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The Effect of Using Reflective Listening on
Developing EFL Adults' Oral Fluency

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Abstract

The study aimed to examine the effect of using reflective listening on developing EFL adults' oral fluency. The study begins with a review of literature and previous studies dealing with reflective listening and oral fluency. The researcher prepared a list of oral fluency components as a guide for the design of the instruments. The researcher also designed a pre/post oral fluency test and a rubric. The researcher designed the proposed program. Then, she nominated a random group of course trainees who passed level 5 in the Cambridge placement test and who intended to study a conversation course (n= 30) to participate in the study and get involved in its activities. Their ages ranged from (20 to 30) years old. The participants were submitted to a pre and posttest. Then, the scores were analyzed both quantitatively and qualitatively. The results showed that reflective listening was highly effective in developing EFL adults' oral fluency.

Keywords: *Reflective listening, oral fluency*

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Introduction

English has become an essential language in many non-English speaking countries. Being an international language, many people use English to communicate and to express their ideas. That is why learners of English as a foreign language (EFL) always seek to master the English language, to speak it fluently and to understand others using it. In addition, many job opportunities, nowadays, require English language fluency. Scholarships are released in English, and most of them necessitate achieving a high level of fluency and accuracy. Many interesting movies, series, and TV programs are published in English.

Emphasizing the importance of English fluency, Pinon, and Haydon (2010) conducted research in some developing countries to see how important the English language is in these countries. The research revealed that English helped people get involved in international business, which led to economic and individual growth. Moreover, English was a necessary requirement for any job opportunity, even in non-native countries. In addition, those students who wanted to travel abroad needed English to be able to get this opportunity and to communicate and deal with native speakers.

Despite the importance of the English language, many English learners face many challenges while learning it. Liu (2009) stated that learners in non-English-speaking countries encountered many difficulties. First, the English language materials provided to the learners were not connected with their real-life experiences as traditional teaching focused on memorization and recalling information. Thus, the learners were not motivated, or even interested in what

they learn. Second, the only chance for the learners to practice English takes place inside their classrooms that most of the time do not provide them with this opportunity to use the target language. Hanane (2016) states that EFL learners' mother tongue influences their speech production as they tend to think in Arabic. Students are familiar with their first language as they use it every day. On the other hand, they have little exposure to the English language and its lexical, phonological and grammatical constructions. This causes learners to struggle to try to cope with the real experiences through which the English language is authentically practiced. Thus, developing the learners' learning environment is a prerequisite for a successful learning process.

There is a huge gap between what the learners learn in their classrooms and what they already hear while watching English movies or dealing with native English speakers. Although there is a growing need among EFL learners to use the English language orally, they are unable to achieve this goal. In Egypt and in many other Arab countries, learners have little exposure to the English language outside the classroom. Some teachers even use their mother tongue in their classes to facilitate the target language for their students. In turn, learners find it easier and less embarrassing to use their mother tongue to express their ideas and thoughts. This accordingly, hinders their oral fluency.

"Fluency refers to speaking at a good pace without pausing or hesitating" (Handley & Wang, 2018, p.5). Acosta (2017) states that hesitations and pauses hinder communication and interaction as they cause the listener to misunderstand the message. "Fluency means speaking with ease and without thinking about possible errors" (Baker & Westrup, 2003, P. 90). Baker and Westrup (2003) add that when people speak their first language, they tend to speak it fluently and confidently. Their focus is to communicate their intended message. According to Rizvi (2005), fluency makes a distinctive speech. Fluency is characterized by the natural flow of words and the lack of unwanted

pauses and repetitions. Fluent speakers are able to use appropriate words and expressions to formulate meaningful utterances and structures. Therefore, if speakers tend to use poor vocabulary that does not match the context, their speech cannot be described as being fluent (Rizvi, 2005). As non-native English speakers, EFL learners need to enhance their listening and speaking abilities in order to be able to communicate. Moreover, teachers need to find new creative ways to develop EFL adults' oral fluency.

There are several components for oral fluency. According to Gatbonton and Segalowitzn (2005), oral fluency is characterized by "automatic, smooth, and rapid language use" (p. 327). For Pineda (2017), other components of oral fluency include speed and length of speech. Adding some other components of oral fluency, Pineda mentions that a fluent speaker can create comprehensible and coherent sentences that are semantically and grammatically correct. Benwell (2009) describes pronunciation as an essential component of oral fluency.

Oral fluency is crucial to language learners. According to Talouki (2015), oral fluency enables learners to carry on business or casual conversations. Madhok (2018) contends that oral fluency increases self-confidence and self-esteem, which are both essential for successful communication. Madhok adds that a speaker who lacks self-confidence is regularly hesitant and uncertain about how to react while having a discussion which may cause the listener to get irritated and unwilling to interact. Moreover, oral fluency enables speakers to have a phone call or a face to face interaction (Madhok, 2018).

Due to the importance of oral fluency, the researcher investigates a different alternative to develop EFL adults' oral fluency by utilizing reflective listening. This may enable the learners to listen with understanding and to relate

the new information to their prior knowledge in an attempt to develop their oral fluency.

According to Johns (2013), reflection is an intentional purposeful process. Reflective learners keep reflecting on different experiences and mirroring them until they have a clear vision of their own learning and their whole life. For Johns, reflection requires the person to be aware of the whole situation and to view it from different perspectives in order to be able to resolve any contradictions and to act congruently with future situations. Johns adds that reflection leads to courage, empowerment, discussion, and confidence.

Similarly, Brazier (2009) defines reflective listening as what people do when they feel interested in what the speaker is saying. Interested listeners normally listen attentively and give feedback. Applying reflective listening, listeners sometimes simply listen carefully and give signs that they have heard the speaker's talk. They send non-verbal responses such as "uhuh" or "mmm". However, Brazier (2009) states that reflective listening is a more active process. The important part in reflective listening is for the listener to listen and reflect. A person needs to pay more attention to what the speaker is saying in order to be able to use his/her own words and expressions to convey the meaning and reflect on the message.

Fetzer (2008) argues that reflective listening includes three different mental processes. It includes hearing, thinking and reflecting. A person uses his/her hearing sense to listen. At the same time, s/he thinks of what is being said. Finally, the listener gives reflective responses. Also, Cormier, Nurius, and Osborn (2017) state that listening goes through three steps. First, the person receives a message. Then, s/he thinks about it or deals with it, Finally, the listener sends a message to the speaker. They also add that in reflective

listening, listeners need to listen to themselves and their inner voice to have a deeper understanding of their attitudes and perspectives.

Holli, Calabrese, and Maillet (2003) mention that listeners use reflective listening to check their understanding of the speakers' meaning. They do not assume that they have complete knowledge of what is being said. They only try to guess the meaning. Therefore, the learners have the chance to talk and express their understanding without feeling afraid of making mistakes which hinders their oral fluency most of the time.

Context of the Problem

Oral Fluency is not given sufficient attention in our Egyptian schools in spite of its importance to the language users as one of the main purposes of any language learning. Learners want to be able to use the target language to communicate their ideas, feelings, and intentions with others. If the learners keep studying the language without observing any progress in their ability to communicate orally, they will certainly be frustrated and unwilling to learn. Therefore, there is a growing need to develop EFL adults' oral fluency.

Despite the importance of oral fluency, a close look at the Egyptian EFL learners' oral fluency reveals that they lack the abilities that can qualify them to use the English language appropriately and effectively in oral contexts. This problem may be attributed to their inability to listen to the other speakers effectively. Therefore, a different strategy for developing EFL adults' oral fluency needs to be developed.

As an English instructor, the researcher observed the modest level of EFL adults' oral fluency. Those learners tend to speak slowly with hesitation and low self-confidence. They make a lot of pronunciation mistakes. Moreover, they are out of words most of the time, which in turn affects their oral fluency negatively. They cannot express themselves appropriately. Oral interaction is

almost neglected. Learners are always in need of further enhancement. A person's ability to communicate fluently enables him/her to connect with the others and to build good social relationships with them. Deep understanding of what is being said or read is crucial in fluent communication. This understanding leads the person to produce accurate, expressive and meaningful messages in return. It is worth saying that the speakers should pronounce different words correctly in order for the listener to understand the message.

In a study conducted by Hwang, Wu, and Su (2008), it was emphasized that traditional teaching along with its insufficient resources led to the fact that teachers only gave their students the material presented in textbooks with special attention given to reading and writing and almost no focus on listening and speaking. Moreover, EFL learners did not practice the English language.

Kellem (2009) claims that when it comes to oral fluency, one challenge facing most learners is the limited amount of time they spend actually using English. English is only used in classes. It is not used outside the classroom. Therefore, the only chance for the students to practice English can only be found inside the classroom. However, most EFL learners tend to use their mother tongue in class as they feel more comfortable using it.

Segura Alonso (2015) conducted a study on 150 students who included 55 males and 95 females. It aimed at determining the students' listening and speaking levels and their attitudes towards them. It also aimed at figuring out how much these language components were actually practiced in classrooms. 70% of the students assured that they did not speak English during English classes. While 27% of the students revealed that they were unable to communicate in English, 73% of the students were able to communicate with difficulties. Through observation, Segura Alonso (2015) discovered that listening and speaking were often neglected due to the lack of time allocated to

these two language components as teachers tended to focus on grammar rules and sentence structures more than listening and speaking. Moreover, when it came to listening and speaking, students were unable to concentrate or practice listening as they were not trained to do so, as a result, they were unable to make correct sentences or find appropriate words for different contexts. In addition, they felt frustrated when they mispronounce words in front of other students. Although learners could neither speak nor listen properly, they confessed the importance of these language components to be able to travel or get a good job opportunity.

It is widely believed that traveling abroad and speaking to native English speakers can dramatically develop one's oral fluency. However, not all EFL learners can travel abroad or have chances to deal with native English speakers. Therefore, it is vital to increase the listening and speaking activities which they practice.

Brown (2001) argues that learners should be able to find, identify, manipulate and evaluate information and knowledge, to integrate this knowledge in their work and life, to solve problems and to communicate this knowledge to others. If learning is closely related to the learners' lives and interests, learners will find it interesting and useful for them.

Talking about the importance of reflective listening, Deblinger, Mannarino, Cohen, Runyon, and Heflin (2015) mention that reflective listening promotes problem-solving skills through encouraging speakers to talk and express their feelings openly. Reflective listeners show their interest in what the speaker is saying which invigorates the speaker to share his/her thoughts and emotions. Taylor and Asmundson (2004) argue that reflective listeners tend to ask open-ended questions which encourage speakers to explore their beliefs and justify their behaviors. Reflective listening helps listeners have a clear idea

about the topic being discussed and, hence, respond accurately, precisely and congruently in different situations. It also enhances communication among participants, as they reach a mutual understanding.

Grant (2005) conducted a study on 35 university students. The study reveals that reflection enhances learning. It helps learners be more focused and more engaged in the learning process. Furthermore, Bodie, Vickery, Cannava, and Jones (2015) conducted a study on 41 undergraduate students who could reflect on feelings and content, ask open-ended questions and check assumptions. The study also included 130 students who were untrained listeners. The study reveals that the first group shows more emotional awareness than the other group. They can identify their own feelings as well as the feelings of others which leads to better communication and better decision making.

After all, the researcher suggests that reflective listening can be used to develop EFL adults' oral fluency. Listening has its impact on enhancing communication and enhancing interaction.

Pilot Study

The researcher conducted an oral test on a group of English language trainees who had passed the fifth level in Cambridge English placement test (n=33). The researcher measured the learners' logical organization of different ideas, their fluency in expressing different thoughts and feelings, their ability to build well-structured sentences and their pronunciation of different words. The learners were asked to introduce themselves and to answer one of several questions (Appendix A). The results showed a general lack of the learners' oral fluency as follows:

- 92% of the learners could not speak fluently. They had difficulty expressing their ideas smoothly. They kept hesitating, pausing and repeating words.

- 88% of the learners could not construct meaning. They could not organize their ideas logically. Listeners could not understand the meaning behind the message conveyed.
- 94% of the learners made grammatical mistakes some of which hindered the listeners' ability to understand the conveyed message.
- 96% of the learners made pronunciation mistakes. They could not pronounce some sounds such as: /p/, /θ/, /ð/, /v/, and /dʒ/. They also had problems with intonation. They tended to speak using a monotonic voice.
- The learners reported that they did not listen to English in class or even use it on daily basis for communication purposes. They also complain about their lack of vocabulary.

Statement of the Problem

Almost all EFL adults have apparent weakness in their oral fluency, which may be the result of a lack of practicing listening and, consequently, the feedback they get from their instructors on their speaking practices in class. Learners tend to think only of their responses and what they will say when it is their turn to speak. They pay no attention to their colleagues' participation or speeches. So, the researcher suggests using reflective listening that is based on thinking and sharing thoughts and meanings to develop the learners' oral fluency.

Study Questions

In order to investigate the problem, the present study attempted to answer the following main question:
- How can reflective listening be used to develop EFL adults' oral fluency? In order to answer the previous main question, the following sub-questions were answered:
1. What are the components of EFL adults' oral fluency?

2. What are the activities that can be used to develop EFL adults' oral fluency?

3. What is the effect of using reflective listening on developing EFL adults' oral fluency and its subcomponents?

Hypotheses of the Study

In order to investigate the research problem, the study tested the following hypotheses:

1. There is a statistically significant difference between the mean scores of the study participants on the pre and posttest with regard to the development of their 'smoothness of utterances' in favor of the posttest scores.

2. There is a statistically significant difference between the mean scores of the study participants on the pre and posttest with regard to the development of their 'meaning construction' in favor of the posttest scores.

3. There is a statistically significant difference between the mean scores of the study participants on the pre and posttest with regard to the development of their 'comprehensibility of speech' in favor of the posttest scores.

4. There is a statistically significant difference between the mean scores of the study participants on the pre and posttest with regard to the development of their 'pronunciation' in favor of the posttest scores.

5. There is a statistically significant difference between the mean scores of the study participants on the pre and posttest with regard to the development of their 'accuracy' in favor of the posttest scores.

6. There is a statistically significant difference between the mean scores of the study participants on the pre and posttest with regard to the development of their oral fluency as a whole in favor of the posttest scores.

Aim of the Study

The aim of this study is to develop EFL adults' oral fluency by using reflective listening different activities.

Significance of the Study

This study is expected to be significant to:

- **EFL learners at English training centers:** They will get rid of what hinders their ability to express themselves in the target language if they practice reflective listening and speaking.

- **EFL researchers:** The study will provide EFL researchers with a theoretical foundation on which they can build for further studies.

- **EFL instructors:** The study will signify the importance of reflective listening on EFL learning and teaching. Instructors can use reflective listening to achieve better outcomes with their learners.

Delimitations

- This study was delimited to a group of EFL adult course trainees (n=30). All of them had passed level 5 in Cambridge general English placement test. This was to make sure they had the basic knowledge of the English language grammar rules that enabled them to make meaningful well-structured sentences.

- The study was delimited to some oral fluency components namely: smoothness of utterances, meaning construction, comprehensibility of speech, pronunciation, and accuracy.

Definition of terms

Oral Fluency

According to Benwell (2009), oral fluency is "the ability to speak a foreign language easily and effectively, combined with the ability to effortlessly

understand others who use this spoken language "

In the present study, EFL adults' oral fluency refers to the learners' ability to smoothly produce and construct meaningful utterances that are well-pronounced, well-structured and well-understood.

Reflective Listening

Gibbons (2018) defines reflective listening as a communication strategy that involves understanding the speakers' messages and reflecting ideas to them. Ackerman (2014) contends that reflective listening involves understanding the speaker's message and paying great attention to the speaker's content, interests, feelings, and concerns. It also involves sending reflective responses that show the listener's understanding. Brazier (2009) states that reflective listening requires the listener to listen carefully to the intended message, to paraphrase it to the speaker, and to reflect on it.

In the present study, reflective listening refers to the learner's ability to listen attentively to what the speaker is saying and to reflect on what has just been said. It depends on mutual understanding and meaning sharing that lead to developing EFL adults' oral fluency. It requires the learners to listen attentively, paraphrase what they have heard in relation to the content and feelings and finally reflect on the speaker's utterances.

The remainder of this dissertation will be organized as follows:

Chapter Two: Review of Literature and Previous Studies.

Chapter Three: Methodology.

Chapter Four: Analysis and Discussion of Results.

Chapter Five: Summary, Conclusions, and Recommendations.

Chapter Two

Review of Literature

and Previous Studies

Chapter Two
Review of Literature and Previous Studies

This chapter presents a theoretical background for the current study based on a review of literature and previous studies. This chapter deals with oral fluency in EFL, reflective Learning, as well as reflective listening.

Oral Fluency in EFL

The main objective for any language learner is to be fluent in this target language. As English is becoming an international communication language, there is an increasing need for most people to master the English language and to be fluent English speakers. Goh and Burns (2012) argue that both beginning and advanced learners should aim to be fluent throughout the learning acquisition process.

De Jong (2016) points out that fluent speakers need to translate their thoughts rapidly into intelligible sounds. This rapid translation requires the speaker to go through three stages; constructing a meaningful message, formulating how to say it, and rapidly producing timely comprehensible messages. If the speaker gets stuck at any of these stages, s/he is disfluent. Moreover, De Jong (2016) states that if the speaker's speech is not coherent, it lacks fluency. Segura Alonso (2015) declares that fluency requires a lot of exposure, practice, encouragement, and correction. Learners need to use the target language appropriately to respond to and communicate in different situations.

Richards and Schmidt (2002) define fluency as "the features which give a speech the qualities of being natural and normal, including the native-like use of pausing, rhythm, intonation, stress, the rate of speaking, and use of interjections and interruptions" (p. 204). Talking about second and foreign language

teaching, they add, fluency is used to refer to proficiency in communication, which includes:

- the ability to produce written and/or spoken language with ease

- the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar

- the ability to communicate ideas effectively

- the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

(Richards and Schmidt, 2002, p. 204)

As stated by Tumova (2002), fluency refers to the learners' ability to use the language easily and freely to express their thoughts and ideas regardless of the mistakes they make. Students should be encouraged to talk and express themselves as this enforces their self-confidence as well as their self-esteem. The British Broadcasting Corporation (2003) defines fluency as the ability of the speakers to communicate their ideas fast without unnecessary stopping or too much thinking.

While oral accuracy focuses on producing grammatically correct sentences, oral fluency focuses on communication (Davies & Pearse, 2014; Richards and Schmidt, 2002; Srivastava, 2014). The Council of Europe (2001) points out that fluent speakers use the language structures accurately, however, their main focus is meaning not form. For Srivastava (2014), fluency also refers to the learners' ability to communicate without pauses. The researcher believes that, while talking, learners tend to pause every now and then to think of grammar rules. Therefore, hesitation prevails and the message loses its way to the listener. Instead of only focusing on grammar rules, students should also concentrate on the message to be conveyed in order for it to be well-received

and well-understood by the listener.

Richards and Renandya (2002) reveal that it is difficult for EFL learners to speak a language because successful oral communication involves using the language properly when communicating with or reacting to other people. For them, verbal and nonverbal communication along with paralinguistic elements such as the tone of voice can all send several messages. To get these messages, one should listen first in order to be able to produce correct sentences.

Bhat, Hasegawa-Johnson, and Sproat (2010) affirm that oral fluency is considered a very important feature that can be used to measure someone's proficiency in a language. Bhat et al. (2010) see that the term fluency can be used to refer to the "rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language" (p.1).

Levels of oral fluency

According to Segalowitz (2010), there are three levels of fluency. These three levels are cognitive fluency, utterance fluency, and perceived fluency. Cognitive fluency refers to the speaker's ability to be fluent as a result of being mentally well-prepared. It refers to the speakers' ability to organize and plan their speeches. It is the ability to find words, phrases, and sentences in L2 and construct meaning easily. Speakers need to be well-prepared. Utterance fluency has to do with the smoothness of speech. It refers to the speaker's ability to speak smoothly and fast. Perceived fluency has to do with how the listener perceives the speaker's utterances or the impression that the speaker makes on the listener. It refers to the speaker's comprehensibility and how well s/he can be understood by others.

Teaching oral fluency

Susikaran (2015) explains that teaching speaking is overlooked, and English teachers only teach speaking through repetition and memorization. Baker and Westrup (2003) observe that in some classrooms speaking is only limited to the students' ability to repeat sentences or dialogues. While asserting the importance of repetition as one way of practicing a new language, Baker and Westrup (2003) also emphasize the importance of practicing real-life communication. This means that the students should talk about their lives, experiences, ideas, and news. Correia (2016) points out that the main focus of school books, worksheets and quizzes is grammar instruction with little or no emphasis on oral fluency.

Palmer (2011) declares that although speaking well enables the person to communicate clearly, feel more confident and respected, avoid misunderstandings, be more admirable over the phone, get a job promotion and enjoy professional and social success, it is obvious that speaking is given no sufficient attention in schools. Despite the fact that students spend several years in schools learning English, they graduate without being able to speak it or to use it for communication purposes. Furthermore, teachers face some problems while trying to get their students to talk. Ur (2012) clarifies these problems as follows:

- Shyness, embarrassment, and inhibitions. Students often feel shy, inhibited, and embarrassed while talking in front of others. They are afraid of making mistakes, being criticized, or losing face.

- Finding things to say. Students may not have something relevant to say about the matter in hand. They do not want to participate or take part in the discussion because they are unable to think of anything to say.

- Low participation of individuals. Some students may dominate, while other students have little or no chances to talk.

- L1 use. Students find it easier and less embarrassing to talk in their common first language. This, in turn, reduces the possibility of any L2 progress.

Factors affecting EFL adults' oral fluency

Nation (2013) states that teaching English as a Foreign Language (EFL) occurs when English is not normally used for communication purposes by the learners outside the classroom. Thus, it is characterized by the following three main characteristics:

- The only chance for learners to use and practice the English language is inside the classroom.

- Although language learning should be purposeful, learners learn English because of its importance as an international language and not because of their urgent need to use it for communication purposes. Therefore, the learning need and purpose is ambiguous for them.

- The English language is a compulsory subject, so learners are not highly motivated or interested in achieving progress.

De Jong (2016) marks silent pauses, filled pauses, and repetitions as measures of disfluency. In addition, Richards and Renandya (2002) clarify what affects EFL adults' oral communication as follows:

- Age is considered as one of the reasons for success or failure in L2 learning. Children learning a second language through natural exposure seem to obtain higher proficiency than adult learners.

- Aural medium plays a crucial role in learning a second language. As listening comes first and then speaking, "speaking feeds on listening" (p.

205). In any social interaction, a person can be both a listener and a speaker. S/He listens carefully to the other person, then s/he responds or reacts.

- Sociocultural factors affect foreign language learning. It is important for a person in order to speak a language to know how to use it in different social contexts and how to pick up nonverbal cues.

- Affective factors towards the target language affect the learner's level of progress. Moreover, people often feel a lot of anxiety about talking in public. Adults are also more concerned with how others judge or criticize them than children.

Brunfaut and Green (2017) asked 16 focus groups if they found it easy or difficult to speak in English. Although 73% of the students agreed that speaking English was sometimes easy especially when it came to speaking about familiar topics, they also admitted its difficulty. The other 27% of the students said that speaking English was generally difficult. The students mentioned some reasons why they felt speaking English was difficult. While 55% of the students said that their inability to speak English well resulted from their limited vocabulary, 41% of the students believed that English grammar was difficult to master which resulted in their incapacity to speak English. Although 23% of the groups agreed that it was pronunciation that hindered their fluency, 27% of the groups agreed that they were not given enough chance to practice English. Several groups (23%) also admitted their shyness to speak English and their fear of making mistakes or being criticized or corrected several times by the teacher.

Oral fluency components

Colby (2013) clarifies that oral fluency consists of two major components. These two components are the delivery of words and the appropriate use of words in different contexts to convey different ideas. For Colby, proper use of grammar structures, word order, and multiple tense verbs are all indicators of oral fluency.

For Devries (2017), fluency includes four major components; comprehension, rate, automaticity, and expression. Automaticity refers to the rapid and smooth production of utterances without unnecessary hesitations and pauses. Fluency components also include automatic, smooth, and rapid language use (Gatbonton & Segalowitz, 2005).

Walpole and McKenna (2017) mention vocabulary, background knowledge and knowledge about sentence structures as three other components of fluency. According to Segalowitz (2007), access fluidity makes an important component of oral fluency, and it refers to the ability to connect "words and expressions to their meaning" (p. 182).

Stockdale (2009) assumes that "if a speaker pauses appropriately, talks at a reasonable rate, and forms sentences clearly, they are likely to be perceived as more fluent than a speaker who does not" (p. 2). Moreover, Pineda (2017) mentions speed and length of speech as well as creating comprehensible and coherent ideas that are expressed through semantically and grammatically correct sentences as all components of oral fluency.

