over five tasks. It was shown that 68.54% of the students could accomplish the tasks. Since the tasks were different and new to be applied for linguistics class, they drove the students' attention and interest. The students may well feel motivated towards this sort of activities. Moreover, they could deal with it as a new experience that they had to challenge. Their answers proved to be convincing as they showed that they knew what they were doing. In Task One, 63.54% of the students of the Experimental group did well. They seemed highly engaged with the activity. The activity nature positively affected the students' progress, in time, 36.45% of the students did not do well in the task. This might be because of lack of concentration. The appropriate choice of activities might well yield an effective instruction which resulted in satisfying results.

Referring to the Experimental Group percentages, students' progress has retreated in Activity Four. This task resembles traditional tasks that call for memorization. For that, students seemed fed up with such activities for they may consider them as an unwilling way of assessment. Foreign language learners are learning to learn and understand but not to solely memorize. For that, it is preferable to help them with different activities to develop their interest to learn the foreign language. 31.24% of the students in the Experimental Group were not able to accomplish all the activities who, in all likelihood, felt a little lost once moving from one activity to another. This can objectively be justified with their irresponsible learning nature, carelessness and lack of concentration towards the linguistic courses content. All in all, the way the students were taught affected their thinking. They started to think that they are able to articulate properly and overcome whatever the tasks they meet.

	Task One	**Task Two**	**Task Three**	**Task Four**	**Task Five**
Achievement		+	++		
Failure	−			−−	−−
++ high achievement; + average; − failure; −− high degree of failure					

Table 125. Degree of Achievement and Failure of Students of the Control Group in All the Tasks

On the other hand, the students' performance in the Control Group can be considered as average. In the test, 40.63% marked some advances. The new experienced activities made the students feel lost. Through their answers, they did not seem at ease. The whole year, the students used to keep listening to their teacher explaining the lessons, where the teacher is said to say too much, in time, the students say too little. The students' inactive role might help them learn and understand but not learn to understand and then apply. That's why, the students' progress in activities One (58.72%), Four (76.98%) and Five (82.53%) seems to be deteriorated. In table 99, the majority (66.66%) of the students in the Control Group acted positively. This concerned their tendency to apply better in activities where practice is the aim behind the given instruction. However, this was not the case for the rest of the activities.

Playing a passive role in a linguistics course can be the basis of the students' failure to prosper in various tasks that call for practice and communication. This resulted in 59.35% of the whole group to fail in attaining the objective referring to students' lack of flexibility when encountering new activities such as the ones included within the test.

The plusses (+) and the minuses (−) in Tables 124 and 125 refer to the positive and the negative progress of both Control and Experimental Group students in the different activities. In Table 124, the students in the Experimental Group scored positive results. It is an indication of the students' high achievement and understanding. However, in Table 125, the students of the Control Group failed in attaining the tasks and they scored negative results in almost all the activities.

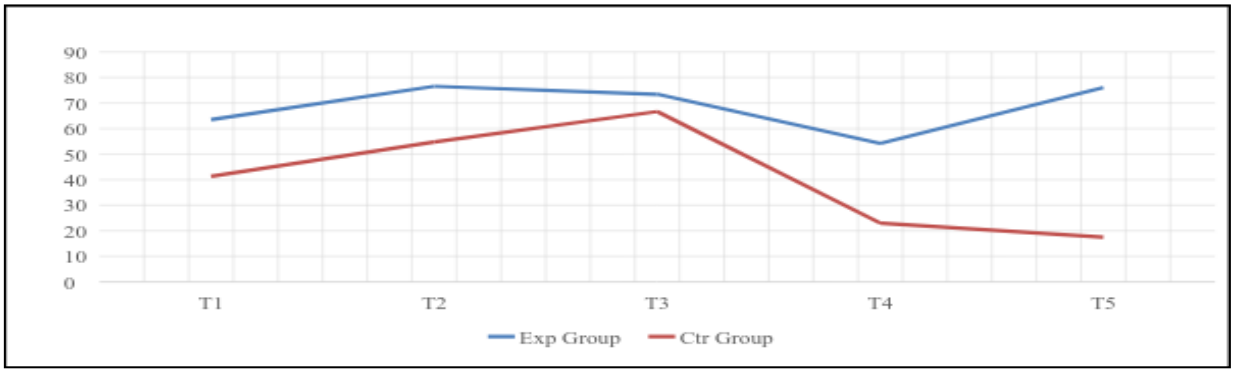

Figure 72. Students' Progress in the Whole Test

Moreover, Figure 72 reveals the degree of advancement of both groups in the test. The blue line, which represents the progress of the Experimental Group, is getting higher. This explains the students' understanding of the linguistics courses. They showed that they were highly self-confident once answering. By contrast, the students in the Control Group as represented by the pink line, displayed fear and instability when moving through the various activities. They started properly in the very beginning of the test but they lost control once they moved further. In fact, it is by accustoming students to face the different tasks that call for communication and practice that they will develop self-confidence and high motivation with which learning can exceedingly be possible.

6.4. Correlations and Differences in the Pre-test and the Post-test Results

The students in the Experimental and the Control group had two tests to answer during the year; a pre-test and a post-test. The results obtained from the two tests were classified in tables 126 and 127 respectively. The results were statistically analysed to ensure valid conclusions. In doing so, a comparison has been made between pre-test and post-test marks for each student to calculate the variance that aim at determining the degree of the affection of the method on students' progress.

The Calculations

1/ Calculation of the mean for the pre-test

M is the mean value

The formula is: $M = \Sigma X / N$

N is the number of the students in the Experimental Group

$X_1 = \Sigma X_1 / N = 290.50 / 32$

Mean = 9.07

2/ Calculation of the mean for the post-test

$X_2 = \Sigma X_2 / N = 322 / 32$

Mean = 10.06

3/ Calculation of the Variances

Sum of Variances = $\Sigma (X_1 - \Sigma X_2)$

Σ of V= 54.50

4/ Mean value for the variances

M= Σ of V/ N = 54.50/ 32 = 01.70

5/ Calculation of the degree of freedom

Df = N1+N2−2

Df = (32 + 42) – 2 = 72

Students	Experimental Gr		Variances V	X_1^2	X_2^2	V^2
	Pre-test X_1	Post-test X_2				
S1	16,5	18	1,5	272,25	324	2,25
S2	12	13	1	144	169	1
S3	4	8	4	16	64	16
S4	12	7	-1	144	49	1
S5	11,5	9	-2,5	132,25	81	6,25
S6	4,5	6	+10.50	20,25	36	110,25
S7	10	6	-1	100	36	1
S8	9	3,5	-5,5	81	12,25	30,25
S9	0,5	7,5	7	0,25	56,25	49
S10	2	5	3	4	25	9
S11	1	5	4	1	25	16
S12	10	15	5	100	225	25
S13	9,5	4	-5,5	90,25	16	30,25
S14	17,5	17	-0,5	306,25	289	0,25
S15	11,5	4,5	-7	132,25	20,25	49
S16	0,5	5	4,5	0,25	25	20,25
S17	14,5	8	-6,5	210,25	64	42,25
S18	16	17,5	1,5	256	306,25	2,25
S19	10	13	3	100	169	9
S20	0,5	12,5	12	0,25	156,25	144
S21	13	11	-2	169	121	4
S22	11	14,5	3,5	121	210,25	12,25
S23	10,5	11	0,5	110,25	121	0,25
S24	18	17,75	-0,25	324	315,06	0,0625
S25	7,5	7	5,5	56,25	49	30,25
S26	4	5	1	16	25	1
S27	1,5	11	10,5	2,25	121	110,25
S28	13	12	-1	169	144	1
S29	6	11,5	5,5	36	132,25	30,25
S30	8	11,75	3,75	64	138,0625	14,0625
S31	14	15	1	196	225	1
S32	11	10	-1	121	100	1
Sum	290,5	322	54,5	3495,25	3849,875	769,62
Mean	9,07	10,06	1,70	109,22	120,30	24,05

Table 126: The Experimental Group Pre-test and Post-test Results

Results in Table 126 covered the marks of the Experimental Group in the pre-test and the post-test. The purpose of classifying the marks obtained during the two tests has been to test the variance that call for changes in the students' progress after being exposed to a particular sort of teaching techniques and strategies. It has been marked, according to the above table, that 20 students advanced in the post-test while 12 others showed a regression. The results seem to be satisfactory since the sum of the marked variances has been positively high. The students' marked advances can well be affected by the aspects that were implemented during the linguistics course. The sort of activities in the post-test was different from that of the pre-test except from one task that was equated to defining three linguistics related concepts. The students' marks were squared to calculate the standard deviation needed for later analysis to find their mean variance and highlight the significant difference of progress. The variances were marked by a (54.5%) of difference resulting in a mean of 1.70. The value of variances confirms the impact of the aspects on the majority of the students in the Experimental Group.

Yet the majority (20 out of 32) of the students performed better in the post-test, the rest (12) did not mark advances. In this line, the students, number 4, 5, 7, 8, 13, 14, 15, 17, 21, 24, 28, and 32 regressed in their performance. This can be justified by the fact that some students fail to cope with some teaching strategies that do not go in hand with their own learning styles and strategies. In this context, the aspects being implemented in the linguistics course during the year were interactive and called for the students' engagement at the first place. Some introvert students might well experience difficulties to adapt within similar atmosphere, the fact that may lead them to fail in the accumulation of knowledge in parallel contexts.

