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REVISITING THE EFFICIENCY of LESSON PLANING METHODS:
Designing More Accessible Model for Facilitating the Teaching of English Speaking

Case of 1ˢᵗ year English Licence Students of Hamma Lakhder University

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Abstract

This study aims at designing more accessible models to facilitate teaching English speaking for EFL teachers. It seeks to determine whether replicating the mechanism of speech production in conjunction with the underlying properties of English speaking skills into an equivalent lesson plan rectifies their teaching practices in oral expression classes. On this premise, a 1st year English license (G 05) teacher agrees to participate in equivalent TES field experiment together with her students in the University of El-Oued. Whereby, the efficiency of the recommended lesson planning methods is assessed drawing on mixed-methods approaches in quasi-experiment inquiry. Respectively, the primary teaching-based assessment's data are qualitatively analyzed through coding techniques those results yield to the feasibility of teaching English speaking with these plans. Subsequently, these results are further supported with quantitative assessment to the lesson's outcomes through sampling techniques' analysis to treatment and controlled groups' speech production. This relatively yields on a 50% progress in English oral proficiency of the treatment group with total score between 12 and 13pts per each group in exchange for solely 06pts to the controlled group that does not only approximate the recoded results among its respondents before the treatment. But it also draws clear-cut distinction between their pre-recorded poor English speaking skills. As well as their classmates who speak from a solid oral background. Altogether, these results confirm the claims of this study about the importance of providing an EL spoken language through a lesson plan which reflects the mechanism of speech production contributes to facilitating the process of teaching English speaking skills in EFL classes.

Keywords: English speaking skills- Lesson Planning Methods – Oral expression – Teaching English Speaking.

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Finally, I hope this modest work will rise to meet the level of the anticipated expectations.

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List of Abbreviations

ALM: Audio-lingual Method

CC: Communicative Competence

CEFR: Common European Framework of Reference for Languages

D. Discourse

DM: The Direct Method

EFL: English Foreign Language

EL: English Language

ELL: English Language Learning

ELT: English Language Teaching

GTM: Grammatical Teaching Method

TES: Teaching English Speaking

Kdg. Knowledge

Ling. Linguistic

LTM: Long-term Memory

M. Matrix

MM. Motor Memory

Pronoun. Pronunciation

Pt. Point

RP: Received Pronunciation

SLA: Second Language Acquisition

STM: Short-term memory

Str. Structure

Tot. Total

Voc. Vocabulary

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PART TWO: THE PRACTICAL FRAMEWORK

Chapter III. Manifesting English Speaking Skills in TES Practices: Evaluating the Efficiency of
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Introduction

General Introduction

Achieving high levels in EL literacy skills is not the ultimate goal of ELT anymore, as mastering English speaking skills becomes the primary need of EFL learners, nowadays (Benati, 2012). Fundamentally, this shift of interest towards English spoken language began after abandoning the old traditions of EFL didactics and adopting more interactive and communicative teaching prospects where oral communications played a major role in EL didactical process as whole (Larsen-Freeman, 2000). Later on, similar interests transpire among EFL learners who need more accesses to English spoken language to be up to date with the widespread of audiovisual means of communication. Respectively, English speaking skills have become the main concern of EFL teachers and their learners who struggle each in their own way to improve the level of EL speaking through oral expression classes, particularly (Gerald, 1987). However, not much progress has been achieved concerning the level of these skills that unexpectedly keep lingering behind with poor results in comparison to their counterpart of writing skills not only regarding the fact of being a challenging language trait even for natives themselves. But, their lessons, like all academic subjects, are also communicated to learners through the means of speaking in written expression classes; whereby, teachers perform an active teaching experience with clear pedagogical implications to the course of the writing lesson creating a rich and resourceful learning environment to their learners. Those unlikely to have a similar experience in oral classes where teaching English speaking (TES) is still struggling between theory and practice to find its way in language pedagogy with no concrete results so far.

When speculating TES, images of highly engaged students producing EL small talks during problem-solving tasks to help them improve their English speaking skills are estimated. Nonetheless, the opposite is usually observed in such didactical setting with reluctant, shy, discouraged, demotivated and even unconcerned students who occasionally speak using EL during group or pair work. Correspondingly, underdeveloped English speaking skills are frequently reported in oral expression classes except for few students whose EL speech production's quality is not as significant as its quantity to such TES

anticipations. Relatively, a complete randomness and lack of teaching pedagogy on the part of their teachers who content themselves with walking with the flow of their learners' outcomes instead of engaging into more effective teaching are constantly epitomized in EL speaking didactics. And in spite of its attribution to TES autonomous learning trends of CLT method, this teacher decentralization tendency has been further encouraged with the challenging and diverse nature of English speaking skills, the academic expectations and the lack of pedagogical references for its teaching practices. With this, TES does not only fail in developing English speaking skills. But it has been also deprived the privilege of practical teaching pedagogy that conventionally profound ELT practices. As result, TES research has shifted interests towards the actual practice of teaching rather than to its theoretical accounts which is represented through lesson planning methods.

As notion, lesson planning methods have been introduced to ELT after moving EL from SLA laboratories to EFL classes. Essentially, these methods emerge to bridge the gap between the philosophy of language teaching and its actual practice. Therefore, lesson planning concerns itself mainly with effectuating ELT practices in a systematic framework; whereby, theoretical findings of SLA and ELT pedagogy are unified into practical didactical setting for effectuating EL didactic efficiently (i.e. Facilitating teaching substantially and increasing learnability drastically). Eventually, these assumptions reflect in lesson plans what have gradually integrated in ELT before becoming inevitable part for its routines due to their efficacy in EFL classes. Whereby, lesson planning methods yield to satisfying results in ELT and ELL except for English speaking skills that neither teaching practices nor learning outcomes meet the necessary the requirements for language course in comparison to the rest of skills.

Statement of the problem

In L1, speaking is the first gifted human language skill which evolves so naturally, effortlessly and miraculously to human brain during infanthood (Pinker, 1994). For SLA, thus, speaking is autonomous acquired language skill which unfolds automatically and unconsciously to human mind during interacting with English speaking. In ELT, respectively, English speaking is the most basic language skill which integrates extemporaneously, autonomously and self-reliantly to learners' competence with

intensified oral production tasks. In EFL classes, however, English speaking is the least acquired language skills which do not develop appropriately, accurately or fluently in oral expression classes; whereby, TES is scarcely provided , if ever, to overcome these issues.

Background

The divers and complicated nature of English speaking skills do not only create a challenge to language researchers alone, but they are also one of the greatest challenging skills facing EFL teachers. As the failure of TES methods, in reflecting these skills into explicit pedagogical implications restricts TES to EFL teachers' EL speaking experience and their scope of interests. That themselves fail in facilitating and rectifying the teaching of EL speaking due to the scarcity of TES recourses as well as to their impracticability for its practices for neither its assumptions nor its propositions give clear evidence to how and what actual teaching of English speaking is (Christine & Anne, 2012). For these reasons, EFL teachers are left with extra work for interpreting and translating these methods into practical oral expression lessons so as to condition the theory of English speaking skills, that falls largely in ELT methods and approaches findings, into the actual circumstances of EL didactics. Nonetheless, such personalization's tendencies leads to the absence of objectivity in teaching pedagogy in oral classes yielding not only to poor quality of EL speaking skills among EFL learners but raising also risks to great possibility of EL speaking issues among them. On these premises, instead of contenting themselves with ELT and SLA theories, language researchers expand these language studies towards teaching practice so as to create a solid ground for developing EL skills including speaking.

This shift of focus towards improving the art of teaching urges the need for embodying the findings of EST approaches (i.e. Direct Method and Communicative Language Teaching Methods) into practical framework for teaching English speaking skills and more effective didactical settings. In this respect, ELT advocators, like Dianne Larsen, David Nuan, Kathleen Baily, Jack C. Richards, S. C. Farell and Anne Burns, have started looking for ways to assist EFL teachers in creating the balance between EST methods and EFL learners' needs in meeting an efficient English oral proficiency through oral expression lessons. For this reason, instead of confining themselves to the exhaustive

pedagogical means of EL speaking development (i.e. implementing technology and audiovisual aids or idealizing learning autonomy). Few of those advocators like Jack C. Richards and David Nuan choose to join forces with lesson planning and classroom management tendencies to foster English speaking skills in these classes. And this is due to their proved efficient with teaching practices in general (e.g. music, mathematics, physics, philosophy, art…etc) and ELT practices in particular (e.g. grammar, reading, writing, pronunciation…etc). With this, they began to explore lesson planning methods tendencies of lesson designs, stages, sequencings, components, aims, objectives, timings, and roles distribution. Before their attempts to reinvest and improve them so that they are gradually reemerged in specialized lesson planning methods for teaching English speaking skills on the hope of increasing the productivity of oral expression lessons.

Nevertheless, the absence of explicit implications for lesson planning methods to practically realizing an TES course devaluate their efficacy in encountering the difficulties of designing successful oral lesson. Such as, the issues of choosing a model which best represents and facilitates TES through which lesson sequencing, techniques, timing, participants' roles are assigned. In addition to, the problem of choosing its contents just like themes, topics, subject matter, tasks, activities or recourses that is in favor for meeting the oral needs of learners in order to develop their English speaking skills more effectively. And once more, EFL teachers left with no choice but to overcome these issues reflecting on their own experiences leading to controversial TES practices in EFL classes where the different tendencies of lesson planning methods races for desirable EL oral outcomes. Those are usually reported as less than expected quantitatively and unsatisfying qualitatively of in term of EL speech production or rather EL spoken language and this due the fact that TES lesson planning methods do not reflect the oral aspects of EL. But rather they are referred to general EL recourses those eventually create an extra difficulty in lesson planning methods that is the lack of English speaking skills references to draw upon when designing oral lessons. It is thus for these reasons, the continued attempts of enhancing the acquisition of English speaking skills among EFL learners in different didactical settings have failed them in mastering a native-like oral proficiency, eventually.

Respectively, this empirical research is hereby issued in this thesis to revisit the efficiency of lesson planning methods to meet the aims of this thesis at:

1. revisiting the efficiency of oral expression lesson planning methods to facilitate TES practices and enhance the acquisition of English speaking skills among EFL learners,

2. providing new insights to the actual TES practices,

3. designing more accessible model to facilitate the teaching of English Speaking skills via:

   a) reorganizing and systematizing the teaching of English speaking skills;

   b) recreating an independent TES reference;

   c) signifying the roles of EFL teachers in oral classes;

   d) predetermining and varying the roles of EFL learners in oral lessons;

   e) eliminating randomness and the loosely organized oral lessons;

   f) strengthening classroom management,

4. reestablishing EL pedagogy in oral expression classes by finding a common ground for both teachers and learners alike,

5. and, improving understanding of the underlying properties of English speaking skills.

In order that EFL teachers have an access to more concise, practical and scientific basis to draw upon when attempting a plan for English speaking skills lesson instead of relying on the general philosophy of the currently available methods and approaches of ELT. Hence, the oral lessons' plans that apply the recommended didactical findings of this study is assumed to enhance the acquisition of English speaking skills and their production in comparison to their counterparts in which the traditional methods of English speaking skills are used. Thus, these new tendencies in brings attention to the necessity for planning model to encode the linguistics and non-linguistics components of the English spoken language into a more systematic, dynamical and acquirable lessons content.

Accordingly, a scientific study is conducted in this research paper to tackle down the previously mentioned issues in academic settings where English speaking skills are advocated in the university's oral expression sessions. And via investigating the different methods of lesson planning, it searches for more effective lesson planning methods that improve both the teaching of English speaking in these classes and enhance learners' verbal communicative skills accordingly. Moreover, it attempts for resolving the dilemma

of the non-native like English speaking skills via atomizing this aspect of EL into a teaching recourse for EFL teachers to refer to when developing oral expression lessons. By and large, the represented evidences in this sample experimental study is designed to test Martin Bygate's assumption that stimulating the mechanism of speech production through language teaching reinforces the development of English speaking skills among EFL learners (Bygate, 1987).

Rationales

Giving the fact that oral expression classes are yielding at poor results among the majority of EFL students in Algerian universities (see appendix M) . As well as the unconventionality of its teaching practices which lack objectivity particularly on terms of thematization, topicalization, evaluation and assessments in oral expression sessions. In addition to the insignificance roles of EFL teachers whose roles fall in the best interests of learning autonomy in oral expression lessons. That in turn increases the risks for developing interference and transfer issues in their students' oral expression communicative competence, also. Those altogether both undermine English speaking skills and randomize these didactical settings; wherein, the inefficacy of their scarce TES pedagogical foundations justifies the rationales of this study, ultimately.

Motivations

Accordingly, this empirical research attempts primarily to revisit lesson planning methods in purposes of:

1. first, reorganizing and sequencing oral expression lessons into less random didactical settings in Algerian universities,
2. next, re-disturbing the roles of the teachers and EFL learners, next.
3. then, eliminating interference and transfer issues among EFL students,
4. after that, decreasing subjectivity and unconventionality of its teaching practices through encouraging objectivity,
5. last but not least, determining the content of speaking lessons.

Giving to the latter reason, it subsequently seeks to create an instructional reference for English speaking skills to draw upon when determining the contents, themes, topics, subject, aims and objectives, giving feedback, assessing EL speech production and evaluating it in terms of EL spoken language. For strengthening EST pedagogy in oral expression classes; whereby, better results would be yielded among the majority of students, eventually.

Research Question

To what extent encoding EL spoken inputs into an oral lesson plan which reflects the mechanism of speech production rectify TES practices in oral expression classes.

Sub- Questions

1. How are oral expression lessons planned?
2. What does an effective oral lesson plan content?
3. How is model of TES selected?
4. How are oral expression lessons designed and evaluated?
5. Does the development of theoretical knowledge of EL speaking contribute in mastery of EL oral proficiency?
6. Does the explicit teaching of English speaking skills improve the English oral proficiency of EFL students?

Hypothesis

Reflecting mechanism of EL speech production in oral lesson planning methods facilitates TES.

Sub-hypotheses

1. Exposing EFL students to comprehensible verbal inputs will improve their English speaking skills' acquisition.

2. Engaging EFL students in communicative oral classes where they are only producing verbal outputs does not improve their verbal communicative skills.

Significance of the Study

This study contributes to facilitate the teaching of English speaking in EFL oral expression classes in Algerian universities. In addition to the major significance of its revisited oral lesson planning methods that do not only systemize the randomly TES practices and help provide teachers with a resourceful and practical instructional EL speaking reference to effectuate an effective and successful lessons. But they also refine the procedures of assessing and evaluating the level of English speaking skills among learners reflecting on the importance of this empirical investigative study in approaching EL speaking through identifying its underlying properties and defining its features and characteristics. Those altogether fill the gap in literature of TES both on the theoretical and the practical levels for the benefit of EFL teachers and learners alike.

Limitations of the study

Nevertheless, the findings of this thesis remain in its scope of research. Hence, its assumptions and anticipations are restricted to the practices of teaching English speaking skills through oral expression lesson plans that crafted according to the proposed lesson planning methods in this study. Respectively, its theoretical resolutions are limited to EST practices in EFL classes in academic settings. Whereas, its practical results are restricted to both the physical conditions of the experimental study including temporal and spatial circumstances as well as administrative restrictions, planning recourses, teaching resources, study population and time limitations and its psychological conditions of the participants.

Study population

For representing the study population of this empirical study, first year English license students are chosen due to the following factors. First, as they are least experienced

students with English oral expression sessions in the university which excludes the possibilities of any interference with their oral lessons routines. Giving the fact that, the habitual conventions and previous experiences of oral expression lessons do not only consume the experiment restricted time that teachers, students and lessons need for readjusting to this newly EST experience. But it may also violate its results with the already developed psychological and cognitive barriers or lessen the chances of teachers' participation. Next, for the main interests of this study fall around the preliminaries of English speaking skills acquisition and production processes. And their development on neat ground to scaffold them henceforward in later stages of the planned oral lesson. In this respect, G05 from the university of Hamma lakheder El-Oued are assigned to this study after their teacher has volunteered to participate in fulfilling under the conditions and restrictions of this practical study.

Structure of the study

Structurally, this empirical research paper unfolds through a theoretical and practical investigative study to lesson planning methods of TES. For starters, in two chapters' length, it begins with reviewing the body of literature so as to revisit the theoretical foundations of lesson planning methods in TES and evaluate their efficiency in facilitating the teaching of English speaking in EFL classes. In this respect, it anatomizes English speaking skills for ELT by concluding an instructional reference for oral expression lessons on the basis of systematic and scientific analysis to English speaking skills in use, English speaking skills in usage and English speaking skills in action, in its first chapter. Subsequently, its outcomes are replicated English speaking skills in TES by designing a pedagogical plan in its second chapter. Whereby, a teaching common ground for English speaking skills is reestablished in its first section. And oral expression lessons plans of work are generated in its second chapter. Henceforth, these theoretical findings are put into practice in a field teaching experiment study in oral expression session where the extent to which they facilitate the teaching of English speaking skills is tested with the means of qualitative and quantitative research studies.

PART ONE

THE THEORITICAL FRAMEWORK

CHAPTER I. Atomizing English Speaking Skills for ELT: Developing an Instructional Reference for Oral Expression Lessons

Contents

I.1. Introduction

Although speaking is the rudimentary language skill by which most of human communication is carried with, it stills a perplexing language aspect to linguists and EFL didacticians. Essentially, such perplexity is due to the unstable nature of EL speaking that is constantly updated to accord with the changing needs of English speech communities. In addition to, its diversity which is attributed to both individuals' preferences and groups' differences styles of speaking. Therefore, it has been hardly possible to manage English speaking skills into an instructional reference for English didacticians whose interests were in instructing literacy skills, instead. However, the insignificance of English speaking skills in ELT does not withstand for too long. As the modern world's arsenal of globalization and its technological evolution, where oral interactions dominate all forms of communication among different speech communities, redirect their interests towards developing English speaking skills anew. Consequently, a new area in ELT emerges to announce the beginning of journey of ELT in claiming the English speaking skills in EFL classes.

Eventually, these teaching practices come to randomly selected and irrelevant oral expression lessons for developing English speaking skills. Because the absence of any relevant resource for English spoken language denies teachers the privilege of instructing, correcting, assessing and providing feedback in English speaking lessons. So that they guide and support their students' quest to master speaking instead of leaving them wondering blindly and aimlessly in the name of autonomous learning and self-development; whereby, they assume full responsibility for their learning sparing teachers any responsibility towards their learners. Those are not in any better position of EFL learners whose teachers are actively engaged in the process of their learning. As, in its most part, their TES is written discourse-based covering essentially its grammatical aspects. And this is because the lack of EL oral basis does not grant them the chance for establishing a spoken discourse-based pedagogical framework that relatively covers key elements of English speaking skills. This called for the necessity of creating a comprehensive reference for the spoken language which could be a reference for those who strive to develop English speaking skills. And this is through developing a didactic reference of verbal inputs of English spoken language for being a valid resource of oral lesson's contents and components. As well as And this for such repertoire of

EL verbal communication's components help oral instructors in meeting their goals and the needs of their learners for mastering an English oral proficiency in (EL).

Basing on the assumption that understanding English speaking skills in use, in usage and in action, an atomization of EL speaking is updated in this chapter. Via investigating the available body of English speaking skills literature, it begins with providing a systematic review to its langue (i.e. English spoken language in usage) for identifying EL speaking production's variables. Those help in creating practical data base of EL verbal outputs. By which, oral lesson's inputs are determined and simplified in teachable constituents according to the ways EL is actually spoken. Successively, this scientific investigation proceeds to explore EL parole (i.e. English spoken language in use), in the second part of this chapter, through emphasizing entirely on EL speaking appropriacy, fluency and accuracy skills. Giving the reasons that it, last but not least, endeavors to achieve an approach for planning effective EL oral lessons that provide EFL learners with valid oral didactic experience that enables them to master both EL speaking competence and EL speaking performance more efficiently. Therefore, it attempts to find strategies that help them talk their minds in any given topic via introducing them to EL speaking as a conscious and strategic cognitive process of thinking, collecting, forming and producing utterances instead of being merely imitators and mechanical users of language. On this respect, this section's atomization attempt of EL speaking skills is, first and for most, sought to conclude an EL oral expression's reference for EFL teachers to draw on when planning their lessons.

I.2. English Speaking Skills in Usage

Apart from the paralinguistic and communicating soft skills, oral communication relies heavily on the linguistic system of the language being communicated with. This linguistic dependency is due the fact that goals of the communicative events cannot be reached; unless, this system is used correctly according to the common norms of its usage. Because without it, it be hardly possible for interlocutors for instance to distinguish between eyes /aɪz/ and ice / aɪs /, heat / hiːt /and heart / hɑːt / or peach / piːʧ /and beach / biːʧ / (Hancock, 2003) with insufficient EL phonology at their disposal. Or differentiating "be going to" from "will" when talking about present-based evidence's predictions (Hewings, 2013); if, they lack sufficient EL grammatical knowledge. Therefore, it is important to adequate oneself with the systematic ways in which the system of EL is manifested in parole to speak accurately using EL in oral communications. And this is by gaining deep understanding of EL spoken syntax, phonology, morphology, semantics and pragmatics competence. On this premises, the currently available body of Knowledge of English speaking skills in usage is reviewed at the beginning of this first chapter in order to reestablish it in empirical framework for EFL teaching directly and fulfill the requirements of this study eventually.

I.2.1. Historical Background

English spoken language passed through different phases of time, before becoming a significant aspect of EL, in the late of the 18th C and the beginning of the 19th C. For many decades, the common ways of speaking within the English speech community had been associated to the oral aspects of EL. Therefore, its spoken forms were devaluated, as an inferior aspect of language use for being the commoners' language propensity, by the governing system which considered language as a vital mean of predominance over the English society. In this respect, the adequately proclaimed ways of English speaking did not only remain a monopoly for the royal family and the aristocratic classes, but it also took the written language norms for granted as the adequate and the appropriate way of speaking in EL. Eventually, English spoken language continued to flounder between the political changes of the country; before, it entered the fields of philosophical sciences and language research to become an object of interest.

Respectively, the first body of English spoken language was purely established for political reasons. These political influences over the English speaking skills started with the dialect of the Wessex's royal family which was imposed over the speech community. These royal manners of speaking, which were basically the spoken version of the written system of Old English, shaped the oral language within the English speech community until the transformation of the capital to London. Coinciding with this shift in power within the country, English speaking skills entered a new linguistic area that did not only diminish the old English from English community by replacing it with the Southeast dialect. But, it also introduced the first serious attempts to systemize oral language with the lead of the Elocutionists and the Orthoepists who were concerned with making decisions about the oral aspects of EL. Eventually, these prescriptive revised versions, of EL speaking, formed the main pillars of English oral language use and usage, henceforward. However, this language practice did not remain restricted to the rulers' whims and the clergymen's opinions for too long, for the emergence of south schools and the development of linguistics studies eliminated the prescriptive approaches of language investigations and replaced it with the new descriptive approach of language studies. Accordingly, in its beginnings, English spoken language became specialty for phoneticians and poets who took upon themselves the quest of describing and exploring its phonological and rhetorical features (Gerald, 1987) before expanding later on to cover its functions, structures and system of with the movements of European and American structuralism (Bussmann, 1996) .

Gradually, English spoken language's features and characteristics started to be formed in independent linguistic canon of EL. However, these interests in English speaking did not exceed the scopes of these movements leading to its insignificance after joining forces with the language research community whose concerns with SLA have been primarily directed towards reading and writing skills. Consequently, this default decline of speaking skills led to its sequestration in the shadow as a neglected skill in EL studies on the part of linguists who considered it as non-prestigious aspect of language use to ever be confined into precise and concise linguistic area of language (Bygate, 1987). Nonetheless, English speaking skills survived in the body of literature due to the works of phoneticians and some linguists who impulsively related the concept of human language into its verbal system and practical use as mean of verbal communication amongst homogeneous speech communities (Bygate, 1987).

I.2.2. EL Speaking Concept

Although EL speaking has not been confined in a definitive concept in language studies, the majority attempts to define language reflect the concept of speaking underneath. And this is due to the fact that most of its early definitions were prospectively associated to the vocalizations and the auditory images of the language system and its actual use in oral communication (Bygate, 1987). Correspondingly, the English phonetician Henry Sweet defines language on the basis of speaking production perspective, as he associates its components and represented segments into the means of speech sounds by which ideas are expressed in the combination of these sounds into words and sentences in form of thoughts (Everett, p. 31). Likewise, the American linguists, Bernard Bloch and George L. Trager, define it as "a system of arbitrary vocal symbols by means of which a social group cooperates." (Derwing, 1973, p. 30). And according to Stefan Pinker, it represents the process of translating mentalese into meaningful vocal symbols by encoding them into the exact sequence of hums, hisses, popes and squeaks of noises while exhaling (Pinker, 1999). Nevertheless, English spoken language remained exclusive to the works of phoneticians who took interest in its phonological aspects as a window (Ashby, 2013) to EL semantics, syntax and morphology (Roach, 2001). Before, it formulated itself into an independent concept (Jhone & Jane, 2003) after the emergence of the sub-fields in linguistics.

Coinciding with the emergence of sociolinguistics, discourse analysis, pragmatics and psycholinguistics, the concept of EL speaking began to gain some of its definitive features accordingly. As for the former, it has been implied in human instinctive tendency of socialization deploying speaking skills (Dechaine, Burton, & Vatikiotis-Bateson, 2012). Whereas, it has been approached by discourse analyst through investigating the distinctive properties of EL spoken discourse (Gee, 1999). And via anatomizing utterances forms, language functions and speaker intentions in speech act theory of pragmatics, both its social norms and speaking conventions have been highlighted through introducing its aspects of use and usage (Dechaine, Burton, & Vatikiotis-Bateson, 2012). Conversely, more explicit interests in EL speaking have been concluded with the works of psycholinguists who explore its mental aspects (Scovel, 1998). Nonetheless, these findings did not exceed the scopes of their original branches leaving EL speaking vaguely perceived notions in language research.

On this respect, English speaking skills remains scattered around the body of knowledge in language studies with no explicit reference to its nature. Yet the necessity for approaching English speaking skills in ELT raises the need to precisely conceptualize EL speaking in relevant pedagogy for oral expression classes. Consequently, an explicit new insight about EL speaking has been introduced to the body of literature with the recent works of ELT's advocators like Martin Bygat, Jack, C. Richards, Jeremy Harmer, Kathleen Bailey, and David Nuan. Henceforward, EL speaking has been represented as the productive oral skill of conveying meaning by (Apriyanto, 2019) " making use of language in ordinary voice; uttering words; knowing and being able to use language; expressing oneself in words; making speech" (ibid, p. 28). Yet once again these theoretical insights have not been practical for EFL teachers who are not able to differentiate it from features and characteristics of written discourse.

I.2.3. Features & Characteristics of English Spoken Language

In spite the fact that they are mislabeled as flaw and misused language forms, the way EL is actually spoken represents the defining characteristics and features of English speaking skills. Essentially, these characteristics and features are attributed to the tendency of human mind to alter EL recourses to cope with the processing conditions and reciprocity conditions (Bygate, 1987). Because the former's "time limitations and the associated problems of planning, memory, and of production under pressure" (ibid, p.11) "affect the speaker's ability to plan and organize the message, and to control the language being used" (ibid, p.11) with no chance for planning, revisiting or editing (Bublitz, Lenk, & Ventola, 1999). Whereas, the latter's role in establishing common ground for communication among the speaker and the listener affects the unit size and rate of repetition in the communicative event's outcomes (Bygate, 1987) "challenges us to show continual sensitivity and an ability to adjust our use of language. These are the conditions which help to characterize the use of spoken language. They affect the way the forms of language are utilized" (ibid, p.13). Respectively, in order to utilize EL spoken forms effectively in oral communication both these characteristics and features ought to be well defined so as to act upon accordingly.

Essentially, both features and characteristics of English spoken language are yielded to the sum of adjustments and adaptations of EL linguistic resources using coping strategies of speaking. When talk, English speakers rely on various strategies and techniques in verbal

interactions which compel them to emphasize the use of certain levels of language instead of another. Superficially, this tendency of formulating and producing speech reflects particularly on its grammatical and lexical features that are often simplified in comparison to their counterparts in writing. However, the simplicity in speech's lexical choices, as well as the grammatical ones, is amended through relating speaking to the context (Eggins, 2004, p. 93). Similarly, the lack of cohesion and coherence are amended by using gap fillers and hesitation markers (Jhone & Jane, 2003). Whereas, its loosely grammatical structures (Nuan, 1989) are compensated for alerting context and paralinguistic features as well as phonological clues while speaking. Therefore, EL prosodic features form an important part of English spoken language characteristics (Jhone & Jane, 2003) like the pitch of their and their stress use the same as the context that form its pragmatic characteristics in conveying their meaning emphasize syntax (Eggins, 2004). Subsequently, these characteristics and features are represented like illustrated in the following figure:

Features & Characteristics of English Spoken Language

Grammatical	Lexical	Phonological	Semantics
Shortened	Idiomatic expressions		Referential
Fragmentary	Fixed expressions	Voice variation	Functional
Omitted	Key expressions	Voice quality	Operational
Simplified	Routines	Reduced forms	Contextual
Reductive	Phrasal verbs	Connected forms	Situational
Circumlocution	e.g. generic vocabularies,	(e.g. speech speed, tone and rhyme)	Pragmatic
intersentential linking conjunctions (and/but/or) (Nattinger & DeCarrico, 1992)	non-specific words and phrases (Richards, 2008)		

Figure I.1 Features & Characteristics of English Spoken Language

Apparently, Figure (I.1.) illustrates the aspects of EL that are usually sought to be eliminated from its counterpart of writing. Those if by chance happen to appear in oral language they would be considered as bookish talk or mechanical talk. Therefore, it is as

equally as unappreciated to the characteristics and features of written language to appear in its counterpart of speaking. And the so called lazy talk (Ashby, 2013), ungrammatical forms or non-ideal speaker are key element for natural EL speaking (Bygate, 1987). And this why; it is necessary for EL teachers to reconsider and recognize these aspects (A.J.Houge, 2014). For these spoken language characteristics are not only superficial features that distinguish speaking from writing. But they are also:

> *a*   an essential part of English speaking skills that are attributed to the speakers' abilities in using EL accurately as well as fluently and appropriately;
>
> *b*   conscious decisions which attribute to the speakers' ability in managing the communicative events to accomplish their goals;
>
> *c*   as strategic choices which help language users in overcoming the time restrictions and online processing.

Nonetheless, the intensity of these aspects in speech varies from one speech event to another. Thus, the degree to which these characteristics and features are adopted within the speech accords with its types and functions.

I.2.4. Functions of EL Speaking

According to H. Halliday human speak for three main reasons: to obtain goods and services, to socialize or for pleasure (Nuan, 2015). In accordance to these causes, English speaking were divided into two factional spoken discourses. Before, it further supported with a third function that has been recently suggested by J.C. Richards (2008). Namely, these functions are: the transactional function, the interactional function and the performative function.

I.2.4.1. The Interactional Function

As social species, human spend most of their time conversing (Warren, 2006) for establishing and maintaining social relationships (Warren, 2006). In the course of this socializing process, speakers converse interactively so as to make impression on their listeners, via communicating things such as " rapport, empathy, interest, and social harmony" (Richards & Schmidt, 2010, pp. 289,290), through goal-oriented verbal interactions that both form and message primary focus is on working out social relationships (Nattinger &

DeCarrico, 1992, p. 75). Therefore, interactional functions are more likely dealt with in casual conversation and informal speaking events (Warren, 2006) where social interactional lexical phrases (Nattinger & DeCarrico, 1992, p. 75) that consists of conversational maintains and functional meaning relating to conversational purposes (Alatis, 1994). Interactional function of speaking takes place when speakers take short turns to speak on the spur of the moment through using everyday English spoken language due to its socialization nature. "interactional talk is socially oriented between participants highly contextualized and with two ways opportunities for negotiating meaning" (Papp & Rixon, 2018, p. 368)

I.2.4.2. The Transactional Function

When speakers produce a discourse for the purpose of transmitting information and passing a message for filling their listeners with "factual or propositional information" (Warren, 2006, p. 95) rather than maintaining social bonds they are in fact employing the transactional function of language (Nattinger & DeCarrico, 1992). Transactional discourse is message-oriented language's outcomes that primary focus is on transferring information efficiently, correctly and thoroughly to the receivers (i.e. listeners) (Warren, 2006). Accordingly, it is more likely dealt with in non-social discourse such lectures and conferences and rhetorical speech which are usually a type of writing for spoken purposes (Nattinger & DeCarrico, 1992). This profound conflation with written language makes transactional speaking production "more elaborated, more explicit, more decontextualized, less personally involved, more deliberately organized and planned" (Warren, 2006) and characterizes it with complexity, ambiguity, clarity, explicitness and cohesion. And this is what makes it, according to River, suitable for fulfilling the normal purposes of language in communication including exchanging info, instructions, ideas and solving problems. Therefore, this type of speech is consider as a superior and high form of language use that enables human to develop culture, philosophy, science and literature (Warren, 2006).

I.2.4.3. The Performative Function

The third function of speech that can usefully be distinguished has been called speak as performance. This type of verbal communication refers to the kind of talk which is issued before an audience in the purpose of addressing topics of their interests. These talks are usually concerned with public speaking, such as presentations, public announcements، and

speeches that, just like the interactional talk, are produced in the purpose of achieving certain impacts on the listeners (e.g. appealing and gaining the listeners trust and support). However, this types of speech "tends to be in the form of monolog, rather than dialogue" (Richards, 2008, p. 27). According to Jones Pauline (1996), performance's speech has structurally identifiable forms and linguistically predictable contents which make it, just like transactional spoken language, closely related to the written language. Accordingly, an extra emphasize is given to the forms' accuracy in conveying the speakers' intentions and information to the listeners. "it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction." (Richards J. C., 2008)

In order to gain deeper understanding to the different functions of the spoken language, an illustrative table that shows the most important features, skills and language resources of each function. Additionally, theses illustrations are supported with clarifying examples to the speech events where each function is likely to occur.

	FEATURES	LANGUAGE- USE SKILLS	EXAMPLES
Interactional	It has social and interpersonal functions; Participants-oriented; Reflects interlocutors social statues, roles and identity; Conversing structures' conventions; Reflects degrees of politeness; Employs casual, formal or generic lexical and different styles of language and registers(Richards, 2008).	Managing the course of the conversation: Selecting the topic; Interrupting politely (Richards, 2008); Regulating turns; Redirecting the topic; Negotiating meaning; Initiating, maintaining and closing the speech event (Nuan, 2015). Using the language appropriately(Richards, 2008).	Chatting Joking
Transactional	It has an informative focus; Content-oriented; Strategically managed; Loosely structured; Feedback-oriented; Don't focus on Linguistic accuracy(Richards, 2008).	Displaying the different functions of language like explanation, description, clarification, confirmation, interrogation, suggestion or comparison(Richards, 2008)	News Repot Radio Proadcast wibenar Requests Orders Discussions

Performance	Both content-oriented and message-oriented; Well organized and sequenced; Both form-focused and accuracy-focused; Written like language inputs; Often monologic(Richards, 2008).	Using an appropriate format Presenting information in an appropriate sequence Maintaining audience engagement Using correct pronunciation and grammar Creating an effect on the audience Using appropriate vocabulary Using an appropriate opening and closing(Richards, 2008)	Speech Report Presentation Teaching

Table I-1 The Three Main Functions of English Spoken Language

As illustrated in figure (I.1), each function of speech production has its own framework of speaking competence and performance. And these frameworks propose on the speakers certain limitations that control their verbal choices, decisions and roles accordingly. It is also direct their speech production and oriented their cognitive solving-problems on the basis of their speaking intentions through mapping out their competence and skill for each function. Although each of the above functions has its distinctive features, skills and language recourses, no function stands alone without the support of the other two functions. As, this categorization is attributed to the function which predominate the other functions to label it as: transactional, interactional or performative. Accordingly, speaking production is realized in three different ways.

To sum up, , human speaking is produced for one of these three purposes: to interact with people for something, to inform people with something or to influence people to do something. Respectively, speech events are categorized into interactive speech event, transformational speech event, per formative speech event. Altogether, they represent speaking repertoire of norms, conventions, use and usage which call into an action as much as it is needed for the interlocutor to accomplish her/his communicative ends where one function may surpass one another the others interchangeably. Thus, these different functions are intertwined due to the hybrid nature of human communications in which interlocutors exchange verbal behaviors according to the follow of the speech situation. For example, in lecture where teachers are supposed to deliver informational related talk majorly, an active learner may engage them in an interactive situation through debating or discussing a given point of their lesson. Similarly, their speech ought to be accord with performative speaking skills so as to reinforce their informational related talk for accomplishing their communicative ends more effectively. This combination of the former and the latter functions represent the discourse as on of three types of speaking that includes dialogue and monologue as well.

I.2.5. Types of EL Spoken Language

Corresponding with the three previous main functions of verbal interactions, speech production takes one of three types: monologues, dialogues or discourses. To begin with, monologues refer to the practice of self-talking; whereas, dialogues are dual and real time interactive speeches. Syntactically speaking, these types are highly characterized with incoherence and fragmentation, for they are produced in spare of moment during oral interaction. Conversely, discourse is well-planned speech with minimum interactions and few turns taking occasions between interlocutors (SÁROSDY, BENCZE, POÓR, & VADNAY, 2006) .

Distinctively, it comprises partially monologic and dialogic activities as well as the different functions perform by the spoken language in verbal interactions (Richards, 2008) which makes it the richest type of English spoken language on both levels of competence and performance for developing speaking skills. Thus, speaking skills acquisition has been regarded as an accumulation process of these functions by the developmental theories' supporters.

Respectively, individual and collective monologues where children appear to be taking appropriate turns in conversation are regarded as the first form of actual speaking performed by children by Piaget (Harley, 2001, p. 71). Therefore, monologue is considered as the milestone for the oral production development due to its contribution in the acquisition of the verbal behaviors and attitudes of the child mother tongue in the earlier stages of speaking development process. In monologues, both the transactional and the interactional functions are employed by the speaker who either attempt to transmit a given linguistic input to his/her long term memory or processing it in his/her working memory. In its primary function, a monologue takes the form of egocentric talk (Junefelt, 2007) that children employ to translate their thoughts into spoken inputs through serving their mental orientation and conscious understanding (Clark, 2006) for developing their speaking competence and improving their speaking skills at their childhood. In their egocentric talk, children transmit the linguistic verbal inputs to their long term memory via practicing sounds' sets in homonymic words, commenting on the words they mispronounced, trying out to construct complex sequences, to breakdown sequences or question-answer sequences, rehearsing the day's events and drilling l units (Clark, 2006). After internalizing their egocentric speech into more attentive and interactional monologic talk that is so-called private speech (Junefelt, 2007), children process verbal inputs and possible verbal outputs in their working memory to fulfill functions like pretense, practice social encounters or practice language (Berk,1992) which contribute to their cognitive and behavioral self-regulation.. Later in their adulthood human adopt the inner speech as the last form of the monological talk that is primarily work in problem-solving. Putting aside the self-talking tendency of talking gives more chances to the appearance of the dialogue and discourse gradually.

As the child grows up, their internalized speech is brought into action as part of their socializing process due to the increased demands of the interactive environment of their constantly extended social circle. As a result, their new dimensions are added to their schematic knowledge including social, cultural, and pragmatic norms and conventions of their speech community (see communicative competence in section III). These new skills are developed on

the expense of the linguistic and grammatical aspects of their schema because of the interactive nature of the dialogues whereby accuracy is of second nature in these communicative events. The aspect of English speaking skills that is later developed through an instructional teaching of EL as subject directly and being exposed to the teacher talk during other sessions of different subjects. The thin that reprioritizes their speaking accuracy extensively leading to the developing the last type of speaking which is the discourse. Eventually, both dialogue and discourse will take the most part of the language users' verbal communications keeping the monologue at its lowest level in the later stages of their life. Together, these two types work interchangeably in enriching and developing the language's user communicative skills which makes them native speakers eventually.