Brown (2001) explains that fluency and accuracy cannot be separated as they complete each other. If teachers emphasize fluency with no reference to grammar, learners will produce language that can hardly be understood. On the other hand, if teachers focus only on grammar, learners will tend to concentrate on producing well-structured sentences, however, their language will lack its

natural flow. On the other hand, Richards and Rogers (2001) argue that learners can enhance their linguistic competence while struggling to communicate several ideas, and not through memorizing different grammatical patterns. Richards and Schmidt (2002) claim that EFL oral fluency refers to the learner's ability to give a well-organized comprehensible speech, without necessarily mastering intonation, vocabulary, and grammar.

The researcher believes that in order for the learner to be understood, s/he should balance between fluency and accuracy. This allows listeners to comprehend and absorb the intended meaning of the message. This way, the researcher agrees with the viewpoint that argues that accuracy is an integral component of fluency. However, the teacher needs to keep in mind that the main focus is to develop the learners' oral fluency, so instead of interrupting the speakers every now and then to check their accuracy and correct their grammar mistakes, the teacher can provide his/her learners with correction and feedback later.

Activities for developing oral fluency

The ultimate goal of any language learning process is for the learner to be able to use this language to communicate with others. Fluency is an essential factor in any second language learning process. Therefore, assessing it regularly is a must. Therefore, Underhill (2006) suggests several techniques that both teachers and learners can use to assess oral fluency. They include using pictures, discussion/conversation, interview, oral report, and roleplay.

Using pictures

Learners may describe or compare pictures to increase their oral fluency. A sequence of related pictures can also be shown to students so that they can tell a story out of them.

Discussion/conversation

Two people carry on a conversation. They talk about specific topics. They start discussing, negotiating and interacting. Discussions are commonly used to develop the learners' oral fluency. They listen to a passage or read one. Then, they discuss it in pairs or in groups trying to find several solutions to the provided problems (Segura Alonso, 2015).

Interview

The interview is a quite common oral testing technique. Although it has a predetermined structure, both the interviewer and the learner have the freedom to say whatever they want. They exchange questions and answers. The interviewer can raise a new topic or ask some more questions related to the same topic.

Oral report

The oral report is an authentic technique in which learners should be ready to give presentations. They can make use of the visual aids available in their classrooms such as the whiteboard, the overhead projector or the flipchart. They can also read from their own notes. Moreover, learners should be well-prepared to answer any questions.

Roleplay

For this technique, learners take certain roles. They need to act and interact with one another. This way, they can also practice several grammar rules implicitly. They can narrate a story using the simple past tense or even talk about future plans using the simple future tense. It is also helpful in using and memorizing new words and vocabulary.

Oral fluency assessment

Assessment is crucial in any learning process. It is important for both teachers and learners. It helps teachers modify their teaching techniques to suit their learners' interests and their multiple intelligences. Moreover, it assets learners to monitor their own learning. They can identify their strengths and weaknesses and improve their own learning.

Correia (2016) distinguishes between testing and assessment. For him, testing is a "product-oriented procedure". The teacher gives a test to the learners at specific moments in the year to measure and grade specific areas of knowledge of the foreign language. Therefore, tests do not give a complete image of the learner's progress. On the other hand, assessment is an ongoing systematic process that has different types, and tests are only one of these types that can be used to assess the learners' oral fluency. Teachers use assessments to stand on the learners' strengths and weaknesses and to make any necessary changes to their teaching practices. Correia (2016) argues that while tests focus on how much knowledge the learners have acquired, assessment focuses on how the learners get knowledge and how they can be improved.

Srikaew, Tangdhanakanond, and Kanjanawasee (2015) point out that raters who assess the learners' oral fluency are often biased to certain learners or gender, and that is why oral fluency assessment is most of the time subjective. Here comes the importance of finding appropriate and reliable ways of assessment.

Correia (2016) adopts a holistic approach to assessment. He believes that teachers should move from testing to learning and use different types of assessment to assess the learners' oral fluency. One assessment technique that teachers can use is observation which requires record keeping. Teachers need to take notes of each learner's oral fluency performance. They also need to score

their progress against rubrics. Furthermore, teachers should follow learning-oriented assessment approach. They should monitor learners' progress, have evidence on it, and provide timely meaningful feedback that can be useful for both learners and teachers. Using learning-oriented assessment to assess oral fluency should not only concentrate on the learners' ability to speak but also on pronunciation, accuracy, and vocabulary. Learning-oriented assessment tasks help learners interact spontaneously through different real-life activities such as "dialogues, interviews, role plays, descriptions (photographs or images), giving instructions, storytelling, opinion-expressing/justifying and discussions" (Correia, 2016, p. 95).

Agasoster (2015) contends the importance of using formative and summative assessment to assess the learners' oral fluency. Formative assessment is an ongoing process that aims at developing the learners' performance throughout the course based on the constant feedback that the teacher gives to his/her learners. It targets the learners' learning development and that is why it is called assessment for learning as its main aim is to help learners learn. Another type of assessment for learning is self-assessment that enables learners to stand on their own learning progress. Moreover, peer evaluation makes sure learners are involved in the learning and assessment process. They learn from each other. On the other hand, summative assessment takes place at the end of the course to assess the learners' achievement that is why it is called assessment of learning (Agasoster, 2015).

Out of the constant need to assess the learners' oral fluency, performance, and progress, Luoma (2004) introduces the speaking assessment cycle through which the assessment process goes through five different stages. First, the teacher needs to determine the main objective of the assessment. Second, planning and selecting suitable assessment tasks and criteria that help to achieve the learning outcomes. Third, the learners do the assessment tasks assigned to them. Fourth, the teacher assesses the learners' fluency against the

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predetermined criteria. Finally, the teacher should use the assessment results to figure out whether the learning objectives have been achieved or not and to give timely feedback to the learners.

Teachers can assess their learners' oral fluency using various ways. Leclercq, Edmonds, and Hilton (2014) suggest that assessors should look at hesitation as a marker of disfluency. On the contrary, Fulcher (2004) believes that hesitation is natural even native speakers can naturally be hesitant. While asserting the difficulty of assessing oral fluency, Everard (2015) pays special attention to hesitation, lexical and grammatical errors, and the number of restarts and produced words when assessing the learner's oral fluency.

The Council of Europe (2001) designs the Common European Framework of Reference for Languages (CEFR). This Framework is comprehensive, Transparent and coherent. Comprehensive means that it covers all the language components. It is also transparent, which means that it is explicit and clear. In addition, it must be coherent and should not include contradictions. The CEFR has numerous scales that can be used for assessment. Each scale has a minimum of six levels to demonstrate different proficiency levels. While A1 shows the lowest level, C2 depicts the highest level on the scale.

Oral fluency and adult learners

The prime role for teaching a foreign language is for the learners to be able to use it fluently for different communication purposes. According to Derakhshan, Tahery, and Mirarab (2015), most adult learners are interested in learning new languages. They are excited to speak English fluently so that they can find a common language to use with their English native colleagues or bosses. They may also want to learn English to be able to travel abroad. To achieve this goal, teachers should create a fun and safe classroom environment

in which learners can feel motivated and willing to participate in different oral activities.

Hartshorne, Tenenbaum, and Pinker(2018) state that adult learners do not have as much time of exposure to the English language as children. They have less foreign language exposure opportunities compared to children who spend several hours at school using this language. However, it is possible for adult learners to acquire a foreign language and speak it fluently though it may take much time.

Lewis (2016) states that adult learners have their own reasons to learn a language. This makes them really motivated and enthusiastic about learning. For him, adults are also flexible. They can manage their own time to find some extra time to learn. In addition, adults can give a lot of attention to learn a foreign language.

Reflective Learning in EFL

Learners should play an active role while learning. They need to be positive participants. Their positive participation along with the intentional efforts they make in learning lead them to make the ultimate use of the learning outcomes. Brockbank, Beech, and McGill (2002) define reflective learning as "an intentional process, where social context and experience are acknowledged, in which learners are active individuals, wholly present, engaging with others, and open to challenge and the outcome involves transformation as well as improvement for both individuals and their organizations" (p. 6).

According to Bolton (2001), reflection is an ongoing process that refers to the person's ability to deeply consider different situations and events. S/He takes into consideration the involved people, their feelings and emotions, the experience itself and its details. They think of the experience from various points of view to be able to fully understand and concisely reflect. For

Naughton (2009), reflection refers to the learners' ability to look back at their past learning experiences and to relate these past experiences to their present and future learning experiences.

Stefano, Gino, Pisano, and Staats (2014) argue that reflection enhances learning and makes it more effective and productive. They add that reflective learning increases the learners' self-confidence and self-efficacy. Learners believe in themselves and their abilities to achieve different goals. For Costa and Kallick (2008), while the teacher plays the role of the facilitator who guides learners through the learning process to construct meaning from different experiences, learners play the role of the active producers who monitor their own progress.

Ghaye (2011) states that reflection helps learners improve their performances and achieve success as it develops people's understanding. For him, learners can reflect on different feelings, thoughts, and experiences. Furthermore, reflective learning opens the door for the learners to talk freely and to achieve better learning outcomes (Ghaye, 2011). They get really motivated and willing to participate in the learning process.

Through the reflection process, the learner goes through reflection and action (Ramsey, 2010). There must be an action on which the learner needs to reflect. According to Higgins (2014), practicing reflection increases the learners' engagement, which in turn increases their awareness of new situations and influences their future practices. When learners reflect on their own learning, they can achieve a wider understanding of the topic at hand. Race (2015) says that reflection enhances both learning and practice. It helps learners fully understand what they learn and do.

Ramsey (2010) states that there are three points to be considered while thinking reflectively. First, learners need to generate and evaluate new ideas. To

be able to learn, learners have to find new ways to deal with different situations. They also have to be able to evaluate these situations and to decide whether they are successful. They do not have to keep wasting their efforts and time doing the same trials that have been proved to be wrong. Second, they have to reflect on situations, events, and experiences. This includes thinking of what has happened and what can be learned from it. Third, reflective learners have to reflect on the relationship between their actions as well as the actions of others.

Reflective learning and meaning construction

Radden (2007) states that through the meaning construction process, the listeners are exposed to different linguistic patterns from which they try to construct meaningful mental representations. The listeners construct meaning from the different messages which they receive.

The reflection process paves the way for meaning construction as it goes through three steps. These steps are "(1) recognizing perceptions, (2) forming new relationships, and (3) influencing future thoughts and actions" (Sugerman, Doherty, Garvey, & Gass, 2000). Therefore, reflective learning does not only include understanding but it also goes further to involve shaping new ideas and opinions. Learners tend to construct new concepts and meanings from new experiences.

Strickland, Keat, Wilburne, and Adera (2009) state that reflection enhances interaction, participation, and communication among learners through responding to each other's' reflections which leads to meaning construction. Strickland et al. (2009) argue that meaning construction happens when the learner gets involved in dialogues with other learners or with him/herself.

Renner, Prilla, Cress, and Kimmerle (2016) conducted a study on 39 participants from two organizations to investigate the effect of using reflective learning on fostering the participants' ability to share experiences and problems

and to deliver solutions to these problems. The study revealed that reflective learning and reflective responses helped participants construct meaning and provide comprehensive comments on other's experiences.

Costa and Kallick (2008) mention that reflective learning helps learners construct meaning through reflecting on the experiences they go through. Moreover, meaning construction is closely related to oral fluency. Goldman (2004) assumes that meaning construction is represented in the person's oral fluency and speed of responses. Goldman adds that mental representations of comprehending knowledge and different pieces of information can be shown through behavioral performances such as the speed of response which shows that meaning construction has a great effect on oral fluency.

Characteristics of reflective learners

According to Coughlan (2007), reflective learners constantly think about how, what and why they are learning. They know their learning strengths, weaknesses and priorities. Moreover, they can improve and build upon their prior knowledge. They work towards their goals. For Coughlan, reflective learners consider their motivation, their attitudes and ideas and any changes in them. They also think of their learning and the different abilities and components involved in it. Reflective learners need to make use of the current situation as well as their prior knowledge in order to be able to reflect on feelings, knowledge, and actions (Brockbank & McGill, 2007). Brown and Lee (2015) state that learning is not about memorization, and that meaningful learning, that urges learners to use their prior knowledge to associate meaningful relations between what they already know and the new information, leads toward better understanding and better learning outcomes. Pineda (2017) adds that teachers need to elicit the vocabulary that their students already know to activate their prior knowledge and to keep them engaged through encouraging them to participate.

Coughlan (2007) states that reflection can take many forms. Learners can work either individually or in groups. They can reflect orally, through pictures or through writing. Reflective learners can describe a picture or a situation, and even criticize or analyze it. Coughlan (2007) adds that reflective learners are creative and imaginative. For Benton (2014), reflective learners accept mistakes and make connections between their current experiences and their previous ones.

Reflective learning theories and frameworks

Sugerman et al. (2000) mention that the idea behind reflective learning comes from many theories; active learning, constructivism, and narrative approaches. They state that reflective learning is driven from the active learning in which learning is not merely achieved through acquiring information from the teacher, but rather achieved by connecting new and previous knowledge and experience. Learners build on the experience that they already have. Learners should get involved in the learning process. They also have to be able to communicate and interact with one another. Asserting the same idea, Moon (2014) illustrates the relationship between reflective learning, experience, and meaning. He says that people construct meaning through going on experience. In addition, they learn through making relationships between their present or current experiences and their prior ones. Through these relationships, they can respond or reflect on the present experience.

Similarly, constructivism emphasizes the importance of learners as the center of the learning process. Kroll (2005) states that in constructivism, learning is student-centered as learners need to construct their own learning and build upon their prior knowledge. Moreover, in order for learners to construct knowledge, they need to interact with others in different social contexts. Johnson-Curiskis (2008) adds that constructivism enables learners to

comprehend new ideas and thoughts through making use of current and previous knowledge and experiences.

"Constructivism is an epistemological view of knowledge acquisition emphasizing knowledge construction rather than knowledge transmission and the recording of information conveyed by the others. The role of the learner is conceived as one of building and transforming knowledge" (Applefield, Huber, & Moallem, 2000, p. 6). Learners learn because they tend to construct their own knowledge, concepts, and comprehension of different situations. Thus, learners are active participants as they do not just reproduce knowledge. According to Johnson-Curiskis (2008), constructivism allows each learner to think his/her way as there is no one obvious solution to a problem or even one possible answer to questions. Learners get involved in classroom discussions, collaborative learning activities, peer teaching, group projects and classroom reflections on different situations and experiences.

On the other hand, the narrative theory stresses the role that stories play in learning (Sugerman et al., 2000). When learners go through experiences, they are able to create stories. Puckett (2016) reveals that the learners engage in a type of narrative theory when they read a book, talk on the phone or in a daily casual conversation, watch a movie or tell a story. It focuses on the events, the actions, the characters or objects involved in a story and how these elements are put together to form a coherent story.

Ely and Scott (2007) contend that reflection includes considering and sharing personal experiences whether by word of mouth or by the power of writing. They add, using a reflective framework can be helpful in going beyond discussing experiences towards analyzing and interpreting them.

According to Kolb's experiential learning theory (2015), learners can form new concepts through new experiences. The theory consists of four

learning stages. First, a learner goes through a new experience or situation. Then, s/he reflects on it. After that, learners form new ideas and concepts. Finally, they apply what they have learned to other situations. Gibbs (2013) demonstrates that learners, through the experiential learning theory, need to explore experiences actively rather than passively receiving them. While students need to actively reflect on these experiences, teachers facilitate the reflection process.

Figure 1. The Experiential Learning Cycle (adapted from Kolb, 2015)
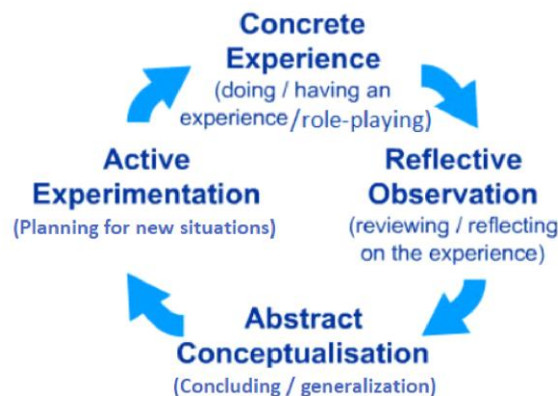
Gibbs' reflective cycle (2013) consists of six steps; Description, feelings, evaluation, analysis, conclusion and action plan. First, students need to give a detailed description of a given situation. They do not need to judge or conclude. Second, they need to reflect on their thoughts and feelings. Third, they have to explore the good and bad sides even if the whole situation seems to be negative or positive. Fourth, they have to give enough time for the analysis of the situation. They think of the others' experiences and how they were similar or different from theirs. Fifth, learners need to make conclusions based on the information collected. Finally, they have to set an action plan to be applied to similar situations in the future.

Figure 2. Gibbs' Reflective Cycle (Gibbs, 2013)

Reflective Listening

In order to be able to communicate, a person should listen first. It is important to understand the speaker's message, construct its meaning, and finally react. Pezzelato (2011) refers to reflective listening as being the process by which a person listens carefully to others' talks and feelings and responds appropriately to what has just been said. Tidsall (2014) defines reflective listening as "an active process that constructs meaning from both verbal and non-verbal communication". Reflective listeners have to show acceptance and attention through asking open-ended questions, nodding, expressing empathy, summarizing speech and encouraging the speaker to talk freely (Tidsall, 2014).

Hasson (2013) mentions that reflective listening involves using one's words and phrases to reflect on others' talk. The listener should keep "a mental note" of the speaker's message to be able to reflect. Picard (2002) defines reflective listening as the ability by which the listener tries to listen carefully to accurately reflect on the speaker's content and feeling. While practicing reflective listening, there is no chance for participants to be passive recipients. Both the listener and the speaker play crucial roles in the communication

process. As mentioned by Picard (2002), reflective listening demands more than nodding as it requires the listener to fully understand the speaker's message and emotions. After that, the listener can reflect on the speaker's thoughts and feelings. Therefore, both the listener and the speaker get involved in long conversations through which they try to reach a mutual understanding.

Koutsenok (2014) assures that reflective listening had its roots in the field of counseling and psychotherapy. According to Fisher and Roget (2009), it helps "ensure that the therapist is accurately understanding the meaning of what the client has said and communicates to the client that the therapist is interested in understanding" (p. 570). It provides a relaxing environment in which the client can express his/her opposing feelings without hesitation.

Arnold (2014) declares that there is some misunderstanding concerning reflective listening among psychologists. Therapists sometimes deal with reflective listening as a mere parroting back of anything the client says. For Arnold, reflective listening is a more complex process. Instead of interpreting everything the client says which may cause the client to feel afraid about continuing talking, the therapist should listen carefully, show acceptance, ask for clarification, test understanding, give active responses, share inner experiences and actively interact with the client. By doing so, the clients feel free to release their negative attitudes and feelings which paves the way for positive feelings and insights. Arnold (2014) adds that reflections can keep the flow of speech as the main goal here is to help clients understand themselves and express themselves freely and fearlessly. Therefore, reflective listening leads to self-awareness through self-acceptance, self-expression and active responses. Winston (2012) mentions that reflective listeners should provide responses that reveal their understanding.

According to Nelson and Quick (2013), reflective listening enables communicators to clarify their ideas and correct any kind of misunderstanding.

It "enables the listener to comprehend the communicator's meaning, reduce perceptual distortions, and overcome interpersonal barriers that lead to communication failures" (p. 127).

Ackerman (2014) underscores the importance of reflective listening in all kinds of communication in which a person tries to understand others. Therefore, it can be used in different fields. Although reflective listening has its roots in Psychology, Corsini, Craighead, and Weiner (2010) urge parents to use it with their children to maintain good relationships based on trust and honesty. Moreover, it can be used by teachers to increase their students' involvement, by school administrators to decrease management conflicts and by spouses to increase intimacy. Managers can use it to strengthen their relationship with their employees and to help solve any problems (Nelson & Quick, 2013).

Factors affecting effective listening

Means and Rankin (2010) state that reflective listening involves understanding the speaker's message and restating it using the listener's own words. They reveal some barriers to effective listening as follows:

- **Attitudes about the speaker**. These attitudes distract the listener. This includes the speaker's appearance, the tone of voice, word choice, grammar, and body language.

- **Attitudes about the topic.** They can cause the listener to be bored. If the listener believes that the topic is boring, uninteresting or too long, s/he will lose interest.

- **Prejudicing or differing opinions.** If the speaker has different views, the listener will only focus on how to defeat them.

- **Assumptions.** People tend to make assumptions about what they are going to hear which can lead them to lose interest.

- **Environmental distractions.** related activities and noise can affect a person's ability to listen negatively.

- **Physical discomfort.** Health problems can distract the listener.

- **Divided focus.** A listener can keep thinking of different thoughts and problems which hinders his/her ability to listen.

Gibbs (2013) lists some factors that help achieve effective listening. First, the listener should pay attention to what the speaker is saying and avoid distracting him/her. In addition, keeping eye contact with the speaker and nodding assures him or her that the listener is interested in what they are saying. Second, the listener should accept the speaker's ideas and feelings. Listeners need to focus on what the speaker is saying and avoid shifting the attention on themselves. Third, the listener has to empathize with the speaker. s/he needs to show understanding of the speaker's feelings and emotions. Fourth, listeners ask for clarification whenever needed. They make it clear that they really want to listen and give a helping hand if needed. Fifth, listeners summarize and paraphrase the speaker's talk from time to time to check understanding. Finally, listeners make sure to enlarge the range of ideas and thoughts by providing alternative suggestions and solutions.

Brooks (2001) contends that good listeners can achieve great progress socially, academically and professionally. They can build trust, respect, and rapport with others. They can also understand what is required from them and, therefore, be able to finish their tasks accurately and punctually. For Brooks (2001), learners need to listen to be able to construct meaning. She adds that good listeners (1) need to focus on the speaker's talk. Listeners are often preoccupied with their responses which distracts their attention and affects their concentration on the speaker's message passively. (2) Listeners have to show understanding. They need to ask thoughtful questions and remember the

information provided by the speaker and paraphrase it correctly. (3) Listeners should respond appropriately and reflect on the speaker's talk as both listeners and speakers should participate in the communication process.

After all, reflective listening requires the listener to focus on what the speaker is trying to communicate and to be able to view things from the speaker's perspective. Fetzer (2008) states that reflective listening involves three diverse mental processes. These three processes are (1) hearing the speaker's talk, (2) thinking about it and (3) formulating the reflective response. Therefore, in order to reflect, a person should first listen carefully.

Reflective listening decoding and encoding

People normally speak because they have a meaning or a message which they want to communicate. Therefore, there must a speaker who encodes the message, and a listener who decodes it. Miller and Rollnick (2013) mention that, in reflective listening, the speaker encodes the message into words. Then, the listener accurately listens to these words and decodes the meaning. Therefore, communication goes through encoding, listening, and decoding. Reflective listeners should provide statements that show their comprehension and understanding of the conveyed message or the speaker's meaning.

Reflective listening is all about decoding and encoding information. Holli et al. (2003) argue that reflective listeners should hear the speaker's message. Then, they decode and interpret this message. They try to discover the underlying meaning behind the speaker's message. Finally, they encode this message and paraphrase it and consequently they become able to give accurate reflective responses.

Benefits of reflective listening

Listening has crucial importance in learning. It is the first tool that a child uses to acquire a certain language. Listening leads to speaking. "Before the child learns to write the alphabets, s/he learns sounds and words. This is possible because of listening" (Sharma & Mishra, 2009, p. 35).

Fetzer (2008) mentions three benefits of reflective listening. First, it gives the opportunity for the speakers to listen to themselves so that they can have a deeper understanding of their hidden thoughts and feelings. Second, the speakers have a chance to get a clearer understanding of different situations and their own perceptions. Third, reflective listening minimizes misunderstanding as it gives the speaker the opportunity to clarify his/her ideas and thoughts.

Russell and Russell (2009) state that true understanding of the speaker's perspectives, thoughts and ideas can only be achieved through reflective listening as it involves paying attention to what lies behind the speaker's talk. The listener then paraphrases the speaker's message which enables the speaker to confirm the listener's understanding or repeat or restate the intended message to reach a mutual understanding. Brazier (2009) emphasizes that reflective responses cause the person to speak more in an environment that is characterized by respect, trust, and encouragement.

According to Bhatnagar (2011), effective listening is important as it helps the listener to get new information, suggestions, and ideas to establish strong relationships with others and to solve problems. Rosenthal (2010) mentions that through reflective listening, listeners communicate their willingness to listen, and their desire to build rapport and to solve the speaker's problems. Reflective listeners tend to avoid arguments. Reflective listening communicates empathy through sharing feelings and experiences. Empathy builds trust and leads to understanding. People tend to talk freely with those people who show great

interest in what they say. They express their feelings and ideas openly. Moreover, they feel that their thoughts and emotions are being appreciated. Opert (2017) says that as reflective listening starts with paraphrasing what the speaker has just said, it enables people to become better listeners who are able to listen and understand. Reflective listening is a win-win situation where both partners try to understand each other, so listeners are not expected to reflect in a certain way which lets them feel free to express themselves and check their understanding openly.