Control Group						
	Pre-test X_1	**Post-test X_2**	**Variances**	**X_1^2**	**X_2^2**	**Variances**
S1	9	2	-7	81	4	49
S2	7,75	10	3,75	60,0625	100	14,06
S3	6,5	7	-0,5	42,25	49	0,25
S4	10	6	-4	100	36	16
S5	4	5,5	1,5	16	30,25	2,25
S6	1,5	4	-2,5	2,25	16	6,25
S7	6	8,5	2,5	36	72,25	6,25
S8	5	1	-4	25	1	16
S9	9	11	2	81	121	4
S10	4	4,5	0,5	16	20,25	0,25
S11	11	7	-4	121	49	16
S12	8,75	7,25	-1,5	76,5625	52,56	2,25
S13	8	9,5	1,5	64	90,25	2,25
S14	11	7	-4	121	49	16
S15	14	11,25	-2,75	196	126,56	7,56
S16	9	14	5	81	196	25
S17	13	9,5	-3,5	169	90,25	12,25
S18	19,5	15,5	-4	380,25	240,25	16
S19	13,75	14,25	0.5	189,0625	203,06	0,25
S20	8,25	6,25	-2	68,0625	39,06	4
S21	7,75	13,75	6	60,0625	189,06	36
S22	7,25	6	-1,25	52,5625	36	1,56
S23	6,75	14	8,75	45,5625	196	76,56
S24	6	11	5	36	121	25
S25	13	12	-1	169	144	1
S26	18	15,5	-2,5	324	240,25	6,25
S27	12	11,5	-0,5	144	132,25	0,25
S28	19,5	12,25	-7,25	380,25	150,06	52,56
S29	12,75	3,75	-9	162,5625	14,06	81
S30	6,5	15	8,5	42,25	225	72,25
S31	5,5	10,75	5,25	30,25	115,56	27,56
S32	4,5	10,5	6	20,25	110,25	36
S33	3,5	5	1,5	12,25	25	2,25
S34	2	3	1	4	9	1
S35	12	12	0	144	144	0
S36	18	6,5	-11,5	324	42,25	132,25
S37	5	0,5	-4,5	25	0,25	20,25
S38	5	4	-1	25	16	1
S39	6	13,75	7,75	36	189,06	60,06
S40	13	12	-1	169	144	1
S41	12	13	1	144	169	1
S42	13	11	-2	169	121	4
Sum	388	377,75	-13.25	4444,5	4118,81	724,37
Mean	9,23	8,99	0.31	105,82	98,06	17,24

Table 127. The Control Group Pre-test and Post-test Results

The obtained results from the Control Group show that (19) of the group performed slightly better in the post-test, Table 127 above indicates that the value of the sum of variances is (-13.25) with a mean value of (0.31). Though, there were marked advances at the level of each student's progress (19 students) in the post-test, the sum of variances tends to be negative interpreted in comparison to the whole group progress (42 students).

The difference between the mean values obtained from the pre-test (9.23) and the post-test (8.99) seems to be narrow. The students in the Control Group might be negatively affected by the method they were taught through. The passive nature of the classroom tends to get the majority of the language class to play a marginal role which influences their behavior in the learning context, resulting in students' boredom, ambiguity and carelessness. Based on the Control Group results in the pre-test and the post-test, students' answers show that they lack the understanding of some basic elements of the linguistics courses. The Control Group has introduced a limited discussion of the test results that were interpreted in the surface processing of information instead of deeply analyzing questions and answers. Their answers were marginal and superficial in nature which interpretes the whole group passiveness during the linguistics class. The positive performance of some students (19 out of 42), however, in the post-test can be probably justified by their understanding of the material besides their dependence on memorization of handouts that supports them to merely memthan understand and reformulate critically.

6.5. Correlations and Differences in the Results of the Students' Peformance in the Pre-test and the Post-test with an Overlap of Results with Students' Questionnaires

Based on the students' answers to the two tests and the questionnaires, it became clear to state how the research aspects affect the students' progress in a Linguistics course. Table 128 shows a summary of the values of variances with a reference to the standard deviation of the students' results in the two tests. The standard deviation scores aim at developing a statistical

measure of the mean variance. If the standard deviation value is far from the mean value that it develops, the independent variable tends to be highly recommended and the hypothesis is well confirmed.

Calculation of the Standard Deviation

$$\sigma = \sqrt{\frac{1}{N}\sum_{i=1}^{N}(x_i - \mu)^2}.$$

Where

$\mathbf{x_i}$ is an individual value
$\boldsymbol{\mu}$ is the mean/expected value
N is the total number of values

	Experimental Group	**Control Group**
Standard Deviation Value	35.42	28.54
Mean Variance Values	24.05	20.34
Differences	11.37	08.20

Table 128. a Summary of the Variances of the Experimental and the Control Group Progress during the Pre-test and the Post-test

The performance of the students in both groups has been varying. The Standard deviation is significantly higher than the mean variance value in both groups.

$$24.05<35.42 \quad \text{and} \quad 20.34<28.54$$

Based on the students' answers in the pre-test, the post-test and the quetionnaires, an overlap of the results shows the extent to which the selected aspects of the CLT influenced such results, vis à vis the teaching techniques that were implemented in the Experimental Group. Their combination helped foster the students' engagement and understanding.

In the Experimental Group, the students' answers to the questionnaire show that the implemented activities stimulated the students'. In the Linguistics class, the students enjoyed practicing a variety of the motivating activities as they were presnted to them. In their answers, the students identified that such activities affected their behavior. This shows that the way knowledge is transmitted can decide about the students' [future] performance. For this, it

can be confirmed through the students' questionnaire comments that the new friendly atmosphere they were experiencing supported their engagement that developed in them the sense of self-confidence and motivation towards the 'new' Linguistic courses.

According to the questionnaire results, the students's negative attitudes towards the linguistics subject in the Experimental Group changed to positive attitudes. 65% of the group did not have the desire to learn linguistics at the beginning of the university year to have about 95% of the students who became interested to learn more about the subject during the year. This has been confirmed by the students' answers in the post-test. Though, Linguistics is a content-based subject, the group could interpret their understanding of the linguistics courses and ability to work out answers themselves with little or no reference to memorization which has not been a variable in the present research.

The students' answers in the pre-test show that they find it difficult to recall accumulated knowledge critically. They tended to memorize information and restate it back as a copy-paste from the handouts to avoid making mistakes that might lead to their failure. It is after the implementation of the different aspects of the CLT that the students performed better. In effect, the behavior of (95.23% from table 49) of the group confirmed the influence of the variety of the classroom activities on the progress of their understanding of the Linguistics 'new' courses.

However, the results of the Control Group show the students' negative attitudes towards Linguistics, the fact that led to their indifference and demotivation. 90.47% of the respondents of the Control group were passive learner dependent on their teacher. This can be justified by the fact that these students were not engaged in the classroom for there were no activities which would assisted their engamement. The Control Group questionnaires answers showed no marked efforts in the pre-test and subsequently the post-test.

The analysis of the students' answers to the questionnaires and the tests in both groups was carried out accrding to a number of equations to find the standard deviation of the two groups' performance. For the Experimental group, the standard deviation is 35.42 which is higher than the mean varience 24.05 (Table 128). Moreover, the mean variance of the Control Group (20.34) does not show a large difference from its standard deviation value (28.54) with a difference of (08.20) in comparison to that of the Experimental Group (11.37). This means that the research treatment tends to largely affect the learning progress which means that the independent variable is said to have a strong impact on the dependent variable. This allows saying that the hypothesis is confirmed.

Conclusion

The Experimental group's students are said to be highly affected by the activities they were exposed to in the Linguistics class. Their continuous exposure to wide range of activities helped them adjust extra new types of activities in an excellent and an observable way. Results from the pre-test, two questionnaires, and post-test led to confirmed results wherein the more students are engaged in the learning setting, the more they feel confident, responsible and motivated to learn.

Chapter Seven

Study Results and Pedagogical Implications

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Chapter Seven

Study Results and Pedagogical Implications

Introduction

As already mentioned, the aim of this present research has been to identify the extent to which the new applied aspects (or method) can well affect the process of learning linguistics as the part of first year students of English, vis-à-vis their motivation to know more about the subject. The method used has been chosen to explore the good in students through motivating, engaging and developing the source of critical and autonomous thinking in them. Starting from the research aim, the investigation has been made to seek answers to the already stated questions that were based on the research hypothesis that decided the study progress at the first place. The questions are outlined in the following;

1. Do the lecture-oriented nature of a linguistics class cause any problems to foreign language learners' understanding of the subject?
2. How could CLT contribute to a more effective teaching of linguistics?
3. What are the perceptions and the attitudes of the teachers of linguistics towards CLT?
4. Would CLT contribute in raising students' motivation to learn linguistics?

7.1. Discussion of the Results of the Study and Answering the Research Questions

Altering changes in the teaching of the different subjects of the university is important when the changes are said to be positively influential. As far as linguistics teaching is concerned, the new teaching pedagogy that is introduced through this research has been tested and analysed to assess its validity. The research questions were answered and treated in the following four sections.

7.1.1. The Impact of the Lecture-Oriented Nature of the Linguistics Class on Students' Understanding of the Subject

Shift from traditional teaching towards modernization in language teaching has made it possible for teachers to choose the right methods and techniques that help in the betterment of language teaching. The shift has been realized in tandem with the occurrence of some limitations per each method with the willingness to change to seek effective instruction and learning. At the Department of English at O.E.B University, it has been clear after interviewing teachers of linguistics at the Department of English that teacher-centeredness and student-centeredness were the issues that teachers mentioned most.

While teaching linguistics, (20%) of the teachers stated that they tend to describe their linguistics class as student-centred which has not been the case for the great majority of teachers whose responses show that they prefer teaching linguistics as a lecture-oriented class with a limited willingness to change. After discussing the issue of incorporating some of CLT aspects such as video watching, interaction, classroom discussion and group work in a Linguistics class, the teachers welcomed similar innovative practices referring to the idea that they can effectively draw a connection between the courses and the students' personal experiences. Their answers displayed willingness to incorporate new methods for the betterment of their teaching. They (70%) stated that the teachers need to introduce some changes every now and then especially when their past practices prove to be inefficient.

Altering some changes in the teaching method has been a questionable issue. The teachers perceived the idea under two dimensions. Some perceived it as a way of positive change towards the students' understanding; protecting their motivation and helping them know how to set goals and achieve them in a linguistics class, while others perceived it as a way of helping better learning which cannot be applicable in reality; being prescriptive.

The teachers' acceptance of the aspects that were introduced by the present research has been accompanied with their dissatisfaction of their 'teacher-centred' teaching method. (90%) claimed that the possibility of converting teacher-centeredness to student-centeredness can call for better results. In that, having active learners in contrast to passive learners can well be effective and which seems possibly achieved through the application of some of the CLT aspects, one of which aims at using real-life illustrations that are near to the students' context for better understanding of the elements. They added that the aspects covered by this approach support technology that helps the teachers and the students interact more within the language learning context. Results show that these aspects can well be practical and lead to satisfactory results.

On the other hand, the students' questionnaire answers showed the effects of the two methods on both groups' progress. As for the Experimental Group, 59.37% of the students answered with 'yes'. Their responses show that the teaching method is said to highly help them accumulate knowledge. The applied aspects raise their motivation and helped them understand more the course content. The students, in the Control Group, however, claimed that the way they were taught (lecture-oriented class) linguistics did not prove to be helpful.

Thus, according to the teachers' interview and the students' questionnaires, traditional methods can lead to unsatisfactory results that lead to the students' boredom and the teacher's merit exposure to routine. However, it is by altering some changes in the teaching of linguistics can help both, the teachers to be innovative and students to understand courses content and be more motivated towards learning.

