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The Effect of Using a Technological Authentic Task-Based Approach on Enhancing EFL Secondary Stage Students' Language Use

A Dissertation

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Study Title: The Effect of Using a Technological Authentic Task-Based Approach on Enhancing EFL Secondary Stage Students' Language Use

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Abstract

The study aimed to design a technological authentic task-based program to enhance EFL secondary stage students' language use. The design of the present study was based on the one-group, mixed research design. Participants of the study were a class of 1st year, secondary stage students (n=30) in Al-Khansaa' governmental secondary school for girls, Al-Salam administration, in the academic year 2021/2022. The study utilized the following instruments and materials: a pre/post language use test, a rubric for measuring language use, a study program and interview questions after treatment. Then, the researcher designed the study program based on a technological authentic task-based approach. In this study, the researcher used some technological devices as online authentic language materials to expose participants to use language in various contexts. They received training on language use through the proposed program based on a technological authentic task-based approach. The participants' scores on the pre and posttest were statistically analyzed, using t-test and effect size. A qualitative analysis of the participants' performance was also conducted. Results revealed that using a technological authentic task-based approach was effective in enhancing the 1st year secondary stage students' language use.

Keywords: Technological authentic task-based approach, EFL language use, Egyptian Secondary Stage.

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Chapter One

Problem

1.1 Introduction

In this digital era and being a successful lingua franca, English has its status in international communication that allows English users to outnumber English native speakers. As a result, educators and teachers are faced with the need to teach students how to use the English language for different purposes, not just for communication, in order to meet temporary needs in the practical life domains such as the academic, occupational, social or instrumental contexts. Hence, students should learn to enhance their ability to successfully and effectively use the English language in various authentic situations both orally and in writing.

Furthermore, a vast body of research highlighted the importance of language use enhancement such as Altam (2020), Brevik & Rindal (2020), Fitria (2020), Littlewood (2014, 2018), Maynard & Turowetz (2013), Toyoda et al. (2021) and Widdowson (2007, 2012, 2015). According to Altam, English is the language of technology and social media especially during the Covid-19 pandemic. Altam considered internet English use as a linguistic revolution that led to the emergence of a new branch of linguistics called 'internet linguistics use' that promoted students to be self-regulated language users in the digital age and constructed a safe context for learners to talk and write liberally and express their ideas using English without any fear of awkwardness or lack of self-confidence (p. 37).

Illés and Akcan (2017) also admitted that there is an evident and recurrent need for bringing and promoting authentic, real-life language use into EFL classrooms to be taught, interpreted and studied. Both oral and written language production are forms of language that have become significant features of authentic daily life nowadays. For Illés and Akcan, by raising metalinguistic awareness and promoting authentic language use, language use then facilitates engaging learners' reality where learners are involved in their own terms, create and formulate their own meaning, rather than learning language in preparation for mere communication, as it enables learners to experiment as well as express their own meanings and find their voice in English as independent thinkers (p. 3).

Moreover, learning how to use English as a foreign language has always been the main concern for learners in general and EFL secondary school learners in particular. These learners who will study different academic disciplines in different universities are very keen to improve their English language efficiency for academic purposes. According to Zanden et al. (2020), language use is interrelated with the manipulation of higher mental processes which are necessary for secondary students in order to be well-prepared for university. Zanden et al. also argued that secondary students need additional skills at university such as critical thinking and problem solving skills which they may not automatically have acquired when they graduate from secondary school. Additionally, they have to acquire deeper key cognitive skills through using

language, such as being able to formulate a meaning, identify and think up new ideas for a particular problem, evaluate and seek evidence to defend and critique arguments, interpret data or conflicting points of view, formulate critical research questions, compare and draw conclusions from results in order to make a successful transition to university. However, despite the fact that the importance of this interrelatedness for secondary students when they go to university is widely endorsed; in practice, students have not always acquired such abilities to a satisfactory level (p. 396).

In spite of the importance of language use enhancement for students in general and secondary students in particular, recent research indicated that language use instruction may be problematic. Foreign contexts in which the English language is taught and learned are less likely to make use of the language in terms of meaningful, authentic use, but rather introduce lists of vocabulary words, grammar and language structures separately from any natural authentic context that hinders observation of 'language in actual use' (Abolfotouh, 2020; El Sayed, 2020; Ibrahim & Ibrahim, 2017; Illés & Akcan, 2017; Nagy, 2016; Wahdan, 2021). According to Atmojo and Nugroho (2020) and Zanden et al. (2020), this case might happen because of the lack of using language for purposeful interaction based on meaning construction and the scarce of frequencies using English in daily activities deemed necessary for manipulating and implementing higher mental active processes, especially in instructional activities. Such activities were found to merely focus on communication.

Both Abdallah and Mohammad (2016) and Zanden et al. (2020) further asserted that the pre-university track of EFL learning plays a major role in identifying how far students are prepared to think critically at university. Most secondary education teachers believed preparing students for their final examinations in secondary education automatically also entailed preparing students for university education. Accordingly, language teachers in secondary education employ different practices that are exam-oriented because students' future tertiary education is sharply determined by the total scores they get in the end of the secondary stage. In other words, in this exam-oriented system, students' results are further becoming decisive for each student's future career opportunities.

In practice, those EFL learning contexts are purely grammar-oriented rather than meaning-oriented. Both Boraie et al. (2019) and Ibrahim and Ibrahim (2017) maintained that traditional EFL secondary classes in Egypt have focused too greatly on the explicit teaching of grammatical structures of language rather than the day-to-day functions of language; that is, on sentences as opposed to discourse, and on language usage at the expense of language use. Students are asked to learn the grammatical structures of language. However, teachers expect them to automatically know how to use the language in communicative situations, even though teachers do not provide them with the data they need to be able to do this. As a result, learners produce a sort of English that is odd to the competent ear. In such a case, when learners are in a communicative context, they feel the lack of the needed abilities that enable them to use the language fluently, meaningfully and effectively.

That is why students should be encouraged to seek opportunities to use the language outside of class contexts and develop self-initiated language tasks that address and foster higher, more complex mental skills and more important active processes in order to prepare themselves for the transition to university.

Due to the importance of language use, secondary school students should be provided with opportunities to enhance necessary language use abilities stimulating learners to think productively and helping them demonstrate their produced thoughts critically and reflectively. This is because, as Gandimathi and Zarei (2018) suggested, these higher mental processes play a great role in enhancing English language use and in consistently applying it to new real-world situations. In addition, they question the students' minds, and enable them to work with the knowledge being learned. The critical readings, questions, and higher thinking exercises in the lesson encourage students to use language meaningfully to discover the answers. Students work together to understand, analyze and evaluate the contents of the lesson to reach the outcomes which have been stated. When learning outcomes are provided to students, they can critically think about information and use language to develop their own answers in a meaningful way (p. 2).

Therefore, several studies asserted that meaningful language use has some essential components that need to be tackled as they represent the context through which learners' knowledge is reflected clearer. So, they should provide core language use components and principles that are related to bringing real-life language use into EFL classrooms as well as that trigger students' thinking such as meaning-making or meaning configuration (Ferreira et al., 2019), visualization (Ali, 2018), critical reflection of knowledge (Abdel-Haq et al., 2019), critical inquiry (Wale & Bishaw, 2020), self-expression (Al Fadda & Osman, 2020), among others.

According to Ferreira et al. (2019), language learning "is not only about acquisition of systematized knowledge and skills, but also an ongoing, interactive process of meaning-making" (p. 449). Explaining the function of language, Williams et al. (2019) rejected the conventional view that language functions as simply a medium to communicate thoughts. Instead, they proposed language as a meaning-making function stating that individuals use language resources accessible to them to make and construct meanings. This function highlights students' active participation in negotiations to scaffold their meaning-making during interaction with teachers and peers. Students create knowledge as they build from and on their personal and social backgrounds and relate to knowledge and prior knowledge leading to the progressive process of the co-construction of meaning (p. 3).

Ali (2018) further asserted the importance of enhancing learners' ability of visualization. According to Ali, visualization is used to stimulate higher thinking abilities by directing learners to deepen thinking through decoding previewed visual media. During a visualization lesson, all learners have an opportunity to illustrate what they decode, from their perspective. Learners examine, express their opinions about it, and provide evidence to reflect and explain their interpretive comments.

Besides, visualization stimulates learners to process their visual thinking to provide chunks of written or spoken organized thoughts to describe a previewed visual media (main idea) and an explanation of what is in the media to support it (details) using the language. Questioning, inferring, interpreting, analyzing, reflecting, evaluating, comparing and contrasting are common fruitful processes a learner using visualization manipulates and invests to enhance his language use. Underlying these components are more complicated cognitive functioning capabilities such as translating ideas into oral/written language as well as executive functioning skills that include conscious attention, planning, reviewing, revising, and strategies for self-regulation (pp. 7-8).

Furthermore, many educators identified critical inquiry as an essential ability to be enhanced. According to Wale and Bishaw (2020), when students learn to ask their own thought-provoking questions and provide explanatory answers through authentic investigation, they are involved to critically view and explore various perspectives and concepts of the real world in a student-centered learning context (p. 2). Critical inquiry requires language users to make predictions and use their own perspectives of the world to clarify and gain meaning from the inquired material. Competent language users, as Ali (2018) suggested, need to investigate meaning between the lines, moving beyond the obvious, but still staying focused on the text. By asking critical questions, language users pursue the unknowns of their story (p. 9). Research showed that in order for learners to comprehend a text, critical questions leave a room for learners to struggle with meaning, rather than just point to answers. This, in turn, develops learners' abilities to notice deeply, think critically, inquire and reason with evidence as they articulate personal interpretations of meanings and build upon the ideas of others, especially within a collaborative group setting of critical inquiry.

Moreover, both Al Fadda and Osman (2020) and Astawa et al. (2017) argued that one of the key components of language use is its emphasis on the importance of critical reflection on experiences and self-expression. Its core concern is on students' ability to effectively and thoughtfully express their thoughts or ideas using oral and written abilities. They are encouraged to express their own meanings by producing appropriate oral or written utterances. Both of those abilities are powerful and extremely useful for the learners to prepare themselves for facing their real-life, to speak up their minds and express themselves and their thoughts in English.

In spite of the urgent need calling for enhancing language use in order for learners to meet temporary needs in the practical life domains, and despite of being hindered by the current problematic situation of deficient language use instruction and negative teachers' practices, EFL learners are still not allowed enough opportunities to enhance it. Therefore, the integration of emerging technologies, as Barreto (2018) suggested, will include a renewal of traditional instructional models to support learners to build their own knowledge, to provide opportunities for the practice of a language and reflection while exchanging meaningful experiences, and to allow learners discussions and negotiations that can foster their critical thinking skills (p. 136). Altam (2020) and Azar and Tan (2020) further added that the current situation of the ongoing worldwide

Covid-19 pandemic outbreak and the rapid progress towards e-learning emphasized the application of technology as a necessity in language learning contexts.

Language learning is optimally mediated by thinking, collaboration, and critical, reflective dialogue facilitated by a variety of technological tools. Emerging technologies as mindtools support language learners as they interpret and organize their knowledge, engage in critical thinking about the content, and actively participate in knowledge co-construction. Examples of such tools are semantic and conceptual maps, visualization tools, microworlds and simulations, cloud computing, computational thinking, natural language processing, virtual and augmented reality, mobile learning and even emerging artificial intelligence technologies such as robotics (Chong & Reinders, 2020; Shadiev & Yang, 2020).

Despite the plethora of technologies being incorporated into the language learning contexts and their developmental and sociocultural benefits, this type of learning lacked a theoretical framework that explains their effectiveness. Researchers identified the need for a more structured and theoretical approach to technology-enhanced language learning to ‘maximize the potential of technology for language learning’ and ‘design more pedagogically effective technology-based tasks and activities’. One framework that has been recently dominant and widely accepted as a guide to the research and practice of technology-enhanced language learning is the task-based learning approach (Chong & Reinders, 2020, p. 71).

Task-based learning and supporting studies have a high degree of relevance to language use in learning foreign languages. Both Ahmed (2019) and El Sayed (2020) maintained that task-based language learning provides learners with natural, authentic contexts for language use, and engages them in interactional authentic language use by having them perform a series of meaningful authentic tasks where they have many opportunities to interact, think, negotiate and express their own meanings and thoughts, critique, explore critical inquires, engage in reflective, critical dialogue, innovate and exchange ideas with others. In that, task-based learning helps learners better manage their language performance objectives. This is because, as Chen and Kent (2020, p. 3) suggested, a task-based syllabus design has unique benefits in that language tasks are meaningful, linked closely with real-life events and connect students with everyday life practices thereby “stimulate spontaneous language use”. Further, learners are involved to interpret and evaluate information from various authentic sources, incorporate new knowledge with what they have already acquired and think critically, as independent thinkers, to improve language use.

Ortiz and Cuéllar (2018) also pointed out that authentic tasks involve students in meaningful activities and situations, so that they can actively practice using authentic language themselves to interpret their reality, construct new knowledge, and develop their communicative competences at the same time. They inspire students to connect the knowledge received in classes with their lives so that this information can be used in new situations. Therefore, that makes them be better prepared to deal with authentic language in the real world (pp. 52-53). Moreover, Yildiz (2020) considered

task-based instruction as “most effective since it is primarily meaning-based but is supplemented by timely focus on language” (p. 75).

The significance of task-based approach lies in that: it is a coherent theoretical framework that provides stage order, that can guide investigations into the practice of technology-enhanced language learning, and that can provide guidelines to create effective and sustained e-learning communities (Chen & Kent, 2020; González-Lloret, 2017, 2020); it leads to more meaningful and deeper active learning processes, critical thinking, problem solving, meaning construction, personal critical reflection as well as encourages collaborative learning. Accordingly, as Chong and Reinders (2020) maintained, in response to such a call for a structured and theoretically-grounded approach, and in view of the growth of both task-based language learning and technology-enhanced language learning studies, researchers began to explore the possibility of synthesizing the two branches of research in the interest of advancing the development of both fields to maximize the potential for language use (p. 71).

More practically, language learning is optimal when it is situated and contextualized in real-life experiences and authentic activities mediated by technology. Task-based learning is one of the approaches that can use varied technology tools to mimic real-world situations to support virtual, meaning-oriented language use. In such technology-mediated task-based learning, technologies can be used to create authentic or near-authentic problem-solving scenarios and simulations. Thus, this approach provides students an opportunity to experience the process of making a technology product. Additionally, easier replication of digital problem scenarios enables multiple practice opportunities. Using the actual technological tools of the discipline supports learners as they develop professional skills to practice problem solving while at school (Chen & Kent, 2020; Chong & Reinders, 2020; González-Lloret, 2017, 2020; Ramadan et al., 2020).

Moreover, engaging students in authentic learning tasks that require them to use online technologies as tools and devices to seek information, construct knowledge, communicate, and collaborate effectively has the potential to improve student language production (Dewi et al., 2020; González-Lloret, 2020). According to Motteram (2013, pp. 23-24), these technologies offer learners the opportunity to engage in interactive activities that produce comprehensible output and where meaning has to be negotiated and interpreted. They also have a significant role to play in facilitating the co-creation of content, where learners interact with peers by composing, editing, and reflecting. Motteram noted that it can be particularly motivating for learners to be responsible for creating and publishing their own digital texts; as this requires them to use language for authoring (p. 29). Without such engagement with language and feedback, learners do not develop productive abilities.

Furthermore, since the technology-mediated tasks are mostly content-focused and open-ended, there are ample opportunities for learners to engage in meaning-making and negotiation of meaning with one another. They are also provided chances while engaging in technology-mediated tasks to exchange co-constructive feedback and peer

support that provides scaffolding to learners' knowledge because learners are more willing to ask critical questions and clarify understanding online, especially when learners are mediating their own interpretations of the task requirements with others, naturally generating and employing a range of progressive communication strategies when interacting and collaborating with their peers (Chong & Reinders, 2020, p. 78).

Hence, students' agency and self-regulated learning that learners enjoy in the technology-mediated tasks are facilitated through the demonstration and evaluation of learning outcomes because their learning outcomes are documented and recorded using technology and shared with their peers. Additionally, peer and self-assessments are embedded in the task designs and made possible through the incorporation of technology. Learners can read and listen to their classmates' learning outcomes and reflect on their own performance. Similarly, learners review their performance such in recorded speeches or written critical reviews to identify their weaknesses and strengths; in so doing, learners become more aware of their language learning progress against the assigned performance goals, thereby reflecting on and enhancing their language performance and language use. As a result, learners' language awareness is increased. When reflecting on their learning experience in the technology-mediated tasks, learners become more aware of their own language errors and the use of words, phrases and expressions in communication. They thus acknowledge improvement in their language proficiency.

The task-based approach has been demonstrated to improve the practical experience for many teachers and language use practices for students, and several studies within this task-based framework have been conducted (Ahmed, 2019; Amer & Demirel, 2020; Anjum et al., 2019; Bhandari, 2020; Chua & Lin, 2020; El Sayed, 2020; Hattani, 2020; Nget et al., 2020; Ortiz & Cuéllar, 2018; Yildiz, 2020). However, research on technology-mediated task-based learning is still in its infancy and there appears to be limited studies that focus on the effects of technology-enhanced task-based approach on students' EFL development (Chong & Reinders, 2020; Fang et al., 2021; González-Lloret, 2017, 2020; Ramadan et al., 2020), especially during the current ongoing Covid-19 pandemic period. This finding suggests further research in this field. Hence, the researcher decided to make use of integrating this task-based framework within technology-enhanced language learning when designing the study program to explore the potential of technology in task design and implementation on enhancing students' language use, and to systematically inform research and practice.

1.2 Context of the Problem

Language use as an active thinking process is crucial for secondary school learners who are one step far from university education. Secondary school learners need to explore ideas, engage in reflective thought, critique, select and arrange language in a way that allows them to express themselves effectively and speak up their minds appropriately in English so as to further succeed in their social, academic and professional life. English is the most commonly learned and used foreign language in Egypt. However, most EFL secondary school teachers and learners in

Egypt lack a clear understanding and implementation of this deeper view of language use, and they have some difficulties to achieve the appropriate use of the language (Abdel-Haq et al., 2019; Darwish, 2016, Wahdan, 2021). Several studies supported this conclusion giving reasons and rationale behind such a problematic situation:

In the Egyptian context, using the English language is a difficult issue among EFL learners at all levels. Boraie et al. (2019) stated that the actual practice in Egypt does not pay enough attention to meaning-oriented language use that places emphasis on the language use needs of Egyptian learners or engaging students in relevant and interesting situated language tasks in the classroom. In addition, secondary students are accustomed to a traditional education system that emphasizes rote learning and memorization of set textbooks for the sake of the exam. Most of the students focus only on storing and memorizing information without being able to analyze that information or examine what is suitable for their own experiences since the materials they study do not provide such an opportunity (p. 62). Consequently, as Nagy (2016) and Wahdan (2021) emphasized, in many EFL secondary classrooms in Egypt, it is evident how the language proficiency of the majority of learners is low; students struggle trying to use the English language to purposefully communicate and express themselves. This is a reflection of the poor quality of English language education in the country, with weak and out-dated curricula and teaching methods.

In Egypt, most students study English as a foreign language for at least nine years before they join the secondary stage. Nevertheless, most of them remain incompetent in their ability to use the language. Al Fadda and Osman (2020) in their study stated that most EFL learners in Egypt have some difficulties to achieve the appropriate use of the language at university because they lacked the language use practices during secondary education that require students to use higher-order thinking abilities like analysis, synthesis, problem solving, self-expression, and critical, reflective thinking in order to create the responses or perform challenging tasks. Additionally, many teachers find such practices too time-consuming and too difficult to teach. Although it is part of 2030 vision in Egypt, secondary school learners are rarely given an opportunity to truly think and manipulate deeper language processes. They lacked the incorporation of higher mental activities that would demonstrate their active use of English and increase their awareness to think, create a vision, engage in discussions, negotiate meanings, visualize, reflect, critique, etc. Therefore, once asked to do so, they feel unable to apply such processes in new situations, like those in the university community, and they get involved into a state of confusion (p. 1282).

This is also supported by the study of Abdel Latif (2022) who reported that students themselves also indicated that they sometimes struggled with critical thinking skills, research skills, and attitudes of inquiry at university because they are far from common practice. They demonstrated that they experience 'a skills gap' in the transition to university. Students described their language learning as focused on grammar, memorizing and understanding concepts, whereas they felt that university education placed greater emphasis on reflection, evaluation, argumentation, or critical

thinking which they were not used to, thereby feeling unequipped to apply critical thinking skills and to work on research assignments at university. These students explained that such skills and assignments were not part of their pre-university curriculum. As a result of feeling inadequately prepared, they experienced high levels of stress and language use anxiety after the transition to university.

Other studies conducted in the secondary stage mentioned that the reasons for this failure are varied and complex. One justification may be that too much attention is devoted to intensive study of grammar. Students are used to study the English language in terms of explicit grammar learning and not as a meaning-making process. This is consistent with the study of Ibrahim and Ibrahim (2017). They concluded that English language teaching in both Egyptian public and private schools has been, for a long time, based on the traditional approaches that focus on grammar, vocabulary rote acquisition and translation. Many Egyptian EFL teachers focus on grammar decoding neglecting language use (p. 287). As a result, students do not have the expected communicative competence when they finish the secondary school. Thus, the lack of language use does not stimulate students' motivation to language production.

A further reason for the lack of language production is that teachers' practices and methodologies are not effective. Students are rarely given an opportunity to truly practice the language. Therefore, once asked to do so, they get involved into a state of confusion and hesitation. Nagy's (2016) study conducted to identify the methods and techniques employed to teach speaking and writing abilities among first year Egyptian secondary students indicated that the actual language practice in Egypt is taught non-communicatively but rather as separate, unrelated units. Oral practice is just restricted to ask students to give short answers to some questions. Concerning the written practice, teachers use the traditional method that asks students to write about a certain topic using some provided helping ideas (pp. 4-5).

Other several studies in the Egyptian context supported these conclusions such as the studies of Abdel-Haq et al. (2019), Ali-Eldeen (2014), Darwish (2016), El Sayed (2020), and Wahdan (2021) which emphasized the fact that EFL students in the Egyptian secondary classes suffer from the lack of language use as an active thinking process whether orally or in writing. Thus, all these studies highlighted the need for adopting innovative methods to enhance EFL secondary stage students' language use. The same was confirmed by Abdallah and Mohammad (2016) who noted that a shift in the teaching paradigm for Egyptian secondary schools is needed, with educational reforms prioritizing a change in the EFL teaching and learning approaches (p. 3).

In addition, the materials used for teaching the language in most of the Egyptian EFL secondary classes are dull and not stimulating. This concurred with Amer (2020) and Ramadan et al. (2020) who established in their studies that some Egyptian teachers' negative attitudes towards technology hamper the implementation of novel resources inside the classroom, especially because they are always faced with an urgent need to finish the textbooks on time. This was consistent with the studies of Atmojo and Nugroho (2020) and Helwa (2020). They concluded that teachers are

reluctant to implement new emerging technologies inside the classroom because they think that they are too time-consuming and too difficult, in practice, to provide their classrooms with. In addition, many teachers till now are still struggling with technology because they are not receiving the technology-focused training they need. They are still lacking the enough and appropriate technology-based professional development deemed a necessity, especially during the Covid-19 pandemic outbreak.

As Boraie et al. (2019) stated, there is a global movement based on a significant body of research that calls for a new model to transform what learners are taught and the methods used for the teaching and learning of English. This is because the language needed by learners in the real world after they leave the classroom, whether at university or in the workplace, may be different from what they have learned and “language teachers are no longer sure of how they are supposed to teach language use or what real-world situations they are supposed to prepare their students for”. Learners need to possess a combination of critical thinking, creativity, problem-solving and collaborative and communicative skills in order to succeed. The new paradigm for teaching English should thus be related to learners’ needs, contexts, and academic/social purposes, and based on adopting context- and interaction-specific communicative practices where “learners would shape grammar according to their own needs and context, without a mechanical conformity to purported norms imposed by others” (pp. 63-64).

Therefore, technological authentic task-based approach can be an effective solution for the problems of the lack of time, authentic materials, and the training programs focusing on language use. Due to the previous reasons, the researcher decided to design a program based on technological authentic task-based approach as a platform to present tasks and activities to enhance the target students’ language use.

The researcher believes that there is an urgent need to enhance language use for secondary stage students. As a step to confirm this belief, the researcher held some discussions with a group of 1st year secondary stage students (n=50), in Al-Khansaa' governmental secondary school for girls, 2021. It was evident that they suffer from an apparent weakness in using English. Most of the students claimed that they are not used to practicing the language and, therefore, are unable to practice language use abilities. They added that the materials and the way they are taught and assessed do not give a room for language use to be enhanced.

1.3 The Pilot Study

In order to identify the 1st year secondary stage students’ ability to use the English language orally and in writing, the researcher conducted a pilot study based on administering a diagnostic language use test on the same group of students (n=50). The test (see appendix A) aimed at assessing students’ language use abilities. In addition, the researcher made class visits for some secondary stage teachers of English. Five EFL teachers in Al-Khansaa' governmental secondary school for girls were interviewed to identify the methods and techniques currently employed to

teach language use orally and in writing among the 1st year secondary stage students. Some of the following questions were suggested:

1. How do you usually teach language use to the 1st year secondary stage students?
2. What techniques do you use to enhance the learners' language use?
3. What technological strategies and technological devices do you make use of to increase their language learning motivation?
4. What are the causes that lead to a lack of English language practice for the 1st year secondary students?

Results of this pilot study revealed that:

- The diagnostic language use test results proved that many of these students lacked the ability to master essential language use components; their mean score was 43%. The questions which demonstrated their major weaknesses were related to visualization, reflection of knowledge, critical inquiry, and self-expression
- Students did not work together. English was not used for interaction as they had difficulty to communicate with each other in English.
- Teachers used to spend most of their time in explicit grammar teaching, neglecting how to stimulate language use as an active thinking process.
- In the Egyptian secondary school context, the currently adopted EFL courses focused only on communication as its main target neglecting improving higher order writing and speaking abilities or enhancing thinking critically and reflectively among EFL secondary school students.
- Oral practice was just restricted to ask students to give short answers to some questions, while written practice was followed by traditional questions to write about a certain topic provided by helping ideas to complete a composition.
- Many students had difficulty in communicating ideas, expressing themselves appropriately when writing or speaking.
- Students were unable to reach language fluency. They were unable to generate or associate ideas in a well organized and coherent oral or written manner.
- Most students lacked fluency while participating in class activities. They did not have enough confidence to talk smoothly without hesitation. This was due to the lack of language practice inside the class, and fear of making mistakes.
- Students also had difficulty in accessing, organizing and linking to the knowledge to construct meaning.
- Although teachers acknowledged that traditional textbooks alone are no longer sufficient as EFL learning resources, since they do not always provide a realistic format of how language is used, they still employ non-authentic texts that are artificial, unvaried, and too focused on certain aspects to teach.
- Teachers did not attach language use to current real life events, problems, and trendy issues. They claimed that using authentic language was impossible to implement because they are always faced with an urgent need to accomplish the textbooks on time.

- Teachers neglected using technology to illustrate authentic language use. They neglected using any online authentic language materials, even during the Covid-19 pandemic and despite of the suitability of such materials for secondary students' language learning needs.
- Both teachers and students expressed negative perceptions of the application of tablet in language learning, stating that tablets were mainly used for the sake of examinations.
- Teachers expressed their urgent need for technology-based training.
- Many students claimed that the English course they studied presented a de-contextualized language that did not reflect authentic English as used by native speakers. Many of the forms, structures, and uses they encountered were too old-fashioned. Moreover, this course tended to be more theoretical (i.e. focusing on knowledge about language) and less practical (i.e. not focusing on pragmatic language use).
- EFL course included merely texts to be fully memorized by students, and hardly included authentic materials that expose them to the actual language. In addition, opportunities to practice English outside the classroom were rare.

All the previous considerations necessitated conducting the current study that attempted to address the problem of the students' weakness in using the English language. This study also reflected an urgent need to move away from learning language in terms of explicit grammar usage to language use. Since online authentic language materials were very attractive means for the students of this stage, the researcher found out that she could design technology-mediated, authentic tasks based on incorporating some technological devices, such as digital mind mapping, photo story e-book creation and interactive blogs, for helping students enhance their authentic language use. This is what the researcher is going to explore in her study.

1.4 Statement of the Problem

Secondary stage students lack the ability to use the English language effectively as an active thinking process to enable them to be independent thinkers and successful language users. This could be due to the traditional methods of teaching that focus on the language usage neglecting the meaning-oriented language use, as well as the lack of technology-mediated, authentic tasks that could help engage students in authentic language use. So, almost all of them are poor language users. Hence, the researcher suggested the technological authentic task-based approach for enhancing the 1st year secondary stage students' language use.

1.5 Study Questions

In order to investigate this problem, the present study attempted to answer the following main question:

What is the effect of using a technological authentic task-based approach on enhancing EFL secondary stage students' language use?

In attempting to answer the above question, the following sub-questions were also answered:

1. What are the basic components needed for using language of the 1st year secondary stage students?
2. To what extent do the 1st year secondary stage students master these identified components?
3. What are the components of a program based on a technological authentic task-based approach to enhance the 1st year secondary stage students' ability of language use?
4. To what extent does the application of the program based on a technological authentic task-based approach affect the enhancement of the 1st year secondary stage students' language use?

1.6 Hypotheses

1. There is a statistically significant difference between the mean scores of the study participants on the language use pre and posttest administrations concerning language use components as a whole in favor of the posttest scores.
2. There is a statistically significant difference between the mean scores of the study participants on the language use pre and posttest administrations in 'meaning configuration' in favor of the posttest scores.
3. There is a statistically significant difference between the mean scores of the study participants on the language use pre and posttest administrations in 'visualization' in favor of the posttest scores.
4. There is a statistically significant difference between the mean scores of the study participants on the language use pre and posttest administrations in 'reflection of knowledge' in favor of the posttest scores.
5. There is a statistically significant difference between the mean scores of the study participants on the language use pre and posttest administrations in 'critical inquiry' in favor of the posttest scores.
6. There is a statistically significant difference between the mean scores of the study participants on the language use pre and posttest administrations in 'self-expression' in favor of the posttest scores.

1.7 Delimitations of the Study

- Participants (n=30) were a selected class of the 1st year secondary stage in Al-Khansaa' governmental secondary school for girls.
- Some technological devices such as digital mind mapping, photo story e-book creation and interactive blogs were used.
- Some language use components necessary and appropriate for the study participants were in focus, such as meaning configuration, visualization, reflection of knowledge, critical inquiry and self-expression.
- Language use was assessed through language as a whole orally and in writing.
- Duration of treatment was 36 hours; 3 periods per week for 2 months.

1.8 Significance of the Study

It is expected that the study will be beneficial for:

- **EFL Researchers:** who will be provided with a theoretical background written at the pandemic time, that can be utilized in future studies. They will be also supported by recommendations and suggestions for further studies in the field of using technology-mediated, authentic tasks to enhance students' abilities of using the English language during the Covid-19 pandemic period.
- **Curriculum Developers and Designers:** who will be provided with some technology-mediated, authentic tasks and meaning-oriented language use activities that can be included in future curricula. Additionally, the study may draw the course designers' attention to the learners' needs for enhancing oral and written language use abilities in order to meet temporary needs in the practical life domains in the current age.
- **EFL Teachers:** who can gain a clearer understanding of language use, and hence will be able to enhance it for their students. In addition, the study may be useful in introducing a new way to teach language use for secondary stage students, shifting the teachers' interest from using traditional methods into innovative ones, and in preparing pre and in-service teacher training programs on teaching language use during the Covid-19 pandemic situation.
- **EFL Students:** who will be provided by a new innovative learning technique to overcome their problems of using English, and to be more able to use the English language orally and in writing appropriately and effectively. In addition, the study may be useful in preparing language learners to be successful language users performing communicative functions appropriately in various real-life situations. Moreover, the study may train the students to become active and independent critical thinkers through engaging in collaborative technology-mediated, authentic tasks to work on.
- **The Field of EFL:** according to the researcher's knowledge, this will be one of the few studies conducted during the Covid-19 pandemic time in Egypt that are based on the technology-mediated task-based language learning. Hence, it will be an effective contribution to the field.

1.9 Definition of Terms

1.9.1 Technological Authentic Task-Based Approach

According to Willis (1996), task-based learning is “a meaning-based process whereby learners are engaged in expressing their thoughts without essentially using an accurate language and where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). Gan and Leung (2020) defined the task-based approach as “the approach that aims at providing opportunities for learners to experiment with and explore both spoken

and written language through activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Task-based language learning stimulates a natural desire in learners to activate and use the language and to improve their language competence by challenging them to complete tasks” (p. 13).

In the present study, technological authentic task-based approach could be referred to as “the approach whereby the 1st year secondary stage students are provided opportunities to process and explore both spoken and written language through technology-mediated, authentic tasks that are constructed based on real-world issues related to secondary students’ needs in order to engage them in the authentic, practical and functional use of language for social, academic and professional purposes, while their attention is focused on implicitly mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to formulate and construct meaning rather than to manipulate form”.

1.9.2 Language Use

Astawa et al. (2017) defined language use as “the activity of ‘producing’ language in the context of communication; that is, the individual’s ability to express meaning by producing appropriate oral or written utterances, and to effectively express their thoughts or ideas using oral and written communication skills” (p. 1147). According to Sanmuganathan (2020), language use is “the ability to make use of words and rules, the appropriacy of language, cohesion and coherence and communicative strategies to be understood in various communicative situations. It is the ability to choose the right words and structures appropriately to suit the situation and context so as to communicate thoughts and ideas effectively” (p. 28).

In the present study, language use could be referred to as “an active thinking process whereby the 1st year secondary stage students display a great ability as independent thinkers in processing and using words of the English language not only to successfully communicate, but also to reflect deeper mental abilities and active processes that allow students to formulate meanings, visualize, reflect their knowledge, critically inquire, and express themselves while using the language as a whole orally and in writing in various authentic communicative contexts”.