Components of reflective listening

According to McCullough (2014), acceptance, empathy, and honesty form the components of reflective listening and help the listener to formulate reflective responses. Wood (2012) mentions congruence as one other component of reflective listening. It requires the listeners to be frank and sincere. It requires them to express their viewpoints openly.

Mosley, Mosley, and Pietri (2015) state that reflective listening requires attending which involves the listener in doing a lot of actions. The listeners need to keep eye contact with the speakers to convey their feeling of interest. Facial expressions, nodding, and nonverbal reactions can all demonstrate the listener's interest. The listener also needs to encourage the speaker to talk and express him/herself.

Scott (2015) uses the acronym DEAR to specify the main components of reflective listening as follows:

Detecting

Listeners should start by detecting and determining the speakers' feelings and emotions. They should focus on the speakers' words, behaviors and tone of voice.

Empathizing

Listeners should have empathy with their speakers. Reflective listeners are nonjudgmental for some time. They do not rush to criticize or advise. They should try to understand the speakers' situations and feelings.

Asking

Listeners keep asking questions to clarify any misunderstanding and to make sure they really understand the speakers. They ask to get more information before giving solutions.

Reflecting

Listeners should reflect on what they have just listened to. This helps in moving the conversation forward.

As explained by Boyd-Franklin, Cleek, and Mundy (2016), providing summaries is an integral part of reflective listening. The listener summarizes what the speaker has just said.

The main principles of reflective listening

According to Koutsenok (2013), reflective listening involves some principles that reflective listeners should follow to achieve better listening and communication. First, it includes listening first then speaking. Second, it requires responding to personal incidents and situations rather than impersonal generalizations. Third, reflective listening involves paraphrasing and asking for clarification. Fourth, reflective listeners should practice reflective listening components such as being empathic, congruent and attentive. Fifth, reflective listeners also reflect feelings as well as thoughts and ideas. Sixth, reflective listeners show acceptance. They do not provide aggressive or fake responses.

Reflective listening learning techniques

Reflective listening techniques can be used to better communicate with others. ODonohue and Cummings (2006) mention some techniques that can be used by therapists to help them understand their clients. These techniques include (1) careful listening; (2) repeating the client's content; (3) reflecting the client's hidden feelings that have not been said directly; and (4) assuring the clients that their thoughts are clear enough to be understood. All these techniques along with showing respect and interest will encourage the client to talk honestly and freely.

According to Everly and Lating (2017), there are two other reflective listening techniques that can be used by therapists to help those people with extreme sadness or pain. Those techniques include using encouraging words "such as uh-huh, hmm, yeah, I see, and really" (p. 98) and restatement. Restatements involve repeating back to the speaker what s/he has just said. "They are often referred to as mirroring techniques because they reflect back to the person to help him hear what he is saying without interpretation or judgment" (Everly and Lating, 2017, p. 98).

To get more information from the speaker, Belzer (2009) urges listeners to use reflective listening techniques "(e.g. paraphrasing, reflecting feelings, reflecting meanings or summarizing)" (p. 3). This encourages the speaker to talk more. It also helps the listener to check his/her understanding. However, it is important to make sure the conversation goes smoothly.

Nelson and Quick (2013) confirm that reflective listening has four levels of verbal responses and two other levels of nonverbal responses. The four levels of verbal responses are: (1) affirming contact, where the listener affirms contact with the speaker or the communicator to convey attentiveness, and as the speaker starts expressing the problem more fully, the listener starts providing

more reflective responses; (2) paraphrasing the expressed, where the listener paraphrases the speaker's expressed ideas and emotions which enables both of them to build empathy, honesty and mutual understanding; (3) clarifying the implicit, where the listener communicates thoughts that are not communicated or expressed directly; (4) reflecting core feelings, where the listener tries to understand and communicate the speaker's feelings, values and beliefs. On the other hand, the two nonverbal behaviors include (1) silence, which can be used by both sides of the communication process to organize thoughts and feelings; (2) eye contact, which is a sign of attentive audiences. For Nelson and Quick (2013), reflective listening is an example of interactive or two-way communication. Listeners and speakers exchange ideas, feelings, and experiences in a trial to achieve shared meaning.

Understanding and hearing the message, a reflective listener restates the speaker's feeling and content. Table 1 illustrates several techniques involved in reflective listening and provides some examples for each (Dwyer, 2012).

Table 1

Reflective Listening Techniques and Examples

Technique	Description	Example
• **Paraphrasing** focuses on the content rather than the feelings and helps to achieve an accurate understanding of the content.	A person should: • Restate the essential part of the message concisely in one's own words. • Listen for the main ideas and the direction of the message and mirror the content to the speaker.	The listener can paraphrase the message using any of the following phrases: "You're saying that..." "You feel it is a good idea..."

Table 1 continued

	• Agree or disagree with what was said then rephrase the message.	
	• Avoid repeating the other person's statements word for word.	
• **Reflective statements** reflect feelings from the message and help the speaker focus on the feelings.	• The listener expresses the essential feelings received from the message. • The listener lets the speaker know that s/he understands their feelings.	The listener responds with phrases such as: "It's really discouraging." "Sounds as if you're really..."
• **Clarifying statements** give the listeners the chance to check their own understanding.	• The listeners ask for clarification. • The speakers have the opportunity to clarify any kind of misunderstanding. • The listeners show their understanding and give feedback.	If the listener is not sure about his/her understanding, they can ask for clarification as follows: "Could you give me an example of...?"
• **Summarizing** lets the speaker know the listener comprehends the meaning of the message	The listener: • summarizes the main points, and connects thoughts and ideas at the	"So far, we have covered..." "Your main concerns seem to be ..."

Table 1 continued

and the underlying feelings.	end of the discussion to conclude and give direction. Restates the main points in a long conversation.

Adapted from (Dwyer, 2012)

According to Dwyer (2012), practicing reflective listening techniques enhances interpersonal relationships. It also builds empathy and rapport. Reflective listeners listen attentively to the speakers and show interest and comprehension. For Dwyer, asking open-ended questions and giving constructive positive feedback foster communication and comprehension.

Reflective listening and oral fluency in EFL

Palmer (2014) declares that listening and speaking are everywhere in the classroom and instruction depends on them. He states that teachers need to rethink of their expectations of their learners. For example:

- Repeating information is not a sign of good listeners nor good speakers.

- Paying no attention to others' opinions is not acceptable.

- Watching videos with no chance for reflection is useless.

- One-way presentations in which a learner or a teacher involves in giving a presentation to the learners who have to listen without being able to reflect is not allowed.

As speakers do not get a reflection or feedback on their speech, they are not always sure about the listeners' comprehension of their speech. They tend to repeat their utterances, pause every now and then, and hesitate while talking

(Segura Alonso, 2015). That is why speakers and listeners need to take turns talking, responding and sharing their understanding. They need to pay special attention to each other's gestures and intonation.

For Palmer (2014) listening comes before speaking just like when a child first acquires his/her first language through listening. Also when learners start working, they spend much of their time listening to webinars, videos or video conferences. However, during listening, there is an interactive process that is concerned with configuring meaning and accordingly responding. Hence, it is a positive, interactive and reflective process.

Astorga (2015) conducted a study to examine the relationship between listening and oral fluency for 120 higher education learners. Sixty learners were exposed to totally listening-focused activities followed by communicative, reflective and interactive activities while the other sixty learners were taught using the traditional teaching methods. Astorga gave them a pre and posttest. The results revealed that the learners in the first group were better able to develop their vocabulary, pronunciation as well as their fluency.

According to Picard (2002), reflective listening implies that the speaker is important and gives him/her the freedom to talk while feeling fully listened to. For Picard, reflective listening involves three sub-skills:

- Attending: using non-verbal reactions and expressions

- Paraphrasing: saying what the other person has just said using one's own words

- Identifying feelings: reflecting the other person's feelings without being judgmental.

According to Dasi et al. (2014), listeners can use reflective listening with children, teens, and adults so that they feel heard and respected. Thus, it

encourages them to talk freely and openly. For Hammersley and Reid (2014), practicing reflective listening enables the listener to identify and respond to the speaker's content and feelings, and to reflect both back to the speaker by summarizing them. So, both the listener and the speaker are involved in the context.

McCullough (2014) contends that reflective listeners' willingness to deal with the speakers' negative feelings may involve them in a long conversation. Moreover, one of the purposes of reflective listening is to encourage the speaker to explain and express his/her emotions and thoughts fully (Picard, 2002).

Zhang conducted a study in 2009 to investigate the effects of listening on speaking for 50 second-year college students. Zhang divided the students into two groups. He taught Group 1 (control group) using the traditional methods of teaching oral fluency, while group 2 (experimental group) was practicing oral fluency with the help of listening. The study revealed that listening and speaking are strongly correlated. Listening and audio-visual materials can improve the students' communication and oral fluency.

Commentary

This chapter described a review of literature and previous studies concerned with oral fluency and reflective listening as well as the relation between them in EFL. This review was beneficial in organizing and conducting the current study. Through it, the researcher acquired a lot of knowledge and information that were used to lay the foundation for the whole study.

The researcher realized that in order for the learners to be able to talk and meaningfully express their ideas freely, they should listen first. Moreover, the speaker gets much more motivated if s/he feels that the listener really listens to what s/he is saying and shows enough interest in the topic. That is why using

reflective listening is effective as it gives the speaker the opportunity to speak openly while being listened to.

Reflective listening helps in creating a relaxing atmosphere in which learners can express their ideas and feelings without being controlled and without being afraid of being criticized. Learners are not forced to say specific answers as there are no right or wrong answers. This increases the learners' self-confidence, motivation and willingness to speak.

Using reflective listening, the learners can practice both listening and speaking. These two language components are integrated throughout the course. They have to listen carefully in order to be able to reflect on what the speaker has just said. In addition, the learners' English vocabulary can be increased which, in turn, will help them choose the correct words to express different ideas and opinions. They also need to use their own words to express their understanding.

The learning process is directly connected and closely related to the learners' real life. This encourages and motivates them to speak using the target language as they feel more confident talking about familiar topics or topics of their own interest. This paves the way for interaction and communication.

Learners respond reflectively and immediately on what the speaker is saying. They practice the target language all the time. Therefore, the only chance for them is to think in English to be able to reflect smoothly. This enables them to speak easily, quickly and fluently. As a result, the researcher designed a program based on reflective listening to develop oral fluency.

Chapter Three

Methodology

Chapter Three

Methodology

This chapter deals with the procedures followed throughout the application part of the study. It delineates research design, participants, in addition to the instruments of the study. It also provides a detailed description of the study proposed program.

Research Design

The researcher used the one group pretest-posttest design for the following reasons:

- The researcher wanted to determine the status-quo of the participants concerning their ability to speak fluently before being introduced to the proposed program. At the end of experimentation, the researcher wanted to measure the effect of using reflective listening on developing the learners' oral fluency and to compare the results gained by the pre/posttest.

- The study employed a mixed-methods design. The learners' performance during the experimentation was analyzed using the quantitative methods, as well as the qualitative analysis of the results. This provides more validity to the program.

Participants

The researcher invited a group of EFL adult course trainees who have passed level 5 in Cambridge English placement test to participate in the study. Their ages ranged from (20 to 30) years old. The researcher briefed them about the study and its objectives and what they will be supposed to do during the program. Thirty learners, aged between 20 and 30 years old, showed their interest in participating.

The List of Oral Fluency Components

The researcher determined the oral fluency components in a list to be used as a guide for the pre/posttest and the rubric. After reviewing the previous studies and literature, the researcher developed a list of oral fluency components that helped her develop the instruments used in the study including the oral fluency rubric and the pre/post oral fluency test. Based on the checklist, the program activities were prepared with the aim of developing the oral fluency components predetermined in the list.

Aim

The list of oral fluency components was prepared in order to determine the oral fluency components that were appropriate, acceptable and needed for EFL adults. It was submitted to a group of specialists in the field of EFL who were requested to modify it and to determine whether the components were suitable for the target learners.

Structure of the list

The list included 5 oral fluency components that were accompanied by a brief description of each component. The jury members were asked to determine whether these components were very appropriate, somewhat appropriate, or not appropriate to the target group.

Validity

The checklist was submitted to a group of EFL specialists (jury members), inside and outside Egypt, to check and assure its validity. They all provided the researcher with useful comments and modifications that helped the researcher to refine the checklist. The researcher applied several modifications suggested by the jury members. The "language control" component was omitted, as it was considered vague and broad, and was replaced by the "accuracy" component. In addition, the "ideas and content" component was omitted and replaced by "meaning construction".

The final form of the list (Appendix E) includes five main oral fluency components; smoothness of utterances, meaning construction, comprehensibility of speech, pronunciation, and accuracy.

Instruments

The following instruments were used in the present study:

1. A pre/post oral fluency test
2. An oral fluency rubric

The pre/post oral fluency test

Aim

The researcher prepared this test to assess EFL adults' oral fluency components. Using this test, the researcher could measure how much the participants had developed throughout the experimentation. They were given the test both before and after the experimentation.

Description

The final version of the test (Appendix B) consists of 30 cards. Each card contains a question. The whole number of cards was put on a front desk. Learners took turns to choose three cards from which they needed to choose only one topic to talk about. This gave them the freedom of choice. They were not forced to talk about a specific topic of which they might have no idea.

Content

The test was designed and edited considering the following:

- The final list of oral fluency components
- The comments that the jury members had on the initial form of the test

Piloting the test

The test was piloted on a group of EFL adult learners who have passed Cambridge English placement test. They were (30) students. The test was piloted for the following reasons:

Determining the test time

The time of the test was calculated after piloting the test. This was done by calculating the time that each learner took to answer the test, and then calculating the average time for the whole group. Thus, the average time of the test was found to be 4 minutes. However, some of the jury members suggested giving the test to the learners with no time limit to give them the chance to talk freely.

Calculating internal consistency

To ascertain the internal consistency of the oral fluency components which were measured through the test, Pearson's correlation coefficients between each oral fluency component and the total score of the test were calculated after subtracting the targeted oral fluency component from the total score. The following table shows Pearson's correlation coefficients:

Table 2

Correlation coefficients between the degree of each component and the total test score

oral fluency component	Its correlation coefficient to the total score
1.Smoothness of Utterances	0.78
2. Meaning Construction	0.76
3. Comprehensibility	0.78
4. Pronunciation	0.75
5. Accuracy	0.76

Table 2 indicates that all the components are statistically significant. This indicates the internal consistency of the test.

Checking the suitability of the test questions to the target learners

The questions were all introduced to the learners to check their level of difficulty and the learners' ability to understand them, as well as their familiarity with each topic. The researcher wanted to make sure that each learner would find an interesting topic to talk about.

Testing reliability

The test was applied again on the same learners after two weeks so that each learner answered the same topic that s/he had answered at the first time, Pearson's correlation coefficient was found to be 0.92 and this indicated that the test had a high degree of reliability.

Testing validity

Test validity refers to the ability of the test to measure what it was expected to measure. Test validity was verified through submitting the test in its initial form to a group of EFL specialized jury members. The jury members were requested to determine its appropriateness and suitability for EFL adults.

Some amendments were made to the items of the test based on the comments and suggestions of the jury members. A word like "ugly" in " If a very ugly man/woman tells you that s/he is in love with you, what would you do? Why?" was seen as inappropriate. According to some jury members, some questions evoked brief answers, such as " why do people lie?" and "what makes you sad?". Some other questions were seen as cliché and boring, such as "why do you learn English?"

The oral fluency rubric

Aim

The researcher designed a rubric in order to assess the learners' oral fluency in the pre/posttest.

The structure of the rubric

Deciding the final form of the list of oral fluency components, the researcher developed the rubric that consisted of five oral fluency components. Each of the five components was rated according to a rating scale ranging from 1 to 4. "1" indicated poor performance while "4" indicated excellency.

Validity

The validity of the rubric was verified through asking the advice of some jury members. All their insightful comments and modifications were presented in the final form of the rubric (Appendix C). For example, in the initial form, the rubric's rating scale started from 4 and ended at 1. In the final form, this rating scale started the other way round; from 1 to 4.

The Reflective Listening Program

Aim

This program (Appendix G) aimed at developing EFL adults' oral fluency. All the participants had passed level 5 after taking Cambridge English placement test.

The overall objectives of this program

By the end of this program, the learners are expected to:

1. Speak English smoothly and confidently
2. Clearly construct meaning and communicate different ideas and thoughts
3. Use correct pronunciation for different words and phrases
4. Communicate comprehensible messages that can easily be understood by listeners
5. Use well-structured sentences

Content of the program

Throughout the program, the learners were given several sessions in order to develop their oral fluency. It consisted of 12 sessions. The first session of the program was an orientation session during which the researcher tried to

introduce the whole program to the learners. By the end of this session, the learners were supposed to have an overall idea about the program and the different roles that they were expected to play. Concerning the other sessions, different activities were introduced to urge EFL learners to talk and reflect on their listening. The learners' interests and needs were considered while choosing the activities.

Duration of the program

The program lasted for one month. The researcher met the learners three times a week, while each session lasted for three hours and a half. The total number of hours for teaching the program was 42 hours.

Learning and teaching strategies and techniques

Active learning was the main strategy that was used to achieve the target of the program and to facilitate the researcher's mission in creating a fun and active learning environment. It was helpful as it enabled the learners to play an active role in the learning process. They listened, spoke, reflected and discussed. They were engaged in problem-solving and collaborative activities. They were divided into several groups to finish certain tasks. They cooperated to achieve predetermined goals. Role-playing activities were included in the program. Students took on different roles in a given situation. They tried to act these roles efficiently, while other learners were trying to observe and listen carefully to be able to practice reflective listening afterwards. Moreover, the learners were asked to discuss different topics each session. They were also asked to express their viewpoints and ideas regarding the issues being introduced. Learners were also involved in think-pair-share activities. They thought of a question or a topic individually, shared their thoughts with their partners and finally shared their ideas with the whole class.

Assessment

The researcher used a rubric to assess the learners' progress throughout the program. The rubric consisted of five oral fluency components namely:

smoothness of utterances, meaning construction, comprehensibility of speech, pronunciation, and accuracy.

To assess the learners' progress, the researcher designed a pre/posttest. The test was administered on the learners on the first and last session. The researcher, then, compared the results of the pre and post oral fluency test to measure the learners' progress throughout the program.

Chapter Four

Analysis and Discussion of Results

Chapter Four

Analysis and Discussion of Results

This chapter tackles the results of the study. It examines the results of the study, and its interpretation and discussion. It starts with the statistical treatments conducted on the pre/posttest results to find out the significant difference between the pre/posttest scores. This depicts the quantitative analysis of the pre/posttest results. This is followed by a discussion of the results. Then, the researcher conducts a qualitative analysis of the results.

Results of the Study

Testing the validity of H01

The H01 states that there is no statistically significant difference between the mean scores of the study participants on the pre and posttest in terms of the development of 'smoothness of utterances'. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-application. Table 3 illustrates this:

Table 3

T-test Results for the significance of Differences Between the Mean Scores of the Participants' 'Smoothness of utterances' on the Pre and Post Oral Fluency Test

Oral fluency component	Mean		Std. Deviation		t	Sig	Effect size (η^2)
	pre-application	post-application	pre-application	post-application			
Smoothness of utterances	1.80	3.47	0.61	0.57	12.042	0.00	0.83

Table 3 shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post oral fluency test in terms of the 'smoothness of utterances' in favor of the posttest scores. This means that the H01 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test regarding the development of the 'smoothness of utterances' in favor of the posttest scores.

The effect size is calculated using the following mathematical formula:

Effect size ($\eta2$) = $t2 / (t2 + df)$

df= degrees of freedom = (n-1)

t= t-calculated

η^2 is interpreted as follows:

If ($\eta2$) < 0.010, then the effect size or the relation is weak.

If 0.010 ≤ ($\eta2$) < 0.059, then the effect size is small.

If 0.059 ≤ ($\eta2$) < 0.138, then the effect size is medium.

If 0.138 ≤ ($\eta2$) < 0.232, then the effect size is large.

If 0.232 ≤ ($\eta2$), then the effect size is very large.

From table 3, it is clear that the calculated effect size, expressed by the ETA squared, equals 0.83 which is very large effect size. This indicates that using reflective listening is highly effective in developing EFL adults' 'smoothness of utterances'.

Testing the validity of H02

The H02 states that there is no statistically significant difference between the mean scores of the study participants on the pre and posttest in terms of the development of 'meaning construction'. In order to verify this hypothesis, the

paired-samples t-test was used to detect the significance of differences between the pre and post-application. Table 4 illustrates this.

Table 4

T-test Results for the significance of Differences Between the Mean Scores of the Participants' 'Meaning Construction' on the Pre and Post Oral Fluency Test

Oral fluency component	Mean		Std. Deviation		T	sig	Effect size (η^2)
	pre-application	post-application	pre-application	post-application			
Meaning construction	1.87	3.27	0.43	0.52	12.339	0.00	0.84

Table 4 shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post oral fluency test in terms of 'meaning construction' in favor of the posttest. This means that the H02 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test regarding the development of 'meaning construction' in favor of the posttest scores.

From table 4, it is clear that the calculated effect size, expressed by the ETA squared, equals 0.84 which is very large effect size. This indicates that using reflective listening is highly effective in developing EFL adults' 'meaning construction'.

Testing the validity of H03

The H03 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test in

terms of the development of the participants' 'comprehensibility of speech'. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post oral fluency test. Table 5 illustrates this:

Table 5

T-test Results for the Significance of Differences Between the Mean Scores of the Participants' 'Comprehensibility of Speech' on the Pre and Post Oral Fluency Test

Oral fluency component	Mean		Std. Deviation		T	sig	Effect size (η^2)
	pre-application	post-application	pre-application	post-application			
Comprehensibility of speech	1.63	3.20	0.56	0.48	10.500	0.00	0.79

Table 5 shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and posttest in terms of the development of the participants' 'comprehensibility of speech' in favor of the posttest scores. This means that the H03 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test regarding the development of the participants' 'comprehensibility of speech' in favor of the posttest scores.

From table 5, it is clear that the calculated effect size, expressed by the ETA squared, equals 0.79 which is very large effect size. This indicates that using reflective listening is highly effective in developing EFL adults' 'comprehensibility of speech'.

Testing the validity of H04

The H04 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test in terms of the development of the participants' 'pronunciation'. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between pre and post-application. Table 6 illustrates this.

Table 6

T-test Results for the Significance of Differences Between the Participants' Mean Scores on the Pre and Post Oral Fluency Test in Terms of 'Pronunciation'

Oral fluency component	Mean		Std. Deviation		t	sig	Effect size (η^2)
	pre-application	post-application	pre-application	post-application			
Pronunciation	1.70	3.23	0.47	0.57	12.324	0.00	0.839

Table 6 shows that the significance level (sig) is less than (0.01).This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post oral fluency test in terms of the development of the participants' 'pronunciation' in favor of the posttest scores. This means that the H04 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test regarding the development of the participants' 'pronunciation' in favor of the posttest scores.

Table 6 illustrates that the calculated effect size, expressed by the ETA squared, equals 0.839 which is very large effect size. This indicates that using reflective listening is highly effective in developing EFL adults' 'pronunciation'.

Testing the validity of H05

The H05 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test in terms of the development of the participants' 'accuracy'. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-application, and table 7 illustrates this.

Table 7

T-test Results for the Significance of Differences Between the Mean Scores of the Participants' 'Accuracy' on the Pre and Post Oral Fluency Test

Oral fluency component	Mean		Std. Deviation		t	sig	Effect size (η^2)
	pre-application	post-application	pre-application	post-application			
Accuracy	1.57	3.17	0.57	0.65	14.102	0.00	0.87

Table 7 shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post oral fluency test in terms of the development of the participants' 'accuracy' in favor of the posttest scores. This means that the H05 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test regarding the development of their 'accuracy' in favor of the posttest scores.

From table 7, it is clear that the calculated effect size, expressed by the ETA squared, equals 0.87 which is very large effect size. This indicates that using reflective listening is highly effective in developing EFL adults' 'accuracy'.

Testing the validity of H06

The H06 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test in terms of the development of oral fluency in general. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between pre and post-application. Table 8 shows the results.

Table 8

T-test Results for the Significance of Differences Between the Mean Scores of the Participants' 'General Oral Fluency' on the Pre and Posttest

	Mean		Std. Deviation		t	sig	Effect size (η^2)
	pre-application	post-application	pre-application	post-application			
Oral fluency	8.57	16.33	1.10	1.82	20.625	0.00	0.936

Table 8 shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post oral fluency test in terms of the development of the participants' general oral fluency in favor of the posttest. This means that the H06 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the pre and post oral fluency test regarding the development of the participants' general "oral fluency" in favor of the posttest scores.

From table 8, it is clear that the calculated effect size, expressed by the ETA squared, equals 0.936 which is very large effect size. This indicates that using reflective listening is highly effective in developing EFL adults' "oral fluency".