7.1.2. Contributions of Some Aspects of the CLT in Effective Linguistics Instruction

In their answers on the interview, the teachers agreed on the efficiency of the stated aspects and the possibility of their implementation in a linguistics class. In this, (100%) of the teachers agreed on the efficiency of the implementation of the stated techniques which were

key aspects in the CLT approach theory. All of them stated that these aspects may well prove positive scores as they were proved to be helpful at the level of raising the students' motivation.

Some teachers stated that they made use of technology like videos, data projector and slides and they confirmed their effectiveness. According to personal experiences, the application of the research stated aspects can be confirmed as effective techniques in the teaching process. The key pattern behind those techniques is that knowing how to choose among the aspects that are called by the approach is said to be positively affective and leads to success in the learning objectives attainability. It is remarkable that most of the teachers were convinced that the application of group work, classroom interaction and discussion, use of videos, active learning and integration of motivational activities serve at the betterment of language teaching, vis a vis, linguistics teaching

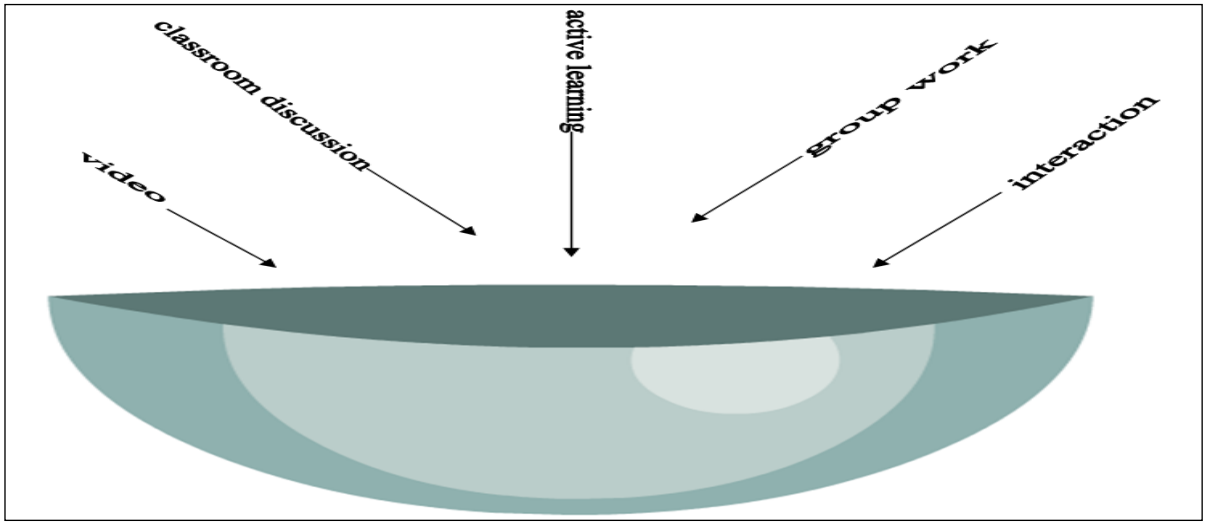

Figure 73. A Melting Pot of Classroom Techniques

As Figure 73 shows, expressing the linguistics classroom as melting pot of variety of techniques offers a teaching and a learning atmosphere that is full of liveliness, creativity and confidence. It is by choosing the right aspects that go hand in hand with students' preferences and course demands that understanding becomes easier and guaranteed.

7.1.3. Teachers' Understanding of the CLT

The Communicative Approach has been differently perceived by language teachers. It has been regarded as an approach for only teaching the spoken language relating the learning context to real life situations that call for communication in the first place. The understanding of the approach limits its appropriate use in language teaching.

As for the approach implementation, 90% of the interviewed teachers said that they do not apply CLT in teaching linguistics. The (90%) of teachers posited that the CLT is concerned with the teaching of languages not the teaching of a discipline that studies language.

Yet, the teachers claim that the CLT cannot be applicable in all the contexts, they (80%) showed positive attitudes towards the approach's aspects after a discussion of how these aspects can well be implemented. The approach offers teachers plenty of aspects and techniques that can be adopted within the teaching process. Teachers stated that CLT gives access to online forums of Linguistics by students which can be recommended by the teachers to their students. They added that the aspects covered by this approach support technology that helps teachers and students interact more within the language learning context.

According to their answers, teachers' perspectives and understanding of the CLT helped in drawing a clear image on the possibility of adapting the approach to a given context and that if the CLT is well applied, it will yield good results. The communicative competence which serves as the aim of a communicative approach classroom exceeds it to cover extra language-related disciplines and subjects like Linguistics. It has been agreed that the study stated aspects may well prove positive scores as they were proved to be helpful at the level of students' motivation.

As for Linguistics teaching, positive reactions were recorded and many teachers welcomed the integration of some aspects of the CLT in a Linguistics class arguing that CLT aspects can well be positively effective at the levels of students' understanding; protecting their

motivation and helping them know how to set goals and achieve them in a linguistics class. Therefore, the teachers' claims of the implementation of the some of the CLT aspects within the Linguistics teaching context report their readiness to re-think about their techniques and strategies seeking effectiveness and satisfaction at the level of their students' understanding of the subject.

7.1.4. Effects of the CLT Research Selected Aspects on Students' Motivation and Understanding

This section determines the extent to which research stated aspects can well lead to effective learning and teaching processes in the teaching of linguistics; the subject of concern, and their effects on students' motivation. Results from the teachers' interview reveal that the majority of teachers perceived the perspective of implementing group work, video watching, interaction and classroom discussion positively. They stated that engaging the students in classroom discussions and devoting more time for them to interact with classroom activities that go along with the course objectives can be key elements in their linguistics class.

When discussing passive learning, the teachers claimed that the passiveness of their students in the linguistics session affects them negatively. This notion spreads monotony which, consequently, yields to deficiencies at the levels of course understanding and motivation to learn more about the subject. Their views targeted the importance of student-centeredness and the need to get students involvement to seek knowledge on their own. Active learning and integration of motivational activities serve at the betterment of language teaching, vis a vis, linguistics teaching.

The main interest for the teachers is maintaining motivation and protecting it to guarantee an engaged audience. Interest and enjoyment in the learning process may help in offering a trustful teaching and learning atmosphere. In addition, maintaining positive attitudes towards the linguistics class is as important as protecting and developing them. Results from the

students' questionnaires and test prove that these aspects may well prove positive scores as they were proved to be practical and helpful at the level of students' motivation leading to satisfactory results. Motivation can be supported by stimulating activities that teachers use to facilitate learning and make it more enjoyable. As for the Control Group responses on motivation, students' motivation has been regarded as unstable. They did not express any excitement and motivation towards their class. Besides, their passiveness and demotivation were clear to the extent that they could not even respond to some questions of the questionnaire. In the Experimental group, however, the students' acceptance of the method applied affected their motivation since 84.37% of them agreed that they do feel motivated to know and learn more about linguistics.

7.7.2. Limitations of the Study

Because of a limited number of researches in the field of Linguistics teaching, some practical difficulties were observed. The first problem being unaware about the students' styles and strategies and having no idea about their preferences, it becomes unsystematic forcing all kinds of students to accept the method and work under its aspects.

A second problem was encountered when presenting some videos that require a full equipment of data projector, speakers and window curtains. Moreover, extra-intended classroom tasks took muck more time than they were planned to. Indeed, the students spent the whole time trying to understand, analyse, and do stated tasks which led to the consumption of time particular for other tasks. In that, some tasks were omitted from the lesson because of the timing constraints.

General Conclusion

Learning and understanding Linguistics is regarded as important as the understanding of other university subjects that students need to master. Interest to learn more theoretical subjects such as Linguistics seems to need to be reviewed. This study aimed at making some changes in the teaching of Linguistics using some aspects of the CLT seeking better understanding of the subject in addition to raising the learning motivation of language learners to know more about subject depicting which factors tend to encourage the motivating teaching and learning atmosphere.

On the basis of the stated aim, it was hypothesized that if linguistics is taught through the application of some aspects of the CLT as cooperative learning, interaction, videos and classroom discussion, students will feel more motivated and better involved within the course study.

Prior to the analysis and testing of the hypothesis, a survey of the related literature was given. We started with an overview of various issues concerning foreign language teaching and learning, communicative language teaching and its basic chosen aspects, and various foundations on the teaching of linguistics and innovations in the field. The aim of this research was to lay some background information relevant to the practical details of the present thesis. Our next step consisted in discussing the experimental design of the present study by describing the three data collection procedures used in the study: a teacher’s interview, a students' test and questionnaires.

In order to check the validity of the hypothesis, it was proceeded for a qualitative and quantitative investigation by adopting a triangulated approach via the three research instruments. The combination of the three research instruments led not only to accurate and valid data on the learners' understanding of linguistics under the selected method, but also the determination of their motivation towards learning linguistics with the possibility of accepting

the aspects as basic techniques for teaching linguistics on the part of the teachers. The aim behind testing the students has been to evaluate their progress in the linguistics courses, their understanding and ability to use linguistics knowledge appropriately eliciting correlations and differences between the Experimental and the Control Group results. In addition to that, the questionnaires were distributed to depict the students' attitudes towards the implemented teaching techniques and their motivations towards their linguistics session with a reference to the impact of the role of their teachers on their knowledge accumulation. Teachers' interview, however, aimed at detecting the teachers' teaching techniques and strategies that they tend to use during their linguistics courses, besides their willingness to alter changes in their teaching beliefs and methods.

The tests data were statistically analyzed. Results of the tests contributed in drawing decisive evidence that 68.74% of the respondents in the Experimental Group showed an advanced level of understanding while answering. The respondents in the Control Group, however, seemed to fail to attain the test tasks objectives with a 59.35% of wrong answers.

Furthermore, the students' answers to the questionnaires introduced a great deal of reliable indications about the efficiency of the implemented aspects on their knowledge accumulation and motivation during the Linguistics course. Besides, their perceptions to their teacher's role in the classroom advocate that teaching requires much more than lecturing. It stands for the multiple role nature that teachers are demanded to act within the teaching context for the reason of ensuring the students' capturing of a quality education yielding to effective teaching. In a nutshell, the students were affected by the way they were taught Linguistics in the two groups.

The results of the teachers' interview show that 80% of the teachers tolerated the changes that were introduced through the given research. They transmitted their positive perceptions

towards making a shift from a teacher-centred classroom towards more actively engaged students to ensure better learning conditions.

The bottom line is that when an innovative methodology is developed in favor of making Linguistics courses more flexible, lively and active, through a more motivating and inductive way through the integration of some video watching, pictures, cooperative learning. It becomes easier for both teachers and their learners to become creative and challenging. The research has been conducted to identify the ***urgency*** of making some changes on the Linguistics teaching method so that students can benefit more from the program from across the different levels of their tuition.