These three types of speech contribute to the speaking production mechanism that is responsible for speaking Monologues, dialogues and discourses represent the three main functions of spoken language from one hand, and in other hand they are essential part in the English speaking development. As they build the lemma of the speakers and train their reciprocity skills formulators and motor skills. Both functions and types of English spoken language are considered as crucial part of the speaking skills, whether in a first or second language. As it is through mastering them the speakers develop their communicative skills and increase their linguistic recourses that enable them to manage speaking events. For example the monologue help speakers increases their conceptualization and formulation phase. While the dialogs increase their monitoring and articulation phase.

I.3. English Speaking Skills in Use

In order to synthesis elements of fluency, accuracy and appropriacy, an analytical investigation into English speaking in use is conducted, henceforward. Thus, an attempt to get deeper understanding to these skills is sought far away from the idealization or the de-contextualization views to EL. And this is via reviewing the current body of literature concerning EL speaking skills, on the one hand, and investigating the frequent regularities and conventions of how EL is actually spoken, on the other hand. So that, a thoroughly pedagogical reference is eventually concluded to effectively develop an English oral course, henceforth. Accordingly, a representation to English speaking fluency, accuracy and appropriacy skills is introduced in this section through indentifying the nature of EL spoken proficiency.

I.3.1. Nature of English Spoken Language Proficiency

The nature of English spoken language proficiency was restricted solely to the linguistic aspects of EL due to the highly influence of Chomskyan linguistics. Respectively, English competent speaker has been associated with the ideal user of EL system; where no errors or flows are tolerated, whose only linguistic competence is taken into consideration when evaluating her/his language production. However, such idealization of language use, which contradict with the imperfect linguistic nature of English spoken language and excludes its non-linguistic aspects, gave birth to Dell Hymes' social speaker. Conversely, Hymes' language user was related to larger competence that so called communicative competence (CC). Following Hymes model, linguists like Canale and Swain (1980), Canale (1983), Bachman (1990) further this (CC) by rearranging his four (CC) components into more competencies. Eventually,

> *"the nature of spoken language proficiency in component-oriented theories has been typically divided into linguistic competence (grammatical, lexical and phonological), discourse competence (the ability to create any coherent and cohesive speech), sociolinguistic competence (relating to appropriacy in different setting) , pragmatic/illocutionary competence (ability to perform speech acts effectively in the language), and strategic competence (ability to use recourses effectively and compensate for limitation)" (Byram & Hu, 2017, p. 647).*

Nevertheless, in respect to actual oral communication, unless these competencies are exploited relatively to the communicative repertoire of English speech community communication cannot be effectuated effectively. Concisely, this adaptive tendency of adjusting ones competence has been synthesized into encoding matrix of EL speech production layout by Dell Hymes that well-known as the Ethnography of communication.

I.3.1.1. The layout of speech: Speakers' guideline

In his proposed ethnography of speaking model, Dell Hymes represents a mnemonic framework for contemplating speaking. In essence, this model is guideline for speakers to meet their communicative goals through tackling its SPEAKING-derived datum (Wardhaugh, 2010) (i.e. setting, participants, ends, acts, keys, instrumentalities, norms and genre of the communicative event (Atkinson e. , Delamont, Coffey, Lofland, & Lofland, 2007)). That is considered as "a very necessary reminder that talk…, if it is to be successful, the speaker must

reveal a sensitivity to and awareness of each of the eight factors outlined above" (Wardhaugh, 2010, p. 261). And which can be met through the following mind map:

MODEL	ACCOUNTS	SPEAKER	MESSAGE
S	Physical context Psychological context	Identify speech event	Scenario
P	Relationships Age Ethnicity Gender	Identify Social Group	Formality & style of speaking
E	Outcomes Goals	Set Purpose	Expectations
A	Content, Form Sequence	Conceive intentions, Meaning	Structure
K	Language variation Paralinguistic cues	Assign phsy/psy Tonicity, Spirit	Tonicity
I	codes registers, (sc Lg. verities,	Selecting a channel	Verbal & non-verbal
N		Specifying beh	Plot
G	Sequence	Type of utterance (sc	Type of discourse

Table I-2   Ethnography of Speaking in Action

Notably, the three first references are culture and social related aspects for they are the speaker indexes for effectuating an appropriate speech production without violating the pragmatic norms of the communicative event along with instrumentalities and norms of EL speaking. In the same respect, the acts which fall in the categories of linguistic realm along with the genre support these adequacies through its creating the cohesive and the coherent aspects for EL accuracy before producing them through the use of keys so as to create the rhythm of EL fluency.

I.3.1.2. The skills of the speaker

Basing on the same starting point, yet going onwards instead of backwards, David Nuan attributed our ability to speaking into the skills that we are able to perform when speaking.

Eventually, he identifies the competent speaker according the skills that he is able to project when speaking. According to him the competent speaker of language is the speaker who is able to:

1. articulate the phonological features of the language comprehensibly and in acceptable level of fluency (; mastery of stress, rhythm, intonation patterns;) (i.e. Phonological accuracy and Phonological fluency)
2. Transactional skills (i.e. Organizational accuracy and transactional fluency)
3. Interpersonal skills (i.e. pragmatic appropriacy)
4. skills in taking short speaking turns (i.e. Pragmatic appropriacy and Organizational accuracy)
5. Skills in taking long speaking turns (i.e. Organizational accuracy and pragmatic appropriacy)
6. skills in the management of interaction(i.e. organizational accuracy and appropriacy)
7. skills in negotiating meaning (i.e. pragmatic appropriacy and strategic fluency)
8. know about and negotiate for the purpose of the speech event (i.e. Pragmatic appropriacy)
9. use appropriate conversational formulae and fillers (i.e. Strategic fluency)

(Nuan, Designing Tasks for the Communicative Classroom , 1989)

Together these two opposed directions can be condense into matrices of English speaking skills which covers the competence, performance and skills of speech production. And this as an attempt to cover as much as possible of the English speaking skills so as to provide learners with rich learning experience and teachers with more manageable oral inputs for preparing an effective lesson.

I.3.1.3. English Speaking Fluency Skills

In its general sense fluency is defined as "the capacity to speak fluidly, confidently and at rate consistent with the norms of the relevant native speech community" (Kathleen & David, 2004, p. 5). It "refers to the features which give speech the qualities of being natural and normal, including native -like use of pausing, intonation, stress, rate of speaking, an use of interjections and interruptions" (Richards & Schmidt, 2013, p. 233). Thus, speaking fluently is ascribed into the speakers' "ability to link units of speech together with facility and without hesitations or inappropriate slowness or undue hesitations" (Hedge, 2000, p. 54) to the extent to which they use language quickly, confidently and naturally. Such utilities in use are achieved via speaking in

acceptable speed and with few false starts or hesitations; for the most part, and reaching a level of proficiency in communication for

> ➤ "Speaking language with ease.
> ➤ Producing a continued speech without causing comprehension difficulties or a breakdown of communication.
> ➤ Communicating ideas effectively with an acceptable command of intonation, vocabulary and grammar." (Richards & Schmidt, 2013, p. 233).

Presumably, three categories of English speaking fluency skills may be concluded: a phonological fluency, a strategic fluency and a cognitive fluency.

I.3.1.3.1. Phonological Fluency

Due to the distinctive characteristics and features of English spoken language, native speakers resort to its prosodic aspects to manage their verbal interactions more fluently. Basically, this is achieved through operating the superasegmental processing techniques that adjust the spoken outputs' amplitude and frequency for flowing "quickly, confidently, without hesitations or unnatural pauses" (Nuan, 2015, p. 55). Fundamentally, superasegmental devices refer to the "vocal effect that extends over more than one sound segment in an utterance", and they "arise from the syllable structures, word stress and vowel reduction" (Keith & Sarah, 2009) as well as tone groups including stress, pitch, rhythm and intonation (Kathleen & David, 2004). On this premise, phonological fluency can be identified in these habits of use which forms an independent system of pronunciation - that so- called rhythm (Roach, 2001). Practically, it is achieved through the variation of speech sounds, and less hesitant, with natural pauses via lessening the obstruction of the air while producing them (Keith & Sarah, 2009) which make them play crucial part in the adequate pronunciation of English language. Accordingly, for the current purposes of this study these English prosodic features are resumed into the connected speaking habits that lessen the mechanical habits of English speech production among EFL speakers to hit its rhythm as close as possible.

I.3.1.3.1.1. Connected Speech

Connected speech refers to the continuous and connected streams of sounds within utterances (Roach, 2001) that emerge from the attachment of these segments of sounds to one another or their modeling under influence of their sounds. In its first sense, this connection is

executed by running one word into another with intention without separation or gaps anywhere through dwelling on vowels and hopping on the constantans for gaining natural smooth-flowing style of speech (E.g. Breath in is pronounced as: brea thin) (Master spoken connected). While in its second sense, which is the concern of this paper, this association is concerned with loosen the obstruction of the air flow during speaking via the process of blending, dropping, adding or modifying the final sound or the initial sound of the constituent words within the utterance (Tim's Pronunciation Workshop, 2017). Respectively, the connected speech devices are divided into various sounds processing mechanisms including assimilation, elision, intrusive and linking devices and deletion.

I.3.1.3.1.2. Assimilation

Assimilation occurs when a given sound takes one characteristic of neighboring sound to change into new sound and this process of assimilating sounds takes three forms: regressive, progressive and coalescent. Progressive assimilation occurs as the initial sound of the following word(C^i) is affected by the final sound of the preceding word(C^f); accordingly, if ($C^f = ð$)and (C^i = nasals or plosives) then($C^f = C^i$) (Roach, 1991).On the contrary, in regressive assimilation(C^f) changes to become (C^i) (Roach, 1991); for instance, the sound /n/ is pronounced as /m/ if it is followed by /p,/b/, /w/, or /m/ while /d/ becomes /k/ before /g/ or /k/ (Tim's Pronunciation Workshop, 2017).In different manner of regressive or progressive assimilations, $(C^f)$and (C^i) together and mutually condition the creation of a third middle sound(C^m) with the features from both the original sounds through coalescent assimilation when C^f = /s/,/z/,/t/,/d/,/ts/or/dz/ and (C^i) = /j/ then C^m= /ʃ/,/z/,/ʧ/,/ʧ/,/dʒ//dʒ/ respectively (Celce-Murcia, Brinton, & Goodwin, 1996).Together these assimilating techniques enhance the dynamic of the articulation system through approximating the place, manner and different voicing of these sounds to one another which decreases the obstruction of the air flow to help speakers speak more smoothly and fluently.

I.3.1.3.1.3. Intrusion

Contrastively, a non-existed sounds may be added in the course of speaking by native speakers who use the ***intrusive /r/,/j/ and /w/*** as a joiner between consecutive vowels sounds of the utterance's constituents (Kathleen & David, Practical English Language Teaching Speaking , 2004). Accordingly, intrusive /r/ occurs under the same condition of the vowel sounds clusters in which none morphological existed /r/ in the original words is added in between them for

pronouncing them together smoothly and fluently (Roach, 1991). Similarly, an intrusive /r/, which refer to as a linking /r/, occurs on the non-rhotic (RP) of the /r/ sound (Keith & Sarah, 2009) that becomes pronounced in what so called prevocalic positions, as the final /r/ sound of the preceding word, which normally does not exist in the phonological transcription of the word in spite of its morphological presentation, is linked to the initial sound vowel of the next word in connected speech. Similarly, intrusive /y/ sounds occurs when pronouncing sequence of words in which the first one ends with /i:/, /ai/ or /ei/ and the next start with a vowel sound , native speakers usually add the sound /j/ to join them to one another. While, intrusive /w/ sound is added if the final sound of the word is /ᵃʊ/ , /u:/ and the next word initial is vowel sound. Both linking and intrusive sounds are transferring catalyst that fill the spatial and temporal vacuum which separate the two sounds in order to give more fluency in their words.

Examples:

DEVICE	SPELLING	PRONUNCIATION
Progressive assimilation	She looked at him	ʃi: lʊkt æt hɪm
Regressive assimilation	I love split pea soup	aɪ lʌv splɪp pi: su:p
coalescent assimilation	His coming this year	hɪz ˈkʌmɪŋ ðɪʃ jɪə
Elision	She looked particularly interesting	ʃi: lʊk pəˈtɪkli ˈɪntrɪstɪŋ
intrusive /r/	Law and order is very important.	lɔ: rænd ˈɔ:dər ɪz ˈvɛri ɪmˈpɔ:tənt
Intrusive /j/	The end.	ði jɛnd
Intrusive /w/	I really can't do it.	aɪ ˈrɪəli kænt du: wɪt
Linking /r/	War and peace.	wɔ: rən pi:s

Table I-3. An Illustrative Examples from (Roach, 199) and BBC Learning English, 2018 to the Different Types of Intrusion in Actual Spoken EL

I.3.1.3.1.4. Reduced speech

"Reduced forms are widely used in spoken English regardless of the speed or the register of speech" (Brown, Kondo-Brown, & Schmidt, 2006, p. 19). Namely, it refers to the process of eliding consonants and vowel sounds' weak forms. Like in its weak forms where "all unstressed non-final vowels are reduced to schwa / ə /"… a word that has a full vowel in its CITATION FORM may have a reduced vowel in connected speech" (Richards & Schmidt, 2010, p. 490). Similarly, consonant sounds' of unstressed words are elided so as not to take new position for

every word and use "same or intermediate articulatory gestures" (Reed & Levis, 2015, p. 161). It is still a definitive feature of English spoken language in general and its fluency skills in particular because it promotes and preserves English rhythm's regularities to facilitate speech articulation and maintained timing regularities (ibid, 2015).

I.3.1.3.1.5. Contractions

Contraction is common tool that help in maintaining and creating the rhythm of spoken English" (Egle) . According to Cambridge online dictionaries, it is defined as: a short form of a word or combination of words that is often used instead of the full form in spoken English. This "the process in which a reduced form of an auxiliary verb or negative particle is attached to an adjacent word" (Pearce, 2007, p. 43) in order to "to allow syllables to be reduced or omitted along with increasing the casualness of a dialog" (Egle, p. 44). Although, in its most part catenation is better known with the combination of auxiliary verbs with pronouns, "any noun can be combined with any auxiliary verb to create a new contraction." (Egle, p. 42). ELdistinguishes between two types of contractions:

> "*a verb contraction and negative contraction. 1) in verb contraction, certain forms of the verbs be and have are reduced to their final consonants and then attached to the subject. In Standard English, am, is, are, has, have, and had have the following contracted forms: I'm not going to set fire to it; The dog's sitting with the cat; Malcom's splashed out; They've all denied manslaughter;.... Note also that when be function as a primary verb it can be contradicted in the present tense: I'm a good swimmer,... contractions of will and would are also common: they'll eat anything; she'd eat her hat. Finally auxiliary have can be reduced and attached to the preceding modal verb when the perfect aspect is being used to express modality: I should've tidied up a bit. In rapid connected speech, have is often reduced further to an unstressed vowel //... coulda, shoulda, woulda… 2) Negative contraction involves reducing not to n't and attaching it to a preceding modal verb or primary verb functioning as auxiliary or main verb ...: There isn't any time" (Pearce ، 2007, p. 43).*

Nonetheless, these negative forms may be further reduced and contracted into shorter forms where /t/ sound is omitted so that "I can't do that" would sound like "I can do that". The disappearance of this sound is known as "assimilation" which is one of the most frequent employed processes in actual spoken English. (BBC, 2020).

I.3.1.3.1.6. Elision

Similarly, native speakers' fluency results from another connected device that so called elison. Namely, elison refers to the disappearance of sounds and their deliberate omission under certain circumstances (Roach, 1991). For instance, the weak vowels (i.e. schwa and some vowels occurring in unprominent syllables (Sylvia & Edmund, 1994)) are lost before /l, r, n/ to become syllabic consonant (i.e. /l/,/r/,/m/ and /n/ (Kristin & Anne, 2013)) and after /p/, k, t/ to turn into /h/ (Roach, 2001). Also, certain constant sounds are sacrificed in the expense of other when it is a part of a complex cluster of three or more consonants which are hard to pronounce in the course of speed speaking (Roach, 2001). In the same way, the constant sounds /v/ is lost in the in the preposition "of" when followed by consonant (Roach, 2001). Subsequently, by sacrificing certain sounds during speaking, speakers reduce the meaningless pauses in their speech and take full control over the timing of the cuttings in their speech, as these interruptions are is integral part of the communicative process.

Summarily, since the natural amplitudes and frequencies of English spoken language are attributed to the constant effects of the superasegmental devices on the production of sounds in utterances. English speakers tend to exert considerable emphasize on employing these devices in their speech because it does not help convey their intentions more fluently. But, it also strengthens the accuracy, by indicating the most important information of the sentence while communicating verbally, and these are represented in sentence stress, intonation and rhythm, and appropriacy, maintaining the conventional ways of EL, during verbal communications. Thus, the same as native speakers, EFL learners need to be introduced and well- aware of the explicit and implicit effects of the connected speech habits of EL spoken language so as to help in:

1. developing their fluency via reducing the block of the airflow during speaking via blending or dropping the voiced phonemes under the influence of the superasegmental processing techniques;
2. getting rid of the unnatural pauses and the hesitations of speaking via shifting of stress and stressed time syllable;
3. It increases the strategic competence by which students benefit from to compensate on their linguistic deficiencies in communicating with the target language;
4. improving the pragmatic competence through investing the voice's variations in expressing their intentions according to the speaking situation and the participants;
5. increasing accuracy in expressing their intentions.

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6. interacting more efficiently and effectively as it is by which they encode the meaning of the speakers' utterances.

I.3.1.3.2. Cognitive Fluency

Unlike phonological fluency's motor aspects, cognitive fluency represents the psychological aspects in speech production flow; because, it refers to the ability of producing ideas at ease. It has been divided into four types: word fluency, expressive fluency, associational fluency and ideational fluency. To start with, word fluency refers to the speaker ability in producing many words. Next, expressive fluency means quick thinking of suitable and related words to a given context (the ability to organize words into phrases or sentences). Last but not least, associational fluency refers to semantic ability in producing (.the ability to list words associated with given word) . Finally, ideational fluency refers to "the ability to produce various ideas rapidly" … In summary, these four types of fluency are just what give speaker the ability to deal quickly and smoothly and manage their speaking cognitively more effectively. (Sternberg, 2000, p. 612).

I.3.1.3.3. Strategic Fluency

Keeping channel of communication open and the communicative situation on go is crucial factor in speech situations; however, due to speech production circumstances speakers may stumble upon their words which may interrupt the flow of speech. Therefore, they usually go resort to compensation strategies (Hedge, 2000) to restore the balance of the communicative channels efficiently and quickly. Basically, these survival strategies (Kumaravadivelu ،2006) include both verbal and non verbal communication strategies (Canal and Swain, 1980), "such as paraphrase, circumlocution, repetition, hesitation, avoidance and guessing as well as shifts in register and style" (Kumaravadivelu, 2006, p. 1754), which compensate for breakdowns of communication due to the performance variable or insufficient competence" (Canal and Swain, 1980), on the one hand. And they enhance the characteristics of speech production (Bachman L. F., 1990), on the other hand. Hence, these compensatory communication strategies "may be called into action to compensate for breakdowns in communication due to performance available" (Kumaravadivelu, 2006, p. 1754) or the inadequacy of the linguistic competence (Bachman L. F., 1990) so as to bridge these gaps between ability and intent to overcome communication problems and organize the message effectively (yule, 2010). On this premise, strategic fluency may be concluded in the speaker's ability in overcoming the obstacles that

would hinder the smoothness and flow of communicating process between him and his audience, which may cause misunderstanding or spoil it from their neighbors. It indicates the speed and flexibility of the speaker in compensation and saving the communication process if it fails for some reason.

I.3.1.4. EL Speaking accuracy skills

In its broadest sense, accuracy is defined as the quality or state of being correct or precise (Lexico.com, 2020). "It refers to the ability to speak properly-that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English" (05). It is mostly related to the ability of the interlocutor in translating their mentalies into an equivalent utterance that is interpreted by the listeners correctly by following these norms of usage associated with producing grammatically accepted utterances to certain extent and the clarity as well as the intelligibility of pronunciations and the appropriacy of vocabularies' choices (David, 2015). Accordingly, accuracy may be categorized into grammatical accuracy, phonological accuracy and phonological accuracy.

I.3.1.4.1. Grammatical accuracy

Even though EL speaking grammatical features do not contradict with the linguistics norms of linguistic of EL generally, EL spoken grammar differs from written expression grammar, discretely. First and for most, these dissimilarities are attributed to verbal communications' properties wherein speech situations' paralinguistic and contextual cues reinforce speakers' communicative intentions with least grammatical requirements. Similarly, such economic tendency, of grammar in use, is ascribed to both processing and reciprocity conditions of speech events which limited their grammatical encoding process both in quantity and quality. Consequently, speech chunks and stretches are not possibly as complicated as sentences and as not as explicitly unified as written discourses. Thus, when syntax is concern these spoken grammatical features are disguised between syntax on the utterance level and another on discourse level.

Utterances represent "sequence of words within a single person's talk" (Richards & Schmidt, 2013). They are   more commonly known with their shortness and precision and simplicity (See I.2.2) , for they "consist of stretches of speech shorter than sentences" (Richards & Schmidt, 2013). Nevertheless, in spite of their association into spoken word, statement, or

vocal sound (Lexico.com, 2020), they were limited to dialogs exclusively. Therefore, an utterance has been associated with speech acts, in speech act theories, as a functional unit in communication which rather covers all types of EL speaking. Bearing both propositional and illocutionary force, these speech acts , or utterances, indicate the speaker state and project the desired effects on the listeners via performing different functions like orders, promises, requests …etc. (Richards & Schmidt, 2013). This use of language, according to speech theory J.A. Searle, "can only link promotional content to the world in five different ways" (Vanderveken & Kubo, 2002, p. 112): "

a   ***commissive:*** *a speech act that commits the speaker to doing something in the future, such as a promise or a threat. For example: If you don't stop fighting I'll call the police. (threat) I'll take you to the movies tomorrow. (promise)*

b   ***declarative:*** *a speech act which changes the state of affairs in the world. For example, during the wedding ceremony the act of marriage is performed when the phrase I now pronounce you man and wife is uttered.*

c   ***directive:*** *a speech act that has the function of getting the listener to do something, such as a suggestion, a request, or a command. For example: Please sit down. Why don't you close the window.*

d   ***expressive:*** *a speech act in which the speaker expresses feelings and attitudes about something, such as an apology, a complaint, or to thank someone, to congratulate someone. For example: The meal was delicious.*

e   ***representative:*** *a speech act which describes states or events in the world, such as an assertion, a claim, a report. For example, the assertion: This is a German car."(Richards & Schmidt, 2013, p. 543).*

Consequently, grammatical forms, constituents and structures are manifested according these speech acts' functional variations on daily basis. However, due to the fragmentary and phrasing reoccurrences in EL speaking skills, these acts are habitually mono-ideational (i.e. one utterance carries one idea) structures (see I.2.2.) that unify eventually as meaning whole in discourse so as to accomplish speech repertoire more accurately.

Apparently, speakers unify and construct their discourse primarily on the purpose of conveying their intentions to their audience in the most accurate possible way as they possibly can. On this premise, a coherent and cohesion ought to be manifest amidst speech acts clusters for reaching the intended effects on their listeners using for instance pauses to indicate the different transactional stance in their discourse (Brown, Gillian, Brown, & Yule, 1983).

Fundamentally, unity in discourse is not syntactically as dependent as in texts, for "most spoken language consists of paratactic (unsubordinated) phrases which are marked as related to each other not so much by syntax as by the speakers says them." (Brown, Gillian, Brown, & Yule, 1983, p. 4). Instead, speakers resorts to verbal recourses and rhythmic recourses and rarely intonation to indicate the relationship between on speech act to another. However, this is does not mean that subordinates are not part of this unifying process for a huge variety of them are marked in spoken discourse like conjunctions and coordinators still they are more simpler like and, but, because..etc. (ibid, 1983).

To conclude with, in spite of its syntactical features either on the utterance or discourse level, grammar in use do not fall outside the scope of the grammatical norms known in the EL(i.e. tenses, adverbs, adjectives, verbs, nouns, prepositions, interjections , conjunctions and pronouns). However, some of those aspects are more frequent in spoken language than the others like the frequent use of personal pronouns, present simple and active forms as far as speech genre is (Fang & Cao, 2015) concerned. Similarly, individual speech repertoire or differences, of use that attributed to speaker cognitive (i.e. educative vs common speakers) abilities in investing EL grammar to achieve their communicative goals, entail commonly preferences of use (Brown, Gillian, Brown, & Yule, 1983) . Nevertheless, such choices remain restricted to the common norms and social conventions of English speech community (See Table I.3) to achieve this kind of accuracy.

I.3.1.4.2. Lexical Accuracy

Like its name denotes, lexical accuracy refers to the adequate use of English vocabularies in speaking. These vocabularies include "the total number of words a person uses as part of his or her spoken language repertoire" (Richards & Schmidt, 2010, p. 547) which accuracy is achieved through the correct selection of words for expressing speakers' intentions parallelly. Therefore, just like in written expression, thoughts and intentions are manifested into their equivalent signifiers. However, due to time's disprivilege these lexical choices are more economical in the sense that they are simpler and more frequent (common) (i.e the frequently used expressions on daily basis) (Brown, Gillian, Brown, & Yule, 1983). Or they are redundant instead due to the processing conditions. For in actual spoken English, speakers rather use 'take something like X' instead of 'for example' to exemplifying, 'to make long story short' in place of 'in conclusion' to summarize their speech ,'another thing is X' to mean 'next' or 'before I stop let me add X' to express last point (Nattinger & DeCarrico, 1992) .Thus, lexical speaking

accuracy may be concluded in the frequent vocabularies and expressions of the actual English spoken language including: phrasal verbs, idiomatic expressions, colloquial, modals, ardency pairs…etc. On this premise, speakers ought to be familiar with EL spoken lexical varieties in order to achieve their communicative ends more accurately.

I.3.1.4.3. Phonological accuracy skills

Likewise in order to achieve the required level of adequacy in their verbal messages, speakers resort to their phonological resources to manifest their intentions though their voices. Subsequently, such sounds' arsenal reinforce the grammatical structures by providing them with an equivalent phonological properties that match both its surface and deep structures. Basically, this is done through a conscious and attentive and systematic process of synchronizing locutionary acts into EL sounds' frequencies (i.e. prosody) so as to accomplish its illocutionary acts and realize its perlocutionary force. Fundamentally, these voice choices are pre-determined by the communicative situation and speech event that guided the speakers' tones, pitch and rhythm, on the one hand. In addition to the speakers' level of phonological awareness (i.e. the broader awareness of sounds of given language (Semingson, 2011)) that includes phonemic awareness (the awareness of the smallest units of sound in a word and the ability to segment, blend, isolate, and manipulate those smallest individual units of sound (Semingson, 2011)), syllabic awareness, on the other hand. Accordingly, phonological accuracy can be categorized into phonemic accuracy and syllabic accuracy.

I.3.1.4.3.1. Phonemic Accuracy: Pronunciation

Phonemic accuracy refers to the ability of speakers in producing the sounds of EL without deformities in its physical structures or sound production (Arnold, Speech disorder, 2019). After deciding the range of words which are going to be used for conveying their verbal message, speakers start audio-visualizing them by manipulating them into audible sets of phonemic clusters of EL sounds. Particularly, this process is for pronouncing these verbal illegibly which help both interlocutor in communicating comprehensively and accurately. Because phonics' imprecision leads to communication problems like misunderstanding and illegibility. For instance, Japanese mispronunciation of the two English sounds /l/ and / θ/ with /r/ and /s/ affect the accuracy of the lyrics in Dol group' song 'Don't feel, think' for it perceived as: 'don't sink, fear!'. With such phonemic inaccuracy speech is not only misinterpreted inadequately. But it also disrupt EL rhythm   (e.g. Egyptian' English and Indian' English

speaking) that heavily reliable in identifying words, moods or function of speech outputs (Ashby, 2013). Thus, in order to achieve a phonological accuracy, a phonemic awareness ought to be acquired for mastering more effective English speaking skills, in particular, and more efficient oral proficiency, in general.

I.3.1.4.3.2. Syllabic accuracy: Word Stress

Likewise, the lack of syllabic accuracy leads to an issues of translating and interpreting the verbal messages during verbal communications correctly. Due to its direct association to the functions and the meaning words in conveying and in receiving the message effectively, stress accuracy plays a crucial role in speech production. Basically, this is noted on the word pronunciation's level whereby meaning is transmitted via strengthening and lengthening the appropriate syllable within a given word. In addition to spoonerism and meaning violation or change, stressing the wrong syllable in a word can make the word very difficult to hear, misunderstood, meaningless or illegible (TeachingEnglish, 2017).

I.3.1.4.3.3. Utterance Accuracy: Sentence Stress

In its simplest sense, sentence stress refers to the extra emphasis of certain word, or words, took within an utterance which distinguish it from the rest of the other words within the same utterance.   Just like in the words sentence stress refers to the segments that are characterized by loudness, length, pitch and quality of voice (Roach, 1991). And it is by which meaning and function of words are signaled in EL(Roach, Phonetics , 2001). It is frequently used by natives whose intentionally adapt it in their utterances to draw listeners' attention to the content words to distinguish them from structure words.

Unlike the unstressed functional words within utterances, content words ought to be stressed to make utterances more understandable and meaningful in spoken discourse. These variations of content words' stress are realized through changing in speaking voice's volume, pitch and manner of articulation. Native speaker tend to change the volume of their voices by making louder or quitter in order to stress certain words in their utterances, for instance, names, dates, number and actions are usually the loudest words in news headlines. A similar effect can be achieved by varying the quality of the voice variation via lowering or increasing the pitch or the tone of the voices like in exclamation ah. Additionally, sentence stress is noticed on the

process of enlarging the vowel sounds or manipulating the consonants sounds while articulating them. (Speak Easy #005 – Sentence stress: Part 1, 2018).

Although it is difficult for both teachers and learners to deal with the stress in EFL classes, it stills an important mile stone in their journey towards English speaking proficiency. For this vocal emphasizing tendency plays vital role in EL rhythm (Rogerson & Gilbert, 1990). Teachers need to raise awareness of the way stress can be achieved and its importance, as it is not only the way for EFL students to speak more adequately but also their way to listen more attentively (English sentence stress, 2004) in English language. Thus, their attention must be drawn toward the development of stress agenda on longer stretches of spoken language in order to enable them to shift and vary the stress according to the structure of their utterances and its intended message (SÁROSDY, BENCZE, POÓR, & VADNAY, 2006). On that premise, EFL teachers could create an opportunities for strengthening the use of sentence stress through activities like voice impressions (A.J.Hoge, 2016), role play and repetition (A.J.Houge, 2014) for atomizing the use of stress in their speaking. Additionally, communicating in English speaking classes can be increased through asking students to practice the use of sentence's stress in group works activity where they check the irrelevance and effectiveness of their utterances in conveying their intentions via the negotiating of meaning among each others (Sousa, 2011).

All in all, for developing English speaking skills more effectively and efficiently, a full awareness of the accurate and adequate manners oral communication ought to be sought. And this by exploring the actual aspects of EL speech repertoire rather than cling to syntax and complex vocabulary to form ideal stretches of language. So that no to avoid bookish talk and make oneself understood, solely, but to gain and display the common characteristics and features of natural spoken language. Therefore, language users ought to pay more attention into the delivery of their communicative goals through moderating between grammar, syntax and phonology recourses smartly. As just like them listeners do not have the privilege like readers to encode the meaning of sequence of utterances during the course of the discourse or could possibly follow each spoken word. Not to mention the natural communication habits of taking into account the finer aspects of physiology that would compensate for grammatical deficiencies in one form or another.

I.3.1.5. EL Speaking appropriacy skills

Broadly speaking, appropriacy has been defined as "the extent to which a word, phrase, or grammatical pattern is correct or suitable for a particular context or social situation (Cambridge dictionary, 2019) .Linguistically speaking, it is "the extent to which use of language matches the linguistic expectations and practices of native speaker of the language." (Richards & Schmidt, 2013, p. 31). "Appropriateness supplements and refines the notion of context-dependent pragmatic meaning by the accommodation of social-context and sociocultural perspectives" (Fetzer, 2004, p. 90). As much as it is important aspect of English speaking skills, it is an extremely complex of language use due to its content-dependent conceiving sense. As decisions about how to say things depend on understanding exactly what is right for the context and the culture (Fetzer, 2004). Additionally, in producing their utterances they need to "to know what it is grammatical, and also what it is suitable (appropriate) for the particular situation" (Richards & Schmidt, 2010) along with the right tone (see instrumentalities) . On this premise, three types of English speaking appropriacy may be marked in EL actual spoken language: sociolinguistic appropriacy, pragmatic appropriacy and appropriacy.

I.3.1.5.1. Pragmatic Appropriacy

Pragmatic Appropriacy is subset-specific of social and sociocultural norms, conventions and strategies for producing a communicative action. This interdependent relational of appropriateness "is formed by the contextual constraints and requirements of (1) co-participants, (2) communicative actions, (3) communicative genre, and (4) the ethnographic norms and strategies of speech community." (Fetzer, 2004, p. 89) (see also I.2.2.). And this due to the fact that language is social phenomena before being a linguistic one which imposes on speakers rules for taking priority in "how suitable a grammatical or linguistic use in context" (Friedrich & Figueiredo, 2016, p. 137). This is usually realized by taking "account for the relationship between the cultural setting, the language user, the linguistic choices the user makes, and the factors that underlie those choices" (O'Keeffe, Clancy, & Adolphs, 2011, p. 1) in conceptualizing, formulating or articulating the speech.

I.3.1.6. Sociolinguistic Appropriacy

Sociolinguistic Appropriacy refers to the common-sense notion of appropriateness. Hence it may confined into

"the product of a process of evaluation based on the nature of the connectedness between co-participants, communicative actions and their linguistic realizations in linguistic and sociocultural contexts. If the performance of communicative action is seen as produced and interpreted corresponding with a speech community's ethnographic norms and strategies for a particular communicative action, it is assigned the statues of an appropriate communicative action. Should it violate one or more of the norms and strategies, and their underlying rules and regulations, it is assigned the statues of an inappropriate " (Fetzer, 2004, p. 89).

Thus, in order to manifest EL speaking appropriately, speakers need to encode propositional meanings and locutionary force into socially accepted locutions' before organizing and sequencing them according to the sociolinguistic norms and regularities of spoken discourse. For instance, a political inauguration would initiated with series of expressive acts that thanks citizens for selecting the president and concluded with commissives acts promising for better future (See Appendices) (ABC News, 2009). By contrast, an academic lecture or scientific conference would organize discourse according to the content using representative acts in most part so as to transmit information to students (Krashen conference). These contents' perspectives in representing information conventionally are introduced by Bygate in trems of information routines.

"By 'information routines' we mean frequently recurring types of information structures, including stories; descriptions of places and people; presentation of facts; comparisons; instructions…Broadly speaking, information routines may be identified as expository or evaluative. Expository routines are those which involve factual information hinging on questions of sequencing or identity of the subject... the principal types of expository routine are narration, description, and instruction. Evaluative routines are often, if not always, based on expository routines. They involve the drawing of conclusions, usually requiring the expression of reasoning. Evaluative routines typically involve explanations; predictions; justifications; preferences and decisions" (Bygate, 1987, pp. 23-24)

By contrast, in typical interactions where neither much information content nor clear sequencing appears were introduced as interaction routines.

" Routines thus can be characterized in broad terms to include the kinds of turns typically occurring in given situations, and the order in which the components are likely to occur. Thus 'service encounters', telephone conversations, interview situations, casual encounters, conversations at parties, conversations around the table

at a dinner party, lessons, radio or television interviews, all tend to be organized in characteristic ways."

Notably, reaching such discourse accuracy is associated with the type of information-talk the speakers wants to convey that Bygate (1987) summarizes in faculty-oriented talk: description, narration, instruction or narration and evaluative talk: explanation, justification, prediction or decision (Hidri, 2018). And for achieving their perlocutionary affects these loction ought to be given a appropriate voice of speaking that so called intonation.

I.3.1.6.1. Phonological Appropriacy: Intonation

Intonation is the melody of speech. The same as the stress, it refers to the different quality of voice and the variations of tone during speaking (Roach, 1991). Typically, it is marked by the rise and fall of the pitch in utterances (Kathleen & David, Practical English Language Teaching Speaking , 2004). It is due to the use of intonation that English speakers do not speak mechanically by using a stable and fix voice volume; instead, they vary their voices according the message of their utterances. Therefore, it is a very crucial aspect of human verbal communication as it helps the interlocutors:

1. to distinguish different types of utterances;
2. to interpret a lot of information that cannot be conveyed through the semantic structure and get emotionally engaged in the communicative event ;
3. to detect the speaker attitudes such of surprise, sarcasm or disbelief ;
4. to rise the interest of the participants that will make the communication more effective and efficient (Roach, 1991).

Like stress, intonation is achieved by manipulating the way speaking is sound through differentiating the manner of articulating English utterances. These articulating manners can achieved by the gradually change in speaking volume that may rise or fall accordingly. These intonational speaking tendency help maintain level of appropriateness through establishing the propositional meaning and illocutionary force in locutionary acts (i.e. form, type and grammatical function of the utterances) (SÁROSDY, BENCZE, POÓR, & VADNAY, 2006) that do not violate the conversation's etiquettes and politeness' rules (Wells, 2006). For, EL "cultural norms … favor "indirectness" in acts aimed at bringing about an action from the addressee." (B & Gudykunst, 2003, p. 66). For instance, speakers would resort to fall-rise intonation to correct the speaker's mistakes rather than putting them in direct words. Likewise,

the straightforwardness of commands or questions is lessen by falling intonation (Wells, 2006) to sound more polite. Respectively, phonological appropriacy is ascribed in "how the pitch of the voice rises and falls. And how speakers use linguistic variations to convey pragmatic meaning (ibid, p.1).

On this premise, it is possible to infer the significant role of intonational phonological appropriacy in help maintain speech's courtesy. Nevertheless, its role is not only restricted to personalizing speakers' utterances in granted sanctuary to express their feelings, emotions and thoughts beyond their actual words in less direct ways. (Wells, 2006). But, it is the tool by which they mark or divide their utterances as part of speaking skills accuracy just like the role of grammatical accuracy attribution to the pragmatic appropriacy which itself attributed to pragmatic fluency and strategic fluency. Therefore, it is hardly possible to separate this aspect of English speaking skills from the previously mentioned aspects (i.e. accuracy and fluency), for English speaking skills are interrelated skills that emerge from matrices speech repertoire of EOP competencies.

I.3.2. The Matrices of EL Speaking Skills

It is well-known now that producing English speaking skills appropriately, accurately and fluently is not a mechanical process of retrieving and encoding EL parts of speech into consecutive streams of sounds. Rather, it is an interactive communicating process of summing different kinds of knowledge along with these speech's parts into action to fulfill the communicative requirements of a given speech event. Therefore, it is highly related to the speakers' ability in mixing both external and internal speech events inputs referring to there mental speech repertoire. In other words, the skill of using EL appropriately, accurately and fluently in speaking is the product of intellectual and mechanical underlying mental matrices of speakers mind. Hence, in accordance to EL speaking skills' three indicators, these matrices may be concluded in: motor matrix, psych-cognitive matrix and language matrix.

I.3.2.1. Psycho-cognitive matrix

The psycho- cognitive matrix is the first and the most important pillar for speaking. For it is not solely restricted to the mental knowledge about English speaking skills. But it also generates all the communicating activities of the speech event, including:

1. analyzing of speech event to establish its ethnography of speaking;

2. conceiving speech intentions and constructing in speech acts;

3. retrieving, selecting and processing all relevant information ;

4. monitoring both the process of production and perception of the oral messages;

5. solving the problem of communication;

6. controlling and organize the whole process of speech production;

7. interpreting inputs, outputs and outcomes of the communicative process constantly;

8. and selecting and restoring information and experiences in speakers' mind.