Discussion of the Results

The results of the statistical analysis show that there is a statistically significant difference between the mean scores of the study participants on the pre and posttest in terms of the development of the participants' general "oral fluency" in favor of the scores of the posttest. This is presented through the sixth hypothesis and table 8. This depicts the effectiveness of using reflective listening on developing EFL adults' oral fluency.

Having a close look at each oral fluency component, the statistical analysis results for the five components measured throughout this study indicate that there is a statistically significant difference in each oral fluency component between the participants' mean scores on the pre and posttest in favor of the scores of the posttest. Therefore, it can be inferred that reflective listening can be used effectively to develop EFL adults' different oral fluency components.

Qualitative Analysis of the Learners' Production

The researcher analyzed the learners' open-ended responses, reflections, discussions as well as her own observations throughout the program.

Analysis of the learners' interaction and discussions with regard to the targeted oral fluency components

The program sessions greatly affected the learners' oral fluency. Throughout the program, the learners practiced the oral fluency components which were listed and determined beforehand. Following are the oral fluency components and how they were developed throughout the program:

Smoothness of utterances

Throughout the activities, the learners' ability to express themselves freely and openly was greatly developed. They started to feel no shame or fear expressing their thoughts. The examples below compare the learners' responds

in the pre and post oral fluency test. They show the learners' progress throughout the program.

During the pretest, the learners used to be hesitant about talking for a long time in front of others. They tended to use just few simple short sentences. They used a lot of unnecessary gaps and pauses. Their speech lacked the natural flow of language. Moreover, most of them repeated most of the words and phrases. Following are the learners' answers to the different questions of the pre/posttest:

Asmaa Ibrahim answered a question during the pretest that said "If you could change one thing in the world, what would it be? Why?"

Asmaa Ibrahim: Amm...I want to change anything is bad... bad things. What the meaning is aaa of aaa الخير? I want charity to ... be in everywhere aaa although that may be impossible.

In the previous example, the learner hesitated a lot. She also used several gaps. Moreover, she could not find the meaning of a word which made her stop to ask. All these factors affected her smoothness. Moreover, she was shy and reluctant to talk in front of her colleagues.

During the posttest, she was asked to tell three things that she hated to do and to mention the reasons why she hated doing them. She showed her willingness to talk and to express herself openly. She was confident about her ability to talk. Following is her answer:

Asmaa Ibrahim: I hate to deal with guys. I didn't use to this, and I don't like dealing with them, but within limits, it's OK, but joking, kidding or getting deep no. I also hate when I don't care about my friends or any people. Sometimes, I hate to be alone. I don't talk to anyone, even if I need them, but I don't want to talk. I have no courage to talk with anyone, but inside me I want to meet my best friend or to talk with anyone can understand me, not I just speak to him or her and he doesn't pay attention to me. And .. giving up. Most of time I give up. I would like to push myself forward, but I find that is so hard. I can't do this alone. I want someone to push me and help me. People advise me, but I forget

most of their advice. I get confused. Finally, I give up. I don't know what should I do. I hope I will change.

The learner expressed her ideas freely and smoothly. She had no difficulty expressing herself. Her answer showed great progress in her ability to speak.

Another participant, Nader Kirolus, tended to repeat certain words throughout his speech which caused his speech to lack fluency. He picked a card that asked him to choose between money, health, or happiness and to mention the reasons behind his choice. Following was his answer:

Nader Kirolus: I choose happiness. OK! Amm ... I cannot buy it with money. OK! Amm ... May I have need to live in happiness. Health is important. OK! But I choose happiness.

Repeating the word "OK" affected the learner's smoothness negatively. The learner used to use it instead of pausing to think about more ideas and also to move from one idea to another. However, this caused him to pause a lot. In addition, he added nothing to his speech.

During the posttest, Nader spoke smoothly and confidently. He expressed his ideas without using any unnecessary fillers or pauses. He spent a longer time talking. Following is his answer about the different expectations for sons and daughters:

Nader Kirolus: I think there is no difference between sons' and daughters' expectations. They have the same rights, the same duties. I have to respect both of them and not to expect one of them to be different than the other. Both of them have to decide their life and do what they want not just to force anyone of them to do something that he doesn't want. I think in our community or in our society, sometimes we force one side to do as we want or tradition. I think this is wrong and everyone has the freedom to decide his decisions, so I hope to change how we train our sons.

Nader's answer showed his confidence and self-esteem. He was sure about his answer and his belief. He did not hesitate. He did not even use unnecessary words. He used a natural flow of language. He did not repeat words or phrases. He spoke with ease and assertiveness. He moved smoothly from one idea to another in a trial to convince the audience of his belief.

The examples below show the same learners' discussions throughout the program demonstrating their ability to talk smoothly and easily while interacting with one another in a trial to figure out a murder mystery: " It was 8:45. The students were having a school reunion when they suddenly heard the loud scream of Ms. Greenspoon, the school's oldest English teacher. She was found dead. Someone stabbed her with a knife. There were a lot of items beside her body such as a handkerchief and a book." Four students pretended to be investigators trying to find out who killed Ms. Greenspoon while others played different characters.

Walid Ahmed (investigator): What's your name?

Nader Kirolus (an ex-student named Star): Star

Walid Ahmed (Writing his name on a paper): How did you know Ms. Greenspoon, Star?

Nader Kirolus: I was an ex-student. She was my teacher.

Walid Ahmed: OK, What did you know about Ms. Greenspoon?

Nader Kirolus: She was a silly and terrible woman. (Walid: uh-huh) I hate her. She let me left school. I work in a cheese factory, and it's not my fault.

Asmaa Ibrahim (investigator): So, it sounds like you hate Ms. Greenspoon because she made your life bad. You had some plans for your life, but she not help you.

Nader Kirolus: Yes, I wanted to be an engineer. I am clever. I am hard worker. I studied a lot, but she didn't encourage me. She was hard. She did not tell me good words.

Asmaa Ibrahim: OK! She did not motivate you. You wanted someone to stand next to you. You did your best. You work hard. But, she was bad teacher.

Nader Kirolus: Exactly! It is her fault. I leave school, and now I am working in a cheese factory. My life now is terrible.

Asmaa Ibrahim: So, you quit school just because of Ms. Greenspoon?

Nader Kirolus: Yes, I hated her so much.

Walid Ahmed: Where were you when Ms. Greenspoon screamed?

Nader Kirolus: I was talking with my friend, Kingston. (Walid Ahmed: hmm) And I was hearing her talking with someone called Browman (frowning) and I heard like she was talking about someone called Harry or Terry. After that, I heard her screaming.

Walid Ahmed: So, you saw her before the accident. She was not alone. She was talking with someone.

Nader Kirolus: Yes, at 8:00 pm.

Walid Ahmed: At 8:00 pm… And she was talking to …?

Nader Kirolus: Mr. Browman

Walid Ahmed: Mr. Browman?

Nader: Yes

Walid Ahmed: OK! You heard them talking about someone.

Nader Kirolus: Exactly, I don't remember actually, but I heard like Hurry. They were talking about someone called Hurry or Terry. Like this!

Walid Ahmed: Hmm! So, they were angry. How did she feel? Was she angry or happy?

Nader Kirolus: I don't know what she feel. But, she was talking about someone called Terry. That's it! Maybe, she was angry.

Asmaa Ibrahim: Was she shouting with Mr. Browman?

Nader Kirolus: No, they were just talking.

Asmaa Ibrahim: So, you are an ex-student. Your name is … (Nader: Star). You hate Ms. Greenspoon because she dealt with you in a bad way. She made

you leave school and you work in a cheese factory now. Before the accident, you saw Ms. Greenspoon talking to Mr. Browman. They were talking about Hurry or Terry.

Nader Kirolus: Yes, I do not remember the name.

Asmaa Ibrahim: OK! Would you like to add anything else?

Nader Kirolus: No, thank you.

During another activity, the learners were asked to sit in pairs after watching a movie segment. The movie segments depicted a young man, Clay, who was forced to jump into the water and got hurt. The researcher told the learners that Clay was rescued. They had to act as Clay and tell the story. In pairs, one learner will act as Clay while the other listens attentively to him/her to be able to provide reflective responses.

Youssef Nour: I had some free time. I wanted to do something funny. They called me and tell me to join them. I always want to be with them. They are funny and make me laugh. I wanted to leave my life and had some fun. So, I was happy when they called me.

Mohamed Said: Ahaa! It seems like you went there because you love them. You wanted to make friends with them and you found this as a good chance to build good relationships with them.

Youssef Nour: Exactly! They never ask me to go out with them. I did not want to refuse because they may not ask me to go out with them again.

Mohamed Said: Could you tell me exactly what happened that night?

Youssef Nour: When I went there I saw the friends standing at the sea. They say hi. They kissed me. After that, they said that I had to jump from mountain to the sea. First, I was afraid. Then, I started to think of what may happen if I succeeded. We will be friends forever.

Mohamed Said: They promised you and you believed them. You hesitated at the beginning, but you did not listen to your inner voice. You wanted to make them happy.

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Youssef Nour: I know this was wrong, but this what happened. One of them told me he would jump with me. But when I jumped, he did not. He deceived me.

Mohamed Said: So, you blame him for persuading you. He told you something and he did the opposite. He did not try to stop you.

Youssef Nour: I only blame myself. I have my own mind. I did not think right. I just wanted to make friends. I did not think of the kind of friends I was about to make.

Meaning construction

The participants' ability to construct meaning and to communicate different ideas was obviously developed. They could explain and express their ideas and thoughts by using different words. They can build on their own ideas, as well as the ideas of others.

During the pretest, most of the participants used to use short separated sentences. They did not support their own ideas or build on them. Their utterances revealed their inability to construct meaningful connected statements. Following is an example of one of the participants while answering a question asking him about his biggest fears:

Ahmed Nasser: I saw the future in this country, because aaa the country is bad ... is passing with the problem more problem ... more difficult problems. And the life is aaa is becames is very difficult aaa the ... the ... the more engineering is graduated in the ... from the university. Look, the more ... more things and press on the engineer to work and more things to be .... to be ... to be different and disactive to work and ... and become a person.

Ahmed could not organize his thoughts logically. Some sentences seemed to give the same meaning. There was no smooth transition from one idea to another. Moreover, he hesitated and paused a lot which revealed his inability to

construct meaning. He was nervous about speaking and expressing himself. He kept shaking his legs and closing his eyes which revealed his nervousness.

During the posttest, Ahmed used connected sentences. Each main sentence had one or more supporting sentences to support his ideas. His speech revealed his understanding of the topic at hand. He organized his ideas in a logic way. Moreover, he used clear words that were closely related to the topic. He was asked to change one thing in the world and to give the reason behind his answer.

Ahmed Nasser: I think that thing is the condition of the people who we live with us in this country. All of them see more poor people. They do not help them. The good spirit in people is lesser than in the past. We see the life is full of cruelty and violence. After some time, we cannot live with this condition. I have one pieces of advices. We should help the other people who see they need help. We should advise other people to make a more charity.

During one of the activities, the learners were asked to sit in a circle to make a story so that they build on each other's ideas. Following is the story they made which showed the development of their ability to construct meaning.

Sondos Sherif: Once upon a time, there was a man who was travelling to Alex.

Zeinab Magdy: He's gonna Alex to learn how to swim. But on his way, he met some beautiful woman.

Nader Kirolus: He go to Alex to learn how to swim, and he meets a beautiful woman. On the way to meet her, he lost his mobile and found another one and lost it again.

Walid Ahmed: He go to Alex and find a beautiful woman, and he lost his mobile, and he find another mobile. But he was very poor, and he search for a new job to can be arrive and continue the education of his family.

Asmaa Ibrahim: There is a person wanna go to Alex to learn swimming. On his way, he meet a beautiful girl. He lost his mobile and found another one and lost the other one. Then, he found a job.

Mohamed Hassan: He found a new job. This man was poor. He want to have a new job to can continue his family education.

Asmaa Awad: He reached Alex and searched for a trainer to teach him swimming. He and the beautiful girl was with him. He took her on his way.

Mohamed Ahmed: He will search a trainer who can make him to swim. This man go to a restaurant to take breakfast. He had a bad attitude with waiters. They hate him, because deal with them by bad behaviors, so when he put his hand in her trousers, he not found the money. He told waiter he will regret for our make us bad behavior with us. He make him sweep the floor, and clean the doors, not enough that, but they make him to give money for them.

The learners paraphrased each other's' sentences. This way the researcher was sure that they could understand each other. Moreover, it was clear that they could organize their thoughts based on what they have heard and understood from their colleagues. In addition, they knew they had to paraphrase and add to each other, so they were attentive and alert all the time.

Comprehensibility of speech

At the very beginning of the program, the learners had a problem to express themselves. They could not find the appropriate words for the context. They even asked to switch into Arabic to convey the meaning. This hinders the other participants' ability to understand. Following is an example about one of the learners while trying to express a problem that he personally had:

Ahmed Abd Al Mohsen: My friends cannot forgive me. All of us grow up from three years or four years. We are a best friend. Not easy for anyone forget. I did a lot of mistakes. But even when they do mistakes, I forgive with them, but they don't forgive this for me and aaa

Asmaa Awad: Even when you apologize to them?

Ahmed Abd Al Mohsen: Yes, I apologized for everyone. For you, for you, for you. They accept this apologize, but they can't forget this in their mind. If they

forget this in their mind, I can solve this with our deal. I do anything. In this time and the last year, I do some mistakes. I do every mistakes with all people, but in another time, I see I am a bad man. I stop for this. I try to be a good person. I try to do the right thing with their. But they can't forgive easily.

Ahmed Nasser: It depends on the mistake. Anyone can forgive and forget.

Ahmed Abd Al Mohsen: Not the problem what he do. No, this is not the problem.

Walid Ahmed: You should go to a development course.

The learner, Ahmed Abd Al Mohsen, kept talking for a very long time. However, he and his friends could not reach a mutual understanding. His colleagues could not even figure out what the problem was. They tried to suggest some solutions for the problem, but he kept assuring them that they could not understand. The suggestions and comments were totally irrelevant to the problem.

After some activities, the learners' comprehensibility of speech was developed. They could comprehend each other. Their responses revealed a high level of understanding. During one of the activities, the learners pretended to be passengers on a ship that was about to sink. There were some lifeboat servers who could save only six of them. Each student had a character. They needed to convince the lifeboat servers to rescue them.

During this activity, Ahmed Abd Al Mohsen used some meaningful sentences to persuade the lifeboat servers to rescue him. His speech was clear and comprehensible. This was clear through the accurate response of the lifeboat server who chose him to be rescued. The lifeboat server also justified her choice which revealed her understanding of his speech,

Ahmed Abd Al Mohsen (a passenger): My name is Max, and I am 40 years old. I am a divorced father of SIX CHILDREN. You know what I am saying about the six children? I am a runner, but I takes medicine to control my blood pressure.

Asmaa Awad: Why should I take you?

Ahmed Abd Al Mohsen: I want to live. I told you I have six children.

Mohamed Saeed: So, the old children can take care of the young children. I try to help her decide.

Ahmed Abd Al Mohsen: No, they can't. They take care of their studies. My wife is dead. And remember, I am your old friend. I saved you a long time ago. Now you can forget all this? I can't describe this. I want to live in this life. I told you all of this things and you forget me?!

Asmaa Awad, one of the participants, was playing the role of the lifeboat server. She had to decide which one should be rescued. She choose six passengers, and Max was one of them. She justified her answer which gave the impression that she could understand.

Asmaa Awad: We agreed to save Hiro, Jennifer, Max, Lily, Natasha, and Rahim... Max did a favor for me before. I can't forget this. He saved my life. He also has six children. No one will take care of them.

Below is another example that shows the development of the learners' comprehensibility of speech. It shows one the participants answers to different questions during his pre and post oral fluency test.

During his pretest, Mohamed Said was asked about what he would do if he had only 24 hours to live. Mohamed said:

Mohamed Said: Amm… I will try to aaa to aaa to access to arrive to all people who I am and Amm What my talent Amm what I dream … What I dream to be.

Mohamed used a lot of fillers which caused him to pause a lot. This made it difficult for listeners to grasp the idea behind his speech. Moreover he used some vague words such as "access" and "arrive" which were not the most suitable words in this context.

During his posttest, Mohamed Said was asked to talk about his dream job. His speech was clear enough to be understood. Moreover, he used the suitable words for the context.

Mohamed Said: My dream job to be a businessman, and create a company for exportation and importation. This will have a good effect for the economic of our country.

The researcher knew his passion for poetry. She wanted him to talk more. Therefore, she asked him about poetry and if he wanted to be a poet. He said:

Mohamed Said: Poetry is everything for me. It's like blood in my body. It's a talent from Allah. I have a lot of dreams about poetry. Of course, I achieved some, but there are more.

The learner's answer was comprehensible. This was clear when the participants asked him to tell them any of his poems. They were really eager to listen.

The learners' ability to convey their ideas and to be understood by others was developed. This was clear through the learners' responses to their colleagues in the different activities involved in the program. They gave accurate and appropriate responses which demonstrated their understanding. Reflective listening also required the learners to paraphrase what they had listened to which was a good chance to check understanding and comprehension. Following are some examples:

During one of the activities, the learners were asked to work in pairs; a speaker and a listener. One of them was looking at the screen, i.e. the speaker, while the other was looking at his/her partner and giving his back to the screen, i.e. the listener. The one who was looking at the screen was supposed to describe a movie segment to his/her partner. The one, with his/her back to the screen, was supposed to listen attentively to the speaker without interrupting him/her. After that, they were given some time to ask for clarification, reflect on content and feelings, and to check understanding. Finally, the listeners were supposed to share what they had understood with the whole class. Below is an example. The listeners reflect on what they have understood from their partners.

Ahmed Nasser: The girl has a father and mother. She went the school late. The teacher tell her to stand up and told her why did you be late. The teacher shouted at her, and the girl is crying. After that, I knew that the teacher is her mother. He told me that (pointing at his friend).

Mohamed Said: Yes, I told him so. This is what I understood.

Members from other groups: No, she wasn't her mother.

Mohamed Said: The teacher looked like her mother.

Ahmed Nasser (continues): When the girl arrived at her house. She come … She came (the learner self-corrected himself) to get dinner with his … with her (self-correction) family. She told them about what happened in the school at the morning.

Nader Kirolus (a listener from another group continues): The girl had a problem with adapting with her new life. When she went to school, the teacher asked her to introduce herself. She start crying and left to her home and go to go to sleep. After that, she have a dinner with his parents … She had a dinner (self-correction) with his parents. They had a fight, and the girl go to her room and the father started to talk to her to fix the situation. At the end, she had a match, a hockey match, and her parents start to encourage her, and she start to play well. That's all.

Ahmed Nasser (adds): When she speaked with her father and mother, she shout on his parents and left them and enter his room. She remember … remembered (self-correction) his memories in the past, and she was crying. Then, she went to the club to playing hockey, and she failed, and his mother give it a push. When she left the club and came to her house, she prepared her things, and she left the house in the night without telling her father or mother. When her mother waked up, and she want to see her, didn't find her in her room. And she telephoned her. The girl did not reply. After some time, she came back to her house and apologized for her parents, and they accepted his apologize, and she went to her

room, and she remembered her old days. Finally, the girl and her parents went to the club and playing with us the hockey.

The learners' partners, involved in the pair work, emphasized that their listeners had precisely understood what they had told them. Moreover, what they said was exactly what had happened through the movie. Therefore, they showed a great understanding of their partners.

During another activity, the teacher let the learners listen to some idioms. After that, she divided them into groups of three and asked each group to choose an idiom on which they needed to make a conversation without including the idiom itself. The other groups listened carefully to say the idiom and to reflect on the conversation. One of the conversations consisted of three members; a client, his friend, and a doctor. During this activity, the doctor showed great empathy with her client which encouraged the client to organize his thoughts and talk about his problems openly, which, in turn, helped the doctor to understand the client's sufferings, construct meaning and have a complete image of the problem. Following are some examples:

Mohamed Said: Hello, Doctor!

Sondos Sherif (smiling): Hello! How are you?

Mohamed Said: I'm fine, and you?

Sondos Sherif: I'm fine, thank you!

Mohamed Said: I'm Mohamed. He is my friend, Nader (pointing at his friend). He advice me to come to you to lose some weight to have a good shape.

Sondos Sherif: OK! Tell me about your problem.

Mohamed Said: My issue is, as you can see, I'm so heavy. I'm so fat. I have 150 kilograms. I am not able to go to the gym. Nader advice me many times to go to the gym, but I haven't got persuaded. I tried to go to the gym, but I got really tired, and I lost no weight. I wanna you to tell me some advices to lose some weight.

Sondos Sherif: It sound like it is very important to you to lose weight. You think that if you go to the gym, you will not be able to lose weight. You would only do a lot of effort in vain. It is very hard for you.

Mohamed Said: Sure!

Sondos Sherif: I can also tell that you feel angry because of your shape. You want to be thin. This can help you move fast and easy. You are still young, and you want to enjoy your life.

Mohamed Said: Of course I want to be fit. I do not have the power to do anything. I am always tired. I cannot play football with my friends.

Sondos Sherif: You are very sad because you cannot have fun with your friends. You cannot do simple activities that people who are around you do.

Mohamed Said: Yes, please help me.

Nader Kirolus: I can say that Mohamed has to lose some weight, so, I advised him to come to you. I hope you can help him. He talked to me about this problem many times. He is really sad. He needs to enjoy his life, and he feels he can do this if he is thin.

Sondos Sherif: OK! I'll give you some advices. If you make it daily, you will lose some weight and be in a good shape. At first, you have to wake up early. You haven't to sleep till 3pm. You have to wake up early and go for a walk every day in the morning. You have to eat less amounts of everything. You have to drink a good amount of water. Also, try to eat less food and drink green tea. Eat two eggs maximum for breakfast.

Mohamed Said (sarcastically)**:** Two eggs in the breakfast! So many.

Sondos Sherif: Trust me, you will lose a lot of weight this way. You have to make sports. Sport will helps you so much. You can go together to the gym. Do not eat fast food. It make anyone fat.

Nader Kirolus: Thank you, doctor, for your useful advice. This helps anyone to lose weight, and it is fast. I think, Mohamed, you have to listen to what the doctor is saying.

Mohamed Said: Ok, I will try, but...

Sondos Sherif: I know it is very hard, and it takes a lot of time and effort. But, when you do this and be in a good shape, you will be happy so much for what's you're doing.

Mohamed Said: So, you advise me to wake up early, walk, and exercise and drink water and green tea. I should also eat less. Is this right?

Sondos Sherif: Yes, I will meet you the next week to tell me what you have done.

Mohamed and Nader: Thank you, doctor. This is good advice.

Sondos Sherif: You are welcome

After this conversation, the other students indicated that the idiom was "eat like a bird". They said that the doctor wanted her client to eat little food. She wanted him to stop eating too much. They added that the patient was really sad because of his weight. The doctor empathized with him and his problem which motivated him to talk more and express his feelings and obstacles deeply.

Comprehensibility of speech was also obvious when students sat in pairs facing each other. One of them tried to describe a picture which s/he was drawing, while the other was trying to listen attentively and ask for clarification to draw the same picture. They did this really well. By the end, they had two really close pictures.

Comprehensibility of speech and meaning construction were also developed which was obvious throughout another activity. The teacher started explaining the activity to the learners. Once upon a time, in a dark night, there were a group of people who boarded a ship that was sailing to Saudi Arabia. Suddenly, a storm came and the ship started to sink. Fortunately, passengers saw a lifeboat coming in their direction. However, the passengers were told that the lifeboat can only carry six people. In order to be able to make the right decision, the lifeboat server asked each one of them to give him reasons to be rescued. The roles were distributed randomly on the learners. Due to the large

number of the students, three of them were asked to play the role of the lifeboat server. The learners could convey their ideas and characters clearly. Some of them succeeded in convincing the lifeboat servers to rescue them. All the learners constructed meaning and expressed ideas smoothly and easily. Comprehensibility was obvious when the lifeboat servers had to make their decisions of whom to rescue. They said the name of the person they chose and the reason behind their choice. Following are some examples of the learners' interaction throughout this activity:

Nader Kirolus (a passenger): I'm Alexandra. I am a successful businesswoman. I have a company for children's clothes. I am hiring a thousands of employees. If I'm dead, they will destroy my company to build a tourist resort, and my employee will be unemployed.. So, please save me to back to continue my works.

Asmaa Awad (lifeboat server): So, you worry about the employee.

Nader Kirolus: Yes, I have a thousands of employees. I also make clothes for children. If I am dead, they will walk without any clothes (laughing). Please rescue me because I care about my employees.

Asmaa Awad: You are worried about yourself, too.

Nader Kirolus: Of course, I am a successful businesswoman. I have a lot of projects in mind. I do not want to die.

Asmaa Awad: What's your age?

Nader Kirolous: I'm 51. I'm still young.