Results gained from the research show that the new teaching method implemented is accepted and effective. The results of students' questionnaire and tests with the teachers' answers to the interview answer the research questions and consequently, allow saying that the hypothesis is confirmed.

For recommendations, a future work can include the incorporation of extra aspects like teaching Linguistics through the e-learning teaching strategy. On the basis of video watching, online video teaching; e-learning, is creative. In this line, many teachers directed their teaching to the e-learning strategy for teaching many subjects like 'Grammar, Oral Expression and Literature'Studies showed the value of e-learning and the extent to which it helps in raising students' motivation and learning willingness. For this, a study can cover the effects of the use of e-learning on students' understanding and motivation towards linguistics learning.

A future research project is the inclusion of Oral presentations in a Linguistics class. This study is well expected to help students become an engaged audience may well raise their motivation and willingness to learn more about Linguistics across he different levels

Furthermore, the importance of the initiative teaching courses of linguistics to freshmen stuents of English lead to a basic area of enquiry that is the *reading list project*. It aims at

providing students with online-accessible and regularly updated reading lists that the instructors recommend as a part of the course. In this vein, the measures accompanying the *reading list project* will help acquire library stock in time for learning and teaching as well as increasing student engagement and, thus, enhancing learning and teaching at the university level.

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Appendix I

Teachers' Interview

Section One: General Information about the Teacher

1. **How long have you been teaching linguistics at the University?**

   .....

   .....

   .....

2. **Students of which level did you use to teach?**

   .....

   .....

   .....

Section Two: Teachers' Pedagogy and Methodology in Teaching Linguistics

3. **As teaching linguistics to first year English students, could you tell me what does your teaching practice look like? Could you describe one or two of your lessons?**

   .....

   .....

   .....

   - Some questions can be asked during teacher's answering.

4. **Would you describe your philosophy of teaching?**

   .....

   .....

   .....

5. **Do you think that your students feel interested towards your linguistics course?**

   .....

   .....

   .....

6. **How do you engage your students in your class, referring to the fact that they are newly exposed to the linguistics subject?**

.....

.....

.....

7. **Do you ever design materials other than the course book to introduce new concepts in linguistics?**

.....

.....

.....

Section Three: the Implications of the CLT in Teaching Linguistics

8. **CLT has been of the innovative methods that most of modern teachers use or let's say they pretend that they are using. It has been integrated in the teaching of many subjects like grammar and oral expression, have you ever experienced it in your class (linguistics course)?**

.....

.....

.....

9. **If no, what do you think of uttering some changes at the level of the method you are using for teaching linguistics?**

.....

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.....

10. **If yes, could you tell me when did you first experience it?**

.....

.....

.....

11. **What is your understanding about this teaching methodology and if it is practical for teaching?**

.....

.....

.....

12. **What about the integration of videos, pictures, peer interaction, group work in the linguistics course, is it efficient?**

.....

.....

.....

13. What is your role in your class?

.....

.....

.....

14. Do your students play an active or a passive role in the linguistics course?

.....

.....

.....

15. Do not you think that converting students' passiveness to activeness through the application of some aspects of the CLT (like: group work, videos, interaction and self-independency) would create the notion of liveliness that calls for students' total involvement in the classroom?

.....

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.....

Section Four: Teacher Relationship with Students

16. What is the nature of the relationship between you and your students in the classroom?

.....

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17. How can you make sure that students have grasped all have been introduced at the end of a learning session?

.....

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18. How would you individualize instruction for students?

.....

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.....

19. **In addition to tests and examinations, what procedures do you use to evaluate learners' progress?**

.....

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20. **How do you respond to students' questions in the classroom?**

.....

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.....

21. **How do you challenge a slow learner and an advanced learner in one class?**

.....

.....

.....

22. **Do you offer discussion space in the course for students to exchange ideas between you and them, and between each other?**

.....

.....

.....

Appendix II: Students' Pilot Questionnaire One

Dear students,

You are invited to answer the following questionnaire that aims at determining the effectiveness of the use of some communicative aspects for a better linguistics instruction and understanding. We would be grateful if you could tick the options that correspond with your response sincerely.

Q1. were you used to have positive attitudes towards linguistics?

yes ◯ no ◯ don't know ◯

Q2. If No, do you think the way you have been taught affected your attitudes positively?

yes ◯ no ◯

Q3. Does the way you have been taught helps you better understand the course elements?

yes ◯ no ◯ somehow ◯

Q4. Do you feel motivated to learn more about linguistics?

yes ◯ no ◯ somehow ◯

Q5. Do you feel excited to attend a linguistics course?

yes ◯ often ◯ no ◯

Q6. How can you describe your relationship with your teacher?

friendly ◯ guide ◯

Q7. Do you think that the nature of the relationship with your teacher … your ability to learn?

hinders ◯ helps ◯

Q08. How do your teacher respond to your wrong answers?

aggressively ◯ welcomingly ◯ ignorantly ◯

Q09. Do you think that knowledge is effectively transmitted by your teacher?

yes, always ◯ often ◯ never ◯

Q10. How do you describe your linguistics learning process?

interesting ◯ effective ◯ boring ◯

Q11. Do you feel free to ask for clarifications and express your opinions in the linguistics course?

yes ◯ no ◯

Q12. How engaged were you in the course?

totally engaged ◯ not engaged ◯

Q13. During a linguistics course, are you?

totally engaged ◯ partially engaged ◯ not engaged at all ◯

Q14. Do you consider that being responsible for your own learning helps you develop an ability for searching and sharing knowledge?

yes ◯ no ◯

Q15. Do you ever feel stressed when you are asked to solve course related problems in the linguistics class?

◯ ◯

yes often ◯ no

Q16. Did your teacher apply various activities in the linguistics course?

always ◯ often ◯ never ◯

Q17. If yes, how did you perceive the classroom activities?

interesting ◯ helping ◯ boring ◯

Q18. How would you describe the linguistics classroom activities to a friend?

helpful ◯ motivating ◯ hindering ◯

Q19. Would you like to do more activities of this kind?

yes ◯ no ◯ not always ◯

Q20. Are you a visual learner?

yes ◯ no ◯

Q21. How do you see the integration of videos in a linguistics class?

useful ◯ useless ◯

Q22. Did you find it interesting?

yes ◯ no ◯

Q23. Do videos help you understand more the subject?

yes ◯ no ◯

Q24. Would your perceptions of linguistics positively develop if you have been exposed to more video watching?

yes ◯ no ◯

Q25. Do you learn more and better when you work …?

in groups ◯ individually ◯

Q26. Do you feel interested in sharing your ideas, experiences, and feelings with your classmates?

yes ◯ no ◯ often ◯

Q27. To what extent do interaction and group work help you ~~to~~ obtain an effective understanding of the material?

large ◯ average ◯ weak ◯

Q28. Does working in groups leads to a better understanding of the different course elements?

always ◯ often ◯ never ◯

Thank you for your collaboration.

Appendix III: Students' Questionnaire One

Dear students,

You are invited to answer the following questionnaire that aims at determining the effectiveness of the use of some communicative aspects for a better linguistics instruction and understanding. We would be grateful if you could tick the options that correspond with your response sincerely.

Q1. Did you use to have positive attitudes towards linguistics?

yes ◯ no ◯ don't know ◯

Q2. If No, do you think the way you have been taught affected your attitudes positively?

yes ◯ no ◯

Q3. Does the way you have been taught helps you better understand the course elements?

yes ◯ no ◯ somehow ◯

Q4. Do you feel motivated to learn more about linguistics?

yes ◯ no ◯ somehow ◯

Q5. Do you feel excited to attend a linguistics course?

yes ◯ often ◯ no ◯

Q6. How can you describe your relationship with your teacher?

friendly ◯ guide ◯

Q7. Do you think that the nature of the relationship with your teacher … your ability to learn?

hinders ◯ helps ◯

Q08. How do your teacher respond to your wrong answers?

aggressively ◯ welcomingly ◯ ignorantly ◯

Q09. Do you think that knowledge is effectively transmitted by your teacher?

yes, always ◯ often ◯ never ◯

Q10. How do you describe your linguistics learning process?

interesting ◯ effective ◯ boring ◯

Q11. Do you feel free to ask for clarifications and express your opinions in the linguistics course?

yes ◯ no ◯

Q12. During a linguistics course, are you?

totally engaged ◯ partially engaged ◯ not engaged at all ◯

Q13. Do you consider that being responsible for your own learning helps you develop an ability for searching and sharing knowledge?

yes ◯ no ◯

Q14. Do you ever feel stressed when you are asked to solve course related problems in the linguistics class?

yes ◯ often ◯ no ◯

Q15. Did your teacher apply various activities in the linguistics course?

always ◯ often ◯ never ◯

Q16. If yes, how did you perceive the classroom activities?

interesting ◯ helping ◯ boring ◯

Q17. How would you describe the linguistics classroom activities to a friend?

helpful ◯ motivating ◯ hindering ◯

Q18. Would you like to do more activities of this kind?

yes ◯ no ◯ not always ◯

Q19. Are you a visual learner?

yes ◯ no ◯

Q20. How do you see the integration of videos in a linguistics class?

useful ◯ useless ◯

Q21. Did you find it interesting?

yes ◯ no ◯

Q22. Do videos help you understand more the subject?

yes ◯ no ◯

Q23. Do you learn more and better when you work …?

in groups ◯ individually ◯

Q28. Do you feel interested in sharing your ideas, experiences, and feelings with your classmates?

yes ◯ no ◯ often ◯

Q25. To what extent do interaction and group work help you ~~to~~ obtain an effective understanding of the material?

large ◯ average ◯ weak ◯

Q26. Does working in groups leads to a better understanding of the different course elements?

always ◯ often ◯ never ◯

Thank you for your collaboration.

Appendix IV: Students' Questionnaire Two

You are invited to fill in the following questionnaire and provide us with your opinion about your linguistics teacher's role and behaviour in the classroom. Please, put a cross (×) in the in the space that corresponds to your response. We will be thankful if you answer honestly. Your answers will be anonymous and only your opinions are what we call for. Your answers will contribute greatly to the achievement of this research work.

Thank you for your collaboration.