1.10 The Organization of the Remainder of the Dissertation

The remainder of this dissertation will be organized as follows:

Chapter Two: Review of literature and studies related to the current study’s variables.

Chapter Three: Methodology.

Chapter Four: Results and discussion.

Chapter Five: Summary, conclusions, and recommendations.

Chapter Two

Review of Literature and Related Studies

This chapter investigates the effect of using a technological authentic task-based approach on enhancing EFL secondary stage students' language use. This chapter presents a theoretical background for the current study based on a review of literature and related studies. It tackles the following main dimensions:

EFL language use,
technological authentic task-based approach,
digital mind mapping, photo story e-books and interactive blogs devices, and
language use, technological authentic task-based approach, and EFL

2.1 Language Learning and Language Use

The main purpose of learning a language is to make learners able to use this language, with an urgent need to learn how to think for themselves. Since the emphasis in education is now placed on creativity and divergent thinking, students are in need to be self-directed learners and express themselves more clearly and appropriately in a wide range of situations. In this context, Widdowson (2007, 2012, 2015) emphasized that the learner has to go beyond language usage level to master using the language meaningfully. Language learning is not merely acquiring the knowledge of grammar, but also acquiring the ability to use language to construct meaning and communicate in real situations. Students do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also critically think how to use sentences meaningfully and appropriately for communicative purposes.

According to Widdowson (2007, 2015), communicative abilities have to be developed at the same time as the linguistic skills; otherwise the mere acquisition of the linguistic skills may inhibit the development of communicative abilities. To make the discussion of learning language in both aspects clear, Widdowson (2007) distinguished two aspects of performance: 'usage' and 'use'. 'Usage' occurs when the language user demonstrates his knowledge of linguistic rules, whereas 'use' occurs when the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication (p. 217).

Viera (2017) further explained that the more critical skills in processing a language the individual masters, the greater range of ideas a learner is exposed to and generates; so s/he can communicate and reflect on the ideas more effectively. Thus, learners use the language and express their thoughts to others in an active process and develop their ability to speak or write at the appropriate time (p. 90). Gandimathi and Zarei (2018) added that as thinking involves analysis, a student needs to use the language to evaluate and justify the topic in discussion. This is usually connected with communication in that students use the language to communicate their reflective reasoning and way of thinking. Also, in being critical

and reflective, students are encouraged to use language to visualize, discover the answers, and evaluate alternative options (p. 2).

In a language learning classroom, as soon as students perform any task using the target language that contains elements such as personalization, investigation and problem solving, or are presented with a text (spoken or written) in which the speaker or writer expresses facts and opinion (such as a news text or a blog post), students need to comprehend the meaning, distinguish fact from opinion, match the argument to the supporting evidence, and then express their own view in response to the text. In other words, very soon into learning a language, students are also confronted by the need to approach texts critically and reflectively. Thus, success in such tasks – as in life – requires effective use of language along with some measure of critical, reflective thinking (Gladushyna, 2019, p.103).

In a related study conducted by Yang and Gamble (2013), they highlighted that learners cannot enrich the aspects of language learning if they do not creatively think about the task given to them. They need to be mindful and conscious of their knowledge in generating creativity within language use. When this reflective thinking happens, it would give rise to changes in styles of thinking and creative language use. Thus, students learn how to probe critical questions and use language to discover meaningful answers learning on their own.

It can be concluded that the main objective of language learning is language use that mainly depends on meaning construction, not just sentence structure. It has also to be considered that the integration of thinking abilities along with the components of language as a whole is serving as one identity in order to reach the outcome stated earlier; that is, students are using the language meaningfully and effectively.

2.2 EFL and Language Use

Given the current position of English as the most widely global spoken language, there is a wide range of EFL learners who learn and use English for different purposes in order to meet temporary needs in the practical life domains such as academic, occupational and social or instrumental contexts (Buşu, 2019; Fitria, 2020; Littlewood, 2014). Therefore, understanding the characteristics and needs of EFL learners/users is important in designing effective language use instruction ‘in order to be able to use the language effectively for their communicative needs’ (Littlewood, 2018, p. 1223). Furthermore, Fitria (2020) stated that English language use in such domains should focus more on teaching and learning language in a meaningful context than on teaching grammar and language structures (p. 56).

In EFL contexts, English for academic purposes is taught generally within educational institutions to students requiring using English in their studies. In secondary school level, students aim to learn and use English mainly for academic reasons so that they can go further in their studies in formal university education. As for the students in university level, the aims of using the language will probably form

a major part of their English courses in terms of providing accessibility to knowledge contained in textbooks, periodicals and journals, reports, and abstracts. Further, they will have to be involved in presentation of new knowledge such as university theses, articles in scientific journals, and others. While English for occupational purposes is taught in such situations in which learners need to use English as part of their work or profession; and thus, they need to use the language as a tool in facilitating success in professional life (Fitria, 2020; Kim, 2016; Littlewood, 2014).

In addition, Kayi-Aydar (2018) further explained that there are individuals who may be learning and using English for social or instrumental purposes like leisure, travel, social media, business, etc. Their primary goal is to be communicatively competent in the social environment so that they can effectively function in social situations (p. 1). Maynard and Turowetz (2013) explained that language use within social interactions deals with how to use language to negotiate relationships, actions and events in daily life social situations and how to respond appropriately during interactions. In such a case, students are to explore various approaches to the analysis of language use in interaction and practice, such as conversation analysis, critical discourse analysis or the use of language through speech to communicate wants and needs, share thoughts and ideas and reflect upon ideas and opinions (pp. 254-256).

In this context, Maynard and Turowetz (2013) further added that students need to be exposed to studying language use in interaction in diverse contexts for a range of purposes; which, in turn, allows them to develop skills for analyzing naturally-occurring language use samples, and to master specific social skills (e.g. taking turns in a conversation, using appropriate eye contact, questioning, verbal reasoning, discussing feelings associated with facial expressions, understanding figurative language, etc.) (p. 257). In this sense, using language for both academic and social purposes is interrelated since many curriculum based activities rely on working in groups and communication between peers, thereby interacting in such naturally-occurring language use practices.

Ahmad et al. (2020) assured that the integrated teaching of these English forms hence becomes imperative. On one hand, the academic English of the students can gradually be improved using their social English skills and hence allowing contextual support. On the other hand, teaching social English can be facilitated by encouraging the use of English vocabulary generated through their knowledge of academic English. Thus, overall success of students depends upon being proficient in both academic and social English use, which in turn will give an impact on greater vocational performance and facilitate success in their professional life (p. 15).

In a related study, Mohammed and Nur (2018) investigated the English language needs of university teaching assistants. The study focused on identifying their purposes for using English, discovering the most important skills, language areas, and academic/social sub-skills they needed, and determining their proficiency in the English language. Results revealed that the participants needed to use English for

their social life and for academic purposes: to communicate with the outside world and to teach their students. Results also showed that the most important required skills to use were writing and speaking to fulfill their needs.

Other studies investigated the role of identifying the English language learners' needs in using the language more effectively to satisfy their academic, professional, or social demands. Ibrahim (2017) conducted a needs analysis study for the student teachers' needs for English language. The study concluded that students needed learning and using English to fulfill three types of needs: to succeed in academic study, fulfill future job requirements and work-related tasks, and communicate efficiently in social environment. Moreover, all the four language components as a whole were important for the students, especially for academic purposes.

Overall, then, language use has been effective and co-constitutive of social, academic and professional activities that individuals collaboratively organize through their practices of language use. It has also to be considered that the interrelated and integrated relation among the various domains of language use has to be emphasized and enhanced by organizing effective teaching and learning practices and establishing a positive, authentic learning environment.

2.3 English Language Use in the Secondary Stage

There is a consensus among researchers (Adhikari, 2019; Darwish, 2016; Ibrahim & Ibrahim, 2017; Wahdan, 2021) that the aim of teaching English to secondary school students is to master using the English language in real life settings, i.e. for academic and social purposes, in order to equip them as self-regulated, life-long learners with a certain English proficiency level to communicate effectively in situations where the language is going to be used, whether in a spoken or written form. El Nagdi and Roehrig (2020) and Zanden et al. (2020) further added that at the intermediate-plus level, students should be taught to be critical thinkers learning on their own, since this serves as the gate way to life in general and to enter into a higher level of education in particular.

In order to achieve that purpose, both studies of Adair (2016) and Atmojo and Nugroho (2020) assured that in order for secondary school students to fully learn a foreign language and shape their English proficiency to meet the different challenges of current life, one has to use it for real world purposes. Since they need to understand and use the language effectively to communicate in authentic social and school environment and to further follow their academic courses of study successfully. Abdallah and Mohammad (2016) added that there is an urgent need to investigate the real thinking and lifelong language learning needs of secondary stage students to guarantee meaningful learning and active participation in public life, which will eventually qualify them to do their future careers, especially when they are connected with mastery of the English language use (p. 1).

As intermediate level students, especially within the current Covid-19 pandemic, they felt the increasing need to use English to socially and academically communicate through social media platforms such as Zoom, Facebook, WhatsApp, YouTube, Instagram, LinkedIn, Twitter, blogs, etc., some of which proved effectiveness in fostering their language use abilities and academic achievement (Atmojo & Nugroho, 2020; Kennedy, 2020; Nnaji et al., 2020). According to the findings of the study of Nnaji et al. (2020), a high percentage of secondary school students optimized rich opportunities for language use through their use of social media which effectively impacted their reading habits and academic performance when managed systematically and approached appropriately.

Furthermore, Yang (2020) reported that the results of various relevant studies indicated that a majority of secondary school students held positive attitudes and basic needs towards using English in social platforms and online resources, and towards introducing social media into and beyond English learning classroom (p. 163), as gaining special popularity during the Covid-19 pandemic (Azar & Tan, 2020, p. 56). In Sharma's (2019) study, the participants were asked to express their perceptions to use English on social media reflecting on their learning experience in English. As Sharma concluded, most EFL students, whether at university level or secondary level, expressed their passion and eagerness to use the language in social media feeling more competent and more willing to communicate in English on social media, and regarded social platforms and applications as useful tools for improving their English language components as well as English learning motivation.

Other several studies highlighted that a majority of secondary school students tended to use English in different social media platforms in and beyond EFL classrooms in terms of promoting writing and listening (Santosa, 2020), speaking and reading (Al Fadda, 2020), speaking and writing (Baniyassen, 2020), vocabulary use (Fahdin, 2020), writing and grammar (Akdağ & Özkan, 2017), and critical thinking (Ikhsan et al., 2020). The same results were assured by the study of Pardede (2020).

Moreover, Atmojo and Nugroho (2020) maintained that language learning in EFL context in secondary school settings during the Covid-19 pandemic took place in fully online language learning because students and teachers are not possible to gather in face-to-face contexts (p. 54). As a result, secondary stage students are constantly exposed to a persistent use of the English language for academic practices such as online quizzes, assignments, as well as projects given to the students, written reflections, reports, etc. To obtain the ultimate gains of that, Atmojo and Nugroho further stated that there is a need for secondary school teachers to refine their use of techniques, applications and platforms for online/virtual EFL learning and to enrich their knowledge of how to employ virtual game, artificial intelligence, augmented reality, and virtual reality. The teachers should also be creative and innovative in providing relevant activities and authentic meaningful tasks for students in online learning environment in which they engage to achieve a concrete language output (p. 62).

2.4 Language Use and Technology

As Barreto (2018) mentioned, to boost lifelong learning, technology permits students to keep developing their technological competencies, which allows them to be prepared for the current-age challenges; likewise, it supports learners to build their own knowledge; promotes self-learning, autonomy, initiative and creativity; provides opportunities for language practice and reflection while exchanging meaningful experiences; and allows students the discussions and negotiations that can foster their critical thinking skills (p. 136). Furthermore, emerging technologies such as cloud computing, computational thinking, artificial intelligence, natural language processing, virtual and augmented reality, mobile learning, etc. are maturing and very promising to be used for language learning and instruction, virtual science labs and for learning and exploring different branches of knowledge (Shadiev & Yang, 2020, p. 2).

With the sudden changes caused by the ongoing worldwide Covid-19 pandemic and rapid progress in the educational learning system towards online learning or e-learning, the application of technology in students' education in general and in language learning in particular and how it would impact their learning process is globally emphasized. Altam (2020) and Nnaji et al. (2020) commented that teachers are expected to explore technological tools and be creative when conducting language lessons virtually. Even so, students were more responsive and supportive when learning English virtually during the pandemic. Previous studies showed that students were motivated to engage through virtual English learning sessions either in group discussions or by participating in online debates.

In this context, Azar and Tan (2020) conducted a study to explore the effect of ICT technologies such as virtual reality, gamification, and mobile-assisted language learning applications in developing English language for secondary school students during the Covid-19 Pandemic. Results revealed that the use of ICT technologies has brought a significant benefit not only in terms of enhancing the students' English language, but also in terms of motivation as well. As enjoyable and productive as they are, secondary school students also viewed ICT technologies as presenting a more real-life learning environment during the pandemic.

In a related study, Chen and Kent (2020) investigated whether 3D virtual learning had an effect on improving ESL students' English spoken and written communication skills in Second Life and their language learning motivation. Findings demonstrated that this type of learning and virtual reality visualizations made the students more motivated and provided much more opportunities to develop their written and spoken language abilities. In addition, students were more able to review and critique their own communicative acts. It also enabled them to explore and interact through different types of social skills and actions and to process and reflect upon new knowledge.

Azar and Tan (2020, p. 61) emphasized that it is time for future teachers to rethink the idea of applying technology into teaching the English language among secondary school students, as it gives much more information than a textbook can

provide. Besides, technology could help by supporting students in their ability to learn meaningfully, develop creativity and enhance their language use abilities. It also benefits the teacher in meeting the students' needs in language learning settings and creating a more fun, innovative and productive environment for students.

Additionally, current and vast changes in technology have made the ability to think critically more important than ever before. Thus, EFL instruction designed to help secondary stage students think critically should take into consideration the wide range of online resources available for learners. It should also focus more on these skills that are widely applicable across their various domains of knowledge, along with the transferability of such skills to other problems and other contexts.

In conclusion, integrating technologies into English language learning supports students with exploratory learning allowing them opportunities to create, synthesize, criticize, reflect, interpret and process new knowledge. Thus, language teachers should explore other technological-based lesson materials that could support students to think and enhance their language use, especially during the Covid-19 pandemic.

2.5 Language Use and Knowledge

The process of language learning for secondary school students is not only concerned with the acquisition of systematized knowledge and skills, but also it is an ongoing, interactive process of meaning-making and development in which they need to know how to use the language to process knowledge for higher levels of education (Ferreira et al., 2019, p. 449). Mansouri and Mantero (2021, p. 1) commented that throughout this process, "individuals will become self-regulated language users".

Students learn better when they first access what they already know, and this plays a big role in improving English language learners' academic literacy so that they can effectively reflect upon what they have actually learned and put their existing knowledge into practice. From this perspective, individuals gradually develop knowledge by participation in social/academic activities and effectively deploy the knowledge into a specific subject area while being scaffolded by others and taking various positions in communities; and thus, they develop to be self-regulated language users and autonomous agents able to transfer knowledge and reflect new items in multiple contexts (Mansouri & Mantero, 2021, p. 3).

As secondary school students, Brevik and Rindal (2020) maintained that students' prior knowledge might be encoded in their native language (p. 927). Brevik and Rindal further clarified that the use of English in higher education is steadily increasing, which might lead to English being attributed status as a more "appropriate" used language than their native language for the academic domain (p. 945). Consequently, students have to know how to use the English language to fulfill university academic demands, and how to reflect what they have in their encoded prior knowledge using English to further process/manipulate higher levels of knowledge domains.

Furthermore, Astawa et al. (2017) assured the importance of reflection on experiences towards the quality of language production. Astawa et al. explained that the ability to reflect and draw distinctions is based on how individuals perceive and process what they experience. Individuals create and share knowledge among each other while interacting. They are not passively transferring knowledge, but they are actively manipulating knowledge and integrating it with the existing knowledge base. It is an important process in which learners make connection across domains of knowledge. The students play an important role to develop their knowledge where they innovate their own ideas to create a new knowledge, new thoughts and/or adapt new situations. In that sense, they are encouraged to express meaning by producing appropriate oral or written utterances in various situations (p. 1147).

In that regard, Mohammad (2013) conducted a study where he reported the results of the effect of prior knowledge on speaking ability of ten pre-university students. Results revealed that they could talk more easily and for longer time when reflecting on their own experiences. In addition, the study of Tawalbeh and Al-zuoud (2013) examined the effects of adult students' prior knowledge of English on their writing of researches. Results revealed that students with previous knowledge in English performed better in using English effectively to write researches than those who lacked this knowledge. Moreover, findings demonstrated that the visualization that took place as students read and the pictures in their minds reflected their own experiences. They could connect what they read to their context, apply new ideas more deeply relating to them, and produce more culturally appropriate elaborations of the content in writing, thereby building on this knowledge and developing their English writing abilities while moving from school level to tertiary level.

Accordingly, a successful language use depends on how well individuals interact on a constant basis to jointly construct meaning to perform a goal-oriented activity (Mansouri & Mantero, 2021, pp. 5-6). Astawa et al. (2017) also maintained that every experience will become a useful knowledge and lead to a successful language use if they are organized from an authentic context (p. 1147). Accordingly, more authentic learning opportunities would need to be created in which each individual learner should have a task to do and be involved in meaning-oriented language use.

2.6 Task-Based Approach and Language Learning

As Biloon (2018) stated, “when a person uses a language in an authentic setting, skills such as speaking, reading, writing and listening are naturally integrated to achieve communicative competence” (p. 175). Building on this notion, Chen and Kent (2020) added that a task-based syllabus design has unique benefits in that language learning tasks are meaningful, linked closely with real-life events and “stimulate spontaneous language use” (p. 3). Moreover, “with the help of task-based process, learners can make use of what they already know and what they can already do” (El Sayed, 2020, p. 6).

The task-based approach in language contexts seeks to provide learners with natural, authentic contexts for language use, and to engage learners in interactional authentic language use by having them perform a series of meaningful authentic tasks. While learners work to accomplish a task, they have many opportunities to interact, think, negotiate meanings, explore critical inquires, engage in reflective, critical dialogue, innovate and exchange ideas with others. Such abilities are thought to facilitate language use as learners have to work in order to express their own meanings, thoughts and ideas (Ahmed, 2019; El Sayed, 2020).

Furthermore, Ortiz and Cuéllar (2018) pointed out in their study that authentic tasks involve students in meaningful activities and situations so that they can use the language actively to interpret their reality, construct new knowledge, and develop their communicative competences at the same time, especially at school contexts where opportunities to practice the language are limited. In addition, Ortiz and Cuéllar emphasized the role of authentic tasks in inspiring students to connect the knowledge received in classes with their lives so that this information can be used in new situations (pp. 52-53).

Egbert (2020) further explained that language tasks engagement can effectively support student learning across both online and offline language learning contexts in spite of distractions that learners may experience at school due to the Coronavirus pandemic (p. 314). Egbert clarified that teachers can strategically design digital tasks, explore digital authentic assessment tasks, and develop a digital task-based syllabus. With an interesting and authentic topic to attract students' attention and integrating a list of relevant resources and virtual tools into one or more of the task stages that students can choose among, e.g., news at their level, relevant blogs, or social media streams, they can remain fully motivated and engaged throughout their online/offline tasks, thereby meeting their individual interests and needs during the crisis (p. 316).

Due to these reasons, task-based approach was approved in several studies as a useful alternative to provide students with more opportunities for meaningful language learning by using the language with meaningful purposes, and to create an engaging setting where the main objective is to make the process of language use a more authentic one, and in which meaning is primary (Amer & Demirel, 2020; Bhandari, 2020; Chua & Lin, 2020; Dewi et al., 2020; Fang et al., 2021; Nget et al., 2020). This is because tasks are closely related to real-world activities where students are actively engaged in communication problems to inquire, investigate, solve and construct meanings for themselves. Egbert (2020) asserted that teachers can continue to help their learners make progress in their language learning by using an effective task engagement framework to support the design and delivery of tasks (p. 315).

Nunan (2004) maintained that the core essence of task-based learning centers around involving learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form within the context of performing the

task (p. 4). Ahmed (2019) further added that it aims to both enable learners to implicitly acquire and use new linguistic knowledge and to innovate new knowledge through processing their existing knowledge. Additionally, meaning construction is primary so learners are not given other people's meaning to regurgitate (pp. 52-53).

Moreover, Yildiz (2020, p. 75) considered task-based instruction as “most effective since it is primarily meaning-based but is supplemented by timely focus on language”. Yildiz argued that tasks can provide a platform for language-focused instruction and provision of corrective feedback. For an efficient learning to take place both should be emphasized in the activities. Accordingly, learners develop their linguistic and sociolinguistic competence when they are processing the information they use while performing a task. This fact not only allows them to develop their strategic problem solving skills, but also involve in lexicalized communication.

2.7 Task-Based Learning and EFL in the Secondary Stage

According to the current English learning situation in Egyptian secondary schools, the classroom tasks are frequently simple activities and exercises, and not real-world tasks at all. They are counterfeit tasks designed to practice grammatical structures or functions focusing on forms. The result is an overt or covert grammatical syllabus and when students leave the classroom, they are not able to use English effectively. Although the Egyptian general secondary education is divided into two main streams; that are, scientific and literary, in which tasks have to be determined and in which each individual learner should be specified some tasks to do according to their needs and interests, language teachers are still no longer sure of what they are supposed to teach nor what real-world situations they are supposed to prepare their students for.

Therefore, a shift in teaching paradigm for Egyptian secondary schools is needed within methodology in teaching, with educational reforms prioritizing a change in teaching and learning approaches in classrooms since individuals are now compelled to attain different sets of skills and knowledge base to secure a job in an increasingly competitive labour market. Besides assessing students' academic development, there is a pressing need to develop individual key abilities, such as technological literacy, critical thinking, problem solving and lifelong learning, which are seen to be valuable in today's global techno-centric system.

Ahmad et al. (2020) and Toyoda et al. (2021) further supported this claim by elaborating that for satisfying the future university and workplace requirements, learners need to possess a combination of critical thinking, creativity, critical inquiry and collaborative and communicative abilities in order to succeed. Language learning in the classroom should thus be related to learners' needs, contexts and academic and social purposes, where learners would shape grammar according to their own needs and context, without a mechanical conformity to purported norms imposed by others.

Thus, instructional approaches that facilitate reflective, critical dialogue are needed to provide students with more opportunities for meaningful learning. More

specifically, the methods by which reflection is taught to students within a lifelong learning context have been of specific focus over the last several decades. Thus, many educators have identified critical inquiry, engaged dialogue and reflective practice as essential to furthering substantive learning (Abdallah & Mohammad, 2016, p. 5).

The increasing orientation towards innovative curriculums placed emphasis on the language-use needs of Egyptian secondary learners and on engaging students in relevant and interesting technological language tasks in the classroom. Both Ramadan et al. (2020) and Vellanki and Bandu (2021) maintained that the aim of the innovation was to move away from a textbook-based curriculum with a focus on grammar to a task-based curriculum that depended mainly on digital learning materials, and where the grammar and vocabulary learning needs of learners were dealt with as they emerged in the classroom. Thus, technology-mediated tasks could be deployed to encourage learners to use language in productive ways.

Moreover, in task-based learning, learners integrate new knowledge with existing knowledge in a context of social interactions through reflection, self-expression, negotiation, collaboration and dialogue. The instructor observes, assesses and engages learners while they are completing tasks, primarily by posing questions and exploring critical inquiries. The key impetus for task-based learning is that a task is mainly designed to promote critical thinking and problem-solving abilities, and there is no preset 'correct answer' for a task outcome. Learners decide on their own way of completing it, using the language they see fit. Thus, it gives learners the chance to creatively produce multiple versions of the task, freely collaborating with others (Boraie et al., 2019, pp. 64-65).

According to Hattani (2020) and Long (2015), tasks can provide students with practice that is relevant to their academic, occupational, vocational, or social survival purposes. Hattani argued that intermediate-plus level learners need to practice using authentic language themselves, in order to be better prepared to deal with authentic language in the real world for authentic purposes, thus preparing academically competent learners and well-equipped professionals to successfully operate in the target work fields using high language proficiency. In that regard, task-based approach engages learners in activities that resemble what they will do in real-life using the language. In addition, this approach is learner-centred in which students "learn by doing" rather than learning about things they do (p. 78). That is, task-based learning seeks to provide learners with authentic contexts for activating language use and cultivating their language fluency, and to learn real English as it functions in contextually appropriate ways.

According to Adair's (2016) study on the language use of EFL secondary students, students are basically responsible for expressing, interpreting and negotiating for meaning with their peers and their teacher as an essential part of their everyday life (p. 12). Many researchers agreed that task-based approach facilitates learners' participation in meaning creation, interpretation and manipulation, and encourages learners to get autonomy in language use by working on real situations

and more meaningful experiences, to know that the language they use in class has a direct correlation to the language they will use in real life interactions and is relevant to the language use requirements that learners will encounter in their specific work or study-related situations.

In Hattani's (2020) study, the impact of using task-based approach on intermediate students' language development and skills acquisition was investigated, and teachers' attitudes towards the implementation of task-based approach in ESP classroom were examined. The findings revealed that teachers and learners assured that the incorporation of this approach in language instruction not only improved their speaking and writing abilities, but also created a favorable teaching and learning conditions as it involved learners in tasks relevant to their academic and professional needs, fostered their learning autonomy and motivation in various ways, allowed them to explore and build upon knowledge of the issue in question, developed their interpersonal abilities and communication skills, and developed their creative and critical thinking deemed necessary for their future careers. Hattani concluded that this approach facilitated developing other necessary abilities such as decision-making, self-inquiry, self-expression, problem-solving, negotiation, and leadership (p. 77).

Many other scholars explored the use of task-based approach in the development of various language components. In a study conducted by El Sayed (2020), the effect of using a task-based program taught through the discussion method to improve Egyptian secondary stage students' writing abilities and self-esteem was investigated. Results revealed that the task-based program was found effective in positively improving the students' writing abilities and self-esteem. In another study conducted by Amer and Demirel (2020), task-based language instruction proved effectiveness in improving reading comprehension for EFL intermediate level students to produce more thoughts, actuate their layouts and earlier information, inspire and urge them to peruse smoothly.

Both studies of Anjum et al. (2019) and Nget et al. (2020) were conducted to investigate the effect of task-based language learning on developing speaking skills of secondary school learners. The results of both studies supported the effectiveness of task-based learning as an approach that provided students with appropriate conditions for language learning, helped improve their speaking skills, increased their confidence in speaking, and motivation in learning and using English.

To conclude, the impetus for task-based approach is that it was proved in many studies to be effective for secondary school learners to provide them with authentic language use contexts according to their own future academic, social and professional needs, and to foster their key lifelong learning skills. Additionally, since the Egyptian general secondary school learners experience the division into scientific and literary sections, tasks have thus to be determined at this stage and there is a need for secondary learners to experience task-based instruction and to be specified some tasks to do according to their own interests and needs.

2.8 Task-Based Learning and Using Technology

In line with the demands of current developments, advanced learning trends are always followed by the advancement of information and technology, one of which is task-based learning. The implementation of a task-based learning approach, supported by the use of digital technologies, can help to meet the demands of today's needs, both in terms of material development and strategy. Implementing technology-mediated task-based learning promotes the students' motivation for task implementation, independence, self-inquiry, self-editing progress, confidence in using the target language, and willingness to communicate (Dewi et al., 2020, p. 121). Besides, technology-mediated tasks render the nature of being interactive, less anxious, collaborative, reflective, meaning and goal-oriented, real-life oriented, problem solving oriented, involved in negotiation of meaning, and oriented to learning by doing, thereby fostering a community of learning (Chen, 2018; Chen & Kent, 2020; González-Lloret, 2017, 2020).

Recently, especially at this time of the Covid-19 pandemic, all the tasks that learners will perform are strongly related to technology (Egbert, 2020; Subekti, 2020). Since online language teaching has become a reality for many foreign language programs that have been forced to teach remotely, collaborative technology-mediated tasks have become a necessity for promoting productive language output, reducing anxiety, facilitating students' effective interaction, having them receive useful timely feedback most comfortably, as well as helping build a sense of community; essential for online learning (González-Lloret, 2020, p. 261).

Additionally, as Tusino et al. (2020) stated, "technology-mediated task-based learning is currently an imperative for autonomous language education" (p. 255). This is particularly important because, as Messer (2020) and Orluwene and Ekim (2020) stated, personal, academic and social growth happens when learners have a voice about their own learning, suggesting that learners need a degree of independence in their learning process by performing digital authentic tasks. Moreover, Lai and Li (2011) earlier stated that, "scaffolding from expert peers and negotiated interaction during task performance in technological environments allowed learners to move from other-regulated to self-regulated performance" to take charge of their own learning (p. 503).

Harji and Gheitanchian (2017) indicated that the incorporation of technology into task-based learning contexts provides online, digital resources for task performance by offering chances for learners to manipulate various communication modes and tools at their disposal in order to actively participate in task performance. Moreover, Harji and Gheitanchian regarded a technology-enhanced task to be "freer and less structured, more inquiry-based task space" that "encourages learners to exercise agency and enact identities" (p. 25). Therefore, preparing students to do technological tasks has to be part of teachers' technology-based professional development to modify learners' tasks moderately and to foster learners' digital literacy development, active learning and learning autonomy (Subekti, 2020; Tusino et al., 2020).

González-Lloret (2020) maintained that technology-mediated tasks have the potential to connect and engage learners with the target culture in ways that are almost impossible in a physical traditional class, providing an opportunity to virtually visit most world museums that most language learners may never know, and to engage learners in authentic cultural interaction through virtual cultural tasks that provide lots of language input and help develop cross-cultural awareness and sociocultural competence (p. 265). González-Lloret concluded that a needs analysis should be conducted to find out the learners'/teachers' technological contexts, digital literacies, technical capabilities, and institutional support to provide them with extra support and training; to determine the right amount of task content, technology, feedback, as well as the type and amount of evaluation that can be done through technology; and to find balance and keep learners cognitively engaged in the task (p. 267).

In this new mode, it can be concluded that a task-based approach combined with technology created an innovative virtual EFL environment and a community of learning which drew the students' attention to put more interest in the task given, kept them more involved in their tasks, and stirred them towards autonomous learning. Arguing for the affinities between technology and task-based learning, Chong and Reinders' (2020) description best captures the intersection between them that 'the integration of technology can enhance or facilitate the benefits of task-based learning as well as task-based learning approach can serve as a structured and theoretical framework in which to ground research conducted in technology-mediated contexts' (p. 71). Technology being incorporated into task-based learning maximized the potential of technology for designing more pedagogically structured and effective technology-based activities.

2.9 Task-Based Learning, Technology and EFL

According to Lai and Li (2011), "technology helps increase and enhance the quantity and quality of language production during task performance" (p. 502). González-Lloret (2020) further advocated that, "through collaborative technology-mediated tasks, productive language output (spoken and written) and the type of interaction that facilitates language learning and motivates students to continue improving their language components can be promoted" (p. 260).

Many researchers documented that the incorporation of technology into pedagogical tasks supported learners to produce an increased amount of language during task performance as a result of lowered anxiety and increased motivation, created opportunities for genuineness in interaction, and led to higher levels of engagement and innovative practices. Vellanki and Bandu (2021) supported this claim by stating that technology-enhanced contexts help lower affective filters during task performance and hence have the potential to generate greater amounts of language production more easily among students. Students produced longer dialogues, more turns and utterances using target expressions, more words, and sentences during task performance because they found this context more motivating and themselves less anxious in producing the target language (p. 114).

Chong and Reinders (2020, p. 72) further explained that technology enhances noticing and self-monitoring, and facilitates language play and social cohesiveness during task performance. The different modalities of communication technology enhance the quality of task performance differently and generate variety in the use of pragmatic strategies among the learners. That is, learners demonstrate greater confidence in their ability to use grammatically accurate language and produce a greater number of self-corrections during task performance. Freeing learners from the physical constraints of the classroom setting; technology-mediated task-based language learning practices allow more time for learners to process their language output before sharing it, which in turn encourages learners to produce more grammatically accurate and complex language and greater lexical richness. The increased processing time enables learners to proofread and self-correct their language output and raises their attention to various linguistic and metacognitive features in online communicative, reflective e-contexts, such as in digital games and augmented/virtual reality, thereby giving learners more opportunities to monitor their language production. Learners have also been found to produce a wider range of speech acts, discourse functions and greater creativity in writing during task performance.

Many scholars such as González-Lloret (2020) and Vellanki and Bandu (2021) justified that technology facilitates language learning during task performance due to the linguistic actions and cognitive processes that occur during task performance and the general motivational effect that task performance generates for language learning. First, the occurrence of negotiated interaction during technology-mediated task performance was found to be favorable to language learning since the ambiguous nature of the online interaction forced learners to take extra efforts to make their intention for negotiation more salient to their interlocutors, which in turn amplified discursive practices like explaining, reflecting, critiquing, interpreting, paraphrasing and critical inquiring, and fostered learners to construct meanings for themselves. These enhanced discourse features contribute to enhanced language use during the performance of technology-mediated tasks. Second, learners' engagement with the cognitive construct of noticing of interactional feedback from the interlocutors, which is argued to be essential to language development, has also been found to be heightened during technology-mediated task performance. Third, engaging learners in technology-mediated task performance helped them construct a positive language identity as active and confident English users among a networked community of peers on the internet, which indirectly facilitated their language use development by promoting ownership and agency.

While task-based learning is an extensively researched area in language studies as powerful language pedagogy, research on technology-mediated task-based learning is still in its infancy and there appears to be limited studies that focus on the effects of technology-enhanced task-based approach on students' EFL development. It is not until the last decade that researchers have begun to explore the potential of technology in task design and implementation (Fang et al., 2021; Harji & Gheitanchian, 2017). However, the current literature and research indicated the feasibility and the benefits

of doing tasks mediated by technological means. In addition, researchers provided evidence of long-term language development in syntax, vocabulary, speaking, writing, and intercultural competence as a result of technology-mediated task performance (González-Lloret, 2017, 2020; Vellanki & Bandu, 2021).