Asmaa Awad: You have children?

Nader Kirolous: No. The all children is my children. My employees are my children.

Asmaa Awad: So, you are a single 51 years old businesswoman. You have a big company, and you make clothes for children. You are worried about your employees after you are dead because your people will destroy your company and build a tourist resort instead of it. Is this right?

Nader Kirolus: Yes, exactly. I want you to take me with you on the lifeboat.

Asmaa Awad: We will see.

Asmaa Ibrahim (lifeboat server): Introduce yourself!

Walid Ahmed (a passenger): My name is Suzan.48 year old. I am a doctor. I come to the ship because make sure all the passengers is … are (self-correction) in a good healthy. I am divorced. My mother has 54year, but my father died in a heart attack.

Asmaa Ibrahim: You have children?

Walid Ahmed: Yes, I have one son.

Asmaa Ibrahim: Why should I choose you?

Walid Ahmed: Because I am a doctor, and I will make sure that all passengers on the lifeboat are be a healthy.

Asmaa Ibrahim: But most of them will die**.**

Walid Ahmed: No, passengers on the lifeboat.

Asmaa Ibrahim: You want me to save you because you are a doctor, and you want help others be healthy. You also think of your son who will be alone after you, and your mother who is old.

Walid Ahmed: Sure! We do not live alone. I should care for people.

Asmaa Awad (to another passenger): What's your name? and what's your age?

Mohamed Said: My name is Hiro. I am 41 years old. I am an Egyptian businessman. I have two children and a very big company. I want to go to Saudi Arabia, as this is my dream.

Asmaa Awad: Why should I rescue you?

Mohamed Saeed: My wife died because of cancer, and I donated one million dollars for a big hospital specialized in children's cancer. I am fulfilling my life for the society and for the people who are need my help.

Asmaa Awad: So, you want to live to help the other. I can tell that you feel sorry for your wife's death, so you want to save others' lives.

Mohamed Saeed: Yes, and I already donated one million dollars for a hospital for children's cancer. So, you can rescue me to continue my career for helping the society and the children.

Asmaa Awad: You want to say that you work not only for yourself but also to help the people. You care for others. You want to cure children to rescue their life and the life of their parents.

Mohamed Saeed: Exactly.

Asmaa Awad: But your relatives can continue your way instead of you.

Mohamed Saeed: I don't have any relatives. My wife is died. My children are still young. So, I don't have anyone can continue my career. If I am die, people will don't get any help from anyone. If I am die, my career will stop.

Asmaa Awad: You don't trust anyone?

Mohamed Saeed: Yes, I don't trust anyone. I can't find someone can continue my career.

Asmaa Ibrahim: Who are you?

Ahmed Nasser (passenger): I am Jennifer. I am 30 years old. I am a new bide. I am pregnant with twins.

Asmaa Ibrahim: You are a new bride and pregnant?!

Ahmed Nasser: Yes, I am pregnant with twins. My husband is working in Saudi Arabia. He is a businessman.

Asmaa Ibrahim: So, you want me to rescue you because you are pregnant.

Ahmed Nasser: Yes, if you rescue me, you will rescue three not one.

Hanan Mostafa: I am John. I am 31. I have three children. I am the breadwinner of the family. I am a good father and husband. I am the captain of the ship.

Asmaa Ibrahim: Why should I rescue you?

Hanan Mostafa: Because I am the captain of the ship. I can help you to reach your destination.

Asmaa Ibrahim: So, you want me to rescue you because you are the captain of the ship and you can help me with different things related to the sea. You also work to save money and food for your family. You want your family to live a happy life.

All the other learners continued to express their ideas and defend their rights to be rescued. They did a great job that demonstrated their understanding and their ability to construct meaning and to express their thoughts clearly. Moreover, their ability to comprehend speech was clear when the lifeboat servers agreed on the six characters that will be rescued and the reason behind their choice.

Asmaa Awad: I will save Hiro, Jennifer, Max, Lily, Natasha, and Rahim. Hiro... He's dream to continue his charity. He helps many children with cancer. He knows their sufferings and appreciate it. He always donates and do good things. Jennifer is pregnant. I can save three persons; her and her twins. We can let the twins come to the life, and give her a chance to be a mother. Max did a favor for me before. I can't forget this. Lily is a cardiologist. There are no many people who are clever in this field. I see that her life is important to help more people and make them recover and live as they want and give them a chance.

Asmaa Ibrahim (continues)**:** Natasha ... She had a miscarriage when she was 23. I think that she deserves to be a mother again. She can get married once again and has children and to be a good mother. Rahim did many good things and we should reward him because it's his last dream in his life to go to Saudi Arabia. Why can't we carry out his dream and let him achieve it by himself?

Pronunciation

By the end of the program, the learners started to pronounce most of their words correctly. At the beginning of the program, most of them had a problem pronouncing the "th", the "ch", the "dʒ", and the "p" sounds. They also had some problems pronouncing some words. Following are several pretest

questions and the learners' responds to them. Italicized words were mispronounced.

Mohamed Ahmed: Are *friends* more important than family? Why? Amm … My family amm considered as my life. Aaa not leave them alone. I can't *live without them.*

The learner had a problem with consonant clusters. He used to intervene vowel sounds between consonants. This was obvious when he mispronounced the word friends. He pronounced it /frendiz/. He also said 'leave' instead of 'live'. He mispronounced /ð/ as /z/.

Hanan Mostafa: Clay wanted to be one of this group and share *their* joyment. He didn't aaa express his fear. He was embarrassed, so he wasn't feel any … He still trust *them*. I told him everyone love to take the risk, but *without* danger.

The learner was reflecting on her colleague's speech. She made some pronunciation mistakes. She also used to mispronounce the /ð/ sound.

After doing several activities, the learners showed good articulation of different words. They also self-corrected their pronunciation mistakes. Following are some examples from the learners' posttest:

- What are the advantages and disadvantages of being old?

Hanan Mostafa: I *think there* are many good *things* when I became old, as I have a lot of experience in life. I saw my *children* growing up. I achieved most of my dreams. I can advise *others* in a great way. I can do what I want *without* someone forcing me to do *anything*. Anyway, there are some *advantages* of being old. I have some illnesses. I get nervous, overloaded, and tired. We can't get job easily. *That*'s all.

- If you had only 24 hours to live, what would you do? Why?

Ahmed: If I have 24 hours to *live* and that's all I have in *life*, I will do more very important *things* in *these* 24 *hours*. I will not let one minute of this time let go, because at *this* time I want every second. I will go to the next life. I will do many *things*. I will pray a lot. I will remember Allah. I want to reach *paradise*. I

will do more friends. I can't describe what I think about this question. This *question* is very important. I can't describe what I feel. I will *pray* more. I will give money to *poor people*. I will do this. I will read a lot of Quran. I will do any good *thing* at this time. I want everyone to remember me.

Accuracy

At the beginning of the program, the learners tended to make a lot of grammatical mistakes. Moreover, they could not make the appropriate choice of the part of speech to be used in different sentences. Following are some examples:

At the beginning of the program, Mohamed Hassan could not use well-structured sentences. He talked about his biggest fears. Following was his answer:

Mohamed Hassan: The biggest fears is afraid from the future, aaa because aaa I see the future is very difficult, but I'm not optimistic, but I aaa the country passed baa by many things make me aaa .... not ability to continue because I want to travel to Germany because continue my study and live in there.

Mohamed kept using different conjunctions to connect his sentences. This resulted in talking for some time while producing only one sentence. He had a problem with subject-verb agreement. He used singular verbs after plural subjects.

At the end of the program, Mohamed Hassan talked about his plans if he became the leader of the country. Following was his answer:

Mohamed Hassan: If I'm leader, I will build many faculties of engineering, because it's pioneer of many things in my country. I will build the mind of the young man. If he had a problem, he will learn in this faculty how to solve it. In the other hand, I will build a hospital, because the people are very poor and not have more money to have a treatment. I will kidnap women in the street. I will teach men how to deal with women after that I will make them to be with us.

Although Mohamed made some grammatical mistakes, it was obvious that his speech had progressed. He could make somewhat well-structured sentences. His speech is more comprehensible. He started to pay some more attention to the verbs and tenses used. Moreover, he made good choice of vocabulary.

Another participant, called Zeinab Magdy, could develop her accuracy through the program. This was clear through the different program activities in which she was involved.

At the beginning of the program, Zeinab Magdy pretended to be a psychologist. Following is her reflection on her partner's speech:

Zeinab Magdy: His problem … He's aaa he has friend so bad. They let him take him drugs and that he want to stop it. He haven't money to go to any hospital to be better. OK! I just want him to aaa leave his fearing and start aaa do his treatment. OK! I just want him to go to let his friends and don't talk with him again and go to the hospital that don't take money from the people.

Zeinab had a problem with subject-verb agreement. She could not choose the appropriate tense to reveal her ideas. Moreover, sometimes, she could not choose the right pronoun to refer to different nouns which cause the listeners to get confused. This was clear when she used the subject pronoun 'they' to refer to the singular noun 'friend', and the object pronoun 'him' to refer to the plural noun 'friends'.

In the middle of the program, Zeinab was asked to talk about the biggest decision she had ever made. She said:

Zeinab Magdy: My biggest decision is to go to college just to satisfy my parents, but my fiancé encourage me to do what I want. He want me to have courses. He help me to satisfy my parents and to satisfy myself. The decision to come here is my decision. I love drawing. My parents refuse that. I learned from myself. I wanted to enter a college that help me make use of my talent.

Zeinab paid more attention to subject-verb agreement. This was clear when she used 'is' after singular nouns. She also used the right pronouns to refer to the previously mentioned nouns. Although she did not add 's' to the end of the verbs after first person singular, this could not hinder the listeners' ability to understand. This was only one grammatical rule that the researcher tried to shed light on later.

By the end of the program, Zeinab was a asked to choose only one supernatural power and to give the reason why she chose that supernatural power in specific. She answered as follows:

Zeinab Magdy: I guess I will choose flying to see the world, and to travel to more places. This is my dream. I'd like to go to Italy. I think people in this country are kind.

Although her answer was short, it was precise and to the point. It gave enough information about the topic at hand. She stated her preference concerning the supernatural power which she wanted to have. In addition, she mentioned the reason behind her choice.

The learners' opinions about the reflective listening program

By the end of the program, the learners were asked to reflect on the program. They were asked to write their opinions freely. Following are some examples of the learners' opinions:

Asmaa Ibrahim: I loved all program details, enjoyed all the activities, especially when we were describing the word without telling the word itself. I gained a lot of benefits and new words. I came over some of my shyness, and my pronunciation has developed more than before... Thank you, Ms. Marwa, for every moment. You helped us all.

Mohamed Said: The program was very short, but it helped me so much to improve my listening which I had a big problem with my listening skills. The activities was very funny, exciting and helpful as well. So, finally, I admit that I

benefit so much from this program. The system and the main goal of this program was great and awesome. So, for million times I'm grateful for you Ms. Marwa for everything.

Sondos Sherif: In my opinion, all the activities that we have done in the sessions was so exciting and helpful. It helped me in a big way to improve my speaking skills with having fun at the same time.

Mohamed Hassan: I enjoyed every moment in this program. It gave me the chance to talk freely. We discussed different topics. We had a lot of fun. It developed my self-confidence. I am so proud of you, Dr. Marwa. I am also proud that I participated in this program.

Ahmed Nasser: In my opinion, the diversity of activities helped us learn a lot of skills in short time and gave us more confidence. In addition, they were exciting. THANK YOU, our DISTINGUISHED and CREATIVE professor.

Ahmed Abd Al Mohsen: I wish the program lasted for some more time. It was amazing. I enjoyed all the activities. This was my only chance to talk in English. You break the ice between all of us.

Conclusion

The previously mentioned learners' comments indicated their satisfaction from the program and its activities. They Could feel its effect on their oral fluency and listening. Moreover, after conducting the quantitative and qualitative analyses of the pre/posttest results, the researcher concluded that the program was highly effective in developing EFL adults' oral fluency. The learners' ability to speak fluently and smoothly has greatly developed.

At the beginning of the program, the learners faced a lot of difficulties. They were shy and reluctant to talk in front of their colleagues. They were afraid to lose face or to be criticized. They were really embarrassed to use the English language to express their ideas. They felt more comfortable using their mother tongue. However, the researcher encouraged them to talk in English all

the time even outside the classroom. The researcher also made sure to give them constant feedback on their practices which helped in enhancing their learning as well as their oral fluency.

Although the learners did not become perfect or native-like speakers, they were highly developed. This was obvious through the learners' reflective responses throughout the program. Moreover, comparing the results of the pre and post oral fluency test showed that the learners had greatly developed.

Chapter Five

Summary, Conclusions, and

Recommendations

Chapter Five

Summary, Conclusions, and Recommendations

This chapter gives a summary of the current study. It provides a brief description of the study problem, aim, research questions, instruments, and participants. It also discusses the possible pedagogical implications of the study and the difficulties encountered by the researcher. The chapter also includes general conclusions, recommendations, and suggestions for further research.

Summary

The problem of this study is that EFL learners keep learning English for so many years, however they are still unable to speak English fluently, which could be due to the lack of attention given to this language component in the teaching practices in Egyptian schools and universities as well as the lack of training courses focusing on developing oral fluency. While teachers focus on teaching reading and writing, they give less or no attention to speaking and listening.

The main aim of this study was to see the effect of using reflective listening on developing EFL adults' oral fluency. The study was guided by the following questions:

1. What are the components of EFL adults' oral fluency? The components of oral fluency were determined according to the review of literature and the previous studies. This was helpful in preparing the list as well as the study's instruments.

2. What are the activities that can be used to develop EFL adults' oral fluency? To answer this question, the researcher used several sources to find suitable activities that can be modified to develop EFL adults' oral fluency. The researcher modified the activities according to the learners' levels and interests as well as the program's objectives.

3. What is the effect of using reflective listening on developing EFL adults' oral fluency and its subcomponents? To answer this question, the reflective listening program was administered to a group of EFL adults who have completed level five in general English courses. The posttest was administered by the end of the application. The results of the pretest and the posttest were compared to see to what extent the learners' oral fluency has been developed. This was followed by a qualitative analysis of the learners' performance.

To tackle the study problem and achieve the aim of the study, the following instruments were designed by the researcher and used through the study:

1. A pre/post oral fluency test

2. An oral fluency rubric

A group of EFL adult learners who passed level 5 in the general English course and who had a good knowledge of English grammar (n=30) participated in the study. Their ages ranged from (20 to 30) years old. Before starting the experiment, the oral fluency test was applied to the group. The proposed program was then administered to the learners. Finally, the oral fluency test was reapplied to the same group as a posttest.

Pedagogical Implications

Following are several possible reasons why this program was effective in developing EFL adults' oral fluency:

● Integrating listening and speaking had a profound effect on developing the learners' oral fluency. Moreover, participants paid special attention to listening comprehension which helped them to respond clearly and openly. This agrees with the results of Astorga's study (2015) that contends the influence of listening and listening comprehension on oral fluency.

- Reflective listening helped learners to build rapport with their colleagues as well as their teacher which fostered the learning process and aided in achieving significant outcomes. Learners were really motivated and willing to participate. Similarly, Frisby and Martin (2010) conducted a study on 232 students to examine the relationship between learners' participation and building rapport among learners themselves and among learners and their teachers. The study reveals that building rapport enhances learners' participation and learning outcomes. As rapport reduces anxiety, it increases motivation and interaction.

- Learners had to provide reflective responses on what they listened to which kept them alert and attentive all the time in order to be able to give appropriate responses. Moreover, these reflective responses encouraged speakers to continue talking. This is consistent with the results of Helyer's research (2015) which reveal that reflective listening prompts encouragement, as well as personal and professional development.

- Working in a fun, non-judgmental and safe learning environment encouraged the learners to participate, interact and express their ideas freely without feeling afraid of being criticized or making mistakes.

- The researcher made sure to make the objectives of each session clear. This helped the learners to work actively to achieve the predetermined goals. It also helped them to have an obvious vision and a clear purpose of their own learning.

- Showing acceptance, respect, and attention to the speakers through using reflective listening motivated them to communicate their thoughts freely. Participants placed a high value on each other's speech which had a great effect on their participation and interaction. This agrees with the study of Kae (2012) that emphasizes the role of reflective listening on developing dialogues, enhancing communication and establishing relationships.

- The researcher provided her learners with an ongoing assessment and feedback that made them aware of their weaknesses and strengths. They worked hard to develop themselves and their oral fluency based on the feedback they got.

Limitations

The researcher faced some difficulties through the experimentation. She tried to solve them.

- At the beginning of the program, the learners were somewhat hesitant and shy to talk in English. They did not have enough self-confidence and courage to speak in front of others. The researcher made sure to break the ice, between herself and the learners and between the learners themselves, from the very beginning of the program. She succeeded in creating a safe, relaxing and delightful learning environment in which the learners felt free to express their thoughts openly. Moreover, they got engaged in several activities that required them to talk and interact with each other.

- Some learners tended to talk in Arabic as they were used to it. The researcher set a rule, from the very beginning, to talk in English all the time even outside the classroom. Whenever they saw the researcher or anyone of their colleagues, they started to talk in English.

- Learners had no idea about reflective listening. They tended to only think of their responses without paying attention to the speakers. The researcher stressed the importance of listening and designed some activities that required full attention to the speakers.

- Some learners did not attend the first session. They did not attend the introductory session. The researcher started the second session with a quick revision to outline the main objectives of the program and what they would be doing. Moreover, the researcher spent some time after each class for any questions.

Results of the Study

The study came to the following results:

- There is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post oral fluency test in terms of the development of 'smoothness of utterances' in favor of the posttest scores.

- There is a statistically significant difference at the 0.01 level between the mean scores of the study participants in the pre and post oral fluency test in terms of the development of 'meaning construction' in favor of the posttest scores.

- There is a statistically significant difference at the 0.01 level between the mean scores of the study participants in the pre and post oral fluency test in terms of the development of 'comprehensibility of speech' in favor of the posttest scores.

- There is a statistically significant difference at the 0.01 level between the mean scores of the study participants in the pre and post oral fluency test in terms of the development of 'pronunciation' in favor of the posttest scores.

- There is a statistically significant difference at the 0.01 level between the mean scores of the study participants in the pre and post oral fluency test in terms of the development of 'accuracy' in favor of the posttest scores.

- There is a statistically significant difference at the 0.01 level between the mean scores of the study participants in the pre and post oral fluency test in terms of the development of their oral fluency as a whole in favor of the posttest scores.

Conclusions

Based on the study results, it can be concluded that:

- Using reflective listening was remarkably effective in developing EFL

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adults' oral fluency. This was clear after administering the post oral fluency test. It was also obvious through the learners' gradual development throughout the experimentation.

- Considering the learners' needs enhances the learning process. It also ensures that all learners get engaged in active learning as they feel that their learning is useful and connected to their real life.

- The use of varied and interesting activities and topics to be done and discussed with the learners is also effective. It is more engaging and less boring for the learners to get involved in different activities of their interest.

- Using new techniques in teaching motivates learners and increases their willingness to participate in the learning process. They are exposed to something new which encourages them to take part in it to see how it goes.

- Reflective listening can be enhanced through training learners on showing empathy and interest, summarizing and reflecting content, reflecting feelings, having eye-contact with the speaker and giving feedback.

- Prior knowledge is a basic factor of reflective listening.

Recommendations

Based on the reached results and conclusions, the study recommends the following:

- More opportunities to practice oral fluency should be provided to the learners.

- Teachers should pay much attention to oral fluency as an integral language component that learners themselves seek to develop.

- Teachers should use varied listening activities that can help learners develop their oral fluency through listening to others speaking the target

language. Moreover, learners should be encouraged to pay much more attention to what others are saying to be able to respond.

- Supportive environment affects the learners' learning positively. It creates a relaxing and enjoyable atmosphere in which learners can learn successfully.

Suggestions for Further Research

Researchers may consider the following suggestions to investigate the adequacy of utilizing reflective listening for further research:

- Exploring the effect of utilizing reflective listening on diverse learning outcomes.
- Choosing different learners from different educational levels and applying the same current study on them.
- Increasing teachers' awareness concerning the importance of the learners' needs.
- Developing the learners' oral fluency using different techniques.

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Appendices

Appendix (A)

Pilot Oral Fluency Test

Pilot Oral Fluency Test

All learners should answer the following question:

- Introduce yourself.

The teacher chooses one the following questions to ask:

- Talk about the things you want to do/would like to do.
- What do you usually do in your free time?
- What do you do for your birthday/ holidays/ weekends?
- What do you take with you when you go out with friends / go to university / go away for a week?
- Can you describe one of the important events in your life? Was it a good or a bad experience?
- Who is your favorite actor/actress? Why?
- What is one song that describes your life? Why?
- What is your favorite restaurant? Why?
- How often do you exercise? Where? What do you do exactly? Why?
- Who was your favorite professor at college? Why?
- What does your dream house look like?
- Do you like shopping? Why/why not?

Appendix (B)

Pre/Post Oral Fluency Test

Pre/Post Oral Fluency Test

Cover Letter

Dear jury member,

Following is an oral fluency test prepared by the researcher in order to measure the oral fluency components specified in the list for EFL adult learners.

You are kindly required to review this test and modify it in order to determine:

1. The convenience of the test to measure the specified oral fluency components.

2. The appropriateness of each question for the target learners.

Thank you.

Marwa Abd Al Galil Helmy

The Initial Pre/Post Oral Fluency Test

Please pick up three cards from the pile of cards on the table. Choose only ONE topic to talk about for three minutes.

- Tell us three personality traits that you would like to change about yourself. Why?

- Are friends more important than family? Why? Why not?

- If you had only 24 hours to live, what would you do? Why?

- If the whole world were listening, what would you say? Why?

- If you could be another man or woman for a day, who would you choose? Why?

- If a very ugly man / woman tells you that s/he is in love with you, what would you do? Why?

- If you found a suitcase with a million dollars in it, what would you do? Why?

- If you had to choose between a wonderful romantic relationship that would end after only a year, or a so-so relationship that would last your entire life, which one would you choose?

- What is your dream job?

- What are your future plans/goals?

- If you could choose any one supernatural power (flying, being invisible), what would you choose and why?

- What are the advantages and disadvantages of being old?

- What are the advantages and disadvantages of being young?

- Tell us three things that you hate to do. Why?

- In your opinion, what is success?

- What do you usually do in your free time?

- In your country are the responsibilities of a mother the same as the responsibilities of a father to their families? Explain

- Are there different expectations for sons and daughters? How?

- Should teenagers work? Why or why not?

- In your opinion, what makes a good friend?

- What are your biggest fears? Why?

- What are the advantages and disadvantages of the internet?

- What's the best movie you've ever seen? What was it about?

- Do you think it is better to be single or to be married? Why?

- Why do people lie?

- Describe your dream house.

- What is happiness for you?

- What makes you sad?

- Do you believe your parents should be your friends? Why? Why not?

- Why do you study English?

The Final Pre/Post Oral Fluency Test

Please pick up three cards from the pile of cards on the table. Choose only ONE topic to talk about.

- Tell us three personality traits that you would like to change about yourself. Why?
- Are friends more important than family? Why? Why not?
- If you had only 24 hours to live, what would you do? Why?
- If the whole world were listening, what would you say? Why?
- If you could be another man or woman for a day, who would you choose? Why?
- If you could change one thing in the world, what would it be? why?
- If you found a suitcase with a million dollars in it, what would you do? Why?
- If you had to choose between money, happiness or health for the rest of your life, which would you choose? Why?
- What is your dream job? Why?
- What are your future plans/goals? How can you achieve them?
- If you could choose any one supernatural power (flying, being invisible), what would you choose and why?
- What are the advantages and disadvantages of being old?
- What are the advantages and disadvantages of being young?
- Tell us three things that you hate to do. Why?
- In your opinion, what is success? How can you achieve it?
- If you woke up suddenly because your house was on fire, which three things would you save as you ran outside? Why?
- In your country are the responsibilities of a mother the same as the responsibilities of a father to their families? Explain
- Are there different expectations for sons and daughters? How?

- Should teenagers work? Why or why not?

- In your opinion, what makes a good friend?

- What are your biggest fears? Why?

- What are the advantages of the internet? How can you get the most benefit of it?

- What is the best movie you've ever seen? Why? What was it about?

- Do you think it is better to be single or to be married? Why?

- Why do people lie? Give examples and stories of your own.

- What are the disadvantages of the internet? How can you avoid them?

- What is happiness for you? How can you achieve it?

- What makes you sad? How can you overcome sadness?

- Do you believe your parents should be your friends? Why? Why not?

- If you were the leader of your country, what would you change? Why?