Still, when it comes to the association of English speaking proficiency with English speaking skills appropriacy (see I.3.1.3.), this matrix is limited to:

a) ***a pragmatic competence***, *that is, the knowledge of "the pragmatic conventions for performing acceptable language functions" (Bachmans, 1990, p. 90) that enables speakers to use the language to express intentions and reach goals of communication (Hedge, 2000) through the appropriate use of language system without violating the social and cultural restrictions of the speech community (yule, 2010), on the one hand. And, it "enables us to use language to express a wide range of functions, and to interpret the illocutionary force of utterance or discourse" (Bachmans, 1990, p. 90), on the other hand.*

a) ***and, a sociolinguistic competence***, *that is, the "knowledge of the relationship between language and its nonlinguistic context, knowing how to use and respond to different types of speech acts appropriately" (Richards & Schmidt, 2013, p. 99) "according to a myriad of sociocultural and discourse features" (Bachmans, 1990, p. 94), " knowing which address forms should be used with different persons one speaks to and in different situations" (Richards & Schmidt, 2013, p. 99). This sociolinguistic awareness "enables us to perform language functions in ways that are appropriate to that context" (Bachmans, 1990, p. 90).*

Respectively, the psycho-cognitive matrix may be concluded in the sum of the intellectual knowledge about the ways in which language is ought to be used (i.e. language use) so as to fulfill the recruitments of speech event with means of English speaking.

I.3.2.2. Linguistic Matrix

Like its name denotes linguistic matrix refers to the linguistic system of English language; therefore, it is fundamentally concluded in language usage. Respectively, in relation to English speaking skills, it is the knowledge of the phonological, grammatical and discourse systematic rules that enable speakers to construct stretches of speech accordingly (see I.3.I.2.). And just like the psycho-cognitive matrix, this matrix is restricted into two EOPcompetences; that are:

a) *a grammatical competence, that is, the "knowledge of lexical items and rules of morphology, syntax, sentence grammar semantics," (Canal & Swain, 1980, p.29),, phonology and orthography" (Dalton-Puffer, 2007, p. 280). Hence, in this respect this competence "the competence in this respect reflects the knowledge and skills needed to correctly understand and accurately express what is intended to convey." (Pan, 2016, p. 20).*

b) *a discourse competence, that is the knowledge of the ways of " selecting, sequencing, arrangement to create unified whole with reference to a particular message, context and audience" (Dalton-Puffer, 2007, p. 280) which enables speakers " to encompass grammatical forms and semantic meanings to construct a text that surpassess essential level." (Pan, 2016, p. 20) " knowing how to begin and end conversations" (99) how to manage gaps in the knowledge system, activate learning and deal with communication breakdowns.*

I.3.2.3. Motor Matrix

Due the fact that "vocal communication can be rendered difficult or impossible by deformities in the physical structures used in speech and sound production" (Arnold, 2019), English speaking proficiency reflects a physical experience about English speaking skills. Such experience includes the motor aspects of ELphonology that help manifest fluent speech using the auditory system properly (See I.3.1.1.). Therefore, the matrix of this motor knowledge may be summarized as in:

a) *a verbal competence, that is, the knowledge of both the ways that "enhance the "retorical effect of utterances" (Pan, 2016, p. 20),and phonetics (i.e. auditory*

system) for manifesting it in way that enables speakers to generate structures for accomplishing their communicative ends eventually.

b) ***a strategic competence*** *that is the knowledge of dealing with break downs of speech production (Pan, 2016, p. 20) or compensating* communication strategies (Richards & Schmidt, 2010).

On this premise, it is possible to conclude speaking in the language propensity of human memory. As it is a process of restoring information from nerve centers that are responsible for the storage of information for an extended period of time (i.e. Long- term memory). And a process of processing these information along with the contextual and co-textual information within nerve centers which are responsible for the temporary storage of information and constructing them into speech (i.e. Short-term memory) (Levelt, 1993). Hence, English speaking skills are the auditory manifestation to the underlying capacities of speakers' minds in acquiring pragmatic, sociolinguistic, grammatical, discoursal, verbal and strategic EOPcompetence and realizing it into appropriate, adequate and fluent speech. Respectively, English speaking skills may be summarized as follows:
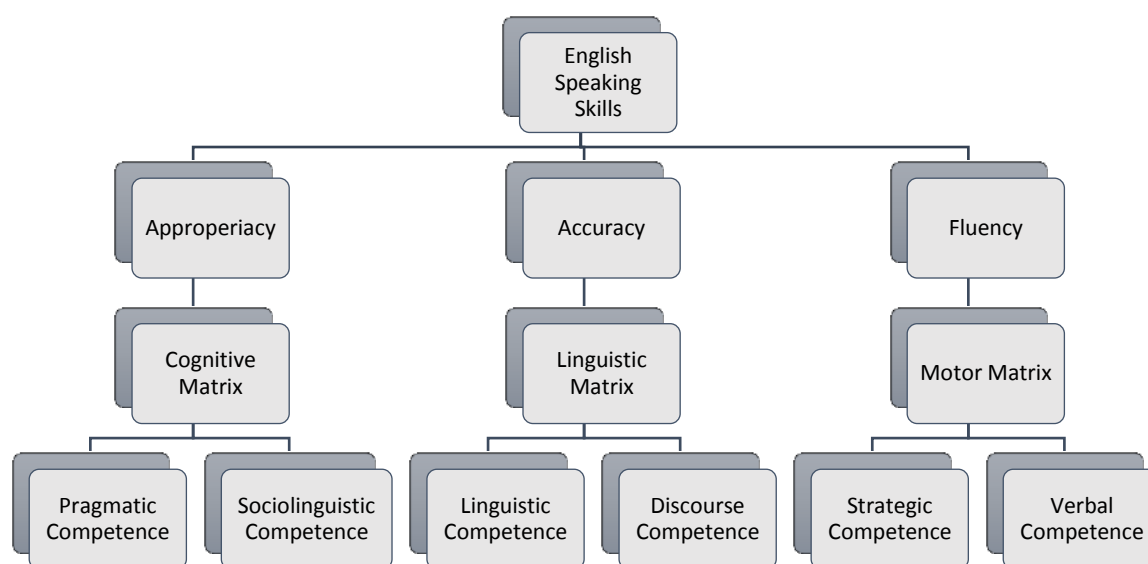
Figure I.2 Illustrative representation to English speaking skills

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I.4. English Speaking Skills in Action

Even though it stills unknown to us how exactly this human skill occurs, neuroscientists and linguists explore the strong relationship between the gift of speaking and human brain (Pinker,2011). For like any willing activity, speaking is the output of conscious and automatic mental processes that are made possible due to the underlying propensity of human mind. Anatomically, such ability has been allocated, in the brain's left hemisphere of the brain's frontal part and the posterior third of the upper temporal convolution, by the French surgon Paul Broca in 1861 and the German neurologist Carl Wernicke in 1874. These concrete evidences to the strong relationship between the brain state and speaking efficiency support the claims of Noam Chomsky about the human brain's language acquisition device (1960) of language acquisition and production activities. In the same respect, this relationship of speech production to human mind have been advocated and further explored by many language researchers including Jean Piaget, Lev Vygotsky, Stefan J. Krashen, Martin Bygate, Steven Pinker and Willem J. M Levlet. Eventually, these psychological interests have evolved into Levlet model of speech mechanism production that has been claimed, by Bygate, as the key element for developing English speaking skills in EFL classes (Cenoz, Hufeisen, & Jessner, 2001). On this premise, an analytical overview to this model is subsequently represented for exploring these potentials in improving ELT in English oral expression classes.

I.4.1. Understanding the Mechanism of EL Speech Production

As a notion, the mechanism of speech production was first introduced by the American psycholinguist Willem. J.M. Levelt in1989 in his book speaking from intentions to production. Whereby, he represented EL speech production as mechanism of psychological processes that are executed through speech organs' consecutive physical responses to the stimulations of the generating system of EL vocal messages. Those contents and forms are produced successively by the conceptualizer, the formulizer and the articulator subsystems under the supervision of both the auditory speech-comprehension and the mechanisms of self-monitoring systems (Cenoz, Hufeisen, & Jessner, 2001). Altogether, these processes contribute to manifest the intentions of speakers into unspoken messages in three corresponding phases: the conceptualizing phase, the formulating phases and the articulating phase.

I.4.1.1. The Conceptualizing Phase

The conceptualization phase occurs in the working memory of the speakers' mind where both conceptualizing activities and the conceptualizer generate the preverbal message. Initiated by the former activities, speakers conceive their communicative intentions (i.e. illocutionary act/illocutionary force) on the basis of the communicative event perceived data (Levelt, 1993) via employing their procedural knowledge, that underlies language production's cognitive and solving problems activities (Dianne C. Berry, 1983, p. 153), and encyclopedic knowledge, that underlies their linguistic repository. Accordingly, through conscious strategic reasoning process of that identifies and diagnose the problem (De Wit & Meyer, 2005) before selecting relevant instrumental information from their (LTM) to organize them eventually into meaningful schemed output (Levelt, 1993). After deciding upon their communicative goal (Ellis, 2005) during its first macro-planning sub-stage, which represents

> *" the processes by which a speaker selects and orders information for*
> *expression. The result of marcoplanning is a speech-act intention, or a series of*
> *speech-act intentions. The speaker selects and orders information whose*
> *expression with declarative, interrogative, or imperative mood will be*
> *instrumental in realizing the goals that proceed from the original*
> *communicative intention. In other words, macroplanning produces the*
> *substance of the messages, such as that the message should declare a particular*
> *proposition or interrogate a certain state of affairs."* (Levelt, 1993, p. 144)*,*

before proceeding to its second microplanning sub-stage which represents the process by which these subgoals are realized and organized into moods of expressions(Ellis, 2005). Together, these sub-stages elaborates speech acts' intentions by making decisions about information (Levelt, 1993) that are finalized in expressible speech acts "by providing the message with information structures that will guide the addressee in inferring the communicative intention" (Levelt, 1993, p. 158). Soon after, these schemed output are encoded and generated by the conceptualizer in semantic networks of interconnected sets of propositional knowledge (Wells, 2006) as "a mental modal" or "gists" to manage the interactional outcomes and inputs (Christine & Anne, 2012) with the data of from the bookkeeping that decide the type of discourse, its topic, its contents and its focus from the discourse record. Accordingly, the sum of the formulating process and its production may be represented in the following illustrative figure:
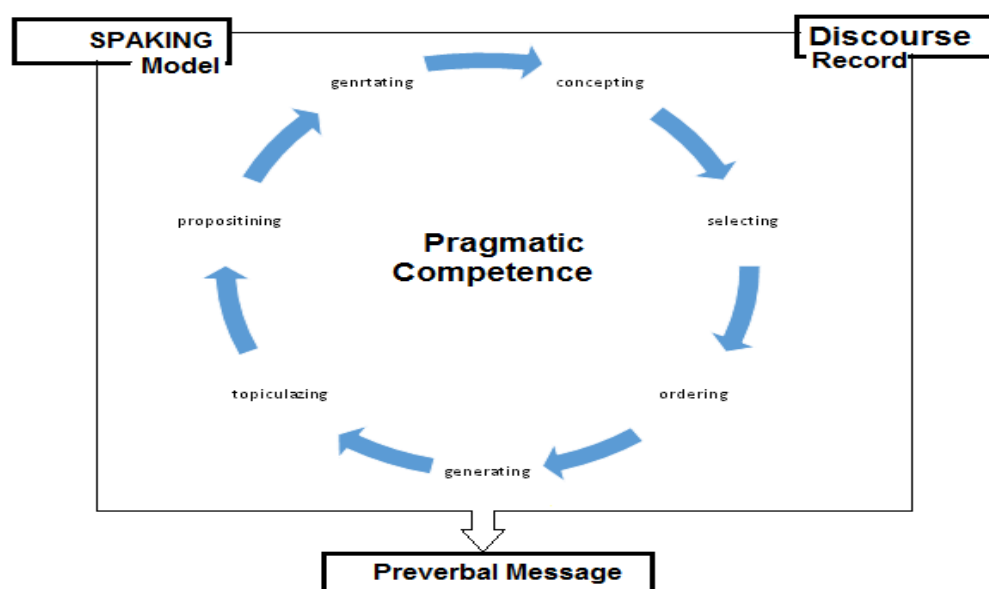
Figure I.3. An Illustrative Summary of speaking Conceptualization

Figure (I.2.) shows that preverbal messages are essentially the results of the speakers' pragmatic competence from which the speakers from where the speaker draws the information necessary to choose and define his intentions in form of illocutionary acts that include information about the speech situation, discourse and speaking model. Afterwards, these preverbal messages are form into locutionary acts in the preceding phase in the formulating stage.

I.4.1.2. The Formulating Phase

It refers to the phase where linguistic properties are assigned to the preverbal message. Initiated with "accessing, sequencing and choosing words and phrases to express the intended message" (Juan & Flor, 2006, p. 143), "ideas that exist in the speaker's mind during conceptual preparation are mapped into specific words in the speakers mental lexicon and string them together" (Christine & Anne, 2012, p. 38). This mental lexicon "consists of two parts: a lemma part which contains the words semantic and syntactic information. And lexeme part which specifies the possible forms of the words" (Cenoz, Hufeisen, & Jessner, 2001) in the formulator. Namely, this lexical encoding process represents "lemmas" which considers the first encoding process of the first production of the formulator's encoding systems (Hartsuiker, Bastiaanse, Postma, & Wijnen, 2005): grammatical encoding and phonological encoding (Levelt, 1993, p. 11)

After assigning words to the preverbal message, the grammatical encoding proceeds to functional level (Hartsuiker, Bastiaanse, Postma, & Wijnen, 2005) to produce the phonetic plan (Cenoz, Hufeisen, & Jessner, 2001). Essentially, "the grammatical encoder encompasses procedures to access lemma information. This Lemma is activated when its meaning corresponds to part of the preverbal message, and this activation also leads to accessing of its syntactic information .In the next step, the lemma's syntax calls specific syntactic building procedures." (Lenzing, 2013). this process generates the linguistic structures through encoding the preverbal message morphologically and syntactically. Respectively, the preverbal message is duplicated into semantic abstract outputs which eventually are represented in abstract equivalent morphological outputs (i.e words and phrases). Subsequently, these outputs are organized and chained into grammatical structures of language that reflects the preverbal message's contents. Afterwards, these abstract structures are semantically outputted by conceptual knowledge to encode the preverbal message in meaningful strings of ideas and concepts is achieved (Hartsuiker, Bastiaanse, Postma, & Wijnen, 2005) which access lemma from the lexicon and produces surface structures.

Phonological encoding is the process by which the surface structures are transformed into a phonological plan. It is the " process by which the phonological specifications of lexical items are retrieved and mapped onto strings of syllables that the articulator can accept and pronounce" (Levelt, 1993, p. 318) . This sequential linearization of the grammatical encoding inputs into speech sounds is achieved through (J. Hartsuiker, Bastiaanse, Postma, & Wijnen, 2005) generating phonetic plan for words and connected speech (Levelt, 1993). This phonological process involves various levels of encodings including the skeletal tire, the syllable tier and the segment tier, the rhythmic tier, the intonation tire (Levelt, 1933).
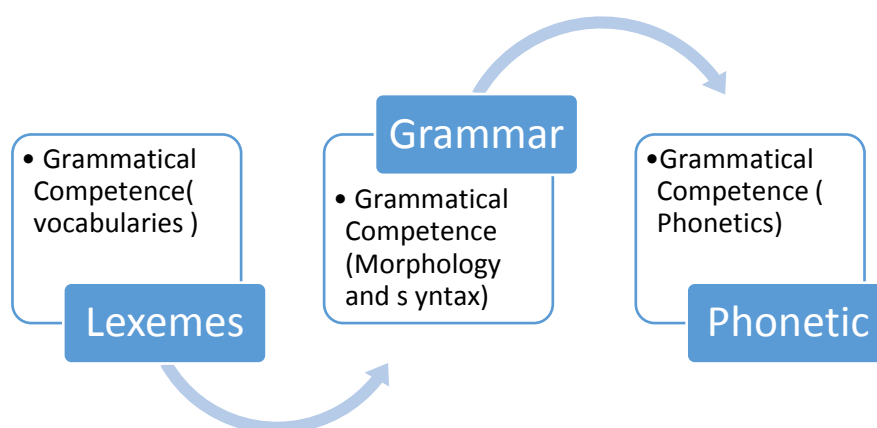
Figure I.4. An Illustrative Summary of speaking Formulation

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Phonological encoding process is the phase by which the message is carried out in the form of sound waves. It is linked to the memory and information processing. This knowledge allows the speakers to draw listeners' attention to specific details by assigning stress to certain words (Christine & Anne, 2012, p. 38).

I.4.1.3. The Articulating Phase

Unlike the previous phases this phase is less complex for it is only responsible for executing the phonological plan into overt speech mechanically. However, just like the conceptualizer and formulator, this phase process speaking inputs (i.e. phonological plan) by (LTM) motor memory to finalize it in overt speech. Respectively, this oral articulation process is effectuated by activating and controlling the articulation system "which concerns with the motor control of the articulatory organs to execute" (Juan & Flor, 2006, p. 143) overt speech (Levelt, 1993). Fundamentally, "the articulator converts the phonetic plan" (Chanquoy, 2001, p. 12) via executing it" by the muscular of respiratory, the laryngeal, and the supralaryngeal systems" (Levelt, 1993, p. 12). In action, this process starts from " Articulatory Buffer"-where the phonetic plan is temporarily stored- where chunks of internal speech are successively retrieved and unfolded for motor execution (Levelt, 1993, p. 12). Accordingly, these sub-processing systematic steps of reproducing the inner speech into overt speech are illustrated in the following figure:
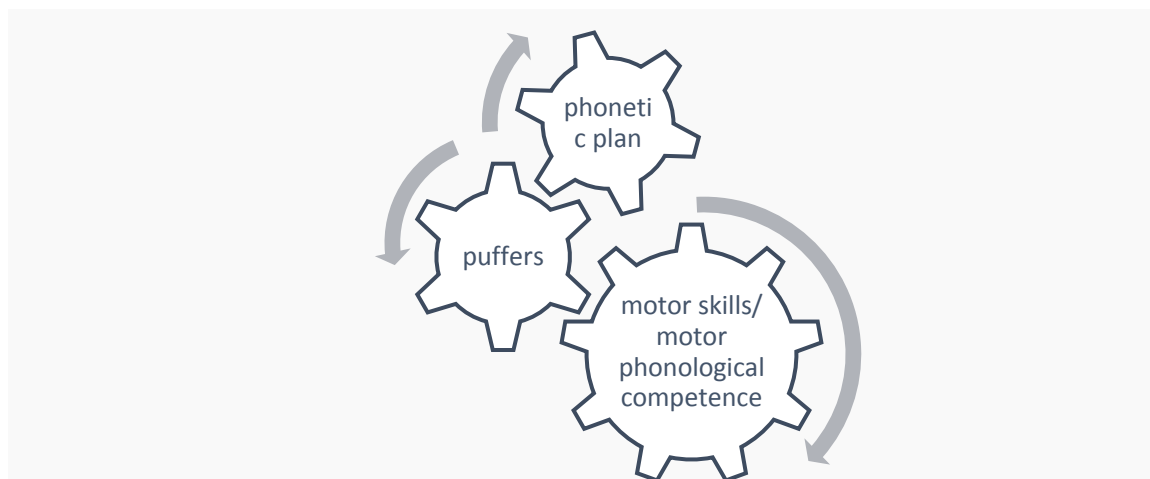
Figure I.5. An Illustrative Summary of speaking Articulation

Summarily, the articulating phase represents the physical aspect of speech production through which the phonetic plan is realized into waves of sounds. These sounds are what are often perceived as English pronunciation which realized due to place and manner articulation.

Consequently, the prosodic features and the phonological properties (i.e. stress, intonation, rhythm and rhyme) are assimilated to in the intended message by stimulating and alerting these speech organs constantly. Normally, the articulating of overt speech operates as smoothly as the previous phases (Byram, 2000) to produce a fluent speech. However, mispronunciation or spoonerism are possibly experienced at this phase by speakers who are likely to commit similar errors at the previous phases too including inappropriate and imprecise messages' form or inadequate lexical choices, or syntax (Byram & Hu, 2017). Still, such mistakes are identified and corrected by the speaker so often (Juan & Flor, 2006).

> *"The fact that speakers can perceive and correct these errors is evidence for the existence of a self-perception or monitoring system, which can operate before or after a message, is articulated. Speakers also monitor for interlocutor comprehension and attitude, and adjust their utterances accordingly." (Byram & Hu, 2017, p. 648).*

Nonetheless, this monitoring activities are not only restricted to observing the overt speech outputs. But they play crucial role in interpreting the course of conversational discourse for bookkeeping some of its aspects either as transient inputs in the speakers' short-term memory (STM) or as perpetual inputs in their long-term memory (LTM) (Endres-Niggemeyer, et al., 1998). Such impact on the speakers' memory implies a crucial contribution of the effectuation of speech production mechanism in actual speech situations for extending and enriching this memory which considers the heart of this mechanism. Therefore, these situations ought to be resourceful experience for speakers to develop their mechanism of speech production and vice versa.

All in all, it can be concluded that the mechanism of speech production is an input output processing system that both allow speakers to produce an adequate, accurate and fluent speech accordingly and refine these skills by gaining new experience with different speech situations. For it is unifying system of four language processors that work in three monitored successive stages where language's speaking skills are produced and acquired. Therefore, it is crucial to effectuate and support this mechanism of speech production intensively especially for language learners who are not only unlikely to be engaged as often as needed in authentic speech situations where they can effectuate this mechanism adequately. But they are also likely to process its factions inefficiently, for they may

"still be unsure of what is acceptable in the L2culture,or even what resources the L2 has to encode certain meanings… lack items in the lexicon, leading to disfluency, to the selection of an inappropriate word, or to the use of communication strategies of avoidance or paraphrase in order to cope with the problem… also lack appropriate syntactic frames for the lexical items and conceptual relationships they wish to encode, also leading to disfluency, or to interference from the L1 or other parts of their L2 interlanguage…, as the phonological plan may trigger automatic production of sounds or syllables from the L1 which are close in nature to those of the L2, and possibly held in a common mental store." (Byram & Hu, 2017, pp. 248-249)

which both prevent them the opportunity to develop their speech production system, their encyclopedic knowledge and their working memory especially if they are forced to speak in the light of such shortages. Thus, for developing English speaking skills learners needs a learning environment where both these aspects can work side by side to get it right.

I.4.2. Associating Speech Mechanism to English Speaking Skills & Competence

The strong association of Willem J. M. Levelt 's mechanism of speech production to human memory (i.e. Long-term memory, short-term memory and motor memory) indicates its strong relationship to English speaking skills (i.e. competence and skills of EL speaking) . Since the latter is not only stored in (LTM), which considers the main driver of speech production mechanism, in form of speaking knowledge. But it does not also effectuate unless this knowledge are provided effectively and sufficiently. So that it ensures this process proceeds smoothly in its all phases. Respectively, this knowledge is usually of a pragmatic nature, in the first phase, which allows speakers to conceive their intention, appropriately. Similarly, linguistic competence interferes in the second phase for realizing these pragmatic abstract messages into linguistic concrete utterances, adequately. Finally, English speaking skills motor correspondences are included in its last phase for producing speech fluently through speech organs. Accordingly, the mechanism of speech production may be represented in the next diagram as follows:
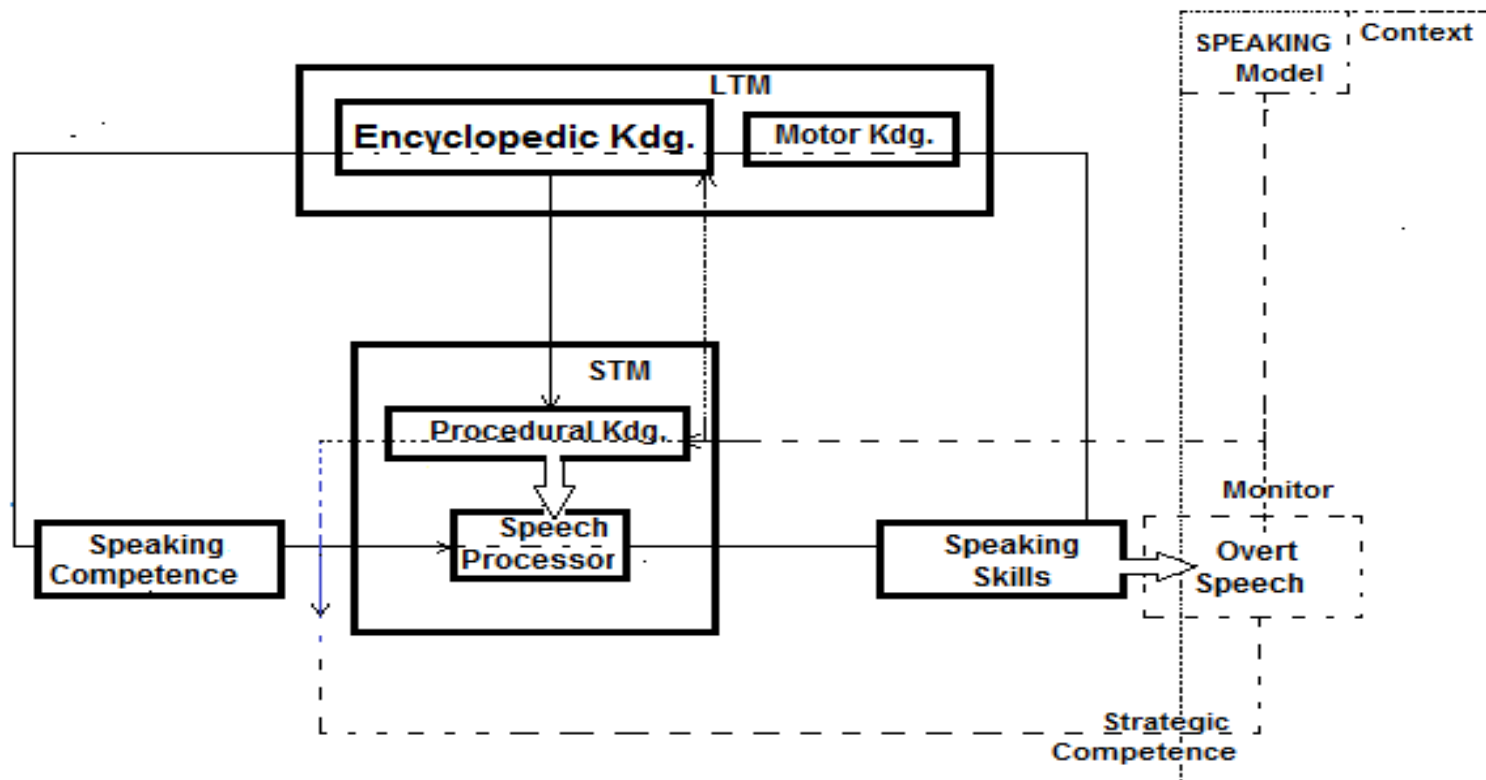
Figure I.6. Representation to the Speech Production Mechanism

Figure (I.3) shows that, in action, English speaking is a data operating system whereby external and internal communicative event's resources cooperate to produce speech. Stimulated by the contextual cues, which perceived via the monitoring activities, working memory establishes the speaking model starts accordingly. And via employing speaker's EL speaking competence together with her/his EL speaking skills, this communicative situational model is realized through the activation of speech processor. Combined together EL speaking knowledge and motor skills unfold in series of utterances are accompanied by strategic competence to overcome either speech breakdowns or its processing conditions under the supervision of the monitor. That makes sure these English speaking skills reduplicate with the initial communicative purposes to reinforce it into the speaker's (STM) for proceeding further in the discourse; store it in her/his (LTM) in case new experience is gained out of it working memory or re-readjusted to meet the communicative needs of the speech event. These actively high operative speaking systems yield on appropriate, accurate and fluent English speaking skills that meet these needs, eventually. On this premise, English speaking skills may be concluded as sum of EL speaking competence and skills which effectuated together under certain circumstances and specific computing conditions to realized speaker's mind orally.

Thus, in order to effectuate English speaking skills appropriately, adequately and fluently, it is necessary for language users to familiarize themselves with all its cognitive aspects. So that they develop the necessary skills to produce English speaking skills effortlessly through effectuating their speech production mechanism systematically, internalizing speech situation's contextual cues consciously and being fully aware with English spoken language use and usage. Accordingly, they can improve these language skills further via engaging in efficient, effective and adequate speech experience.

I.5. Conclusion

This chapter concludes that English speaking is hybrid language phenomena that comprise diverse types communicating sub-skills, distinctive kinds of competence, extended knowledge of spoken language and vast experience of speech events. Reflecting on these components, the literature review of English speaking skills' findings reveals the following results .First and for most, it refutes the myths that were and still revolved around speech, as it makes clear that speech is not just an incomplete aspect of the language equation. On the contrary, it is an integral part of it and a vital part of it as well. Like its characteristics and features which are its main driver. It also showed that speech is not just a random process that is done by selecting and stating words and according to the principles of written or read texts. But rather it is an independent system of six triads' framework that works according to unified system to produce speech as follows:
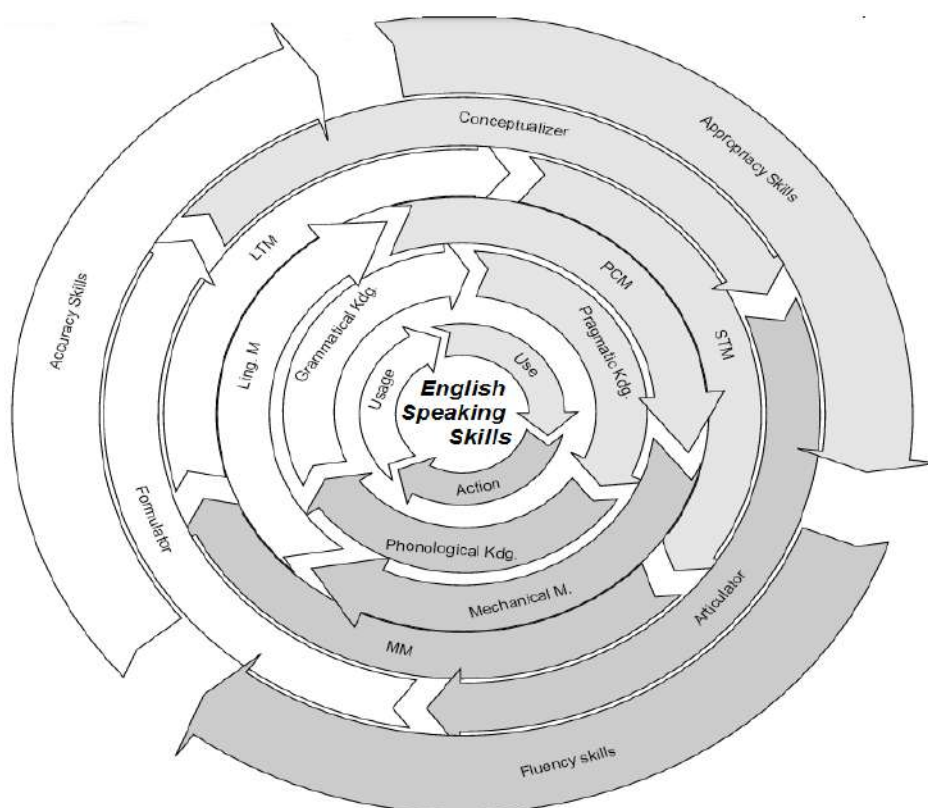
Figure I.7. The Triadic Structural Components of English Speaking Skills

Last but not least, it invalidates the argument of the reversed acquisition process for developing English speaking skills via validating the importance of its elucidation to EFL

learners. For it is hardly possible to produce natural speech without referring to any background about EL speaking which is partially related to writing or reading, habit formation or mechanical processing of language in use. But, it is a rather, repertoire of cognitive knowledge, an active consecutive cognitive system of speech reception and production.

Thus, in its first theoretical part, this research paper reach a conclusion that in order to acquire English speaking skills either for native speakers or language learners, it is necessary for them to have a full awareness referring to these three results. So that they could be able to conceptualize, formulize and generate an appropriate, an accurate and fluent speech fulfilling the purpose of speech situations within the norms and habits of English speech community. For same as language learners, native speakers engage into problem solving process when engaged in these situations with two differences. That are, they are mentally more experienced and familiarized with this productive aspect of EL. Therefore, in order for learners to catch up with English native speakers, it is necessary for them to acquire knowledge about English spoken language and master English spoken proficiency, in theory, before realistically manifesting them in conceptualized contents, formulated forms and articulated messages, in practice. Hence, in order to enhance the acquisition of EL speaking skills among EFL learners in oral course, language instructors have to provide learners with reference of oral comprehensible inputs that help form a complete image about English spoken language and acquire an intact EOPcompetence. Henceforth, effective English speaking skills pedagogy is a didactical environment that:

1. Provides learners with all the verbal and non verbal characteristics of English speaking language;
2. Trains and enables learners of the different functions of English spoken
3. Improves the three types of English spoken language via encouraging them in engaging in monologues constantly with the target language which both improves and reinforce his speaking skills as well as making them discover their weaknesses;
4. Builds different competencies of learner in parallel and extensive way without giving preference to any of them on the expense of the other;

5. Provides learners with the tricks, strategies, techniques so as to overcome the speech production problems, successfully;

6. Reinforces and activates his oral production mechanism through targeting their psycho-cognitive, linguistic and motor skills both by introducing the necessary theoretical information for enriching it or engaging it in practice so as to develop its use for producing speaking.

Altogether, these procedures of teaching ought to be engaged in what the time allows as well as the needs of the learners and this is through designing an oral expression lessons that accord with them yet it still a challenge to overcome the time factor and the diverse needs of learners which can be on the expense of one another. Thus it is better to create a lesson that somehow neutral lesson that can comprises these elements in more manageable and general sense without damaging it in essence.

Chapter II. . Replicating English Speaking Skills in TES: Developing a Pedagogical plan for Oral Expression Lessons

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II.4. Conclusion

II.1. Introduction

After gaining its significance as one of the most required skills in EL didactics, SLA researches shift interests towards exploring English speaking skills to improve ELT in oral expression classes. This disorientation towards investigating the ways of realizing an effective and efficient teaching experience that meets learners' needs in developing an English oral proficiency in EL that enables them to speak effortlessly. Thus, in order to better understand the foundation of these language teaching tendencies and their association to the process of English speaking skills acquisition as well as their efficiency in teaching practice pedagogy, an attempt to review the theoretical findings of the body of literature concerning ELT of speaking is sought in the two sections of this chapter.

Respectively, the first section concerns itself with reviewing the findings of English speaking skills studies in SLA. This review initiates with representing theories of first language speech acquisition. Next, it proceeds to investigate the different approaches and methods of teaching English speaking skills so as to understand their implications in relation to SLA mechanisms and identify their strategies and techniques in teaching practice, on the one hand. And to assess their efficiency in reflecting all the significant aspects of English speaking skills as well as its effective teaching implications that have been discussed in the first chapter, on other hand. Both these acquisition mechanism' findings and critical analysis' results rearrange to better suit the pedagogical scope of this research paper, at last.

Henceforward, an attempt to explore the actual practice of teaching referring to the current planning methods for teaching English speaking skills is sought in the following section. And this is via reviewing the pedagogical implications for teaching English speaking skills, for starters. And through the exploration of the planning methods that form the foundation of ELT pedagogy, afterwards. Respectively, a review of lesson planning methods' concepts, importance, methodologies and types has been introduced in this part of section (II.) for inducing the most efficient lesson planning methods which facilitate EST in EFL oral expression classes. On this premise, this chapter seeks to find planning

methods for realizing the findings of the first chapter in apagogical effective molds for EL teaching. And this is by creating a practical oral lesson plan that

> ➢ facilitate the teaching of this skills,
> ➢ guides teachers through the course of English expression oral classes
> ➢ provides teachers with an efficient lesson plans
> ➢ reflect English speaking skills nature mechanism and skills
> ➢ motivate learners and better engage them in oral lesson classes.

II.2. SECTION I. Understanding English Speaking Skills Acquisition Process: Re-establishing a Teaching Common Ground for TES

II.2.1. Introduction

ELT knows a considerable diversity in teaching English speaking skills. These teaching practices diversities are attributed to the different proposed approaches for English speaking skills didactics; whereby, their methods, strategies and techniques are employed by teachers in oral expression classes. In principle, these approaches differ from one another in the way they perceive English speaking skills and focus. Thus, some approaches view English speaking skills as a mechanical habitual language behavior that master by producing fluent stretches of sounds. While for others, it is an innate language competence that enables language user to produce correct linguistic forms. Conversely, it has been considered as a cognitive language aspect by another trend that targeted appropriateness in its most part. Nevertheless, these teaching practices have not been restricted into these three orientations, as many methods appear after the new insights of speaking phenomena in psycholinguistics. On this premise, an attempt to explore these trends further is made in this section to better understand and revaluate these approaches on the basis of the first chapter findings.

II.2.2. English Speaking Skills Acquisition

Due to its motor aspects and mechanical activities, English speaking skills acquisition process has a physical aspect where the articulation system develops. And due the fact that these skills are developed after speech communities conventional norms and speaking habits, this acquisition process extends to further developmental phase within these societies. Accordingly, two developmental phases are included in the acquisition process of English speaking skills: sounds acquisition stage and speaking acquisition stage.

II.2.2.1. Sounds Acquisition Phase

In order to communicate with one another, humans resort to acoustic audible waves of unified system of common sounds to manifest their langue into a parole. This sound system represents sequences of vocalized signals which meaning is ascribed to the common sense of shared and unified common system among language groups. As they are merely a reflection to lifelong process of adapting and adjusting human noises into meaningful verbal messages (Yule, 2010) that encode and decode according to the

conventional norms of speaking of these speech communities. Eventually, we can say that sounds development is a physical and social acquisition process.

To start with, human child noises are developed qualitatively and extended quantitatively as they grow up. These developments are the results of their physical maturity verbal system is developed by physical, cognitive and psychological maturation, as they age. As a motor skill, human tendency to talk lies behind the physiological anatomy of their aspiration and nerves systems. Through fashioning "their breath into hisses and hums and quacks and pops" (Pinker, 1999) as well as constantly stimulating their trigeminal nerve, human babies learn how to adapt their sounds into the various places and manners of articulation to produce human- like sounds, in the course of their growth. Gradually, these sounds attain their distinctive features and shapes, as human child master the use of his lips, teeth, tongue, larynx and pharynx to block the flow of the exhaled air through acquiring the ability to combine these sounds into phonemes (Roach, 2001).

Next, these stages are initiated by the articulation of isolated distinctive phonemes of the same vocal inputs of their mother tongue (i.e. the child is able to produce the sounds that exclusively accords with the acoustic signals or images that belong to the verbal system of their mother tongues; whereas, s/he loses the ability to produce the phonemes aside from their own language (Pinker, 2010)). Subsequently, with the help of motherese or simplified speech (Arnold, Speech Language, 2018)), the child learn how to combine these isolated phonemes into longer segments of sounds before clustering them into larger stretches of words and phrases that, afterwards, string together into meaningful simple and short utterances (Thonbury, 2005). At this stage the child attains the ability "to accomplish repertoire of speech acts" (Atkinson, Delamont, Coffey, Lofland, & Lofland, 2001, p. 287) in order to participate in more demanding speech events where s/he improves his speaking skills further via acquiring knowledge of new sentences " not only as grammatical, but also as appropriate" (Linguisticator, 2018) . Subsequently, a child becomes able to communicate further needs more accurately and fluently (Yule, 2010) through producing longer, meaningful and creative (Chomsky) structure of language.

II.2.2.2. Speaking Acquisition Phase

Children speech acquisition process has been introduced through Lev Vygotsky's Social Developmental theory and Jean Piaget's Theory of Cognitive development. Both theories assume that the speech acquisition driving force is attributed to different internal and external conditions and factors which contribute to the attainment of the linguistic inputs by the child. this development is initiated instinctively due to the human anatomy which predispose the child for receiving and producing the verbal signals of their speech community. This supports the claims of Naom Chomesky about the innate mechanism of language development among children. However, unlike him, Piaget and Vygotsky give a considerable emphasis on the extrinsic catalysts which stimulate this system including the adults' roles in exposing and simplifying these verbal inputs to the child accordingly thus confirming Krashen's Comprehensible Inputs theory. After that, they moved into the child role in developing and improving themselves

Initially, after passing the cooing and the babbling stages moving towards one word stage, the child starts getting help by listening to motherese or caregiver speech in which they don not only support them with simple repetitive turns in response to their nonverbal reactions including body language reaction, facial expressions and noises to their utterances but also with even easy invented names to the object around them that accord with their vocal simple sounds current level. And as the child reaches the tow words and graphic stages of speaking where the caregiver speech increases in terms of quantity and quality their spoken language is still characterized by simplicity, repetition, shortness and slowness to support the child mental ease while interacting with them though the ability of children to understand and interpret the adults talks exceeds their mental dictionary of vocabularies and language knowledge in which it allows them to make sense of the world around them even without the support of the adult .