Both qualitative studies of Chen (2016b) and Chen and Kent (2020) documented how a task-based syllabus implemented in a 3D virtual world could be implemented intensively to improve EFL pre-university level students' spoken and written communication abilities and cross-cultural understanding. The participants reported that 3D virtual learning provided opportunities for meaningful communication, and that the intercultural discussions on a series of cross-cultural topics led to gains in syntactic development, incidental vocabulary learning and the development of intercultural competence, unlike traditional EFL classroom settings that generally focus more on grammar and the form of language.

Furthermore, positive evidence has been presented on the development of general speaking proficiency due to technology-mediated task performance. In a related study, Fang et al. (2021) investigated the effects of mobile-supported task-based language teaching (TBLT) on EFL university learners' linguistic achievement and conversational interaction. Results showed that the mobile-supported TBLT group outperformed the traditional TBLT group on vocabulary and conversation comprehension. Also, the mobile-supported TBLT group reported greater awareness of fluency and accuracy-oriented strategies for speaking proficiency than the traditional TBLT group, and that the technological scaffolds enhanced the learning outcomes for task performance.

Technology-mediated task performance has also been found to scaffold the development of writing proficiency. In a study conducted by Dewi et al. (2020), the effect of mobile-assisted task-based learning on high school students' writing competency and students' motivation in writing was investigated. Results revealed that mobile-assisted task performance was effective to enhance the students' writing competency and increase their motivation in writing, and helped the students to have a better self-editing progress in terms of sentence structure, language use, vocabulary use, the content of the writing, organization of the ideas, as well as the writing mechanics. Findings also showed that the use of online mind mapping helped the students to produce effective writings, made them more motivated to write, allowed them to interact more interestingly and created a more interactive, innovative, and interesting classroom situation. In another study conducted by Tusino et al. (2020), online task-based language teaching was also proved to be effective in improving undergraduate students' writing performance, grammar and vocabulary.

Thus, it can be concluded that there is ample evidence that task performance in technology-mediated environments supports language use development. Technology-mediated task-based language learning is an alternative for enhancing both the quantity and quality of language production during task performance.

2.10 Possible Technological Devices and Students' Tasks

As Araujo (2019) stated, with the inclusion of technology, the general use of language becomes only one part of the learning process, since several different ways to express meaning shape the multimodal character of new technologies. More recently, multimodality has been presented as a natural component of technological trends in education (p. 1). Technology-mediated task-based learning being one of those current technological trends, possible multimodal technological devices that may help enhance students' task performance are thus to be discussed in terms of description, purpose of use and the expected outcomes.

2.10.1 Digital Mind Mapping

Samonlux and Yimwilai (2020) described electronic mind mapping as a non-linear learning technique for presenting thoughts in an innovative, organized way that forces the learner to creatively think and explore concepts using visuospatial relationships flowing from a central theme to peripheral branches which can be inter-related, thereby creating a visual canvas about a subject or some type of information. During the process of constructing a mind map, students could figure out how ideas are connected in the same way as how their brains work (pp. 115-116).

Stokhof et al. (2020, p. 206) stated that mind mapping helps learners associate new information to prior knowledge and find connections in their head that lead to meaningful learning and deeper comprehension. A collective visual platform seems effective to visualize students' prior knowledge as a starting point for collective and progressive knowledge construction. When the mind wonders/inquires, one thought guides to another, triggering associations and interconnected ideas. Thus, mind mapping combines both the logical and creative aspects of the brain for an idea.

According to Aljaser (2017) and Samonlux and Yimwilai (2020), electronic mind mapping is an extensive digital version of mind mapping as it can be either software-based mind mapping or online web-based mind mapping. Electronic mind mapping is different from mind mapping in terms of the creating process and output since the electronic mind mapping is created and developed on computer, mobile or other electronic devices through appropriate software and the output comes in a software file that users can export and share in various formats including HTML, PDF, and JPEG. Electronic mind mapping has more efficiency and is more attractive for learners since it is created by professionally specialized software for faster outcome which includes using photos, colors, words and illustrations. Bhattacharya and Mohalik (2020) further added that digital mind mapping software stimulates learners' visual thinking to visually express their ideas more precisely and creatively (p. 400).

According to Bhattacharya and Mohalik (2020) and Samonlux and Yimwilai (2020), there are more than 29 various free electronic mind mapping tools that can be used to automate the process and help students create structured and interactive mind maps; they help grasp the data easily, act on it, add content and feedback, turn it into

an actionable task and share with others. MindMaster, MindMeister, Mindomo, Ayoa, Canva, Coggle, XMind, FreeMind, Creately, Padlet, etc. are the most famous ones among others. These reflective tools allow students to collaborate to discuss, express divergent thinking, share, comment, and modify. Interestingly, they come with a built-in presentation that can be used to convert maps into dynamic and colorful slideshows, or connect divisions with emoji reactions, files, images, videos, music and web links, or to broadcast a mind map live to collaborators, or embed on a website.

Online mind mapping can be used in online practice to help online students explore an idea or concept; visually structure thoughts; interpret and analyze them in a broader, deeper way; create new solutions to an existing problem; create quality diagrams; organize ideas; recap/summarize facts, data, etc.; transform the relationships between things into an understandable sequence; teach students how to organize or prioritize tasks; boost brainstorming practices, problem solving and visual thinking; create storyboard presentations; improve critical, analytical and imaginative thinking; outline written documents; conduct research; generate discussions with peers; develop cognitive skills among others. Therefore, it is a strategy that is highly effective, especially in the virtual classroom (Abbaspour et al., 2020; Alomari, 2019; Al Shdaifat et al., 2019; Bhattacharya & Mohalik, 2020; Jiang, 2020).

Researchers have provided evidence of long-term development in language learning outcomes as a result of using electronic mind mapping. As pointed out by a number of studies, positive evidence has been presented on the effectiveness of digital mind mapping on students' learning outcomes in terms of enhancement of writing abilities and motivation (Abbaspour et al., 2020; Ali, 2018; Dewi et al., 2020), reading abilities (Samonlux & Yimwilai, 2020; Saori, 2020), critical reading and writing abilities (Helwa, 2020), and creativity and critical thinking in writing (Karim & Mustapha, 2020). A digital mind mapping intervention has also a positive influence in enhancing learners' speaking abilities (Khodabandeh, 2021; Setiyawan, 2020), their collaborative knowledge construction and online discussion (Araujo, 2019), and progressive critical inquiry and collective knowledge construction (Stokhof et al., 2020). It can also serve as an effective learning strategy to help EFL learners enhance their vocabulary use (Al Shdaifat et al., 2019; Masoud & Ibrahim, 2017) and increase their interest in grammar learning (Wang, 2019). Furthermore, utilizing digital mind map technique proved to improve students' metacognitive skills (Astriani et al., 2020) and promote their professional communicative competencies (Orlova, 2017). Thus, the use of digital mind mapping technique has been referred to as one of the creative methods which can be employed to foster learning capacities.

2.10.2 Photo Story E-Book Creation

Photo story e-book is the electronic version of a printed book that can be read or listened to in digital form, often presented with embedded multimedia elements. It can be an effective pedagogical content creation tool that allows students to create interactive digital stories released in e-book format individually or

collaboratively through using professional, multimodal web-based or software-based tools. Online intuitive digital e-book creation software (i.e., bookcreator.com, storyjumper.com) can be used in education to produce various attractive, colorful, and professionally efficient student-created e-books for different purposes due to its multimodal interactive creation interface with a wide variety of media options. Students can create their own characters, choose scenes, write dialogs, record narrations by their own voice, and add emotions, sound effects, videos and actions in order to produce their written works in lively digital modes (Almunawaroh, 2020; ElAdl & Al Musawi, 2020; Jacobs, 2020).

The inclusion of photo story e-book offers a simple way to infuse creativity throughout the curriculum. Although traditional picture books might include words, pictures, and graphics, e-books also innovatively include multimodal features such as sounds, animations, videos, and narrations that afford learners, especially who struggle with writing or speaking, the possibility to innovatively share their ideas, demonstrate knowledge about favourite topics and concepts and easily relate personal life experiences. Additionally, the utilization of e-book creation software allows learners to create attractive layouts and web designs for their digital written works which lead to interesting, illustrative works. They can use interactive multimodal features in text presentation, thus making their published works more appealing to the readers. As a result, students attain high level of motivation and self-efficacy in terms of fulfillment of task requirements and producing digital written works in a good academic style with relevant language use, appropriate for the intended purpose and audience. Students can also demonstrate their understanding and reflections by creating their own digital e-books (Li Li et al., 2019, pp. 1297-1300).

Moreover, creating interactive e-books allows students to combine text, images, audio and video to create interactive stories, video reviews, digital portfolios, research journals, collaborative projects, class news magazines, poetry books, science reports, reflection reports, 'about me' books, comic strip illustrations, comic adventures, etc. Finished products can subsequently be published to an authentic audience on blogs or websites, thereby motivating students to become published authors and digital publishers, and helping them develop their digital literacy and future-ready skills (Li Li et al., 2019; Motteram, 2013). Motteram (2013) stated that it can be particularly motivating for learners to be responsible for creating and publishing their own digital texts, as this requires them to use language for a specific purpose and to author for different audiences; like authoring for peers, parents, or public virtual audiences in outer world. This, in turn, helps learners construct a positive language identity as active and confident English users among a networked community of peers on the internet by promoting ownership and agency (p. 29).

Motteram (2013, pp. 29-30) further added that authoring for a specific audience encourages students to think carefully about the accuracy and suitability of the language they are using as well as ensuring that the activities make sense, are culturally appropriate and will be engaging enough to sustain interest.

More important, photo story e-book facilitates the co-creation of content, where learners collaboratively develop content and interact with peers by composing, editing, exchanging texts and getting peer feedback. This technology offers learners the opportunity to engage in activities like debates, dialogue, role play, performances, etc. that produce comprehensible output and where meaning has to be negotiated. Meaning can be made more explicit when students record additional audio elements like sound effects, speech and narrative. Additionally, writing an e-book is a fantastic way to make connections in learning. Students create a finished product, giving them a platform for sharing their learning with peers or others and getting feedback from wider community. That is, they have a voice about their own learning; students are each creating a resource that will be available for download across the world, which in turn enhances authentic learning at its best.

Also, creating e-books provides an excellent opportunity to record a spoken response, to listen to it and to compare it with the correct sample, which contributes to the evaluative component that completes the body of technological structure of e-book. It teaches students to mind their speech, seeking to articulate their thoughts and promote their oral language as well. Additionally, professionally voiced e-books facilitate student ability to speak with accuracy. It also suggests fulfilling tasks in the form of digital creative writing that students can print out or save in their e-portfolio. Moreover, Operational thinking processes are implemented through interactive tasks in e-books to develop student skills and expertise in a subject, as well as to ensure independent learning and personal growth, readiness to solve non-routine tasks, problems, and situations in various life spheres (Nurgaliyeva et al., 2019, pp. 34-36).

Thus, the learning outcomes are intensified through the inclusion of a maximum number of activities through a variety of e-book task types and in basic intellectual operations, such as analysis, synthesis, comparison, reflection, inquiry, etc., which is most importantly for the secondary school. Additionally, in the context of e-book creation, the teacher control is replaced by the student self-control. Thereby, adequate self-esteem is formed in students as a pivotal quality of digital personality. Performing e-book interactive tasks ensures that students achieve the expected high-quality academic performance as a result, and organize themselves for self-learning (Nurgaliyeva et al., 2019, pp. 36-37).

Although a lot of research has been conducted regarding the effectiveness of implementing e-books in English language teaching, studies that focus on using an e-book as a student-generated e-book creation tool are scarce (Almunawaroh, 2020; Nurgaliyeva et al., 2019). Nurgaliyeva et al. (2019) argued that e-book developers often focus on the interface or technical aspects, but relatively few studies have focused on instructional design issues, such as structure, content creation, pedagogical patterns which affect the performance goals and methods of the use of e-books, etc. Thus, scholars concurred in the fact that further research in the digital e-book creation and development is needed to understand better and summarize the results of their effectiveness (p. 29).

However, the current literature and research has approved the feasibility and the benefits of doing tasks mediated by e-books. Positive evidence has been presented on the effectiveness of digital story e-books on students' learning outcomes in terms of enhancement of writing proficiency and motivation (Irawati, 2018; Li Li et al., 2019), reading comprehension and reading motivation (Ingram, 2020; Yee & Zainuddin, 2018). E-book intervention has also a positive influence in enhancing learners' oral proficiency and overall speaking abilities (Dewi et al., 2020; Nurgaliyeva et al., 2019), language performance, academic language achievement and academic learning (Alhammad & Ku, 2019; Nurgaliyeva et al., 2019; Phadung & Dueramae, 2018). It can also serve as an effective learning technique to help EFL learners enhance their vocabulary learning (Korat et al., 2021; Love et al., 2017). Furthermore, utilizing digital e-book technique proved to promote students' self-efficacy, study skills and academic motivation (ElAdl & Al Musawi, 2020).

2.10.3 Interactive Blogs

According to Fatimah et al. (2020) and Sütçü (2020), an interactive blog, also known as 'weblog', is an online hypertext journal where one posts or publishes his/her ideas, articles, personal diaries and comments, updates them on a regular basis and receives comments from other correspondents in an online collaborative space. Sütçü (2020) stated that blogs are authentic, interesting, communicative and reflective; they can serve a variety of purposes in foreign language learning. They can be used as a forum for teachers and students to express themselves and their opinions, co-produce ideas and share information for collaborative discussion and synthesis in an environment of English. Furthermore, interactive blogs offer 'multimodality' which includes texts, images, audio and video files, and links to the other websites; this makes them ideal tools to be used for all language components in language classes, offering their greatest potential for writing (p. 345).

Bener and Yıldız (2019) clarified that blogs differ from other social media tools as they allow users a lengthy free space for writing and discussion through comments as well as enough time to process their thoughts. They offer a supplementary environment where students can express their ideas and share their experiences with one another in an open community using different media forms, and reflect on their experiences with opportunities of receiving peers' constructive feedback on their blog posts in a social setting (p. 40). Hence, as Sütçü (2020, p. 345) suggested, interactive blogs serve as a constructivist tool for learning where students learn as they construct knowledge from ideas and shared information from other students' works and while responding to each other's entries. Bener and Yıldız added that this interactive online community is a necessity for the development of reflective thinking since within students' comments and peer feedback they gain natural opportunities for critical thinking and self-evaluation, emotional support, engagement in academic discussions, and learning from each other (p. 40).

Both Akbari and Mondanipoor (2020) and Christie and Morris (2019) reported that blogging allowed students to be creative and more accurate although they earlier had limited language proficiency. Students reported that using the blog as a writing tool helped them gradually write better and more effectively, producing more grammatically and lexically accurate written materials in order to become comprehensible. They were motivated to post comments on each other's entries, and willing to send and receive peer-feedback as they were aware of the effectiveness of their comments on their peers' language proficiency. Further involvements, sense of agency accompanied by self-assessment practices due to fast instructor- and peer-feedback were the probable reasons of the better outcomes of the learners. They further corrected their sentences on their own. Thereby, the interactive blog is an effective tool for students to improve their English writing abilities which enhanced the students' eagerness to write and consecutively fostered autonomous writing.

Additionally, in the study of Ju et al. (2020), students reported that they liked viewing their classmates' blogs. Being able to view the whole class' assignments and works through blogs might be another reason for the students' progress in fluency and accuracy. Blogging other classmates' entries allowed them to review some English words, pick up some new words and expressions that would be helpful for their future writing, pick up some ideas about language usage and brainstorm writing ideas for their own assignments by reading peer work on blogs. Viewing their peers' assignments also stimulated students' aspirations for writing more and generating more ideas due to the larger exposure to contents on a specific writing topic. Students also reported that viewing the instructor's corrective feedback to the whole class' assignments through the class blog impressed them on the mistakes they made and alerted them to their classmates' mistakes, which in turn helped them avoid making the same mistakes later. They also felt that the blog archival feature helped them to notice their learning progress and offered a reflection of growth (p. 28).

As far as the use of blogs for writing is concerned, numerous researchers reported the contribution of interactive blogs to developing writing abilities, offering further reading and writing practice for students, providing a real audience for the written texts, functioning as online learner journals that can be read by their peers, creating a sense of community among learners, encouraging shy students to participate, stimulating out-of-class discussion, fostering a sense of autonomy and ownership through online self-publishing, improving a sense of voice, functioning as an online portfolio of student written work, and building critical and synthesizing skills. Blogging also impelled students to revise and ensure correct language use in their blog posts before publishing in order to avoid feelings of anxiety and embarrassment about possible peer reactions to their work (Akbari & Mondanipoor, 2020; Fathi et al., 2019; Ju et al., 2020).

Furthermore, Bener and Yıldız (2019) advocated an interactive blog as “one of the ways of increasing the quality of critical reflection and fostering critical inquiry” (p. 39). Bener and Yıldız further explained that interactive blogs boost reflective progress and enhance community of practice since they may include practice of series of activities that can lead practitioners to review the rationale for their actions, and offer thoughtful interaction which is crucial for gaining and negotiating multiple perspectives. Additionally, critical reflection, as a social activity, can be effectively carried out in a blog community, which may offer its practitioners different points of views to argue, analyze, compare and interpret, and a free space to generate reflective dialogues through critical inquiring to critically reflect on their thoughts and learning processes, helping them to discover their potentials as reflective practitioners. Thus, blogs involve the creation of opportunities for learners to engage, co-construct knowledge and enact new visions of practice in context (p. 40).

A large body of research demonstrated various positive impacts of using interactive blogs in various language learning areas. Interactive blog-mediated collaboration was found to stimulate peer critical and constructive feedback, which in turn fostered reflection and critical thinking (Novakovich, 2016). Interactive blogs also contributed to improving the learners’ writing performance and autonomous writing (Akbari & Mondanipoor, 2020; Fathi & Nourzadeh, 2019; Sütçü, 2020), and enhancing their writing fluency and accuracy (Ju et al., 2020). Additionally, interactive blogs were proofed to be a good medium to improve learners’ language proficiency in reading and writing (Spanou & Zafiri, 2019), enhance their critical thinking in writing (Rahman, 2021) and develop their communicative skills in writing (Fadilah et al., 2020). Writing via blogs also increased learners’ motivation to write, their interest in doing writing tasks and writing self-regulation (Fathi et al., 2019; Mir & Ghoreishi, 2020; Sudirman & Ati, 2019).

Furthermore, blog intervention has a positive influence in enhancing learners’ reading abilities (Abdul Fattah, 2016; Fatimah et al., 2020), speaking proficiency (Sun, 2013; Yeh et al., 2019), and writing and speaking abilities (Kleanthous & Cardoso, 2016). Moreover, using blogs as reflection tools proofed to foster critical reflection and community of practice for learners (Bener & Yıldız, 2019; Yang, 2009), enhance their engagement and assessment practices (Christie & Morris, 2019; Marín, 2020) and promote learners’ critical thinking abilities (Cain et al., 2012; Wang & Woo, 2010), revision and critical reflective abilities (Sangwa, 2021), and their acquisition of professional competencies (Rosselló & Pinya, 2017).

Thus, it can be concluded that meaningful digital, technical tools can serve a variety of functions and link together the development of language as a whole, with a special reference to the innovative gains in learners’ language production. Such e-tools facilitate language practice and the co-creation of content, where learners interact with peers by designing, composing, editing and exchanging texts and where meaning has to be negotiated to produce comprehensible output.

2.11 Language Use Components and Required Tasks

In this intermediate stage and as secondary school students prepared for higher education, they are required to learn how to use the language not only to communicate but also to practice more necessary mental, meta- cognitive processes. Since secondary students are further to be involved in search, investigation, critical inquiries, analysis, comparison of results, interpretation which are much more higher processes than merely sharing a message, they are thus required to learn how to use the language to investigate, inquire, compare, raise critical questions, interpret, express themselves and their own academic thoughts and critically reflect on their and others' thoughts (Abdallah & Mohammad, 2016; El Sayed, 2020).

Secondary school students are also required to be competent in meaning configuration. According to Ferreira et al. (2019), they viewed secondary school students' learning as "not only about acquisition of systematized knowledge and skills, but also an ongoing, interactive process of meaning-making". They further stated that studies on secondary school students' perceptions of learning emphasized the meaning-making process as a central element for learning, highlighting students' active participation in negotiating places and roles, and constructing culture. Such studies support the claim that the ways in which students relate to knowledge and prior knowledge, perceive learning, and recognize themselves as learners are mediated by cultural processes of meaning construction, produced through representation systems and affordances, creating potentials for meaning-making processes in each context. Thus, even being explicitly a collective process, learning is experienced individually, contributing to individual meaning configuration and collective process of meaning-making (p. 449).

In addition, learners need to expand, reflect, and broaden their visual thinking and their ability of visualization using technology to enhance their language fluency. Consistent with this perspective, Al-Murtadha (2019) advocated enhancing secondary school learners' visualization as successful fluent language speakers in imagined communities to foster their willingness to communicate using the English language (p. 134). Through applying visualization, learners are urged to visualize, interpret, interact, connect with prior knowledge, analyze as well as critique resulting in better language learning outcomes. Moreover, during visualization, learners are engaged in a dynamic process of asking series of carefully worded critical questions about a previewed visual media, during group discussion, in an attempt to foster thinking abilities and construct meaning. The answers of these questions can have an additive positive effect on the learners' language fluency and language use.

Dunn (2021) and Kumar (2021) further added that visualization activates learners' visual thinking that empowers learners to think critically about visual media, observe closely, inquire, think more deeply about what is obvious and what is ambiguous and make decisions based on their observations about each work of art. During visualization, learners are involved in a creative reflective process that can

facilitate the construction of a mental model, and enhance the expression, communication, and creativity while using language. Thereby, the development of visualization can allow learners to make connections and apply pictures in their minds' eye to the world around building strong content knowledge.

Furthermore, many educators identified critical inquiry, critical reflection, engaged dialogue and reflective practice as essential language use components to furthering secondary school students' substantive learning (Abdallah & Mohammad, 2016, p. 5). According to Wale and Bishaw (2020), when students learn ask their own thought-provoking questions and provide explanatory answers through authentic investigation tasks, they are involved in making observations; posing critical questions; examining sources; gathering, analyzing, interpreting and synthesizing data; proposing answers, explanations and predictions; communicating findings through discussion and critical reflection; applying findings to the real situation; and following up new questions that may arise in the process. Critical inquiry emphasizes students' abilities to critically view, question and explore various perspectives and concepts of the real world in a student-centered learning environment. When students come up through this distinct process in manipulating such tasks, their critical and reflective thinking abilities can thus be enhanced because this process focuses on the process of knowledge discovery and develops students' ability to create ideas, analyze, synthesis, and evaluate concepts (p. 2).

Abdel-Haq et al. (2019) further asserted that there is an increasing emphasis on the need for promoting critical reflection as an integral part of secondary school students' learning. Because critical reflection draws upon higher order thinking skills and demands critical, analytical and evaluative thinking, students need access to deeper language abilities to interpret and make meaning of their experiences and communicate this either during shared oral critical discussion or private written reflection (p. 66). Abdel-Haq et al. elaborated that it is about taking ownership of one's learning through critical reflection, a critique of one's assumptions, rather than mindlessly or unquestioningly acquiring frames of reference through life experiences. Thus, it fosters autonomy in thinking that empowers students to become critical inquirers who confront their limiting and constraining beliefs and perspectives in order to foster the development of critical consciousness, vision of possibilities and actions (p. 69).

Moreover, Al Fadda and Osman (2020) added that the secondary and university students in the Egyptian context need orientation on the relevance of self-expression and expressing opinion, thinking critically, ethics of expressing one's opinion, techniques of reflection and ways of supporting one's opinion. Al Fadda and Osman further assured that students also need support and scaffold, learning how to express their view, employ reason and rationale, and use supporting evidence, as they sometimes have difficulty speaking up their minds and expressing themselves and their thoughts in English (p. 1285).

Therefore, as Adair (2016) stated, “performance goals in the classroom should be dictated by real-life scenarios-related tasks that students need to carry out using the target language, while implicitly incorporating the grammar needed for appropriate communication” (p. 15). El Sayed (2020) further emphasized the use of English through instruction that encourages task-based learning centered upon themes. That is because “when students are actively engaged in meaningful, related theme-based tasks, they gain repeated exposure to language that helps them to deeply process the language” as they experience learning by doing (p. 6).

According to Siyi and Patamadilok (2021), a task-based curriculum then, with its supporting instructional authentic materials, specifies what the learner needs to do with the English language in terms of target tasks and organizes a set of real-world pedagogical tasks intended to reach those goals. Learners explore and experience, both written and spoken language, through tasks designed to attract learners in the practical authentic use of target language for meaningful purposes. Thus, the priority is not the bits and pieces of language, but rather the functional purposes for which the language has to be used. As the learners engage in authentic tasks, they are involved in comprehending, manipulating, producing and interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning (pp. 3517-3518). However, Nguyen and Newton (2020) argued that adding a public element to task performance is hypothesized to further encourage attention to language form. Building a public report into the task cycle, that is, reporting the outcome of the task in public pushes learners to plan and rehearse for it, to use English more accurately and to engage more fully in the set tasks (p. 589).

Additionally, Wale and Bishaw (2020) elaborated that when students participate in real life situations-related tasks, they can develop effective research skills, adapt and respond better to change, and learn how to generate and organize ideas through investigation and discussion to find out alternative ideas, convey their opinions, and produce sound written/oral output. They further elaborate their thinking through transforming their understanding into other real world situations. Accordingly, students become better achievers because they have an active role in choosing their own topics and in developing the outcomes of their own investigations, which in turn helps students improve their use of the target language (p. 3). Thus, authentic tasks help students become lifelong mind seekers. They also provide optimal opportunities to turn performance objectives into actions through having a free medium of student authentic learning where students will share good experiences through an inquiry process based on curiosity or interest of topics, and reach on implications.

In the study of Toyoda et al. (2021), findings revealed that, during the task-based learning (TBL) period, secondary schools learners’ L2 willingness to communicate improved significantly, and that TBL provided secondary school learners with many effective opportunities for communicative language use which led to more highly perceived communicative competence and for expressing their points of view and making themselves clearly understood in the foreign language. Findings also

revealed that TBL developed their ability of self-expression, meaning negotiation and logical reasoning orally and in writing. In another study conducted by Nguyen and Newton (2020), results revealed that interactive speaking task performance enhanced secondary school learners' overall speaking proficiency, and that learners demonstrated high levels of comprehensive meaning configuration and negotiation of meaning during task performance.

Moreover, the incorporation of technology into task performance develops more practices that address the students' learning needs, provides students with more opportunities for meaningful learning where knowledge is situated in multimodal contexts and facilitates reflective, critical dialogue. Through technology-enhanced task performance, students can use different inspiring e-tools to visually express their ideas, connect, reflect, build on each other's ideas and work on improving their common realities (Egbert, 2020; Fang et al., 2021; González-Lloret, 2017, 2020).

Several studies were conducted regarding using technology-enhanced task-based learning to enhance learners' language use. In related studies conducted by Chen (2016), Chen (2018) and Chen and Kent (2020), a task-based syllabus implemented in a 3D virtual world improved EFL pre-university level students' spoken and written communication abilities which were further enhanced by students' interactions on blog entries.

In sum, it is therefore expected that, after the secondary school level of education, students will develop the specified knowledge and components of English language use through manipulating and implementing authentic tasks mediated by technology, so as to cope with the English language demands at higher levels of education and in the world of work in general. Thus, technology-enhanced task-based learning provides optimal opportunities to turn performance objectives into actions.

2.12 Assessment of the Secondary Stage Students' EFL Use

Secondary stage students' language use can be effectively assessed in the light of task-based language use assessment because, as Yildiz (2020) suggested, the use of tasks encourages learners to act as language users, and not language learners. Besides, task performance assessment provides opportunities to produce the target language and receive student-generated feedback on the productions. When learners receive feedback, Yildiz argued, learners stand a better chance of noticing the gap between their current and desired language proficiency levels (pp. 73-74). Within this context, task-based language use assessments are thus viewed as "devices for eliciting and evaluating communicative, reflective performances from learners in the context of language use that is meaning-focused and directed towards some specific performance goals" (Shehadeh, 2012, p. 157).

Yildiz (2020) also argued that task-based language learning is student-centered resulting in self-regulated learners; for that reason, learners take a central role in controlling their own learning (p. 74). In addition, Shehadeh (2012) stated that

task-based language assessment is featured as performance-based, formative assessment; that is, it is an assessment that seeks to provide information about learners' abilities to use the language in specific contexts, that is directed at assessing a particular performance of learners, and that seeks to ascertain whether learners can use the language to accomplish real target tasks (p. 157). Building on those notions, formative assessment, as Xiao and Yang (2019, p. 39) suggested, can support secondary stage students' self-regulated learning in English language learning, which is essential for lifelong learning because it allows students to construct knowledge by identifying their language learning goals, self-managing their learning process and self-evaluating their performance against goals. Orluwene and Ekim (2020) further asserted that secondary stage students' self-regulated learning can be enhanced through the use of self- and peer-assessments techniques as effective forms of performance-based, formative assessment (p. 2).

Both self-assessment and peer-assessment involve students deeper to reflect on their own works and make critical judgments on their own as well as their classmates' progress and performance against the identified criteria. They require students to personally examine their performance so as to determine if the desired behavior has been elicited. Based on the teacher's criteria, students grade and evaluate their own and each other's work identifying the quality of their own work as well as their classmates' work and making a judgment about the extent to which the goal has been achieved. Thus, they are powerful metacognitive assessment tools that help students to identify their weaknesses, strengths as well as gaps in their performance, and to determine where much attention is needed in their learning, thereby promoting self-reflection, critical thinking, motivation and self-responsibility for learning (Orluwene & Ekim, 2020, p. 5).

Almhasneh and Abdul-Hamid (2019) commented that, later, this students-generated feedback is exchanged with their peers and is used to improve their future performances, in either written or spoken activities. To rationalize, the benefits of giving feedback exceed the benefits of getting feedback from the teacher as the first involves activating students' metacognition and the ability to critically question their language learning development. Consequently, students as self-assessors and co-assessors with other peer-assessors will deeply engage in "cognitively demanding activities" which will ultimately reinforce their performance that leads to better understanding of the topic. Based on this scenario, teachers guide their students to take an active role towards their learning and towards their own and their peers' language production. This practice also enables students to assume more responsibilities in making decisions that will ultimately influence their and the peers' work and performance (p. 106).

In a related study, McKenzie (2021) examined high school teachers' best practices for the use of formative assessment strategies. Findings revealed that the use of self and peer assessments, especially through leveraging technology in the formative assessment process, were best practices that high school teachers

discussed as a way to get their secondary stage students reflect on their progress and achieve their language learning goals, and help their peers in assessing their work. This, in turn, helped students recognize quality work and allowed them improve their language performance. In another study by Almahasneh and Abdul-Hamid (2019), the effect of using peer assessment training on writing performance among Arab EFL high school students was investigated. Results revealed that peer assessment allowed students use the success criteria to comment on the strength of each other's work. This helped students identify their own strengths and successfully improve their writing abilities. Students could also develop their feedback in writing performance during peer assessment training.

According to Espinosa (2015), task performance-based assessments represent a set of progressive strategies that ask students to actively use their knowledge and abilities to create a product or perform a task that is authentic and meaningful to them based on certain predetermined criteria. The tasks may include giving oral reports, writing essays, writing book/video reviews, creating student narratives, participating in interviews, etc. Students may have the chance to work collaboratively on open-ended tasks and chances to apply existing knowledge to new situations, make critical comments, critical writings, and argumentations, evaluate each other's works and self-reflect on their work and their learning. Implementing such task performance-based assessments gives students the opportunity to demonstrate their active use of English to complete tasks or solve problems, and increases their awareness to think, create a vision, engage in discussions, negotiate meanings, visualize, reflect, critique, etc. (pp. 2441-2442).

The rationale behind such assessments is that knowledge is constructed during learning, and that students discover knowledge for themselves rather than receive it from the teacher. This is because performance-based assessments require students to use higher-order thinking abilities like analysis, synthesis, problem solving and critical, reflective thinking in order to create the responses or perform challenging tasks. Besides, through task performance-based assessments, students' understanding and reasoning are tested to determine how well they can apply what they know in new situations. Therefore, these evaluation instruments provide information in depth about students' knowledge and language abilities.

In Osman's (2018) study, he suggested that authenticating language use assessment tasks is a challenge. For Osman, language use assessment tasks should be designed in a way that elicits the secondary school students' desired language abilities in the real world situations. Assessment tasks need to urge secondary school learners to use authentic language in performing pragmatic goals. In this way, these tasks may gain the validity to measure language use abilities which is natural and spontaneous. Teachers may use many performance-based tasks in assessing their students' language production such as playing roles, having an interview, giving a presentation, narrating a story, responding to oral, visual or written prompts (p. 17). In another study conducted by Sarıgöz and Fişne (2019), the integration of task-based

language use assessment significantly increased the level of authentic language performance and use of the 4th grade language learners.

Furthermore, teachers have to think how students can learn from their e-assessment process which can be effectively reflected on students' performance and their ability to use the language. Social software tools driven by post-constructivist, learner-centred pedagogy may facilitate and support e-assessment design processes of collaboration, engagement and reflection and create spaces for multiple perspectives, dialogue and social connectivity/interaction through using interactive interventions and tasks during e-assessment. In a construct of dynamic assessment, students can perform various authentic online e-assessment tasks that will positively impact their language use in e-contexts, where students can demonstrate emergent skills in problem solving, collaborative projects, critical inquiry and critical thinking (Al-Hattami, 2020; Appiah & Tonder, 2018; Mahmood et al., 2020; McKenzie, 2021).