Group: ……

	Never **0**	Rarely **1**	Often **2**	Always **3**
1.The teacher talks enthusiastically about her/his subject				
2.The teacher trusts us				
3.The teacher seems uncertain about the delivered knowledge				
4.The teacher explains things clearly				
5.If we do not agree with the teacher, we could talk about it				
6.The teacher holds our attention in the course				
7. the teacher uses motivating activities				
8.The teacher helps us with our work				
9.The teacher's class is pleasant				
10.The teacher is friendly				
11.The teacher realizes when we don't understand				
12.The teacher assists student-to-student talk				
13.The teacher provides group work activities				
14.The teacher praises positive behaviour				
15.The teacher supports interaction				
16.The teacher acts actions when we find them difficult to understand literally				
17.The teacher is keen to keep the course live				

Appendix IV: The Linguistics Teaching Cards

Teaching Card

Level: 1st Year / Group: 03

Semester: 1st Semester

Lesson: What Is Language?

Objective: - To have an idea about the theories of language.

- To generate some definitions about "language" and its relationship with communication.

Lesson Plan				Observations
Strategies and Procedures				
Time	Aim	Focus	Procedure	
10 min	*Students will be able to get engaged within the course	Ss – Ss	**Who am I game** T asks some students to stand in front of their class and put some pictures on their heads. The rest of students are said to • Look at the pictures; • Describe them; • Determine what is common between them • Interact with their answers. Pic 01 Pic 02 Pic 03 Pic 04 Pic 05 **Key:** Students' answers may vary, *** Language / Communication	

15 min 25 min 10 min	*Ss will be able to generate definitions of the concept "**language**" Students will be able to act out role plays to understand a linguistic feature. Students will be able to analyse and interpret their understanding in a linguistics course.	Ss- Ss T – Ss T - Ss	**Task One:** -T asks students to brainstorm any ideas that have a relationship with language. -Ss start brainstorming **Key:** (possible answers) Speaking ıtion words Language sounds interaction **Task Two** The teacher: • Writes a sentence on the board (would you give me a cup of tea, please!) • Puts a table and a chair in front of the class assuming a coffee setting • Asks two students to perform a short role play depending on given cards. -The rest of the class are to concentrate. -Teacher asks some questions. **Cards** **The client:** act out the sentence on the board. **The server:** react to your client's request. **Questions** • What is the sentence composed of? • What does the sentence function like? • What is the server supposed to do? -Ss try to answer the different questions and interact. **Key** • It is composed of modal, subject, verb, … • It functions as a request. • He should interact and serve his client a cup of tea. **Information I** -Teacher drives students' attention to their answers and match them with corresponding theories, • When we refer to word class we refer to **"structure"** • A request serves as a language **"function"** • The server's act is **"interaction"** -Teacher highlights the three language theories, structural, functional an interactional theory. **Task Four** -Teacher divides students into groups of five. -Teacher asks students to work out definitions to the	

30 min	Students will be able to produce definitions of some newly encountered concepts of their own.		three definitions. -Ss start working. -Teacher responds to students' questions from time to time, -Teacher asks students to read their definitions to the class. -A discussion will be made -An agreed definition is to be taken as an example. Assessment Informal, based on students' oral responses in first activity and written and oral responses in second activity. **Key:** ***The structural view*** It sees language as a linguistic system made up of various subsystems: from phonological, morphological, lexical, etc., to sentences. Each language has a finite number of such structural items. To learn a language means to learn these structural items so as to be able to understand and produce language. ***The functional view*** It sees language as a linguistic system but also as a means for doing things. Most of our day-to-day language use involves functional activities: offering, suggesting, advising, apologizing, etc. Therefore, learners learn a language in order to be able to do things with it. To perform functions, learners need to know how to combine the grammatical rules and the vocabulary to express notions that perform the functions. Examples of notions are concept of present, past & future time; the expressions of certainty and possibility; the roles of agent and instrument within a sentence; and special relationships between people and objects. ***The interactional view*** It considers language as a communicative tool, whose main use is to build up and maintain social relations between people. Therefore, learners not only need to know the grammar and vocabulary of the language, but as importantly they need to know the rules for using them in a whole range of communicative context.	By the end of the course, the teacher asks students to read more about the coming lesson elements.

Teaching Card

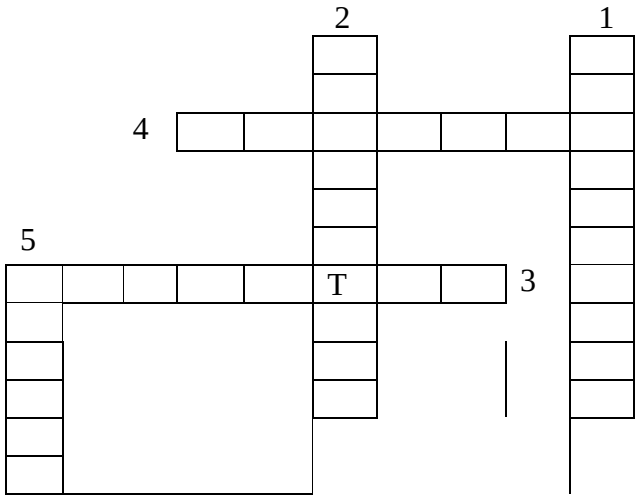
Level: 1st Year / Group: 03

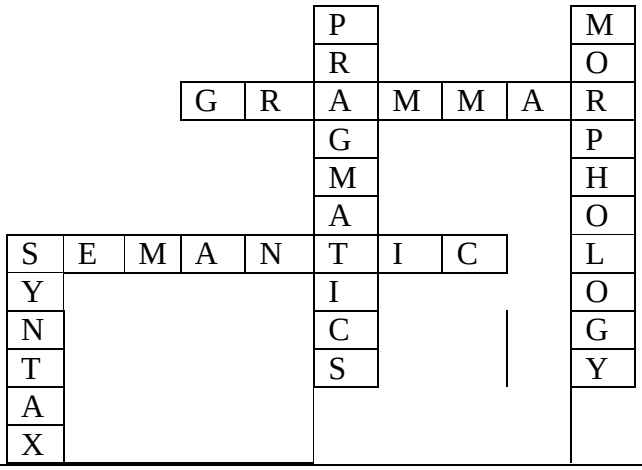
Semester: 1st Semester

Lesson: What Is Language? __ Language as a Rule-Governed

Objective: - To have an idea about the theories of language.

- To generate some definitions about "language" and its relationship with communication.

Lesson Plan				Observations
Strategies and Procedures				
Time	Aim	Focus	Procedure	
10 min	*Students will be able to read and look for a specific linguistic information	Ss - Ss	The Crossword game: **Instruction** Read the cards below and use the letters in bold and italics to fill in the following crossword:  1- The ***ph***il***o******s******o***ph***y*** of ***l***angua***g***e formation ***r***eally seems t***o*** be co***m***plex 2- If ***s***he ***p***roves to ge***t*** my intent***i***on, then, she ***c***an be a ***g***re***a***t co***m***munic***a***to***r***. 3- ***S***ometimes, u***n***derstand***i***ng what oth***e***rs superfi***c******i******a***lly ***m***ean is no***t*** enough 4- When, you for***m*** cor***r***ect sentences, then, I m***a***y ***g***et ***m***uch of you***r*** s***a***yings. 5- When i***t*** comes to ***s***entence form***a***tion, thi***n***gs ma***y*** not get easier but comple***x***.	

			Key  	
15 min 15 min	*Ss will be able to express themselves in a linguistics course through self-collected information. Students will be able to analyse sentences linguistically.	Ss- Ss - T T – Ss	**Task Two** Teacher asks students to interact using the notes they brought with them about the highlighted areas of study in the previous task. Ss start participating. Teacher points out some students to express their notes out. A discussion will be made. Teacher writes an example on the board. Teacher starts driving students' attention to how the language areas work. Teacher asks students to work in pairs and do the instructions. • Identify the word class in the first sentence. • What does the final /s/ in /girls/ imply? • Is Sarah's response meaningful? Why did she use the expression underlined in the example. Is the weather really hot!! Teacher asks students to work in groups and work out definitions to the different language areas. Teacher gives students time for answering. Assessment	

20 min	Students will be able to analyse and interpret their understanding in a linguistics course.	T - Ss	Informal, based on students' oral responses in first activity and written and oral responses in second activity. Key: • SV. adv. adj. • The plural form • Yes, it is • She may have used the underlined expression for various reasons (feeling shy, asking to open windows, etc.) **Information 1** Teacher explains the relationship between the example and the language areas asking students to add extra examples whenever possible. The teacher states that: It is commonly held that language is **rule governed**, i.e., there exists a number of rules that control (command, direct) the language used by individuals of a particular speech community.	
10 min	Students will be able to produce definitions of some newly encountered concepts of their own.		***An acting break*** After a deep explanation, the teacher asks students to work in groups and satisfy the following instructions • Write a dialogue in which you determine the different rules that govern the expressions you used. • Act out the dialogue in front of your class. Assessment Informal, based on students' oral responses in first activity and written and oral responses in second activity. Key: Teacher watches the dialogues performed and ask students to take notes of any errors to open a discussion by the end.	
20 min	Students will be able to produce and work out academic definitions themselves.		**Task 03** Depending on what we have seen in today's lesson, in groups, work out definitions for the different language areas, namely Grammar (Morphology and Syntax), Pragmatics and Semantics. **Key** **1.Grammar**: (language form) a system of rules which govern the communication between	

			members of a particular speech community. Three subfields can be **a. Morphology:** is the scientific study of forms and structure of words in a language. **Morphology:** is the study of words' structure and from; one thing to consider is what a word is? **b. Syntax**: the way how people combine words to form sentences (the study of sentence formation) **c. Phonology:** is the scientific study of language sounds in a given language. **2.-Semantics**: (language meaning), the study of language meaning and is concerned with who language employ logic and real-world references to convey, process and assign meaning and resolve ambiguity. (How meaning is inferred from words and concepts). **3.Pragmatics**: (language in context) the study of how utterances are used in communicative acts and the role played by context and non-linguistic knowledge in the transmission of meaning.	

Level: 1st Year / Group: 03

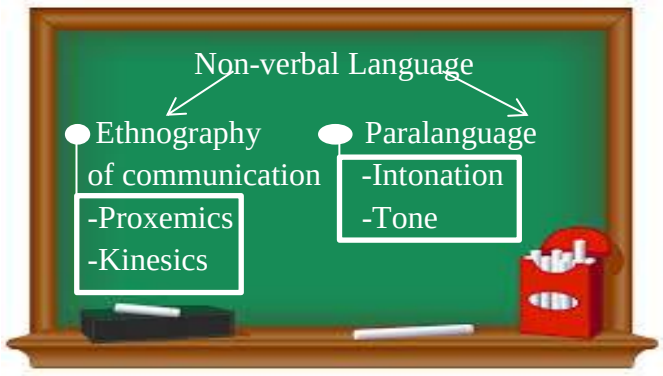
Semester: 1st Semester

Lesson: What Is Language?