Appendix (C)

Oral Fluency Rubric

Oral Fluency Rubric

Oral fluency criteria	Degree			
	Poor (1)	Good (2)	Very good (3)	Excellent (4)
1. Smoothness of utterances	The learner: • Is hesitant. • Lacks the natural flow of language. • Repeats most of the words. • Expresses his/her ideas using a lot of gaps and pauses.	The learner: • Is somewhat hesitant. • Uses appropriate flow of language. • Repeats some words. • Expresses his/her ideas using few pauses and gaps.	The learner: • Is confident. • Uses a suitable flow of language. • Repeats a few words. • Expresses his/her ideas using very few gaps and pauses.	The learner: • Is confident. • Uses a natural flow of language. • Repeats no words. • Expresses his/her ideas without using gaps and pauses.
2. Meaning construction	The learner: • Cannot communicate nor organize his/her ideas.	The learner: • Communicates and organizes his/her ideas adequately.	The learner: • Communicates and organizes his/her ideas suitably.	The learner: • Communicates and organizes his/her ideas logically.
3. Comprehensibility of speech	The learner: • Uses a very poor language that can hardly be understood by listeners.	The learner: • Uses a good and simple language that can be understood by some of the listeners.	The learner: • Uses a very good language that can be understood by most of the listeners.	The learner: • Uses an excellent language that can be understood by all the listeners.
4. Pronunciation	• Most words are mispronounced.	• A Few words are mispronounced.	• Most words are well-pronounced.	• All words are well-pronounced.
5. Accuracy	The learner: • Makes a lot of grammar or vocabulary errors.	The learner: • Makes some grammar or vocabulary errors.	The learner: • Makes rare grammar or vocabulary errors.	The learner: • Almost does not make any grammar or vocabulary errors.

Appendix (D)

Names of Jury Members

Names of Jury Members

Dr. Badr Abd Al Kafy A Lecturer of Curriculum and Instruction (EFL)

Faculty of Education, Ain Shams University

Dr. Martin Wedell Senior Lecturer in TESOL - Head of International Education

School of Education, University of Leeds

Dr. Mehmet Kanik Assistant Professor of Education

Faculty of Education, Girne American University

Dr. Neil Mercer Emeritus Professor of Education

Faculty of Education, University of Cambridge, Cambridge, UK

Ms. Nevine Hussein Teacher Trainer

The American University in Cairo

Appendix (E)

List of Oral Fluency Components

List of Oral Fluency Components
Cover Letter

Dear jury member,

The researcher is conducting an M.A. study entitled "The Effect of Using Reflective Listening on Developing EFL Adults' Oral Fluency."

Following is a list of oral fluency components determined by the researcher after reviewing the previous studies and literature concerned with oral fluency. You are kindly requested to review this list and modify it in order to determine whether these components are suitable to develop EFL adult's oral fluency or not.

Thank you.

Marwa Abd Al Galil Helmy

Initial Form of the List of Oral Fluency Components

Oral fluency components	Description	Is the component appropriate for EFL adult learners?			Additional Remarks
		Very appropriate	**Somewhat appropriate**	**Not appropriate**	
1. Smoothness of utterances	Refers to the learners' flow of utterances and their ability to avoid unnecessary repetition and hesitation				
2. Ideas and Content	Refers to the speaker's ability to clearly communicate knowledge of the topic presented.				
3. Comprehensibility of speech	Refers to the speaker's ability to let listeners understand				
4.Pronunciation	Refers to the speaker's ability to produce clear articulation of				

	words
5. Language Control	Refers to the speaker's ability to make no grammar or vocabulary errors

Final Form of the List of Oral Fluency Components

Oral fluency components	Description	Is the component appropriate for EFL adult learners?		
		Very appropriate	Somewhat appropriate	Not appropriate
1. Smoothness of utterances	Refers to the learners' flow of utterances and their ability to avoid unnecessary repetition and hesitation			
2. Comprehensibility of speech	Refers to the speaker's ability to let listeners understand.			
3. Meaning construction	Refers to the speaker's ability to clearly communicate knowledge of the topic presented			
4. Pronunciation	Refers to the speaker's ability to produce clear articulation of words.			
5. Accuracy	Refers to the speaker's ability to make no grammar or vocabulary errors			

Appendix (F)

Outline of the

Reflective Listening Program

Outline of the Reflective Listening Program

Introduction

  As English becomes an international language, it is now used by many speakers to communicate ideas and thoughts. Therefore, there is a growing need among EFL learners to use the English language easily and fluently. However, most of the time, learners are faced with the fact that there is a great gap between what they study in schools and what they already listen to when they watch English movies or deal with native English speakers. Moreover, there is no much attention given to various oral activities in schools. Here comes the need to integrate these two fundamental language components to help the learners develop their oral fluency through listening.

  Through this program, the learners get involved in several activities. They interact with one another trying to reach a mutual understanding. While one person speaks, the other listens attentively to reflect and communicate ideas properly. They use different words in different structures and contexts to express several ideas and meanings. Therefore, learners can use their prior knowledge to reflect on what they hear and to construct new meanings. They can use what they have in mind to learn and acquire new knowledge.

Aim

  This program targets EFL adults' oral fluency. It helps learners achieve their goal of using the English language fluently through listening and reflecting. It also enables them to express their ideas and thoughts without feeling afraid of being criticized by others. It provides a relaxing atmosphere through which learners can talk and interact with each other.

Objectives of the program

By the end of this program, the learners are expected to:

1. Speak English smoothly and confidently
2. Clearly construct meaning and communicate different ideas and thoughts

3. Communicate comprehensible messages that can easily be understood by listeners
4. Use well-pronounced words and phrases
5. Use well-structured sentences

Content of the program

Throughout the program, the learners are given several sessions in order to develop their oral fluency. It consists of 12 sessions. The first session of the program will be an orientation session during which the researcher tries to introduce the whole program to the learners. By the end of this session, the learners are supposed to have an overall idea about the program and the different roles that they are expected to play. Concerning the other sessions, different activities will be introduced to urge EFL learners to talk and construct meaningful responses through reflective listening. The learners' interests and needs are considered while choosing the activities.

Learning and teaching strategies and techniques

Active learning is considered the main learning/teaching strategy that will be used to achieve the target of the program and to facilitate the teacher's mission. Active learning is helpful as it enables the learners to play an active role in the learning process. They listen, construct meaning, speak, reflect and discuss. They are engaged in problem-solving activities as well as cooperative activities. They are divided into several groups to finish specific tasks. They collaborate to achieve predetermined goals. Role-playing activities will also be included in the program. Learners take on different roles in a given situation. They try to act these roles efficiently, while other learners are trying to observe and listen carefully to do some reflective listening activities afterwards. Moreover, the learners are asked to discuss different topics each session. They are asked to express their viewpoints and ideas regarding the issues being introduced.

Assessment

The researcher will use a rubric to assess the learners' progress throughout the program. The rubric consists of five oral fluency components namely: smoothness of utterances, meaning construction, comprehensibility of speech, pronunciation, and accuracy.

To assess the learners' progress, the researcher designs a pre/posttest. The test will be administered on the learners on the first and last session. The researcher, then, compares the results of the pre and post oral fluency test to measure the learners' progress throughout the program.

Duration of the program

The program will last for one month. The researcher meets the learners three times a week, while each session lasts for three hours and a half. The total number of hours for teaching the program is 42 hours.

Appendix (G)

The Reflective Listening Program

Session One (Introductory Session)

The first session is an introductory session that will pave the way for all the coming sessions. The teacher will start asking the learners to brainstorm things they do to achieve a better understanding of the others and to focus on what others say. All the learners' answers will be written on the board.

In this session, the teacher will explain the objectives of the program to the learners. They should have a good idea of it. The program will include some reflective listening activities that will help the learners develop their oral fluency. To achieve the program's objectives, some audio, visual and audiovisual learning materials will be used along with some other class activities.

The learners will be briefed about the oral fluency components that will be measured through a PowerPoint presentation followed by an entire group discussion to check their understanding. The selected components are:

1. Smoothness of utterances
2. Meaning construction
3. Comprehensibility of speech
4. Pronunciation
5. Accuracy

Reflective listening will give the learners the chance to talk freely, express themselves, refer to each other's messages, and share ideas, feelings, and reflections openly. It also provides a space for mutual understanding and meaning constriction. Thus, they can develop their oral fluency.

Concerning the roles played by both the teacher and the learners, the teacher will be a facilitator trying to achieve the objectives of the program. To motivate the learners to talk, the teacher will introduce learners to several issues and problems. The learners will play an active role throughout the whole program. They are expected to speak freely, interact openly and communicate confidently.

A Tale of Two Brains

Performance objectives

By the end of this session the learners will be able to:

- Use their own words and expressions to communicate different ideas
- Use the correct pronunciation for the words related to the topic being discussed
- Use appropriate structures to convey meaningful utterances

Learning Devices

- A whiteboard
- Whiteboard markers
- A laptop
- A projector
- A cellphone (to record the learners' answers)

Procedures

The teacher will start playing a game called "Simon says" with her learners. This is a fun game that helps in exercising listening. The game will be divided into two phases. During the first phase, the teacher will play the role of "Simon". She will start giving commands to the learners. They only have to do those commands that start with "Simon says …". They should not react to other commands. However, if any learner does, s/he gives herself or himself a point. By the end of the game, the one with the least number of points wins. The game starts when the teacher says "the game of Simon says has officially begun", and ends when the teacher says "the game of Simon says is officially over". This is going to be the end of phase one. During the second phase, the teacher's actions will not match her orders. In this phase, learners need to be really good listeners.

Activity (1)

Overview: in this activity, a video entitled "A tale of two brains" by Mark Gungor will be played by the teacher to be watched by the learners.

Objectives

Learners will:

- Use their own words to explain their viewpoints.
- Use correct pronunciation to pronounce different words.
- Use their prior knowledge to build well-structured sentences to talk about the differences between men and women.

Procedures

1. The learners will be shown a video entitled 'A tale of two brains' by Mark Gungor in which the presenter tries to explore the differences between men and women.

2. Learners will be asked to explain what the presenter tries to say using their own words.

3. The teacher will divide the board into two groups. One group is entitled 'men' while the other is entitled 'women'. The learners are asked to mention the differences between men and women that were mentioned in the video.

4. Learners will be asked to express their agreement or disagreement with the presenter and the reason behind their choice.

5. Learners will be divided into groups. Some groups will support men, while others will be supporting women.

6. After five minutes, those who support women will sit together and vice versa.

7. Presenters from each group will come out to discuss the differences between men and women. Presenters take turns to support their viewpoints while practicing reflective listening. First, they need to paraphrase what the other person, from the other group, has just said. Second, they need to introduce a new idea that supports their viewpoints.

Activity (2)

Overview: in this activity, the learners need to sit in a circle and make a story that clearly depicts the differences between men and women.

Learning Devices

A small rubber ball

A cell phone

Objectives

Learners will:

- Use the correct pronunciation for different words
- Use their own words to add to each other's' ideas
- Use grammar implicitly

Procedures

1. The learners will sit in a circle.

2. One learner holds a small rubber ball and starts a story. Then, s/he bounces the ball to another learner.

3. The learner who catches the ball makes eye contact with the first learner and paraphrases the other learner's sentence before adding his/her own sentence to the story.

4. The learner bounces the ball to someone else. Learners can continue playing until they come to an end to their story.

Exit Slip

Learners are asked to follow the 321 technique to reflect on their session. They are asked to write 3 things they have learned. They need to add 2 other things which they have found interesting. Finally, they write one thing they did not understand or like.

Session Three

Men versus Women

Performance objectives

By the end of this session the learners will be able to:

- Use the correct pronunciation for the words related to the topic being discussed
- Use appropriate structures to convey meaningful utterances

Warm up

How can people avoid conflicts?

Activity (1)

Overview: In pairs, learners act as a man and a woman who start conflicting and try to reach a mutual understanding.

Objectives

Learners will:

- Use grammar implicitly to share different ideas and viewpoints
- Use well-pronounced words

Procedures

1. Learners sit in pairs.
2. They start thinking of a situation that may bring them into conflict with one another.
3. After 15 minutes, each pair comes out in front of the whole class. They start acting out as if they are conflicting.
4. They start using reflective listening techniques including paraphrasing, reflecting on meaning, feelings, and content to reach a mutual understanding.

Peer Pressure

Performance objectives

By the end of this session the learners will be able to:

- Use the correct pronunciation for the words related to the topic being discussed

- Use appropriate structures to convey meaningful utterances

Learning Devices

- A whiteboard

- Whiteboard markers

- A laptop

- A projector

- A cellphone

Warm up

The learners will be asked the following question:

Friendship is the most important relationship. Do you agree? Why? Why not?

Activity (1)

Overview: The learners will listen to some quotations which were said by famous people. They need to reflect on what they have just listened to by saying what they have understood and what they believe. They also reflect on others' talk.

Objectives

Learners will:

- Use grammar implicitly

- Share different ideas and viewpoints

- Talk about life experiences using well-pronounced words

Procedures

1. Learners will listen to the following quotations:

- "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment." - Ralph Waldo Emerson
- "It's easy to stand with the crowd. It takes courage to stand alone." Mahatma Gandhi.
- "When you say Yes to others, make sure you are not saying No to yourself" - Paulo Coelho.
- It's better to walk alone than with a crowd going in the wrong direction - Diane Grant.

2. Learners try to find a common theme among all these quotations.

3. Learners will paraphrase what they have just listened to and discuss the meaning of each quotation and mention any life experiences related to the quotation.

Activity (2)

Overview: a segment of the movie 'A walk to remember' will be shown to the learners to be discussed. This movie segment shows a group of friends who convince their new friend 'Clay' to jump on the pool in order to accept him in their group.

Objectives

Learners will:

- Use appropriate structures and correct pronunciation to communicate and share different experiences and ideas

Procedures

1. Learners will be asked to guess the meaning of 'peer pressure'. They are supposed to give answers that are close to 'peer pressure is the strong influence that the members of a group have on others in the same group to behave like others in the same group'.

2. Guesses will be written on the board.

3. Learners will watch the movie segment which will help them understand the meaning of 'peer pressure'.

4. Learners will be asked to sit in a circle and use reflective listening to:

- Paraphrase what was said by the characters during the scene to describe it using their own words.

- Explain the reason why it is an example of peer pressure.

- Guess the meaning of the new words.

- Decide who should be held responsible for the accident and why:

A. The guy who jumped as he was the one who made the decision

B. The boy who pretended he would jump with him, but did not. He persuaded his new friend to take the risk.

C. The other friends who started this whole story.

D. Nobody. It was an accident.

- Give examples of "peer pressure" from their own life.

5. Learners sit in groups of three. One person plays the role of 'Clay', and describes what exactly has happened and how he has felt. He needs to explain the reason why 'Clay' decides to jump. He also needs to explore what he would do, if he were in his shoes. The other two learners paraphrase what their partner is saying and reflects on feelings, content, and meaning.

All the learners' answers will be recorded using the cellphone.

Problems

Performance Objectives

By the end of this session the learners will be able to:

- Use clear words to talk about problems
- Use the correct pronunciation for the words related to the topic being discussed
- Use appropriate structures to convey meaningful utterances
- Show empathy

Learning Devices

- Recorded problems
- A cellphone

Warm up

Learners will be asked the following questions:

Do you usually ask for advice?

Who do you usually go to when you have a problem? Why?

Activity (1)

Overview: The learners will be divided into groups. They will listen to some problems with different roles which they need to act.

Objectives

Learners will:

- Interact with one another.
- Communicate different feelings and show empathy.
- Talk about different problems.
- Self-correct their grammar and pronunciation mistakes.

Procedures

Learners will:

- Be divided into groups.
- Each group will be listening to a problem.

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- Learners need to reflect on their own listening. They need to make a play out of this problem and each one in the group will be given a role.

- They are going to be given five minutes to discuss their roles.

- After five minutes, each group will be given three minutes to act the problem to the other groups.

- After that, the rest of the learners will reflect on the play. They will all sit in a circle to talk to each group about the problem and try to solve it.

- Finally, they will conduct some interviews with each character to try to view the problem from his/her perspective. They reflect on feelings and content.

Exit Slip

Learners will follow the sandwich technique to reflect on the session. They need to write two things they liked about the session and one thing which they did not like.

<div align="center">**Session Six**</div>

<div align="center">**Problems 2**</div>

Performance objectives

By the end of this session the learners will be able to:

- Show empathy
- Communicate ideas and feelings freely using well-structured sentences

Activity (1)

Overview: learners will be divided into groups of three. Only one person has a problem while others play the role of the psychologists.

Objectives

Learners will:

- Show empathy
- Communicate ideas and feelings
- Use grammar implicitly
- Interact with one another

Procedures

1. Learners will be divided into groups of three.

2. Only one learner will be given a problem which s/he pretends to have.

3. The other two learners pretend to be psychologists. They will listen carefully to the problem and get as much information from the speaker to be able to paraphrase it and suggest solutions after ten minutes.

Activity (2)

Overview: learners sit in a circle to talk about different problems that they personally suffer from.

Objectives

Learners will:

- Show empathy
- Talk openly about their problems and feelings
- Use grammar implicitly

- Interact with one another

Procedures

1. The teacher will ask the learners to think of one problem with their personality that they want to change. They work individually first in order to be able to figure out the problems which they would like to share.

2. Each learner shares his/her problem with the person sitting next to him/her.

3. Learners sit in a circle.

4. One person starts talking about a problem that his/her partner personally suffers from.

5. The other learners listen attentively to the speaker. They ask for clarification when needed. They always reflect on content, feelings, and meaning to get a complete image of the problem.

6. Learners collaborate to find some solutions for the different problems.

All the learners' answers will be recorded using the cellphone.

Performance Objectives

By the end of this session the learners will be able to:

- Use their own words to talk about the decisions they have made
- Use the correct pronunciation for the words related to the topic being discussed
- Use appropriate structures to convey meaningful utterances

Learning Devices

- A whiteboard
- Whiteboard markers
- A laptop
- A projector
- A cellphone

Warm up

Learners will be asked the following question:

- What is the biggest decision that you have ever made?

Activity (1)

Overview: The learners will be shown a part of a game show called "split or steal". In the video, the learners will see a presenter and two contestants facing each other. Each one of the contestants has two golden balls. One of the balls has the word "split" written inside while the other has the word "steal" written inside. There is an amount of money offered. They need to choose either to split it so that both of them can share money or only one can steal the whole amount of money.

Objectives

Learners will:

- Talk freely about the topic using their own words
- Use grammar implicitly

- Use the right pronunciation for different words

Procedures

1. The learners will watch the segment of the game show.

2. The teacher will pause the video before the final decision of the contestants. Learners need to predict the contestants' choices.

3. The learners need to describe the scene.

4. In pairs, learners start conversations between the two game show participants trying to describe the feelings of each contestant before the final decision. They reflect on each other's' feelings.

5. In pairs, learners start conversations between the two participants trying to describe the feelings of each contestant after the final decision. They reflect on each other's' feelings and content.

6. Finally, they will say what they would do if they were in their shoes.

Lying

Performance Objectives

By the end of this session the learners will be able to:

- Speak smoothly

- Use well-structured sentences to produce comprehensible language that can be understood by others

- Construct meaning and organize ideas properly

Warm up

Have you ever lied? Why? What happened? How did you feel then?

Activity (1)

Overview: learners will be divided into groups trying to find reasons why people lie.

Objectives

Learners will:

- Communicate ideas and feelings using well-structured sentences

- Communicate comprehensible speech

- Construct their ideas and messages in a comprehensive and comprehensible way

- Speak smoothly to communicate different ideas

Procedures

1. Learners will be divided into two groups.

2. Each group will discuss the reasons behind lying.

3. After 10 minutes, the two groups will be united into one group. Then, they start discussing the reasons why people lie. They need to listen carefully to be able to add to each other's ideas.

Activity (2)

Overview: Learners sit in two groups to make up stories that include a lie that the other group needs to find.

Objectives

Learners will:

- Communicate comprehensible and well-structured sentences
- Speak smoothly to tell their stories

Procedures

1. Learners sit in two groups.
2. One from each group starts a story. The next one paraphrases what his/her colleague has just said and adds a new idea. They need to make up a story that includes a lie.
3. After 5 minutes, members of each group take turns to tell the story. The other group members ask for clarification, paraphrase, and reflect on content, feelings, and meaning.
4. Finally, each group needs to find the fib or the lie in each story.

Exit Slip

Learners need to give their classes two stars and a wish. They need to write two things which they like, and one thing which they do not like or wish to be done in a different way. This wish may also include something which they wish to learn.

All the learners' answers will be recorded using the cellphone.

Session Nine

Idioms

Performance Objectives

By the end of this session the learners will be able to:

- Speak smoothly
- Use comprehensible language that can be understood by others
- Construct meaning and organize ideas properly

Learning Devices

- A whiteboard
- A whiteboard marker
- A cellphone

Warm up

The teacher writes the idiom "You can't judge a book by its cover" on the board. Sitting in a semicircle, learners take turns to discuss the idiom and give examples. They also reflect on each other's' ideas.

Activity (1)

Overview: The learners will be divided into groups trying to act an idiom.

Objectives:

Learners will:

- Interact with one another
- Use comprehensible speech to communicate
- Speak smoothly

Procedures

1. The teacher will play a recording through which all the learners will listen to some idioms. They are asked to take notes while listening.
2. These idioms include:

- To kill two birds with one stone

- A bird in the hand is worth two in the bush

- A little bird told me

- The early bird gets the worm

- Birds of a feather, flock together

- To eat like a bird

- As free as a bird

3. Learners will be divided into groups.

4. Each group will listen to only one of the idioms, that have just been played by the teacher, so that only this group knows it.

5. After ten minutes, each group needs to carry on a conversation related to the idiom. Members of the group need to reflect on each other's meaning, content, and feelings.

6. Other learners need to listen carefully to the conversation and reflect on it expressing the meaning, content, and feelings implied in the conversation. By the end, they need to tell what the idiom was.

Activity (2)

Overview: The learners will sit in pairs giving their backs to each other to describe and draw different pictures.

Objectives

Learners will:

- Speak smoothly

- Use comprehensible words to make sure s/he is understood by his/her classmate and to have a somewhat typical drawing

Procedures

1. The teacher will pair her learners.

2. Each pair will come to the front of the class, so that they keep eye contact with one another. There must be an adequate distance between them.

7. The teacher will give each learner a picture, a blank paper, and a pen.

8. Each learner has to describe his/her picture to the other learner who will have to listen reflectively to the other and draw what s/he hears. They can ask for clarification when needed.

9. By the end, pictures will be compared to see how close they are to each other.

Exit Slip

Before leaving the class, learners are asked to deliver exit slips to be able to leave the class. They need to write only one thing they learned from the session.

All the learners' answers will be recorded using the cellphone.

Session Ten
First impressions

Performance Objectives

By the end of this session the learners will be able to:

- Speak smoothly
- Use comprehensible language that can easily be understood by others
- construct meaning and organize ideas properly

Learning Devices

- A laptop
- A projector
- Colored cards
- A cellphone

Warm up

The learners will be asked the following question:

Have you ever met someone whom you hated right away even though you did not know them? How was it?

Activity (1)

Overview: The learners will watch a segment of the movie "Blended". After that, they need to reflect on what they have just watched

Objectives

Learners will:

- Interact with one another.
- Speak smoothly.
- Construct meaning and add to each other's ideas

Procedures

1. Sitting in a semicircle, the learners will watch a segment of the movie "Blended". They will watch a man, Adam Sandler, and a woman, Drew Barrymore, on a blind date.

2. Learners will reflect on the meaning of the scene. They need to discuss the first impressions that each one in the segment wanted to make and what kind of first impressions they actually made.

3. Learners need to listen carefully to each other and add to each other's ideas.

Activity (2)

Overview: Sitting in a semicircle, learners try to answer some questions related to first impressions.

Objectives

Learners will:

- Interact with one another.
- Speak smoothly.
- Add to each other's ideas

Procedures

1. Sitting in a semicircle, the learners will listen to some questions related to the first impressions they make or take when they meet people for the first time.

2. These questions include:

● Do you make first impressions based on what people wear? How?

● What should a person do to make a good first impression?

● Do you make first impressions based on people's appearance? Give examples.

● What kind of first impression do you usually convey? Do you like it? Why? Or Why not?

● Have you ever tried to make a great first impression but completely messed it up? Give examples.

● What first impressions do you think someone should make in a job interview? How should this person act?

● What kind of first impression do you try to make when you go to a party?

- What kind of first impression do you try to make when you fall in love with someone?

3. One learner has to start talking, while others try to listen carefully to add to his/her point.

4. Learners are not allowed to interrupt each other. However, they can express their views when the speaker finishes.

5. Learners need to listen carefully to each other and add to each other's ideas.

Activity (3)

Overview: learners go around the class trying to get more information about each other.

Objectives

Learners will:

- Interact with one another.
- Speak smoothly.
- Construct meaning and share interesting personal information.

Procedures

1. Learners are given colored cards.
2. Each learner needs to find someone who has the same card color.
3. Each pair needs to share some interesting information about themselves. They need to get as much information as they can about their partners. They also need to listen carefully and take notes while listening.
4. After this, each learner talks about his/her partner in front of the whole class.