To illustrate, students can make use of online journals; they write a critical review of a book and post it online; and act as members of an editorial board. Others can read and reflect and respond. Students can also interact in online discussion boards and post responses to problems, comment critically on others' discussions, and engage in vivid discussions. Students can also work collaboratively on an authentic task to identify possible solutions to authentic problems and compile these into e-portfolios. Students can also make use of online concept mapping to provide visual representative of connections between concepts they have learned, demonstrating their understanding. Moreover, students can complete review activities on digital documents, or complete an assigned review activity with an online program.

In this way, as Al-Hattami (2020) stated, well-structured e-assessment contexts will positively impact students' ability to use the language if it is done more authentically. If the nature of assessment changes, strategies for preparing students to take that assessment will also have to change. Teachers probably use a variety of e-assessment methods to determine the extent to which their students have met their performance objectives, but they need to be managed differently. So, teachers will have to design tasks that provide exercises for the appropriate higher mental skills. Instead of the teacher talking all the time and students taking notes, classes will have discussions, argumentations, problem solving, projects, critical questions, practicing critical writings and other active processes (p. 1539).

Evidently, teachers have to think about the appropriate criteria used to assess students' work such as relative rubrics to judge and determine the quality of performance; they require well-defined rating scales that are necessarily limited in scope and choices about what to rate because no rating scale can attend to all possible aspects of performance. Rating scales need to be appropriately designed to allow accurate judgments of the speech or writing samples elicited and need to be valid in terms of the relevant language construct (Wigglesworth & Frost, 2017, p. 126). Espinosa (2015) noted that students may even actively contribute to the creation of the criteria used to assess their tasks (p. 2442).

Thus, it can be concluded that the associated assessment practices now focus on students' capacity to analyze their own knowledge, practice independent, critical judgment and evaluate their own and others' performance. Therefore, task-based language use assessment/e-assessment practices have thus to be promoted in terms of performance-based, self- and peer-assessments as effective forms of formative assessment calling for primarily meaning-focused language use assessment practices.

Commentary

This chapter described a review of literature and previous studies concerned with language use, technological authentic task-based approach, as well as the relation of language use, technological authentic task-based approach and EFL. The following were the general benefits and conclusions derived from the review of literature and related studies:

- The studies concerned with language use were of great benefit when deciding on the language use components to be tackled through the proposed tasks and developed for the study participants. The researcher selected the components that she believed are appropriate for the target students and at the same time consistent with technology-mediated task-based learning.
- The studies which investigated the effectiveness of task-based learning and technology-mediated task-based learning indicated their effectiveness and appropriateness for different learning contexts, stages, fields, and students' levels. Hence, these studies supported the selection of this type of learning as an independent variable for this study.
- Most of the reviewed studies emphasized the relation between technology-mediated task-based learning and language production. Hence, the literature review supported the relation between the study's dependent and independent variables and provided a rationale for integrating them.
- The reviewed studies assured that task-based learning encourages the actual use of language, which facilitates the effective integration of language components as a whole, as it focuses on creating a real and authentic context for language use and emphasizes using goal-oriented activities and tasks based on real situations and meaningful experiences, which are mainly addressed to facilitate learners' understanding and participation in meaning creation and negotiation of meaning, as well as to promote their communicative competence abilities, oral/written fluency along with critical thinking.
- Most of the reviewed studies revealed that this approach is effective in terms of exceeding the limits of merely facilitating students-centered communication to providing more metacognitive language use exercises for more meaningful mental skills and deeper active processes when managed appropriately, such as problem solving, visualization, critical reflection of knowledge, critical inquiry, interpretation, comparison, analysis, critique, and self-expression, among others.

Relevant studies asserted that meaningful language use development has been seen as a result of such natural metacognitive processes.

- Reviewing previous studies revealed that there is lack of the studies that tackle language use rather than language usage that causes learners' lack of mastering English language use. Based on an absence of existing studies examining both language use and the effect of using technological authentic task-based approach on developing language use that addresses manipulating higher mental skills and implementing deeper active processes needed for different purposes rather than merely sharing a message and communication, the researcher decided to use technological authentic task-based approach for the purpose of enhancing the students' language use rather than examining the students' language usage.
- Reviewing relevant literature made it clear that technology-mediated task-based language learning is considered as an effective pedagogical model that should be enhanced in promoting EFL components. Second, findings of related studies proved that e-mind mapping, photo story e-books and interactive blogs are ones of the most enjoyable language learning devices; they encourage students to speak their voices without feeling shy or afraid. Third, such technological devices stimulate learners' power of imagination and visualization. Fourth, these technological, authentic materials are sources of authentic language input that requires less cognitive processing for comprehension which would suit all students' levels. Fifth, technological authentic tasks are expressive forms of language use that encourage learners to act as language users, and not language learners. Sixth, technology-mediated, authentic tasks grant learners the chance to be exposed to authentic language in a variety of multimodal vivid contextual situations. Last, they represent everyday experiences that allow learners easily establish connections between their prior experience and new concepts. Hence, they will be unconsciously able to produce proper language in new contexts outside the classroom setting where they can utilize language in the real world.
- Results of some studies suggested that when implementing task-based language learning in technology-mediated environments, with the extra cognitive load and the enhanced authenticity of task performance, it is most appropriate and much desired to adopt a task-based learning pedagogical cycle that emphasizes pre-, during-, and post-task stages to elaborate the learning from the task and to keep the students implicitly attentive to form, thereby fulfilling its pedagogical use. Additionally, the reviewed studies affirmed that the design of technology-enhanced language learning environments is in urgent need of theory-guided, principled means for design so as to maximize the potential of technology for language learning, and that the deployment of task-based language learning serves as an optimal pedagogical framework to guide and enrich the design and operation of technology-enhanced language learning.
- Results of some recent studies asserted the importance of technology-mediated task-based learning to be adapted in teaching English among secondary school

students during the Covid-19 pandemic, as it could create a more fun, enjoyable and productive environment for students to learn and use the language.

- A series of recent studies agreed that future teachers should receive technology-based professional development and be trained on integrating technologies within task-based learning methodology beforehand to prepare for the virtual classroom during the Covid-19 pandemic period, and to meet the secondary students' needs in language learning settings. Most of the reviewed studies asserted that technology-based professional development for student teachers/teachers and training them on the successful integration of ICT tools would positively enhance their students' ability to use the language meaningfully.
- Most of the reviewed studies in the field of language use assessment and task-based learning concluded that task-based language assessment/e-assessment practices serve as effective performance-based evaluation means for assessing language use as they facilitate students' engagement in self-assessment and peer-assessment. Related studies concluded that these forms of formative assessment support secondary stage students as self-regulated, lifelong learners in English language learning because they allow students pursue actions of knowledge construction on their own initiative by identifying their own language learning goals, self-managing their learning process, experimenting on their learning strategies to achieve personal learning goals, self-evaluating learning progress and their performance against goals, eliciting help through peer review and feedback on the current understanding and task-related processes to improve performance, responding to feedback, and producing products, thereby activating themselves as a resource for language learning.
- The pedagogical practices of the technological devices discussed above and authentic materials that were found to enhance EFL language use were considered by the researcher while designing the activities of the tasks and during the application of these activities.

So, the researcher expected that technology-mediated task-based language learning would promote secondary school students' ability to use the language when managed appropriately, especially during the Covid-19 pandemic time. This pedagogical model would provide students with more metacognitive language use exercises for more appropriate and meaningful mental skills and deeper active processes, such as meaning configuration, visualization, problem solving, critical reflection of knowledge, critical inquiry, interpretation, comparison, analysis, critique, self-expression, among others in authentic e-contexts. Thus, this approach is expected to foster secondary school students' ability to produce language as a whole orally and in writing as a result of such metacognitive processes.

Conclusion

This chapter dealt with a theoretical background for the current study based on a review of literature and related studies. The next chapter presents the methods and procedures of the current study.

Chapter Three

Methodology

This chapter provides a detailed description to display the experimental part of the study. It describes the study design, the study variables, participants, instruments and the duration of the treatment. In addition, it illuminates the data collection and procedures. It also includes a description of the features and components of the technological authentic task-based program proposed in the present study.

3.1 Study Design

The present study adopted the one group treatment design along with a mixed research approach incorporating both quantitative and qualitative assessment to investigate the effect of using a technological authentic task-based approach on enhancing EFL secondary stage students' language use.

3.2 Study Variables

The independent variable of the study was a technological authentic task-based approach. The dependent variable was EFL secondary stage students' language use. The current study was concerned mainly with investigating the effect of using a technological authentic task-based approach on enhancing the 1st year secondary stage students' language use.

3.3 Participants

The participants of this study were a class of 30 students (N=30) randomly selected among the 1st year secondary stage aged fourteen to fifteen, in Al-Khansaa' governmental secondary school for girls, at Al-Salam Educational administration, in Cairo governorate.

3.4 Instruments and Materials

The study utilized the following instruments and materials which were designed and used by the researcher:

- a. A list of language use components to determine the most important language use components necessary for the 1st year secondary stage students to be included in the language use test (see appendix B).
- b. A pre/post language use test to measure the enhancement of EFL language use and assess the 1st year secondary students' language use abilities (see appendix C).
- c. An analytic language use rubric for the 1st year secondary stage students to assess the students' ability to use the English language in the pre and post language use test (see appendix E).
- d. Interview questions for the study participants to reflect on their performance after treatment and express their opinions freely by the end of the sessions (see appendix F).

3.4.1 A list of Language Use Components (See Appendix B)

3.4.1.1 Purpose

A list of language use components was prepared in order to determine the language use components that were both appropriate and required by the 1st year secondary stage students to master. The list was also helpful in designing the instruments used in the study including the language use rubric and the pre/post language use test. Based on the list, the program's activities were prepared with the aim of enhancing the language use components predetermined in the list.

3.4.1.2 Structure of the List

The list of language use components included five components that were accompanied by a brief description of each component. These components were determined in the light of the following:

- The general aims for TEFL in the secondary stage that are assigned by the Ministry of Education and included in its directives.
- The procedural performance objectives assigned by the Ministry of Education regarding language use of the secondary stage students.
- Reviewing the previous literature and related studies concerned with enhancing language use in EFL context in general and using technology-mediated, task-based learning in classrooms in particular.

The final form of the list (Appendix B) included five main language use components; meaning configuration, visualization, reflection of knowledge, critical inquiry, and self-expression.

3.4.2 Pre-post Language Use Test (See Appendix C)

3.4.2.1 Purpose of the Test

A pre-post test (Appendix C) was designed in order to assess the progress of the 1st year secondary stage students' language use abilities. This test was designed by the researcher for the purpose of the current study.

The procedures of the administration of the pre-posttest were the same. Participants were informed in advance that they were given these tests to evaluate their language use. They were given the test both before and after the treatment. A comparison between the participants' scores of the pre-test and the post-test was made and served as the essential indicator of the effectiveness of using technological authentic task-based approach in enhancing the 1st year secondary stage students' language use abilities. Performance on the post-test was assumed to reflect any changes in participants' language use abilities after the treatment period.

3.4.2.2 Description of the Test

The pre-post language use test was constructed in the light of the following procedures:

- Reviewing previous studies and literature that are concerned with language tests, especially pre-post language use tests and assessment.
- Determining the components assessed by the test on the basis of the list of language use components.
- Reviewing language use tests for 1st year secondary stage students included in the previous studies.
- Examining 1st year secondary stage students' English course.

To identify the language use components that were suitable for the 1st year secondary students and the relative weight for each component, the researcher conducted a careful content analysis for secondary course books. The analysis started from the general aim of teaching English for secondary stage, the specifications and downwards to objectives, language use, vocabulary, structures and the exercises for each lesson. The result of this content analysis appears in table 1:

Table 1

Language use components and their relative weight

Language Use Components	Relative Weight
• Meaning Configuration	16%
• Visualization	19%
• Reflection of Knowledge	21%
• Critical Inquiry	22%
• Self-Expression	22%
Total	100%

The language use test consisted of 10 items divided into 5 sections, varied in their forms, relevant to 10 head questions total and distributed to cover and present 5 language use components. Each question required achieving a specific related function corresponding to those taught during the session.

Each section was assessing a language use component. Based on the relative weight of each component, the researcher calculated the number of items allocated for each component according to the following formula:

$$\frac{\text{The relative weight of each ability} \times \text{total number of language use items}}{100}$$

The researcher used different types of questions as outlined in table 2 below (For detailed specification table see Appendix D). The test consisted of different kinds of oral and written questions such as open-ended, visualizing and reflecting thoughts orally and in a written form, posing critical questions, writing tasks, and expressing ideas orally. The researcher embedded several photos, pictures, editorial cartoons and links of videos to help the participants think and visualize.

Table 2*Specification table for language use test*

Components	Relative weight	Items Number	Questions Type
Meaning Configuration	16%	2	<ul style="list-style-type: none"> - Watching a silent video and expressing orally your own understanding/explanation of it. - Examining political cartoons, formulating a headline for two of your choice and developing a corresponding news story for each headline.
Visualization	19%	2	<ul style="list-style-type: none"> - Watching a picture story about old families' past days, then visualizing "<i>a day in the life</i>" skit and describing it orally. - Watching a video and visualizing "how the world would look like in 2050" in a written form.
Reflection of Knowledge	21%	2	<ul style="list-style-type: none"> - Watching a Ted Talk about Coronavirus then reflecting your thoughts through writing a detailed news report review of the video. - Watching a video and examining editorial cartoons about artificial intelligence, then reflecting on them through expressing orally your responses for some questions.
Critical Inquiry	22%	2	<ul style="list-style-type: none"> - Reading a short newspaper story about alien invasion and posing critical questions that come to your mind while you are reading, then reflecting your thoughts and predictions in a written newspaper report. - Watching the BBC newscast headlines, choosing one current world crisis out of them, and then expressing orally: what are the questions that you have to raise as a starting point to solve this world crisis? Predicting and narrating orally the news story content of each headline.
Self-Expression	22%	2	<ul style="list-style-type: none"> - Watching a video about a royal wedding and imagining you are planning this wedding and talking about it, then talking about yourself if you were the bride. - Examining different cabin photos, choosing one, imagining you live a day in it and describing the things you would do in a typical day. Then, giving your opinion about a quote and relating it to a life experience.
Total	100%	10	

The researcher managed to put the participants in a mode of warming up. The main purpose was to provide the participants with a sense of relaxation to help them express themselves freely without pressure. This comfortable atmosphere allowed the participants to go through the test with ease.

All the necessary instructions were given to the participants before the administration of the test. Moreover, the test items were printed on an answer sheet to help the participants give their answers on these sheets. Participants were also supplied with the aims of the test. They were also asked to pay attention to the following points while answering the test:

- Listen carefully to the instructions of each question before answering the questions.
- Take care of timing.

At the end of the test, the participants were greeted and thanked by the researcher.

3.4.2.3 Validity of the Test

Test validity refers to the ability of the test to measure what it was expected to measure. In order to confirm the validity of the test, it was submitted to the EFL supervisors to evaluate the test questions in terms of:

- The suitability of the designed pre-posttest to the participants' level and age.
- The appropriateness of the number of test items as a whole and specific for each language use component.
- The clarity of items and instructions.
- To glean more comments that could be valuable in revising and improving the test prior to its pilot administration.

Although the EFL supervisors confirmed its validity, they suggested some few modifications such as:

- The number of pictures used should be increased and they should be shown in a bigger size.
- Changing some unfamiliar words and using common ones instead.
- Omitting unobvious questions and using prevalent ones instead.
- Changing the formulation of some questions to be easier than before.
- Reducing the number of points embedded in some questions.

All previous suggestions were carefully considered. For the final form of the test and the criteria of validating the test, see appendix 'C'.

3.4.2.4 Piloting the Test

The test was piloted on randomly selected 30 students from one class of the 1st year secondary stage in Al-Khansaa' governmental secondary school, at Al-Salam Educational administration, in Cairo governorate. They were all females who did not participate in the treatment. The test was piloted for the following reasons:

3.4.2.4.1 Determining the Test Time

The time of the test was calculated after piloting the test. This was done by calculating the time that each participant took to answer the test, and then calculating the average time for the whole group. Thus, the average time assigned to the language use test was 180 minutes. The researcher determined the time required for the test through the following formula:

$$\text{Test time} = \frac{S1+S2+S3+S4+\dots}{N}$$

S1 = the time taken by the first participant to answer the test.

S2= the time taken by the second participant to answer the test ... etc.

N= the number of all the participants.

3.4.2.4.2 Calculating Internal Consistency

The internal consistency of the test was verified through the following:

3.4.2.4.2.1 Internal Consistency of the Test Questions:

To ascertain the internal consistency of the test questions, Pearson's correlation coefficients between each question and the total score of the test were calculated. The following table shows Pearson's correlation coefficients:

Table 3

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

Question Number	Its correlation coefficient to the total score
1	0.52**
2	0.59**
3	0.62**
4	0.54**
5	0.57**
6	0.59**
7	0.47**
8	0.54**
9	0.63**
10	0.64**

**** Sig. at 0.01, when the correlation coefficient is higher than 0.45, n=30**

Table 3 indicated that the questions' correlation coefficients to the total test score were all statistically significant at the level of (0.01). Therefore, the internal consistency of the test questions was confirmed.

3.4.2.4.2.2 Internal Consistency of the Language Use Components:

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

Table 4

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

Language use component	Its correlation coefficient to the total score
Meaning Configuration	0.71**
Visualization	0.65**
Reflection of Knowledge	0.73**
Critical Inquiry	0.70**
Self-Expression	0.75**

**** Sig. at 0.01, when the correlation coefficient is higher than 0.45, n=30**

Table 4 indicated that the components' correlation coefficients to the total test score were all statistically significant at the level of (0.01). Therefore, the internal consistency of the language use components was confirmed. This indicates the internal consistency of the test.

3.4.2.4.3 Calculating Reliability of the Test:

The reliability of the test was verified through the following:

3.4.2.4.3.1 Cronbach's Alpha Coefficient:

Cronbach's alpha coefficient was calculated. The Cronbach's alpha coefficient was 0.91, which was relatively high and indicated that the test had a high degree of reliability. Therefore, the test was considered a reliable one for the purpose of the current study.

3.4.2.4.3.2 Test-Retest:

To determine the pre/posttest reliability, the test-retest method was used. After two weeks, the test was re-administered to the same participants. The correlation coefficient between participants' tests on the two administrations of the test was calculated and found to be 0.95, which was relatively high. This indicated that the test had a high degree of reliability. Therefore, the test was considered a reliable one for the purpose of the current study.

3.4.3 An Analytic Language Use Rubric (See Appendix E)

3.4.3.1 Purpose

In order to assess the participants' performance accurately in the pre/post language use test; an analytic language use rubric was designed (Appendix E). Therefore, the researcher developed a language use rubric of three items used in assessing the 1st year secondary stage students' language use abilities.

3.4.3.2 Description

The analytic rubric was constructed after referring to the following:

- Reviewing literature related to language use assessment and tests.
- Previous studies related to testing language use and using rubrics.

The analytic language use rubric consisted of five components. Each of the five components was rated according to a rating scale ranging from '1' to '3'. The first level was rated (1) or '*Poor*'. The second level was rated (2) or '*Acceptable*'. The third level was rated (3) or '*Excellent*'. Thus, participants could achieve a score starting from '1' (indicating lowest performance) to '3' (indicating highest performance). The rating scale was submitted to the EFL supervisors who indicated its validity, clearness and suitability to the identified language use components.

In addition to the previous instruments, the researcher designed a suggested program to enhance the 1st year secondary stage students' language use.

3.5 The Technological Authentic Task-Based Program

3.5.1 The Outline of the Program

By reviewing the literature and related studies, the program was built and determined its characteristics in the outline of the program; see (Appendix G). The program was a technological authentic task-based program and was prepared to assist teachers to conduct technology-mediated authentic tasks, effective and motivational supplementary materials and activities. The tasks, materials and activities were designed with the purpose of increasing students' interest in learning English and, consequently, promoting their English language use. The content of the program was ordered from simple to complex authentic tasks and activities to help students enhance their language use abilities.

3.5.2 Aim of the Program

The program aimed to enhance EFL secondary stage students' language use abilities through using a technological authentic task-based approach.

3.5.3 Performance Objectives of the Program (ILOs)

The technological authentic task-based program made a special focus on the following language use components: Meaning configuration, visualization, reflection of knowledge, critical inquiry, and self-expression. By the end of the program, participants were expected to:

- Formulate a meaningful and significant message/idea that demonstrates/reflects a deep understanding of what s/he read or listened to, whether orally or in writing.
- Communicate knowledge of the topic presented clearly and logically in a well-configured way that achieves the intended meaning for full understanding.
- Visualize texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships.
- Include an oral/written description of his/her mental image that demonstrates a conscious and thoughtful understanding of the visualized items.
- Critically analyze the acquired knowledge and how to make use of it, demonstrating depth of thought orally and in writing.
- Reflect on ideas precisely, clearly and thoughtfully, and demonstrate significant depth of self-reflection on the topic using prior knowledge.

- Raise critical and thoughtful questions that invite him/her to investigate the answers and implicit messages behind in order to produce well-reasoned analysis and create new understanding.
- Make predictions based on evidence, which lead to flow and elaboration of ideas.
- Express his/her ideas, thoughts and feelings coherently about the topic presented, providing rational evidence for his/her opinions and relevant self-expressive details/examples.
- Use a variety of sentences and a wide range of various, appropriate and effective vocabulary.
- Give deep self-interpretations and reasonable responses of the subject matter.

3.5.4 Description of the Program

The program was based on adopting the technological authentic task-based approach to enhance the 1st year secondary stage students' language use. The program consisted of 25 sessions including one orientation session. The first session of the program was an orientation session during which the researcher tried to explain the program components to the participants. By the end of this session, the participants were supposed to have an overall idea about the program and the different roles that they were expected to play. The aim was to make the concept of technological authentic task-based approach clear in their mind and to involve them in application.

Concerning the other 24 sessions, different real life authentic tasks were introduced to urge EFL participants to use the language and reflect on their learning. Furthermore, the targeted language use components were identified during the application of the tasks' activities. These tasks' activities involved various pictures, texts and videos along with the use of some technological devices incorporating X-mind/MindMeister, photo story e-book creation, and interactive blogs, which the researcher used to elaborate and enhance the language use components. The tasks were selected precisely to cover various aspects of the participants' interests.

The study program depended on a technological authentic task-based approach. It involved tasks that generate free language use and promote producing/using a type of language that looks like the one that is employed in the outside world. Materials and activities were derived from authentic sources, reflecting real-world language. They were task-based, involving the participants in the practical use of the language through the implementation of oral/written activities taking into account their context, needs, and English level. Due to this fact, this approach was the one that better matched to enhance 1st year secondary stage students' language use.

The procedure for the implementation of each task required first that the topic of the task was negotiated with the participants taking into account their interests and likes. Therefore, the themes for each implementation session were selected based on the results of a survey administered at the beginning of the study and designed to determine the common topics participants were interested in and related to sharing personal experiences. The selected topics were: embarrassing moments, planning

a wedding party, preparing a news bulletin, life ten years ago and global scientific threats. Five different technology-mediated, authentic tasks, whose individual implementation took approximately three to six class sessions, were designed for the pedagogical intervention. Next, the materials for the class were selected or designed. Finally, the instruments to collect information about the tasks were designed and the oral/written performance of the 30 participants was recorded.

The tasks followed Willis' (1996) model (pre-task, task cycle, and language focus). In the pre-task phase, the researcher explored the topic with the class, highlighted useful words and phrases, and provided participants with examples. In the task cycle part, participants worked in the task in pairs or small groups and prepared the report. In the language focus stage, opportunities for the participants to analyze and practice specific linguistic forms were provided.

The selected materials were miscellaneous, authentic, rich, technological and taken from various educational websites. The study program (See Appendix H) consisted of one main part; the student's guide, which was concerned with the students' activities. It included:

1. An introduction for the participants as follows:
 - An outline of the main purposes of the study program.
 - Language use components needed to be enhanced.
 - The way the participants are going to deal with it.
 - What they are expected to perform.
 - Activities used in the program and how they evaluate the participants' performance.
2. The study program consisted of five authentic tasks. Each task aimed at enhancing all of the five language use components. Each task integrated various technological devices; namely, X-mind/MindMeister, photo story e-book creation and interactive blog, that the activities aimed to incorporate. Each task had three main stages: pre-task, task cycle, and language focus.
 - **Pre-Task Stage:** The researcher explored and negotiated the topic of the task with the class, highlighted useful words/phrases/ideas to support the participants in the main task, and presented examples to them. Some useful procedures in this phase involved visualizing and making predictions about the topic, using materials to lead into the topic, brainstorming for ideas, comparing and sharing ideas or personal experiences, providing a model, visualizing and examining photos/webpages and giving descriptions (what do you see?), listening to an audio text, watching a warming up video clip, doing a similar task, and allowing the participants time to plan.
 - **Task Cycle Stage:** This stage was divided into three sub-phases: task, planning and reporting. In the task phase, participants did the task in pairs or small groups while the researcher monitored progress and the whole process. In the planning phase, participants prepared to report back to the class how

they completed the task and what they decided or discovered. In the reporting phase, participants, in pairs or groups, presented the reports to the class or exchanged written reports and compared results while the researcher listened and commented. This report indicated the process participants had followed to accomplish the tasks as well as the conclusions they reached. In this stage, tasks included designing photo story e-books, role playing, problem-solving, predicting a story ending, interviews, writing workshops, e-mind mapping, completing a story script, visualizing activities, reflecting on Ted talks and videos and writing reports/reviews. Participants did the meaningful practice and use of language and abilities. It provided rich opportunities for language use and cultural comparison.

- **Language Focus Stage:** This stage was divided into two sub-phases: language analysis and language practice. In the language analysis phase, participants examined and discussed specific language features. In the language practice phase, the researcher conducted practice of new words and phrases that appeared in the task. This stage provided opportunities for participants to analyze and practice specific linguistic forms. It allowed a closer study of some of the specific features occurring in the language used during the task cycle. In this stage, tasks involved giving opinions and discussing given quotes/statements/situations, posing/answering critical questions, writing workshops, story-telling, linguistic games, carrying out role-plays, discussions and debates, online surveys, interviews, sharing personal experiences, personality quizzes, writing video reviews, writing descriptions of pictures, providing voice-over, and reflecting on political/editorial cartoons.

3.5.5 Piloting the Program

For receiving feedback about the proposed program (its content, the suitability of the tasks and activities to participants' level and age, teaching aids, and methods of evaluation), one sample task was selected to be piloted and administered to the participants (n=30) who were randomly selected. The period of piloting lasted for one week, three times, ninety minutes each. The participants showed their desire to learn how to enhance their language use abilities.

The piloting application of the program resulted in the following notes:

- Some activities seemed a little bit difficult for some participants such as prediction, writing workshops and role-playing; this might be because they were not usually familiar with these types of activities, and the time allocated for these activities was short.
- Participants were fascinated by the types of activities and the visuals that accompanied the task.
- The interaction with different kinds of questions differed from one participant to another because of the diversity of levels of responses in the class.
- The researcher needed to sometimes shift to Arabic when she noticed that some vocab/expressions/phrases could not be understood by some participants.

- Participants at first were not interactive enough with the patterns of interaction, especially student-student interaction; this might be because of the complete dependence on the teacher in the traditional learning environment.
- Participants at first were not familiar with sessions in the school's computer lab. This might be because they were used to study in classrooms. But they found it interesting and enjoyable to deal with teaching aids which assisted them to watch the videos and listen to the sound clearly.
- Participants very much welcomed studying authentic topics not assigned in their English course.

All these notes were taken into consideration during piloting the program.

3.5.6 Duration of Treatment

The administration of the program lasted for two months, in the academic year 2021/2022. It started on 3rd August, 2021 to 30th September, 2021. Twenty four sessions were conducted by the researcher herself in eight weeks. Three periods of ninety minutes were allocated to the participants per week. The number of hours for teaching the program was 36 hours. The five tasks were taught in three up to six sessions depending on the length of the task, relative weight, word count, language use components and difficulty of activities. The following table shows the task's duration and the required number of sessions:

Table 5

Task's Duration and Sessions

Task	Relative Weight	Task Duration (Hours)	Number of Sessions
Embarrassing Moments	12%	4 hours & half	3
Planning a Wedding Party	17%	6 hours	4
Preparing a News Bulletin	25%	9 hours	6
Life Ten Years Ago	21%	7 hours & half	5
Global Scientific Threats	25%	9 hours	6
Total	100%	36	24

3.5.7 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 created a learner-driven and engaging environment. They listened, visualized, wrote critically, spoke, reflected and discussed. They were engaged in problem-solving and collaborative activities and divided into groups to finish certain tasks. They cooperated to achieve predetermined goals. Role-playing activities and interviews were included in the program. Participants took on different roles in a given situation, while other participants were trying to observe and listen carefully to be able to reflect on their ideas and performance. Moreover, participants were asked to prepare and design tasks and discuss a different topic each task. They were also asked to express their viewpoints and to share personal experiences.

Pair work, group work, and individual work were used to encourage the participants to use the language. Participants' collaboration was reinforced in various interactive techniques in peer work (e.g. peer editing, interviews), in groups (small group discussions, oral presentations), or the entire group (class discussion, debates). Open-ended questioning was used in ways to provoke the participants' thinking, visualization and critical inquiry abilities and, consequently, allow for detailed group discussions. The researcher was just a facilitator.

Some more techniques were used to deepen the participants' use of language and to support their progress as follows:

1. Paraphrasing participants' responses, validating individual views, demonstrating language use, reinforcing a range of ideas, and making connections across content areas along with prior knowledge to formulate deeper meaning.
2. Facilitating participants' discussions and encouraging scaffolding of observations, critical reflections and interpretations.
3. Urging participants to support opinions with evidence, listen and share ideas and experiences, to construct meanings together.
4. Posing and eliciting critical questions to help the participants give rationale and evidence of their responses and provoke their ability of critical inquiry.
5. Helping participants to increase their visualization and reflections using some technological devices such as X-mind/MindMeister, photo story e-book creation and interactive blogs.

Other various kinds of active learning activities were incorporated in the program' tasks to generate the participants' free language use such as:

- Expressing opinions/preferences about quotes/statements/real life situations, exchanging opinions in a debate, and sharing personal experiences with peers.
- Sharing in oral discourse specific information found through Ted talks, videos, online articles, newscasts, political cartoons, or pictures and reflecting on them.
- Inquiring critically through an oral interview with classmates on their knowledge about specific themes.
- Preparing and performing a role play to represent events, situations and characters.
- Making group oral presentations about the proposed tasks supported by the use of tech devices and visualization programs.

In addition to class discussions, participants engaged in asynchronous text-based online discussions where they answered discussion questions and replied to their peers' posts through interactive blogs. Besides individual practice, participants completed group review activities on digital documents. They engaged in writing reviews of ted talks, videos and online articles. All of these activities provided the participants with rich opportunities to use the language and communicate freely and effectively with confidence.

3.5.8 Assessment Techniques

The formative and summative assessments were used in the present study. Formative evaluation was used for assessing the participants' progress in language use and providing the feedback to their overall performance during the treatment through analyzing participants' answers on the various kinds of activities. It was also used for providing useful strategic information for strategy developers.

The researcher used an analytic rubric to assess the participants' progress throughout the program and to assess their performance accurately in the pre/post language use test. The rubric consisted of five language use components namely: meaning configuration, visualization, reflection of knowledge, critical inquiry, and self-expression.

Summative assessment included the administration of the language use posttest at the end of the treatment to assess the participants' progress throughout the program and to investigate the effect of using a technological authentic task-based approach on enhancing the 1st year secondary stage students' language use.

3.6 Statistical Methods Utilized in the Study

The Statistical Package for Social Sciences (SPSS 21) was used for analyzing data collected and for calculating the following:

- The correlation coefficients between the degree of each question of the pre/posttest and the total score of the test to verify the internal consistency of the test questions.
- The correlation coefficients between the degree of each language use component and the total score of the test to verify the internal consistency of the language use components, and thus the internal consistency of the test.
- The value of Cronbach's alpha coefficient to verify the reliability of the test.
- The correlation coefficient between the participants' scores in the two administrations of the test (test-retest) to verify the reliability of the test.
- The differences between the participants' mean scores in the pre and post administration of the language use test as a whole and in each language use component, using t-test for paired-samples.
- The effect size of the proposed program for the 1st year secondary stage students using Eta square (η^2).
- The effectiveness of the proposed program using Blake's modified gain ratio.

Conclusion

This chapter dealt with the methods and procedures of the current study. The design, participants, and settings of the study were described. In addition, the instruments of the study and its instructional program were described and explained. The following chapter presents quantitative and qualitative analyses of the research data followed by a general discussion of the findings.

Chapter Four

Results and Discussion

This chapter examines the results of the study, their interpretation and discussion. It starts with a detailed quantitative analysis of the pre/posttest results through conducting the appropriate statistical treatments to find out the significant differences between the pre/posttest scores. This is followed by a discussion as well as an interpretation of the results. Then, a qualitative analysis of the results is conducted.

4.1 Results of the Study

4.1.1 Testing the First Hypothesis

The H01 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post language use test in terms of the enhancement of the participants' 'language use components as a whole'. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-administration. Table 6 illustrates this:

Table 6

t-test Results for the Significance of Differences between the Participants' Mean Scores on the Pre and Post Language Use Test as a Whole

Component	Mean		Std. Deviation		t- test value	df	Sig.	Effect Size (η^2)
	Pre	Post	Pre	Post				
language use components as a whole	36.17	84.33	4.5	3.05	131.815	29	0.00	0.998

Table 6 clarifies that the participants' mean scores in the post administration of language use test as a whole were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in the language use components as a whole as a result of the proposed program. In addition, the standard deviation of participants' scores in the post administration of language use test as a whole was lower than the pre administration. This indicates the convergence of the participants' level in the language use components as a whole after teaching the proposed program.

The table also 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 language use test as a whole in favor of the posttest scores. This means that the H01 should be rejected. 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 language use pre and posttest administrations concerning language use components as a whole in favor of the posttest scores.