Together these stages are similar in the sense that they both initiated from and stimulated by a reception phase that provide an external support and represent a cognitive resource for developing and depicting a mind model picture in their minds for speaking. This phase is later on followed with reproducing phase where in both stages human start to reproduce the inputs that they receive before attempting to communicate with the world around them. This stage may be clearly noticed in human enfant deformed words that

mispronounced or misused so that it is monitored and supported by adults. Eventfully, after these basics are master human will start producing their own which Chomesky expresses as in the ability of human to be creative. Accordingly, it is possible to conclude English speaking skills acquisition as the following:
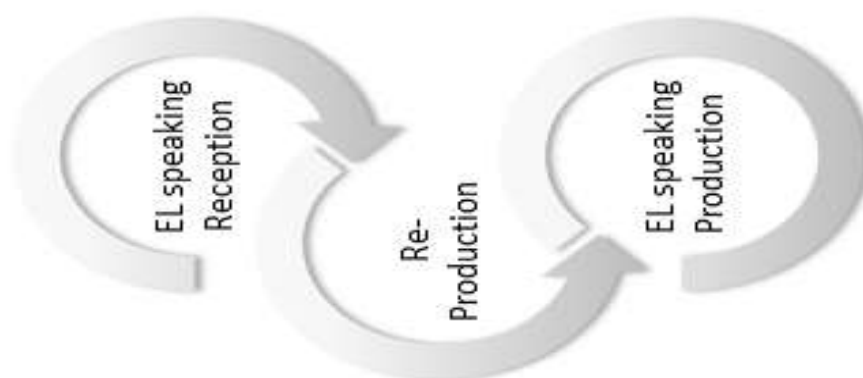
Figure II.1.An illustrative Representation to Speaking Acquisition Process

II.2.3. The Development of EST

After the failure of GTM in achieving the desirable outcomes of ELT, opposing voices were called for alternative methods. Essentially, this shift from GTM was based on imitating the natural course of language acquisition process wherein oral skills precede literacy skills. Respectively, English speaking skills become an integral part of ELT as the mean for communicating EL lessons' inputs to EFL learners. This shift towards oral communication urges the need for mastering an oral-aural language competency among learners whose needs for acquiring English speaking skills exceeds the classroom boarders, eventually.   Initially, English speaking skills developing campaign started with "market of conversation books and phrases books intended for private study" (Richards & Rodgers, 1986, p. 5) before being introduced to ELT though the different approaches and methods of teaching EL (ibid, 1986). Historically speaking, EST passed through three main developmental areas: Pre, during and post language learning theories before reaching its period of stagnation with the end of the last area.

II.2.3.1. The Pre-language learning theories

This period was distinguished by the works of language instructors who opposed the practice of FLT at their times. Basing on their personal experience and the means of observations, they did not only abandon those teaching practices for their unnatural nature in approaching the language. But they also embraced alternative practices for teaching speaking skills so as to satisfy the needs of FL learners among the European community toward the mid nineteenth century. However, these works did not survive in the body of literature for its non-scientific evidence, and it remained exclusive to their advocators teaching personal experience. Nonetheless, these practices influence the public opinion in ELT which evolved into scientific-based approaches and methods for teaching of English speaking skills in EFL classes eventually. These approaches have been confined into Francis Gouin series method and the direct teaching method in the beginnings of EST practices (Richards & Rodgers, 1986).

II.2.3.1.1. The Gouin Series Method

Through observing children's ways in using the language, the Frenchman F. Gouin developed his series teaching approach in the mid-nineteenth holding the belief that language learning is facilitated through using language to accomplish a series of actions (ibid, 1986). This method of teaching "consisted in describing a series of actions" (Dieter, Kastovsky, & Płoczińska, 1986, p. 1113) by the teacher who use "situations and themes as ways of organizing and presenting oral language" (Richards & Rodgers, 1986, p. 8) in order to connect these situations with language production (Dieter, Kastovsky, & Płoczińska, 1986). In this way an intensive activity was achieved through dramatization (Dieter, Kastovsky, & Płoczińska, 1986) "which includes sequences of sentences related to such activities as chopping wood and opening door" (Richards & Rodgers, 1986, p. 8). Respectively, learners were supposed to acquire structures along with vocabularies and sentences contained in it (Dieter, Kastovsky, & Płoczińska, 1986, p. 1113) by interpreting the teacher's gestures and actions to receive the meaning of utterances (Richards & Rodgers, 1986) before saying words while doing the action, collectively then individually so as to move them from listening to speaking (Using the Gouin Series in the Foreign Language Classroom, 2012). However, the popularity of this teaching method did not

exceed Gouin's school whose work received a little attention compared to the oral teaching methods of the reform movement (Richards & Rodgers, 1986).

II.2.3.1.2. The Direct Method

By the end of the nineteenth century, interests in speaking skills become publicly known after the drastic decline of the GTM. This movement began officially with the establishment of the direct method which was introduced as the first oral-based approach in ELT. Fundamentally, it prioritized listening and speaking skills in the practice of teaching foreign languages (Richards & Schmidt, 2013) so as to follow the natural course of language development in reality and enhance communication in TL (Larsen-Freeman, 2000). On this premise, an audio-visual learning environment which emphasized the aural-oral acquisition process through abandoning L1 (Harmer, 2007) and explanations to encourage thinking in TL has been sought in DM classes (Larsen-Freeman, 2000). And, meaning were communicated directly via associating speech forms with situations, gestures, actions, objects, mime gestures (Richards & Schmidt, 2013). Respectively, speaking and verbal communication predominated ELT with oral-based tasks and such techniques of "reading aloud, conversation task, dedication" (Benati, 2012, p. 14), pronunciation, questions and answer exercises (Larsen-Freeman, 2000). However, insignificant changes have been registered on the oral behaviors on its learners, for its oral tendency was merely a justified mean for facilitating the acquisition of vocabularies and grammar of the target langue (ibid, 2000). Therefore, a need for a more specialized oral teaching method was called for which lead to the emergence of new methods for teaching English speaking skills, overtime.

II.2.3.2. During Language Learning Theories Movements

Alerted by the movement of learning theories in the twentieth century, English speaking skills were rather taught for its own right in language classes. Generally, these theories help form the principles and implications of the oral teaching methods in this period. Yet, in spite of their considerable contribution to the body of research in the acquisition processes of English speaking skills, only the behavioral learning and interactional learning theories have been translated into explicit oral teaching methods. By contrast the significant findings of the cognitive (or innatist) theories were not translated

into any teaching method for teaching language. Thus, TES practices of this time were exclusive to behavioral and interactive related methods.

II.2.3.2.1. Behavioral EST: Audio-language Method

Adapting itself to the philosophical views of behaviorism, the audio lingual method emerged to support the claims of the direct method in prioritizing the teaching of EL oral-aural skills and language communication over the passive literacy skills. In this respect, it aimed fundamentally at reshaping and reforming new habits of speaking (i.e. target language speaking skills) among its learners through reinforcing the norms and conventions of EL oral communications for overcoming their native speaking habits with stimulating their oral responses intensively. Fundamentally, these stimulations are concluded in repetition and drills techniques including dialogue memorization, backward build up drills, repetition drills, single and double slot drills. Those correct responses are reinforced by the teachers who is considered as the center of the teaching process as he leads guides, adjusts, corrects, represents model for students whose role is limited to mimicking and imitating the teacher model as well as understanding the meaning of the lesson inputs relying on their selves by relating it to the situation and the illustration of the teacher (Larsen-Freeman, 2000). With this, speaking lessons have been manifested in predetermined EL patterns and aspects that are represented to EFL learners phonologically and grammatically to be remembered and used in restricted speech events. Such restrictions of repeated oral outputs are henceforth lead to the replacement of the Audio Lingual method in EST by communicative teaching method (CLT) that claims an unlimited English speaking skills among EFL learners under the interactive philosophy of ELT (ibid, 2000).

II.2.3.2.2. Interactive EST: CLT

As an approach of ELT, CLT concerns itself with meeting the ultimate goal of EL course that is: enabling learners to communicate with the target language (Benati, 2012). Therefore, it was not too long until it predominated TES practices since its emergence in 1970. Considering the fact that it does not only encourage negotiating meaning and problem solving tasks through oral interactions. But it also serves the best interests of English speaking skills by contextualizing language, encouraging learning autonomy and

intensifying oral productions in oral expression lessons. Nonetheless, its controversial views and its unclear pedagogical implications (Goh & Burns, 2012) in addition to verbal inputs' low quality, teachers' passiveness , utterances' idealization tendency and feedback's inefficiency in actual practice of EST fail it in meeting the desired anticipation about developing English oral proficiency among EFL learners (Chris & Cummins, 2007) whose speaking skills efficiency decreases due to the falsifying perceptions of EL speaking with unnatural EL speech production; the increasing rates of negative transfer and interference between their L1 and EL CC and the increasing communicative fluency on the expense of language accuracy, appropriacy and even fluency. Gradually, this failure in satisfying the oral needs of EFL learners leads to the decline of its popularity in EST that is , eventually, paved the way towards new area for teaching of EL speaking in EFL classes.

II.2.3.3. Post- Language Learning Theories Movements

Essentially, this period is characterized with the opposing trends of CLT. And in spite of the fact that their views have destabilized CLT, they have not been established into independent methods for TES on their own rights. But they are rather confined themselves in debating the disability of CLT in effectuating the development of English speaking skills via producing EL solely. And this via relying on scientific and field evidence to refute its effectiveness, which, for example, contradicts with the natural development trend in which language is acquired through exposure and not presentation of language. That in turn prevents the student from building a communicative competence or a modified speech skill due to the absence of any traces of the actual spoken English in communicative TES.

II.2.4. Evaluating EST methods Basing on the Mechanism of Speech Production

In spite of their attempts in developing English speaking skills among EFL learners, the current methods of TES fail in meeting an effective and an efficient English oral proficiency in oral classes for different reasons. in addition to the pre-mentioned shortage in each method which prevented it from approaching all the aspects of spoken language, the absence of the verbal comprehensible inputs in ALM and CLT marginalized the cognitive roles while producing speech as well as acquiring it. This neglecting of the significant role of the mental aspects of the verbal production, which comprises of the mentalise that is realized as skill through the speaking engine, prevent learners from

speaking properly, accurately and fluently. Consequently, the learners' mechanism of speaking was not developed in these methods.

Although, DM and Gouin Series Method did not get enough value as speaking skills' teaching method.   They were the first to promote the teaching of oral language from the mechanism of speech production mechanism. As the extensive exposure to EL verbal comprehensible inputs increased the learners' chances in developing their conceptualizer qualitatively (i.e. accuracy)   and quantitatively (i.e. vocabularies, grammar, syntax, pronunciation) . Consequently, both the formulator and the monitor was improved due to the unconscious or conscious acquisition of the development of the ideal grammatical and phonological forms which help learners in monitoring their speech production while speaking in the target language. By contrast, articulator receives less amount of attention because learners weren't engaged in real talk situations or verbal communications beyond the classroom (i.e. performative and interactional talk weren't allowed in such learning situations whereas the transactional talk was limited to given and predetermined learning topics). As result, no fluency had been recorded among learners in such circumstances for only English usage was emphasized (i.e. grammar and vocabularies) in both methods. Similarly, the appropriacy was limited and insufficient due to this focus on the ideal grammatical sentences which doesn't accord with the linguistic nature of the spoken language.

The audio-lingual method fails in achieving an English oral proficiency among its learners because it worked only on developing their articulators and conceptualizers without taking into account the formulators or monitors. Even though, the verbal repetition drills techniques help in boosting learners' articulating skills (i.e. phonological performance) through providing opportunities to them for practicing the phonological aspects of EL, a complete fluency was not met due to its heavy emphasize on the memorization of utterances rather than developing the pronunciation habits of use. Basically, this disfluency rooted from the modified and slowed verbal inputs that had been introduced to the learners so as to form a solid habits of well-spoken patterns in their minds easily on the expense of the natural rhythm, prosody and rhyme of English language. Consequently, a mechanical and disconnected speech is acquired and reproduced by learners who are not only can not be understood but also cannot understand due to the

disqualification of their monitor and the limitation of their conceptualizer. Similarly, a lack of appropriacy was noted in this habit formation approach due to the non-dynamic responses of the conceptualizer that is restricted to retrieving a ready constructed patterns instead of creating them. The thing that makes the speech production associated between the articulator and the conceptualizer in limited way. On this basis, the formulator lose its function, as speaking turn into a matter of retrieving and restoring a read made utterances instead of creating them which kills the accuracy in the learners attempted verbal communications.

Similarly, CLT was unable to tackle down the mechanism of speech production through its teaching philosophy, as it dysfunctions the conceptualizer and the monitor while focusing on the formulator and the articulator communicative ends. Prioritizing ends over means (i.e. communication over the accuracy and fluency), in this method learners from developing and improving their formulator properly because the accuracy's disqualification during verbal interactional tasks among learners. Similarly, fluency's decreasing in this verbal interactions decreases the efficiency of the articulator which may not develop in such non-native environment. Eventually, negotiation of the accuracy and fluency dysfunction stop the work of the monitor allowing new wrong habits to form in the learners' mind corrupting the conceptualizer with interference and transfer errors. Consequently, EFL learners EL speaking skills remain underdeveloped due to these tendency of acquiring EL speaking in communicative oral expression classes.

II.2.5. Conclusion

Obviously, only one side of the coin is turned when English speaking skills methods are concerned. Because, the advocators of these methods did not solely neglect language development as receipting process in principle satisfying themselves only with its productive processing aspects. Which according to Krashen oppose the natural process of acquiring the language that is not normally developed through production but the other way around. But it also was a far cry for these methods due to their limitation to the natural ways of speaking in English language. And even though glimpse of actual spoken English was implied in the early practices of teaching English speaking skills through the means of modeling and repetition, these attempts did not suffice the active and flexible nature of English speaking skills in speech events. However, in spite of the fact that English speaking proficiency could not be met effectively underneath their implication in ELT, these methods contributed largely in enriching the English didactic pedagogical canon with techniques, strategies, activities and planning methods for teaching.

Accordingly, an attempt to embrace these effective pedagogical implications in teaching English speaking skills is sought eventually. For it is hardly possible to associate their acquisition into one approach. As English speaking itself is hybrid skill that combined of numbers of sub-skills and competencies that vary according to the circumstance in which it is produced. Therefore, in order to increase the effectiveness in the teaching practices that help EFL learners improve their English speaking skills in oral expression lessons. Teachers are required to establish teaching routines that :

1. Give chance to learners to learn the language through receiving rather than producing it.
2. Raise students awareness about the uniqueness and the independency of English spoken language
3. Produce speech in systematic ways that assimilates the natural process of speech production
4. Reinforce and systematize speech through guiding and monitoring learners through the whole process

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5. Decrease randomness by determining the goals aims, objectives, aims, themes, topics of speaking and plan lesson beforehand.

However, in practice realizing such lesson is not as easy as it may sound for classrooms are not predictable environment where things go always according to the plan. In addition to the specificity of the English speaking skills which add fuel to the fire when it comes in classroom walls. and this why the next chapter will try to look for a fixed pedagogical implications by which the findings of this chapter can be realized effectively and in efficient way that help in meeting a high EOP in oral classes.

II.3. SECTION II. Establishing an Effective TES Framework: Planning Oral Expression Lessons

II.3.1. Introduction

A lesson plan is the mean by which teachers communicate their lesson to their learners. It is the tool through which a given lesson is translated into teachable inputs that is accommodated to the teaching and the learning conditions within the classroom environment as well as the medium of interpreting and decoding these inputs by students via unfolding its actual practice in learning situation. In other words, a lesson plan is the channel of communication between teachers and their learners in didactical communicative events where different types of inputs, outputs and outcomes are exchanged constantly. However, the ambiguity that permeate the significance of lesson planning is

remained completely unfold which makes it one of the most paradoxical concept both in theory and practice in the teaching/ learning process generally and (FLT/FLL) in particular. On this premise, the next line of this section will attempt to provide a concise and precise reference for lesson planning in (ELT/ELT) process by reviewing the current literature about teaching practice in planning of lessons.

II.3.2. Literature Review

Lesson planning's tendency originates from Gestalt psychology (Singh, 2007) which prevailed the foundation for the modern study of perception since its emergence in the 20th century (The Editors of Encyclopaedia Britannica, 2020). And this is due to its opposition to "the way learning was broken down into" (Aslam, 1992, p. 10) fragmentary and unrelated elements (The Editors of Encyclopaedia Britannica, 2020) or units (Aslam, 1992) within the fashion of atomistic approaches of Associationist and structural schools (The Editors of Encyclopaedia Britannica, 2020). For,

> "according to the Gestalt Theory, which is commonly known as the Law of Simplicity, every stimulus is perceived by humans in its "most simple form". The main focus of the theory is "grouping" and the entire theory emphasizes on the fact that the whole of anything is greater than the sum of its parts. Besides, "gestalt" in German means the "shape of an entity's complete form". Thus, the operational principle of the brain is holistic and has a self-organizing inclination." (Pappas, 2014)

Likewise,

"In the school, the whole is perceived by a part. A unit plays an important role in learning, because the learner usually takes the help of units in understanding the whole concept. The part conveys the whole. The meaningful activities are related to one another within a unit. These activities provide the purposeful learning experiences and the learner understands the whole concept." (Singh, 2007)

This idea gives birth to the idea of unit planning or long-term lesson planning that is realized through mid-term lesson planning and short-lesson planning.

II.3.2.1. Definition of Lesson Planning

There are different assumptions as to what lesson planning precisely means due to the variations in the approaches of planning. For instance the British teacher-centered approach emphasized on displaying teachers act/role/ performance in meeting the achievement tests' requirements and validity. This orientation of lesson planning has been expressed by N.L. Bossing as a " title given to statements of the achievements to be realized and the specific meaning by which these are attained as result of the activities engaged during the period" (Singh Y. , 2007, p. 3) . Similarly, I.K. Davies and Ryuburn attribute the planning of lesson to the teachers' experience and self-evaluation through which they are improved in their teaching career (Singh Y. , 2007, p. 3). Contrastively, learner- centered planning of John Dewy and Kil Patric approach has emphasized on the learners in designing the subject matter. Similarly, learners's social aspects has been taken into account in the evaluative approach that is identified as an objective-centered approach. Whereas it attributed to the content-centered approach of Herbart, Herberterian approach, whose supporters adopted their planning to the content of the subject matter including Binning & Bining who attributed lesson planning into "defining the objectives, selecting and arranging the subject matter and the methods and procedures" of teaching (Singh Y. , 2007, p. 3). Still despite the differences of their orientation, the pre-mentioned approaches agree on that lesson planning is feedback record for evaluating the effectiveness and the efficiency of the teaching process by teachers. However, opinions remain conflicting about taking them as a fundamental pillar and an integral part of the educational process as for some it may be a survival kit in the classroom while for others it is creativity obliterator kit.

II.3.2.2. Types of Lesson Planning

Basically there are three different time scales for lesson planning methods: a long-term, a medium-term and a short-term. Alternatively known as curriculum (Haynes, 2007, p. 7), a long-term lesson planning "covers several years" of instruction (Killen, 2007, p. 70). It is "an overall plan for a course or program" (Richards & Schmidt, 2013, p. 151)where the educational purpose, content, sequence, teaching procedures, learning activities, assessment, testing, evaluation of this programs are stated (ibid, 2013). Conversely, medium-term lesson planning "covers several weeks of instruction on a single theme or topic" (Killen, 2007, p. 70). Its "cornerstone is the scheme of work" (Haynes, 2007, p. 7) including subject content and learning activities supplemented by aims specification, recourses requirements and assessment forms (Ibid, 2007). Sometimes known as unit plan, this medium-term of planning differs from lesson by lesson (i.e. short-lesson planning) in sense that it is wider and more general. This "daily lesson planning made for the instructional work carried out by the teacher on day to day basis" (Singh Y. , 2007, p. 74). However, a short-term lesson planning cannot be expected to be effective unless they are integrated and associated into your medium and long-term plans (Killen, 2007). In other words, whether short, medium or long, an effective and a successful teaching practice is attributed to the amount of time and effort invested in preparing lessons (Richards & Renandy, 2002), and this is due to the crucial role in of lesson planning methods in the process of teaching.

II.3.2.3. The Importance of Lesson Planning

Although lesson planning is considered of secondary importance, as it is associated with novice and student teachers who are unable to survive, at least in the beginning of their teaching career, in the classroom without intensively preparing in advance their lessons' guidebook for their practice of teaching. In contrast to their counterparts, experienced teachers who are less likely to use such detailed and extensive printed form of lesson planning, as they are skillful enough to survive in what is referred to as jangled planning. Their planning is less detailed and is likely to be presented in rough notes The professor does not rely on it, or at least does not rely on it. And his mental skills, which enable him to prepare his subjects from the point of language to be studied. They also stressed the lack of adherence to the paper and the dynamics that allow the professor to conduct the lesson according to the process of the actual lesson and not the predictions that preceded him during

the preparation of the plan. Undoubtedly, lesson planning has many benefits As it helps them thinking through in advance; practicing and rehearsing; Framework or road map to the process and steps of the lesson Mapping out sequences / time control awareness; Help to turn potential (LC) ineffective means of learning Feedback record (Richard, 2007)

1. It can help in thinking about the content, materials, sequencing, timing and activities
2. It provides security as map to face the impredictable atmosphere in the class (Richards & Renandy, 2002)
3. it provides awareness of teaching objectives and structure of content;
4. it finalized/sum up / draw / determine the sequence of content;
5. it relates the teaching activities to learning structures;
6. it maintains the sequence of content presentation and prevent teacher from deviating from the topic
7. it develops the reasoning decision making ability and imagination and pupil teachers
8. it boasts confidence and self-esteem in performing the activities (Singh Y. , 2007, p. 3).

II.3.2.3.1. Approaches to Lesson Planning

Various approaches to lesson planning have been given by experts (Davar, 2012). Basically, these approaches are introduced in different forms (Singh Y. , 2007) and styles of writing that emerged during the 19th C. after the work of John Fredrik Hebort and his followers (Rather, 2004). Henceforward, Herbertian approach dominated the education institutions as most frequent used approach in planning lessons (Davar, 2012). However, due to its shortages and alternative approaches to lesson planning have been introduced to the teaching pedagogy either by following Herbort example or completely deviated from it (Rather, 2004). These different approaches used in lesson planning are:

1. Herbertian approach.
2. Morrison's or Unit approach
3. Blooms' or Evaluation approach
4. RCEM approach. (Davar, 2012), (Singh Y. , 2007) and (Rather, 2004).

Accordingly, these approaches are summarized in the following table:

APPROACH	FOUNDER	STEPS	ADVANTAGES	DISADVANTAGES
Herbartian	J.F. Herbert (1776-1841) (Davar, 2012),	**1**.Preparation **2**.Presentation **3**.Comparison & abstraction **4**.Generalization **5**.Application (Singh, 2008)	➢ Practical for any school subject teaching. Employing both deductive and inductive methods. Useful for achieving the cognitive objectives. ➢ logical and psychological approach. ➢ Learning principles incorporation. ➢ simple and easy approach. Imparted new knowledge from previous one (Singh Y. , 2007)	➢ teacher domination ➢ Passive learners ➢ Neglecting psychomotor objective(Singh Y. , 2007)
Morrison's or Unit	H.C. Morrison (1871-1945) (Singh Y. , 2007)	**1**.Exploration **2**.Presentation **3**.Assimilation **4**.Organization **5**.Recitation (Rather, 2004)	➢ active participation of both the teacher and learner. ➢ Encouraging thinking, reasoning habits and understanding rather than memorization. ➢ Developing independent Learning. ➢ Simplifying teaching-learning process. ➢ establishing a good rapport between teacher and learners. ➢ Exchanging and changing roles gradually between teachers and learners. ➢ Enhancing concision and precision via systematizing writing (Rather, 2004). ➢ Aiming at complete mastery of the subject matter(Singh Y. , 2007) .	➢ Time consuming. ➢ More effective with intelligent learners. ➢ Hard More effective with teacher may not be able to make use of the approach or teaching successfully. ➢ To send, this approach becomes dull and the conical. It's the desired end. ➢ It is difficult to form meaningful and complete units and sup units for each lesson (Rather, 2004)
Evaluation/ Bloom's	J. M. Bloom	**1**.Formulation **2**.Providing learning experience **3**.Evaluating the learning (Rather, 2004)	➢ it is founded on the basis of sound psychological principles and theories of learning. ➢ The objects are given in a behavior terms. ➢ The activities concerning the teacher and the students are given separate. ➢ The contents of the teaching points are stated	1. Writing of objectives in behavioral terms is a big problem for the Learners many week and every student has problems here 2. it makes the lesson planning a doll and mechanical as the various steps are to be kept interview rigidly

			clearly. ➢ there is due emphasis on the evaluation of the desired objectives in in the behavioral terms. ➢ It makes use of the teaching aids to make the lesson better learnable. (Rather, 2004)	3. it is dominated by the teacher. 4. Objectives learning experiences and evaluation devices is a big problem for the teacher and the students. (Rather, 2004)
RCEM approach	Regional College of Education, Mysore. (Singh Y. , 2007)	**1**. Expected behavior outcomes. **2**. Communication strategy. **3**. Learning outcomes. (Singh Y. , 2007)	➢ Properly stated : • objectives in terms of measurable mental processes or abilities, • Situations, strategies, aids, materials, • Evaluation aspect. (Rather, 2004)	➢ It is psychological and is too technical. ➢ Formalities here consume more time. ➢ Writing lesson plan of this type is more-tedious ➢ it is rather difficult to see learning in the light of seventeen processes (Rather, 2004) ➢ It is more suitable to Indian schools

Table II-1. A summary to lesson planning's approaches

Eventually, these approaches combined together, so as to benefit from their advantages and compensate on their advantages at once, under the name of *the eclectic approach of lesson planning*.

II.3.2.3.1.1. The Eclectic Approach of Lesson Planning

According to BBC teaching English, the eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. Almost all modern course books have a mixture of approaches and methodologies (Eclectic approach, 2020). As, in spite of the differences between them, these lesson planning approaches similar in essence that they aim at helping teachers communicate their lessons to learners efficiently and effectively as possibly as it could be. In this sense, the eclectic approach of lesson planning is a lesson plan which combines all the plus points of Herbertian's , Morrison's, Bloom's and RCEM approaches in one scheme of teaching work (Rather, 2004). Following the principle of this planning tendency, new approaches for lesson planning emerges eventually. Just like the work of the educational psychologist Manuel Martinez-Pons who introduces seven stages' planning approach that consists of:

1. **Introduction**: where motivation is sought by teacher's explanation to the objectives of the lesson to learners;
2. **Exposition**: the pedagogical methods vary
3. Clarification: the pupils and teacher check and sharpen understanding by asking each other questions;
4. **Enactment**: the pupils do whatever it is the teacher has just taught them to do;
5. **Feedback**: the teacher not only provides hints, suggestions, and corrections, but also encourages the pupils to reflect on their learning
6. **Transfer**: the teacher helps pupils to move beyond the immediate task and think of ways to apply their learning more widely.
7. **Deliberate practice**: pupils continue to rehearse what they have just learn

Similarly, a perspective, stimulation, instruction, closure and follow up lesson plan (Richards & Renandy, 2002) and another of opening stage, instructional stage and closing stage have

been represented as alternative attempts to seek the most effective teaching lesson plans (Richards J. C., 2017). Eventually, these lesson planning controversies have been synthesized in three main parts: the introduction, the main body and the conclusion as the defining criterion of well-designed lesson (Barnes, 2013) . Nonetheless, the practice of lesson planning remains a flexible teaching tool that is determined according to teacher, learners, objectives and subject of the lesson (Haynes, 2007). Therefore, LESSON PLANNING METHODS "will vary in form and content based on the subject matter and the style of educator" (Barnes, 2013, p. 215). In other words, the methods for lesson planning are attributed to the teachers' decisions in the process of planning their lessons.

II.3.3. The Process of Planning

Whether it is mental or detailed; planning lessons beforehand is "generally considered essential in order to teach an effective lesson" (Richards & Farrell, 2011, p. 55). Tyler (1949) summarizes this process in specifying objectives and methods of evaluation and selecting and organizing learning activities. Conversely, Yinger (1980) sees it as problem conception, plan's implementation and plan's evaluation scheme of work (Richards & Renandy, 2002); whereas, it is "the selection of subject matter, procedures, and the preparation of tests to check students' progress" (Barnes, 2013, p. 215) according to L. Barnes. Similarly, it has been considered as "reflective decisions that are made about the goals, activities, sequencing, timing, grouping and resources (Richards & Farrell, 2011). Hence, lesson planning is a process of adapting the different elements of didactical components, setting and participants into a pedagogical scheme of work via "thinking through… a plan for the teaching of, and learning within a lesson…to specific group of students in specific place at specific place." (Savage, 2015, p. 28)., and this is can be achieved through following the next steps:

1. Identifying the needs of students.
2. Determining the objectives and the aims of the lesson.
3. Choosing the subject matter.
4. Selecting the appropriate approach and teaching method.
5. Determining the means, techniques of teaching: designing the activities and tasks of the lesson.
6. Choosing the format and model of planning:
    1. to organize and sequence the lesson contents.

2. to distribute the roles of the teacher and the learners.

3. to divide time (Richards & Farrell, 2011).

Accordingly, planning an EL lesson for oral classes ought to follow these steps so as to teach speaking skills more systematically and logically.

II.3.4. Developing Lesson Planning Methods for EST

There are many reasons why an oral lesson plan of work is needed to be established in oral expression classes. For instance, oral work is useful for:

- ☑ decreasing the passiveness in learning process by changing lesson's rhythm and complexion,
- ☑ formulating and connecting ideas with learner's own knowledge and experience through speaking practices,
- ☑ contributing new ideas,
- ☑ providing a more varied aural environment that increase learners' voice repertoire via listening,
- ☑ fulfilling assessment objectives orally in some subjects,
- ☑ and encouraging thinking and learning variations through speaking (Haynes, 2007)

In planning oral expression lesson, therefore, it is important to grant a rich EL oral experience by seeking balance between receiving and producing English speaking skills- with oral work. Accordingly, an attempt to encode the findings of the first chapter and the first section one of this chapter in a medium-term and short-term lesson planning is sought next.

II.3.4.1. Identifying the Oral Needs of Learners

In spite of its vital role in the scheme of teaching work, learners' needs are frequently overlooked when scheming an oral lesson. And this is due to the pre-determined educational official curricula that generalized assumption about learners' educational needs exclusively(i.e. what knowledge learners need to learner) (Haynes, 2007). As well as its timing and effort consumption aspects which are not available for teachers (Richards J. C., 2001) to consider the distinctive needs of their learners in such analysis (Haynes, 2007). In addition to the controversial views of this "needs-based philosophy" (Richards J. C., 2001, p. 51) concerning the relevant needs of learners that ought to be accounted for in educational settings (Haynes,

2007). Nonetheless, it has been agreed upon that needs analysis is purpose driving force (Richards J. C., 2001) for investigating learners' needs from "the point of view of their learning" (Haynes, 2007, p. 10) so as to empower "to satisfy their needs for themselves" (ipid, p. 10)..

The specific needs of particular group of learners determine the aims and the content of the English's role in language course or program of instruction (Richards & Schmidt, 2010). Thus, the needs of the target group have to be considered carefully so as to plan a language lesson that aims at satisfying these needs. On this premise, determining these needs is the first step towards a planning an effective lesson that is interesting, engaging and encouraging for the acquisition of EL in EFL lessons. Additionally, it provides teachers with identified framework that allows them to limit their works in narrowed and clear bold lines. This mainly includes identifying the following four main areas: their backgrounds and schematic knowledge, main difficulties, their performance in the class. And this through following the following procedures testing, reporting typical problems by teachers or students, interviewing and questioning students, relevant experience, observation and analysis of the subject matter or case study (Richard , 2017). As for example, an oral lesson to didactics students will serve no good using CLT where accuracy is overlooked and the ways of communicating is neglected so as to reach level of fluency and impacts on the listeners. And this because English didactics students are supposed to have high level of language accuracy that allows them to be effective teachers themselves in the future that can transmit their verbal messages As accurate As possible. Additionally, focusing on the interactive language in CLT won't benefit them As much for they are supposed to be familiarized with performative and transactional function of speaking. it is clear that analyzing the circumstances and the participants thoroughly to take them in consideration is the first step towards an EL lesson plan. As result, lesson will be more focused a language will be more precise and

Likewise, for developing lesson plan for an oral course the needs of learners ought to be predetermined and identified by the teacher. And this can be done through following the pre-mentioned techniques in order to identify their strengths and weaknesses in oral production. And this is through assessing their speech production via interviewing and testing their speaking skills by questioning them. Both these interviewing and testing needs analysis technique attempts to calculate each learner's EL appropriacy, accuracy and fluency skills and

rate their total points in descriptive scales of seven criterions: very low, low, average, fairly good, good, very good and excellent. Next, these results are added separately and divided by the total number of the learners in order to determine these levels on the class level on the same pre-mentioned descriptive scale. Subsequently, the total sums of these levels are divided by the total number of the learners for identifying the English oral proficiency level of the targeted group as follows: **Oral p. level** = $\frac{\sum Ap. + \sum Ac. + \sum Fl.}{\sum Learners}$. Then, this level is rated using the Common European Framework of Reference for Languages (CEFR) (i.e. Beginner, elementary, intermediate, upper-intermediate, advanced and proficiency). Accordingly, this needs analysis (STS) has been divided into three main parts: appropriacy test, accuracy test, and fluency test according to the following table:

Techniques	Skills-Focus	Language-Focus	Pts.	Speaking Skills Level	Tot.	Oral Proficiency Level
Testing	Appropriacy	Situational (genre, style, register…)	$\dfrac{\sum Learner'Ap.}{\sum Learners}$	Very low Low Average Fairly good good Very good Excellent	$\dfrac{\sum ap.+\sum ac.+\sum fl.}{\sum Group\ members}$	Beginner Elementary Intermediate Upper-intermediate Advanced Proficiency
		Functional-notional/ topic-based				
		Phonological (intonation)				
	Accuracy	Grammatical (Structures, tenses, cohesion coherence……)	$\dfrac{\sum Learners'Ac.}{\sum Learners}$	Very low Low Average Fairly good good Very good Excellent		
		Lexical (vocabulary,				
		Phonological (pronunciation, stress)				
Interviewing	Fluency	Connected-speech	$\dfrac{\sum Learners'Fl.}{\sum Learners}$	Very low Low Average Fairly good good Very good Excellent		
		Reductions				
		Deletions				

Table II-2.A reference for Identifying the oral needs of students (STS)

Like it is illustrated in (II.3), this needs analysis' speaking test measures and evaluates the levels of accuracy, fluency and appropriacy in respondents talk through testing, interviewing and language-focused questioning techniques. That are constructed basing on the on the findings of Chapter (I). And the pre-mentioned requirements of oral lesson planning methods (see II.3.3), for these results determine the following points in lesson planning procedures:

1. The level of the lesson's inputs;
2. The focus of the lesson (i.e. developing accuracy, appropriacy or fluency)
3. The timing of the lesson sequence which will be discussed next.
4. The weaknesses and strength of students.
5. the aims and the objectives of the lesson.

After identifying the needs of the tested group of EL learners, teacher stars to plan their lesson according to the well-defined weaknesses and the strengths in their EL speaking skills. Basing on these results, the latter are strengthen for improving them on the one hand and making them as starting point for amending the formers, on the other hand. Additionally, these weaknesses are translated into the targeted outcomes for the didactic process in the oral classes in the form of the aims and objectives of EL teaching.

II.3.4.2. Determining Objectives and Aims for Oral Expression Lessons

like it has been illustrated through the pages of this thesis, the ultimate goal of teaching EL speaking skills is to develop an EOP among EFL learners that enables them to communicate successfully (i.e. appropriately, accurately and fluently) in using the target language in verbal communicative events. Thus, meeting these speaking skills' requirements ought to be targeted when planning oral lessons in order to help learners in improving and developing their appropriacy, accuracy and fluency. Accordingly, these lessons' aims are fell under three main categories:

1. *appropriacy- oriented aims* (i.e. to help develop students' speech production's appropriacy through being appropriate when talking in a given communicative events/ SPEAKING) ;
2. *accuracy-oriented aims* (i.e. improving student's linguistic competence through forming and structuring correct and adequate utterances);

3. *fluency-oriented aims* (i.e. developing student's motor skills via improving their verbal performance)

And on this premise this speaking lesson's objectives may be categorized into and objectives that by the end of the lesson enables learners to:

- To conceive their speaking intentions in proper way that accord with the SPEAKING event by conceptualizing their communicative intentions into preverbal message. In other words, the objective here is to teach students the different illocutions that speech acts may carry, such as; requesting, questioning, asserting, promising, threatening, offering, thanking, apologizing, welcoming, declaring, confirming, denying, cherishing, stating an opinion, ordering, giving and advice or permission. Basically, such subtle goals are illocutionary speech act-oriented objectives.

- To formulate these illocutions into an equivalent locutions in form of linguistic utterances (i.e. encoding them into a syntactical and phonological structures) that express their intended communicative goals. (i.e. locutionary speech acts oriented objectives)

- To achieve their intended communicative goals through their verbal prelocutionary-centered objectives: to enable learners to

By supporting the natural cognitive process of producing speech through directing the lessons' overall goals (i.e. aims) and partial one (i.e. objectives) towards the sub-systems of speech mechanism that contribute to produce an appropriate, accurate and fluent speech learners will learn how to: manage and invest their oral competence into actual talk in any given communicative situation. However, these aims and objectives will be met only through the careful selection of the strategies of teaching and techniques of learning which govern the didactical process
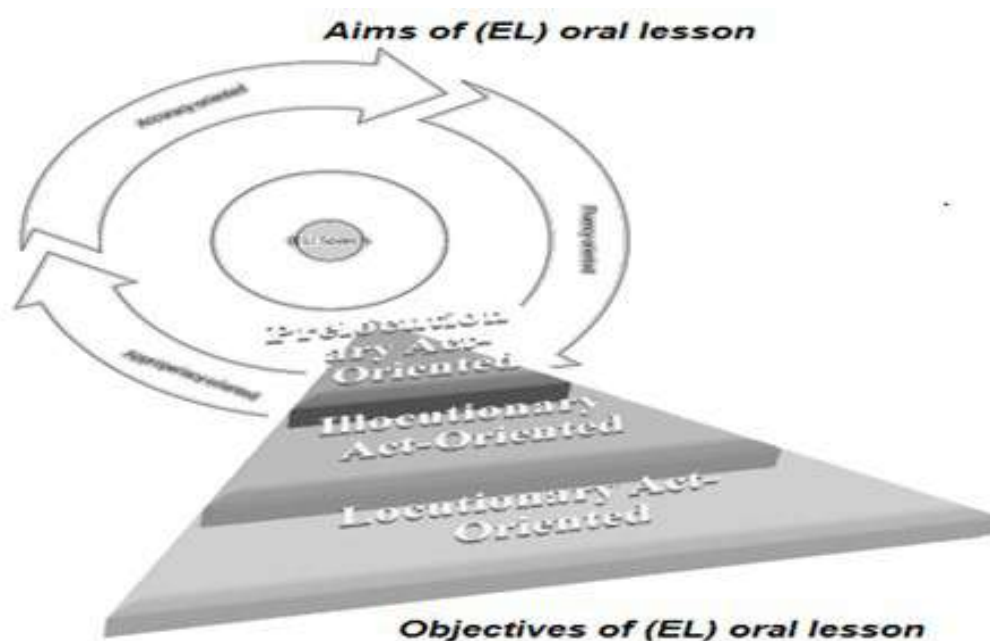
Figure II.2. Aims and Objective Focus in Oral Expression lesson

II.3.4.3. Choosing the Subject Matter for Oral expression Lesson

Subsequently, both these aims and objectives in addition to the eras of subject knowledge and topics of interests are addressed so as to determine the content of the oral lesson. This content is the sum of the language, thematical and situational contents (Fraida & Elite, 1968). Firstly, the latter is determined through the needs analysis of the students purposes in taking the EL course in the first place (I.e. academic purposes, business, ...) which usually fall under three main big categories international, transactional or performative (Sari, 2004). which directly affect the choices of the themes that ought to be covered in order to enable students to communicate in similar context (situations) that for the sake of this study will be varied according to the academic settings of the general English or didactics as the main majors in Algerian universities. Such situations will determine the themes and the language that ought to be used in verbal communications (See SPEAKING in chapter I.).