Objective: - To have an idea about the theories of language.

- To generate some definitions about "language" and its relationship with communication.

Lesson Plan				Observations
Strategies and Procedures				
Time	Aim	Focus	Procedure	
10 min	*Students will be able to focus an interpret what they notice	Ss – Ss	**Watch and interpret** **Teacher** asks students to watch a video and comment on it. **Ss.** Watch and take notes The video takes 4.41 minutes. **Teacher** opens a discussion space about what students noticed. **Teacher** writes some of students' answers on the board. **Ss.** Answers may vary **Key** 	
15 min 25 min	*Ss will be able to take necessary notes	Ss- Ss T – Ss	**Task One** **Teacher** directs students' attention to the linguistic feature of VERBAL communication. **Teacher** sets examples from real life situation and act them out to the class. **Ss** think of extra examples to interact with. **Teacher** sets the definition of verbal communication. He states that: "it is the use of words to communicate (note carefully that, in language studies, the term verbal means 'expressed in words, either spoken or written) **Teacher** posts some pictures on the board to get students understand what exactly is a verbal communication	

10 min 30 min	Students will be able to find out the difference between erba and non-verbal language Students will be able to understand some fields that study non-erbal communication.	T - Ss	 **Teacher** makes sure that students got the idea that any words written or spoken are considered as verbal language. **Task Two** **Teacher** asks students to see a series of pictures. **Ss.** comment. **Teacher** explains the nature of the pictures **Teacher** identifies the new language form which is the "non-verbal language" **Teacher** asks students to come with a definition for a non-verbal language. **Ss.** interact **Teacher** corrects mistakes and states that non-verbal communication is any aspect of communication which does not involve words. **Teacher** draws a diagram on the board to help students, particularly, visual learners understand better.  **Teacher** explains that the non-verbal language is treated under two rubrics as stated on the board. **Information 1** **Ethnography of Communication** is the study of the norms of communication in a speech community, including verbal or non-verbal languages.	

	Students will be able to interpret pictures to understand some linguistics notions like Haptics, oculesics and proxemics.		As for the non-verbal language, it can occur through many sensory channels. Among which, the following can be stated. **Before explaining** **Teacher** asks students to work in groups. **Teacher** writes the two fields under the first study as shown in the board above. **Teacher** posts extra pictures, each represents one different field. **Teacher** asks students to do the following • Put pictures that have similar characteristics together • What is common between each? • Express each group of pictures with a word **Ss.** r given a time to work on the pictures Assessment Informal, based on students' oral responses in first activity and written and oral responses in second activity. **Key** • (1-2) – (3-4-6) – (5) • Focus on eyes, focus on distance, focus on touching • Sight, touch, and distance **Teacher** bases on students' answers developing them to reach the lesson point. Touching __ HAPTICS } KINESICS Sight __ OCULESICS } Distance __ PROXEMICS	By the end of the course, the teacher asks students to read more about the coming lesson elements.

	Students will be able to understand other fields dealing with non-verbal language which is paralanguage and its non-linguistic variables (intonation and tone).		**Teacher** asks students to work out definitions for the new concepts in hand. **Ss**. work in groups Time for discussion Student-student-teacher interaction **Teacher** tries to explain the different fields giving extra examples (from the classroom maybe) **Ss**. take notes **Teacher** moves to the second study "Paralanguage" **Teacher** explains the course element **Ss**. take notes. **Teacher** explains that Paralanguage is for vocal but non-verbal behavior. When we communicate we make use of strictly non-linguistics variables like • Intonation: the rise and fall of the voice in speaking, especially as this affects the meaning of what is said. • Tone: the manner or spirit in which an event is performed (serious vs mock; happy vs angry, etc.) **Teacher** asks students for a homework to prepare some dialogues and role plays where verbal and non-verbal communication is revealed	

Teaching Card

Level: 1st Year / Group: 03

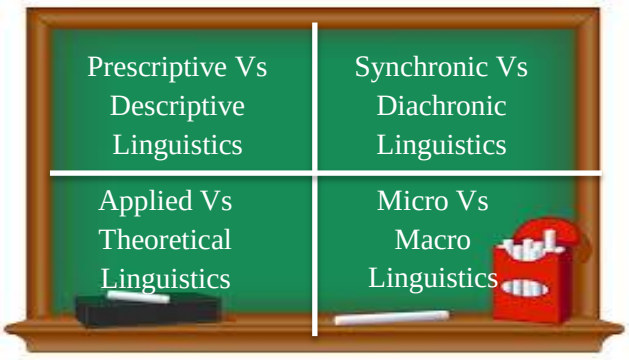
Semester: 1st Semester

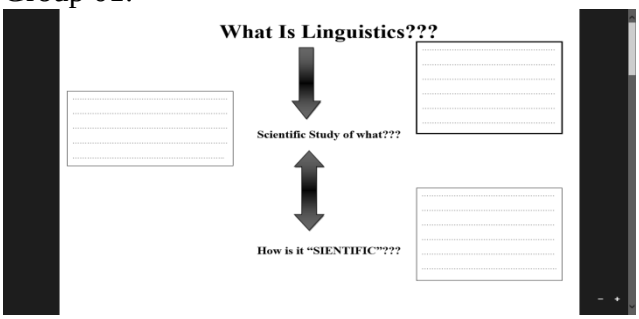
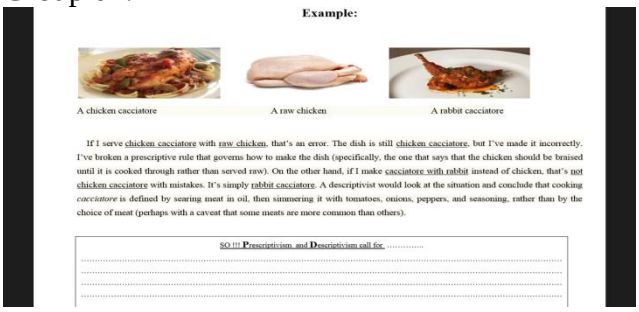
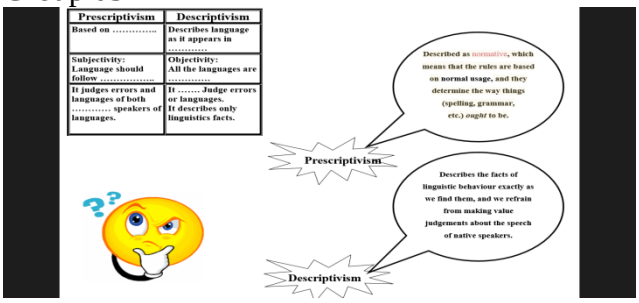
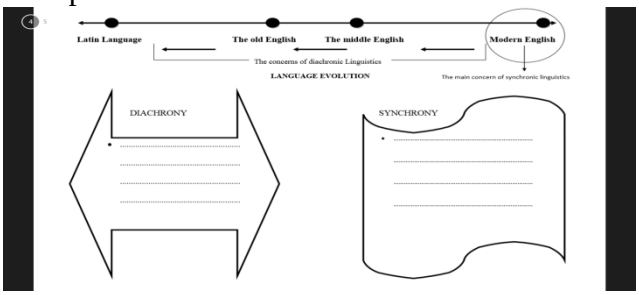
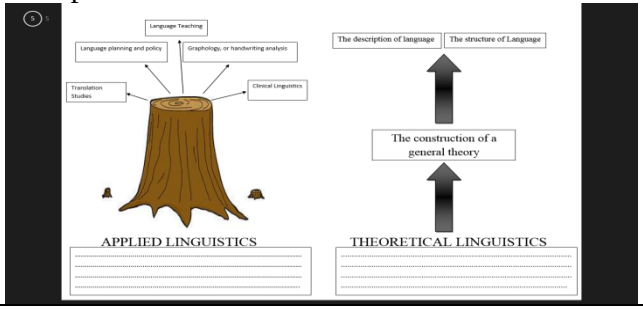
Lesson: What Is Linguistics

Objective: - To have an idea about the field of linguistics

- To learn more about the importance of studying linguistics

Lesson Plan				Observations
Strategies and Procedures				
Time	**Aim**	**Focus**	**Procedure**	
20 min	*Students will be able to highlight information about what is linguistics.	T - Ss	At the beginning of the course, the teacher raises the question of "what is linguistics?" It seems obvious for students to answer that linguistics is the scientific study of language. But … Teacher writes the definition of linguistics as students state it. ***Linguistics is the scientific study of language*** Teacher underlines the term scientific and raises other questions • How is it scientific? • Does it have a relation with science as such? Teacher asks students to interact and find answers to the questions. Ss. try to interact Teacher simplifies things more • When do we say that something is scientific and is not? Ss. interact and teacher comment Teacher opens a discussion Assessment Informal, based on students' oral responses in first activity and written and oral responses in second activity. **Key** Linguistics is scientific in the sense that the study of language must be subjected to the scientific processes of observation, data collection, formulation of hypothesis, analysis of data and formulation of theory based on the structure of the language.	
30 min	*Ss will be able to get the scientific notion of a linguistic study.	T	**Step One** Teacher offers students some cards which include some studies of language to understand how is the study of linguistics scientific	

		T	 1) Observe some interesting, unexplained phenomenon, like the consistent patterning of some sounds or some words, in a language 2) Make some hypothesis, often in the form of a model or a modification to an existing model. This may involve the introduction of some phonological constraint, or some Minimalist transformation. 3)Test that model against all other languages to see if it accounts for all the relevant patterning observed in these languages
10 min	Students will be able to understand the importance of studying linguistics	T	Teacher keeps explaining the term linguistics and prepares students for the coming tasks. **The Iimportance of Studying Linguistics** Teacher divides the board into four (04) parts. Within each part the teacher write a dichotomy.
		T – Ss	
30 min	Students will be able to analyse and interpret their understanding to come out with	Ss-Ss	Teacher **states that linguistics consists of dichotomies** Teacher divides students into groups. Teacher provides each group with a differing card. Teacher asks students to fill in the blanks with

	conclusions		appropriate information. Every group is responsible of his information to present it afterwards in front of the class. Ss. start working on the cards The cards are as follows Group 01:  Group 02:  Group 03  Group 04  Group 05  	By the end of the course, the teacher asks students to read more about the coming lesson elements.