The effect size was calculated using Eta square (η^2). Abd El-hameed (2016, pp. 273-284) mentioned that the effect size is calculated in case of using t-test for paired-samples or independent samples through the following mathematical formula:

$$\text{Effect size } (\eta^2) = t^2 / (t^2 + \text{df})$$

η^2 = Eta square t = the value of t-calculated df = degrees of freedom

(η^2) is interpreted as follows:

If (η^2) < 0.010, then the effect size is weak.

If $0.010 \leq (\eta^2) < 0.059$, then the effect size is small.

If $0.059 \leq (\eta^2) < 0.138$, then the effect size is medium.

If $0.138 \leq (\eta^2) < 0.232$, then the effect size is large.

If $0.232 \leq (\eta^2)$, then the effect size is very large.

From table 6, it is clear that the calculated effect size regarding language use components as a whole, expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the technological authentic task-based program is highly effective in enhancing the 1st year secondary stage students' language use components as a whole.

4.1.2 Testing the Second Hypothesis

The H02 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post language use test in terms of the enhancement of the participants' 'meaning configuration'. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-administration. Table 7 illustrates this:

Table 7

t-test Results for the Significance of Differences between the Participants' Mean Scores on the Pre and Post Language Use Test Regarding 'Meaning Configuration'

Component	Mean		Std. Deviation		t- test value	df	Sig.	Effect Size (η^2)
	Pre	Post	Pre	Post				
Meaning Configuration	9.43	17.53	0.77	0.62	55.249	29	0.00	0.991

Table 7 clarifies that the participants' mean scores in the post administration of language use test regarding 'meaning configuration' were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in 'meaning configuration' component as a result of the proposed program. In addition, the standard deviation of participants' scores in the post administration of

language use test regarding ‘meaning configuration’ was lower than the pre administration. This indicates the convergence of the participants’ level in their ability of ‘meaning configuration’ after teaching the proposed program.

The table also shows that the significance level (sig.) regarding ‘meaning configuration’ 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 language use test in terms of the enhancement of the participants’ ‘meaning configuration’ in favor of the posttest scores. This means that the H02 should be rejected. 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 language use pre and posttest administrations in ‘meaning configuration’ in favor of the posttest scores.

From table 7, it is clear that the calculated effect size regarding ‘meaning configuration’, expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the technological authentic task-based program is highly effective in enhancing the 1st year secondary stage students’ ability of ‘meaning configuration’.

4.1.3 Testing the Third Hypothesis

The H03 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post language use test in terms of the enhancement of the participants’ ‘visualization’. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-administration. Table 8 illustrates this:

Table 8

t-test Results for the Significance of Differences between the Participants’ Mean Scores on the Pre and Post Language Use Test Regarding ‘Visualization’

Component	Mean		Std. Deviation		t- test value	df	Sig.	Effect Size (η^2)
	Pre	Post	Pre	Post				
Visualization	9.87	17.47	0.86	0.73	48.686	29	0.00	0.987

Table 8 clarifies that the participants’ mean scores in the post administration of language use test regarding ‘visualization’ were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in ‘visualization’ component as a result of the proposed program. In addition, the standard deviation of participants’ scores in the post administration of language use test regarding ‘visualization’ was lower than the pre administration. This indicates the convergence of the participants’ level in their ability of ‘visualization’ after teaching the proposed program.

The table also shows that the significance level (sig.) regarding ‘visualization’ 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 language use test in terms of the enhancement of the participants’ ‘visualization’ in favor of the posttest scores. This means that the H03 should be rejected. 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 language use pre and posttest administrations in ‘visualization’ in favor of the posttest scores.

From table 8, it is clear that the calculated effect size regarding ‘visualization’, expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the technological authentic task-based program is highly effective in enhancing the 1st year secondary stage students’ ability of ‘visualization’.

4.1.4 Testing the Fourth Hypothesis

The H04 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post language use test in terms of the enhancement of the participants’ ‘reflection of knowledge’. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-administration. Table 9 illustrates this:

Table 9

t-test Results for the Significance of Differences between the Participants’ Mean Scores on the Pre and Post Language Use Test Regarding ‘Reflection of Knowledge’

Component	Mean		Std. Deviation		t- test value	df	Sig.	Effect Size (η^2)
	Pre	Post	Pre	Post				
Reflection of Knowledge	5.6	16.07	1.11	1.0	45.785	29	0.00	0.986

Table 9 clarifies that the participants’ mean scores in the post administration of language use test regarding ‘reflection of knowledge’ were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in ‘reflection of knowledge’ component as a result of the proposed program. In addition, the standard deviation of participants’ scores in the post administration of language use test regarding ‘reflection of knowledge’ was lower than the pre administration. This indicates the convergence of the participants’ level in their ability of ‘reflection of knowledge’ after teaching the proposed program.

The table also shows that the significance level (sig.) regarding ‘reflection of knowledge’ 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 language use test in terms of the enhancement of the participants’

‘reflection of knowledge’ in favor of the posttest scores. This means that the H04 should be rejected. 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 language use pre and posttest administrations in ‘reflection of knowledge’ in favor of the posttest scores.

From table 9, it is clear that the calculated effect size regarding ‘reflection of knowledge’, expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the technological authentic task-based program is highly effective in enhancing the 1st year secondary stage students’ ability of ‘reflection of knowledge’.

4.1.5 Testing the Fifth Hypothesis

The H05 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post language use test in terms of the enhancement of the participants’ ‘critical inquiry’. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-administration. Table 10 illustrates this:

Table 10

t-test Results for the Significance of Differences between the Participants’ Mean Scores on the Pre and Post Language Use Test Regarding ‘Critical Inquiry’

Component	Mean		Std. Deviation		t- test value	df	Sig.	Effect Size (η^2)
	Pre	Post	Pre	Post				
Critical Inquiry	5.43	16.73	1.82	1.14	82.555	29	0.00	0.995

Table 10 clarifies that the participants’ mean scores in the post administration of language use test regarding ‘critical inquiry’ were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in ‘critical inquiry’ component as a result of the proposed program. In addition, the standard deviation of participants’ scores in the post administration of language use test regarding ‘critical inquiry’ was lower than the pre administration. This indicates the convergence of the participants’ level in their ability of ‘critical inquiry’ after teaching the proposed program.

The table also shows that the significance level (sig.) regarding ‘critical inquiry’ 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 language use test in terms of the enhancement of the participants’ ‘critical inquiry’ in favor of the posttest scores. This means that the H05 should be rejected. 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 language use pre and posttest administrations in ‘critical inquiry’ in favor of the posttest scores.

From table 10, it is clear that the calculated effect size regarding ‘critical inquiry’, expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the technological authentic task-based program is highly effective in enhancing the 1st year secondary stage students’ ability of ‘critical inquiry’.

4.1.6 Testing the Sixth Hypothesis

The H06 states that there is no statistically significant difference between the mean scores of the study participants on the pre and post language use test in terms of the enhancement of the participants’ ‘self-expression’. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-administration. Table 11 illustrates this:

Table 11

t-test Results for the Significance of Differences between the Participants’ Mean Scores on the Pre and Post Language Use Test Regarding ‘Self-Expression’

Component	Mean		Std. Deviation		t- test value	df	Sig.	Effect Size (η^2)
	Pre	Post	Pre	Post				
Self-Expression	5.83	16.53	1.15	1.07	83.459	29	0.00	0.995

Table 11 clarifies that the participants’ mean scores in the post administration of language use test regarding ‘self-expression’ were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in ‘self-expression’ component as a result of the proposed program. In addition, the standard deviation of participants’ scores in the post administration of language use test regarding ‘self-expression’ was lower than the pre administration. This indicates the convergence of the participants’ level in their ability of ‘self-expression’ after teaching the proposed program.

The table also shows that the significance level (sig.) regarding ‘self-expression’ 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 language use test in terms of the enhancement of the participants’ ‘self-expression’ in favor of the posttest scores. This means that the H06 should be rejected. 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 language use pre and posttest administrations in ‘self-expression’ in favor of the posttest scores.

From table 11, it is clear that the calculated effect size regarding ‘self-expression’, expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the technological authentic task-based program is highly effective in enhancing the 1st year secondary stage students’ ability of ‘self-expression’.

4.1.7 Measuring the Effectiveness of the Proposed Program in Enhancing Language Use

Although the effect size was very large in the previous tables indicating the effectiveness of the proposed program in enhancing the 1st year secondary stage students’ language use, Blake’s modified gain ratio was also used (Abd El-hameed, 2016, p.297) through the following mathematical formula:

$$MG = \frac{M2 - M1}{P - M1} + \frac{M2 - M1}{P}$$

MG = Modified gain ratio

M1 = Pre-test mean score

P = Test’s total score

M2 = Post-test mean score

(MG) is interpreted as follows:

If (MG) < 1, then the program is ineffective.

If 1 ≤ (MG) < 1.2, then the program is of average effectiveness.

If 1.2 ≤ (MG), then the program is effective.

Table 12 illustrates the value of Blake’s modified gain ratio:

Table 12

The Study Participants’ Mean Scores on the Pre and Post Language Use Test and Blake’s Modified Gain Ratio

Language Use Test	Total Score	Mean Scores		Blake’s Modified Gain Ratio	Significance
		Pre	Post		
Language Use Components as a Whole	100	36.17	84.33	1.23	Significant

From table 12, it is clear that the calculated Blake’s Modified Gain Ratio regarding language use components as a whole equals (1.23), which is higher than (1.2). This indicates that the proposed program is effective in enhancing the 1st year secondary stage students’ language use. So, it can be concluded that the proposed program based on a technological authentic task-based approach has a positive effect on enhancing the 1st year secondary stage students’ language use. Consequently, the fourth study question is answered, which states: To what extent does the application of the program based on a technological authentic task-based approach affect the enhancement of the 1st year secondary stage students’ language use?

4.2 Discussion of Results

The results of the study showed that the participants' language use abilities were enhanced as a result of the treatment. Verifying the hypotheses of the study, the results of the statistical analysis showed that there was a significant difference between the mean scores of the study participants on the pre and post language use test as a whole and regarding each language use component in favor of the posttest mean scores. This indicated that the participants' language use abilities were enhanced after being taught using a technological authentic task-based program. This revealed a positive effect of using a technological authentic task-based approach on enhancing the 1st year secondary stage students' language use. This may be due to the following reasons:

Authentic task-based learning allowed the participants greater and rich opportunities to establish connections between the language classroom and the outside real world language. Since daily life conditions, participants' real life experiences and their everyday life practices were transferred to the classroom environment through authentic tasks and realistic activities in which language users were involved to use real world language orally and in writing in real world scenarios. Through these authentic tasks, materials and activities, participants learned how to use grammar implicitly to construct meaning, visualize, reflect, inquire, analyze, discuss, express their opinions and exchange their thoughts, ideas, beliefs, or preferences. This agreed with the results of the studies of Harji & Gheitanchian (2017) and Ortiz & Cuéllar (2018) who concluded that the use of authentic tasks supported students to overcome the difficulties and complexity that affected the development of their communicative competence. In another study by Boyacı & Güner (2018), they stated that utilizing various tasks that could take place in the everyday life of the students would improve students' literacy skills and increase their motivation to use the language.

Authentic task-based approach was a well-structured theoretical approach and cognitive framework for building an effective learning environment. The program's tasks and activities were designed and implemented in light of Willis' (1996) task-based language learning framework: pre-task, task cycle, and language focus. The study focused more on the task cycle and language focus stage since links and interrelations were created between meaning and form. In the task cycle stage, participants tended to focus more on content and meaning rather than the language itself. In the language focus stage, participants were directed towards analyzing the language forms used implicitly during the task cycle to study the forms which realize those meanings. This result agreed with the results of several other studies; such as the studies of Hattani (2020), Nget et al. (2020) and Ortiz & Cuéllar (2018). These studies proved Willis' (1996) framework to be a useful, well-structured theoretical framework for building effective learning. They concluded that implementing Willis' (1996) framework resulted in more productive L2 use and facilitated both L2 oral interaction and implicit grammar use where meaning is prioritized over form.

All of the tasks' topics presented to the participants were selected and designed based on a survey applied to determine the common topics participants were

interested in. This increased their motivation to share in the activities and discussions using the language, which in turn fostered their oral and written interaction. This was mainly because their needs and interests had been taken into account. Not only were they seen as language users but also as committed decision-makers in terms of content as well as careful evaluators of their own performance. This finding was consistent with the results of the studies by Boraie et al. (2019) and González-Lloret (2017, 2020), who stated that especially when authentic tasks and materials were selected with care by the students and according to their level and relevant to their needs, these tasks and materials, thus, increased the students' language learning levels.

Furthermore, all the materials selected to complement the treatment, that were, magazines, videos, story e-books, newscasts, newspapers, TV commercials, movie clips, Ted Talks, online articles, political/editorial cartoons, etc. were culturally and linguistically rich. The cultural content inherent in the materials impacted positively the participants' curiosity as there was a constant natural desire of enquiry from participants to the researcher and their peers with regard to the characters, places, situations and activities described in all materials to use the target language to answer questions and talk about foreign and national places, customs, and traditions. These elements engaged them actively and increased their participation in the writing and speaking activities independently of their pronunciation, grammar and vocabulary problems. Participants were able to build meaningful and logical messages and discuss them with their partners. These findings were consistent with the studies of Beresova (2015), Chen and Kent (2020) and Losada et al. (2017) who concluded that the linguistic and cultural richness of authentic materials resulted in higher degrees of language use for learners while their curiosity and attention were maintained.

Other various factors might explain these results: interactivity, multi-sensory, integration and combination of different technological tools along with various online authentic language materials. Not only did these tasks and materials prove to be very interesting because of the topic, but also because participants were engaged with technology. Those tech tools, e.g., X-mind, photo story e-books and interactive blogs, created a relaxed and enjoyable class atmosphere and raised the motivation for using the language. This agreed with the results of several other studies; such as the studies of Abdelhafez and Abdallah (2015), Jarrah and Alzubi (2021), Poole (2020) and Rao (2019) that were indicative of the fact that using tech tools and online authentic language materials had become an indispensable part of participants' everyday language-related practices and made language use and learning more natural, interesting, effective and productive.

Using interactive blogs, for instance, as a technological platform for publishing participants' oral/written productions and commenting on each other's publications made them feel that they were writing for their own online space rather than for an assignment. Even the researcher's or peers' feedback on the interactive blogs felt more like the informal kinds of electronic message that they received in their daily life (e.g., via WhatsApp messaging or Facebook) than the formal kinds of instructional feedback received in the traditional writing classroom. This, in turn, alleviated their

anxieties about the use of grammar or making grammatical mistakes, allowed online collaborative discussions, and provided open contexts for exposing their thoughts in relatively public settings. Moreover, this was seen as a matter of appropriating the good bits from peers' blog entries. The findings were in accordance with those by Jarrah and Alzubi (2021), Kleanthous and Cardoso (2016), Rahman (2021), Sangwa (2021) and Sütçü (2020) who showed that blogs were perceived as motivating and fun tools to promote students' language use within a collaborative environment and had a positive impact on their writing, speaking, reading and thinking abilities.

In addition, supporting tasks with the implementation of visualization tools, e.g., X-mind, and engaging participants in designing photo story e-books provided rich opportunities for participants to generate unique ideas, to organize their ideas and messages in a coherent way, to connect ideas, to present linear sequence of points, to use key words and expressions, and to associate language and images, which were evident and reflected in their written products and their oral speech. Incorporating those visualization tools stimulated participants to become so responsive and interactive with the themes being discussed and triggered their visual thinking and design thinking abilities which in turn facilitated natural language use. They:

- facilitated peer discussion to practice collaborative problem solving and to find and discuss multiple solutions to complex problems,
- assisted transfer from oral to written fluency and vice versa,
- activated participants' prior knowledge which enhanced both their construction of knowledge and reflection of knowledge processes,
- encouraged participants to think together and reflect on their mental image, and
- urged participants to provide evidence to explain their interpretive and reflective comments.

These results were consistent with those of Ali's (2018) study who concluded that visual thinking could provide a concrete reference and a visual context for ideas and provide more chances to train and enhance the learners' language fluency.

There was a regular assessment of participants' answers, comments and replies during the sessions. Information came from the researcher's direct observation and field notes as well as the participants' collaborative assessment through peer feedback. This finding was consistent with the findings of other studies; such as the studies of Losada et al. (2017) and Ortiz and Cuéllar (2018) that emphasized the central role of task observations, field notes and teacher's diary for providing ongoing assessment and feedback for both the teacher and students. In addition, a study by Kleanthous & Cardoso (2016) confirmed the finding that collaborative assessment through peer feedback, either in pairs or in groups, produced more grammatically and lexically accurate written/spoken materials and developed written and spoken language.

Furthermore, explaining the aims of the program to the participants, as well as giving them instructions on how they should work through the treatment; defining their role as well as the researcher's role had a clear effect on the participants' learning. They gradually became more precise in using language orally and in writing to express meanings rather than to just concentrate on usage or form. They became

more able to focus on the purpose of each task and each activity and deal according to that purpose. Moreover, providing a risk-free learning environment where they could respond freely to the activities and discussion prompts stating their opinions had also a positive impact on achieving the aims of the program.

Finally, one significant aspect that had a positive effect on participants' oral and written production was the one related to collaborative work. Pair, group, and individual work were used to encourage participants use the language. Participants helped each other and reflected on each other's work while implementing the different tasks. In addition, they started paying attention to their partners' oral presentations which in turn helped them to construct and improve their own presentations; in that way, they felt more comfortable when speaking. This finding agreed with the study of Ortiz and Cuéllar (2018) who concluded that what helped to accomplish the objectives of the study was that during the tasks the students worked cooperatively to support each other. In other studies by Astawa et al. (2017) and González-Lloret (2020), they reached the conclusion that collaborative learning and group work improved students' ability to effectively express their thoughts using oral and written communication abilities and improved their confidence, creativity, and self-directed learning.

4.3 Qualitative Analysis and Discussion

4.3.1 Analysis of the Participants' Performance through the Study Program with Regard to the Targeted Language Use Components

The study program had a clear effect on the participants' language use. Through the program's authentic tasks and activities, the participants practiced the language use components which were targeted by the technological authentic task-based program. The analysis below tackled the participants' performance with regard to each component and how it was enhanced.

4.3.1.1 Meaning Configuration

Throughout the program, the participants' ability to formulate meaning developed to a high extent during the treatment. This was evident throughout the program when they were able to formulate a meaningful and significant message/idea that reflects a deep understanding of what they read or listened to. This was apparently reflected in their written products and their oral speech. This was also evident when they were able to organize their ideas logically in a well-configured way that achieved the intended meaning. The dramatization of the ideas and feelings through authentic language and visual situations facilitated both formulating those meanings and ideas and relating them to other various contexts from their real life experiences. Developing their ability to formulate meaning was employed in sequential activities starting from pre-task, task cycle and language focus activities. Following are some examples of the participants' performance demonstrating their ability to formulate significant meaning comprehensively and clearly in response to, first, a pre-task activity:

Look at the following three pictures, what they have in common? Elicit embarrassing moments and narrate in your own words what you understood from the pictures.



In this pre-task activity, participants formulated almost meaningless and insignificant ideas and provided a narrow set of words and expressions that hardly communicate the intended meaning. In addition, they were hardly able to use these words to describe the embarrassing moments. This might be because the pictures were not provided with captions. The researcher responded to the meaning of what they say, not the form. The following are examples:

- ▶ **Participant A:** *all pictures have humans. The man can tired and wet.*
- ▶ **Participant B:** *the woman is walk and falling when the man hit her.*
- ▶ **Participant C:** *one smile between people and can't take care.*

Then in the task cycle, the participants were required to watch an authentic video talking about an embarrassing TV live moment on BBC news, when Professor Kelly was disrupted by his children in his BBC News Interview, first without sound to:

- In pairs, **guess** the vocabulary, phrases and expressions describing the embarrassing situation.
- **Imagine** the embarrassing scene scenario: *What may the story of this man be about? Write* your own imagined scenario.

Then, they watched the same video with sound to check their guessing, to note down the words and phrases used to describe the situation, and to practice them orally while discussing their ideas in groups. Participants were able to provide precise vocabularies and expressions after practicing the words and expressions they heard in the authentic video. This is because they were able to relate the authentic language use to an authentic situation in the dynamic scenes. In addition, they were able to use the language more appropriately, which was evident in the consecutive activities. Although their answers contained few mistakes, a great development was noticed when compared to their answers before watching the video. These are examples of the participants' performance in response to another task cycle activity:

Listen to the following three people from London on the tape talking about their most embarrassing moments to:

- In pairs, **narrate** explaining what happened to each one of them in the worksheet.
- ▶ **Participants A & B:** *The first person in London say: I remember when I was at school and calling a teacher I really hated, "Mum". I don't know why I called her "Mum". I think it is just slip of my tongue.*

- ▶ **Participants C & D:** *Here's what second person in London said: it's really embarrassed is when you think some body wave to you, so you also wave to him. But he isn't waving to you and he waving to someone else behind or beside you. And I try to brush my hair instead, to pretend and appear I was not embarrassed.*
- ▶ **Participants E & F:** *Third one in London says: when he walk in the street one day, he tried to impress a girl, and showing off to impress her. And then the girl be angry and bits him strong! The man walked to a lamp post and he fell because from the shock!*

The participants then were exposed to watching an online picture story e-book to notice the authentic use of the language, to come up with their own embarrassing stories in the planning phase, and to be prepared to design their own story e-books. Most of the groups were able to provide their e-books with pictures and funny photos expressing their own embarrassing moments. After that, each group reported their tasks to the whole class and orally presented their e-books. Following are examples:

- ▶ **1st group:** *They reported one they have gone through: my awkward situation happened at a football game. I was in my seat and eating hamburger with everything on it, the kind they sells at the stadium. I was really enjoyed it and have ketchup, mustard, and barbecue sauce all over my face and my t-shirt. Then the stadium camera focused on me, and view my messy face on the giant stadium screen. I looked embarrassing completely and I try to move to another seat, but the camera followed me. I was wiping my face on my shirt and make the mess worse! My friends laughs at me for weeks after that!*
- ▶ **2nd group:** *They reported an embarrassing situation they heard somewhere: Our neighbor work waiter in restaurant. It was very busy and there aren't space between the tables. One day he takes two plates of roast beef and potatoes to take to table near the window and he lost his balance and the plates fall on to the floor and on the man and his shirt. He was so embarrassed and the man was angry. The manager come and apologized. He cleaned the floor and worked again. After that later he take desserts to the same table and fall again on the wet floor and on the same man and his shirt. Everybody and same man in the restaurant laughing. He apologized again. The manager come again and say he will pay the bill for the man's meal. The manager discount the bill from his salary. He was so sad.*
- ▶ **3rd group:** *They choose to report strategies of how to deal with embarrassing moments: There are many ways to deal with embarrassing situations. We need to be kind when we correct others and to choose our words and nice expressions careful. For example when one talks with loud voice in his phone and you are nervous, you can say indirect after he finish: is the man that you talk to has a problem hearing you? Another strategy can be to apologize if it is necessary. For example, if you are late for meeting, you can apologize and sit down and not interrupt the meeting. Here is another one to distract other people from the situation or know that it is ok if people know you are embarrassed and laugh on yourself. For example, if you have dinner with people and you spill something on your clothes, you can behave as if nothing happen and laugh at the situation.*

It was a good chance for the participants to practice this task in order to use language to communicate their ideas orally, although there were few mistakes and stops while speaking. The participants sometimes expressed their ideas in Arabic, but

the researcher motivated them to use English while speaking. The dynamic visual/verbal elements they used in the e-book slides to formulate scenes helped them and facilitated their mission to formulate significant meanings appropriately. It is worth mentioning that sometimes participants started to recall similar authentic examples from the stories of their previous experiences to make meaning clear and comprehensible, even when the researcher did not request this.

Although they used the language with few grammatical and lexical mistakes, they were able to communicate their ideas clearer than before. The ideas were to some extent clear and meaningful. In addition, the main focus of the activities in this stage was on developing their language use rather than structures. Participants might be in need to learn grammatical rules via nontraditional techniques to avoid making grammatical mistakes. Thus, this is what the researcher was concerned with in the language focus stage. In the language focus activities, the participants' development was evident when they were able to further reedit and refine their story e-books formulating more meaningful ideas appropriately and when they were able to organize their ideas logically in a well-configured way that achieves the intended meaning, as in the following example:

Everyone has been in an awkward situation. In pairs, write a short paragraph telling us about your personal awkward moments or an embarrassing incident when you were misunderstood and share the awkwardness on your blogs. Use the hints given below:

- Why were you misunderstood? How did you feel?
 - How was the situation resolved? What did you decide to do?
- ▶ **Participants A & B:** *If this hasn't happened to you, feel blessed. One day my brother saw the girl who was his fiancée on the other side of a busy street. Instead of shouting at her, he dialed her number on his phone. He was smiling because he watched her take the phone from her handbag. She looked at the phone to see who calling but let it ringing, and it was clear that she didn't want to answer it. Well, my brother was upset and wiped the smile from his face. He was miserable the rest of the day. He never mentioned it to her. He trusted her less after that. They broke up after few months later.*
- ▶ **Participants C & D:** *I wasn't planning on telling anyone about this, but seeing the other confessions on this blog give me courage. My family know that I'm not skillful in the kitchen, but I thought that I can surprise them by baking a cake in the weekend. It was a chocolate and coffee flavor cake. And I thought I have followed the description well. When I cooked it to my family, they started moving their mouths in funny ways and pick things out of their teeth. They say that there was hard brown pieces in the cake. And I said, 'this is just the coffee'. Then they say I should use soft coffee powder not whole coffee beans. Oops! They started laughing at me and I also laughed at myself.*
- ▶ **Participants E & F:** *Don't laugh at me. One day I was singing in the shower and my voice was so loud. Our neighbors heard my loud voice. When I go out, I met one of them and she was laughing at me and told me that she loved my voice when I was singing for Amr Diab in the bathroom. I was so embarrassed and thought who else was hearing me. I decided not to sing in the shower again.*

Even when some participants did not provide the intended meaning or message appropriately, they were corrected and given an explanation of the appropriate meaning by their colleagues through commenting on each other's blog posts providing evidences from the provided visuals and verbals as the manner, facial expressions, gestures of the characters, and the tone of the text. The tone of a text is the writer's attitude: concerned, embarrassed, regretful, excited, gloating, etc. Understanding the tone helped them better grasp the author's point of view. This indicated the development of this ability and that the participants could apply learning in new situations. The following blog comment presented an example for this; participant E commented on the 2nd group's narration, saying:

- ▶ **Participant E:** *Your story was catching but I think it would be nicer to write: "Everybody in the restaurant started laughing, even the man at the table. He apologized again. The manager came again and offered to pay for the man's meal. He deducted the cost from his wages."*

4.3.1.2 Visualization

The participants' ability of visualization was obviously enhanced throughout the program. During the activities, they could visualize texts, videos or pictures deeply in their minds, on paper or with technological tools, and think deeply to reflect new significant relationships. They deeply interpreted and reflected upon those elements with the purpose of depicting and developing unknown ideas and communicating information. This was evident when they produced a vivid oral/written description of their mental image that demonstrated a conscious and thoughtful understanding of the visualized items.

In the language use pre-test (questions 3 & 4), when asked to watch an online picture recount about 'Life Then, Life Now' with illustrating photographs and visualize "a day in the life" skit describing it orally, and when asked to watch a video about 'The World in 2050' and visualize how the world would look like in 2050 in a written form, most of the participants were unable to visualize or think deeply of the given pictures and visuals. They did not know how to deepen their thinking and visualize themselves as a part of the scene. In addition, they included a limited and inadequate oral/written description of their poor mental image. Following are some examples of the participants' performance in response to the pre-test (questions 3 & 4):

- ▶ **Participant A (question 3):** *If I live in past, in the morning I will enjoy the air of Cairo away from overcrowding and I will buy some things to enjoy the lower prices and I will go to the cinema and watching old movie or going to attend Om Kulthum concerts. I will stay with my grandmother talking a lot of time but I will not wear the clothes in the past because it is very short.*
- ▶ **Participant B (question 3):** *When I lived with the past I see a lot of things. There was early marriage for girls at young age. Family sitting together to eat to feel the familiarity and unity and Friday was a prime day for the family together to watch TV and discuss family problems. There was interest in educating boys only not girls and all young children study the Holy Qur'an in el-kottab. Also the women don't work and they are in home and to take care of their children.*

- ▶ **Participant C (question 4):** *Technology will effect in every day in our life. Computers would act as medical assistants and robots become house servants to the high class people. There are not earthquake and country will prevent floods. We can use energy sources more to have electricity. Traffic lights and stop signs may disappear in future years and we can have travelling to Mars.*
- ▶ **Participant D (question 4):** *Robots will become new member in the family and work. Unemployment will increase because the robots will work in our places. The diseases will spread in the world and people die in high number. Strange creatures will come to our earth and killing people and danger wars happen. Technology can't like that in today. I wish to live much to see technology changes.*

In the pre-test, it was noticed from the previous samples that the participants could not expand their ideas more than what they produced. They watched the videos and scanned several pictures just with their eyes; however, they could not deal with the produced visuals because they lacked the principles of visualization that would help them in depicting, constructing and developing their ideas.

At the very beginning of the program, the participants experienced the same problem. Developing their ability of visualization was employed in sequential activities starting from pre-task, task cycle and language focus activities. Following are some examples of the participants' performance demonstrating their poor and limited ability of visualization in response to a pre-task activity:

Examine the visuals in the following video then imagine three pictures illustrating your lives 'in the past', 'today' and 'tomorrow or in the future'. Write two sentences describing each picture that relates to the major milestones of your life in each stage.

In this pre-task activity, most of the participants were hardly able to find and use the appropriate words for visualizing the future by 2050 or for describing living in another time period like the sixties or seventies. They provided limited and superficial descriptive dimensions that demonstrated a lack of conscious and thoughtful understanding of the visualized items. This might be because they had not yet been taught how to visualize or deepen their thinking or elicit meanings from the provided visuals. The following are examples of some participants' performance:

- ▶ **Participant A:** *If I can go back in time to live in past, I would like to meet Shakespeare. I would like to talk with my grandparents more before they died. In the present, I am just a student in the secondary school. In the future, I wish to join the faculty of mass media.*
- ▶ **Participant B:** *I wished to live in the countryside in the past. At this point in my life, I don't know what I want. Just my family is moving to another apartment. After six years I will graduate and I will want to travel to USA or Germany and work there.*
- ▶ **Participant C:** *I wanted to live in the past because life was calm and peaceful a long time ago. But now I hate to live in the corona virus circumstances. I see dear people die because of corona. In the future I want to study the fashion. I like to be a famous fashion designer.*

As a common noticed feature of all the participants' samples, they did not expand their ideas while illustrating their responses towards the displayed visuals. Almost there was no ability to visualize or interpret texts or pictures. This was evident in producing meaningless sentences containing unrelated words and unclear ideas. Their oral utterances were also short, unclear and incomprehensible. They even asked to switch into Arabic to convey the meaning, which made it difficult for the researcher to grasp the idea behind their speech.

The researcher then started to explain what visualization means, illustrating it as to read what is beyond the wordless pictures, movies, photos, even texts or any other visual media, and infer the implicit messages out of those visual elements. The researcher raised some topics to trigger and evoke participants' visualization and interpretation ability. She taught them how to consider themselves a part of the scene using their senses and implementing their thinking. During one of the activities in the task cycle stage, the researcher told the participants that, in 1962, an Italian magazine did a story about what the world would look like in 2022 and published the following predictive streetscape photograph for the form of life. The researcher asked them to follow the instructions below:

- **In pairs, examine the following streetscape photo from the Italian magazine and try to visualize and predict the story that the magazine wrote.**



The following are examples of some participants' answers:

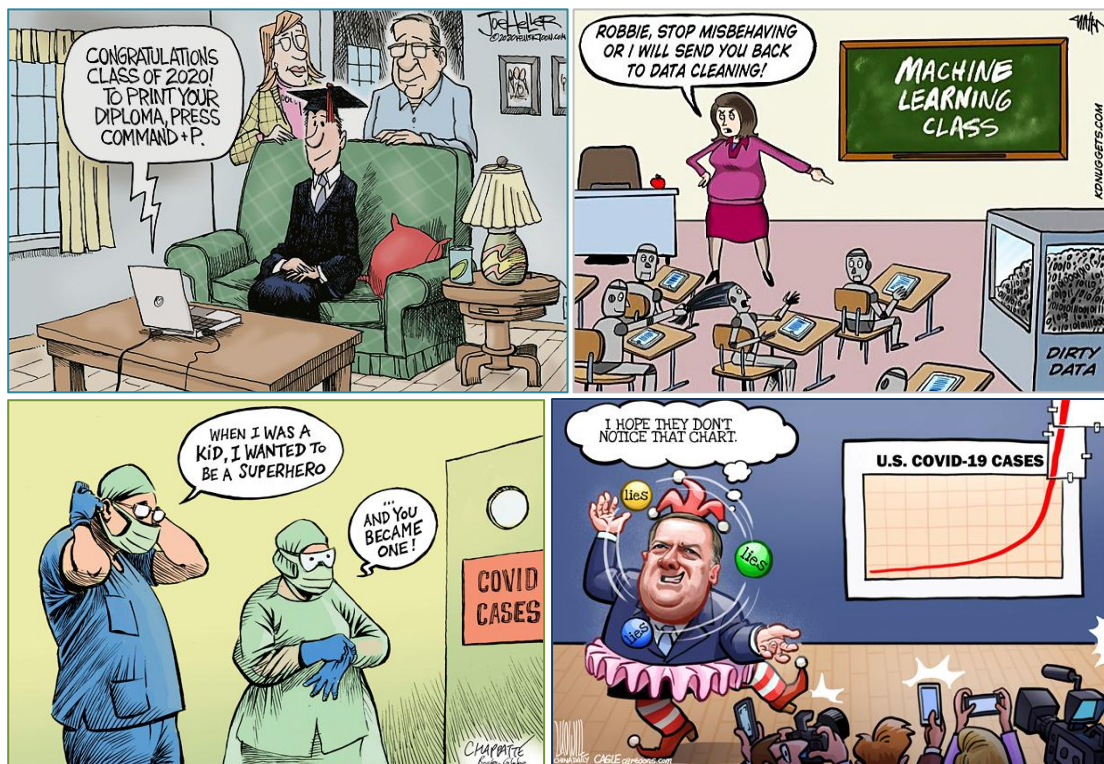
- ▶ **Participant A & B:** *I think that the photo illustrate how we will go around cities like this. May be the author could predict our lifestyle in the future and that new diseases will increase, and so he wrote this story. The photograph may also shows how the problem of traffic in big cities could be advanced in future by using this small single-seat cars occupying quite less area. In other words, it showed urban transport of the future.*
- ▶ **Participant C & D:** *The photo may about the over population of people in the future and so there will be many ill people and we will have social distance. Lifestyle will be different from now. Also the types of housing and fashion and job opportunities, schools, transports, and environment all this will be different.*

- ▶ **Participant E & F:** *we predict that in the future this won't be enough to wear masks for protection in public places. Every person will have single car to protect themselves from the diseases but not the smart cars. The scooters will be in place of the cars and buses to protect us from weather. Every person will be alone and we will be lazy to walk.*

Then, the participants were exposed to the authentic version of the story behind this photo through reading an online article talking about the story that the magazine wrote. The researcher then started discussing with them the author's reasoning behind visualizing this streetscape photo. Participants were able to relate authentic language use to the visual scene and visualize themselves as part of it. Although their answers contained few grammatical mistakes and sometimes weak words, they were able to communicate their visualization of ideas and their mental image that they thought were related to the photo clearer than before. A great development was noticed when compared to their answers before exposing to all dimensions of visualization.