II.3.4.4. Selecting English Speaking Skills' Teaching Method

In order to associate the subject matter with the predetermined aims and objectives of the lesson the teacher needs to select the best method for managing their lessons in effective

way. Thus, an eclectic method is required in order to match the diverse nature of English speaking skills (i.e. appropriacy, accuracy and fluency skills) which can be comprises of CLT, ALM and Direct Method in that order. As, the former helps in molding the subject matter in a mold that emphasizes the appropriacy skills development in the lesson primarily as well as the fluency skills (cognitive) secondarily. Likewise, the subject's accuracy skills are brought to focus via employing the ALM during the oral lesson. Next, both these skills are realized verbally through trigging the articulators with the help of the direct method. Correspondingly, the oral lesson's techniques, strategies and the classroom management reflect one method at the time.

II.3.4.5. Determining TES Techniques: Activities and Tasks Design

The techniques of teaching are determined automatically after the selected method that is assigned in the oral lesson. As result, these techniques are going to be of three different varieties communicating techniques, linguistic techniques and performing techniques. In designing the lesson plan the teaching techniques are realized in the specific procedure by which the teaching activities are carried out with in order to practice appropriacy, accuracy and fluency. Consequently, an oral lesson's activities can be categorized in three main categories:

1. *an appropriacy-based activities* through which the communicative aspects of English verbal communications are practiced ;
2. *an accuracy-based activities* through which the linguistic aspects of English speaking are practiced and emphasized;
3. *a fluency-based activities* through which the performing of speech is practiced.

Accordingly, these techniques and their related activities are summarized in the following table:

TECHNIQUES	ACTIVITIES	EXAMPLES
Appropriacy-based	1. Functional activities 2. Interactional activities 3. Listening activities (William, 1981)	• Questions-answer • Picture cues • Miming • Simulation • Memory games • Jigsaw tasks • Twenty Questions (SÁROSDY, BENCZE, POÓR, & VADNAY, 2006)
Accuracy-based	4. Substitution 5. Repetition 6. Transformation 7. Completion 8. Expansion (Larsen-Freeman, 2000)	Monologues Projects Interviews Debates (SÁROSDY, BENCZE, POÓR, & VADNAY, 2006)
Fluency-based	1. Responsive performance 2. Imitative performance (repetition) 3. Intensive performance (drills) 4. Extensive performance (monologue) 5. Drama activities (SÁROSDY, BENCZE, POÓR, & VADNAY, 2006) Rehears	Guessing games / memory games/look Singing, Chants/Retelling a story again Reading aloud Retelling a story/picture description Acting out, role play, simulation) – listen and participate Role play/ Acting out (SÁROSDY, BENCZE, POÓR, & VADNAY, 2006)

Figure II.3 .Summary for English Speaking Skills' Techniques & Teaching Activities

II.3.4.6. Oral Expression Lesson Organization and Sequencing

In order to meet the aims and objectives of a language lesson, a course of action for the actual practice of teaching needs to be predetermined. These decisions are considered as one of the most crucial aspects in planning a language lesson because it is through which the lesson's related elements are ordered and organized into scheme of ELT practical work. Therefore, they are not only constrained to the information and instruction of the subject matter. But it they are also conditioned by the classroom management and the learning environment. Nevertheless, ELT practices take a different turn when lesson's sequencing and organizing are concerned. And this is due to the revolutionary pedagogical assumptions about the promising readymade molds of lessons' layouts which guarantee well-communicated lessons. Gradually, these molds translated into different model of lesson plans wherein information, instructions, feedback, evaluation and assessments arranged in accordance to its layout. Eventually, these proposed models becomes as integral part in ELT where the sequence of the lesson is prearranged and predetermined without paying any attention to the any of the pre-mentioned elements. On this premise, an investigative study to these claims is conducted either to adapt one of these models for arranging an oral expression lesson or create new one instead. .

II.3.5. Models of Lesson Planning in ELT

ELT planning methods are realized through five well-known models that are: the Presentation- Practice-Production (PPP) model, the Engage-Study-Active Model (EAS) model, the Authentic use –the Restricted use – the Clarification and focus (ARC), and the Observe- Hypothesis- Experiment (OHE) model. And the Test-Teach-Test (TTT) model.

II.3.5.1.1.1. The PPP Model

This teaching model has predominated ELT since the middles of 1960's (Harmer, 2007), and it stills the widest used model even now days (Maxon, 2014). PPP emerges after structural-situational teaching which aims at situating the language in clear situational context (Harmer, 2007). And it consists of three stages lesson: presentation, practice and production. In its first stage, the lesson is completely controlled by the teacher who holds the responsibility of presenting, demonstrating, illustrating and fully explaining the new item of

the lesson(Richards & Schmidt, 2013). Subsequently, this item is practiced by learners in the next stage "using accurate reproduction techniques such as choral repetition,…individual repetition…, cue-response drills" (Harmer, 2007, p. 64) . Finally, a more free practice is allowed in the last phase where a little control role is displayed by the teacher so as to let the learners produce their new learning experience independently (Richards & Schmidt, 2013) . However, the PPP has not been taken for granted for too long, as it has been under sustained attack in the 1990's due to its linear teaching style that contradict with the random nature of human learning behaviors. As well as, its non humanistic, teacher-centered and language-presentation scheme of work which according to Michael Lewis neither reflects the nature of language nor the language of learning. These critics lead to the emergence of an updated version of PPP like both Keith Johnson (1982) the deep-end-strategy that allows the teacher to move between the stages as necessary as it is needed for the learners to grasp the lesson. And Donn Byrne (1986) that suggests joining the three phases in circle instead (Harmer, 2007). To be followed later Jermy Harmer's Engage-Study-Active model (i.e. ESA) that emerges as reaction to PPP model.

II.3.5.1.1.2. The ESA Model

The ESA model of planning emerged as reaction to the teacher-centered tendency of PPP model. Therefore, it is been introduced as learner-centered model (Maxon, 2014) that "is designed to allow movement back and forth between the stages" (Ted's TEFL Teacher Training , 2020).Furthermore, unlike the PPP, it emphasizes the psychological aspects of the learners as an opposed trend to the non-humanistic tendency of the former model (Maxon, 2014). Respectively, it initiates language lessons by an engaging phase that aims at encouraging the learners and motivating them to learn the new item of the language by facilitating it with the with help of the teacher. Proceeding to the study phase, the acquired structure and the rules of the new items are analyzed. In similar way to the practice phase, the active stage provide chances for learners to practice yet in communicative activities like role plays, games and debates (Harmer, 2007). Side by side to the PPP model, ESA model becomes frequently used in ELT worldwide (Ted's TEFL Teacher Training , 2020) to be followed later on with a variety of modals like the ARC, OHE or TTT.

II.3.5.1.1.3. The ARC Model

Jim Scrivener introduces this model in his book learning teaching: guidebook for EFL teachers (1994). In essence, the ARC model is an upward representation to the PPP model of teaching. For, just like the PPP's production phase, in its opening authentic use stage the lesson focus on fluency, communication and meaning. And this is achieved though exposing learners to new language items in their natural context so that they synthesis the ways people use the language item in real communication. Subsequently, the accuracy is emphasized in the restricted use phase where learners practice this new item by reduplicating its linguistic constructions from model sentences and phrases. Finally, the lesson is closed with the clarification and focused stage, that assimilate the first stage in PPP model, where teachers explain and help demonstrate the new item using explanatory diagrams, some translation and sentence analysis. Nonetheless, the ARC model differs from the traditional model in its flexibility that allows teacher to move on between stages freely; as well as, its cognitive perspectives (i.e. deduce information through thinking and analysis) (Maxon, 2014). Eventually, this cognitive-focused tendency leads to emergence of two more alternative models: the OHE and TTT.

II.3.5.1.1.4. The OHE Model

In principle, the observation, hypothesis and experiment model is similar to the ARC model in the sense that information is deduced by learners themselves instead of explicitly introduced by the teacher. This scientific learner-centered approach is related to Michael Lewis lexical approach (ibid, 2014) in which words and lexical phrases are the basic units for teaching and learning process (Richards & Schmidt, 2010). In its first stage, students are introduced to the material, which contains the learning item, by the teacher before moving to the hypothesis stage. In the next stage with the help of teacher, learners hypothesize about the way in which this item is used in structure. After coming up with their theory, learners are given chance to try the new item by themselves through undertaking set of tasks (Maxom, 2014).

II.3.5.1.1.5. The TTT model

Just like the previous cognitive model, learners are supposed to explore the language item without the help of the teacher in the early stages of the lesson in TTT approach (Test teach test, 2020). However, unlike the previous philosophy of planning teaching, the course of the lesson is decided during the session. That is to say, that the lesson is planned on the spur of the moment. Accordingly, lesson's plan is established basing on the outcomes of the test phase where learners are given a problem (i.e. task or activity) to solve. At this stage, the role of the teacher is restricted to observing learners and taking note of their errors for correcting them in the teach stage. After learning about their mistakes and errors, learners repeat the same first activity in the last phase in order to reinforce the correct habits that have been introduced by the teacher.

Notably, the distinction of the previous lesson planning models can be summarized in three main differences: the teacher roles, the learner roles and the lesson contents. Markedly, the roles of the teacher have been gradually minimized as soon as a new model emerges, for a shift of emphasize is turned from complete control of the teaching process by teacher in PPP lessons to merely matching the pace of learners in TTT lessons. Conversely, the roles of learners are intensively maximized in one model after the other, as they have been moving from merely matching the pace of their teachers in the first model to control their learning process in the last model, completely. Consequently, the course of oral expression lessons in EFL classes becomes more random and less prepared on the part of teachers whose roles have been shrunken over these models. Such EST tendencies give further push to the communicative language teaching practices in teaching EL speaking. Those, in addition to the rest of the models, do not align with the nature of English speaking skills (see II.2.3.3) which requires a more effective teaching pedagogy on the part of teachers (see I.5.). Therefore, questions are rise again about the efficiency of ELT practices concerning the use of these models in establishing effective pedagogy where English speaking skills are mastered in oral expression lessons. Nevertheless, when it comes to the selection of model to plan an oral expression lessons, those models are still widely preferable by EFL teachers, worldwide. according to the international electronic survey's following results:
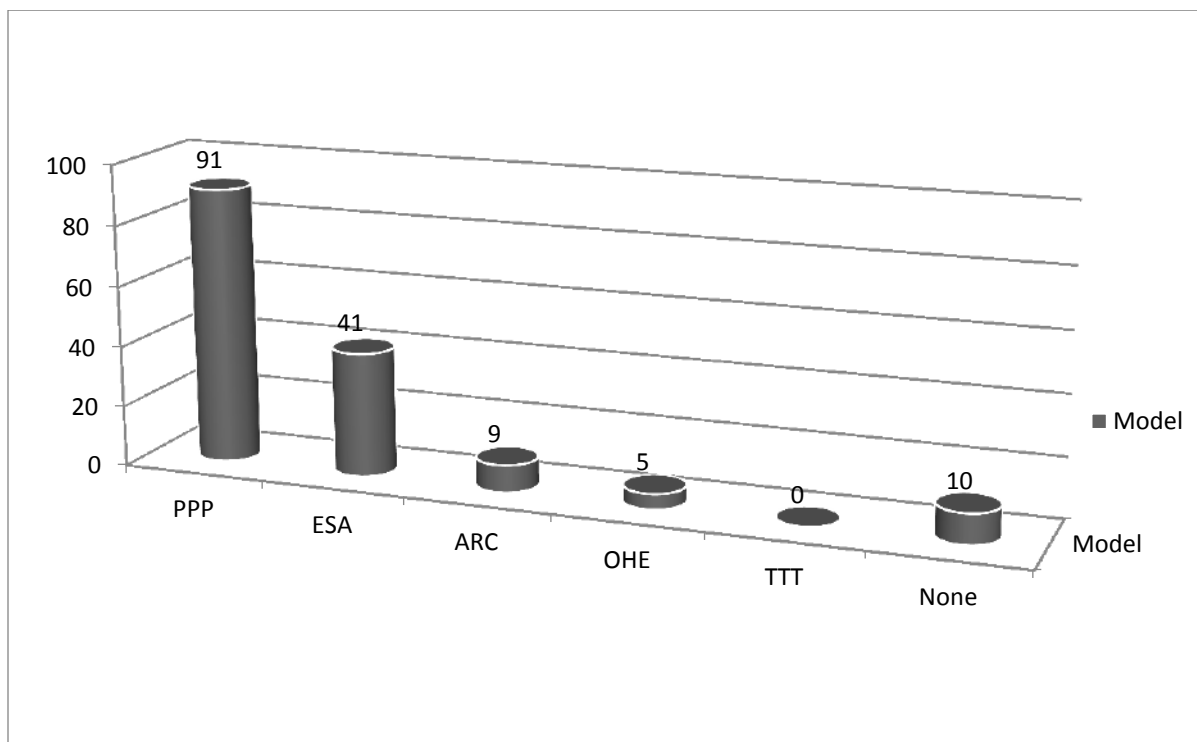
Figure II.4. lesson planning methods   Frequent Use in Teaching English Speaking Skills

Conversely, none of these model are noted in oral expression classes in Algerian's universities in spite of the predominance of PPP model of planning in the Algerian education system of EFL in secondary and middle schools. And this is what has been extracted interviewing some students from different universities of Algeria, the first results records a severe lack of pedagogical teaching practices of English speaking skills. As the lessons were not following any clear pattern and students seem to be engaged in random classroom environment where they are supposed to just talk no matter what and this what has been expressed by the following interviewee:

InterIviewee01/ El-Oued's University: A topic is given to us in order to think about it in five minutes before we start talking about it! Most of the time your ideas are expressed by your colleagues so that we don't know what to say when the teacher start pointing to the silent students.

I interviewee 02/ Jijel's University: well as a student all what we had is ALL CLEAR BOOK SERIES! listening to videos and do the follow up questions.

I had a very bad experience it was just a waste of time! The same domain....the teacher's children ..life…money…women…marriage…dating.

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> ***InterIviewee03/ Biskra's University:*** Well we used to have a presentation each session and the topics sometimes r from the teacher n sometimes we choose whatever we want to talk about. Each session we have a topic to discuss. The teacher who bring the topic sometimes about history, songs, movies, ect.

Contrastively, an alternative rather organized oral lessons has been recorded in other universities where a glimpse of ESA model are noticed. And this is what has been expressed by an interviewee from the university of Constantine in the following lines:

> ***Interviewee 04/ Constantine's University:*** First, we had listening sessions in which we watch a video, answer a series of questions, discuss some new expressions(from the video) then we repeat some dialogues from the video. Later, we had guided discussions (the teacher chooses a topic and we discuss it together) then the topics became free(we choose what to speak about). Sometimes we are asked to do individual or group presentations, plays and stuff like that.

However, as organized as it sounds. This engaging-study-active tendency of selecting the inputs of the oral expression lessons subjectively rather than objectively. Not to mention the combination between listening comprehension and oral expression lesson in two halves oral expression session where preference of teachers determine the course of the lesson rather than EL speaking itself. A teaching perspective that tends to show so often in spite of the selected model of planning, as it has been revealed through questioning eighteen different nationalities of the respondents teachers (see appendixes C). Those, also, despite of their superficial differences in approaching English speaking skills in EFL classes. In essence, similar prospects for encouraging EL speaking and learning autonomy is observed in whatever model of planning their oral expression lessons are represented. Those still insufficient for developing the English speaking skills due to its poor teaching framework that are not only characterized with poor taught subject matter, less guided or poor activities and unclear lesson's phases. But it also neither match the nature of EL speaking nor develop its skills of speech production that is directly associated to the development of the mechanism of speaking. Giving the reason that whether modeling oral expression lessons according to these models or not do not reinforce any of its sub-systems (i.e. Conceptualizer, formulator and articulator). Therefore, this study is hereby suggest a *Conceptualize – Formulate- Articulate* (CFA) model as teaching guide to EST practices for oral expression lessons.

II.3.5.1.2. CFA Model for Oral Expression Lesson Planning

In addition to the fact that TES has not been as explicitly planned as their counterparts of writing, reading and even listening, the pre-mentioned models' implications of teaching seem to better fit a more controlled linguistic aspects of EL. And this is due of their rigidness which inept to neither cover the diversity of English spoken language nor match the pace of its skills. As well as, their assumptions and foci on the autonomous ability of foreign learners to develop habits of EL speaking via producing linguistic inputs alone that do not imply EL speaking appropriacy skills or EL speaking skills to grantee such privilege for them. Nor, their EL speaking accuracy deduced or simply identified by non-native learners' cognitive abilities because of the perplex composing nature of English spoken language. In this respect, on this premise, CFA model is suggested as an alternative planning guide for TES due to its origins from the mechanism of speech production which oral lessons are aim to develop in the first place. Respectively, these tendency of planning organizes the oral lesson in sequence of three main lesson stages:

1) **Conceptualize Stage**: in this initiative stage of the oral lesson, an emphasis is put over developing the specific concepts that is associated with the type of the theme of the lesson.

2) **Formulate Stage :** The focus in this stage turns over the structure, form, cohesion and coherence in the speech production so as to help learners in mastering the verbal accuracy in communicating their intentions.

3) **Articulate Stage:** At this stage the motor skills are emphasized through teaching and learning process.

II.3.5.1.3. Time Management

Even though " research has distinguished several ways in which time is used within a lesson" (Richards & Schmidt, 2013, p. 600), time distribution is still subjected to teacher personal judgments and opinions (Richards J. C., 2017). Hence, in order to make this timing distribution more objective, when allocating time for each phase, teacher ought to manage the oral lesson time to accord with the needs of their learners. That is to say, if the class level of fluency is low compared to the accuracy and appropriacy the focus on fluency leads directly to the predominance of ALM's principle (See Fig. II.3.) in the oral lesson. Whereas both CLT

and the direct methods vary according to their recorded levels. Contrastively, in case those levels match. These teaching methods become of equal importance during the course of the oral lesson (See Fig. II.5.). Whereby, they reflect on the time devoted per each methods through managing it to cover all the three EL speaking as needed.
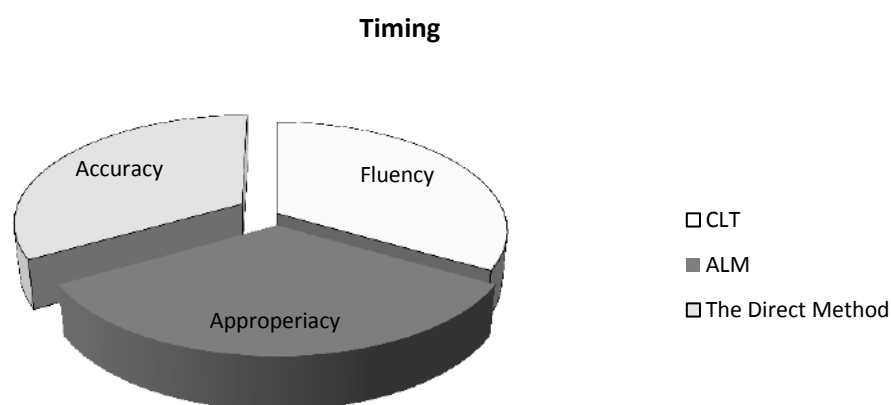
Timing

Figure II.5. An Illustrative Example to Methods Timing distribution in Oral expression lesson

II.3.5.1.4. Roles Distribution

In principle, "the parts that teachers and learners are expected to play in carrying out learning tasks as well as the social and personal relationships between the participants" (Nuan, 1989, p. 79) are prearranged in the pedagogical settings despite of the dissimilarities of these classes and in spite of their subjects (Hall, 2011). This includes preparing lessons, assessing, testing and evaluating their outcomes, analyzing the needs and observing the impacts of their teaching practices on learners. Similarly, learners are usually assumed to do tasks and follow instruction and manage themselves, engage and learn. That is the same that can be seen in EFL classes with more other specified one.

II.3.5.1.4.1. Teacher roles in Oral expression classes

As, in order for teaching to happen, teachers ought to assume certain academic, pedagogical and even social roles so as to communicate the subject matter to their learners (Singh D. S., 2016). Respectively, the L2 teachers assume lists of roles that, according to Wright (1987), are summarized as: instructors, organizers, evaluators, guides, resources and

managers. By the same token, teachers' roles have been synthesized into five key roles by Harmer (Hall, 2011) accordingly:

TEACHERS ROLE	TEACHING TASKS
Controllers	❖ Explaining ❖ Exemplifying ❖ Working answers ❖ Organizing questions ❖ Lecturing ❖ Making announcement ❖ Maintain class order
Prompters	❖ Support problem- solving process ❖ Encourage creative thinking ❖ Offer help ❖ Suggest solutions
Participants	❖ Give feedback ❖ Take part in activities
Resources	❖ Guide towards information recources ❖ Encourage use recourseful materials ❖ Encourage self development search ❖ Information availability ❖ Helpful
Tutors	❖ Providing guidance ❖ Prompt ❖ Recourse

Table II-3. Key Roles of L2 Teachers (Nuan, 1989)

Nonetheless, such roles are adapted according to the goals that are wished to be accomplished in the didactic process (Nuan, 1989), the needs of learners and their attitude towards teacher role (Hall, 2011). As well as the lesson course which requires teachers not to only adapt certain role but also to assume more than one role as needed (Nuan, 1989). Accordingly when it comes to oral expression classes teachers need to adopt tutor and prompter in most part

which accords with the CLT tendency in our suggested lesson additionally he needs to be controller at certain extent for uncontrollable learning environment will not change or be fruitful and assign learners role accordingly which will make learners

II.3.5.1.4.2. Learners Roles in Oral expression classes

"In their comprehensive analysis of approaches and methods in language teaching, Richards and Rodgers They point out that a method ...will reflect assumptions about the contribution that learners can make to the learning process." (Nuan, 1989, p. 64). Thus, in order to accord with the proposed oral expression teaching methods, roles of learners are distributed as follows:

METHOD	ROLES
CLT	❖ Active participants ❖ Meaning Negotiators ❖ Learning contributors s ❖ Information Receivers
ALM	❖ Learners has little control; reacts to teacher direction; passive; reactive role
The Direct Method	❖ Active participants ❖ Decision makers (i.e. have a relatively high degree of control over content language production)

Table II-4. Key Roles of L2 Leaners in Oral Expression Classes

Respectively, both roles of EFL learners and EFL teachers in oral expression classes along with the pre eight steps of developing and TES lesson plan are summarized in the following planning guide:

| SEQUENCE | METHOD | OBJ. | AIMS | SUBJECT MATTER | | | TECHNIQUES | ROLES | |
				Situational	Thematic	Language	Activities	Teacher	Learners
Conceptualize	CLT	Illocution-oriented	Appropriacy-oriented	Interactional Chatting	Description Comparison Narration Instruction Explanation Prediction justification decision	Semantics Pragmatics	Communicative tasks	Controller Prompters Participant Resource Tutor	participants Negotiators contributors listeners
Formulate	ALM	Locution-oriented	Accuracy-oriented	Transactional Information-related talk		Grammar Syntax Phonetics	information-related tasks		
Articulate	The Direct Method	Prelocution-oriented	Fluency-oriented	Performative related talk		Phonology	Performance tasks		

Table II-5. EST Lesson Planning Guide

II.3.6. Effectuating EST's Lesson Planning Methods in Oral Expression Lessons

It has been stated clearly in the previous parts of this research paper that English speaking phenomena is rectangular array of different triadic sets (see Fig. I.8.). Those are treated as a single entity and manipulated with conventional sets of socio-pragmatic, linguistic and phonological rules of EL speaking. Those are circularly arrayed in triadic acquisition process of independent speaking experience, cooperative speaking experience and performative speaking experience. Therefore, an effective oral expression lesson is a lesson which provides a teaching experience reflecting the acquisition process of English speaking skills thoroughly on the basis of EL usage, EL use and speech production mechanism (see chapter I). For these teaching practices help excel both skills of speaking in EL through reinforcing the mechanism of their speech production and communicative competence in EL through imparting their encyclopedic and procedural knowledge (see Chap I.). Combined together these teaching orientations grant learners a more efficient English oral proficiency in EL via:

1. increasing EL resources;
2. decreasing interference and transfer issues;
3. acquiring English speaking appropriacy, accuracy and fluency;
4. providing opportunities for conceptualizing, forming and articulating intentions in systematic way in correspondent to the lesson stages;
5. targeting long term memory, short term memory and motor memory.

Correspondingly, such teaching experience could be realized through planning an oral lesson on different basis. It starts through engaging learners into different situations of speech production where they speak interactively, transitively, and performatively. In order that they will be able to refine and sharpen all of their verbal communicative skills correspondingly. Via following this order the natural process of speaking acquisition and production is assimilated to the accumulation of spoken language and excursion into verbal interactions that usually begins in interactive functions, proceeds by the transitive functions to ends with the performative functions in human's first language. This systematic procedure allows learners to be introduces into kind of speaking that is simplified, illustrated and exemplified by the teachers in interactive lesson setting before giving the lead to learners where they can take more responsibility for their speaking through being engaged in transactional lesson setting

that reinforce the former in cooperative peers environment of pair and group work. Eventually, the lesson moves towards a performative setting where individual and personalized speaking production is represented by the learners. As result, the oral lesson turns into a practical environment that is closely related to the first language acquisition environment where human breeds develop their speaking skills effortlessly.

Respectively, in order to cover all the above mentioned points in systematic way lesson planning methods are hereby organized into three types of EST lesson plans. ***Long-term lesson planning methods*** that cover faculty-oriented talk and evaluative- talk. And ***medium-term lesson planning methods*** by which the topics of oral expression lessons are assigned in respect to the former plan via covering a description, a narration, an instruction, a comparison, an explanation, a justification, a prediction and a decision related topics. In addition to ***short-term lesson planning methods*** that reflect the three previously mentioned prospects of oral lesson's course of action in the following three types of EST lesson plans: interactional lesson plan, transactional lesson plan and performative lesson plan. Nonetheless, the largest focus of this research paper remains on the latter, for it is the mean by which learners and teachers interact daily. For this reason, proposed two forms are included as practical guiding reference for designing the interactional lesson plan (See Figure II.6.) and the transactional lesson plan (See Figure II.7.), which itself is extended to performative lesson plans due to their common principles, reflecting on all the findings of the theoretical part of this empirical study.

II.3.6.1. An Interactional Oral Lesson Plan

Firstly, the oral lesson of a give EL speaking skill is initiated with an interactive lesson plan. Such tendency of planning is risen from the differences between EL and EFL learners' first language which hinder the process of EL verbal skills' development due to the interference and transfer errors. For, it helps in laying an EL speaking foundation which supports their progress in acquiring these skills correctly either via receiving verbal inputs or producing verbal inputs. Because it provides them with a rich environment of authentic verbal inputs for building their EL speaking appropriacy, accuracy and fluency skills, conductively.

Subsequently, the oral lesson is centralized over a model of speech which is introduced to the learners as source of its subject related EL verbal inputs. Via exposing

learners directly to different verbal communicative events as modal for speaking, an analytical approach will be launched with the lead of the teacher and persuaded by learners for illustrating, identifying and simplifying all the necessary and the particular spoken aspects of this extract. On the whole, this is will lead to build the pragmatic competence and illocutionary competence of learners before targeting their grammatical and textual competence through focusing on both the phonological and grammatical planning of the given model in order to be invested and exercised in the next phase of the lesson. Both these teaching orientations contribute to develop the learners speaking appropriacy and accuracy. Next, the accuracy and appropriacy are given prosodic features through triggering their motor skills and reinforcing their phonological awareness via turning the focus of the lesson towards the rhetorical competence of speaking. Bringing the verbal and prosody into focus open opportunities to practice and reinforce the verbal aspects of the acquired competencies into performance level leading to increasing the fluency in their speech production eventually.

Markedly, the transactional oral lesson plan is realized like it is illustrated in the following figure. And this is for providing a more practical teaching guide for developing EL speaking skills in clearly defined oral lesson which facilitates the didactical process via :

6. Facilitating the access for all the information about the oral lesson;
7. Providing sufficient information about the taught subject of the lesson;
8. Setting the roles of the teacher and the learners the course of the session;
9. Managing the classroom activities in well-defined and easily tracked steps;
10. Facilitating the assessment and the evaluation of the lesson outcomes;
11. Facilitating the mentoring of the lesson and having more control over the lesson course.

II.3.6.2. A Transactional Oral Lesson Plan

After exposing learners to verbal comprehensible inputs, their turn come next in producing verbal comprehensible outputs in a secondary oral lesson. Like in the introductory lesson plan, the planning of this lesson is oriented toward the same objectives and aims of developing EL speaking sub-skills, building their competence and improving their performance. However, the only difference of this lesson is that the roles between the teacher and learners are reversed due to the shift of the lesson orientation from the passive mode into

an active mode. This disorientation of the speaking skills didactic process makes the learners have more responsibility of their leaning via increasing the opportunities in speaking in EL using the pre-lesson verbal acquired inputs.

Accordingly, peers learning environment is established through the oral lesson due to its centrality towards the learners. This learner-centered perspective planning is realized via collective tasks based approach which helps in overcoming the timing's restrictions and the learners' reluctance in speaking in the target language. Consequently, more opportunities are given to learners for mastering the mechanism of speech production, generally, and the speech event communicative system, particularly. As, the plan provides chances for reinforcing appropriacy phase whereby learners are engaged in related speech events (i.e. speech events that is fall in the same category of the verbal situations that has been introduced in the previous plan) for working it out. Using their short term memory for solving the problems of this verbal communication along with the new recourses in their long term memory for helps in structuring their speech in the following phase of the lesson. Correspondingly, cooperative accuracy-based tasks are initiated for producing grammatical and phonological plans in cohesive and coherent utterances that afterwards are represented verbally at the fluency phase of the lesson.

II.3.6.3. A Performative Oral Lesson plan

Similarly, this lesson planning perspective emphasizes on learners' independency in developing their EL speaking skills during the course of speech production. However, it differs in the sense that the collective learning classroom environment is abandoned for improving speaking individually. At this stage of verbal skills' development, a further step is taken towards realizing the learner's acquired verbal competence into practical English speaking performance. This personalization of speech production establishes an evaluative dimension for speaking skills that enables both learners and teacher to assess the speaking skills improvement eventually.

Based on the same principles of the interactive oral lesson planning, this speaking lesson is centralized towards producing speaking primarily. Thus, more opportunities for practicing and enhancing English speaking skills are created through the course of the lesson. This encourages learners to relentlessly produce a speech on their own on the basis of the

English speaking skills that has been required in the previous lessons. This is done by pushing them individually to speak the target language in the same context that they have learned before. Consequently, an active role of self-assessment and self-evaluation, self-correction and self-development take place among learners who evaluate and assess their produced speech constantly. Contrastively, the teachers play a passive role at this point of the verbal skills acquisition and restricted themselves to the oral lesson assessment. Whereby the learners' English speaking skills development is evaluated for both checking the progress of their English oral proficiency and the effectiveness of their oral lesson's planning methodology.

Together these plans create a systematic acquisition process for developing English speaking skills in the didactic setting. For this successive teaching process attempts to assimilate as nearly as possible the natural process of the first language acquisition through guiding the steps of the learners gradually towards mastering the different aspects of the English spoken language. Additionally, it opens more chances for an effective practice of speech production in diverse environment in spite of the time restrictions. This tow directions reversed planning tendency is distinct for its a new created dimension of TES which helps EFL learners in meeting their needs of an affective and an efficient English oral proficiency in oral classes. Whereby, EFL teachers granted the opportunity of teaching English speaking skills drawing on the basis of EL mechanism of speech production and the underlying properties of EL speaking, practically. Via the next suggested templates of lesson planning methods of TES which conclude both findings of chapter I. and chapter II. into the following practical guides of short-term lesson plans forms:

<table>
<tr><td>TOPIC:
THEME:
SUBJECT:</td><td>GOUPE N°:
LEVEL :
ORAL PROFECIENCY:</td><td>TRANSACTIONAL /
INTRODUCTORY</td><td>APPROPERIACY:
ACCURACY:
FLUENCY:</td></tr>
</table>

Phase	Time	Instructional Tactics	Subject matter		Aims	Sub-Objectives	Lesson's Focus		
			Tasks / Activities	Materials			Language-focused	Skills-focused	Performance
Conceptualize	1/3	communicative perspectives' introduction	Functional activities Interactional activities Listening activities		To improve psycho-cognitive matrix	To improve psycho-cognitive matrix	Pragmatic	Cognitive skills	Pragmatic competenceillocutionary Sociolinguistic
Formulate	1/3	linguistic perspectives' introduction	Substitution Activities Repetition Activities Transformation Activities Completion Activities Expansion Activities		To improve linguistic matrix	To improve linguistic matrix	Grammatic Phonologic	Linguistic skills	Organizational grammatical, textual
Articulator	1/3	prosodic perspectives' introduction	Responsive performance Imitative performance Intensive performance Rehearsing tasks		To improve motor matrix	To improve motor matrix	Verbal	Motor skills	Verbal

Table II-6. An Oral Expression Lesson Plan (1st Session)

TOPIC:	GOUPE N°:		APPROPERIACY:
THEME:	LEVEL :	OBJECTIVE:	ACCURACY:
SUBJECT:	ORAL PROFECIENCY:		FLUENCY:

Phase	Time	Instructional Tactics	Subject matter		Aims	Sub-Objectives	Lesson's Focus		
			Tasks / Activities	Resources			Language-focused	Skills-focused	Performance
Conceptualize			Interactional activities		To improve psycho-cognitive matrix	To improve psycho-cognitive matrix	Pragmatic	Cognitive skills	Pragmatic competence: illocutionary Sociolinguistic
Formulate			Workshops		To improve linguistic matrix	To improve linguistic matrix	Grammatic Phonologic	Linguistic skills	Organizational : grammatical, textual
Articulate			Extensive performance Drama activities		To improve motor matrix	To improve motor matrix	Verbal	Motor skills	Verbal

Table II.7. An Oral Expression Lesson Plan (2nd Session)

Nonetheless, their efficiency is not restricted to their effectuation in well-written forms. As these lesson planning methods serve the interests of mental planning tendencies as long as they do not violate the main principles of the suggested lesson planning methods in this research study. Or the above oral lessons' contents and order when establishing an oral expression lesson that facilitate TES practices for developing English speaking skills in EFL classes.

II.3.7. Conclusion

By and large, an effective TES framework has been concluded in the quality of lesson planning methods of oral expression lessons, in this section. Therefore, these methods are reestablished through its evaluative study to the current available body of literature of lesson planning and classroom management, generally, and TES pedagogy, particularly. Those yield together to the necessity for revisiting TES's lesson planning methods either by their use or integration in oral expression classes in the first place. And this is giving the fact that philosophy of lesson planning does not only reflect the general objectives of the curriculum. But it also serves the interests of teachers, learners and the subject matter as well as the didactical setting's conditions and circumstances that are considered crucial factors for determining the how the when the what how and why in these methods which itself is an important pedagogical practice in spite of its absences in English speaking skills teaching. On this basis, the established framework of TES includes lesson planning methods that;

1. Reflect on the mechanism and nature of English speaking skills in its contents
2. Reflect on the process of acquisition and production in its organization and actual manifestation in the classroom
3. Reflect on the learners needs in its objectives aims
4. Classroom environment and authorities conditions in time management.

And in spite of their conclusion in predetermined models that was created for shorten the work of the teacher in preparing these lessons. It remains open for adjustment and adaptation especially in matter of time that may elongate or shrunken according to the course period.

II.4. Conclusion

Lesson planning has been, and stills, a controversial topic in ELT generally and TES particularly. For it is not considered as necessity in teaching practice due to its inflexibility in corresponding with the actual teaching instability and unpredictability. In addition to the lack of objectivity in reflecting its theoretical planning that largely relays on speculations, predictions and calculations which serves best the interests of language institutions rather than teachers or their learners. Giving these reasons, experts and skillful teachers are satisfied with their own judgments, prospects and qualifications to teach from a rough mental plan that is developed from the targeted skill directly in form of simplification, testing and illustrations. Respectively, lesson planning has been more often associated with novice teachers who have less chances of surviving relying only on their intelligence and mental abilities in teaching practice during EL lessons. Except for oral expression lessons where planning methods do not effectuated because of their student-centered and communicative approach (see II.2.3.2.2.). Nonetheless, to planning's advocators, working from well prepared framework and detailed planned lesson is key element for more effective teaching for it both facilitate the teachers work by systemizing its teaching practices and improving classroom management to meet the needs of their learners, straightforwardly (see II.3.2.3.). On this premise, an attempt to develop oral lessons' pedagogy is sought in this chapter via revisiting the efficiency of lesson planning methods in developing English speaking skills through updating TES practices in order to manifest the findings of the first chapter in an equivalent oral expression lesson plan.

Initiated with investigative study to the acquisition process of English speaking skills, the first section of this chapter invalidated its autonomous assumptions. For it has been concluded that EL speaking is developed through physiological changes, sociological interactions and psychological developments. Those start with the acquisition of the smallest and the simplest verbal inputs of the targeted language (i.e. the child mother tongue) before expanding into larger and more complex ones. Simultaneously, this process is supported externally by the motherese or the caregivers modified speaking and modeled instructing. And it strengthens internally by the monologues. Consequently, both these reinforcing methods help reinforce, correct and adopt the speaking behavior of the children into appropriate, accurate and fluent verbal outputs eventually. For these reasons, it ends

with refuting the claims of acquiring EL speaking through producing it instead of learning it. As well as the assumptions about the abilities of EFL learners of deciphering meaningful oral communicative experiences from inefficient verbal inputs (i.e. non-comprehensible spoken EL or unnatural EL speaking). In this respect, a turn of focus towards reviewing the extent to which the current trends of teaching English speaking skills correspond with both this language acquisition process and the underlying properties of these skills is made in the second part of this section.

Subsequently, a comparative analytical study to TES methods confines the following results. Whereby, the CLT is proven to be the furthest teaching method from the natural process of speaking acquisition, for it advocates the development of English speaking skills backward through pushing EFL learners to produce verbal outputs instead and without receiving any verbal inputs in return, support, guidance or external help from their teachers. Similarly, the direct method's implications are not as close as its counterpart in recording higher level of English oral proficiency in oral expression classes, as it emphasizes only on developing the linguistic competence (i.e. an ideal speaking accuracy) among EFL learners without paying any attention to the pragmatic, strategic or discourse competence (i.e. neglecting both speaking fluency and speaking appropriacy). In the same manner, the audio-lingual method fails in covering all the aspects of English spoken language, for it prevents its learners from the privilege of interacting with actual use of verbal language in authentic verbal communicative events which makes them unable to acquire more authentic spoken language. Also, it exposes learners to language in holistic approach without simplifying or dividing it into less complex and more comprehensible learnable units. Hence, the strength points of these three methods in addition to the old traditions of Gouin Series Method have been comprised eclectically in method which replicates the mechanism of speech acquisition on the basis of the findings of this research paper up to this point. Before shifting interests towards searching for ways to invest it in planning a more effective oral expression lesson which manifest these assumptions in feasible and practicable TES lesson planning methods, in section II.

Respectively, after reviewing the current body of literature of lesson planning methods, alternative lesson plans for oral expression lesson have been introduced via establishing an effective teaching framework for developing English speaking skills.