20 min 10 min 30 min			Teacher keeps moving around students to help them out when necessary. Ss. keep focusing and making use of each other's comments to do the task. After the work is done Teacher asks the first group to state what they can get from their card. Students go up to the stage and start explaining Teacher open discussion and tries to correct mistakes when necessary. The rest of Ss. interact with questions or clarifications Teacher works out a definition on the basis of students' right responses. The same is being applied with the rest of cards and dichotomies. Assessment Informal, based on students' oral responses in first activity and written and oral responses in second activity. **Key** **1. Prescriptivism [i] :** The view that certain linguistic forms and usages (of native speakers) are good and should be encouraged, while others are bad and should be stamped out. **2. Descriptivism:** The policy of describing languages as they are found to exist. In a descriptivist approach, we try to describe the facts of linguistic behaviour exactly as we find them, and we refrain from making value judgements about the speech of native speakers. A famous example concerns the so-called split infinitive. For generations, virtually all English-speakers have spontaneously said things like "*She decided to gradually get rid of this bad habit*". Here the sequence ***to gradually get rid of*** is the 'split infinitive'. Many prescriptivists have condemned this usage, on the supposed ground that ***to get*** is a single verb-form, the 'infinitive', and therefore 'logically' cannot be split up. Such people typically insist instead on something like "She decided gradually to get rid of…". But this is all wrong. ➢ First, the proposed 'correction' is badly misleading: it suggests that it is the decision which is gradual, rather than the disposal. ➢ Second, the sequence ***to get*** is not an	

			infinitive. The true infinitive here is ***get***, while ***to*** is nothing but a linking particle. The adverb ***gradually*** logically belongs next to ***get rid of***, and that's where native speakers normally put it. **1. Synchrony:** In a synchronic approach to describing a language, we focus on that language at one moment in time and describe it as we find it at that moment (a sort of 'snapshot' of the state of the language). This need not be the present moment: we can equally construct a description of present-day English or of Shakespeare's English. **2. Diachrony:** The diachronic study of language may be approached by comparing one or more languages at different stages in their histories. **1. Theoretical Linguistics:** The goal of theoretical linguistics is the construction of a general theory of the structure of language or of a general theoretical framework for the description of languages. **2. Applied Linguistics** is the application of the concepts and methods of linguistics to any of various practical problems involving language. There are many subjects that are dealt with under the umbrella of applied linguistics, for example: • Language Teaching. • Language Planning & Policy. • Translation Studies. • Graphology , or handwriting analysis, **1. Micro-linguistics:** is generally considered as core linguistics since it is concerned with the basic components of language (sound, form, and meaning). In a microlinguistic study, language is viewed as a system in itself, within itself, and for itself independently of any other consideration of non-linguistic or extra-linguistic factors. **2. Macro-linguistics:** According to the macro-linguistic view, languages should be analyzed with reference to their social function - Various areas within macro-linguistics have been given terminological recognition. • Psycholinguistics: Psycholinguistics is the study of the psychological and neurobiological factors that enable humans to acquire, use, and understand language. • Sociolinguistics: The branch of linguistics	

			which studies the relation between language and society. • Pragmatics: The branch of linguistics which studies how utterances communicate meaning in actual use. • Anthropo-linguistics: The study of the relation between language and culture. • Semiotics: The study of the social production of meaning from sign systems.	

Teaching Card

Level: 1st Year / Group: 03

Semester: 1st Semester

Lesson: The Domains of Linguistics

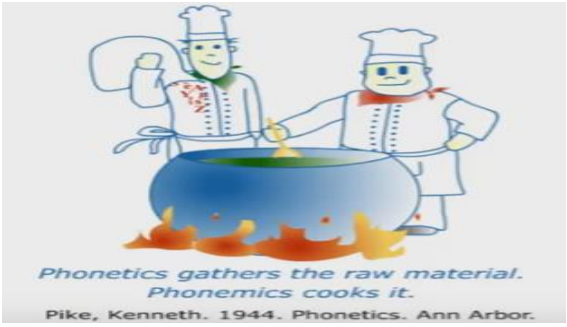
Objective: To understand the systematic patterning of sounds in human language, namely;

Phonology

Lesson Plan				Observations
Strategies and Procedures				
Time	Aim	Focus	Procedure	
15 min	*Students will be able to identify remarks for some written words	T - Ss	Task One: Teacher writes some words from different languages on the board Ss. read the words silently Teacher asks students to read out the words on the board Ss. read the words Teacher asks students to observe any remarks in the order of letters in each word Ss. start to interact Teacher helps students until they can get the point Key Some words are cvc, ccv, & cccv It is not the case for all the languages, The Arabic language, for e.g. has only the order of cvc	
15 min	*Ss will be able to test their phonological awareness	T- Ss	Task Two Teacher asks students to close their eyes and listen to some letters, if they correspond to the order stated in the previous task, they utter the word before she finishes it, if not, they ask her to stop. Teacher starts uttering the sounds	

25 min	Students will be able to make use of their notes to interact and work out definitions on their own	T – Ss	The words are Smuggling _ shklinh _ smart _ planning _ jrump Key: Words 1-3-4 well-built words But, 2-5 are not in a good order, so they are not words Information I English sounds can be grouped to form words. These sounds can be either in the order of cvc, ccv, cccv but not ccccv. Step Two Teacher writes the term Phonology on the board and asks students to interact stating some definitions they could get in their research. Ss. state definitions Teacher helps students and tries to work out an outstanding definition basing on students' definitions Key: **Phonology**: the branch of linguistics which studies the structure and systematic patterning of sounds in human language.	
15 min	Students will be able to recognize some new concepts through examples	T - Ss	Teacher explains the field of phonology and gives some examples Examples The final /ed/ in regular words The sound /d/ is referred to as a phoneme The /l/ in hill is referred to as a phoneme	
10 min	Students will be able to analyse examples and interpret their analysis intou rules	T – Ss	Teacher asks students basing on the given examples, what is a phoneme? Ss's answers my vary, Teacher directs students until they get the right answer. T explains and gives extra examples. Step Three Teacher writes three verbs on the board [finished _ loved _ completed] Teacher asks students to read the verbs out and identify their /ed/ ending Ss identify the final /ed/ in each of the stated verbs.	
10 min	Students will be able to master rules through extra examples	T – Ss	**<u>Key</u>** Finished /t/ _ loved /d/ _ completed /id/ Teacher states that the sounds /t/, /d/ and /id/ are allophones of the same phoneme /d/. Extra examples: Kill and let _ poon and spoon _ puts and reads Teacher explains the /l/ in 'kill' and 'let' is	

20 min 15 min	Students will be able to determine differences in articulation of the same phoneme. Students will be able to look for differences between related fields.	T- Ss T – Ss	pronounced differently, /l/ in kill is dark, but, in let is light, So, light /l/ and dark /l/ are allophones of the phoneme /l/. The /p/ in 'poon' and 'spoon' is pronounced differently, /p/ in poon is aspirated (p+h) but in 'spoon' is not. So, the aspirated /p/ and non-aspirated /p/ are two allophones of the same phoneme /p/ • The phoneme /p/ is realized as an aspirated p (the phone [pH]) at the beginning of a word or between a weak vowel and a stressed vowel. • It is realized optionally as an unreleased (inaudibly released) p (the phone [p|] word finally • It is realised as an ordinary voiceless (un- or weakly- aspirated) stop after /s/ and elsewhere. The /s/ is puts and reads is pronounced differently /s/ in 'puts' is pronounced as /s/ /s/ in 'reads' is pronounced as /z/ So, /s/ and /z/ are two allophones of /s/. **Task Three** Consider the following words: 'pit', 'spit' • Broad and Narrow transcriptions •'Line drawings' showing differences in articulation. **Key** 'pit' /pit/ [p'h'it'h'], [»p'h'it] 'spit' / [»spit'h'], [spit], [»spit] **N.B**: /p, t, k/ always aspirated at beginnings of words in stressed syllables (always). Never aspirated after /s/. Variable word finally, often with inaudible release ('unreleased') **Step Four** T. writes the term "phonology Vs phonetics" and raises the question of the difference between both fields. • What is phonetics, • How is it different from phonology since both deals with language sounds? Teacher doesn't get students feel confused, by this type of questions, she raises her students' motivation and interest towards the quiz. **Phonology Versus Phonetics** "phonetics provides the raw material, phonology cooks it"	By the end of the course, the teacher asks students to read more about the coming lesson elements.

<table>
<tr>
<td>25 min</td>
<td>Students will be able to watch videos for the purpose of drawing definitions and differences</td>
<td>T – Ss</td>
<td>
Teacher helps students with a famous saying so that they can elicit some points of differences.


Teacher states that phonetics studies speech in general and provides the general material; that is speech sound in all the languages. However, phonology uses this material to discover new patterns, formulate rules or to investigate the principles governing the sound system of a particular language.
What Does this Mean?
Teacher gets students watch a video and interact
https://www.youtube.com/watch?v=61xIUzoMTTk
Ss. watch the video and then interact stating the difference between the two.

Teacher helps students with some clues and states some explanations
<u>Key</u>
Because phonology is often confused with phonetics, a distinction must be drawn between the two terms.
<table>
<tr><th>Phonology</th><th>Phonetics</th></tr>
<tr><td>Abstract aspect of sounds</td><td>Physical aspect of sounds</td></tr>
<tr><td>studies the phonemes (phonemic transcription adopt / /)</td><td>Studies the production & perception of sounds adopt [ ]</td></tr>
<tr><td>Is about establishing the phonemes in a given language</td><td>Some subcategories: Articulatory, acoustic and auditory.</td></tr>
<tr><td>Eg. those sounds that can bring a difference in meaning between two words.
bat - pat</td><td>Eg. the study of the production of speech sounds by the articulatory and vocal tract by the speaker</td></tr>
</table>
</td>
<td></td>
</tr>
</table>

30 min	Students will be able to depend on their understanding to work out definitions for linguistic concepts	Ss – Ss	had - hat | dental – vocal … **Task Four** Teacher divides the students into groups and asks them to work out definitions for the different elements in the course to make sure that they have understood it. Ss. may ask for any clarifications if they are in need to. After writing definitions, Ss start to interact with the ideas they got. A discussion is opened. **Assessment** Informal, based on students' oral responses in first activity and written and oral responses in second activity. **Key** **1. Phonology:** The branch of linguistics which studies the structure and systematic patterning of sounds in human language is referred to as phonology. Because **phonology** is often confused with **phonetics**, a distinction must be drawn between the two terms: ➢ On the one hand, general phonetics gives an account of the total resources of sound available to the human being who wishes to communicate by speech. In its essence, it is thus independent of particular languages. Phonology, on the other hand, gives an account of, among other things, the specific choices made by a particular speaker within this range of possibilities. ➢ Whereas phonetics is chiefly concerned with the physical nature of speech sounds, phonology studies them on a rather more abstract level (the function and patterning of speech sounds). Phonetics is often described as the 'scientific study of speech production' with regard to the following processes: (a) articulatory-genetic sound production **(articulatory phonetics);** (b) structure of the acoustic flow **(acoustic phonetics);** and (c) neurological-psychological processes involved in perception (**auditory phonetics)**.	