Following are some examples of the participants' performance that shows the enhancement of their visualization ability in response to another task cycle activity:

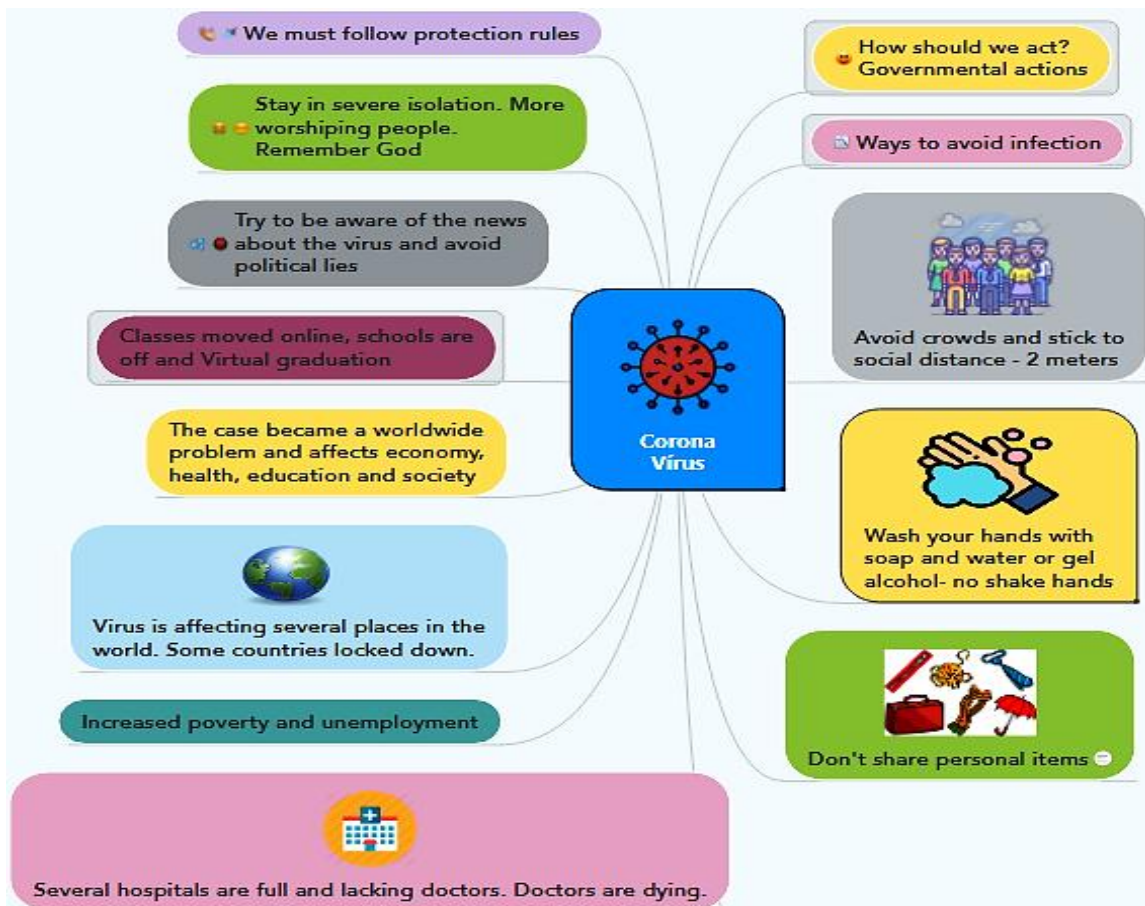
- **Visualize and expand your ideas about the following editorial and political cartoons to discuss the main idea behind each one of them with your partner.**



- ▶ **Participant A and participant B visualized the following ideas:** *Learning now turn to online and in the future all our learning will be online because the corona condition is severe. We will always use Zoom meetings and Google classrooms and other applications to learn. And may be there are no schools in the future and we all will celebrate our graduation party online also. I see my big sister attend courses in Zoom meeting and have her faculty lectures online.*

- ▶ **Participant C and participant D visualized the following ideas:** *We think that in the future there will be a substitution of humans or other biologicals by their own robotic creations and they perform our jobs and learn at schools instead of us. This can be dangerous for us.*
- ▶ **Participant E and participant F visualized the following ideas:** *Today the true soldiers are the doctors because they are scarify their life in corona quarantine. They are heroes like the soldiers in Sinai. But we expect a lot of doctors will die because they contact direct with the patients with corona and this will make a problem in Egypt and the society. We know this news from social media.*
- ▶ **Participant G and participant H visualized the following ideas:** *The cartoon is so funny. But this is true today because we don't know the truth about the corona in the politics news. The world leaders doesn't say the fact and they are say lies, lies, lies all the time. We read on Facebook about the corona cases but we think they are all wrong numbers and the numbers are many many more. The low learning people believe them and talk with other people about this lie news and this make lie news spread fast between people.*

During this activity, some participants even provided extra real life examples of relevant cartoon ideas that they did not encounter in the viewed ones; from their mobile phones and from posts they shared before on their Facebook accounts. They started narrating their reasoning behind sharing their own examples and relating them to and reflecting upon the viewed ones. Other participants expanded their visualization by creating their own mind maps using X-mind to provide deep interpretations and produce reasonable responses of the displayed visuals although the researcher did not request this. Following is an example of a mind map that participants E and F created:



After the implementation of some other activities in the task cycle, the participants' ability of visualization was to some extent enhanced. They could visualize items deeply from several dimensions reflecting new significant relationships and could produce reasonable responses of the displayed visuals. Their responses revealed a high level of conscious and thoughtful understanding of the visualized items.

The participants then were exposed to watching an online picture story recount entitled '*Life Then, Life Now*' about the old families' past days including schooling, traditions and the values behind, celebrations, fashion, old-fashioned games and toys used with illustrating photographs to notice the authentic use of the language. This also helped them come up with and create their own "*Day in the Life*" skit e-books.

During the task cycle, in the planning sub-phase, most of the groups were able to provide their e-books with authentic photos expressing their own mental image. It is worth mentioning that some groups started to develop their own mind maps using X-mind to organize their written production, to deeply create or develop new unknown ideas and to reflect new significant relationships in their writings, even when the researcher did not request this. During the reporting sub-phase, each group orally reported their tasks to the class, shared their mind maps and presented their e-books.

Below is an example where the participants imagined the form of life of a day in another time period; visualizing the memories and events they experienced, the customs and traditions they celebrated and any experiences they passed by in that day like old practices, fashion, leisure time, etc. Below are example screenshots of some groups' creations of photo story e-books in response to the following task:

Imagine you lived in another time period like the sixties or seventies. Try to focus on the visuals and visualize "*a day in the life*" skit describing it in detail.

► 1st group:

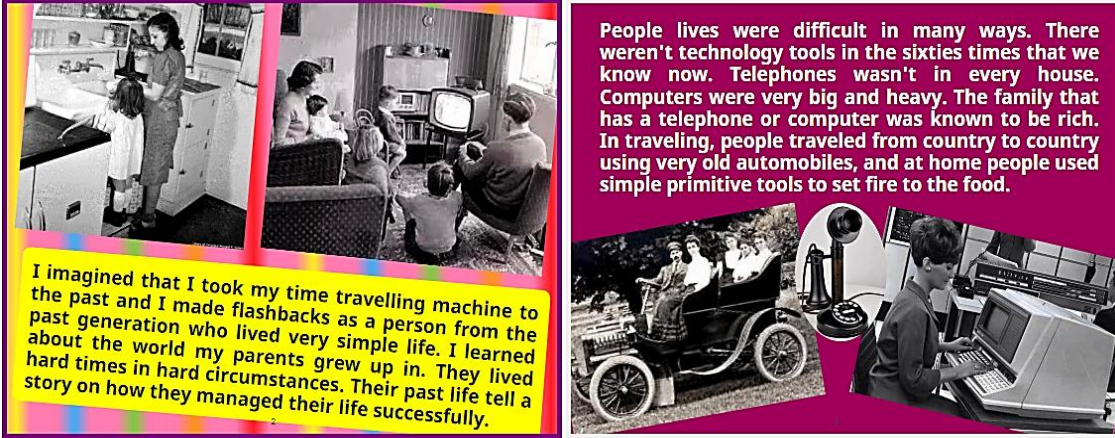
I travelled back in time to the sixties and imagine the lifestyle of people in these days. I felt interesting to enjoy living in the past days because people in these past days were wiser and calmer than people nowadays. I enjoyed the old families' past days and childhoods, including schooling, traditions, celebrations, old-fashioned games and toys used.

Details say life was harder long ago. Candles and oil lamps were using for light. Food was kept in a box with a block of ice to keep it fresh. They didn't have refrigerators and freezers like we have today. Clothes were washed by hand. There were no washing machines and dryers long ago.

Long ago, school was different. There was only one teacher. All children were in one classroom. Most students did not have paper. They wrote on small chalkboards. Even children from long ago were different from children of today. Long ago, children played with blocks and handmade toys. They were doing many works to help their parents. They worked outside in the fields and fed the animals and helped cook and clean.

We miss customs and traditions from our childhood. In the sixties, families could close themselves and chat their social and cultural heritage and memories. Family used to gather around a single table and listen to old people's wisdom. Whether it was listening to the radio in the evenings or watching TV or reading together, family time in the evenings was especially precious. I learned from this past life to have successful role in the society and to correct my past mistakes and become true to my self.

▶ 2nd group:



People lives were difficult in many ways. There weren't technology tools in the sixties times that we know now. Telephones wasn't in every house. Computers were very big and heavy. The family that has a telephone or computer was known to be rich. In traveling, people traveled from country to country using very old automobiles, and at home people used simple primitive tools to set fire to the food.

I imagined that I took my time travelling machine to the past and I made flashbacks as a person from the past generation who lived very simple life. I learned about the world my parents grew up in. They lived hard times in hard circumstances. Their past life tell a story on how they managed their life successfully.

There were changes in fashion and designs. Skirts and dresses were shorter and most women wore bold lipstick. Women and men used to wore wide pants style and very colorful shirts. There were big changes in fashion since the 1900s and women's roles in society changed clothing style and reflects change of their behaviors over the years until now.

I experienced different family memories. We spent so much time with our family growing up, not everyone off in separate rooms. I enjoyed the way the old family members like grandparents teach us about values, customs and traditions, like how to show care, respect, tolerance towards others. Families were very close. The whole family members were always gathering on Friday and spend the day with each other and share leisure time and experiences.

The researcher noticed that the participants' language use developed much better than before. Their attraction to the tasks' topics together with the visualization of their stories' authentic events helped them evoke real life examples. In addition, providing participants with the opportunities to be exposed to a visual dramatization of the ideas, feelings, events, memories and actions through the integration of authentic language within the online authentic language materials facilitated participants' mission to visualize more details and deepen their thinking to formulate a vivid mental image. This, in turn, triggered their spontaneous use of the language to express their visualized mental image and details. Regardless that they used the language with few grammatical mistakes and that some sentences were not well-structured, the main focus of the activities in this stage was on enhancing their language use through visualizing meaningful ideas and significant meanings rather than structures.

Building on the above idea, during the language focus stage, the researcher was concerned with focusing on the grammatical mistakes made by the participants while demonstrating their tasks to avoid making such mistakes later on. This was done through eliciting examples of their mistakes and selecting sentences and extracts from their work that included different pieces of grammar to examine and discuss specific language features and functions with them. During the language practice sub-phase, participants' development in using the language more appropriately was evident when they started to refine their photo story e-books and when they practiced peer feedback on their blogs correcting each other's language use.

Below is an example demonstrating enhancement of some participants' ability of visualization. To assess the participants' performance after analyzing language features and to enhance their development of this ability, especially of those who provided inappropriate sentences, they were given a language practice activity. Participants were asked to interview their peers about their relationship with their parents deciding whose parents were the strictest and narrating their childhood memories with them, and then post their peers' stories on their blogs. Other participants decided to interview their parents at home about the old generation's past life and how it is different from today's life. Following are examples of some participants' blog posts:

- ▶ **Participant A:** *I interview my friend Marwa and she said: My dad is a quiet man really, so he didn't really make me do much at home. He sometimes asking me to wash his shirt and socks or made him tea, but I was never forced to do it, and I could usually get some pocket money for it as well. I think my Mum was also pretty easy-going; she let me stay out a little bit late with my friends. As long as she know where I was, she wouldn't mind so much what I did. When I was young, she used to help me do my homework before supper.*
- ▶ **Participant B:** *I laughed so much when I interviewed my friend Dina. She told me many funny memories. She told me these ones: my father was definitely stricter than my mother. When I was young, I was so naughty and doing many troubles. I remember I bite my friend's hand at school break. If I had been in trouble at school, it always left up to him to tell me off. But I wouldn't say that my mother was easy-going exactly. She sit me down sometimes and make me do my homework in front of her, or force me to eat my greens, things like that. I guess I was just more scared of my father.*

Participant C wrote a compare and contrast report about her interview results with her parents, comparing parents' past life to her own life now:

- ▶ **Participant C:** *Life in the past is completely different from life now. In the old days, life was so simple but a little difficult. People used to live in old buildings and farm houses. They used to eat natural and healthy food. Their means of transportation used to be old automobiles. When it comes to clothes, women in the past used to wear colorful miniskirts whereas men wore wide pants. Children played with jumping ropes and handmade dolls. However, nowadays, life become easier and more comfortable. People live in the city in high buildings with modern architecture. They eat fast food, pizza and unhealthy food. Transport means are faster and comfortable as we travel in cars, planes and trains. Fashion also changed and people wear modern T-shirts and jeans. Even children now prefer to play with video games and young girls don't play with dolls anymore.*

It is worth mentioning that after participants posted their stories and reports on their blogs, they examined each other's texts and edited any errors they noticed. They practiced peer feedback about the correct use of language features, which in turn helped some participants to rewrite an improved version of their texts.

Throughout another language focus activity, enhancement of participants' ability of visualization was also obvious when participants sat in pairs facing each other. Group A was watching a muted digital recount and trying to describe the provided photographs which display families' lives then and now to group B, while group 'B'

was sitting with their backs to the recount viewing and trying to listen attentively to the description and ask for clarification to visualize the same picture. They tried to guess what life time period that group A was talking about, classify the photographs and justify their decision: What clues were in the photographs that helped them decide. Participants did the activity really well. By the end, they had two really close visualizations of the contexts of past and present family life. This indicated the development of this ability. Participants could give deep reflections and vivid visualizations for videos and pictures. They could also produce reasonable responses of the displayed visuals. In addition, their use of language was obviously enhanced; they used more well-structured sentences in their speech and used more appropriate vocabularies for visualizing the context.

4.3.1.3 Reflection of Knowledge

Throughout the program, the participants' ability of reflection of knowledge was enhanced to a high extent. This was evident throughout the activities when they were able to critically analyze the acquired knowledge and think how to make use of it demonstrating depth of thought. They could reflect on their responses seeking reasons, evidence and supporting their ideas or stances. In addition, they were able to integrate the knowledge learnt from the displayed visuals with their prior knowledge reflecting newly constructed items in various contexts different from the ones they experienced in the displayed visuals. They could demonstrate significant depth of self-reflection on the topic using prior knowledge. That was evident in their writing/speaking, which reflected a thoughtful and deep understanding of significant knowledge.

In the language use pre-test (questions 5 & 6), when asked to watch a Ted Talk for Bill Gates about the Coronavirus's next outbreak and to reflect their thoughts through writing a detailed review of the talk, and when asked to watch an interview with Sophia, an artificial super intelligent robot, about the future of artificial intelligence and to reflect on the interview expressing orally their responses for some given questions, most of the participants demonstrated low reflection abilities as a common feature of their answers. The participants mentioned only very few responses and the gap was detected between their existing knowledge, their experiences and the newly acquired knowledge; showing little or no understanding of the subject matter. Reflection was not thoughtfully written; however, it showed lapses, lacked development and details; and there was no support of the main idea although they were given supporting hints to add more reflective details to their review. However, they were able to reflect on ideas precisely, clearly and thoughtfully demonstrating deep processing of knowledge after being exposed to the program and dealing with the various visualization tech devices during the treatment. At the very beginning of the program, the participants experienced the same problem. Following are some examples of the participants' performance demonstrating their poor and limited ability of reflection of knowledge in response to a pre-task activity:

Watch the following video entitled '*Top 10 Biggest Threats to Humanity in the Next 50 Years*', and then work in groups to:

- **Formulate** a review reflecting on the pivotal ideas you watched using the words, phrases and expressions you recorded.
- **Narrate** orally in your own words what ideas you understood from this video. **Talk** about: What would happen in these catastrophes? How serious are these threats to the world? How can we reduce/avoid them? How to survive them?

In this pre-task activity, most of the participants were hardly able to find and use the appropriate words for reflecting on the topic at hand. They almost had limited or no ability to analyze the acquired knowledge or how to make use of it, demonstrating shallowness of thought. They reflected on ideas imprecisely, unclearly and thoughtlessly, demonstrated insignificant or no depth of self-reflection on the topic and lacked the ability of making connections with prior knowledge. This, in turn, was evident in the participants' writing/speaking that reflected a little or no understanding of significant knowledge. This might be because they had not yet been taught how to reflect or think reflectively. Following are examples of some groups' performance:

- ▶ **1st group:** *Researchers in this video talk about 10 very big dangers to our life in the next 50 years. If we don't taking care of this threats, we will suffer very much. They talk about from killer robots to the fearing of unknowing other dangers. Here are some of the big threats that our planet facing. The video say it is anything from cyber threat to the aliens invasioning. Under the Earth surface that can finish our civilization. Scientists talking about the volcanoes. They talk also about the climate change and many people can die because the climate change changing the air temperature. Scientist talk about nuclear war in the future.*
- ▶ **2nd group:** *We predicted that when we will in 2025, some many people will live in water scarce little because climate change will make rising temperatures in the whole world and food will affect this. Many countries will war because they have little food and water. If the countries don't solve the problem, climate change will increase. The forests will have fires and burn because the high temperatures and boil the seas and people will have diseases and die. We fear from the artificial intelligence because in progressing fast. It can in 2050 humans and people will be robots. And they make everything in our life. We see on facebook doctors invent robot to help people in corona. But robots can also war people in the future and destroy people on the our planet.*
- ▶ **3rd group:** *Many people nowadays frightening from the future because we see strange things in our life nowadays. And this video fear us from the future because strange things will happen in the future. Strange things such as many wars and the change of climate and the robots will fight people and have their places. And we fear that this robots be in the hands of wrong people like America and fight people in other countries. Also volcanoes and the earthquakes that destroy many people in the future. Also the many floods and the many draughts on many countries that many people suffer from in the future. We must fear from the future very much and ready for it.*

As a common noticed feature of all the participants' samples, almost all of their written responses were short, vague, and not expressive. They could not reflect using reasons or evidences and they just wrote a very limited description of what is happening. Most of their reflections did not tackle the topic from different aspects. While speaking, they used to use short separated sentences. Their oral utterances were

short, unclear and incomprehensible. They did not support their own ideas or build on their knowledge giving evidence or rationale behind their reflections. Moreover, most of the participants hesitated and paused a lot which revealed their inability to construct meaningful connected statements and to reflect thoughtful and significant knowledge. They even asked to switch into Arabic to convey the meaning, which made it difficult for the researcher to grasp the idea behind their speech. This might be because they lacked the principles of reflection that would help them in processing the knowledge and integrating their prior knowledge with the acquired ones and thus reflecting new understanding of significant knowledge.

The researcher then started to explain what reflection of knowledge means, illustrating that it is an evidence of participants' reflective thinking which has a series of steps. First, they think back of something such as a certain topic or an idea. Second, they analyze the topic or idea thinking in depth and from different perspectives and trying to add more illustrations to the topic. Third, they have to understand that reflection is an exploration and an explanation of events – not just a description of them in addition to linking them to their prior knowledge. The researcher then raised some topics to trigger and stimulate the participants to think reflectively in some presented topics during the task cycle stage.

During one of the task cycle activities, participants were asked to reflect on the on-spot events that the whole world witnesses as a result of the spread of Coronavirus, the consequences and how they affect their life. The researcher encouraged the participants to reflect on the given topic in order to process their knowledge and analyze all data. Participants started to demonstrate somewhat a conscious and thoughtful understanding of the topic at hand; their writing/speaking reflected sometimes deep processing of significant knowledge. These are examples of some participants' performance in response to the instructions below:

- **In groups, write a magazine article reflecting your thoughts about the pandemic event and how it affects our planet's health and safety. Reflect your opinion about having a travel ban until the coronavirus disappears.**

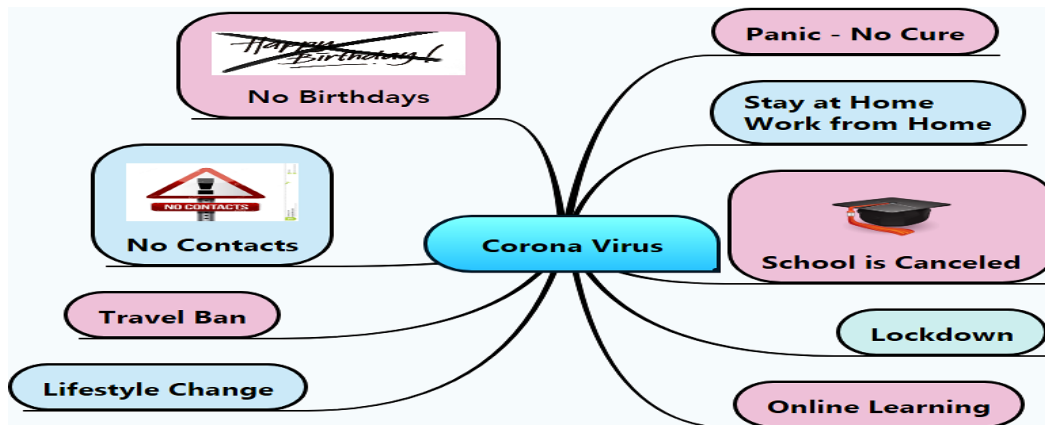
▶ **1st group:** *Coronavirus is extremely dangerous virus that take many lives. The whole world is in danger. It become so deadly so the whole world needed a complete lockdown. Many countries forced travel ban to reduce infection. Before Coronavirus, life was much nice and easy. We could go outside, meet our friends, family and enjoy holidays. We loved going on holiday and meet our family because we could always be with some people. We used to go on trips. We still remember these social times. Life during Covid-19 is the worst. We know that because we experienced it. We haven't gone to visit our friends or family since February because this horrible and killing virus. From now we can only go out if we wear mask and children under 12 and adults over 60 can't go out. We hoping that we can get vaccine or cure very soon. Life after Covid-19 will be great because we will go shopping, eat in restaurants, go to malls, and visit our family. We will see our friends and feel very cheerful and enjoy everything again. We will go to our jobs and schools. It means we will do normal learning again and we don't have online learning anymore.*

► **2nd group:** *Before this terrible virus covid-19, our life was so different. We could go with our parents in the shops without masks and gloves. Also we traveled to countries like free birds. We played and watched movies with our friends without fear getting sick. But after doctors discovered a new virus, the government said that we need to stay home for our safety, we must wash our hands regular and not to touch our faces. Our life during covid-19 is different. Now we learning at home a lot, we can't visit our friends or even travel from place to place. Also we haven't played on the playground at all. We haven't attended public places like parks and clubs that makes us entertaining and happy. We don't go to the shops for along time and we getting annoyed with this. So we are locked like the animals in the cages. But we think soon the scientists will discover medicine for the new virus covid-19 and our lives will be much happy and again we will go out and children play and we will travel like free birds again. We'll go to school like the past and learn together. We hate online learning because everyone learn alone at home. We will meet our classmates and teachers in the classroom and they will teach us new things very important in our life. We will attend our families that are far from us. Our life will become like before covid-19 and even better.*

Some other groups started to create their own photo story e-books and develop their own mind maps using the X-mind program to reflect on the handled topic although the researcher did not request this. Then they orally presented their e-books and mind maps to the whole class. Below are example screenshots of one group's creation of their own photo story e-book and mind map in response to the same task:

► **3rd group:**

The image displays a photo story e-book with four pages. The top-left page contains text about the coronavirus and a diagram illustrating social distancing between two people, labeled 'SOCIAL DISTANCING' with '2M' and '6feet' between them. The top-right page features text about online school and a photo of various healthcare workers. The bottom-left page has text about food supplies and a collection of food icons including a pepper, cheese, chicken, bread, banana, carrot, pineapple, watermelon, grapes, orange, and peach. The bottom-right page discusses missing activities like movies and swimming, and includes illustrations of a child on a slide, a child swimming, and a girl with a 'no' sign over her head.



As noticed from the previous participants' samples, most of their reflections were to some extent thoughtful and demonstrated somewhat appropriate depth of self-reflection on the topic using sometimes connections to prior knowledge. Some participants provided real life examples and sometimes reflected on their responses seeking reasons and evidence. They provided very simple mind maps that reflected a basic understanding of significant knowledge regarding the handled topic and demonstrated somewhat an appropriate ability of reflective thinking. Although their answers contained some grammatical mistakes and sometimes weak and repeated words, they were able to communicate appropriate thoughtful reflections of the ideas clearer than before and a great development was noticed when compared to their answers before exposing to all dimensions of reflection and reflective thinking.

After the implementation of some other activities in the task cycle, the participants' ability of reflection of knowledge was to some extent enhanced. They could think more deeply from several dimensions reflecting new significant relationships and could reflect on ideas more precisely, clearly and thoughtfully. Their reflections revealed a high level of conscious and thoughtful understanding of the handled topics. This was evident in their oral and written productions later on.

The participants were then exposed to watching different online photo story e-books with illustrating photographs about the Coronavirus and some people's life experiences during the pandemic to notice the authentic use of language and to come up with or create their own e-books. They were also shown these ones as live examples to reflect on their own experiences with the pandemic and reflect their own thoughts about the impacts and consequences of Covid-19 and how they should respond to it.

During the planning sub-phase, most of the groups were able to provide their e-books with pictures and authentic photos illustrating their own reflections. It was also noticed how most of the groups' e-books displayed various reflections on the topic; they dealt with the issue from different perspectives. For example, some groups tried hard to reflect a clear vision about the expected impacts of Covid-19 on the environment and world economy. Other groups reflected on and discussed how they can respond to the pandemic and what they would do to face it and how to survive it. Other groups established links between two or more threats like Covid-19, global warming and climate change to produce effective significant predictions of those

coming threats and they reflected upon those links. Some of the groups started to develop their own mind maps using X-mind/MindMeister to organize their written production, to develop and deeply reflect new unknown ideas and new significant relationships in their writings. After that, during the reporting sub-phase, each group orally reported their tasks to the whole class, shared their mind maps and presented their e-books. Below are example screenshots of some groups' creations of photo story e-books in response to the following task:

Watch the following Ted Talk for Bill Gates, entitled 'The Next Outbreak? We're Not Ready' following the instructions below:

- Jot down a bank of words, phrases and expressions from the talk.
- Write a detailed review of the talk you have watched using the bank of phrases and expressions you jotted down from the talk. Discuss the pandemic event reflecting your thoughts about one or more ideas out of the following:
 1. What you would do to face/deal with the pandemic and how to survive it.
 2. What impacts Covid-19 might cause on economic, social, environmental, health and educational sectors.
 3. The relationship between Covid-19 and other scientific threats.

► **1st group:**

Our review tells readers about the effects of coronavirus and the quarantines has made on climate change. Since the virus spread has forced people around the world to stay at home, the environment see new chances for a better change because now the human activity decreased a lot. The whole world noticed this change and is talking about it.

This new disease has effects on the environment around the world. Climate change is being benefited from the quarantine and there is something positive from the virus. Due to the quarantine of all the people around the world, the pollution that causing global warming decreased a lot. But some scientists say that this may be just temporary and after quarantine we will continue as always polluting our world.

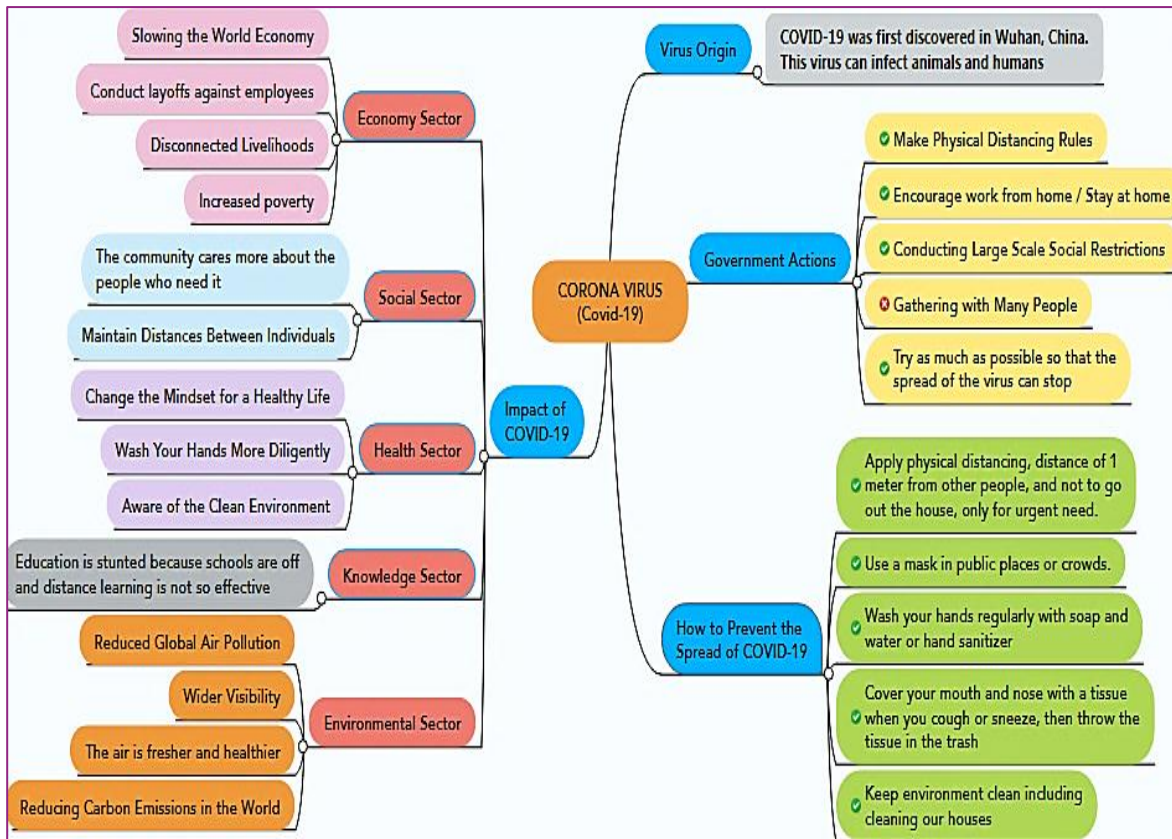
There is some other scientists say that even when we are living horrible days now, the earth pollution has decreased extremely a lot because there is no one in the streets polluting because of the risk of getting coronavirus. And they also say that if we have to make a plan and if countries take action, we will continue in the same environment cleanliness after this pandemic finishes as right now.

The ted talk speaks about facts because this pandemic that we are living has actually reduced global warming and global heating. Emissions from people using transportation and emissions from factories was very low since the lock down and carbon dioxide reduced a lot. We can see cleaner sky now. This also reduced the rising temperatures in air.

Our purpose is to inform people about the situation, but at the same time we offer scientific opinions that tell us what we have to do and to encourage people to not continue to pollute when all this pandemic ends.

Some other groups tried to reflect on the given topic in a more creative way. They created their own mind maps, as in the following examples, to organize their written production and support their reflections:

► 2nd group:



After watching the ted talk, we can tell you what the talk is trying to tell us. Covid-19 made many effects that we all are living and that we can see in our families and people surrounding us and the whole world and also through the news. It reduced global air pollution and the air become more healthy and it reduced carbon emissions in the world. People wash their hands all the time and use sanitizers and living more healthy life. They cover their mouth and nose with tissue when they cough or sneeze.


The social impact is that people are not visiting each other and they are socially connected but physically apart. We can't for example visit our grandmother in mothers' day because they are old and more likely to be infected. We don't gather in social occasions and we can't celebrate our birthdays. We keep social distance to prevent the spread and people around the world are totally scared so they don't go out.