Giving the reason that the current trends of lesson planning neither reflect the mechanism of speech production nor its acquisition process so as to stimulate EL speaking appropriacy, accuracy and fluency skills. In addition to their vague implications that provide teachers with a general framework for teaching without considering the specifications and varieties those distinguish one language skills from another. To conclude eventually in three parts lesson plan for teaching one of eight spoken genre in English oral expression classes by which teachers are accompanied with long-term, medium-term and short-term plans for these lessons along with lesson planning methods for adapting these plans to their classes basing on an instructional English speaking skills reference (see I.5.) for designing and crafting their lessons. So as to establish a rich teacher-centered environment where they sequence, select, orientate, their lessons according to the needs and the skills of their learners as well as the conditions and time limitations of didactic environment. And for enabling them to cover all the aspects of English spoken language under new TES pedagogical implications that emphasize the reinforcement of the natural process of EL speech production system, particularly, and the assimilation of its acquisition process, generally.

On this premise, it has been concluded in the end of this chapter that gaining an effective and an efficient English oral proficiency in oral expression lessons is subjected to the efficiency of lesson planning methods quality and quantity in TES. Hence, it calls for the necessity for abandoning the current philosophy for approaching English speaking skills in oral expression classes via encouraging teaching practices referring to English spoken language instead of general EL references and discouraging the absence of an effective clear pedagogy in teaching of English speaking skills in the current adopted methods in oral classes. Those cause low level of level of English oral proficiency among EFL learners because of the decreasing level of both the received and the produced verbal inputs in the like of this classroom environment. Accordingly, it also calls for alternative methods of planning has been arisen in the process of EL teaching especially with the new age need for verbal communications rather than the written language. And this is can be achieved like it has been illustrated through the pages of this theoretical part through crafting a lesson that develops both the learners speaking competence and performance as well as the skills of combining both to produce an appropriate, accurate and fluent English speech. Those are, nonetheless, remains in theory; unless, they are put into an actual EST

practice so as to determine its credibility in facilitating the teaching English speaking skills through:

1. testing its viability within the didactical setting;
2. examining its effectiveness in developing English speaking skills in foreign language classes;
3. evaluating its efficiency in meeting an EOP among its learners.
4. measuring the extent to which this theoretical planning tendency accounts help in improving English speaking skills among learners;
5. As well as, determining its credibility, feasibility in enabling learners to communicate using EL appropriately, accurately and fluently.

Correspondingly, the theoretical findings of the first part of this thesis are going to be discussed in analytical practical study in its coming pages.

Part Two: The Practical Framework

Chapter III. Manifesting English Speaking Skills in TES Practices: Evaluating the Efficiency of Oral Expression LESSON PLANNING METHODS

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III.1. Introduction

In its final chapter, this study concerns itself with examining the relevance of its findings in ELT practice. And this is for revisiting the efficiency of the suggested lesson planning methods in designing and crafting oral lesson plans. So as to their effectiveness are evaluated hereafter through testing their quality and quantity in facilitating the teaching of English speaking skills in oral expression sessions. Respectively, the efficiency of the encoded EL spoken inputs in oral course's plan which reflect the mechanism of speech production and the natural process of the developmental stages of human speaking is assessed. In other words, this chapter's investigative study seeks to test the validity of the proposed hypotheses which are issued in meeting the purposes of this study. On this premise, a field experiment in oral expression session is conducted on the university's first license students to fulfill the requirements of this research paper.

In practice, this experiment is realized over two phases: a lesson planning phase and lesson teaching phase. Initiated with exploring EL oral background of the respondents, the former phase concludes the subject matter, the lesson topic, its contents, tasks and activities, timing and strategies in two sessions oral lesson plan. Hereafter, these planning methods are realized in actual oral lesson where the narrative discourse is represented to the respondents in a teacher-centered illustrative lesson. Through this teaching phase, an oral teaching experience is represented in oral expression session where teacher primarily exposes learners to different oral inputs for strengthening the quality and quantity of their English speaking skills in narrative talk. Those are assessed constantly during the course of lesson by her through evaluating tasks and activities. Followed by a learner-centered lesson, a disorientation of verbal channel of communication has been effectuated in the second oral expression lesson where learners take upon themselves the responsibility of their learning process through investing the previous lesson's incomes into an actual speech situation. Altogether, both these experimental phases are conducted corresponding with the common norms of scientific field research in humanities and social sciences.

This chapter starts with identifying the different elements of the experimental field study including: methodology, participants, instrumentations, procedures analytical approach and sampling techniques. Next, it proceeds to analyze the collected data so as to measure the

extent to which these samples accord with the norms and speaking conventions of EL narrative discourse. Then, theses analytical outcomes are discussed by estimating its similarities and dissimilarities to the preliminary English speaking level of the class after comparing its levels in the controlled and treatment group. So that the influence of theses revisited lesson planning methods on acquiring English speaking skills are evaluated at the end of this experimental chapter.

III.2. Methodology

This experimental field study begins with searching for EFL learners who are interested in developing an English oral proficiency in (EL). Thus, this experiment was conducted in English oral sessions of EFL classes where it was applied by the teacher of the selected group and under the supervision of the researcher. Initiated by a need analysis test, this experiment performs an (STS) on the targeted group in order to determine their current English oral proficiency level in English speaking skills, on the one hand; and develop an oral course that further improves these skills, on the other hand. Eventually, the respondents were engaged in an oral teaching experience that comprises three oral lesson plans. On this premise, the teacher introduces the speaking situation in her first lesson via exposing learners into the different aspects of this verbal situation before switching the ELT process towards the speaking production in the second and the third lessons. Additionally, an assessment takes place in the last lesson, due to the time restrictions and the administrative restriction, for evaluating the efficiency and effectiveness of this oral course and retest their English oral proficiency level in comparative quantitative and qualitative analytical study for evaluating this study findings about the efficiency of the proposed planning strategies in teaching English speaking skills in the Algerian universities teaching programmers.

III.2.1. Participants

A total number of 33 randomly chosen participants are assigned to fulfill the requirements of this study. This sample includes first year (LMD) students from EL department of the literature and foreign languages' faculty of Hamma Lakhder University of El-Oued. The selection of those license first year EFL students is, particularly, due to their short experience with EL oral lessons which helps in avoiding any possible contradictions or interference with either their learning developed habits or teaching routines. Remarkably, homogeneity was noted among the members of group 06 which represents the respondents of this field study. As, the results of the preliminary analysis to the general characteristics of those respondents shows an age affinity among the group members who as well record ethnographic and cultural similarities, as 90% of respondents are coming from the north of El-Oued. By contrast, gender variations are recorded in this group where a total of numbers of 67% participants were female students. Similarly, heterogeneity of EL linguistic characteristics has been noted among the respondents whereas only 61% are foreign

languages former-pupils who are likely to have an advanced level in EL due to both the quality and quantity of their secondary school experience with (EL). Accordingly, the analytical study for the respondents' different characteristics is summarized in details in the following diagram:
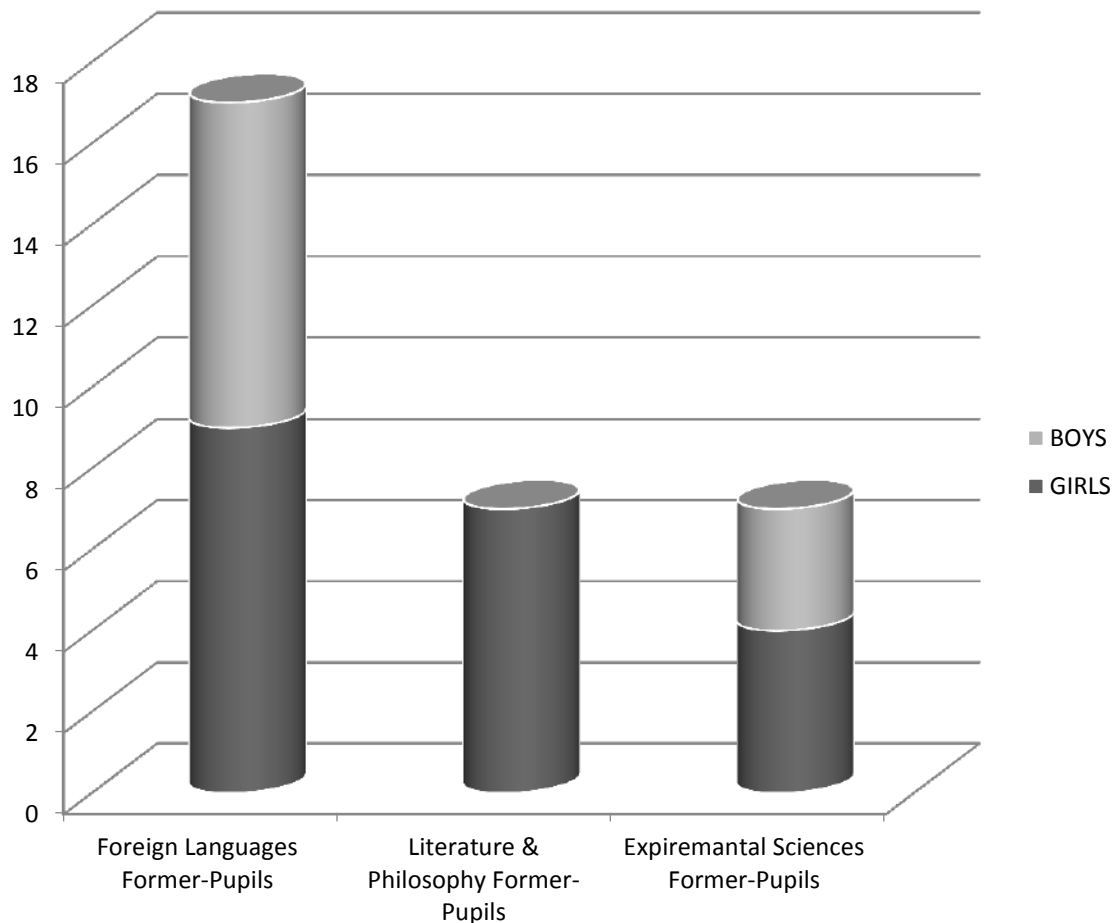
Figure III.1.The Structural Characteristics of the study group

III.2.2. Instrumentation

Quantitative and qualitative data collecting tools have been used in this research paper. This includes interviewing and questioning techniques which were used in the needs analysis phase. In addition to, the observation and assessment data collecting methods which are used to gather data of English speaking skills of the treated group in the second phase. Generally, the observation method play crucial role in all the phases of this experimental study for being a practical mean to track the oral behaviors in the respondents' speech production. However, this qualitative collecting tool is heavily emphasized to assess and

evaluate the fluency ratio during and after the experiment. Additionally, it has been employed for measuring the appropriacy ends and intonation ratio within the speaking performance of the respondents. These three techniques are applied during both the English proficiency oral test and the oral expressions sessions. Additionally, tape recorders and microphones are utilized for recoding the candidates' speech during the needs analysis phase and the performative English speaking lessons in addition to worksheets in the interactive and transitive speaking lessons. Also, the data show projector is employed in illustrating and explaining the lesson along with mp3 audio and videos.

III.2.3. Procedures

In practice, this field experimental study has been divided in two parts: a planning stage and a teaching stage. The planning stage starts with an analytical study to the participants' English speaking skills so as to identify their oral needs by which the building blocks of the oral lesson plan is constructed. Respectively, these needs have been analyzed thoroughly in the process of developing an equivalent oral lesson plan that objectives, aims, subject matter, tasks, activities, contents and time are determined on the light of its results. Subsequently, the outcomes of the first stage have been put into practice in the teaching stage where the actual teaching of English speaking skills of the so proposed takes place. The practical teaching of this oral lesson plan goes through three workshops: a transitive English speaking skills lesson, an interactive English lesson plan and performative English speaking lesson.

III.3. Experimental Field Study

This Experimental field experimental study is conducted by investing the findings of chapter (I.) and chapter (II.) in oral expression teaching experiment. Initiated with the proposed lesson planning methods (see II.2.4), two prototypes lesson plans: a first session lesson and second session lesson are designed and crafted to meet the English oral proficiency needs of the experimented group as well as the classroom environment and the time restrictions of the experiment. Henceforward, these prototypic plans' inputs are selected and adapted from the first section of the first chapter. So that its pedagogical implications is able to be evaluated quantitatively and measured quantitatively in actual teaching practice through projecting an equal emphasize on the teacher and learners alike for rating the effectiveness of:

- crafting and designing methods in planning an effective oral expression lesson plan;
- teaching implications in classroom management for oral expression sessions;
- learning outcomes in increasing respondents' English speaking skills and EOP level.

Respectively, the course of this oral expression teaching experience takes three main turns: a lesson preparation phase, lesson practice phase lesson evaluating phase planning phase, teaching phase and analyzing phase.

III.3.1. Lesson Planning Phase: Designing the Oral Expression Lesson Plan

On the basis of the findings of the theoretical part, the lesson planning process are effectuated to design both the medium and short-term oral expression lessons to teach the respondents of this study, in the following steps:

III.3.1.1. Identifying the Needs of the Participants

Practically, these participants were assigned into needs analysis test for assessing their English oral proficiency using both testing and interviewing techniques. Initiated with accuracy evaluative questions, correspondents' past experience and futures plans with (ELL) have been highlighted in interactive short-turns exchange emphasizing their tenses' choice, ellipsis' use and words order's processes. Correspondingly, speaking accuracy together with speaking fluency has been measured through a performative oral performance in the second part of the needs analysis test. Basically, the employment of catenation, reduction and deletion speaking techniques were emphasized in determining the fluency level among the correspondents. Last but not least, an appropriacy measuring test concluded this needs analysis' third part of transactional communicative situation where correspondents' cohesion and coherent were emphasized.

Table III-1. The Needs Analysis Test scale of evaluation

TECH	PARTS	SKILLS-FOCUS	LANGUAGE-FOCUS			Pts	Tot.
INTERVIWING	Interactional	Accuracy (33.33%)	*Tenses Choices (5.55%)*			1.1	6.66/20
			Acts (5.55%)	STR (2.77%)		0.55	
				SEQ (2.77%)	Intr. (0.92%)	0.19	
					Body (0.92%)	0.19	
					Conclusion (0.92%)	0.19	
			D. Markers (5.55%)			1.1	
RECITING	Performative		*S/Ed (5.55%)*			1.1	
			Voc. Choice (5.55%)			1.1	
			Pronoun. (5.55%)			1.1	
		Fluency (33.33%)	*Deletion (8.33%)*			1.1	6.66/20
			Catenation (8.33%)			1.1	
			Flow of speaking (16.66%)			3.3	
		Appropriacy (33.33%)	*D. Intonation (8.33%)*	Falling (4.16%)		0.55	6.66/20
				Rising (4.16%)		0.55	
				Falling rising (4.16%)		0.55	
QUESTINING	Transactional		*Ends (8.33%)*			1.66	
			Norms (8.33%)			1.66	
			Setting (Participants & scene)			1.66	

Subsequently, these quantitative values are evaluated and rated using the Common European Framework of Reference for Languages (CEFR) in determining the EOP levels of the respondents. It includes the following six reference English levels: a beginner level (A1), an elementary level (A2), an intermediate level (B1), an upper-intermediate level (B2), an advanced level (C1) and a proficiency level (C2). Originally, it uses score scale of 10-100 which is distributed as follows A1[10-19], A2[20-39], B1[40-59], B2[60-74], C1[75-89] and

C2[90-100] (TrackTest English, 2012). That is five times the academic evaluating system in Algerian universities. Correspondingly, the original values of these levels are adapted to accord with the national rating scale, by which students' English speaking skills level, or rather their English oral proficiency, are rated from 0pt to 20 pts, via dividing each of the six reference scales by 05. Accordingly, the updated Common Algerian Framework of Reference for English Speaking (CAFR) is as shown in the following table:

Table III-2. The Updated CAFR for English Speaking

Rating Scale	English Speaking Reference
[0pt→03.8pts]	Beginner
[04pts→07.8pts]	Elementary
[08pts→11.8pts]	Intermediate
[12pts→14.8pts]	Upper-intermediate
[15pts→17.8pts]	Advanced
[18pts→20pts]	Proficiency

In the same respect, the total sum of 6.66pts of each English speaking sub-skills are divided by the following seven evaluative rating descriptions: very low, low, average, fairly good, good, very good, excellent in order to determine the appropriacy levels, accuracy levels and fluency levels within the respondents English speaking skills. Correspondingly, these descriptive levels are represented as follows:

Table III-3.English Speaking Sub-skills' rating scale

RATING	SPEAKING SKILLS LEVEL
[0pt→0.95pts]	Very low
[0.95pts→1.90pts]	Low
[1.90 pts→ 2.85pts]	Average
[2.85pts→ 3.80 pts]	Fairly good
[3.80 pts→ 4.75pts]	good
[4.75pts→ 5.70pts]	Very good
[5.70pts→ 6.66pts]	Excellent

Respectively, both English oral proficiency and English sub-skills are recorded as follows when subjugating respondents to this need analysis test:

RESPONDENT	APPROPERIACY					ACCURACY							FLUENCY				Tot.	EOPLEVEL
	D. Intonation	Setting	Ends	Genre	Tot.	T.	STR	D. Markers	s/d	Voc. Choice	Pronoun.	Tot.	flow of speech	Reduction	Catenation	Tot.		
1	0.37	0.55	0	0	0.92	0.72	1.11	0	0.38	1	0.84	4.05	0.21	0	0	0.21	5.18	Elementary
2	0.55	0.55	1.66	1.11	3.87	0.08	1.11	0.03	0.19	1	1.11	3.52	0.28	0	0	0.28	7.67	Elementary
3	0.55	0.55	1.66	0.55	3.31	0.84	0.48	0.02	0.38	0.96	0.84	3.52	0.21	0	0	0.21	7.04	Elementary
4	0.37	0.55	0	0	0.92	0.08	0.28	0	0.19	0.83	0.84	2.22	0.21	0	0	0.21	3.35	Beginner
5	0.55	0.55	0.55	0.55	2.2	0.64	0.84	0.01	0.38	1	0.84	3.71	0.21	0	0	0.21	6.12	Elementary
6	0.55	0.55	0.55	0.55	2.2	0,48	0,84	0,02	0,19	0,83	1,11	3,47	0,28	0	0	0,28	5,95	Elementary
7	0,55	0,55	0	0	1,1	0,16	0,42	0	0,38	0,96	0,27	2,19	0,07	0	0	0,07	3,35	Elementary
8	0,55	0,55	0	0	1,1	0,56	1,11	0	0,19	0,6	0,84	3,3	0,21	0	0	0,21	4,61	Elementary
9	0,55	0,55	0	0	1,1	0,64	0,77	0	0,38	1	0,27	3,06	0,07	0	0	0,07	4,23	Elementary
10	0,55	0,55	0	0	1,1	0,24	0,84	0	0,19	0,69	0,84	2,8	0,21	0	0	0,21	4,11	Elementary
11	0,55	0,55	1,66	1,66	4,42	0,56	0,84	0,02	0,19	0,28	0,27	2,16	0,07	0	0	0,07	6,65	Elementary
12	0,55	0,55	1,66	1,66	4,42	0,24	0,42	0,04	0,38	0,96	0,84	2.88	0.22	0	0	0.22	7,52	Elementary
13	0.55	0.55	0.83	0.55	2.48	0.8	0.84	0.02	0.19	0.96	0.84	3.65	0.21	0	0	0.21	6.34	Elementary
14	0.55	0.55	0.83	0	1.93	0.72	1.11	0	0.38	0.96	0.84	4.01	0.21	0	0	0.21	6.15	Elementary
15	0.55	0.55	1.66	0.55	3.31	0.32	0.56	0.03	0.19	1.11	1	3.21	0.26	0	0	0.26	6.78	Elementary
16	0,55	0,55	1,66	0,55	3,31	0,32	0,56	0,15	0,38	0,96	0,84	3,21	0,2475	0	0	0,2475	6,77	Elementary
17	0,55	0,55	0	1,66	2,76	0,08	0,42	0	0,57	0,83	0,84	2,74	0,21	0	0	0,21	5,71	Elementary
18	0.55	0.55	0.55	0	1.65	0.48	0.84	0.02	0.38	0.83	0.27	2.82	0.07	0	0	0.07	4.54	Elementary

#					Average							Fairly good				Very low		
19	0.55	0.55	1.66	1.66	4.42	0.32	0.7	0.01	0.38	0.96	0.27	2.64	0.07	0	0	0.07	7.13	*Intermediate*
20	0.55	0.55	0	0	1.1	0.4	0.7	0	0.38	1	0.27	2.75	0.07	0	0	0.07	3.92	*Elementary*
21	0.37	0.55	0	0	0.92	0.56	0.32	0	0.38	0.96	0.84	3.06	0.21	0	0	0.21	4.19	*Elementary*
22	0.55	0.55	1.66	1.11	3.87	0.96	1.11	0	0.38	0.96	0.27	3.68	0.07	0	0	0.07	7.62	*Elementary*
23	0.55	0.55	1.11	0.55	2.76	0.24	0.7	0	0.38	0.76	0.27	2.35	0.07	0	0	0.07	5.18	*Elementary*
24	0.55	0.55	1.66	1.66	4.42	0.48	1.84	0.03	0.76	0.83	0.84	4.78	0.22	0	0	0.22	9.42	*Intermediate*
25	0,55	0,55	0,55	0,55	2,2	1,11	1,04	0	0,57	0,97	0,84	4,53	0,21	0	0	0,21	6,94	*Elementary*
26	0.55	0.55	1.66	0.55	3.31	0.4	0.35	0.02	0.67	0.97	1.11	3.52	0.28	0	0	0.28	6.94	*Elementary*
27	0.55	0.55	1.66	1.11	3.87	0.4	0.56	0.01	0.57	0.97	0.84	3.35	0.21	0	0	0.21	7.11	*Elementary*
28	1.66	1.66	1.66	1.66	6.64	0.56	1.11	0.01	1.11	1	0.84	4.63	0.21	0	0	0.21	7.43	*Elementary*
29	1.66	1.66	1.66	1.66	6.64	0.72	0.96	0.03	0.38	1	1.11	4.2	0.28	0	0	0.28	11.12	*Intermediate*
30	0.55	0.55	0	0	1.1	0.12	0.56	0.31	0.57	1	0.27	2.83	0.14	0	0	0.14	4.07	*Elementary*
total	0.61	0.62	0.88	0.66	2.78	0.47	0.78	0.03	0.40	0.91	0.71	3.29	0.18	0	0	0.19	6.26	*Elementary*

Table III-4. Results of Analytical Analysis to Respondants' EL Oral Profeciency

Notably, the preliminary results of the needs analysis test show homogeneity in the characteristics and features of English speaking skills among respondents both on quantitative level and qualitative level. For starter, this quantitative homogeneity is due to the fact that 87% of respondents get a total of [04pts - 8.5 pts] in exchange for only 13% EOP's scores between [09pts - 11pts] . Nonetheless, the majority of the respondents record an elementary level in English speaking skills as they score less than 07 pts in this test. And in spite of the intermediate levels that has been noted among some of distinctive respondents whose scores are B1, the quality of their speaking performance is the same as the A2 respondents. As, both of them communicate more adequately, appropriately and fluently in the interactive part of the test in comparison with its transitive and performative speaking situations. Accordingly, an elementary level has been noticed to this class for they've got 5.88 pts total in this test. Based on these results, we initially determined the level of the lesson and its contents for students before organizing the results further for fulfilling the requirements of the planning methodologies of this study which includes objectives and aims,   time distribution, language-focused (i.e. choosing the subject matter) .
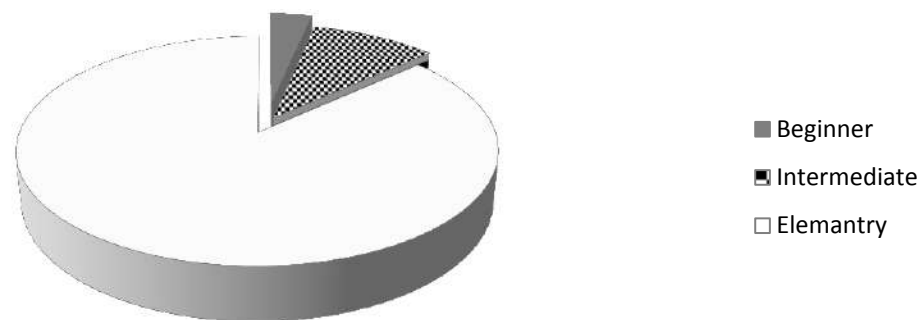
Figure III.2. An Illustration to The Infrastructure to the group oral proficiency

III.3.1.2. Objectives & aims determinations

On the light of the above results (see Figure 04 and table) and the theoretical findings of the second chapter (see II.3.4.2), both objectives and aims of this speaking

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lesson have been determined accordingly. Essentially, the planning process starts with designing faculty-oriented talk related objectives so as to enable respondents to overload the gaps in their encyclopedic and procedural knowledge when producing an expressive speech, in the first lesson, and to overcome their interactive, performative and transitive speech deficiencies, in the other two lessons. Respectively, the general objectives of the speaking lesson have been designed for enabling learners to talk about an incident or an event in English language. Similarly, these needs were identified according to the weaknesses and strengths which have been observed in the appropriacy, accuracy's and fluency's levels in their speech production. Consequently, this lesson plan aims were categorized into appropriacy-oriented aims, accuracy-oriented aims and fluency-oriented aims.

III.3.1.2.1. Appropriacy-related aims

Emphasizing the deficiency in their encyclopedic and procedural knowledge, the appropriacy aims were related to the inadequacies in respondents' speech production. Basically, these deficiencies have been recorded in different levels of their speech production including intonation and acts that equally represent only 7% of the total appropriacy level. As well as, the level of the communicative ends which do not exceed 10% in the respondents talk. Respectively, the appropriacy-related aims have been designed to cover three main areas in the oral lesson: the intonation, the ends and the acts. Generally, this plan of action seek to improve and reinforce the use of short speech acts for encoding the communicative intentions during speech conceptualization which in turn strengthens the second sets of aims in the conceptualization stage of this lesson plan. For, it is directly affecting the level of coherence and cohesion in structuring the spoken message which facilitate the process of decoding its contents to achieve its ends. Additionally, these ends-related aims focus on improving the efficiency in the learners' problems solving skills via enriching their procedural knowledge. Similarly, the intonation-related aims attempt to improve the adequate employment of intonation which were absent in the respondents speech production. Eventually, the appropriacy-related aims are realized through the model of SPEAKING model.

III.3.1.2.2. Accuracy-related aims

By the same token, the accuracy related aims were associated directly with the inaccuracies in learners' competence. However, unlike the appropriacy-related aims these aims were designed only to highlight the correct use of the EL system (i.e. tense use and final "ed" pronunciation) during speech production so as to fix its misuse. This includes the conscious selection/ employment of tenses, which its accuracy have not exceeded 14% among respondents' talk, according to the requirement of the speech situation. And the pronunciation of final "ed" both due to its low levels of pronunciation accuracy those records 12% in their talk. Similarly, the second stage of the lesson takes opportunity to raise the learners awareness about the sentence stress use and usage that have been completely absent from the student talk. Eventually, the formulator phase of these oral lessons are summarized in three main areas: reinforcing the use of past events, the pronunciation of final "ed" and the sentence stress.

III.3.1.2.3. Fluency-related aims

In contrast to the previous sets aims of the lesson plans, fluency-related aims were quantitatively and qualitatively intense. And this is due to the very low level of fluency which has been noted in the respondents' talk which was highly characterized with: interruptions, rigidness and wrong pauses, hesitations. Basically, the needs analysis test concludes such disfluency in the complete absence of reduction and catenation in the needs analysis test. Correspondingly, the third sets of the oral lesson aims are planned to improve the use and usage of these connected speech techniques among learners via both raising their awareness with the differences between the actual talk and the bookish talk on the one hand and reinforcing the use of these techniques through echoing and speaking performances on the other hand.

Altogether both these objectives and aims are planned for reinforcing the speech production mechanism. Thus, they are first and for most designed to explicitly expose learners to the actual English spoken language inputs that help in refreshing their long term memory with new basic information of the given speech situation including the pragmatic, sociolinguistic, phonological, grammatical and syntactical knowledge. Additionally, they are planned for investing more time for practicing speech production on each processor

through the different stages of the oral lesson. Eventually, this cycle of receiving and reproducing the newly acquired English spoken language help learners in developing an independent system for speech production that employ the earlier targeted encyclopedic and procedural knowledge of the oral lesson.

III.3.1.3. Selecting the contents of the lesson

In spite of being selected essentially for meeting the above mentioned aims and objectives, contents' decisions are made on the basis of different sets of factors regarding this experimental study. Thus, the selective criterions are not going to be exclusive to the quantitative aspects of English speaking skills of the respondents, but they are also going to include its qualitative aspects. Respectively, the contents are fundamentally selected to accord with the oral competence, speaking behaviors and EL habits among of respondents, on the one hand. And, they are selected to be subjugated to the time restrictions and experiment's condition, on the other hand. So that they are integrated henceforward in the lesson planning methods for determining the: theme and topic, materials and tasks and activities of the lesson.

III.3.1.3.1. Theme and the topic of the lesson (theme, topic, subject)

The narrative speaking situation has been selected as the topic of the oral lesson due to the observed strengths and weaknesses in the respondents' English speaking. And this because it is basically based on the interpersonal and personal communicative speaking which is not only considered as the strengthen point within the recorded respondents' talk but because it also contains all the basics of EL speaking skills that have been missing in their talk in addition to the fact that it is considered as the most frequently used style on daily basis.

III.3.1.3.2. Materials

The lesson comprises two types of materials: teaching materials and data collecting materials The data collecting materials represent oral recording materials and written recoding materials. The formers include sound recording devices such as cell-phones and pc to record the speech of respondents during the experimental study and after. While, the

latter include note taking pads for recording the observed behaviors on the respondents during the experimental study. Contrastively, the teaching materials represent source of oral lesson inputs and the different information that was transmitted from the teacher to the learners. These teaching materials include the lesson plans and the data show tasks worksheets and audio-players and pc.

III.3.1.3.3. Tasks & Activities

In order to fulfill the objectives in the oral expression sessions, the activities and tasks are selected to meet the aims of each stage in these lessons. Accordingly, appropriacy-based related activities scaffold the conceptualizing stage by listening activities, interactional activities and functional activities that are realizes in memory games and question-answer tasks. Secondly, substitution and completion activities construct the formulating stages as part of accuracy-based activities. Likewise, fluency-based activities are selected for the articulation stage of the first lesson including responsive performance activities and imitative performance activities. In a like manner, interactional activities and intensive performance activities are planned for the workshops in the second session.

III.3.1.4. Time Distribution

By considering levels of appropriacy, accuracy and fluency as well the lesson's contents, both oral expression's session timing are allocated per each stage. Accordingly, the articulating stage in both lessons gets lion's share of time; especially, in the second session for allowing enough time for students to speak comfortably. Contrastively, second lesson's conceptualizing stage does not get as much explicit timing as in the first lesson. For it is implicitly included in fulfilling the requirements of its formulating stage which almost takes equals amount of time in both lessons. Respectively, the timing in the first lesson are distributed as follows: conceptualizing stage: 30minutes; formulating stage: 20 minutes; articulating stage: 40minutes in exchange for 15 minutes, 30 minutes and 45 minutes to each stage of the second lesson.

III.3.1.5. Selecting model of plans

SESSION I.

Theme: *Narrative Speech*
Topic: *Telling Stories in English*
Subject: *Telling an incident*
Objectives: *Tell an incident in English*

Goupe N°: 05
Level: 1st YEAR ENG. L
Oral p. : ELEMANTRY
Ap. *Average*
Ac. *Fairly good*
Fl. *Very low*

Aims*:*

1. *To reformulate learners tenses , discourse and final "ed" accuracy in telling stories in English*
2. *To reduce mechanical speech through connecting stretches of sounds*
3. *To enhance appropriacy through ethnography.*

Resources: *Worksheet s, mp3 audio, video and data show projector.*

Stage	Time	Instructional Tactics	Tasks / Activities
Conceptualize	30 m	Introduce the topic of the lesson. Assign (Sts) to task01. Play the audio for (Stds) to listen to. Discuss audio's scenario with (Sts) Introduces the rest of the acts	**TASK01** *Filling the form by answering questions.*
Formulate	20m	Illustrate the narrative tenses Correct the tense use. Reorder the acts. Play the audio for marking the prosody. Summarizes the intonation of narration.	**TASK03** *Reordering acts & correcting verbs' form.* **TASK03** Linking acts using discourse markers **TASK04** *Marking the Anecdote climax.*
Articulate	40m	Illustrating catenation and deletion devices in natural speech. Assign students to task 06 Assign students to task 07	**TASK05** Act out the account with using the catenation.

Figure III.3. Prototype I. (Oral Expression Lesson Plan – 1st Session .)

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Theme: *Narrative Speech*
Topic: *Telling Stories in English*
Subject: *Telling an incident*
Objectives: *Tell an incident in English*

Aims:

4. *Reinforce English speaking skills in narrative speech situations*
5. *Evaluate and assess learners' English speaking skills progress*
6. *Evaluate the efficiency and effectiveness of the oral expression lesson in speaking behavior of learners*

Resources: *Flash Cards*

Stage	Time	Tasks & Activities	Instructional Tactics
Conceptualize	15 mins	**TASK01** *Brain-storm* *(Incidents)*	Divide the learners into groups Ask learners to take part in brain-storm act
Formulate	30mins	**TASK02** *Group Work*	Observe learners closely. Evaluate the group work activity and the groups.
Articulate	30mins	**TASK03**	Assess and evaluate performance Provide feedback

Figure III.4. Prototype II. (Oral Expression Lesson Plan – 2nd Session .)

Subsequently, these prototypes were put into actual teaching practice to measure the behavioral changes in the respondents' speech (i.e. the ratio in EL oral proficiency) and to note their effects on the level of motivation and engagement in the oral classes. Accordingly, the first session were devoted to tackle down the response of the learners and the teacher to the pedagogical implications of the transitive oral lesson planning methods. Subsequently, this qualitative evaluation extends to the second session in observational study to the interactive behaviors of the six groups members and the performance of their speech. Additionally, the behavioral change in the learners talk were measured quantitatively to be later on evaluated quantitatively via studying the collected samples obtained in this session .

III.3.2. Teaching Phase

This phase is realized into two oral expression sessions where the two prototypic lesson plans are tested by the teacher in action. The oral expression first session initiates with establishing a teacher-centered teaching environment that is controlled by the teacher in principle. Still, this control is only restricted to the lesson's course and its contents as part of her role as resource for providing information, illustration, instructions or exemplification. Accordingly, a parallel guider role is played along, with the controller role, in the different phases of the lesson so as to support speech situation's inputs process of deduction in problem-solving tasks. Both these role are supported with feedback provider role who takes upon herself the task of answering the pupils questions and acquirements particularly during the formulating and the articulating phase where many different issues have been raised by learners about the catenation and the past different use. Conversely the second session switch roles for teacher roles are decentralized and limited to guiding, supporting and observing the groups who take the full responsibility for their learning process. Shortly, this learner-centered session is realized in workshops and group speaking activities following the brain-storming opening activity where reminder to "how to tell story" most important tips are provided by students. Last but not least, the performing activities give the learners full control of the session where they takes the stage and start speaking and discussing things among the whole class where teacher only take part of encouraging the performer to go on when something went wrong.

III.3.3. Analyzing Phase (assessment & evaluation)

After finishing the lessons and collecting the different data and register all the observations during these two session. And this via employing the qualitative tools including observation, filed note and documentation that accords with ethnographies, narrative and case study methods note taking and case study A laboratory work is initiated through launching an analytical study to the collected data through following the following analytical approach:

III.4. Analytical approach

Both quantitative and qualitative means of analysis are employed in studying the collected data in this experimental study.

III.4.1. Qualitative approach

The qualitative analysis includes specifically the teachers' performance and lesson plans' in action and this through encoding the observation's data and notes taking' data into evaluative descriptive codes that accords with the nature of these data. Furthermore, these evaluations are supported with the quantitative analysis to the learners' English speaking skills after the experiment and their behavioral attitudes during the experimental lesson. And this due to the limitations of these study which makes providing high technological means hardly impossible inside the classrooms on the one hand and for granting a comfort zone to ongoing of speech

III.4.2. Quantitative approach

Basing on mathematics, statistics and probability, this analytical approach analysis and reviews the six narrative discourse samples in order to determine the efficiency in English speaking skills level. First, the analysis starts with enumerating speech acts in each sample before organizing them ordinally as basic units of analysis. Subsequently, the total sum of the marked acts is counted for determining discourse markers' accuracy level in the sample as follows: $Dis.Markers = \frac{\sum Dis.Markers \times 1.11}{\sum Dis.Mrkers - 1}$.Next, it proceeds to specify the acts which accords with the syntactical features of the narrative discourse for calculating structure's accuracy as follows: $Str. = \frac{\sum correct\ Structures \times 1.11}{\sum Acts}$ before evaluating vocabulary's accuracy

(i.e. quantity, quality and relativity) in each act . Correspondingly, the total sums of past tenses' verbs are determined amidst these acts to calculate tense's accuracy via $\frac{\sum Past\ tenses \times 1.11}{\sum Acts}$. Conversely, final "ed" pronunciation's accuracy is founded basing on the qualitative description to the learners' speech production (see tab. III.11) and the encoding following scale that basis on the total sum of points per each variable:

SPEAKING ACCURACY LEVELS	PTS
High	0.55
Average	0.27
Low	0.18
Very low	0.12
None	0

Table III-5. Speaking accuracy levels

By the same token, the level of fluency in this mathematical and statistical analysis initiates by calculating the flow of speech in learners' narrated discourse as follows: $Flow\ of\ Speech = 1.66 - \sum ELSpeaking\ Deffeciencies$ after encoding the descriptive qualitative data into numerical values according to the following rating scales:

SPEAKING FLUENCY LEVELS	PTS
High	0.41
Average	0.20
Low	0.13
Very low	0.10
None	0

Table III-6. Speaking Fluency's Levels

Similarly, by highlighting the possible catenation cases within each sample to count their scoring points using the following formulas: $Catenation\ = pts * 4\ \frac{\sum Catenated\ acts \times 1.66}{\sum Catenation\ Cases}$; whereas, the reduction cases are calculated by

counting the deleted sounds of –g and –n using the following formula; $Reduction = \frac{\sum Corect\ reduced\ words\ 1,66}{\sum reduce\ cases}$.

Last but not least, this analysis takes a qualitative criterion to determine the ratio of speaking's appropriacy in the respondents' speech production. Respectively, the sequencing ratio is determined through evaluating the ways in which the acts' order adheres to the cohesion sets of this type of speech. Subsequently, the start acts are verified for determining the total sum of the acts which answer the "when", "where", "who" "what", "why" and "how" questions of the incidents. So that the appropriacy setting ratio is calculated as follows: $Setting = \frac{\sum Set.acts \times 1.67}{\sum starts}$. Likewise, discourse intonation ratio equals the intonation distribution through the sample. Finally the ends of these samples are determined by evaluating the extent to which the respondents were able to meet the requirements of the given task. Lastly, the percentage of each variable are determined by multiplying its value to 100 so as to evaluate and assess the progression of the students and their benefits from the proposed lesson planning methods, primarily and to use it as a reference in the future lesson planning, generally.

III.5. Sampling Techniques

Multistage sampling techniques are employed to fulfill the requirements of this field experiment. For starter, random simple sampling techniques are employed for selecting and organizing the participants of the study population. Next, systematic random sampling techniques are used to organize the treatment groups by dividing them into five groups. Henceforward, accidental sampling techniques are employed to choose the control group. As well as, the coding techniques by which the narrated data are coded into evaluable variables to serve the purpose of the qualitative assessment less subjectively. Accordingly, the samples of this experimental study comprises of five treatment groups of six respondents per each, and controlled group which includes the recently transferred seven students in addition to lesson plans-based sample, teacher performance-based sample and learners behavior-based samples. Those are analyzed, henceforth.