			1.1 The phoneme and the Allophone The phoneme is one of the basic sound units of a language. Every spoken language possesses a smallish set of basic abstract sound units, both consonants and vowels, and every word in that language must consist of a permitted sequence of those basic sound units which are called phonemes. **The allophone** is the concretely realized variant of a **phoneme** (*poor* and *spin*). It is important to notice that sounds which are allophones of the same phoneme in one language may in other languages operate as distinct phonemes. In Russian, for example, sounds very similar to clear [l] and dark [l] can make a difference in meaning: /mɔl/ 'moth' v. /mɔɬ/ 'pier'.	

Appendix V: The Observational Grid

Observation Grid			
Linguistics teaching practices at Oum-el-Bouaghy University (Traditional Teaching)			
Date: 13/10/2015—26/04/2016	**Time**	**Place: English department**	**Observer: NASRI Chadia**
Subject: Linguistics		**Topic: linguistics teaching**	
Class: Group 07	**Students no. 45**	**Teacher: Hadjriss Fadhila**	

Resources	**Handouts**		**PC** Multimedia**		**Visual aids**		**Others**	
	+	-	+	-	+	-	+	-
	+			-		-		-

The Course Nature					
Lessons Number	**Aim**	**Position of the lesson in the progression**	**Teacher's expectations**	**Lesson's teaching objectives**	**Lesson's learning outcomes**
01					
02					
03					
04					
05					
06					
07					
08					
09					
10					
11					
12					
13					

Integrated activities		
Choice of tasks	- **Types:** **Activities of the students**	**Task achievement**

Meaningful	**Varying**	**Motivating**	**Group work**	**Individual work**	**None of these**	**guidance**	**control**	**Assessment type**	
+++	- -	- -	+	-	-	+	+	**diagnostic**	**formative**

Language used				
Teacher's questions			**Students' questions**	
Simple	**Complex**	**Misleading**	**Frequent**	**No questions**
+	-	-	-	+

Interactions												
Teacher/ Student		**Student/ Class**		**Student/ Student**		**Teacher talking time**		**Student talking time ratio**		**Active involvement of students**		
Exists	**Doesn't**	**Exist**	**Doesn't**	**Exists**	**Doesn't**	**+ 50%**	**- 50%**	**+ 50%**	**- 50%**	**Yes**	**No**	**Rare**
+	-	-	+	-	+	+	-	-	+	-	-	+

Teaching style:
Type of presence and authority

Appendix VI: The Pre-test

Part One: (12 pts)

Define the following terms

1/ Semantics

……

……

……

……

2/ Linguistics

……

……

……

……

3/ Morphology

……

……

……

……

4/ Language

……

……

……

……

Part Two: (08 pts)

Explain the characteristics of human language.

……

……

……

……

……

……

……

……

……

Appendix VII: The Post-test

First and Last Name: …….. Group: ……..
Level : First Year

Test in the linguistics

Task One:

Find in the box below three morphological processes, cross and identify them out giving examples about each.

c	o	n	v	e	r	t
b	l	e	n	d	s	a
y	k	i	m	n	x	b
m	o	l	t	b	h	c
p	t	r	z	i	s	c
m	y	n	o	r	c	a
a	w	l	n	n	h	v

1- ……: example:
……
2- …… : example:
……
3- ……: example :
……

Task Two:

Choose one of the three options stated after each statement

1- A morphological process whereby a root morpheme is replaced by a phonologically unrelated form in order to indicate a grammatical contrast
   a. Internal change
   b. Suppletion
   c. Stress and tone placement
2- Forming a word with a meaning and/or category distinct from that of its base through the addition of an affix.
   a. Inflection
   b. Derivation
   c. Affixation
3- "Language teaching" has been of the many subjects that are dealt with under the field of…
   a. Theoretical linguistics
   b. Linguistics
   c. Applied linguistics
4- According to the Macro – linguistic view, languages should be analyzed with reference to
   a. Their structure, sounding and meaning
   b. Their social functions
   c. Their evolution through history

Task three:

Divide the following sentence into morphemes. Identify their types and sub-types.

The underlined words in the sentence express different allophones for one phoneme, what are they?

He <u>waits</u> eagerly the following <u>games</u>

……

……

……

The /…/ in "**waits**" and "**games**" express two allophones for the phoneme /…/ which are /…/ in waits and /…/ in games. So, /…/ and /…/ are two allophones for the phoneme /…/

Task Four:

In your own words define the following

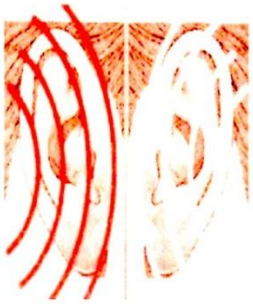
1- Fusional languages:
……
……
……

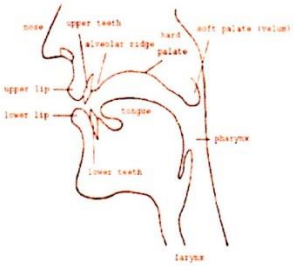
2- Appropriateness:
……
……
……

3- The diachronic study of languages: ……
……
……

Task Five:

What does each of the following pictures represent?





1- …… 2- …… 3- ……

Resumé

Cette étude vise à étudier les effets de la sélection efficace de certains aspects de l'approche communicative, y compris l'interaction, les activités de communication et le travail de groupe, pour enseigner la linguistique à un échantillon choisi au premier cycle du département d'anglais de l'Université Oum Bouaghi. L'étude a été basée sur le travail sur deux groupes.

Dans cette étude, trois méthodes de recherche ont été adoptées: un questionnaire, une interview et un test. Deux questionnaires ont été présentés aux étudiants à la fin de l'année universitaire. Le premier questionnaire a été conçu pour évaluer les opinions des étudiants sur le sujet de la linguistique et le contenu auquel ils sont exposés pendant les cours gérés. Le deuxieme questionnaire a été de clarifier la relation entre les étudiants et leur professeur de linguistique pour déterminer les effets de cette relation sur leur apprentissage du matériel. Pour l'interview, l'objectif était de connaître les méthodologies dont dépend chaque professeur pour s'assurer que l'information est transmise avec succès à l'apprenant en plus de la possibilité de modifier certains changements dans leur méthode d'enseignement pour couvrir certains des aspects qui ont été proposé dans cette étude. Le test, en revanche, vise à évaluer dans quelle mesure les élèves ont appris certains éléments de cours auxquels ils ont été exposés pendant l'année scolaire.

Dans une telle recherche expérimentale, l'accent a été mis sur la façon de mieux comprendre le contenu de la linguistique. Ainsi, nos statistiques ont montré que certaines questions comme ; si les méthodes traditionnelles tendent à causer des problèmes lors de l'enseignement de la linguistique; comment l'utilisation de certains aspects de la méthode d'enseignement communicative peut contribuer à un enseignement plus efficace de la linguistique; ou si la méthode moderne d'enseignement contribue à augmenter la motivation des étudiants à apprendre, a été prouvée positivement. Les résultats de cette recherche indiquent que plus l'interaction dans la classe de linguistique est importante, plus l'apprentissage a lieu. Comprendre le contenu de la linguistique est donc lié à la mesure dans laquelle les apprenants sont eux-mêmes intégrés aux connaissances. Par conséquent, s'appuyer sur la méthode d'enseignement qui conduit à un manque d'engagement des élèves dans le contexte d'apprentissage entraîne une difficulté de compréhension de son contenu, ce qui amène certains élèves à dépendre de la «mémorisation» plutôt que d'essayer de comprendre éléments des leçons proposées.

الملخص

يهدف هذا البحث إلى دراسة الآثار المترتبة على الاختيار الفعال لبعض جوانب تدريس اللغة التواصلية = بما في ذلك التفاعل، والأنشطة التواصلية والعمل الجماعي، لتدريس مادة اللسانيات لعينة اختيرت عشوائيا من طلاب الصف الأول في قسم الآداب واللغة الانجليزية في جامعة أم البواقي. حيث ان الدراسة اعتمدت على العمل على مجموعتين.

لقد اعتمدنا في هذه الدراسة على ثلاثة وسائل للبحث: الاستبان، المقابلة و التقويم الكتابي. قدم استبيانين للطلبة في نهاية العام الدراسي, الاستبيان الاول هدف الى تقويم وجهات نظر الطلبة تجاه مادة اللسانيات و ما يتطرقون اليه خلال الحصص, اما الاستبيان الثاني, هدفه توضيح العلاقة السائدة بين الطلبة و استاذامادة اللسانيات لمعرفة مدى تأثير هذه العلاقة على تعلم المادة. أما بالنسبة للمقابلة, فهدفت الى معرفة المنهجيات التي يعتمد عليها كل استاذ للتأكد من توضيل المعلومة بنجاح للمتعلم بالاضافة الى محاولة استبيان ارائهم حول امكانية استعمال المنهجية المقترحة في هذه الدراسة. التقويم الكتابي, من جهة اخرى, هدف الى تقويم مدى تعلم الطلبة لبعض العناصر التي تطرقوا اليها خلال العام الدراسي.

وفي مثل هذه الابحاث التجريبية، يسلط الضوء على كيفية استيعاب أفضل لمحتوى مادة اللسانيات. وعليه اثبتت الاحصائيات التي توصلنا اليها أن بعض القضايا مثل امكانية تسبب الطرق التقليدية في مشاكل خلال تدريس اللسانيات؛ و كيف يمكن أن تساهم طريقة التدريس التواصلية في تعليم أكثر فعالية لها؛ أو إن كانت الطريقة الحديثة في التدريس تساهم في تحفيز الطلاب لتعلم المادة و قد أثبتت بالايجاب. وأشارت نتائج هذا البحث أنه كلما زاد التفاعل في حصة اللسانيات، كلما زاد التعلم. لذلك، فان فهم محتوى مادة اللسانيات مرتبط بمدى اندماج المتعلمين بالمعرفة في حد ذاتها. و عليه, الاعتماد على الطريقة التعليمية للمادة على شكل محاضرة تؤدي الى عدم تفاعل الطلبة مع منهجية تدريس اللسانيات و صعوبة فهم المحتوى مما يؤدي بالبعض الى اللجوء الى الحفظ عوضا من محاولة الفهم الجيد لعناصر الدروس المقترحة.