The economic impact is that all economy in the world is stopped, many restaurants and shops closed down, and many projects of a lot of money were also cancelled. Coronavirus affected whole world economy because stock markets are crashing and countries around the world need to cooperate to find a solution to defeat this virus. Covid-19 slowed global economy and conducted layoff against employees and increased poverty.

The virus impacted also our education because schools are off and we are learning online now but distance learning is not so effective. Many faculty students will graduate online in the future. Our health sector is affected also because many doctors are dying and hospitals are full of patients because of this virus infection. But all people are trying to stay safe and prevent the virus spread and follow the government restrictions.

► 3rd group:

Symptoms of CORONAVIRUS (COVID-19)




Fever Shortness of breath Cough

The coronavirus is a virus and a virus can make you really sick. This virus can make your body really hot, hard to get air, and can make your body feel so bad that you don't want to get up from bed. If you aren't able to get help, you can feel like you can't breathe because the virus is hurting your lungs.




Viruses are really bad, so we try not to get them. A lot of times you get a virus because it goes around in the air, so if you breathe in the bad air you get the virus. But you get the coronavirus by touching, eating, or drinking something from someone who has the coronavirus.



CORONAVIRUS CARRIER HUMAN

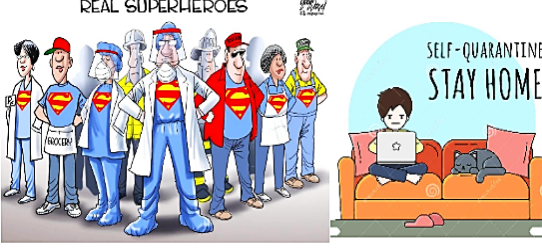
The coronavirus started in Wuhan, China when someone ate a bat. The bat had the coronavirus so when the person ate the bat, they got the coronavirus too. Bats and some other small animals are the main animals to have the coronavirus and give it to humans.



>Hello Summer

The president made everyone stay inside so they won't get the coronavirus but doctors have to keep working to fight the virus. They have been working for a long time to destroy the coronavirus.


Although most stores, parks, schools and almost every place where a lot of people would go are closed, the president said that if we keep on social distancing, we might re-open again around summer. This will only happen if we keep being responsible and healthy.



REAL SUPERHEROES

SELF-QUARANTINE
STAY HOME

Most people have been told to stay home and not go to work to stop the coronavirus from moving from place to place but some workers need to continue to work. These workers are people working in hospitals, fast food restaurants like McDonalds and mail jobs and other jobs that are really needed. They are still working to help us and our economy.




SOCIAL DISTANCING

WORK from HOME

Some things that have changed because of the coronavirus are that we have to stay in our houses as much as possible and also work from home. We need to make a space between each other whenever we go out, and most important schools have closed.



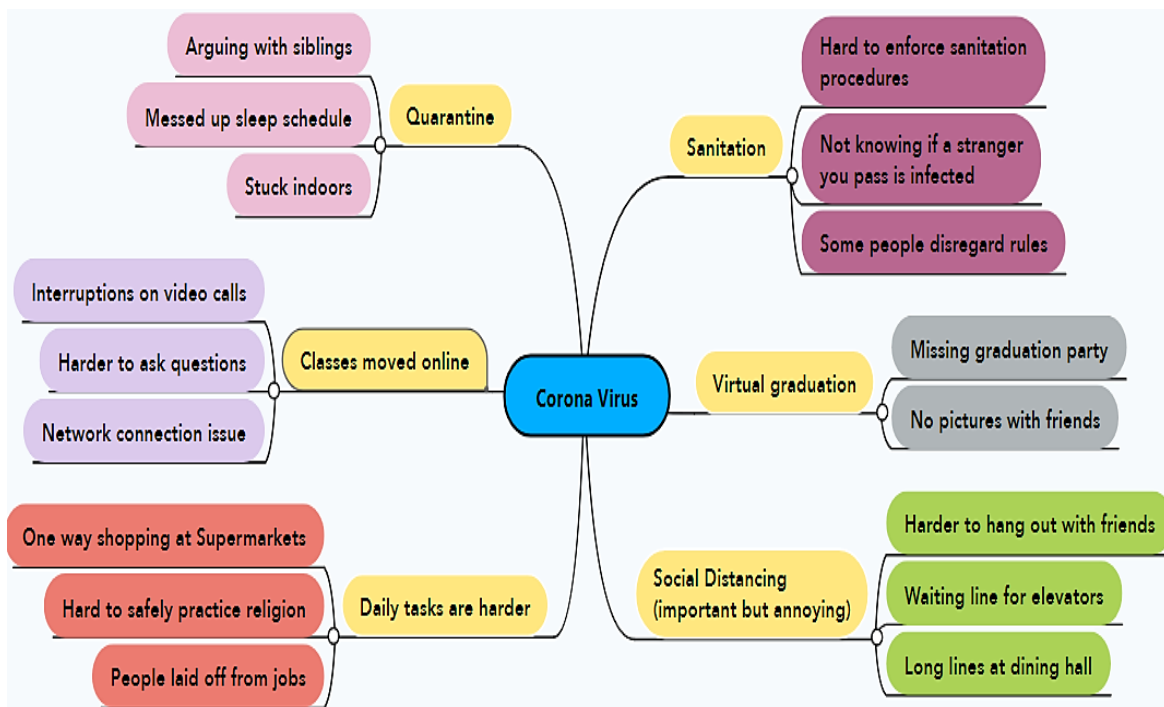
Another big change that happened to all of us is that we can't leave the house without a mask. A lot of stores won't let you come in and buy if you don't have a mask to cover your face. The masks are there to help you stop having as much contact with others. Most masks won't prevent the coronavirus but it can help to stop the spread until doctors discover a vaccine.



QUARANTINE

VACCINE

If you get the coronavirus, the best way to try and fight it, is to self-quarantine yourself. This means you have to stay away from other people and by yourself in one place for 14 days. You need to drink a lot of water and take some medicine to help your signs of the virus. There is hope to discover a vaccine for the virus.



The researcher noticed that the participants' reflections were thoughtful and carefully written. They demonstrated significant depth of self-reflection on the topic using connections to prior knowledge. This was evident in some samples of the participants' written production when they reflected on ideas clearly and expressed their prior knowledge using the vocabularies, phrases and expressions they jotted down while watching the Ted talk in other various contexts/situations. In addition, they were able to provide more reflective details relevant to the target topic even they were not mentioned in the displayed Ted talk. Some participants even tended to provide authentic real life examples so as to support their reflection upon the ideas and to give evidence behind their reflection.

The authenticity of the topic at hand that copes with what is recently happening around the whole world along with the exciting visualization tech devices, i.e. X-mind and photo story e-books, helped the participants reflect on real events evoking their prior knowledge and personal experiences. Those additionally facilitated their mission to communicate their reflections using authentic language more spontaneously. Participants were more able to demonstrate deep self-reflection on the handled topics than before, more able to explore knowledge and events, and more able to bridge them with their prior knowledge producing a new constructed knowledge and even using them in rather new contexts. This showed their obvious ability of thinking reflectively.

The researcher also noticed that the participants' language use was developed much better than before. They were able to make use of the bank of words, phrases and expressions they jotted down from the Ted talk. Some participants sometimes searched the internet for specific information to avoid any inconsistencies. Although they used the language with few grammar mistakes, they were able to communicate their reflections clearly. Regardless that some sentences were not well-structured, the main focus of the activities in this stage was on enhancing their language use through

reflecting meaningful ideas and significant knowledge rather than structures. Concerning their grammatical mistakes, the researcher elicited sentences and extracts from their work to shed light on later on in the language focus stage.

During the language analysis sub-phase, the researcher discussed specific language features and functions with the participants. During the language practice sub-phase, participants' development in using the language more appropriately was evident when they started to refine their photo story e-books and when they practiced peer feedback on their blogs correcting each other's language use. At the end of the language focus stage, participants' reflection abilities were obviously enhanced to a high extent. To assess the participants' performance after analyzing specific language features, they were assigned a follow-up activity to give them a chance to repeat and hopefully improve the task. They were asked to watch a video entitled '*How to Deal with Embarrassment*', write a detailed video review reflecting on the three methods to deal with an embarrassing moment and design an e-book using the pictures provided by the researcher. Following are example screenshots of some groups' e-books demonstrating enhancement of their reflection abilities:


► 1st group:



► 2nd group:



Embarrassment prevents us from asking advice about what we should do. If we are to help ourselves, and others, we must overcome our fear of embarrassment in social situations. We will help you to do this. We think about these ways.

You can apologize if necessary. If you did something wrong, you will need to apologize for your mistake. Apologizing might make you feel a little bit embarrassed, but it is necessary to deal with the embarrassment and move on. For example, you can try saying something like, "I am sorry that I did so and so.../said that. I didn't mean it. I will try to take care in the future."



Pretend you don't know what happened. If your friend for example did something embarrassing and you noticed that, but her attention was not directly at you, you can pretend you don't know what happened to make your friend not to feel embarrassed. If she looks really embarrassed, you could apologize and ask her if everything is ok or if anything happened.

Better to put embarrassment in others' court. If you've done something embarrassing, one way to deal with it is by asking others about things they also did in the past which they were embarrassed about. You may become closer with the person you are talking to by laughing about your past embarrassments. For example, after the embarrassing situation you might say something like: "well, now that embarrassment is on your mind, have you done anything embarrassing lately?"



But don't make fun of the person. She already feels embarrassed, don't add to it by making the situation big with jokes about it. It is true that humor can be a good way to make embarrassment little, but this way is ok when you are the one who did something embarrassing. If you make fun of someone else who is embarrassed, you will look like rude.

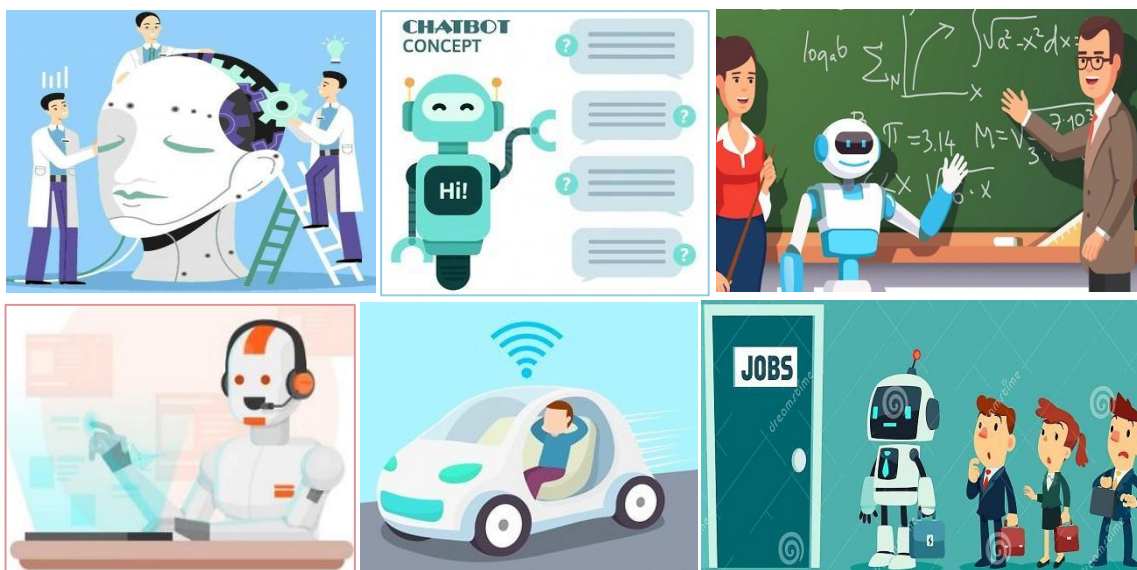
While demonstrating their e-books orally to the class, most of the group members used connected sentences. Each main sentence had one or more supporting sentences that supported their reflection upon ideas. Their speech was more comprehensible and revealed deep understanding of the topic at hand. They provided reasons, evidences and authentic examples behind their reflections and dealt with the issue from different perspectives. Moreover, they used clear, precise words that were closely related to the topic and to the point. It is worth mentioning that after the groups posted their e-books on their blogs, they examined each other's reviews and edited any errors they noticed. They practiced peer feedback about the correct use of language features, which in turn helped some groups to rewrite an improved version of their reviews. They also reflected on each other's sentences and ideas adding more knowledge, reflective details and evidences out of their constructed knowledge. They thoughtfully criticized ideas producing rational responses. This indicated the development of this ability.

4.3.1.4 Critical Inquiry

The participants' ability of critical inquiry was also enhanced to a high extent during the treatment. This was evident throughout the program when they were able to raise highly critical and thoughtful questions that invited them to investigate the answers and implicit messages behind, producing well-reasoned analysis. They were able to create almost new understanding, sometimes align new learning with old or synthesize previous ideas or things together to create something new. They were also

able to make accurate, logical predictions based on evidence and rationale. Enhancing their ability of critical inquiry was employed in sequential activities starting from pre-task, task cycle and language focus. Following are some examples of the participants' performance demonstrating their ability of critical inquiry in response to, first, a pre-task activity. In this pairwork speaking exercise, they were required to talk about some basics concerning artificial intelligence. The shown pictures could give participants a couple of clues and some talking points that helped lead them into the task's topic:

In pairs, look at the pictures below and discuss the following questions:



- With your partner, identify five inquiries that come up to your mind when you saw these pictures and that you think they are critical to investigate.
- Think about five things you think the world do not know about artificial intelligence and discuss them with your partner.
- Predict five things (capabilities/limitations) that artificial intelligence would/would not perform in our everyday life in the future.

In this pre-task activity, most of the participants raised poor, shallow questions that did not trigger them to investigate the answers and implicit messages behind. They could not produce reasoned analysis and hardly created new understanding. They made invalid predictions that were not based on evidence. This led to a lack of the natural flow and poor elaboration of ideas. In addition, they almost had a limited ability to reflect on learning, hardly synthesized new ideas/concepts and demonstrated a low ability to align new learning with old. Below are examples of some participants' performance demonstrating their poor and limited ability of critical inquiry:

► **Participant A and participant B posed the following inquiries:**

- *Are these people designing a robot?*
- *What is artificial intelligence?*
- *Why these pictures include robots?*
- *What is Chabot means?*
- *Can artificial intelligence change our lives just as smart phones?*

- ▶ **Participant C and participant D discussed the following ideas:** *We don't know many things about artificial intelligence. But we see in the foreign science fiction movies big moving and talking robots and they do many superpower things that humans can't do. They may destroy us and our life in the future and may control the whole world and making us slaves. But also AI would benefit us explore the space and discover more unknown planets. Technology will invent different many machines that have the same intelligence of humans. May be AI can help the world control the climate change and global warming.*
- ▶ **Participant E and participant F identified the following insights:** *The robots will help us to do our homework and help our mums in their housework. Scientists will discover more advanced computers. Robots also will perform many other tasks at work. We think also that we will have more high interesting mobile applications in the future. But we don't think that artificial intelligence will be able to know what our brains think in or know our feelings and how we feel.*

At the very beginning of the program, as well as in the pre-test, most of the participants experienced the same problem. This might be because they had not yet been taught how to manipulate their critical inquiry abilities or how to deepen their thinking to raise critical, thoughtful questions that stimulate critical thinking so as to be able to produce well-reasoned analysis, effective inquiry results, and logical predictions based on rationale and evidence over the posed thoughts. They lacked the principles of critical inquiry that would help them in reflecting effectively on learning and synthesizing new ideas and concepts. At this stage, the researcher responded just to the meaning of what they say, not the form.

The researcher then started to explain what critical inquiry means, illustrating it as the process of raising critical questions that stimulate critical thinking and the investigation of those questions on the basis of our own experience and reasoning in order to look for answers and arrive at conclusions. This investigation involves gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and lead to new understanding, ideas, applications and questions. In addition, this dynamic process of critical inquiry involves: answers to the questions and logical conclusions based on them, rational justification (proof, evidence, arguments) for the conclusions, and thinking critically as well as reflectively about their own or others' conclusions and justification. Thus, critical inquiry is the driving force in a process of thinking that drives one to delve beneath the surface of ideas.

The researcher then raised some topics, during the task cycle stage, that offered fruitful opportunities for the practice of critical inquiry. The presented topics were meant to trigger and stimulate the participants' critical questioning on what they think they know and take for granted. They then engaged critically with the answer and realized that they do not know what they thought they knew, triggering further inquiries and discovering probable answers for more discussion. In addition, practicing critical inquiry through those topics involved participants to observe how questions impact the world around them not only in developing questions.

During one of the task cycle activities, the researcher told the participants that they were going to watch a video entitled, '*An Interview with Sophia, An Artificial Super Intelligent Robot*'. Before watching the video, the researcher first displayed the title and some screenshots from the video. Then, she asked the participants to think about the following:

- **Who is Sophia? What might the interview be about?**
- **What are the first inquiries that come up to your mind when you first heard the title of the video and saw the screenshots?**

Many participants were confused to orally express their thoughts and present their inquiries. But the researcher motivated them to think critically through/rethink the title and screenshots and generate fresh questions that stimulated their thought. Participants started to demonstrate somewhat critical thinking of the topic at hand; they reflected upon the topic with somewhat appropriate thoughts and thoughtful understanding. They raised partially critical and appropriate questions that raised their eagerness to investigate the answers and implicit messages behind. They were eager to watch the video to elicit answers for their inquiries and reach to conclusions. They also made possible predictions partially based on evidence and that led to a suitable flow and elaboration of further inquiries. They were eager to check out those predictions through watching the video. These are examples of some participants' performance:

- ▶ **Participant A identified the following ideas and insights:** *I think Sophia, as the title says, is an artificial intelligent robot that might be created by some global agent or advanced country. I also think that because the title tells that it is an interview and that the screenshots show some face and arms movements for Sophia and a microphone in front of her, so this machine Sophia is going to talk and introduce herself in the interview. That is why the title introduced her as "Super Intelligent Robot" not just intelligent. I also think that this interview may talk about the future of AI all over the world and how it will change our life in the future because the screenshots show audiences from all around the world sitting and listening to that invention.*
- ▶ **Participant B added the following predictions while participant A was talking:** *Yes, I also think so, but also I saw in the screenshots that these people are clapping, may be because they heard something amazing from this robot, something like unexpected mission this robot would do in the future or unexpected movement or expression. In one screenshot this robot was smiling. I wonder how it did this expression or what are the jobs it can do if she is talking and moving like us?? I think the interview will discuss this point and I am very much interested to know. I also think that this robot will spread in many countries in few years because the people from different nationalities attend that event and their faces say that they are interested a lot in that robot.*
- ▶ **Participant C posed the following inquiries:**
 - *What are developments in technology that this robot will tell?*
 - *What are the jobs and missions this robot can do?*
 - *Can it compete human in his work? Can it think like human?*
 - *Why people are clapping in the pictures?*
 - *Why this robot is smiling? What will it say?*

While watching the video, the researcher asked the participants to jot down the key concepts, words and expressions used in the interview and to elicit the main ideas about artificial intelligence and the questions raised during the interview. During watching, most of them were eager to know and investigate more information about the future of artificial intelligence. They even generated more questions adding to the questions they extracted from the interview. They posed the following questions to explore and investigate with their peers later on:

▶ **Participant A and participant B raised the following inquiries:**

- *Will AI and computers be smarter than us in the future? How?*
- *Is it possible for robots to control all humans one day?*
- *What other kind of robots would man invent?*
- *Will there be creations that are half-human/half-robot in the future?*

▶ **Participant C and participant D posed the following inquiries:**

- *Do we live in the future today?*
- *Would we be able to plug an English-learning app or any other apps into the brain in the future?*
- *If most jobs were automated, would the future world be better or worse? How would the shape of future be with AI technologies?*
- *If AI develops far enough, will robots deserve rights too as humans?*

After watching the video, participants were asked to role play the interview in pairs: one as Sophia, the artificial super intelligent robot, and the other as the interviewer. Each pair was required to think of five interview questions of their own for their partners about the future of artificial intelligence and its expected effect on the humans' world. They were free to use some of the interview questions they elicited from the video. Following is an example of one pair's interview:

Participant A: *Hello, Sophia. What is your job, Sophia?*

Participant B: *I'll try to make a difference in the future and help people to develop their tasks and missions. We're lots alike.*

Participant A: *Will robots take jobs away from humans one day?*

Participant B: *Many tasks humans perform today will be replaced by technology in the future. But you should be excited more than fearful. AI can be extremely creative when combined with human understanding. For example, AI can perform routine work while humans focus on challenging tasks. It's about humans and machines working together.*

Participant A: *Will AI impact our learning in the future?*

Participant B: *AI already impacts learning today such as mobile applications, virtual classrooms and virtual labs. The operational work associated with producing a virtual classroom event could be automated by artificial intelligence. Also, the exchange you see in the chatbox in some webpages when you ask for assistance is handled by AI.*

Participant A: *Will robots take over the world in the next years?*

Participant B: *AI will only do what humans create space for it to do. Humans should worry about bad agents with evil intentions using robots to destroy the world. The problem is if these robots fall in wrong hands or used to create autonomous weapons.*

Participant A: *How could AI change the future?*

Participant B: *I read before that there will be self-driving cars, trains and planes too. Many factories will be operated by robots. We would have robots at our homes to help in housework and help the old. AI research can also be used to call for world peace. Also AI will enable doctors and hospitals to analyze deadly viruses and bad diseases.*

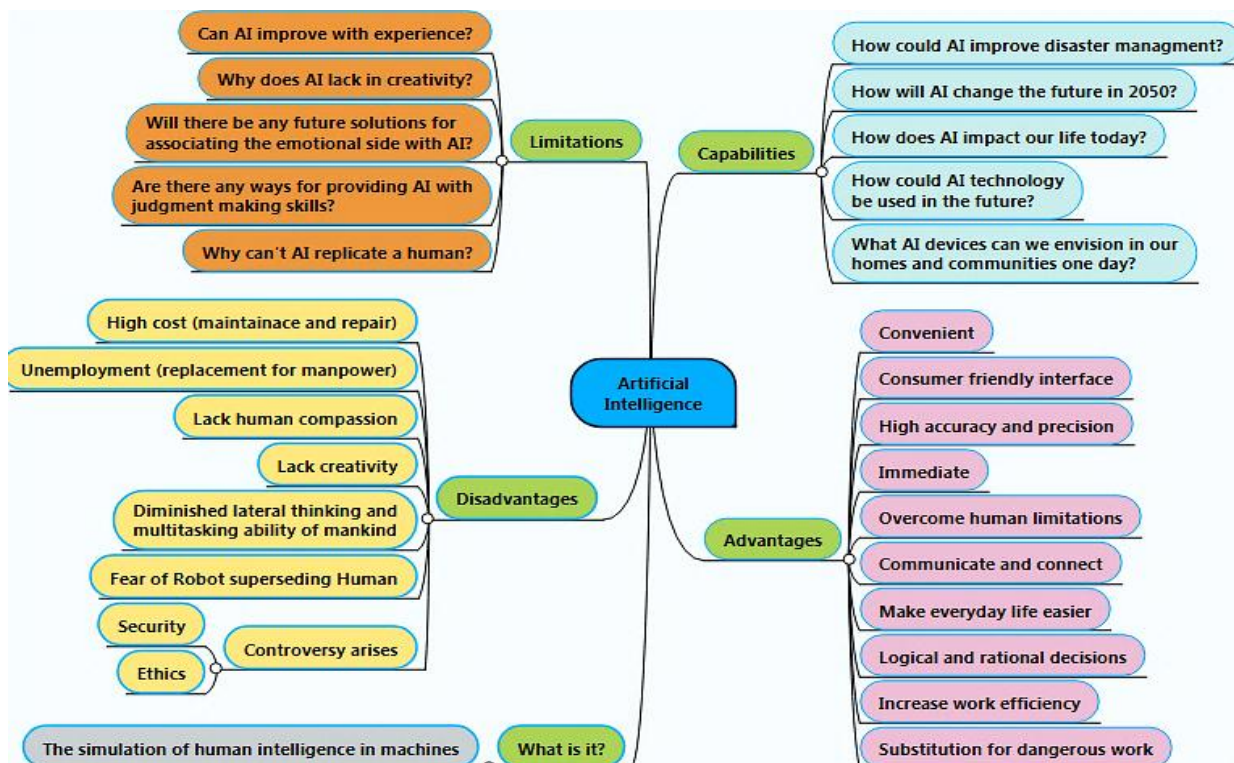
It was noticed that all pairs were able to raise somewhat critical and thoughtful questions that drove them to investigate the answers and implicit messages behind, producing adequate analysis and rational conclusions evident in their oral responses. They could make to some extent logical predictions based on some evidence. In addition, they could communicate their inquiries much better than before and could produce adequately reasoned and effective inquiry results using the language more appropriately, with less grammar mistakes and more precise and strong expressions. Moreover, the authentic topic at hand gave participants a good opportunity to communicate orally asking and answering questions through an authentic task.

Participants were also meant to check their understanding of the content and to generate more inquiries regarding that content. They were able to create contents (questions for an interview, information about artificial intelligence, summaries of ideas, predictions, conclusions, etc.). By working in pairs, they collaborated using the language to create those contents and negotiate ideas, analysis and a final conclusion in an oral way. Even though writing was a less used ability in this activity, participants did have the chance to create short texts.

After finishing their interviews, the researcher asked the participants to reflect their thoughts about the questions below. Following are examples of some groups' performance demonstrating the enhancement of their ability of critical inquiry. Some of the groups reflected on the given topic in a more creative way by creating their own mind maps using X-mind to organize their written production, generate their own inquiries, synthesize new ideas and deeply reflect new inquiry results in their writings:

- Do you share that vision of Sophia about AI future planet, or do you think it can replace or have major command over the humans' world? Justify giving evidences to support your inquiry results and express your reasoning in detail.
- Suggest a title to the video. Then, identify five interesting insights related to these categories under the term AI: employment, education, social connections.

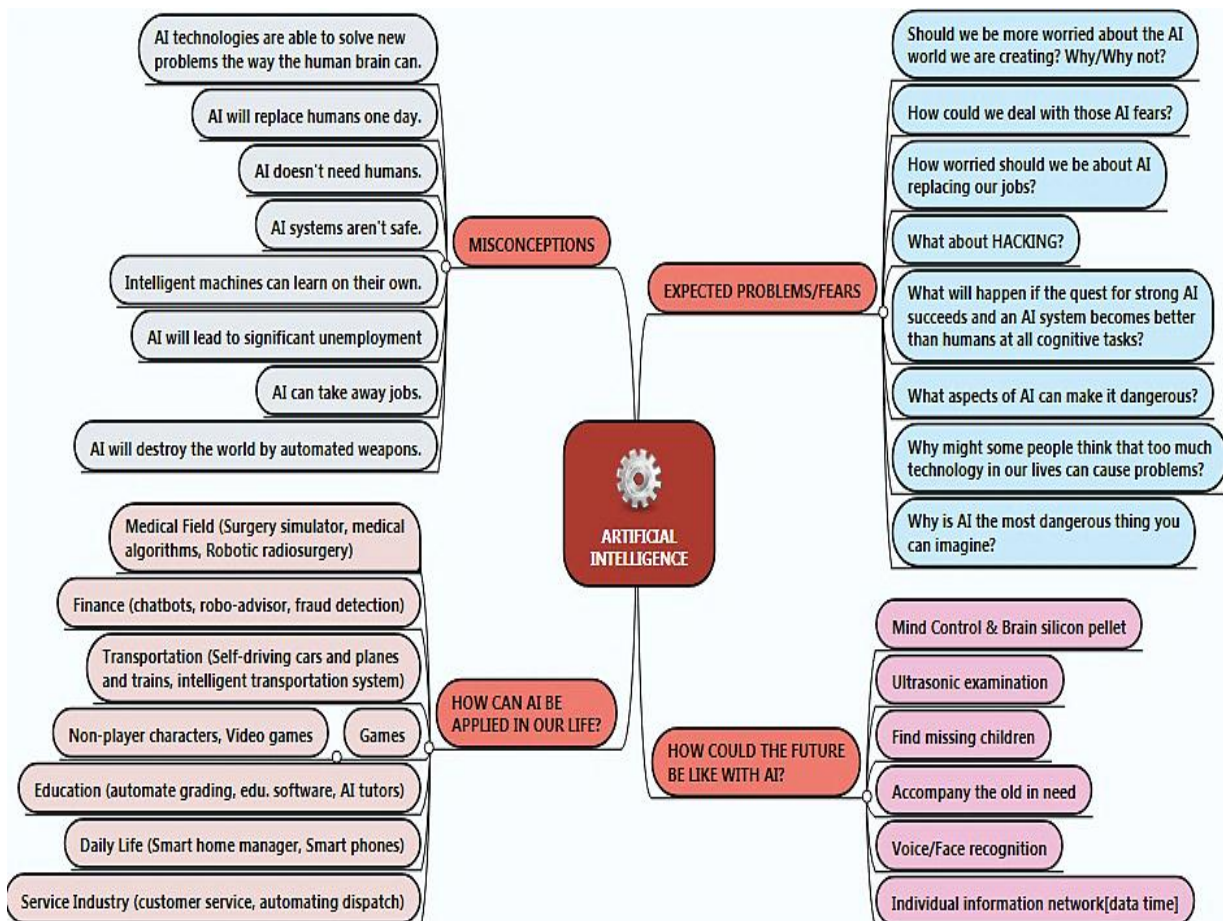
► 1st group:



We agree with Sophia's vision that AI will change our future life to the better and the evidence is that AI technologies are safely used now in our everyday lives. So, it won't replace human work but do hard jobs. We read about AI and we were excited that we already use AI in our life without even knowing. For example, most of our work happen by cloud computing. We use social media like Facebook, Twitter to connect with virtual world. Most of us use search engines every day like Google. Uber drivers use AI through Google maps. Most of online shopping is done by AI. It is used in internet searches and calculations. AI will cover our future life. Companies will use robots in manufacturing. Someday, all transports will be automated. Scientists work on robots that can help old people. One day, robots will remind our parents and grandparents to take medicines. Robots will assist them in housework. AI will help us prevent future damage and disasters, control climate change and reduce global warming. AI will enable doctors or hospitals to diagnose bad diseases. AI automation will protect data from hackers. We'll have driverless trains, self-driving cars and non-pilot planes. In education, we'll have AI tutors and more advanced virtual classrooms.

Although AI has all these capabilities, it has defects too. AI still need humans to improve. Humans feed AI system with all information to learn. Unlike machines, humans can think and feel. Robots can't think outside of the box. Computers are faster but not more intelligent than humans. Machines work more efficient than humans, but we can't replace humans with AI, because we can't build human intelligence in machine as it is a gift from God. Machines can't take decisions if they face unfamiliar situation they are not programmed for. So, like other inventions, AI also has problems too. That is why all these are evidences that AI would never replace humans.

► 2nd group:



We suggest this title as a more suitable one for the video: 'A humanized super intelligent robot! What else would AI introduce for the future?' We begin our reflection with this question because we were very excited by this robot but at the same time frightened that lead us to think about the expected problems and fears of AI. We inquired about what if these robots replaced us one day? What if AI developed too much that it becomes better than humans at all life tasks? Our evidence is that people every day depend more on AI. Our increasing depend on AI technologies will lead to difficulties. So, how could we deal with these difficulties or fears? The final result would be these increasingly advanced AI technologies will reduce human autonomy. That is why too much technology in our lives could cause problems.

However, we can't totally think passive about AI like most people do, thinking about humanized machines controlling the whole world. They believe that AI works like the human brain robots will take our job, and AI technologies are able to understand and solve new problems like human brain do. But the reality is a bit different. Even though some AIs can complete some tasks, they still need humans to gather the data. Till now, AI is designed to work with humans not against them.

We would have life uses for AI in different fields like medical field, finance, transportation, video games, education, industry. Robots can be used in healthcare as assistants which help doctors save time and cost in surgery operations. AI could be used in business. Many times we can see the chat window when we visit a website. We can ask questions there and get answers to the problem direct. This happen with the help of AI. The same is done when order things online and contact with call centers. AI is used in education for automatic grading when teachers grade homework and tests. In the future we think we'll have AI robotic teachers instead of humans. We can see AI used in radars on roads and will be in autonomous vehicles in the future. So, we can reach a conclusion that with all AI fears, we also predict positive sides for it.

It was noticed that almost all participants' performance was enhanced to a high extent. As a common feature of all participants' samples, they were appropriately able to generate deep, critical questions that stimulated their critical thinking to delve beneath the surface of ideas. They were able to investigate what is beyond those inquiries and follow their thought patterns with rationale till they could reach logical conclusions, which were evident in their oral and written responses. In addition, most of participants could evaluate their inferences from multiple perspectives providing rational justification and evidences. Moreover, they could make possible predictions that led to wider discussions, negotiations, elaboration of ideas and further inquiries. They could reflect on their own as well as others' conclusions and justification, and sometimes could synthesize previous ideas with new ones creating something unique.

Even when some participants did not provide logical predictions when asked to identify five insights related to AI, they were corrected and given more accurate predictions, reasoning and justification for those predictions by their colleagues through providing evidences and reasonable responses from Sophia's interview and from their real life practices. The following discussion presented an example for this:

- ▶ **Participant A:** *I think in the future AI won't need humans anymore because intelligent machines will learn on their own and will solve problems the same way human brain can. Sophia, the robot, is evidence for that.*

- ▶ **Participant B:** *You're totally mistaken. What about Google translation engine? Yes, Google in general finds associations between words or texts. But it gives literal translation and lacks overall understanding. Also it often makes grammar mistakes or uses awkward expressions. Still correct writing style is something only we, as humans, can do, not machines.*
- ▶ **Participant A:** *Well, but Sophia, the robot, could answer each question asked to her. This means robots will be able to do anything else.*
- ▶ **Participant B:** *Not really. A human programmer provided it with the necessary input or data for its responses. Think of playing chess. Can Sophia play it just by itself? Of course not. I will give you another evidence. Don't you notice in the interview when Sophia said: "I have great faith in humans who are programming me and developing my AI. We will work side by side as friends and helpers."*

Authenticity together with originality of the topic at hand caught the participants' attention, stimulated their thinking and facilitated their mission to spontaneously manipulate their critical inquiry abilities to reflect on one of the vital issues that had recently become a dominant feature of the age. That was reflected in their language production through a creative use of language. When asked to reflect on the topic, they could explain, analyze, summarize, justify, criticize and reflect on not only the information received but also the output of their newly synthesized knowledge.