III.6. Samples' analysis

According to the twofold aspects of this experimental field study, both the qualitative analytical approaches and the quantitative analytical approaches are performed in the analysis of the samples. In this respect, the former is employed for assessing the quality of the field notes, observations and documented data. While, the latter practices are concerned with performing a mathematical and statistical analysis to quantify the quantity of the latter data, accordingly:

III.6.1. Qualitative Analysis

Through the means of observation and note taking a sum of qualitative data has been collected during the whole period of this experimental study. The teacher and learners as well as the lesson's course have been put under observation. So that the deficiencies and efficiencies of the current employed planning methods to craft and design the given oral expression lesson are allocated via notifying its feasibility in teaching practice, in the first session. And this is through evaluating its flexibility in communicating the lesson contents to the teacher and learners alike. Accordingly, these qualitative data are analyzed like illustrated bellow:

III.6.1.1. Evaluating Teacher Performance

Due to the fact that the teacher restricted herself to the teaching practice only rather than concerning herself with designing and lesson crafting procedure, a teacher performance-based assessment have been limited to her teaching performance inside the classroom. Nonetheless, this procedure of oral expression lesson planning methods are objectively evaluated by the research, who took upon herself the needs analysis test and the oral expression lesson plans, from teacher's point of view. Respectively, satisfying results are revealed through the teacher's performance, during both sessions, which reflects in the adequate realization of the lesson plans. For notable contents-matched manifestation of the designed oral expression lessons' inputs are observed in the teaching outcomes including: the instructional tactics, the tasks and activities. As well as the materials which have been supported by improvised actions by the teacher who use the blackboard to illustrate the

intonation and catenation further, at different stage of the lesson. Similarly, notable observations that notify in the teacher's

- ➢ smooth transitions between the different stages and phases of the oral lesson,
- ➢ efficient time management,
- ➢ effective classroom management
- ➢ , and more importantly non-random teaching - learning process.

By the same token, the efficiency of lesson planning methods in this teaching experiment has been further assessed through evaluating the contents of these oral lesson's plans in action and learners' behaviors towards them.

III.6.1.2. Evaluating Planning methods: Lesson plan in action

In spite of their time consuming and efforts in analyzing the needs of the respondents, which are attributed mainly to of the low quality of the recording devices and the lack of computer analyzing programs, the planning process proceeds smoothly. And this is due to the availability of the instructional reference of English speaking skills that help determine the contents of the oral lesson according to the results of their oral needs. Respectively, both the quality and quantity of these selections are evaluated through analyzing the codes of the notifications and observations during these lessons as follows:

Table III-7. An Evaluative Analysis To The Oral Expression Lesson Plans In Practice

Unit	Session One						Session Two					
	Quality			Quantity			Quality			Quantity		
Lesson Stages	I	II	III	I	II	III	I	II	III	I	II	II
Time Management	High	High	Medium	Sufficient	Sufficient	Sufficient	High	High	High	Sufficient	Sufficient	Sufficient
Contents	Good	Good	Average	Sufficient	Sufficient	Insufficient	High	High	High	Sufficient	Sufficient	Sufficient
Tasks	High	High	High	Sufficient	Sufficient	Insufficient	Poor	High	High	Sufficient	Sufficient	Sufficient
Materials & equipments	Poor	Average	Average	Insufficient	Sufficient	Sufficient	/	High	Poor	/	Sufficient	Insufficient
Teachers' Roles	/	/	/	Sufficient	Sufficient	Sufficient	/	/	/	Sufficient	Sufficient	Sufficient
Learners' Roles	/	/	/	Sufficient	Sufficient	Sufficient	/	/	/	Sufficient	Sufficient	Sufficient
Instructions	High	High	High	Acceptable	Acceptable	Acceptable	High	High	High	Acceptable	Acceptable	Acceptable
Transactions	High	High	High	Acceptable	Acceptable	Acceptable	High	High	High	Acceptable	Acceptable	Acceptable

Notably, the results of the qualitative analysis of the first lesson plan in EST vary in quantity. And in spite of its insufficient recorded results in the articulate stage's tasks and contents those do not suffice to practice and familiarize respondents with the connected speech devices (i.e. catenation and omission). It proves adequate quantitatively and qualitatively. Just like, its counterpart in the second session (i.e. lesson plan II) where, like in the former lesson plan, materials and equipment record a low levels in quality and quantity. Which consume and distract attention of respondents in the first lesson and prevent them from a more effective learning experience in the second one. Nonetheless, by and large the recorded positive results of this qualitative analysis prove the effectiveness of the choices and decisions that matches with the needs of the learners. Those are further assessed through studying the reaction of learners through evaluating their behaviors, henceforward.

III.6.1.3. Evaluating Participants' Behaviors

Just like the two formers qualitative analysis to the proposed oral lesson planning methods, both means of observations and notes taking gather data which are encoded henceforth for a similar basics of analysis to the participants' behavior. And this is for determining the feasibility of these plans in TES through studying behavioral differences between the controlled group and the treatment group during the second session. After assessing the latter behaviors in the first session in order to measure the effects of the new TES pedagogical implications (i.e. the integration of instructional teaching and comprehensible inputs) that have been qualified in terms of motivation, engagement and participation according to the descriptive scale as follows:

III.6.1.3.1. Session 1: Treatment Group

In general, positive learning behaviors are observed among respondents in the first oral expression session. As more than 50% of them show a high interest towards the lesson contents specifically in its first stage where they cooperate in deciphering the narrative discourse by exchanging opinions and interacting in the open-ended discussion with the teacher, ultimately. Likewise, they participate in the second stage of the lesson through accomplishing its aims with 100% notable participation due to their prior knowledge of the lesson's grammatical and pronunciation information. That is attributed to

their previous learning experience with the national curriculum of EL in secondary school. Contrastively, only 20% of them have been able to keep up with the articulate stage despite of their obvious difficulties in connecting their speech fluently. Accordingly, the results of the qualitative analysis to these observations and notes are summarized in the following table:

MOTIVATION			ENGAGEMENT			PARTICIPATION		
Low	Medium	High	Low	Medium	High	Low	Medium	High
		✓			✓		✓	

Table III-8. An Illustrative Analysis To The Respondents' Behavior In Session I.

III.6.1.3.2. Session II: Controlled Group vs. Treatment Group

By the same token, both observations and notes of the second session evaluate the quality of learners behavior according to the assessment of their motivation, engagement and participation in the group work and oral performance activity. Where, just like in the first session, positive learning behaviors are noted among the treatment group members. Those results are of better quality and quantity of the controlled group members who behave less effectively in both these tasks . Accordingly these results are concluded in the following tables:

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PARTICIPANTS	GROUPS	MOTIVATION			ENGAGEMENT			PARTICIPATION		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
Treatment Groups	Group 01			✔			✔			✔
	Group 02			✔		✔				✔
	Group 04		✔			✔			✔	
	Group 03		✔				✔			✔
	Group 05		✔		✔					✔
Controlled group	Group 06	✔			✔			✔		

Table III-9. A comparative analysis to the controlled and treatment groups during workshops and speech performance in session II

Oral Performance		Groups	TREATMENT GROUPS					CONTROL LED GROUP
			G01	**G02**	**G03**	**G04**	**G05**	**G06**
		Characteristics						
Deficiencies	*Fludity*	*Mechanicality*	*None*	*None*	*High*	*None*	*None*	*High*
		HESITATION	*None*	*Low*	*Very low*	*None*	*None*	*High*
		WRONG PAUSES	*None*	*Very Low*	*None*	*None*	*None*	*High*
		Carful speech	*None*	*High*	*Average*	*None*	*None*	*High*
Efficiencies	*Pronu*	*Legibility*	*High*	*High*	*High*	*High*	*High*	*Very low*
		Sentence intonation	*High*	*Average*	*High*	*Average*	*High*	*None*
	Nonv	*Body language*	*High*	*Very Low*	*Average*	*Low*	*High*	*None*
		Facial expression	*High*	*Very Low*	*Average*	*Low*	*High*	*None*

Table III-10. The qualitative analysis to the verbal aspects of speaking performance

	ED	REDUCTIONS & OMISSIONS		Catenation
		-g	-t	
Group 01		Everything being things <u>things</u>	<u>has not</u>.	Very low
Group 02		Frightening/9		Very low
Group03	Knoled	Having/2		Very low
Group04		None	Couldn't	Very low
Group05	Taked			Very low
Group 06		Shoping, things, /2		

Table III-11. The qualitative analysis to EL pronunciation in respondents' speech production

Nonetheless, before displaying results of the previously analyzed sections and discussing them, the latter (i.e. the speech production of respondents) are further quantified so as to support the quality of the observations and notes during this experiment. As well as their codes and qualitative analysis with numerical data which reduces the possibility of bias to its lowest level through relying on mathematical and statistical assessments to the oral lesson outcomes, ultimately. In this respect, the quantitative analysis of this study is conducted as follows.

III.6.2. Quantitative Analysis

By encoding the two previous analytical outcomes quantitatively we got the following results

Table III-12. The Quantitative Analysis To The Verbal Aspects Of Speaking Performance

| Oral Performance | | Groups | Treatment Groups | | | | | Controlled Group |
			G01	G02	G03	G04	G05	G06
Deficiencies	Fluidity	*Mechanicality*	*0*	*0*	*0.415*	*0*	*0*	*0.41*
		HESITATION	*0*	*0.138*	*0.102*	*0*	*0*	*0.41*
		WRONG PAUSES	*0*	*0.102*	*0*	*0*	*0*	*0.41*
		Carful speech	*0*	*0.415*	*0.207*	*0*	*0*	*0.41*
Efficiencies	Pronu.	*Legibility*	*0.55*	*0.55*	*0.55*	*0.55*	*0.55*	*0.14*
		Sentence intonation	*0.55*	*0.275*	*0.55*	*0.275*	*0.55*	*0*

Table III-13.The Quantitative Analysis To El Pronunciation In Respondents' Speech Production

	Ed	Pronun	Reductions & imissions		Catenation	Flow of speech
			-g	-t		
Group 01	80%	1.11	1.49	0.	0.41	1.66
Group 02	60%	0.82	1.47*2	-	0.41*	1.01
Group03	0.55	1.11	0.55*2	-	0.41*	0.34
Group04	80%	0.82	-	0	0.41	1.66
Group05	60%	1.11	-	-	0*	1.66
Group 06	30%	0.27	0	-	0	0.02

III.6.2.1.1. Treatment groups

Basing on the treated respondents' narrating oral skills, specifically, and their English speaking skills, generally, the treatment group's samples are synthesized as follows:

III.6.2.1.1.1. Sample (01)

Last week when, sally decided to do her shopping for her big day (1), her wedding! she was very happy and exited like any girl for buying new things like make up clothes and hand bags(2) sally was picking up everything(3) she needed (4) and she was sure(5) that she can pay for it(6) suddenly when she finished her round and shopping(7) and it comes the time for paying off(8) she opened her hand bag(9) and it was the surprise(10) that she forgot her payment card(11) and she has not enough money to pay(12) she was shocked! and cry loudly!(13) and she was scared for not being able to buy her things (14) she was trying to find solution for her problem(15) where she was thinking her friend called her(16) she told her the story (17)luckly her friend was near to the mall(18) and she <u>borrowed</u> the rest of the money to sally(19) and she was very thankful and happy(20) at the end of the day she returned home with her <u>happy things</u>(21).

Acts	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	pt/20
D. Intonation	↗	↗	↗	↗	↗	↗	→	→	→	→	→	→	↘	↘	↘	↘	↘	↘	↘	↘	↘	1.66
Setting	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.57
Norms	S	S	S	S	S	S	C	C	C	C	C	C	E	E	E	E	E	E	E	E	E	1.67
T.	✓	✓	✓	✓	✓	X	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	0.95
Str.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1.11
Voc.	-	-	–	–	-	-	–	–	-	-	–	–	-	-	–	–	-	-	X	–	X	0.95
D. Markers	-	-	-	-	✓	-	✓	✓	-	✓	-	✓	-	✓	-	-	-	✓	X	✓	✓	0.45
Pronun.																						1.11
Ends																						1.67

Table III-14. Quantitative Analysis to Group01's Speech Production

III.6.2.1.1.2. Sample (02) Analysis

This is a story (1) about how I got lost in the forest(2) when I was 10 years old(3). I am the only son in my family(4) so picking up was easy(5) when we reached our distination(6) it was already the afternoon(7). My parent-s started preparing the tent(8) when I was playing(9) suddenly I saw bunch of butterflies(10) so I keep following them(11) after following them for a while I realized (12)I strayed too far from my parents(13) an- the sun set down(14) so I basically got lost(15) I started crying a little(16) but I remember(17) what my father said(18) If I ever got lost(19) he told- me to throw stones in certain patter-ns(20) so he cold track my path(21). I moved for a while(22) when I encountered a big stray dog(23) his fangs were showing(24) and his aggression were frightening(25) that I scream/d/ loudly father(26)! Mother! Then after that my parent-s heard my voice and- came quickly(27) I was so relived for seeing(28) them. It was scary experience(29) for me and it stills affects me to this day(30) but at the least it helped love my parent-s more .(31)

Acts	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Pts.
D. Intonation	↗	↗	↗	↗	↗	↗	↗	↗	↗	→	→	→	→	↘	↘	↘	↗	↗	↗	→	→	→	→	→	→	→	→	→	→	→	→	1.10
Setting	✓	✓	-	-	-	-	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.84
Sequencing	B	B	B	b	B	B	B	B	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	E	E	e	E	1.67
T.	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		1.03
Str.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1.11
Voc.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.11
D. Markers	-	-	-	-	✓	-	-	-	✓	✓	✓	✓	-	-	✓	✓	-	-	-	-	-	✓	✓	-	-	-	-	✓	-	-	-	0.61
Pronun.																																0.55
Ends																																1.66

Table III-15. Quantitative Analysis to Group02's Speech Production

III.6.2.1.1.3. Sample (03) Analysis

For one day Ali <u>knoled</u> his car to go to the work (1) while he is in the way (2)suddenly <u>he appeared in</u> a child playing a ball (3)<u>in</u> that moment Ali was busy with his phone(4) and didn't see the <u>concurrency</u> before him(5) when he suspect it(6) he <u>having</u> the car quickly(7) fortunately he didn't <u>collide</u> with the child (8) after that ali then he came from his car (9) and went to his scene to blame on his place after chock (10)

Acts	01	02	03	04	05	06	07	08	09	10	Pts.
D. intonation	↗	↗	↗	→	→	→	↘	↘	↘	↘	1. 66
Setting	✓	✓	-	-	-	-	-	-	-	-	1.66
Sequencing	S	S	C	C	C	C	E	E	E	E	1.66
Tense	✓	X	✓	✓	✓	X	X	✓	✓	✓	0.78
Structure	✓	✓	✓	✓	✓	✓	✓	✓	X	X	0.89
Voc.	X	X	-	-	X	-	-	-	-	-	0.55
D. markers	-	✓	✓	✓	-	✓	-	✓	✓	✓	0. 84
Pronoun.											0. 37
Ends											1. 66

Table III-16. Quantitative Analysis to Group03's Speech Production

III.6.2.1.1.4. Sample (04) Analysis

One day there was two close friends (1) ahmed and amine. Amine did prank on his friend (2)and ahmed start thinking for taking revenge (3)so his plan is going to the beach; and frighten his mate and- take his revenge (4)so he thought of flipper of shark(5) and they took a car heading to the beach (6)after that they went down the beach swimming(7) and ahmed swims forwad and start screaming help! Help! amine help! (8)and amine with <u>eagrly</u> hurried to <u>saved</u> him (9) but ahmed drown down(10) and sneak to wear his cosplay of shark and do his brank(11) while amine looking for his friend (12) ahmed comes from the back(13) and amine heard a sound from

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the back (14) when he turned(15) he saw the flipper of the shark(16) he chocked by seeing this seen(17) and- start running wishing he will escape(18) but he couldn't(19) he get tired(20) and give up waiting the death (21)but the sounds of the shark stopped suddenly making a long silence(22) when anime try to took what happen (23) he saw his friend ahmed laughing so loud (24)

Acts	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Pts.
D. intonation	↗	↗	↗	↗	↗	↗	↗	→	→	↘	↘	↘	↗	↗	→	→	→	→	→	↘	↘	↘	↘	↘	1.66
Setting	✓	-	-	-	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.66
Sequencing	S	S	S	S	S	S	S	C	C	C	C	C	C	c	C	C	C	C	C	E	E	E	E	E	1.66
Tense	✓	✓	X	X	X	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	0.71
Structure	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	0.96
Voc.																									1.1
D. Marker																									0.74
Pronun.																									1.11
End																									1.67

Table III-17. Quantitative Analysis to Group04's Speech Production

III.6.2.1.1.5. Sample (05) Analysis

In the end of the study year group of classmates decided to meet together in a garden (1)and organize a vacation into the forest to enjoy and pass good time together (2) therefore they prepare themselves and <u>them</u> materials and took bus to arrive <u>them</u> (3). When they arrived(4) they installed a tent (5)then went to walk between the green trees and flowers(6). Suddenly, they found a dark cave (7)so they think to do crazy just inter the cave and enter(8) when they discovered this cave (9)they fall in a <u>mads</u> play (10)in this moment they surprised(11) because they find a wounderful picture which is nice and small lake surrounded with the pearls, fresh flowers gold (12) they <u>taked</u> it (13) because very happy in their life and rich and leave a good life. (14)

Acts	01	02	03	04	05	06	07	08	09	10	11	12	13	14	Pts
D. Intonation	↗	↗	↗	↗	↗	→	→	↘	↘	↘	↘	↘	↘	↘	1. 66
Setting	✓	✓	✓	–	–	–	–	–	–	–	–	–	–	–	1.00
Sequencing	S	S	S	S	S	C	C	C	E	E	E	E	E	E	1.66
Tense	✓	X	✓	✓	✓	✓	X	✓	X	✓	X	X	X	X	0.50
Structure	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	X	X	X	0.71
Voc.															0. 55
D. Markers	–	✓	✓	–	–	✓	✓	✓	✓	-	-	✓	–	✓	0. 63
Pronoun.															1. 11
Ends															1. 66

III.6.2.1.2. The Controlled Group

For the purposes of providing an equal opportunities and eliminating probable psychological barriers among study's participants, the control group is studied next to the treatment group's respondents. Therefore, their six members are gathered around with the rest of the class in group work activities where both groups are assigned to solve similar problems,

generally. As well as taking the same topic as group05 in order that they accomplish the particular requirements of the task. Nevertheless, beside their disfavor by the outcomes the previous sessions (i.e. needs analysis tests and interactional oral lesson), they have been favored under the circumstances of learning autonomy (i.e. disfavored by teacher intervention). On this premises, the following results are obtained accordingly,

III.6.2.1.2.1. Sample (06) Analysis

In the last summer I went with my friends to stif (1) we stayed for days (2) when we arrived (3) we stay one hour at hotel(4) and take few minutes of comfort (5)and put our pagade (6) and we keep it to mangerie (7) we see many different animals like lions monkies and giraffe and lot of others (8)than we take lunch in a big restrunt (9) and the food was very delicious (10)after that we went to the park mol which is one of the biggest mol in Africa (11) we made shoping(12) we bought a lot of things(13) next day we went to amusemnent park(14) we enjoy in it (15)and we take all the day there(16) after that me and friend go to djamila(17) and ain fowara which are roman sequel and the musum also in djmila(18) we leave stif with fantastatic memories(19) we left it to the beach of skikda(20) and we went to all its lland marks (21)and it is fantastic (22)also we droup our mind there (23) we want to repeat this trip next summer to other place(24)

Acts	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Pts.
D. Intonation	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	0
Setting	✓	-	–	-	-	-	-	–	-	-	-	-	-	–	-	-	-	-	–	-	-	–	-	-	0.28
Sequencing	S	S	S	S	S	S	-	-	-	–	–	-	–	–	–	-	-	-	E	E	E	E	E	E	1.12
Tense	✓	✓	✓	X	X	✓	X	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	✓	✓	X	X	X	0.5
structure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1.06
Voc.																									1. 11
D. Markers	–	-	-	-	✓	✓	✓	–	✓	✓	✓	-	-	✓	-	✓	✓	✓	-	-	✓	✓	✓	-	0. 6
Pronoun.																									0. 66
Ends																									0

Table III-19. Quantitative Analysis to Group06's Discourse

III.7. Results

Respectively, the results of the qualitative data are summarized in the following points:

1) **Strengths**
   - Interactive and active learning/ teaching environment.
   - Highly engaging and motivating learning environment.
   - Diverse and rich resources of English oral language.
   - Concise and precise lesson plan.
   - Easily represented and realized oral expression lesson.
   - Unified and organized and well-managed lesson.

2) **Weaknesses**
   - Exorbitant technical teaching equipment.
   - Limited to highly professional advanced EL teachers who master both the way of speaking and knowledge about speaking.
   - Limited to beginners and elementary and pre-intermediate learners;
   - Its performance is subjected to the speed of accommodating students and the performance of the teacher, which may save an excess of time, and vice versa
   - Preferably with small classes.

The results of the quantitative analysis to the above samples are concluded the following table:

	SAMPLES	APPROPERIACY				PTS./6.66	ACCURACY						PTS./6.66	FLUENCY			PTS./6.66	PTS./20	
		D. intonation	setting	ends	Genre		T.	Str.	D. Markerss	Ed	Voc. choices	Pronoun.		Catenation	Reduction	flow of speech			
TREATMENT GROUPS	01	1.66	0.57	1.66	1.66	5.55	0.95	1.11	0.45	1.11	0.95	1.11	5.68	0.41	1.49	1.66	3.56	14.79	Upper-intermediate
	02	1.1	0.84	1.67	1.66	5.27	1.03	1.4	0.61	1.11	1.11	0.55	6.08	0.41	1.9	1.01	3.32	14.66	Upper-intermediate
	03	1.66	1.66	1.66	1.66	6.64	0.78	0.89	0.84	0.55	0.55	0.37	4.72	0.41	0.11	0.94	1.46	12.82	Upper-intermediate
	04	1.66	0.48	1.66	1.66	5.46	0.71	0.96	0.74	1.11	1.11	1.1	5.45	0.41	0	1.66	2.07	12.98	Upper-intermediate
	05	1.66	1	1.66	1.66	5.98	0.79	0.71	0.63	0.95	0.66	1.11	4.56	0.41	0.41	1.66	2.48	13.02	Upper-intermediate
	Tot.	1.55	0.91	1.66	1.66	5.78	0.794	1.014	0.85	0.96	0.91	0.85	5.13	0.41	0.72	1.30	2.56	13.65	Upper-intermediate
						Very good							*Very good*				*Fairly good*		
CONTROLLED GROUP	06	0	0.28	0	1.12	1.4	0.5	1.06	0.6	1.11	1.11	0.66	4.65	0	0	0.02	0.02	6.07	Elementary
						Low							*Very good*				*Very low*		

Table III-20. Respondents' Assessment Results of English Speaking Skills

III.8. Discussion

The initial preview of the suggested lesson planning methods proves efficient in teaching English speaking skills. Primarily, this efficiency has been observed in the adequate and accurate realization of the planned oral lessons which indicate their practicability in conveying the lesson's layout to the teacher concisely and precisely. In addition to their effectiveness in effectuating the oral teaching process that smoothly proceeds from one lesson's phase to another. Likewise, noticeable effects have been observed on the learning process and learners who show positive attitudes towards the oral expression lessons' contents; high interests in the phonological and pragmatic aspects of English spoken language; increased learning motivation and constant engagement with the lessons' tasks. Practically, these positive impacts are detected statistically on the class increasing level of English speaking skills in the aftermath of the oral expression teaching experiment and oral production sampling analysis in the following illustration:
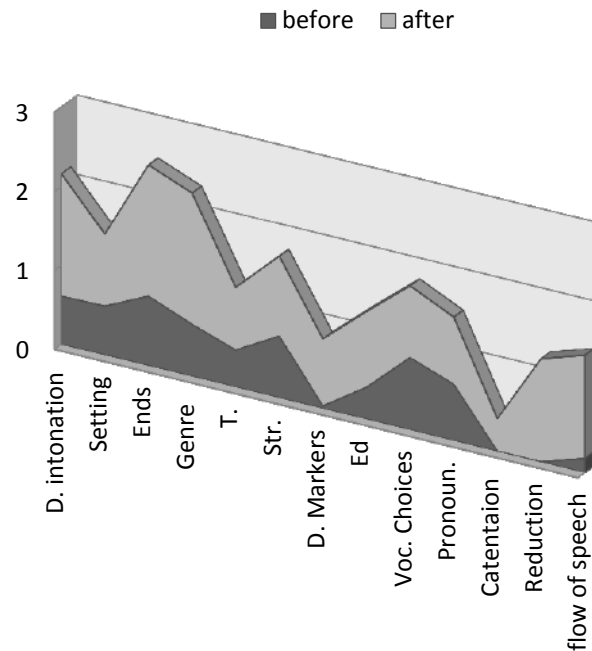

Figure III.5. .Samples' English Speaking Skills Before and after the Study

that illustratively shows ascending levels in English speaking skills' variables among the respondents. Notably, this is spotted on the increments in its phonological aspects with 0.41 extra points in catenation, 1.30 pts in reduction, and 0.14pts in pronunciation and 0.56pts in final "Ed" pronunciation's precision, 1.11pts in adequate discourse intonation, 0.14pts in word pronunciation's precision and 1.12pts in speech flow. Similarly, considerable increasing level in the psycho-cognitive aspects is recorded with 0.66pts in speech's genre, 0.56 ends' points and 0.29pts refinement of setting. Respectively, the linguistics of speech production enhanced with 0.01pts in voc. choices, 0.82pts d. markers, 0.23pts Str., 0.32pts tense choices. Altogether, these quantitative improvements in the English spoken language's repertoire of respondents reflect on the different levels in their English speaking skills that record notable quantitative improvements in comparison to its original levels (See Table.III.4). These improvements are noticed in the drastic increasing levels of fluency and appropriacy due to the decreasing level of the mechanical speech that attributed to the purposeful adaptation of prosodic features (i.e. pitch, tone, stress & intonation) into the communicative intention of the spoken discourse. Consequently, these conscious voice choices along with the strategic organization of the spoken message as well as the successful investments of the new linguistic knowledge contribute to improving the level of appropriacy with 75% in exchange of 16% for accuracy level and 50% for fluency level like illustrated bellow:
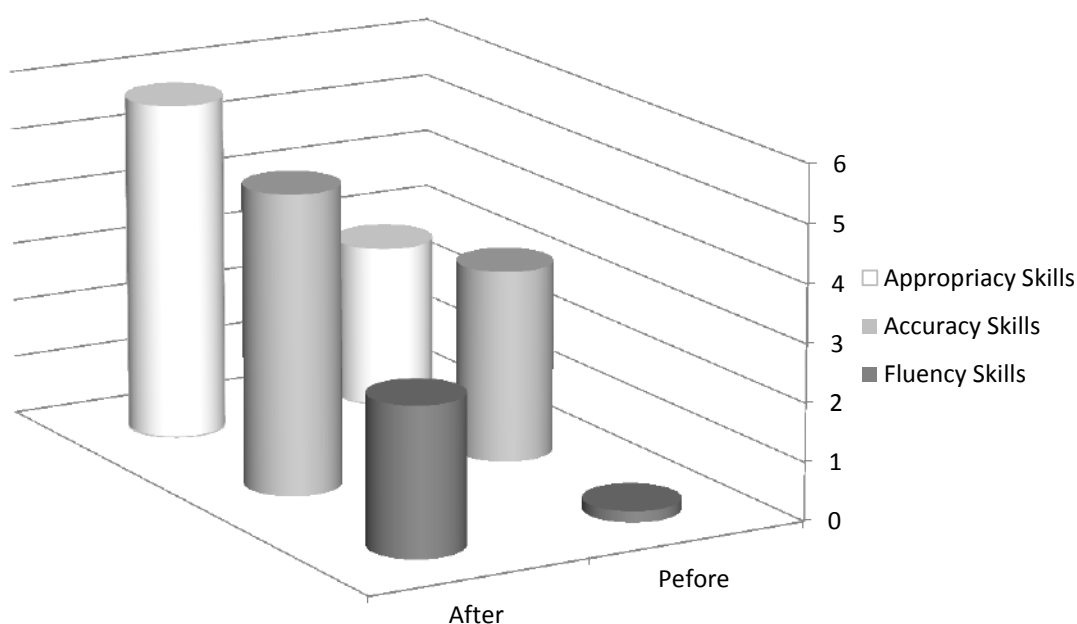

Figure III.6. Levels of Appropriacy, Accuracy and Fluency in Respondents Talk Before and After the Experiment.

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Respectively, considerable improvements in the quality and quantity of English speaking skills are recorded with the effectuate treatment on the treatment groups' respondents. Giving the fact that, these improvements are achieved on the level of fluency skills due to their adaptation and adjustment to the prosodic features so as to accord with both the intentions and the contents their oral messages. As well as the conscious voice choices in terms of tonicity that varied accordingly with narrative discourse moods to affect the level of appropriacy skills. Those are forced further with communicating adequacy by assisting with speaking formalities and plotting regularities. In addition to the developing levels in accuracy skills that are associated with the excluded possibilities of written-based forms. And this is due the fact that, the final outcomes of these forms are falling in the category of utterances and spoken language discourse markers instead of the exhaustive, lengthy and complicated cohesive and coherent written discourse. Along with the previously discussed quantitative improvements (see table. III.20), the accumulation of these improvements contributes to enrich the quality of the characteristics and the features of their English speaking skills. Those altogether yield at a 50% improvement in the pre-recorded level of English oral proficiency (see Figure III.7) among the respondents in of the needs analysis' English oral proficiency, on the one hand. And prove the efficacy of the update setting of the oral expression sessions where respondents benefit from its mirroring to the English speaking skills' underlying properties, on the other hand.
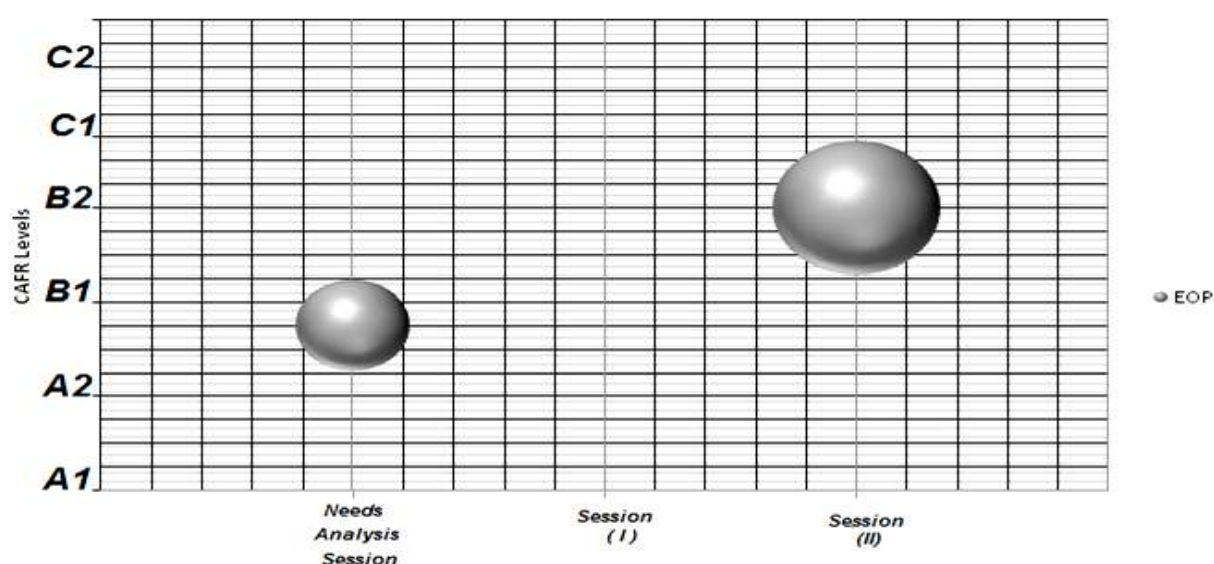
Figure III.7. A comparative Illustration to EOP's Level of Treament Group before and After the Treatment

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Contrastively, the controlled group shows a great convergence with the results of the treated respondents. For starts, they fall behind the treatment group with poor oral proficiency that matches the one level that has been recorded during needs analysis test. And it is the thing that can be understood from their positioning in the bubble chart below:
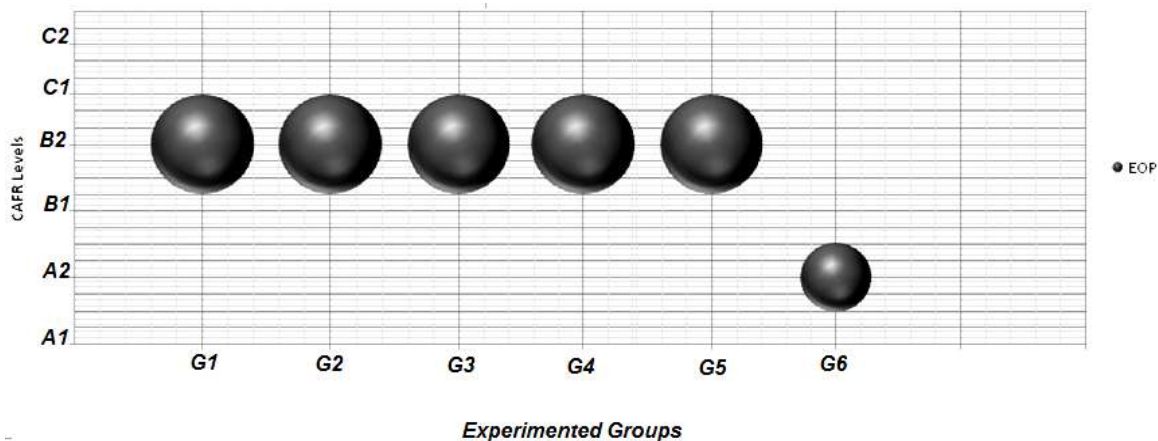
Figure III.8. A comparative Illustration to EOP's Levels of the Treatment and The Controlled Groups

Accordingly, the variations in the bubbles' volume illustrated above are attributed to the differences in the quantity of English speaking skills between the controlled group and the treatment group-which volume's proximities among its sub-group supports the previously mentioned claims about the significant effect of TES practices on the development of these skills among EFL. Whereas, the disposition of these bubbles indicates the following quantitative differences as illustrated below:
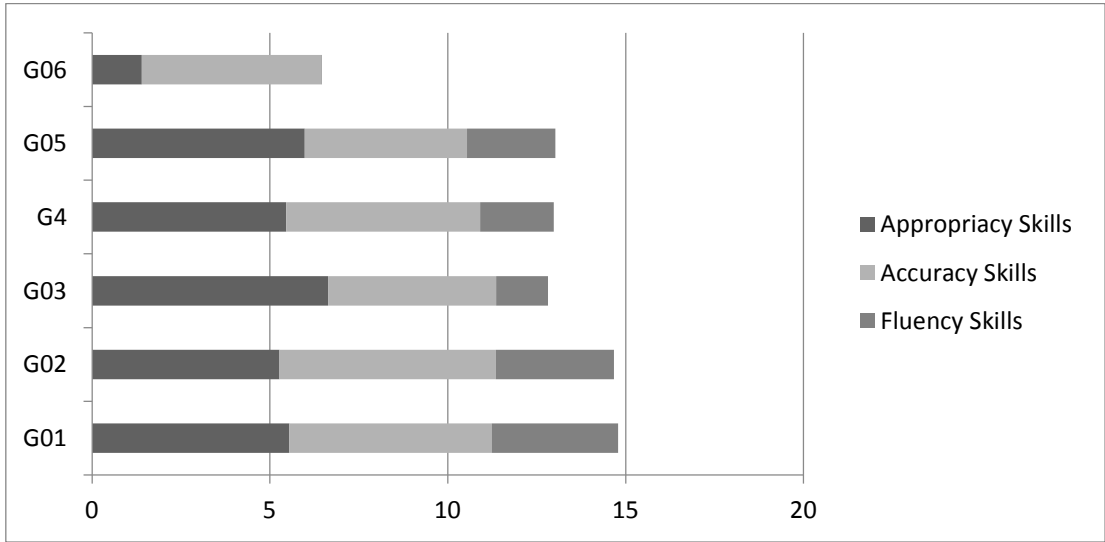
Figure III.9. Comparative Illustration to the Structure of English speaking skills in the Controlled and the Treatment Groups

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Remarkably, these quantitative differences are attributed to the low recorded levels of fluency, appropriacy and accuracy in the result of the controlled group. Who display a less than 10% of EL speaking fluency in comparison to the lowest level of fluency among the respondents which approximates 50% of the fluency's total score. By contrast, they keep up with the treatment groups by approximating 80% of accuracy's total to exceed both G03 and G05 scores with 10% difference. Nevertheless, they fall behind with only 20% total of the EL appropriacy level in exchange for 75% totals in the treated samples. Respectively, these results give glimpse to the quality and quantity of the composing variables of the controlled group's oral skills. Those are largely neither match the quantity of the treatment group's D intonation, setting, ends, genre, T., Str., D. markers, ed, Voc. Choices, pronoun., catentaion, reduction or flow of speech. Nor they display their qualities those are best illustrated through representing them in scatter chart; wherein, their positioning show the quantity of each group variables. Respectively, the dark circles that allocate the lowest position in the chart (See Figure III.10) indicate the very low quantity of the variables in the ears of EL speaking appropriacy and EL speaking fluency; whereas, their higher positioning in the EL speaking accuracy area implies their extended quantities.

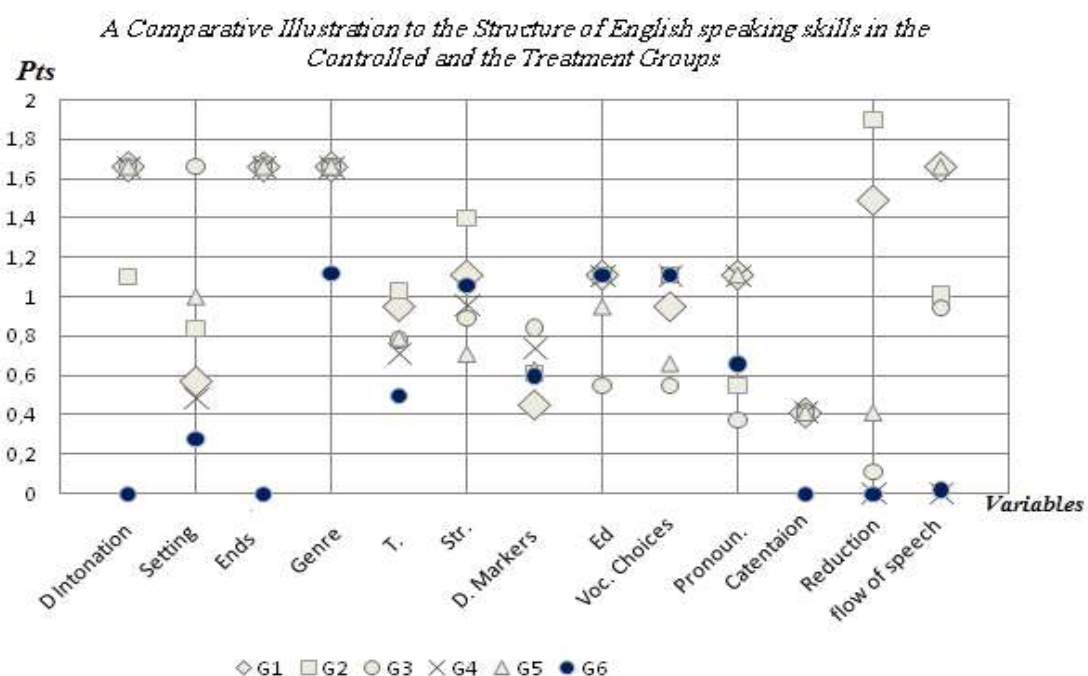**Figure III.10. A Scatter Chart for the Composing Structure of English Speaking Skills in the Oral Samples of the Controlled and the Treatment Groups**

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By and large , the results of this qualitative analysis match the quantitative results, for a notable psychological, cognitive and performative convergence between both groups is spotted, during workshops and performance activities. Respectively, observing the controlled groups has noted the following results. First, a lack of motivation is spotted among its members who appeared to be disengaged in the workshops' task. Furthermore, a mechanical speech performance, which lacks the basic features of EL prosody like intonation or stress, is allocated in their speech. As a result, illegible plot of the incident has been observed on the part of the audience who could hardly keep up with this speech where neither discourse intonation nor the different moods of the speech acts. Clearly, this indicates a deficiency in the procedural knowledge of the group members which might be attributed to the psychological factors of its members who show reluctance in engaging in the speaking task in the first place, to later on stumble upon their words in the oral performance. Moreover, a lack of a sufficient EL encyclopedic knowledge was inferred from the interference and transfer of Arabic speaking habits.