Exit Slip

Learners are asked to give their class two stars and a wish. They need to write two things which they learned from the session, and one thing that needs more clarification for them.

Session Eleven
Murder Mystery

Performance Objectives

By the end of this session the learners will be able to:

- Speak smoothly
- Use comprehensible speech to convey different ideas
- Use appropriate structures to make meaningful sentences
- Well-pronounce different words

Learning Devices

- Character cards

Warm up

The learners will be asked to sit in a circle to discuss the following question:

- What do you think of the death penalty?

Activity (1)

Overview: in this session, the learners will act as investigators trying to examine and solve a murder mystery.

Objectives

Learners will:

- Interact with one another using well-structured sentences.
- Speak smoothly.
- Use comprehensible and well-pronounced words to deliver messages

Procedures

The teacher will start setting the scene. During a high school reunion, the guests heard a loud scream at 8.45 pm. Five minutes later, Ms. Greenspoon, the school's oldest English teacher was found dead. Someone had stabbed her with a knife. Many items were found beside her body including a book and a handkerchief.

1. The teacher will randomly distribute some character cards to the learners; one card per learner. The learners are given some time to read their character card and ask questions.

2. Learners who have no cards should play the role of the investigators. They investigate those who attended the school reunion. Their objective is to find out who killed the English teacher. They have to put together some clues to find the murderer.

3. The learners' job is to talk to the other characters and ask:

   - who they are
   - what they remember about Ms. Greenspoon
   - what they were doing when Ms. Greenspoon was killed
   - collect clues and use their brain power to find out the name of the murderer

5. The learners should use reflective listening techniques to collect as much information as they can about each character.

Activity (2)

Overview: the learners will be divided into two groups to discuss their opinion of the execution penalty.

Objectives

Learners will:

- Interact with one another.
- Speak smoothly.

Procedures

1. The teacher will ask the learners about their opinion of the death penalty (execution). Then, learners will be divided into two teams. While one team will support the execution penalty, the other one will be against it.

2. The learners will be given some time to talk about their viewpoints.

3. After some time, each team will support their idea. The other team members should listen carefully to their ideas and take notes to be able to respond.

Session Twelve
The Sinking Ship

Performance objectives

By the end of this session, learners will be able to:

- Speak smoothly about their decisions and different characters
- Construct meaning and communicate comprehensible ideas

Learning Devices

Character cards

Warm up

Can you make decisions easily? Give examples.

Overview: learners are divided into ship passengers and lifeboat servers. The ship is sinking and the lifeboat servers need to choose only six passengers to come with them on the lifeboat.

Objectives

Learners will be able to:

- Speak smoothly about their decisions and different characters
- Construct meaning and communicate comprehensible ideas

Procedures

1. The teacher will set the scene. Once upon a time, in a dark night, there were a group of people who boarded a ship that was sailing to Saudi Arabia. Suddenly, a storm came and the ship started to sink. Fortunately, the passengers saw a lifeboat coming in their direction. However, the passengers were told that the lifeboat can only carry six people. In order to be able to make the right decision, the lifeboat servers asked each passenger to give them reasons to be rescued.

2. The teacher distributes the character cards randomly on the learners.

3. Each passenger needs to convince the lifeboat servers that s/he is the one who deserves to be rescued.

4. The lifeboat servers ask for clarification, reflect on content, feeling, and meaning of the passengers' speech.

5. The lifeboat servers need to sit together to decide which passenger is to be rescued.

Scripts

A Walk To Remember

The movie segment depicts a group of friends trying to convince their friend to jump into water. Below is the movie segment script:

Friends: He's here!

All right, here he comes.

Hey, check out the Safari Joe truck.

I can't wait to see you fly!

Hey, nice shirt.

You're late.

Dean: I thought I said be here at 10, but you know...When I say be here at 10, be here.

Can you remember that next time?

Friends: If there is a next time!

Clay: Dean! Is he always like that?

Landon: Always, man. So how about it? You ready to fly?

Dean: Okay, here's the deal. You're going to jump from up there into here. That's it, and you're one of us. Okay? You ready?

Clay: Yeah.

Dean: All right! All right!

Landon: Let's do this, okay? It's cake, man. Hell, I'm jumping with you.

Clay: How deep is this?

Landon: I don't really know. Let's go find out. Let's do it. Come on, let's go! Jump!

Clay: You've done this?

Landon: We've all done it.

On three

One!

Two!

Three!

Friends: Landon, he's hurt!

- Is he okay?

- Landon, get down here!

- What the hell?

- Dean, what the hell?

- You guys, he's hurt!

- Come on, man!

- I told you it was a bad idea!

- Get him out of the water!

- Hurry up!

- Is he dead? What are we going to do?

Help me!

- Get him over here!

- There's a pipe. He must have hit it!

Get him out of the water!

Watch his head! Watch his head!

Police: Hey, who's down there?

Central, we've got trespassers.

Send a squad car.

Friends: Come on, Landon.

Come on!

Landon: You guys, just take him!

I got him.

Friends: We got to get out of here.

- Go! Get out of here!

- Landon, come on!

Problems

He's dropped out and depressed

Eight months ago, Richard, aged 22, failed his exams and dropped out of university. He got a job for three months but was sacked for being unreliable. Since then he seems to have fallen into a deep depression. He refuses to look for a job or go to college and hardly goes out. He's a very intelligent, but highly sensitive young man, and tends to fly off the handle if he feels he's being criticized. His father is losing patience rapidly, and his mother is at her wits' end. You've known the family for years, and are close to Richard. A few days ago, his mother phoned you in tears, begging you to talk to him before his father does something terrible, like throw him out of the house. You feel you must help and have asked friends for suggestions.

The Roommate from Hell

Monica's parents are very protective and had always refused to allow her to attend university in a city 100 Km away. However, when her aunt and uncle bought an apartment for her cousin, Julia, they agreed to let her go if she lived with Julia. Monica knew Julia was spoilt, but they had always got on fine, and Monica was happy to share with her.

However, she has seen another side of Julia since they started living together. Her cousin never invites Monica to join in when she has friends round. She is also selfish. She switches the TV over when Monica is watching something, plays music late at night when she knows Monica has early lectures the next day and uses Monica's clothes, make-up and food without asking. She acts as if Monica owes her something, even though Monica's father is paying rent. Monica likes college, but living with Julia is spoiling everything, and she feels she needs to speak to someone. But who? Her aunt and uncle can see no wrong in their daughter, and she's afraid her parents might make her go home. She's dropped hints to Julia, but Julia hasn't responded. She has been asking friend's advice.

Split or Steal Game Show

The video depicts a presenter and two contestants facing each other. Each one of the contestants has two golden balls. One of the balls has the word 'split' written inside while the other has the word 'steal' written inside. There is an amount of money offered. They need to choose either the split it so that both of them can share money or only one can steal the whole amount of money.

Host: Okay! This is serious life-changing money. Your jackpot today is 100.150 pounds. You have one final decision to make.

Male contestant: Easy decision.

Host: Well! We're going to play split or steal. I know you're the last two people in the country I have to explain this to. But you have two golden balls. You each have a golden ball with the word 'split' written inside. You each have a golden ball with the word 'steal' written inside. You will make a conscious choice; choosing the split or steal ball. If you both choose the 'split' ball, you split today's jackpot of a 100.150 pounds and you go home with 50.075 pounds. What if you split and someone of you steals? Whoever chooses the steal ball will go home with 100.150 pounds and the person chooses the split ball goes home with nothing. If you both choose the steal ball, you go home with nothing. OK! before I ask you to choose I want you to look at your two golden balls and make sure you know which is the steal ball and which is the split ball. This is very important. Make sure you don't show each other. Before I ask you to choose I think you have some talking to do with each other.

Female contestant: Steven! We will be OK if we genuinely split out the money.

Male contestant: I am going to split this. That's 50.000. It's unbelievable. I will be very happy to go home with 50.000.

Female contestant: There is no way I could… I mean everyone who knew me would just be disgusted if I stole the money.

Male contestant: I am going to split. I swear.

Female contestant: Please!

Host: OK! This is serious money. Sara! Steve! Choose either the split or the steal ball now. Hold it up.

Sara chooses 'steal', while Steve chooses 'split'

Host: You never know what's coming in this game. Congratulations, Sara! You have just won 100.150 pounds. I am so sorry, Steve.

Blended Movie Segment

The segment depicts a man, Adam Sandler, and a woman, Drew Barrymore, on a blind date. Below is the video script:

Adam Sandler: Got you, uh, Buffalo shrimp with the sauce on the side. They'll do that for me here. I didn't know how you took it so...

Drew Barrymore: You realize that you're not actually looking at my face right now.

Adam Sandler: Very tight game going on there. I don't want to miss it.

Waitresses: Hi, Jim.

Hey, Jim.

Hey, Jim.

Waitresses: Cheese sticks in the shape of a heart. From me, Bunny, Bethany, and Britney.

Adam Sandler: Thank you, Bubbles. That's very nice.

Waitresses: Have fun. See you.

Adam Sandler: All right.

Adam Sandler: So you organize closets for a living.

Drew Barrymore: Yes.

Adam Sandler: Is it hard to find people who can't organize their own closets? How does that work?

Drew Barrymore: Well, it's not that they can't do it for themselves. It's that they don't have the time or they don't do it efficiently.

Adam Sandler: Did you start with organizing glove compartments...and just work your way up from there or...?Listen, I'm sorry. I know this is not going well. I, heh...I haven't been on a date in 20 years.

Drew Barrymore: I haven't been on a date since senior year.

Adam Sandler: You get married in college?

Drew Barrymore: Yep.

Adam Sandler: Me too.

Drew Barrymore: Really?

Adam Sandler: Yes. Is this not the weirdest feeling in the world right now?

Drew Barrymore: Like Weird Al starring in Weird Science.

Adam Sandler: Yes. I like that. You just came up with that?

Drew Barrymore: Yes.

Adam Sandler: Very good.

Drew Barrymore: You know, I think I will have one of these Buffalo shrimp. And I'll have it with the sauce.

Adam Sandler: Excellent.

Drew Barrymore: Oh, my God. Oh.

Adam Sandler: It's hot.

Drew Barrymore: Oh, my God. Who makes sauce this hot?

Adam Sandler: I just...

Drew Barrymore: Did you drink my beer?

Adam Sandler: No. No, no. I think you did.

Drew Barrymore: Boobies! Buddy! Britney! Can you get me some water?

Adam Sandler: Here! Have some French onion soup.

Drew Barrymore: You know, I'm curious. With so many possible reasons... which one's the one your wife left you for?
Adam Sandler: Cancer.
Drew Barrymore: I'm sorry. I...naturally just assumed you were divorced.

Adam Sandler: It's okay. I naturally assumed your husband shot himself. So we're even … (phone ringing) I got to take this. Hello. Whoa, whoa, whoa. Calm down! An avalanche in our backyard? I'll be home right away. It's an emergency. I'm sorry. Twenty dollars should cover my half.

This movie segment is available at https://www.youtube.com/watch?v=SWFr5Oo5aio

Murder Mystery

Background

During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Ms. Greenspoon, the school's oldest English teacher was found dead. Someone had stabbed her with a knife. Many items were found beside her body including a book and a handkerchief

Read your character.

Character 1

Name: Roy Kingston. You are an ex-student.

Memories: She was a tough teacher. She said you had talent, but you hated the extra work. But now you're grateful. You're a writer, you have just written a new book.

Alibi: You saw Ms. Greenspoon about 7 pm. You gave her a copy of your new book and she was pleased. When you heard the scream you were talking to Jenny Star, another ex-student.

Character 2

Name: Jenny Star. You are an ex-student.

Memories: Ms. Greenspoon was a terrible woman so you quit school. Now you work in a cheese factory. Your life is terrible and it's Ms. Greenspoon's fault. You're glad she's dead!

Alibi: At 8 pm you saw her arguing with Mr. Browman. They were talking about someone with a name like Harry or Terry. You couldn't hear very well. When you heard the scream, you were talking to Roy Kingston.

Character 3

Name: Barry Dean. You are a school teacher.

Memories: She was a serious woman and she wasn't easy to like. Nobody at school knows this but she was your mother. She gave you up for adoption when you were a baby. You have spent your life looking for your father.

Alibi: About 7.30pm you were arguing with Ms. Greenspoon. She wouldn't tell you who your father is. When you heard the scream, you were looking for Mr. Browman. But you could not find him. You went to his office and knocked on the door but nobody answered.

Character 4

Name: Tom Wilkins. You are the school janitor.

Memories: She was a great lady and you couldn't understand why she was single. You wanted to have dinner with her but you were afraid she would say no.

Alibi: You saw her arguing with Mr. Dean. You never liked him. He was always upsetting Ms. Greenspoon. You went to see if Ms. Greenspoon was okay after talking to Barry Dean. She was crying so you gave her your handkerchief. When you heard the scream, you were in the men's bathroom. You cut your hand on some broken glass in the Sports Hall and needed to clean your hands.

Character 5

Name: Sarah Johnson. You are an ex-student.

Memories: She was a scary teacher. Most students worked hard because they were afraid of her. You did well in English and you are training to be a teacher.

Alibi: At about 7:45pm, you were telling Ms. Greenspoon about your studies but she wasn't interested. She kept looking around. Then she saw Mr. Browman and said she had to go. You thought she was a bit rude. When you heard the scream you were dancing in the Sports Hall.

Character 6

Name: Robert Browman. You are the school principal.

Memories: You have known Ms. Greenspoon since you were college students. You thought she was a wonderful woman. You will miss her very much.

Alibi: You were busy this evening. You didn't see Ms. Greenspoon. When you heard the scream, you were working on the computer in your office.

Character 7

Name: Elizabeth Moon. You are a school teacher.

Memories: She was a good teacher, but she didn't have many friends. She seemed like a woman who had many secrets.

Alibi: You saw her walking to her classroom about 8:15pm. She was crying. She was wiping her eyes with a handkerchief. When you heard the scream you were drinking with teachers in the Sports Hall.

Character 8

Name: Kelly Winters. You are a school teacher.

Memories: You just started at the school so you didn't really know Ms. Greenspoon. She seemed to spend a lot of time with Barry Dean, who was much younger than her.

Alibi: You didn't see Ms. Greenspoon that night. But other people said she had an argument with Mr. Browman. When you heard the scream you were talking to the new teachers in the Sports Hall.

Character 9

Name: Jay Stanford. You are an ex-student.

Memories: She wasn't one of your teachers when you were at school but you always heard that she was strict.

Alibi: You saw Ms. Greenspoon in the early evening talking with Tom Wilkins. You never liked Tom. He sometimes followed the female teachers. When you heard the scream you were getting something to drink in the Sports Hall.

Character 10

Name: Jeff Perry. You are an ex-student.

Memories: She was very strict and not very friendly. Most of the students were afraid of her.

Alibi: You arrived at the party before 7pm. When you heard the scream you were in the Sports Hall dancing with an old school friend, Sarah Johnson.

Character 11

Name: Ian Hammer. You are the school receptionist.

Memories: She was a polite woman but not very friendly. Secretly, you always thought that she had a love-hate relationship with Mr. Browman.

Alibi: You arrived late and you didn't see her all evening. When you heard the scream you were washing your hands in the men's room. You saw Tom Wilkins in the washroom. It looked like he had blood on his hands.

Character 12

Name: Dick Kennedy. You are a Spanish teacher at the school.

Memories: You had a one-sided love affair with Ms. Greenspoon. A few years ago, you dated her. One night she told you she had fallen in love as a young woman but it was a short relationship. She did not tell you anymore. The next day, she said she did not want to see you again.

Alibi: In the late afternoon, you were drinking at the bar and wondering why Ms. Greenspoon seemed so stressed after talking to Barry Dean. When you heard the scream you were at the bar.

The Sinking Ship Character Cards

1. Lily is 42, married, and the mother of 17-year-old twins. She is a famous cardiologist who devotes 10% of her income to charity. She is the daughter of a famous Chinese scientist. She is a breast cancer survivor. She wants to travel to perform an open heart surgery for an elderly who cannot travel to Egypt.

2. John is 31. He is married with three children. He is the breadwinner of the family. He makes a good father and husband. He was the captain of the ship.

3. Suzan is a 48-year-old physician who came to the ship to help passengers stay healthy. She is the divorced mother of one 24-year-old son. She is in excellent health, but her father died from a heart attack when he was 54.

4. Natasha, age 27, is the youngest person on the ship. She is divorced and has no children (though she had one miscarriage when she was 23). She is an excellent teacher. Her learners love her so much.

5. Jennifer is a pretty new bride. She is 30 years old. She is pregnant with twins. Her husband is a businessman who is in deep love with her. She wants to travel to her husband who lives in Saudi Arabia.

6. Alexandra is 51, single, and has no children. She is a successful businesswoman who lives alone. She has sat up a huge company for selling children's clothes. Many workers are employed in this company with high salaries. However, if she dies, her heirs will knock it down to develop a tourist resort.

7. Adam is 44 and one of the ship crew. He is married and has no children. He is in excellent physical condition. His father died from the effects of alcoholism,

but his mother is still doing well at age 74. He is intending to make a pilgrimage for his father.

8. Max is a 40-year-old physician and the divorced father of six children. He is a serious runner, but hypertension runs on both sides of his family and he takes medication to control his blood pressure. He also takes medicine to control his allergies to dust, and strawberry. He is your old friend who has saved your life a long time ago.

9. Hiro is a 41-year-old Egyptian businessman and the father of two children. He is the owner of a vast exporting company and is fulfilling his lifelong dream to go to Saudi Arabia. After his wife's death of liver cancer, he donated one million dollars to a big hospital specialized in children's cancer. He is slightly over-weight, and with exception of poor vision, he is in generally good health.

10. Rahim is 60 years old. He is the father of five children. He brought them up so that they became doctors, engineers, and professors. After he is old, his children decided to send him to a care home. He wants to travel to make a pilgrimage before he dies.

11. Kerry is 57. He is married and has three grown children. He was looking forward to retiring, returning to his farm, and pursuing his hobbies of gardening and woodworking. He suffers from obesity.

12. Steven is 41 and is from Nigeria. He is single and has no children. He is an exercise physiologist, a former professional soccer player, and is studying the effects of weightlessness on muscle density. He has developed a series of exercise machines for the crew and works out for more than three hours every

day. He was adopted as a child and has no information about his biological parents.

13. George is a 29-year-old engineer from Mexico City. He is the father of one two-year-old daughter. He is a nuclear scientist. He is not athletic and dislikes exercise, but is in generally good physical condition. He is widely regarded as one of the world's most brilliant young scientists.

14. Dimitri is the 32-year-old son of the president of Greece. His mother is the former Miss Universe. He is single and has no children. He was a professional model in his early 20s and then decided to pursue a career in graphic design. He developed a three-dimensional graphics program that allows computers on space to map the surfaces of any object with incredible precision. He is in excellent health.

15. Angelo is 43 and single. He has no children. He is an Italian cartographer. He has helped many lost people find their way home. He has also helped many parents to reunite with their children.

16. Salim is 50 years old. He is married with three children. He struggled a lot to bring his children up on a very low income. He is the son of poor farmers and grew up raising all of the food he ate. His parents -now in their 70s- are both still living on their family farm. He has a slight limp from an accident as a child but otherwise has no health problems.

So who are the six you would choose if you were placed in this situation?

Appendix (H)

PowerPoint Presentation

Introduction to the Program

PowerPoint Presentation: Introduction to the Program

Reflective Listening Introduction

What is reflective listening?

Reflective listening:

- is a unique kind of listening.
- involves listening attentively and respectfully to the content and feeling expressed by the speaker.
- Involves listening and understanding, and then showing this understanding to the other person involved in the communication process.
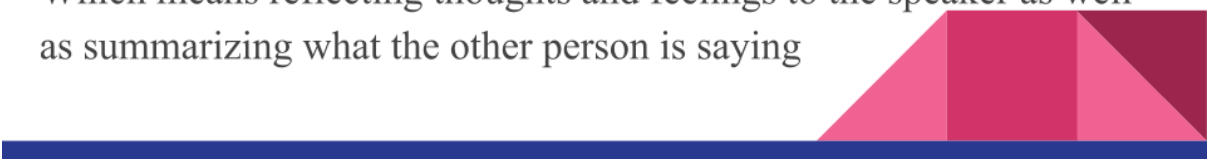- requires concentrating and responding on what the speaker is saying.

### Reflective listening requires:

- **Attending**

Which means using non-verbal communication such as eye contact, facial expressions and body language to show interest, empathy and understanding

- **Reflecting**

Which means reflecting thoughts and feelings to the speaker as well as summarizing what the other person is saying

Throughout the current program, participants will be involved in different active learning activities. These activities may include, but are not limited to, roleplaying, problem solving and some listening materials.

Steps we will apply:
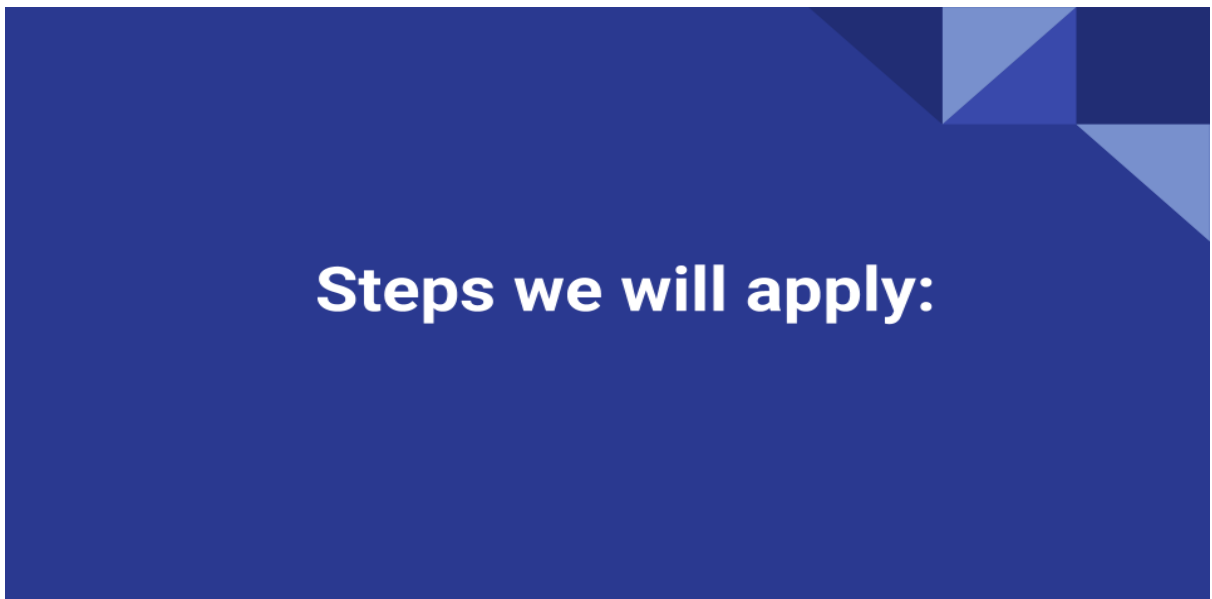
Reflecting content

This involves listening attentively to the speaker and paraphrasing his/her content. This includes reflecting ideas, thoughts, beliefs and facts.

Reflecting feelings

This involves expressing the speaker's hidden feelings.

Reflecting meaning

This involves reflecting both feelings and content altogether. This may include using words such as "because" and "about".

Summarizing

It has to do with reflecting the speaker's main points.

Finally

It is time for questions, problem solving, advice or expressing the listener's ideas, thoughts, feelings, agreement or disagreement.

Through these steps, some abilities are to be developed. These abilities include:

● Smoothness of utterances

Refers to the students' flow of utterances and their ability to avoid unnecessary repetition and hesitation

● Comprehensibility of speech

Refers to the speaker's ability to let listeners understand.

● Pronunciation

Refers to the speaker's ability to produce clear articulation of words.

● Accuracy

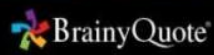Refers to the speaker's ability to make no grammar or vocabulary errors.

● Meaning construction

Refers to the speaker's ability to clearly communicate knowledge of the topic presented.

The best preparation for tomorrow is doing your best today.

H. Jackson Brown, Jr.

BrainyQuote

Appendix (I)

Learners' Consent to

Participate in the Study

Learners' Consent to Participate in the Study

.Consent Form

Confirmation Statement

I hereby confirm that I have been informed of the following:

The researcher may use information provided by the participants during the research in the published copy of the research.

By signing below, I agree to the above mentioned procedure.