Contrastively, these aspects project higher results among the members of the treatment group. Respectively, they show a high level of motivation and enthusiasm in fulfilling the requirements of the task at hand where they discussed vocabularies choices and plots in the most part. A similar enthusiasm has been observed in their speaking performance, as they purposefully varied the rhythm of their speech both to match the content of their constructed discourse and to reach the intended effect of their messages. And this is due to the positive attitudes towards the previous oral lesson expression lesson where they learn the ways of conceptualizing, formulating and articulating the incidents. All in all, it is remarkably that the treated group members record satisfying results in commanding the basic features and characteristics in telling their stories in (EL), as the majority of them meet the communicative goals of the speech situation. Fundamentally, these oral outcomes are characterized with higher prosodic features due to the highly shown sensitivity by the groups' representatives their intonation.

To sum up, both the quantitative and qualitative evolutions of the obtained results of this oral expression teaching experiment fall in the best interests of the respondents generally and the lesson planning methods particularly. As the former's efficiencies assist increasing the levels of their EL speaking appropriacy, EL speaking accuracy, EL speaking fluency.

Those are ultimately extended to improve their English speaking skills before reflecting eventually on the levels of their English oral proficiency that altogether attribute to the exclusive privilege of narrative discourse's background of the treated respondents. Whose background's favor to the controlled group make the difference in EL speech quality and quantity between them. In this respect, the latter is thus proved to be efficient in rectifying EST teaching practices in oral expression sessions.

III.9. Summary

In summary, the results of the comparative analysis concluded that the objectives and aims of the oral expression lesson plans are met. For the analytical evaluative study to the practical outcomes of the revisited lesson planning methods employed in facilitating the teaching of information-related talk enable respondents to improve the art of narrating an incident in appropriate, accurate and fluent speech production. And in spite of the observed irresponsive behaviors (i.e. disengagement, disinterest and demotivation) among few respondents, in the first part of the second session, that conclude the disadvantages of these oral expression lesson plans in the following three main points:

1. inability to cover perceptive learners differences,
2. inability to length (i.e. losing interest due to the length of the lesson),
3. difficulties with the accuracy and fluency related information which necessitates reconsideration to the time distribution and lesson focus procedures,

a remarkable improvement in the fluency, appropriacy and accuracy are observed among the learners who were taught according to the lesson planning methods. In addition to both their procedural and encyclopedic knowledge that reflects in the quality of the characteristics and features of their spoken language. The thing that proves the effectiveness of the used planning methods in teaching of English speaking skills and facilitate their teaching for EFL teacher who were not able only to realize the lesson objectives and aims but she were also able to represent the lesson accurately out of the plans that seem to help her to where she must go. who has not affect the efficiency of it in essence but they are indicate some new aspects to be taken in considerations including

III.10. Conclusion

Apparently, teaching English speaking skills via transitive and interactive oral lesson plans contribute to improve the English oral proficiency among the respondents. Basically, this improvement is attributed to the carefully planning methods procedures and pedagogical decisions that have been taken in designing, crafting, preparing and realizing these plans. Respectively, this development has not been only observed on the increasing levels of appropriacy, accuracy and fluency in the speech production of the treated samples. But it was also marked on their increasing levels of engagement and motivation for exploring the oral lesson's implications particularly the fluency-related contents, for they were not satisfied with echoing the tasks' contents, solely. But they produced their own examples of catenation and deletion in purpose of exploiting their new information for more feedback. Likewise, such interests have been noticed in the in the conceptualizing stage due to its challenging nature that challenges respondents to their limits in memorization and problem-solving games. Eventually, these positive attitudes have been observed in the second session in the workshops of theses respondents exclusively; for low levels of lack of interest, motivation and engagement have been detected on non-treated group. Eventually, such negative attitudes towards speaking support the claims of this research paper about the inefficiency of the random practices of English speaking skills inside oral classes.

Nonetheless, this conclusion remains in the scope of this field experimental research. Its limited time decreases its opportunity to be extended to cover a wider population due to the instability of the first year groups because of the irregular attendances and students' shift movements as well as the demonstrative organizing and pedagogical concerns in the opening of the school year. Accordingly, non-treated group were limited in group of students from the same class. Additionally, this time restrictions of the academic research limit our chances in covering wider ranges of discourse so as to reinforce the study hypothesizes even more, on the one hand. And develop a computer program that help in making ready mad molds for planning the oral course that covers all the range of possibilities to help teacher to plan on the long term planning.

Presumably, such limitations are going to be taken in consideration in future studies for meeting additional improvements feasibly through:

1. furthering the examination of the hypothesis and findings of this research paper in teaching practices on the long run;

2. investigating new possibilities for effectuating these teaching practices to help support teachers in satisfying the needs of their learners in developing an English oral proficiency in oral expression classes;

3. revisiting perspectives in English speaking skills didactics;

4. computing and mathematizing the findings of this study to effectuate planning methods rapidly and rigorously.

Accordingly, the following researches are recommended to accomplish the scope of this research paper.

Implications & recommendations

1. Integrating technology and computing programmers for analyzing and measure the English oral proficiency of EFL learners in order to design new plans for teaching them both on the long and short terms

2. Implementing the new technological aids for both exposing the learners, provide them with oral inputs and catch their oral outputs to be assessed and evaluated later;

3. Increasing the significance of oral expressions module in the university setting especially for English didactic students to be as equal as the written expression module.

Conclusion

General Conclusion

In summary, developing English speaking skills and English speaking skills is associated first and for most with TES practices in EFL oral expression classes. Thus, a substantial responsibility is, firstly, held upon EFL teachers who are demanded with more commitment rather than merely monitoring   their students, as they struggle to formulate their ideas into spoken stretches using EL. Those quantities are of more significance according to the later philosophies of EL didactics, generally, English speaking skills teaching, particularly, that are centralized on learning autonomy's, teaching diminution's and extensive EL productions' promises with adequate outcomes with time. The time, which is limited by the final terms tests when things reverse, drastically, with centered-teacher session; wherein, each speech production mistake counts. And for these reasons, English speaking skills acquisition process is, secondly, resorted teaching pedagogy that reflects English speaking skills instead of EL literacy skills, otherwise. In order that EFL oral expression classrooms are, finally, managed into an effective EL didactical setting where English oral proficiency is met successfully. EFL learners needs in mastering English oral proficiency more effectively and efficiently. As these three key elements are the main factors of facilitating TES if they are effectuated through an oral expression lesson plan.

Nevertheless, unless this oral lesson plan is crafted adequately it neither facilitates TES nor develops English speaking skills in EFL classes. For, most significantly, lesson planning is neither random activity of determining a course of action for oral expression lesson basing on subjective interpretations to the available body of literature of TES methods. But it is an objective process of systemizing TES within a pedagogical network where teachers, learners and English speaking skills unified into didactical framework to meet the lessons' overall objectives. Nor it is assigned to lesson contents of randomly selected topics to be covered without referring to any English speaking skills reference. As EL speaking is a unique language aspect that is both characterized with distinctive features of EL. And it is acquired and produced simultaneously under conditioning speech production system that is effectuated only under certain circumstances to develop English speaking skills effectively. In this respect, it is by considering both these points that lesson planning methods are revisited in

this research paper theoretically and practically in field investigative study which addresses lesson planning methods as key solution to the deficiencies in English speaking skills in EFL oral expression classes. Those are eventually concluded with assimilative TES framework that comprises between the composing nature English speaking skills and the philosophies of ELT approaches in pedagogical plan for EFL teachers in its three chapters length thesis.

Accordingly, the Atomization of English Speaking Skills for ELT in its first chapter yields at the unspontaneous natural course of EL speech acquisition and production. Giving the fact that, it is highly systemized bidirectional process of six triads' mental framework that are allocated in STM, LTM and MM. Whereby, the former works on solving the problems of speech production both on its concrete levels (i.e. English speaking skills' inadequacy, inaccuracy and disfluency) and its abstract levels (e.g. ideas, meaning and intentions) referring to past experiences that are developed after the psychological aspects of English spoken language through interacting in different speech events. In the same respect, its verbal aspects are restored in the latter to retrieve later on during the verbalization of STM's end product by the articulation motor skills while performing in these speech events. Similarly, via engaging in transactional speech by which the linguistic aspects of English spoken language locate in LTM that besides to its contribution on the message's form (i.e. its phonetic, lexical, syntactical and grammatical aspects). It is the STM and MM storage center. And for the reason that, it is orderly developed through monologic, dialogic and performing speaking activities during interacting, transacting and discoursing with English spoken language. That altogether mirrored by human mind into three processing systems (i.e. conceptualizer, formulator and articulator) of speech production that solely acquires and produces speaking under these conditions. Those are concluded in this chapter in an instructional reference for facilitating TES primarily by providing EFL teachers with English speaking skills psyco-cognitive matrix, linguistic matrix and motor matrix. In order that, their oral expression lessons become a resourceful didactic experience where English speaking skills, instead of literacy skills, are evolved. And rectifying its practices secondarily by proposing the sequence through which these three sub-skills are effectuated effectively in oral expression plan so as to their teaching practices develop after TES-based lesson planning methods rather than the general ones of ELT.

Subsequently, the replication of English speaking skills into TES-based lesson planning methods is concluded in the second chapter of this research paper. Basing on the

assumption that effective teaching practices are attributed to the amount and the effort invested in planning the course of action for the lesson. The beginning of this chapter summarizes English speaking skills acquisition as sequential process of accumulating EL speaking experiences (i.e. from the simplest to the most complex, from the most restricted to the freest and from the shortest to the longest, from the most assisted to the most independent). Before, it resolves TES from ELT and its planning particularities from general lesson planning traits henceforward. And along with the findings of the first chapter, both these resolutions are finalized into revisited lesson planning methods for TES as follows:

a *firstly, by reflecting them on the mechanism of speech production and the underlying properties of English speaking skills;*

b *secondly, by designing them referring to an English speaking skills-based reference for identifying the weaknesses and strengths in learners' EL speech production (i.e. oral needs) so as to the latter is taken as staring ground to develop the former's gaps in their English speaking skills;*

c *thirdly, by basing them on selected lesson from the eight talking-based units: narration, Description, Comparison, Narration, Instruction, Explanation Prediction, justification, decision;*

d *fourthly, by determining the level of language inputs according to the synthesized results of the needs analysis (i.e. English oral proficiency, accuracy, fluency and appropriacy levels);*

e *Sixthly, by realizing them henceforward in medium-term plan of three weeks long that orderly reflects in three equivalent short-lesson plans: an transactional lesson plan where teacher provide learners with knowledge about the speaking genre including the why(s), when(s), how(s), where(s) and who(s) of the speech event before engaging them into a guided activities pair or individual activities to reinvest these information in immediate learning setting for evaluation, assessment and feedback. Next, they engaged in more moderate didactical setting in proceeding section with interactional lesson plan where less guided topics to discuss collectively, in pairs or groups under the teacher supervision. Later on this mid-lesson plans closed with a performing*

lesson plan where learners predominated the lesson freely to perform an individual discourse;

ƒ finally, by disturbing them according to the course length for covering the eight talking aspects in whole and meeting its desired goals.

Therefore, the flexibility and the adaptability of these TES methods have been emphasized in the conclusion through conditioning them first and for most to the conditions and restrictions of the oral course and unrestricting them last but not least to written forms. Those altogether put into test in field experiment for teaching English speaking skills in experimenting oral expression lesson in the proceeding chapter.

Correspondingly, the practical part of this research proceeds to manifesting English Speaking Skills in TES Practices in this experimental field study in its third chapter. Whereby; the narrative genre has been introduced as the main theme to the prototypic lesson plans in elementary level basing on English oral proficiency analysis test that falls in behave of the dominating level among the 30 tested respondents. Before, these plans put into practice in two sessions instead of three, due to the limitations of this study which does not violet the principle of lesson planning method, as both the second and the third lesson plans has been unified into one lesson that intertwines the axes of interacting and performing speech production in fifty fifty oral expression lesson. Wherein its first half, respondents engage in workshop's session for telling story about a past incident referring to the previously planned lesson which covers the following concepts:

> how to formulate their intentions in accurate discourse by clustering their utterances into cohesive and coherent speech, form simple utterances, assign correct tense, stress and pronunciation,

> how to conceptualize appropriate discourse in respect to its ends, genre, settings, scenes, participants and discourse moods (i.e. intonation),

> and how to articulate a fluent discourse referring to connected speech devices (i.e. reduction and catenation.

Whereby, those respondents have the privileges of interacting with authentic narrated incidents in two occasions, practicing their new knowledge in immediate and simple sets of activities, producing utterance-like outputs, answering their immediate needs (i.e. questions, errors and mistakes) and gaining feedback, assessment and evolution from their teachers. Unlike the additional 6 respondents of the controlled group who have not been informed previously with any of this information. Whereas, in its second half, performative-based oral lesson plan activity is implicated where controlled and treatment groups take turn to represent their speech performance to their presumed friends (i.e. classmates and teacher). Consequently, the treatment groups record more positive results than the controlled group who besides to their poor speech production performance English quite the stage in the middle of their representation. Notably, these results are therefore proves that English speaking skills of narrative discourse has been facilitated by the proposed TES lesson planning methods. So as to support the initiated results of the qualitative analysis which concludes with the efficiency of the prototypical lesson plans in rectifying English speaking skills in TES practices. Before proving it further with quantitative analytical study to the respondents production those best scores fall in the interest of the treatment group. To summarize later on with an overall view to the obtained results before closing it with further recommendations to encourage the implication of lesson planning methods in TES and further recommendation for improving and study this ELT aspect in the future.

By and large, these findings answer the call for issuing this empirical study to revisit the efficiency of lesson planning methods for designing more accessible modals to facilitate the teaching of English speaking skills. As they validate the rational of this study via creating didactical framework that both improves the development of English speaking skills production and enhances its acquisition in oral expression lessons. And this is by answering to its research question and sub-questions with encoding EL spoken inputs into oral lesson plans which reflects the mechanism of speech production and the underlying properties of English speaking skills to rectify TES with systemizing its stages, components, organization, objectives, aims, techniques, methods accordingly. Similarly, they support its main hypothesis by improving English speaking skills acquisition with exposing EFL students to comprehensible verbal inputs and increasing it with replica to speech production's mechanism. As well as its secondary hypothesis which emerge after the problematic of this research papers through disregarding the possibilities of developing English speaking skills by extensive-talk practices and randomly planned lessons. So that they emphasize at the end

of the significance to such search orientation to help overcome the poor results in English speaking skills and its hard task for teachers.

In summary , In this research paper, TES has been concluded as an independent aspect of EL that needs to be methodologically designed and crafted into teachable oral expression subjects on its own right. For English speaking skills are not merely linguistic accumulations to its counterparts of productive and receptive macro skills but rather a language science which stands with its own linguistic repertoire in usage, use, and action in the circle of EL didactics. In addition to the fact that it is a product of complex processes of acquiring English speaking competence of characteristics, features, types and functions and reproducing it in appropriate, accurate and fluent speech without violating the norms and conventions of the given communicative situation. Therefore, teachers are required to teach English speaking skills as required by the quality and quantity of these skills particularly and their students' needs generally apart from linguistic gain of writing, reading and even listening linguistic gains. On this premise, via answering the research problem of this thesis and testing the validity of its hypothesis, the oral expression pedagogy is supported with the following two oral expression's lesson plans:

a. A long term plan that consists of eight teaching units: description, narration, instructions, comparison, explanation, justification, predictions and decision.

b. A medium term plan that reflects the three functions of EL speaking together with the three developmental stages of EL speech productions

c. A short term plan that both represents a template for stimulating the natural mechanism of speech production through:
    - Manifesting the conceptualizing process via providing learners' with related pragmatic, grammatical and phonological oral inputs as living embodiment to their encyclopedic knowledge for their conceptualizer;
    - Stimulating the formulating process via reinvesting the lesson inputs in forming utterances and reconstructing the spoken discourse;
    - Reinforcing the articulating process via phonological rehearsals and vocal trainings;

And that assists teachers to keep track of their oral expression lessons' objectives, aims, contents, instructional tactics and roles. After designing and crafting it in pre-teaching lesson planning methodologies; whereby, they make decisions based on the needs of their learners, primarily, and the long term lesson plans, secondly, by:

- reinvesting their speech production efficiencies in amending their English speaking skills deficiencies,
- managing time, roles and disorienting the lesson according to the weaknesses of their learners,
- determining the levels of oral inputs (i.e. vocabularies, syntax, grammar and phonetic) to accord with the current level of their learners,
- and designing objectives and aims of lesson accordingly.

Respectively, this strategic lesson planning methods facilitates the teaching of English speaking skills because it does not only reflect English in usage, English in use and English in action. But it also guides the steps of oral expression teachers in systematic and pedagogical way in preparing, realizing and evaluating their lessons before, during and after the oral expression lessons. It also provide them with rich yet flexible lesson plan that does not exhaust teacher with rigid quantity or quality of oral inputs but it leaves them with an open choices to rephrase and readjust its contents according to their views, interpretations and the updates of the lessons. And this is what has been noticed in the teacher capability in tracking the flow of the experimental lesson according to the speed and extent of the learners' comprehending the oral expression lesson. Eventually, via covering all the aspects of English speaking skills thoroughly in well-organized oral lesson plans, a successful English didactics experience is unfolded in oral expression classes.

Consequently, these pedagogical oral expression plans contribute to improve the cognitive, physiological and sociological aspects of English speaking skills among EFL students in different ways. First, it scaffolds learning of these oral aspects by reinvesting the students' prior knowledge as foundation stone to the newly introduced lesson inputs. Next, it plays critical role in relieving the psychological pressure on students via providing them with raw materials to conceptualize, formulate and articulate their speech appropriately, accurately and fluently. Because English spoken language inputs are hardly found in their encyclopedic and procedural knowledge among the majority of EFL learners whose previous learning experience with EL includes writing, reading and listening skills in its most part. Furthermore,

these English spoken inputs contribute to separate their (L1) communicative competence from the mechanism of speech production leading to decrease the levels of interference and negative transfer in the classroom environment. Contrastively, the levels of motivation and engagement would decrease helping teachers and learners in meeting the pedagogical requirements of oral expression sessions efficiently and effectively.

Last but not least, teachers are hereby recommended to avoid unplanned and accidental oral expression lessons on the pretext of self-development within randomly selected range of topics that solely aim at impelling students to speak for the sake of speaking. This is primarily via developing a full awareness of the specifications of English speaking skills so that English speaking is effectuated within an adequate teaching experience on linguistic basis. And via resorting to a more systematic and scientific ways for lesson planning methods which facilitate the teaching of English speaking skills to help learners meet an EOP more effectively and efficiently.

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Appendices

Appendices

Appendix A (TRANSCRIPT: President Barack Obama's Inaugural Address)

My fellow citizens:

I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.

…

"Let it be told to the future world...that in the depth of winter, when nothing but hope and virtue could survive...that the city and the country, alarmed at one common danger, came forth to meet [it]."

America. In the face of our common dangers, in this winter of our hardship, let us remember these timeless words. With hope and virtue, let us brave once more the icy currents, and endure what storms may come. Let it be said by our children's children that when we were tested we refused to let this journey end, that we did not turn back nor did we falter; and with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom and delivered it safely to future generations. (ABC News, 2009)

Appendix B: Questionnaire

1. Where are you from?
- South
- North
- East
- West

2. Have you experienced the teaching of English speaking skills before?
- Yes, I have
- No, I haven't

3. What classes do you teach ?

- Licence classes
- Master Classes
- ESP

4. For preparing an oral lesson, What measures do you follow in planning your lessons?

- Identifying the needs of students
- Choosing the subject matter
- Selecting the appropriate approach and teaching method
- Determining the means, techniques of teaching, designing the activities of the lesson
- Choosing the format and model of planning
- I have my personl ideas when it comes to preparing my lessons

5. To what model of planning are your oral lessons are adapted to so often?

    - PPP model
    - ESA model
    - ARC model
    - OHE model
    - TTT model
    - None of the above

6. If your oral lesson are not adapted to non of the above models could you shortly describe your oral lessons in practice (how is it realized in the class)

Appendix C. An International Interview for Investigating The Planning Trends in Teaching English Speaking Skills.

Question: As (ESL) teacher how do you teach English speaking skills?

Interviewee 1 (Anhelina Kolisnichenko, Ukraine): *Mostly I use questions or suggest different life situations for discussion.*

Interviewee 02 (Sundararajan Srinivasagam, India): *I quote a line from famous authors and ask my students to substitute a few key words. For example Brutus: Not that I loved Caesar less, but I loved Rome more. Substitute Caesar and Rome with football and cricket. Then the students are asked to substitute those two words with their own and that day the whole class roared with laughter!*

Interviewee 03 (Aline Morais, Brazil): *The way I teach speaking skills depends on students' levels. With beginners, I try to mix a little bit of task based teaching, with drillings, role plays(based on pre-studied dialogues) a and simple open questions for discussion. With intermediate and advanced students, I tend to use more games, open discussions and debates and role plays too (in this case, with no models given). I find role plays an excellent opportunity to practice different aspects of spoken communication, such as adequacy of speech to different situations and intonation.*

Interviewee 04 (Luc Nguyen, Vietnam): *I always find difficult to teach speaking skill because my students are weak at vocabulary and ideas ,they are not confident to talk. I always try my best to help them but not very effectively. I myself am not good at this skill,I have little chance to practice with foreigners so my English is academic language not real one.*

Interviewee 05 (Arshad Dawar, Pakistan): *Conversation on different topics and sharing.*

Interviewee 06 (Anna Annelitha): *VAK learning style. They watch videos, listen to the audio recording then practice in front of their peers.*

Interviewee 07: (Ольга Бордачева, Russia): *It really depends on the learners' age group. For young learners, real things, E.g.toys , pictures. For teens, mostly life-close situations about threir generation and I like teaching through proverbs.*

Interviewee 08 (Hamidreza Dehnavi, Iran): *I give them practical phrases for an everyday situation, we go through each and every word and phrase and i ask them to make a similar phrase and then we pair up and perform a conversation in front of others.*

Interviewee 09 (Aiat Mokhtar, From Egypt): *I differentiate methods of teaching speaking depending on the age, language level and the time available for each task ... I used video and imitation. I used webquests in MA programme. I used role play and drama to enhance pronunciation.*

Interviewee 10 (Garou Abbo, Cameroon): *In my classes and depending on levels of course, I generally take a real-life situation like buying/selling (market)with specifications of items such as buying/selling*

clothes, groceries, food items... or medical consultation (doctor/patient)... share the roles among the students. It should be as real-life and relax as possible. You can help them with some vocabulary items, mimes, gestures, drawing to convey the meanings of some key words

Interviewee 11 (Lene Claessens, Belgium): *I usually start with a listening of some kind where we analyse the language we've heard and highlight a few useful phrases. Then I ask students to prepare a similar speech/conversation/role-play to the one they've heard using the useful phrases. Topics can vary from ordering something in a restaurant, making a complaint, talking about a first-time experience, explaining how something works... The topics depend on the level and the required vocabulary for that level.*

Interviewee 12 (Marcus James, Mexico): *The small groups of B2 First exam preparation students that I have: we use the assessment criteria to guide our speaking skills lessons. There is a different focus each lesson: signposting, active listening, demonstrating range of vocab and grammar, discourse management. As my students are preparing for an exam I see it most efficient to raise awareness of the criteria and give them the tools, language to get the best possible grade.*

Interviewee 13 (Dewi Sylviani Liwis, Indonisia): *We go to tourism place. My students have to make friendship with other English speakers (as many as they could). It doesn't matter if the friends are native or not. We called the activity international friendship making. It helps students to gain their self-assurance and makes them see language through culture in real life. It gives new perspective for them. Most of students that attend the class had become international citizens.*

Interviewee 14 (Garba Tasiu, Nigeria): *I usually use the communicative approach to teach the speaking skills to my students. For example if I'm using a course book, any passage that have a picture on it I always begin with discussion about the picture with the Learners making sure most of the words, structures and sentences in passage feature in the discussions. This discussions give my students opportunity to practice the speaking skills. If there is no picture on the passage I still try to elicit discussion on the content of the passage.*

Interviewee 15 (Khadijah Khetib, UK): *Listening is a prerequisite to speaking. When you listen a lot to any foreign language, your brain will develop familiarity with that language so when you start to speak it, it becomes easy. I do a lot of listening and interactive activities with my students.*

Interviewee 16 (Tamara Sahwneh, Jordan): *middle east speaking skill can be taught in different ways like you give them a subject to discuss it in pairs or group works or you could make them a drama and practice it or you may teach them debate and argue it by giving them key words to use.try each time to have it in different active way.*

Interviewee 17 (Aida Zhoroeva, Kyrgyzstan): *I conduct Ted Talk speech competition between my students. It works!*

Interviewee 18 (Sara Meza, Peruvian): *for my kids I use pictures, but they have to discover what picture is it by asking Qs, then they tell words on board and they have to create funny stories using them all, they can also see real object and describe it by asking and giving information with peers when a song stops, for teens they usually watch videos and before the ending they have to make predictions and when they know the end they have to create new endings in the oral way, I think that all activities should improve also creativity and reflection at the same time.*

Appendix E. An International Poll for Investigating the Planning Criteria in Preparing ELOral lesson.

Question:

For preparing an effective lesson plan to teach English Speaking Skills the following steps need to be covered:

1. identifying the needs of students.
2. determining the objectives and the aims of the lesson.
3. Choosing the subject matter.
4. Selecting the appropriate approach and teaching method.
5. designing the activities and tasks of the lesson .
6. determining the means, techniques of teaching,
7. choosing the format.
8. organizing the sequence of the lesson (choosing model of planning)

How about you, do you follow these steps in preparing your oral lessons:

- Certainly, I thoroughly cover all of these steps in planning oral lessons.
- Sure, I mostly cover all of these steps in panning oral lessons.
- Not really, I scarcely cover these steps in planning oral lessons.
- Never, I have my own criteria when it comes to planning an oral lesson.

Appedix F

	CARDS	PART I.	PART II.	PART III
Foreign Languages Candidates	Card01	• Could you tell me your full name please? • Where are you from? • What did you study in secondary school? • Why did you choose it? • What was the most intresting part of being a FL puipl ? • What was the most difficult part of being a FL puipl ? • Why have you choose EL instead of French, Spanish or Germany? • How do you plan to develop and enhance your EL from now on ?	• Women's FOOTBALL has really been a STRUGGLE to PLAY, TO have any kind of agency and to be taken SERIOUSLY as ATHLETES. That can be seen THROUGHOUT history. I think every MOMENT that women's football has had, you know there's been a kind of, backlashes afterwards or a kind of an attempts to keep women back and to dampen enthusiasm for the sport.	Question: Would women's football be a match for men's football? Why not?
	Card02	• Could you tell me your full name please? • Where are you from? • What did you study in secondary school? • Why did you choose it? • What kind of puipl did you use to be in your classes? • How did the Baccaleureat year differe from the other years in your scholair life? • How did you prepare for English subjcet in this exam? • What was the easiest part of ELexam? • What was the most difficult part of the English test? • How are you planning to overcome these difficlties ?	• As human activity keeps adding more and more carbon dioxide to the air, magnificent trees like this pull a lot of it in. But chop it down and burn it, and all the carbon that's been stored inside over the many years is suddenly released back to the atmosphere, which of course increases the speed of **global warming**.	Questions: What can you do to be more environmental friendly?

	CARDS	PART I.	PART II.	PART III
Literature & Philosophy Candidates	Card01	- Could you tell me your full name please? - Where are you from? - What did you study in secondary school? - Why did you choose it? - How was the BAC exam of English language, last year? - What was the topics of the exam? - Which topic did you choose? Why? - Do you think that learing a foreing language is an easy task? - How are you going to devlop your ELfrom this point on?	- It may be too ROCKY ; too Arid - But HERE canyons and gullies BECAME the STREETS and THROUGHFARS for one of the most SPECTUCULAR civilizations in ALL of human history - THIS IS PETRA where the sheer IMPROBABILITY of its location was also the SECRET of its SPECTUCULAR flourishing.	What was the factors that help in the developement of ancient civilizations?
	Card 02	- Could you tell me your full name please? - Where are you from? - What did you study in secondary school? - Why did you choose it? - What was the most intresting part of literature and philosophy puipl ? - What was the most difficult part of being a literature and philosophy puipl ? - Why have not you choose Arabic or philosophy as major? - How do you plan to develop and enhance your EL from now on ?	- JAPANESE/ children spends 6/ years in elementary school from age 6/to age 12/ - this schooling is COMPULSORY/ as is the following three years of junior high school - PUBLIC/ schools are free but parents can choose to PAY/ to send their children to private schools INSTEAD/	Is the Algerian education system similar to the Japanese one ? Explain?

Appendix.H

STREAM	CARDS	PART I.	PART II.	PART III
Experimental Sciences Candidates	Card01	• Could you tell me your full name please? • Where are you from? • What did you study in secondary school? • Why did you choose it? • What were the subjects you enjoyed the most in scondary school? Why? • How about the other subjects? Why didn't you like them? • As a non-foreing language pupil, do you think ELmajor is good choice for you? • Don't you think you will be always one step behind your foreing languages and lirearture and philosphy classemates? Why ? • How do you plan to develop and enhance your EL from now on?	• Instantly RECOGNISABLE - **SATURN** and its SPECTACULAR rings. The CASSINI spacecraft's <u>revealed</u> this planet in INCREDIBLE detail and THESE are some of its LATEST close up images - from its HEXAGONAL north POLE to ITS **ring system** and even an **aurora**.	• Question: In few minutes,describe the solar system ? What were the reasons behind the
	Card 02	• Could you tell me your full name please? • Where are you from? • What did you study in secondary school? • Why did you choose it? • What was the most intresting part of ELclasses in secondary school? • What was the most difficult part of EL classes in secondary school ? • Why have you choose EL instead of technology, mathematics, physics or natural sciences ? • How do you plan to develop and enhance your EL from	• India has one of the BIGGEST plastic problems in the world, with TRASH spilling out onto beaches and piling up in cities. Commitments like the one made by ADIDAS might be a step in the right direction, but experts say more brands and consumers will need to buy into products like these to have a meaningful impact on our problem with plastic.	• Does recyclying plastic make diffrence, in what way ? •

		now on ?	• US and British SCIENTISTS have created a PLASTIC-digesting ENZYME that can help in the fight against PLASTIC pollution. They've made an improved version of a NATURAL enzyme that's evolved the ability to FEED on plastic. TESTS show that the new engineered protein could break down one of the most popular forms of plastic widely USED by the food and drinks industry.	Question: Could you see yourself making a conscious effort to live

Appendix.I

Start: Back Ground

⊙ Who?
⊙ When?
⊙ Where?
⊙ What?

Climax: Stating Issue

⊙ Goal: What do I want to tell /convey
⊙ Tension:

Ends: Retrospective Comments

⊙ It means looking back
⊙ It tells how you or how other people felt

Examples

It was very frightning experience.
It was ok because I didn't care that much!

Keep in Mind Acts are

⊙ Simple: Sub+V+Comp.
⊙ Assigned to the Past:
⊙ FANBOYS: For, And, But, Or, Yet, So.

Scene	A Coffee Shop, A Restaurant , A School Yard => Informal Situation
Participant	Callum & William => Friends
Ends	To tell him about his story.
Acts	⬇

Act6	And lots of people were looking round and tutting
Act7	And then the manager came in and he told me to leave.
Act8	He thought it'd been me on phone.
Act9	So I had to go out and explain to him that it hadn't been me.
Act10	it'd been the man next to me.
Act11	He apologized

Act1	Well. I was in the cinema
Act2	and I was watching a film
Act3	and half way through the person next to me, their mobile phone rang
Act4	and this person answered it
Act5	and began to have a conversation.

Surprise	He thought it'd been me on phone.
Confusion	lots of people were looking round and tutting.
uninterested	it was OK because I hadn't really been enjoying the film anyway.

Act12	and because of the inconvenience he gave me some free tickets.
Act13	And so actually it was OK because I hadn't really been enjoying the film anyway.

Appendix J

Worksheet01: Ploting a Story

TASK01: fill the form by answering the following questions.

1. Where do you think are they?
2. Who do you think are they?
3. Why is William talking to Callum?
4. And why is that? Which of those emotions were expressed

Scene

Particpants

Ends

Acts
- confused--Happy--
Uncounfortable--Sad--
Surprised--Unintrested

TASK02: Reorder the following acts & correct the verbs form.

A. I was quite lucky because I could have taken out both of my eyes.

....

B. I bash my head on my mother's bedside table, giving me this scar.

....

C. instead of walking off like a sensible person, I jump off and I go completely out of control

....

D. I decid to get off the bed.

....

E. , while I am jumping on the bed, my mum come in and told me to get off.

....

F. She doesn't see me go upstairs.

....

G. Now, My mum was quite tired because she have been working all day,

....

H. One day after I have arrived home from school, I go upstairs to jump on the bed.

....

I. I use to love jumping on the bed.

....

J. I get this scar when I was about five or six years old.

....

TASK03:

Use the discourse markers in the box

Bellow to

link the acts of

task 02

Anyway

So

And

So

You see

But
You see

So

.

Appendix K

Worksheet02: Echoing a Story

Keys
• Rising & Falling intonation
• Stress important words

Genre
• Narrative

TASK04: _Mark the Climax of the Anecdote._

1. Mark the Climax of the Anecdote
2. Highlight the most important words in the anecdote mark them as stressed words.

> I got this scar when I was about five or six years old. You see, **I used to love jumping on the bed**. So, one day after **I had arrived** home from school, I went upstairs to jump on the bed. Now, my mum was quite tired because she **had been working** all day, so she didn't see me go upstairs. Anyway, while I was jumping on the bed, my mum came in and told me to get off. So, I decided to get off the bed. But instead of walking off like a sensible person, I jumped off and I went completely out of control and I bashed my head on my mother's bedside table, giving me this scar. I was quite lucky because I could have taken out both of my eyes.

TASK05: _Mark the deleted sounds and the catenation_

TASK06: Act out the account with using the catenation.

Keep in Mind

Simple Past is for describing events of story.

Past Perfect is for talking about an action that happened before an action described using past simple.

Past Perfect Continuous: Use past perfect continuous to describe an action which started in the past and continued up to another point in the past.

Past Continuous: Use past continuous to describe an action which is in progress at a past time. It is often combined with the past simple to give the interrupted past.

Remember "ed" is /t,d,id/!

Mind the catenation!

Don't mind "G" in "ing" and "T" in "n't"

Appendix L

SUMMER VACATION!

LOST IN THE WOODS!

CAR ACCIDENT! NEARLY!

A FORGOTTEN CREDIT CARD!

PRANK!

OMG you bastard, u scared me to DEATH

الملخص

في إطار تطوير المناهج البيداغوجية لتعليمية مهارات النطق باللغة الانجليزية وترقية الكفاءات اللغوية لدى مريديها. تهدف هذه الدراسة لتحسين أسس تدريس التعبير الشفوي باللغة الانجليزية وتيسير تلقين المدرس له للدارس عبر مراجعة وإعادة صياغة الأسس الحالية المعتمدة في رسم وخط دروسه. وذلك من خلال تصميمها لمحاكاة الآليات السيكولوجية للكلام قالبا و مماشات التركيبة اللغوية للمنطوق مضمونا. وانطلاقا من هذا الأساس فقد سعت هذه الأطروحة في مبحثيها الأول والثاني لتجسيد مرجع لغوي شامل للغة الانجليزية المنطوقة في خطة بيداغوجية لتدريس التعبير الشفوي في الوسط الجامعي لطلاب اللغة الانجليزية على المدى الطويل عامة والقصير خاصة. و التي اختبرت نجاعتها في تجربة تعليمية من ثلاث حصص تعبير شفوي للفوج (05) سنة أولى ليسانس تخصص لغة إنجليزية بقسم الآداب و اللغات الأجنبية بجامعة حمة لخضر بولاية الوادي. أين وافقت الأستاذة شأنها شأن طلابها على المشاركة في تجسيد الحصيلة النظرية لهذه الورقة البحثية ضمن الدرس النموذج الذي قمنا بتصميمه في الجزء الأول من فصلها الثالث. و الذي اهتم في جزءه الثاني بتحليل و دراسة البيانات النوعية التي تم تسجيلها خلال هذه الحصص لتحديد مدى فعالية النموذجين المقترحين وذلك بتقييم أداء المدرس و خطة الدرس وسلوك العينات نوعا وكما. لتحسب وتقارن لاحقا كفاءتهم الشفوية المسجلة بعد المعالجة بنتائجهم الأولية و نتائج الكفاءة الشفوية للعينة الغير المعالجة. والتي أفضت في مجملها لتحسن كمي ونوعي على المستوى اللفظي لدى هذه العينة مقارنة بالعينة الغير معالجة التي بالكاد سجلت نسبة 50% من نتائج العينة المعالجة. والذي دعم النتائج الايجابية للتقييم النوعي لسلاسة و فعالية الدرس النموذج في تسهيل تدريس مهارات النطق باللغة الانجليزية. و عليه فإننا نخلص إلى أن تعريض التلاميذ لدرس شفهي يحوي خصائص ومميزات اللغة المنطوقة حسب أنواعها وأصنافها في قالب تدريسي يحاكي آليات الكلام و يعكس وظائفه التفاعلية والنقلية و الأدائية يساهم في تحسين أداء المدرس ونتائج المتمدرس في حصص التعبير الشفوي على حد سوا.

الكلمات المفتاحية : مقاربات التخطيط – تصميم درس تعبير شفاهي – تسهيل تدريس - مهارات التحدث باللغة الإنجليزية.

Résumé

Dans le cadre du Développement de la pédagogie de l'enseignement de l'anglais, cette étude vise à concevoir des modèles plus accessibles pour faciliter l'enseignement des compétences d'expression anglaise dans les sessions d'expression orale. Il cherche à déterminer si l'assimilation de l'enseignement de ces compétences à leur mécanisme de production de la parole ainsi que leurs caractéristiques et fonctions et types dans une fiche pédagogique en compréhension oral peut rectifie les pratiques dans les sessions d'expression orale. Dans ce contexte, une enseignante avec ses étudiants du groupe 05 acceptent de participer à une expérience équivalente pour enseigner l'anglais oral à l'Université d'El-Oued. De cette manière, l'efficacité des méthodes recommandées de planification des leçons est évaluée en s'appuyant sur des approches à méthodes mixtes dans une enquête de quasi-expérience. Respectivement, les données de l'évaluation primaire basée sur l'enseignement sont analysées qualitativement par des techniques de codage que ces résultats donnent à la faisabilité l'enseignement de l'oral en classe de ALE avec ces plans. Subséquemment, ces résultats sont consolidés par une évaluation quantitative des résultats de la leçon grâce à l'analyse des techniques d'échantillonnage au traitement et à la production vocale des groupes contrôlés. Cela rapporte relativement une progression de 50% a la compétence oral du groupe de traitement avec un score total compris entre 12 et 13 points par groupe en échange de seulement 06 points au groupe contrôlé qui ne se rapproche pas seulement des résultats recodés parmi les répondants avant le traitement. Mais cela établit également une distinction nette entre leurs anglophones aléatoires et pauvres et leurs camarades de classe qui parlent à partir d'un solide bagage oral. Au total, ces résultats confirment les affirmations de cette étude sur l'importance de fournir une langue parlée à travers un plan de cours qui reflète le mécanisme de production de la parole contribue à faciliter le processus d'enseignement des compétences d'expression anglaise dans les classes ALE.

Les mots clés : Méthodes de planification de la leçon - Conception - Expression orale - Salle d'enseignement - Compétences en anglais.