Signature

- Ahmed Abd ElMohssean
- Hanan Mostafa Ibrahem
- Nader Kirolus Gad
- Walid Ahmed
- Ahmed Nasser Ibrahim
- Asmaa Ibrahim Awad Ibrahim
- Abd Al Meniem Maher Ewas
- Sondos Sherif Abdelaty
- Omar Ahmed
- Muhammad Said Ragab
- Zeinab magdy abdelwahab
- Youssef Nour
- Mohamed Ahmed Hassan mohamed
- Zeyad Ahmed Abdelaziz
- Ezzeldin Abdallah Abd Eltawab

- Ahmed Nasser Abd EL Hady
- Rahma Abd Elsamed Mohamed
- Mohamed Mohamed Ahmed Saleh
- Mohamed Said Mohamed
- Yasmin Osman Ismail
- Ahmed Mohamed Ahmed Ali Byoume
- Abdallah Hamed Shaban
- Omnia Gomaa Hussein
- Esraa Mohamed
- Aya Hazem Abd Al Kareem
- Noura Abu ElFadl Hemdan Khalefa
- Fatma Al Zahraa Mohsen Hemdan
- Mohamed Hazem Abd Al-Kareem
- Hadeer Saeed Ahmed
- Mai Ibrahim Mohamed

Appendix (J)

Photos of the Participants Working

on the Program Activities

Following are some photos that the researcher took during the intervention:

Summary in Arabic

ملخص الدراسة باللغة العربية

عنوان البحث: تأثير استخدام الاستماع التأملي على تنمية الطلاقة الشفوية لدارسي اللغة الإنجليزية الكبار

اسم الباحثة: مروه عبد الجليل حلمي عبد الجليل

اشراف: د. أسماء غانم غيث، أستاذ المناهج وطرق التدريس، كلية التربية ، جامعة عين شمس.

د. دينا سيد نصر، مدرس المناهج وطرق التدريس، كلية التربية ، جامعة عين شمس

مستخلص البحث

هدفت هذه الدراسة إلى استخدام الاستماع التأملي لتطوير الطلاقة الشفوية لدي دراسي اللغة الإنجليزية الكبار. بدأت الدراسة بمراجعة الأدبيات والدراسات السابقة التي تتناول الاستماع التأملي والطلاقة الشفوية، كما قامت الباحثة بتصميم قائمة بمكونات الطلاقة الشفوية وكذا أدوات الدراسة بما في ذلك ، واختبار قبلي وبعدي للطلاقة الشفوية ونموذج التقييم. بعد ذلك، وكذا اقترحت الباحثة البرنامج المصمم للدراسة. ثم شجعت مجموعة من المتدربين الذين اجتازوا المستوى الخامس في اختبار كامبريدج لتحديد المستوى العام للغة الإنجليزية والذين اعتزموا أخذ دورة محادثة (العدد = ٣٠) للمشاركة في الدراسة وأنشطتها. أدى الطلاب اختبارًا مسبقًا (اختبار قبلي) لتحديد مستواهم قبل البرنامج ثم قاموا بتأدية نفس الاختبار بعد الانتهاء من البرنامج. تم تحليل النتائج للاختبارين كميًا وكيفيًا. وأظهرت النتائج فاعلية استخدام الاستماع التأملي في تطوير الطلاقة الشفوية لدي دارسي اللغة الإنجليزية الكبار.

الكلمات المفتاحية: الاستماع التأملي،الطلاقة الشفوية

ملخص الدراسة باللغة العربية

المقدمة

تعد اللغة الإنجليزية ذات أهمية قصوى في العديد من البلدان غير الناطقة بها حيث يستخدمها العديد من الناس بهدف التواصل والتعبير عن أفكارهم وذلك نظراً لكونها لغة دولية. لذلك يسعي دائمًا متعلمي اللغة الإنجليزية كلغة أجنبية إلى إتقانها وكذا فهم متحدثيها. بالإضافة إلى ذلك،أصبحت إجادة اللغة الإنجليزية مطلب أساسي في العديد من فرص العمل، كما يتم إصدار المنح الدراسية بالإنجليزية والتي تتطلب ايضاً اجتياز اختبار إجادة اللغة الإنجليزية، وكذلك تعرض العديد من الأفلام والمسلسلات والبرامج التلفزيونية الشيقة باللغة الإنجليزية.

يؤكد كلاً من Pinon وHaydon (٢٠١٠) على أهمية إتقان اللغة الإنجليزية، حيث أجرى كلا منهما بحثًا في بعض البلدان النامية لمعرفة مدى أهمية اللغة الإنجليزية في تلك البلدان. يكشف البحث أن اللغة الإنجليزية تساعد على الانخراط في الأعمال التجارية الدولية التي تؤدي إلى النمو الاقتصادي والفردي. علاوة على ذلك، فإن اللغة الإنجليزية هي شرط ضروري للحصول علي ايه فرصة عمل، فضلاً عن حاجة الطلاب الذين يرغبون في السفر للخارج إلى اللغة الإنجليزية حتى يتمكنوا من الحصول على هذه الفرصة والتواصل والتعامل مع الآخرين.

وعلى الرغم من أهمية اللغة الإنجليزية، يواجه العديد من متعلميها الكثير من التحديات أثناء تعلمها. يقول Liu (٢٠٠٩) أن الطلاب في البلدان غير الناطقة بالإنجليزية يواجهون العديد من الصعوبات. أولها انفصال مواد اللغة الإنجليزية المقدمة للطلاب عن تجاربهم الواقعية حيث يركز التدريس التقليدي على الحفظ واستدعاء المعلومات. وبالتالي يفقد الطلاب حماسهم واهتمامهم بالتعليم. ثانياً، الفرصة الوحيدة أمام الطلاب لممارسة اللغة الإنجليزية تتم داخل حجرة الدراسة التي ـ في اغلب الاوقات- لا توفر لهم فرصة استخدام اللغة والتحدث بها. وفي هذا الصدد، يذكر Khan (٢٠١٠) أن خطاب متعلمي اللغة الانجليزية كلغة اجنبية يتأثر بلغتهم الأم نظراً لاستخدامهم اليومي لها. بينما تتدنى فرص تعرضهم للغة الإنجليزية ومفرداتها المعجمية، والصوتية والنحوية، مما يجعل الطلاب يعانون في محاولة استخدام وممارسة اللغة الانجليزية في التعبير عن التجارب الحياتية المختلفة، وبذلك يصبح تطوير بيئة تعلم الطلاب مطلب أساسي لتنمية اللغة الإنجليزية.

على الرغم من أهمية الطلاقة الشفوية، إلا أن النظرة المتفحصة على الطلاقة الشفوية لدراسي اللغة الانجليزية كلغة أجنبية من المصريين تكشف عن افتقارهم للقدرات التي يمكن أن تؤهلهم لاستخدام اللغة بفعالية في السياقات الشفوية المختلفة. ومن ثم يجب تطوير منهج مختلف لتطوير الطلاقة الشفوية لدراسي اللغة الانجليزية كلغة اجنبية من الكبار.

نظرًا للأسباب سالفة الذكر وبالإضافة إلى أهمية الطلاقة الشفوية، قامت الباحثة بالبحث عن بدائل مختلفة لتطوير الطلاقة الشفوية لدارسي اللغة الإنجليزية الكبار من خلال الاستفادة من الاستماع التأملي، والذي قد يمكن المتعلمين من الاستماع بفهم وربط المعلومات الجديدة بمعرفتهم السابقة في محاولة لتطوير طلاقتهم الشفوية.

يعرّف Brazier (٢٠١٥) الاستماع التأملي على أنه ما يفعله المرء عندما يشعر بالاهتمام بما يقوله المتحدث- من الاستماع بانتباه وتقديم تغذية راجعة. وبتطبيق الاستماع التأملي، يستمع الفرد ويبدي دلالات على استماعه لكلام المتحدث، كما يرسل استجابات غير لفظية مثل "اهاااا" أو "ممم". ومع ذلك، فإن الاستماع التأملي هو عملية أكثر نشاطًا. يحتاج المرء فيها إلى إبداء المزيد من الاهتمام لما يقال بحيث يتمكن من استخدام كلماته وتعبيراته الخاصة لنقل المعنى. يذكر Fetzer (٢٠٠٨) أن الاستماع التأملي يتضمن ثلاث عمليات عقلية مختلفة. وتشمل الاستماع والتفكير والتأمل. يستخدم الشخص حاسة السمع للاستماع. وفي الوقت ذاته، يفكر فيما يقال. وأخيراً، يعطي المستمع استجابات انعكاسية. ان الاستماع يتم من خلال ثلاث خطوات(Cormier, Nurius & Osborn, 2017). أولا، يتلقى الشخص رسالة. بعد ذلك، يفكر فيها أو يتأمل معناها، وأخيراً، يرسل المستمع رسالة إلى المتحدث ، كما أن الاستماع التأملي يتيح الفرصة امام المستمعون إلى الاستماع إلى أنفسهم وصوتهم الداخلي ليكون لديهم فهم أعمق لمواقفهم ووجهات نظرهم.

يشير كل من Holli و Calabrese و Maillet (٢٠١٠) إلى أن المستمعون يلجأون للاستماع التأملي للتحقق من فهمهم لمعنى المتحدثين. فهم لا يفترضون أن لديهم معرفة كاملة بما يقال، وانما يحاولون فقط تخمين المعنى. ولذلك، فإن المتعلمين لديهم الفرصة للتحدث والتعبير عن فهمهم دون الشعور بالخوف من ارتكاب الأخطاء التي قد تعوق طلاقتهم الشفوية.

" تعني الطلاقة الشفوية التحدث بسهولة ودون التفكير في الأخطاء المحتملة" (Baker & Westrup, 2003, P. 90) ويضيف Baker و Westrup (٢٠٠٣) أنه عندما يتحدث الناس لغتهم الأولى، فإنهم يميلون إلى التحدث بطلاقة وثقة حيث يصبح تركيزهم الرئيسي هو توصيل رسائلهم المقصودة. ووفقا لـ Rizvi (٢٠٠٥) تساعد الطلاقة على إنتاج خطاب

٣

مميز. تتميز الطلاقة بالتدفق الطبيعي للكلمات وانعدام التكرار والوقفات غير المرغوب بها، حيث يمكن للمتحدثين بطلاقة استخدام الكلمات والتعبيرات المناسبة لصياغة الكلمات والعبارات ذات المغزى.

مشكلة الدراسة

لا تحظى الطلاقة الشفوية بالاهتمام الكافي في المدارس المصرية رغم أهميتها كأحد الأهداف الرئيسية لمتعلمي اللغة حيث تستخدم اللغة للتعبير عن الأفكار والمشاعر والنوايا. ويذكر ان الطلاب يصابون بالإحباط وفقدان الرغبة في التعلم حين يستمروا بدراسة اللغة دون ملاحظة أي تقدم في قدرتهم على التواصل شفويًا مع الاخرين، لذلك، هناك حاجة ملحة لتطوير الطلاقة الشفوية لدارسي اللغة الانجليزية الكبار.

لاحظت الباحثة ـ بصفتها محاضرة لغة انجليزية ـ انخفاض مستوى الطلاقة الشفوية لدراسي اللغة الإنجليزية كلغة أجنبية، حيث يميل هؤلاء المتعلمين إلى التحدث ببطء مع انخفاض الثقة بالنفس والتردد كما يرتكبون العديد من أخطاء النطق. وعلاوة على ذلك، فهم ـ في اغلب الاحيان ـ لا يحسنون اختيار العبارات والكلمات المناسبة للتعبير عن وجهة نظرهم، مما يؤثر سلباً على طلاقتهم الشفوية وكذا قدرتهم علي التعبير عن أنفسهم. تعتبر قدرة الفرد على التواصل بطلاقة من العوامل الرئيسية للتواصل مع الآخرين وبناء علاقات اجتماعية جيدة معهم. كما إن الفهم العميق لما يقال أو يقرأ هو أمر بالغ الاهمية في التواصل وهوما يقود الفرد إلى إنتاج رسائل دقيقة ومعبرة وذات مغزى. تجدر الإشارة إلى أن تلك الرسائل يجب أن تكون واضحة حتى يحسن فهمها.

اجري Hwang و Su و Wu (٢٠٠٨) دراسة اكدت على أن التدريس التقليدي بضآلة موارده يجبر المعلمين علي الاكتفاء بتقديم المواد المطروحة بالكتب المدرسية لطلابهم مع التركيز على القراءة والكتابة واهمال الاستماع والتحدث، وعليه تقل فرص متعلمو اللغة الإنجليزية كلغة أجنبية لممارسة اللغة.

يذكر Kellen (٢٠٠٩) أنه عندما يتعلق الأمر بالتحدث، فإن التحدي الذي يواجه معظم المتعلمين هو مقدار الوقت الذي يقضونه في استخدام اللغة الإنجليزية. حيث تستخدم اللغة فقط داخل حجرة الدراسة بينما تنعدم خارجها، وبالتالي تصبح الفرصة الوحيدة لممارسة اللغة داخل حجرة الدراسة. ومع ذلك، فإن معظم متعلمي اللغة الإنجليزية كلغة أجنبية يميلون إلى استخدام لغتهم الأم في الصف حيث يشعرون براحة أكبر باستخدامها.

أجرت Segura Alunso (٢٠١٥) دراسة على ١٥٠ طالبًا من بينهم ٥٥ من الذكور و ٩٥ من الإناث. تهدف الدراسة إلى تحديد مواقف المتعلمين من الاستماع والتحدث ، وكذا معرفة

قدر الممارسة الفعلية لهذه المكونات اللغوية داخل حجرات الدراسة. أكد ٧٠٪ من الطلاب أنهم لا يتحدثون الإنجليزية أثناء دروس اللغة الإنجليزية. بينما أظهر ٢٧٪ من الطلاب أنهم غير قادرين على التواصل باللغة الإنجليزية، يواجه ٧٣٪ من الطلاب صعوبات في التواصل. وبالملاحظة، اكتشفت Segura Alunso (٢٠١٥) أن الاستماع والتحدث غالبا ما يهملوا نظرا لضيق الوقت المخصص لهذه المكونات اللغوية كما يميل المعلمون إلى التركيز على القواعد النحوية والتراكيب اللغوية أكثر من الاستماع والتحدث. وعلاوة على ذلك، عندما يتعلق الأمر بالاستماع، يعجز الطلاب عن التركيز أو الفهم أوالاستماع نظراً لعدم تعرضهم لنصوص استماع من قبل مما يصعب عليهم تركيب جمل صحيحة أو العثور على الكلمات المناسبة للسياقات المختلفة. بالإضافة إلى ذلك، يشعر المتعلمون بالإحباط عندما يخطئون في نطق الكلمات أمام أقرانهم. وعلى الرغم من عجز المتعلمين علي الكلام او الاستماع بشكل صحيح، الا انهم انفسهم أكدوا على أهميتهما للسفر أو الحصول على فرصة عمل جيدة. تجدر الإشارة إلى أن السفر إلى الخارج والتحدث إلى الناطقين باللغة الإنجليزية يمكن أن يسهم في تنمية الطلاقة الشفوية لدى الفرد، الا ان فرصة السفر لا تتاح لجميع متعلمي اللغة الإنجليزية كلغة أجنبية.

الدراسة الاستطلاعية

اجرت الباحثة اختباراً شفوياً علي مجموعة من المتدربين في دورات اللغة الانجليزية الذين اجتازوا المستوى الخامس في اختبار كامبريدج لتحديد مستوى إجادة اللغة الإنجليزية وعددهم ٣٣ طالباً. قامت الباحثة بقياس الحصيلة اللغوية للطلاب وطلاقتهم في التعبير عن الافكار المختلفة ودقة استخدام القواعد اللغوية والنطق الصحيح للكلمات. أظهرت نتائج الاختبار افتقار الطلاب للطلاقة الشفوية علاوة الي ذلك، ذكر الطلاب أنهم لا يستمعون إلى الإنجليزية داخل الصف ولا يتحدثون بها خارجه. كما يشتكون من قلة حصيلتهم اللغوية.

تحديد المشكلة

يعاني معظم متعلمي اللغة الانجليزية من ضعف واضح في طلاقتهم الشفوية وقد يعزي ذلك لقلة ممارستهم لأنشطة الاستماع، وكذا قلة التغذية الراجعة التي يحصلون عليها من معلميهم على ممارساتهم داخل حجرة الدراسة. لذا، تقترح الباحثة استخدام الاستماع التأملي الذي يقوم على التفكير وتبادل الأفكار والمعاني لتطوير طلاقتهم الشفوية.

اسئلة الدراسة

وفي محاولة لتناول هذه المشكلة، حاولت الدراسة الاجابة علي السؤال الرئيس التالي:

- كيف يمكن استخدام الاستماع التأملي لتنمية الطلاقة الشفوية لدارسي اللغة الانجليزية الكبار؟

وللاجابة على السؤال الرئيسي السابق ستقوم الدراسة بالإجابة على الأسئلة الفرعية التالية:

- ما مكونات الطلاقة الشفوية لدارسي اللغة الانجليزية الكبار؟
- ما الانشطة التي يمكن استخدامها لتنمية الطلاقة الشفوية لطلاب اللغة الانجليزية الكبار؟
- ما تأثير استخدام الاستماع التأملي على تنمية الطلاقة الشفوية ومكوناتها الفرعية لدارسي اللغة الانجليزية الكبار؟

فروض الدراسة

١- يوجد فرق دال احصائيا بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "سهولة التعبير" لصالح الاختبار البعدي.

٢- يوجد فرق دال احصائيا بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "بناء المعنى" لصالح الاختبار البعدي.

٣- يوجد فرق دال احصائيا بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "توصيل الفكرة" لصالح الاختبار البعدي.

٤- يوجد فرق دال احصائيا بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "النطق الصحيح" لصالح الاختبار البعدي.

٥- يوجد فرق دال احصائيا بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "اجادة القواعد اللغوية" لصالح الاختبار البعدي.

٦- يوجد فرق دال احصائيا بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "الطلاقة الشفوية" بوجه عام لصالح الاختبار البعدي.

منهج الدراسة:

اتبعت الدراسة الحالية تصميم المجموعة الواحدة حيث أجري اختبار قبلي وبعدي للطلاقة الشفوية على مجموعة واحده من الطلاب.

وتكونت مجموعة الدراسة من ٣٠ طالباً من الذين اجتازوا المستوى الخامس باختبار كامبريدج لتحديد مستوى إجادة اللغة الإنجليزية.

أدوات الدراسة:

- اختبار قبلي/بعدي لقياس المكونات الفرعية للطلاقة الشفوية لدى المشاركين بالبرنامج قبل وبعد تطبيقه
- مقياس الطلاقة الشفوية

حدود الدراسة:

اقتصرت الدراسة على مجموعة من المتعلمين الكبار الذين اجتازوا المستوى الخامس باختبار كامبريدج لتحديد مستوى إجادة اللغة الإنجليزيه مما يضمن حصولهم علي قدر كافي من اللغة يمكنهم من الفهم والتواصل وارسال استجابات انعكاسية. كما اقتصرت الدراسة على بعض مكونات الطلاقة الشفوية متمثلة في سهولة التعبير وبناء المعنى وتوصيل الفكرة والنطق الصحيح وإجادة القواعد اللغوية. ولتنمية قدرة المتعلمين على الطلاقة الشفوية، اشتملت الدراسة على بعض الأنشطة المناسبة لمجموعة البحث.

أهمية الدراسة

من المتوقع أن تكون هذه الدراسة ذات أهمية بالنسبة لـ:

- متعلمي اللغة الانجليزية كلغة اجنبية في مراكز تدريب اللغة الإنجليزية:
- سيتخلصون مما يعيق قدرتهم على التعبير بطلاقة عن أنفسهم باستخدام اللغة الانجليزية..
- الباحثون في مجال اللغة الانجليزية : ستمهد هذه الدراسة الطريق أمام الباحثين من أجل مزيد من الدراسات اعتماداً علي الأساس النظري المقدم.
- معلمي اللغة الإنجليزية كلغة أجنبية : تشير الدراسة إلى أهمية الاستماع التأملي في تعلم وتعليم اللغة الإنجليزية كلغة أجنبية، حيث يمكن للمعلمين استخدامه لتحقيق نتائج أفضل مع المتعلمين.

الإجراءات:

اتبعت الباحثة الإجراءات التالية:

اولاً: مراجعة الأدبيات والدراسات السابقة ذات الصلة بالطلاقة الشفوية وكذا الاستماع التأملي

ثانياً: إعداد قائمة بالمكونات الأساسية للطلاقة الشفوية وعرضها على لجنة من المحكمين

ثالثاً: إعداد اختبار قبلي/بعدي وعرضه على لجنة من المحكمين

رابعاً: إعداد برنامج يشمل العديد من أنشطة الاستماع التأملي بصدد تنمية الطلاقة الشفوية للدارسين

خامساً: اختيار مجموعة من الدارسين

سادساً: إجراء الاختبار القبلي لتحديد مستوى المتعلمين قبل تطبيق البرنامج

سابعاً: تطبيق البرنامج

ثامناً: إجراء الاختبار البعدي لتحديد مدى تقدم المتعلمين بعد تطبيق البرنامج

تاسعاً: مقارنة نتائج الطلاب فى الاختبارين وتفسيرها كمياً وكيفياً

نتائج الدراسة:

١- يوجد فرق دال احصائيا عند مستوى ٠٠١. بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "سهولة التعبير" لصالح الاختبار البعدي.

٢- يوجد فرق دال احصائيا عند مستوى ٠٠١. بين متوسطي درجات طلاب مجموعة الدراسة في الاختبار القبلي والبعدي فيما يتعلق بالقدرة على "بناء المعنى" لصالح الاختبار البعدي.

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توصيات الدراسة:

توصي الدراسة بالآتي:

• توفير فرص أكبر للطلاب للتحدث والتعبير عن أنفسهم

• إثراء بيئة التعلم بأنشطة متنوعة وممتعة تحفز الطلاب على ممارسة اللغة

• إضفاء روح المرح والتعاون على العملية التعليمية بحيث يجد الطالب متعة بالتعلم

• زيادة فرص تعرض الطلاب للغة عن طريق استخدامها مع المعلم والاصدقاء داخل وخارج حجرة الدراسة

• الاهتمام باستراتيجية الاستماع التأملي لتنمية الطلاقة الشفوية داخل مراكز تعليم اللغة

• الاهتمام باستراتيجية الاستماع التأملي لتنمية الطلاقة الشفوية داخل المدارس والجامعات

مقترحات الدراسة:

- إجراء بحوث تقوم على توظيف الاستماع التأملي لتنمية الطلاقة الشفوية في مراحل التعليم قبل الجامعي

- إجراء بحوث تقوم على توظيف الاستماع التأملي لتنمية الطلاقة الشفوية في التعليم الجامعي

- دراسة مدي تأثير استخدام الاستماع التأمليعلي نتائج تعليمية مختلفة

- تطبيق نفس الدراسة علي متعلمين كبار اخرين من مستويات تعليمية مختلفة

- زيادة وعي المعلمين تجاه أهمية احتياجات الطلاب

- تنمية الطلاقة الشفوية للمتعلمين باستخدام اساليب مختلفة

- البحث في إمكانية تنمية الطلاقة الشفوية لدى الطلاب عن طريق استخدام استراتيجيات أخرى قائمة على الاستماع

- الاهتمام بتنمية الطلاقة الشفوية لدى الطلاب ذوي الاحتياجات الخاصة من المتفوقين والضعاف

- البحث في إمكانية توظيف التكنولوجيا لتنمية الطلاقة الشفوية لدى الطلاب

جامعة عين شمس

كلية التربية

قسم المناهج وطرق التدريس

تأثير استخدام الاستماع التأملي على تنمية الطلاقة الشفوية لدارسي اللغة الانجليزية الكبار

بحث مقدم للحصول على درجة الماجستير في التربية

في قسم المناهج وطرق التدريس ـ لغة انجليزية

إعـــــداد

مروه عبد الجليل حلمي

محاضرة لغه انجليزيه ببرنامج اكسس المقدم من السفارة الامريكيه

إشــــراف

د. دينا سيد نصر	د. أسماء غانم غيث
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جامعة عين شمس	جامعة عين شمس

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كلية التربية

قسم المناهج وطرق التدريس

صفحة العنوان

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The Effect of Using Reflective Listening on Developing EFL Adults' Oral Fluency

اسم الطالبة: مروه عبد الجليل حلمي عبد الجليل

الدرجة العلمية : ماجستير في التربية

القسم التابع له : المناهج وطرق التدريس

اسم الكلية: كلية التربية

الجامعة: جامعة عين شمس

سنة التخرج: ٢٠١٠

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ب

كلية التربية

قسم المناهج وطرق التدريس

رسالة ماجستير

اسم الطالبة: مروه عبد الجليل حلمي عبد الجليل

عنوان الرسالة: تأثير استخدام الاستماع التأملي على تنمية الطلاقة الشفوية لدراسي اللغة الإنجليزية الكبار

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الدرجة العلمية: **ماجستير في التربية تخصص (المناهج وطرق تدريس اللغة الانجليزية)**

لجنة الإشراف:

١ـ الاسم/ أ.د.أسماء غانم غيث

الوظيفة/ أستاذ المناهج وطرق تدريس اللغة الانجليزية بكلية التربية جامعة عين شمس

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