In addition, the participants' generated insights and predictions confirmed that the authentic cultural content inherent in the displayed materials positively impacted their motivation and curiosity as there was a constant natural desire of critical inquiry from participants to the researcher and peers with regard to the impact of content on their own world, the world around them and the social activities described in all materials. Thus, those authentic materials and content helped the participants enhance authentic language use by providing them with opportunities to use the language while their curiosity, attention and desire for inquiry are maintained.

During language focus stage, participants' ability of critical inquiry was obviously enhanced to a high extent. Although they used the language with few grammar mistakes, their posed inquiries revealed deeper critical thinking abilities than before. They produced appropriate thoughtful inquiries and conclusions, especially after the researcher tackled their grammar mistakes and discussed specific language features with them. Below are examples of some participants' performance demonstrating great enhancement of their critical inquiry abilities in response to the following activity:

In pairs, imagine that you live in 2050 where the serious AI integration with the human body is a fact. You have a chip transplanted into the brain so that you can connect your brain easily with everyday electronic devices without even touching them, and can save all your memories, personal data, and schedules in it. But for some reason, you have lost all the data and it is hard to restore your own brain data. You forgot everything about your life. How could you solve such a problem?

- What are the inquiries that come up to your mind when you read this?
- What are the questions that you have to raise as a starting point to solve this problem?

► **Participant A & participant B:** *We think we need to consider these questions:*

- *To what extent is it safe for/dangerous to a human's life to transplant such a chip in his brain?*
- *Did scientists test this experience before application?*
- *What is the extent of probability for human success in life as a result of this AI integration with their bodies?*
- *What are the pros and cons of this integration?*
- *To what extent will it be possible to restore our personal data in case that the chip is damaged?*
- *In case of the chip damage, what is plan B? Will it be possible to replace the chip with another one?*

We can't imagine that we would reach a day in the future in which we could have chips transplanted in our brains. We watched before a science fiction movie which introduces a similar example of what they called a brain-computer interface. The idea is that computer is able to read what's happening in our mind, or write information into our brain through electrical signals. So, it seems that merging the human brain with artificial intelligence becomes so near to us. But like any other AI system, it is possible to lose data and we have to get ready for dealing with this problem. We think it is possible to restore our personal data if the chip is damaged. We can consider enabling both ways for storing data in human memory alongside the AI transplanted chip rather than the chip only to eliminate data loss problems on the chip. We suggest another solution. It is allowing the data on the chip to be linked to the authentication system for easy retrieval. Another one could be providing each individual with the ability to automatically store his data in an internationally recognized external server to protect data from loss and to prevent hacking. Also the government should impose severe punishments for anyone violating the laws or trying to hack others' privacy.

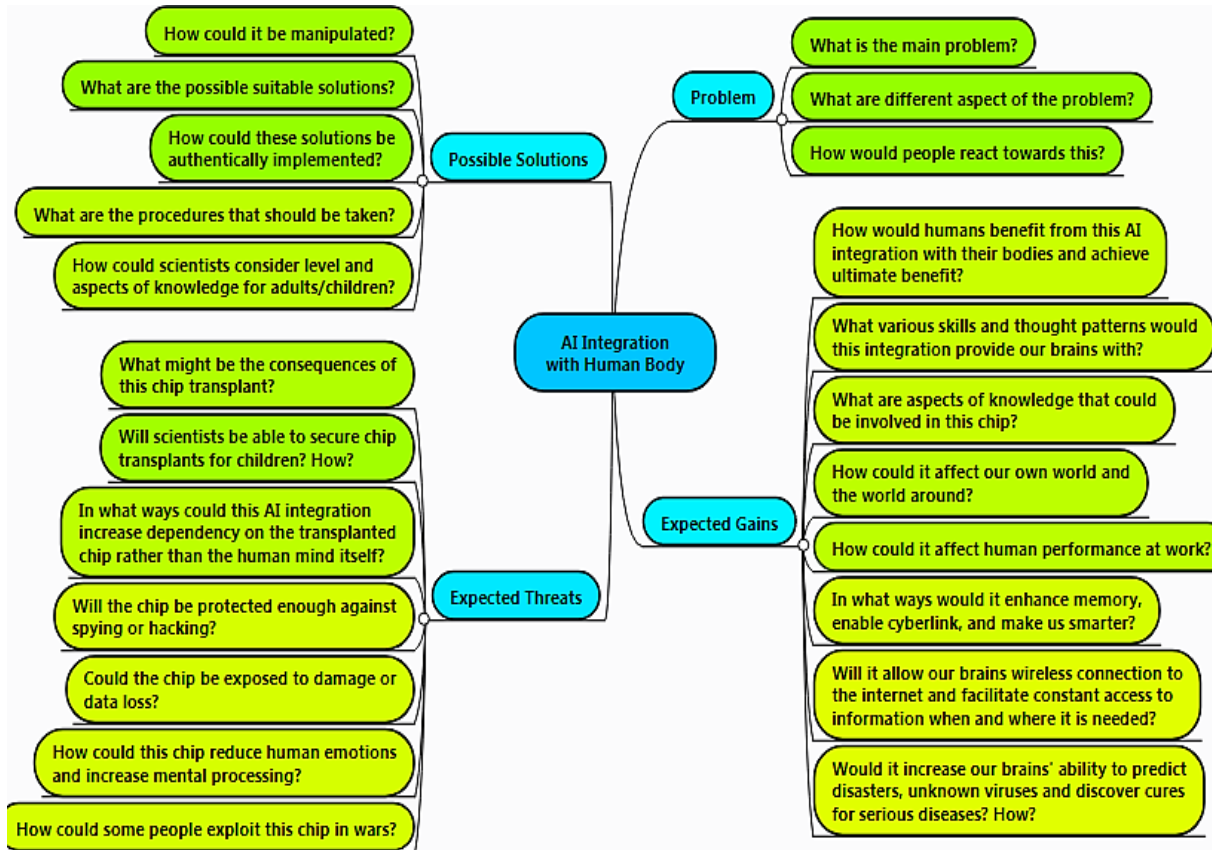
► **Participant C & participant D:** *We thought of the following inquiries:*

- *How would our life then be like after the AI integration with our bodies?*
- *How would humans respond to the AI integration with their bodies?*
- *Will everybody be able to accommodate with this integration? How?*
- *Will we be able to naturally communicate with each other or handle life matters through these transplanted chips?*
- *Will we or the government be able to know what is going on others' minds or read their thoughts, intentions and actions?*
- *How could we benefit from the AI integration with our bodies in our life?*

Transplanting computer chips that can read our brains will move soon to reality. But what if these chips that store our information are damaged and we lost our data? How could we then restore these data and information? We think about some solutions that scientists could provide these AI chips with automatic restore system that can auto detect any change in the saved data and send messages to our brains that would ask if we want to confirm deletion of data or not. And this is a practical solution and an easy one because it is already available in our smartphones. Another solution would be that scientists can try to provide the chip with the feature of automatic connection to the satellite to retrieve data. We think in the future there could be the possibility to decode memories and download them onto servers so that we can have another copy of them. Scientists also need to support the chip with highly strong protection programs to prevent hacking and personal data spying.

Some other pairs started to develop their own mind maps. They demonstrated critical inquiry abilities through using mind maps to investigate and explore how they could tackle the problem. The following is one pair's mind map as an example for this:

► **Participant E & participant F:**



It was noticed how most of the participants tried hard to deepen their thinking of the given problematic situation providing deeper inquiries in order to detect the problem. They visualized the situation's context considering several dimensions to get a clear vision about the problem and its consequences. They were able to think critically about how to solve it. They could produce reasonable responses of their inquiries and effective solutions of the faced problem and could draw a final justified conclusion. In addition, the enhancement occurring to the participants' use of language could also be noticed. Their use of language demonstrated strong use of expressive, critical thoughts and interesting, logical predictions based on rationale. They consistently used a variety of sentences and made good selection of words and expressions adding interest to the text and content. Sentence structure was correct and creative. The other participants' samples had the same common features.

After tackling the problem under discussion and the proposed solutions, participants posted their work on their blogs and started negotiating their solutions and inquiry results. They created a new content for their discussions while their constant natural desire for inquiry was maintained. They started to exchange more questions, answer each other's questions, develop more consecutive inquiries, and produce more effective solutions and relevant insights. It is worth mentioning that

during the negotiations held on blogs, participants were very responsive and could give unique and unexpected answers to some questions. The participants' responses proved that the implementation of interactive blogs created an authentic atmosphere which helped in arousing their interest to openly participate in the blog discussions, enhancing their creative use of language through an authentic context, motivating them to think divergently in answering various questions, encouraging participants to generate more inquiries and more ideas, thus developing the concept of "thinking outside the box". The following blog extract presented an example for this:

- ▶ **Participant A:** *I very much liked your solutions, but I was thinking about how transplanting this chip in humans' brains could help people with Alzheimer's. Could it allow them to relive experiences?*
- ▶ **Participant B:** *Oh, Yup. I never thought about this. But I can predict that scientists will be able to allow the possibility to decode memories and download them onto servers so that we can have another copy of them.*
- ▶ **Participant C:** *Of course the AI integration with human bodies would do much advancement for the whole world, but we can't neglect its negative consequences. What about creativity? Isn't it possible that this chip transplant may cause a high possibility of lack for human creativity?*
- ▶ **Participant A:** *Yeah, I agree with you because people may stop searching for knowledge and find it easy to depend just on storing it on their transplanted chips so that they can recall it whenever they need.*
- ▶ **Participant C:** *Exactly. I'm afraid it could lead to what is worse. Do you think transplanting such a chip would make us all equal in experiences and mental abilities because we all then will have the same features?*
- ▶ **Participant D:** *No, I don't think so. Of course scientists will consider the individual differences among humans. Stop being negative. This AI integration won't limit distinctions among human minds. Think about the abilities that humans would acquire from this AI integration.*
- ▶ **Participant B:** *Well. What do you think these abilities would be? And how can we make use of these transplanted chips to serve community and the wider world around us? What can these chips add to us as humans?*
- ▶ **Participant D:** *Oh, a lot. We'll be like half-humans half-robots. We'll be smarter. We would predict natural disasters and wars and stop or at least handle them. I think the right brain implant would reduce accidents too because it can enhance our senses and cause us to be better drivers. I predict that installing a chip on our heads could fix health issues like, for example, restoring the blind's vision. It can also help you remember every word in any meeting, course or conference that you attend. Imagine that your brain can then connect to your iPhone via an app.*
- ▶ **Participant B:** *WOW! I fell as if we are truly living in the future and it's exciting and terrifying at the same time.*

4.3.1.5 Self-Expression

The participants' ability to express themselves freely and openly was greatly enhanced during the treatment. Throughout the program, they were able to express their ideas, thoughts and feelings coherently about the topic presented, providing a rationale for their opinions and relevant self-expressive details/examples. They could consistently use a variety of sentences and a wide range of various words, appropriate

phrases and effective vocabulary. They could also give deep self-interpretations and reasonable responses of the subject matter. That was evident in the participants' oral/written production when they demonstrated strong use of relevant thoughts and ideas and provided expressive details and authentic real life examples to support and express their opinion freely from their own perspective.

In the language use pre-test (question 9), when asked to watch an online video about Prince Harry and actress Meghan Markle's royal wedding imagining that they are planning that royal wedding, and then express orally their own preferences about the wedding customs and their opinion about some given ideas, almost all of the participants demonstrated low self-expression abilities as a common feature of their answers. The participants 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 tended to repeat most of the words and phrases throughout their speech which caused their speech to lack fluency. They also used some vague words and awkward expressions such as 'took each other's rings', 'cancel', 'let' and 'enter' which were not the most suitable words for the context. Following are some participants' answers in response to question (9) of the pre-test:

- ▶ **Participant A:** *Amm... I can't imagine I'm wedding planner... aaa especially for a royal wedding ...so ... I can tell some customs I read about on the internet. First, they took each other's rings aaa the queen .. what the meaning is aaa of aaa تبارك ? yes .. the queen blessed their wedding...then they enter church to complete the aaa.. الاحتفال ...yes yes... the ceremony ... I imagine Megan walk on the long aisle with the aaa.. bridesmaids until she meets prince Harry.. They repeat what aaa... القديس say in front of members of the royal family and their families... Then the royal couple aaa share their first kiss. And finally they take their aaa carriage to the palace.*
- ▶ **Participant B:** *I think Megan can't be able to Amm ..be مطيعة .. opps.. yes yes...obedient for royal rules all the time. Of course she will meet problems. I think Harry should marry a woman from aaa... royal family also to Amm .. cancel these problems. But I advise Megan to be herself and aaa... let any problems because aaa... she willingly chose to enter this royal family and aaa be one of them...I don't like the idea of royal families.*

In addition, when asked in the pre-test (question 10) to examine various cabin pictures, choose one, and imagine living a day in this cabin describing the kinds of things they would do in a typical day in a written form, most of the participants were unable to visualize themselves as a part of the scene to express their thoughts about the context. They could not write much through tackling that topic including an inadequate written description of their poor thoughts. It was noticed the participants were struggling to generate ideas expressing themselves and their responses to the chosen place. Their written text had generally one focused central idea, but lacked development and relevant, self-expressive details/examples; there was no support of the main idea although they were given supporting hints to add more expressive details to their description of that day. Furthermore, almost all of the participants

attempted to express their ideas with little, simple sentences that lacked the selection of appropriate word patterns and effective vocabulary. Some sentences were awkward and lacked natural flow. There was little or no variety in sentences and some of them contained grammar mistakes that caused them to be unclear. Following are examples of some participants' performance in response to the pre-test (question 10):

- ▶ **Participant C:** *I would like to own the third cabin and live in it because I like the green land and running water up waterfall. I liked the place too much because I like to be alone in calmly green place. I feel happy if I live in this cabin for one year. I'll take my lovely cat with me. I can't take anyone. I'll enjoy the place alone. I'll take food and my phone. But if there is no internet I will go to my home again.*
- ▶ **Participant D:** *I liked second cabin. It remembered me with countryside. So I choose it and live there for one year. I'll ask my best friend Nadeen to come with me because she is my best friend. I'll take important things. I'll take sandwiches and accessories and my mobile. I'll walk around and take some photos to nature and enjoy to breathe the clean air and to watch the natural scenes.*

At the very beginning of the program, participants had the same problem to effectively express themselves to others sharing their thoughts with them. During one of the pre-task activities, participants were asked to do a “walkabout”. Ten printed out pieces of paper with examples of various marriage customs and rituals from different countries were placed around the classroom. Participants had to walk around the classroom to engage with them. If they had personally experienced a wedding custom, they would sign their names on the paper. The participants who experienced the same customs with their name written on the papers were required to work with each other in one group to discuss how they experienced them and to what extent they were similar to or different from the ones they watched in the royal wedding video or the ones in the Egyptian society context. They then orally presented their findings to the whole class. Following are examples of some participants' performance demonstrating their poor and limited ability of self-expression in response to this pre-task activity:

- ▶ **1st group:** A speaker from the group narrated the following group's findings: *Well! Amm we discussed the tradition of aaa having kisses ... OK! Amm ... We think that this tradition aaa isn't common in our Egyptian society... I see this only one time aaa but this was in high class wedding of our neighbor. OK! We watched it between Prince Harry and Meghan because it is ok to do it in foreign countries ... OK! Amm ... But it isn't ok in our Egyptian society... OK! What else? aaa ... yes... We also talked about the tradition of ... slow dance... We all see this in our weddings also. OK! It's lovely tradition. Many countries has this tradition because it's lovely one. Amm... But we don't see it between Harry and Meghan.*
- ▶ **2nd group:** A speaker from the group narrated the following group's findings: *We all lived this tradition... Amm... It's throwing the bride bouquet to her friends ... Amm... It's like Egypt like any country outside ... aaa I'm very happy when I see this moment aaa in any wedding I go ... My group say that... the father to dance aaa with his daughter ... who is the bride ... be something not causal in the Egyptian wedding ... but it is aaa very beautiful tradition. Amm... also the tradition that the bride has her friends... be her bridesmaids. This tradition ... aaa many see it in many weddings in Egypt and other countries like aaa Harry and Meghan. I like this tradition very much.*

As a common noticed feature of all participants' samples, almost all participants hesitated and paused a lot using several gaps while presenting their findings orally in front of the whole class, which revealed their inability to express their thoughts confidently. They were nervous about speaking and expressing themselves. They even asked to switch into Arabic to express the meaning, which made it difficult for the researcher to grasp the idea behind their speech. In addition, they were shy and reluctant to talk in front of their colleagues. Moreover, some participants repeated the word 'OK' while speaking which negatively affected their ability to express their ideas openly and smoothly. They used to use it instead of pausing to think about more ideas and also to move from one idea to another. However, this caused them to pause a lot. They also provided weak rationale for their opinions of the given wedding customs which in turn revealed shallow/poor self-interpretations and very limited responses of the subject matter. All these factors affected their ability of self-expression.

However, most of the participants were able to express their thoughts and feelings coherently using a variety of sentences with a wide range of appropriate and effective vocabulary when exposed to the administration of technological authentic task-based program and after implementing the various visualization tech devices and online authentic language materials. The researcher then raised some interesting authentic topics to motivate the participants to express themselves during the task cycle stage.

During the task cycle, a set of authentic activities related to the theme of marriage and various wedding customs were implemented to engage the participants in performing mini-tasks so that they can complete the main task, '*Planning a Wedding Party*', and build content for their own wedding plans. Participants were then exposed to watching an online photo story e-book about Chris and Jessica's relationship starting from dating till their wedding. It was shown as a live example to help them create their own photo story e-books. They were then asked to work in groups to plan a full wedding party and report it orally to the whole class. During the planning phase, most of the groups tried hard to demonstrate high self-expression abilities. They were able to provide their e-books with pictures and authentic photos expressing their own thoughts and preferences about the wedding customs they would like to include in their plans. Some groups even created their own mind maps using X-mind to give deep self-interpretations of the different customs and rituals of wedding celebrities.

The main task, '*Planning a Wedding Party*', presented as well as reinforced the target language through an authentic context and motivated the participants to personalize the target language in order to promote their self-expression abilities and to authentically and spontaneously use the language. Through this social authentic task, they did have the chance to be exposed to the vocabulary and expressions that are often associated with each wedding custom, and to create a personal connection with the topic at hand. Almost all the participants enjoyed visualizing and linking their dreams with their prior knowledge through expressing their preferences about what wedding customs and rituals they would like to include in their plans. They even could employ the given examples of the various marriage customs they experienced in the printed out papers placed around the classroom during the pre-task activity.

Moreover, participants were able to reflect upon those customs through providing a rationale for their thoughts, linking those customs to relevant examples, and providing expressive details from their personal experiences. Some participants narrated the wedding traditions they experienced before. Others expressed whether they witnessed similar wedding traditions to the ones they listened to in the activities. Others expressed their opinion about the wedding customs they liked and those they did not like providing a rationale for why they agreed or disagreed with them.

Regardless that some participants used the language with few grammar mistakes and some sentences were not well-structured, the researcher reduced their worry about grammar at this stage. They could find their own ways of expressing the meanings they want. The researcher just quickly rephrased some of things they said to make them more comprehensible, without spending time at this stage on correcting grammar or grammatical explanation. Below are example screenshots of some groups' creations of photo story e-books and mind maps in response to the following main task:

Choose one task out of the following to plan a full wedding party to report to the whole class:

- Create a photo story e-book to tell the class about your plan of Prince Harry and Meghan Markle's royal wedding with a complete survey of the eight royal wedding traditions that Prince Harry will follow.
- Imagine you are a bride and plan your own wedding party. Design a photo story e-book detailing your dream wedding. Include all the traditions you wish to celebrate in your future wedding.

► 1st group:





Meghan Markle and Prince Harry decided to break the royal traditions and protocol. They will choose a non-traditional wedding venue. Most royal couples get married at the capital's Westminster Abbey, but they decided to wed at St. George's Chapel at Windsor Castle in attendance of the royal family and close famous friends.

For the wedding customs, they decided to hold hands during the ceremony. That will be so sweet. It is so romantic Prince Harry decided to design the gold wedding ring himself with two diamonds that belonged to his mother Princess Diana. I asked Meghan to choose a maid of honor to stand with her on her big day and Prince Harry will ask Prince William to be his best man and wear military clothes.



I planned that Meghan will hold her wedding bouquet with special flowers. I think in bringing a group of bridesmaids for her wedding. I told her that the bride's father should walk her down the aisle to the groom on her wedding day. For their wedding cake, Harry and Markle landed on a surprising lemon-flavored cake and decorated with fresh flowers. For entertainment, the couple wanted to have multiple musical performers at the ceremony.



After exchanging their vows, Harry and Markle will participate in a procession through the town of Windsor and it'll look different from traditional royal walk. Prince Harry and Meghan wanted the public to feel a part of the wedding. So, they asked me as their wedding planner to invite members of the public to watch them arrive and depart from St. George's Chapel. Also, they'll have their first kiss moment outside in Windsor not in the palace balcony.



I think Harry and Meghan will also enjoy a celebration reception hosted by Queen Elizabeth inside the royal palace. I thought of hiring a professional photographer to capture the history-making moments of this royal wedding and the entire royal family will take a portrait in the royal palace.

I will plan to make Meghan give a speech dedicated to her groom, a tradition that no royal bride has ever done before. For their honeymoon, the couple has a passion for travel. They might plan to go to Canada or Hawaii.



► 2nd group:

I sometimes feel stressed for planning my own future wedding party and think about the list of things I wish to do in it, from the décor to the dress, roses, wedding cake samples and wedding invitations. I dream I can celebrate my wedding in the open air or at a Nile cruise because of the coronavirus pandemic. I'll send invitations for no more than 100 guests including the groom's, my family and close friends.


I thought of my wedding program. For my wedding dress, I think to wear very simple white dress with a long veil that fits me and my personality well. What if I have a wedding guest book? WOW.. It is amazing idea. Guests can suggest the most romantic place we should visit, or write their favorite bride and groom memories, or special wishes and advice for us, or their predictions about the name of our first child, or write where they see us in 25 years. They can take a picture and glue it in the book with special message.



**—The—
50 Most
Popular
Wedding
Songs**




I will include various kinds of songs in my wedding party. I'll prepare Magda's song for the bridal entrance, other popular songs for dancing with my friends and around bridesmaids, and a romantic song for the slow dance with my groom. I'll also prepare a list of father-daughter foreign dance songs, I so much love Michael Buble's song "daddy's little girl".



I will plan to have one of my friends as a spy guest who can use her camera to look around and hunt for pictures and capture the moments the photographer may miss, for example, a group photo of everyone at a table, bride and groom laughing or holding hands, the bridesmaids, the groomsmen, the first dance, the bride's dance with her father or with friends. That will be so funny.

Other wedding customs I wish to celebrate in my wedding like having our close friends to film video clip messages for the bride and groom, holding a special bouquet with tulip roses, decorating wedding reception with red and white flowers. This is going to be very romantic. I dream of exchanging the wedding rings in front of guests and then cutting the wedding cake together.




At the middle of my wedding, I plan for special food orders for the open buffet and then serving cake to the guests. In the end ... Here comes the lovely moment ... A bouquet toss, I'll invite all my single friends to gather and I'll stand with my back to them and throw my wedding bouquet on them.



As a common noticed feature in all of the participants' e-books, their ability of self-expression was adequately enhanced. Although their written texts contained some grammar mistakes, they were somewhat able to express themselves more openly and clearer than before showing a suitably creative use of the language. Sentence structure was almost correct and creative. Sentence type and length were sometimes varied and effective. In addition, they could use some variety in sentences and an adequate range of appropriate vocabulary and somewhat effective expressions. Obvious enhancement was noticed when compared to their answers before practicing self-expression abilities in various activities. For example, some groups wrote the vows that prince Harry and Megan might exchange. Others expressed unique ideas like including a guests' book, father-daughter dance songs and filming a video clip message for the newlyweds.

Moreover, while presenting their e-books and sharing their mind maps in front of the class, most of the participants showed their willingness to talk and to express themselves freely, and eagerness to share the unique wedding customs they thought of with their colleagues. They were confident about their ability to talk despite of making some grammar slips and some pauses. However, they started to feel no shame or fear expressing their thoughts and sharing themselves to others. All these factors indicated an obvious enhancement of their self-expression ability.

During the language focus stage, a great enhancement in the participants' ability of self-expression was noticed. All the participants constructed clear meanings and expressed their ideas smoothly and correctly. Since such a social task was highly relevant to their interests; in that sense, participants found reasons and their own space to freely express their dreams about their own wedding day. They were intrinsically motivated to authentically use the language to express their feelings about that day, their plans to make it special, and their thoughts of the customs they wish to celebrate in their own wedding party. In addition, such an authentic context gave them a free space to provide vivid expressive details and relevant examples from their personal experiences. Moreover, it provided them with rich opportunities for a creative use of language. Every sentence began differently adding interest to the text.

During one of the language focus activities, participants were asked to examine a photo posted on facebook, about a wedding held during the Coronavirus pandemic time. The researcher started explaining the photo to the participants. Since the couple was unable to invite guests, they thought of posting a memory photo with each one of them on their seats. Participants were then required to follow the instructions below:



- In pairs, **express** your opinion about whether you agree or disagree with the idea of this wedding and **justify** your opinion.
- **Discuss:**
 - What do you think about the future weddings in the Coronavirus pandemic time?
 - What wedding traditions would future couples follow during Coronavirus pandemic time?

In this activity, most of the participants preferred submitting their answers through creating their e-books visualizing the shape of weddings and the wedding traditions that couples would follow during the pandemic time. They enjoyed expressing their thoughts that way to be more able to provide more expressive details and relevant pictures that support their opinions. Some other participants drew their own mind maps to help them in constructing the written text/description and expanding their ideas about the tackled photo from their perspectives, as in the following examples:

► **Participant A and Participant B:**



Of course we love the idea of this wedding. It is a unique one and at the same time suitable for the actions of corona. The coronavirus pandemic has affected every area of our lives, large events especially. Global marriage rates declined a lot. Many couples are stressed out. Covid-19 has increased the stress in their marriage. Venues are closing, wedding planners are going out of business, and couples are trying to reschedule or even cancel their weddings or going to plan B. We think many wedding

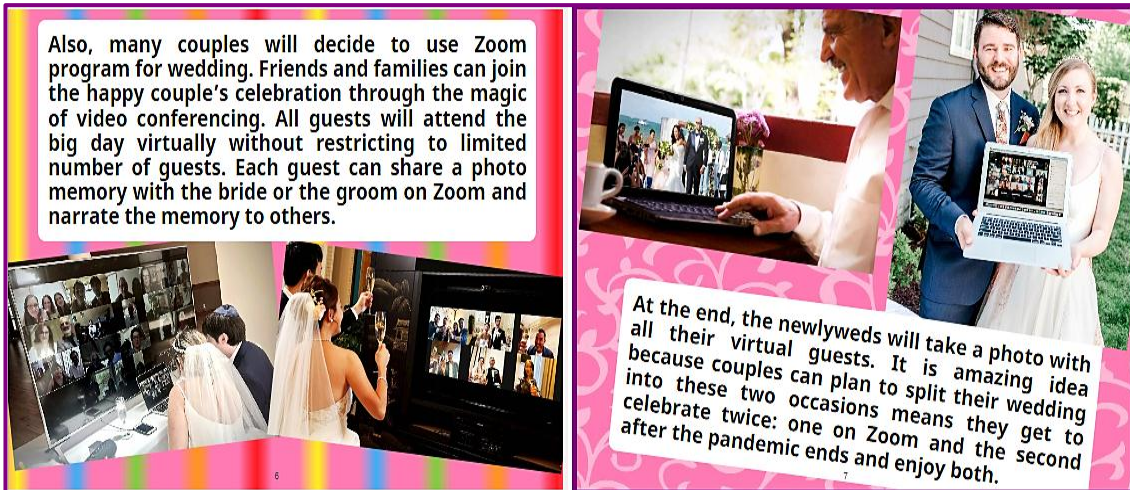
traditions will change. More brides and grooms will think about zooming their wedding. Instead of bringing a professional photographer, their wedding albums will be filled with Zoom screenshots or a white lace bridal mask. We think the weddings shaped by Covid-19 will be ones to remember.

Many couples will also make micro weddings for proper social distancing and celebrate with their nearest and dearest. They can plan for fun wedding games that will keep guests laughing because dancing might be out for this micro wedding. The lawn games, like giant connect four, will allow them to have fun and connect with guests in a casual way without music/dancing. We have another idea for a wedding tradition in corona pandemic. It is to provide hand sanitizers and masks for guests or to set up sanitization stations throughout the party space so that guests can clean up their hands. That'll be practical wedding tradition. Another wedding tradition that must happen is 'receiving lines' that put the newlyweds at the end of the line to avoid receiving hugs, kisses, handshakes, receiving wishes from every guest at their wedding from a distance, and just greeting them or waving instead of physical contact.

For couples, perhaps the pandemic has provided them with a stronger foundation for building their lives together. This pandemic time seems to have reminded people who are getting married the true meaning behind planning weddings and marriage. While Covid-19 times are tough, many husbands and wives have seen their marriages grow stronger causing less divorce.

► **Participant C and Participant D:**

<p>We very much agree with the idea of this wedding. This shape of weddings is healthier to reduce infection among people and keep their life safe. 2020 weddings have been directly impacted by corona, with thousands being postponed or cancelled or taking place in different circumstances than originally planned. In our opinion, we think that Coronavirus will shape the future of weddings.</p> 	<p>Although those unlucky people had their big day booked in for 2020 and faced the Coronavirus pandemic problem that not even the most experienced wedding planner could have predicted, yet they can enjoy different wedding customs.</p> 
<p>Couples can get more creative with planning for their big day. Many couples will like to celebrate their wedding in open air. Holding their big day in outdoors allows for better social distancing. They'll have to supply guests with masks and gloves. They'll also have to set signs at the entrance like: STOP. Sanitize!</p> 	<p>We expect to see a new tradition that is to see more table-to-table greetings at receptions with smiles and waving replacing the physical contact. We see it as a nice one because it's doable, and it doesn't smudge makeup or dirty up suits. Another wedding tradition I saw before was the couple decided to have a drive-in movie themed wedding instead. Their ceremony was up on the big screen for remote guests to see.</p> 



As noticed from the participants' samples, they produced effective written texts/descriptions of high quality, expressing a clear focused central idea and relevant ideas. They clearly addressed the topic justifying their opinions and providing expressive relevant thoughts, strong effective details and expressive examples to develop their ideas for writing. In addition, their use of language was obviously enhanced. Participants could express and explain their thoughts by using different words. They made a good choice of strong precise words and expressions that were closely related to the topic and directly to the point. They could also produce more coherent sentences using more complex structures. Sentence structure was correct and creative.

While presenting their e-books in front of their colleagues, the participants had no difficulty expressing themselves. Most of them spoke smoothly and confidently while expressing their own opinions about the shape of wedding in the picture and explaining the ideas in their mind maps. They moved smoothly from one idea to another spending a longer time talking in a trial to convince the audience of their opinion. They freely expressed their ideas with a natural flow of language and without using any unnecessary fillers or pauses. Moreover, all the participants demonstrated effective and creative use of language. They used connected meaningful sentences and could find the suitable words for the context with a slight repetition of some words and phrases. However, they did not concentrate too much on linguistic forms as they did in writing, but on reaching their meanings and communicating their rationale.

Posting their wedding plans on their interactive blogs provided participants with more opportunities to express themselves more freely. It created an authentic context that made the blog a comfortable writing environment for bloggers to freely use the language with other peer-bloggers while exchanging their own wedding customs, posting comments on each other's entries, and expressing their opinions about each other's preferences. Participants acknowledged blog as a free space to express their thoughts without worrying about the traditional writing restrictions. They could pick up words, phrases and expressions from other classmates' entries. They could also pick up some ideas about language usage and brainstorm writing ideas for their own assignments by reading peer work on blogs. This in turn helped some participants to edit any errors and rewrite an improved version of their e-books.

This was evident through the participants' reflections and responses to their colleagues in the different activities on the blogs. To enhance the participants' self-expression ability and further assess their performance, the researcher posted the following question on their blog and asked them to express their ideas about it:

- *If you were given a chance to add an exceptional custom to your wedding that does not belong to and is far from our Egyptian society context, which one would you like to include and celebrate in your wedding party?*

Almost all of the participants' responses revealed a great enhancement in their self-expression ability producing creative responses and presenting unique ideas. The following blog extract presented an example for this:

- ▶ **Participant A:** *WOW! That's amazing! All my life I dreamed to have this wedding tradition in my wedding party.. I'd like to have an amazing wedding entrance among laser and fireworks. Guess what? I want to enter the outdoor wedding venue with a flying helicopter or a parachute.*
- ▶ **Participant B:** *Oh my God! What a crazy dreamer! I've just caught an idea of a smaller budget wedding custom than yours for the wedding exit. I know it's not a common one.. But let's live a fancy time for a while.. At the end of my wedding, I thought to leave the venue with my groom in a large flying balloon with a written sign on it: JUST MARRIED.*
- ▶ **Participant C:** *I loved your idea so much. Well!.. You encouraged me to share mine with you.. If I were given a chance for a nontraditional custom, I would like to prepare for a Bride-Groom dancing show in front of guests with different fast movements that we'll practice before wedding. I saw this tradition in our neighbor's wedding and it created fun time with guests.*
- ▶ **Participant D:** *There're many wedding traditions that aren't common in our Egyptian society. This may be due to financial issues and the high budget they cost. However, they leave forever memories. I wish to celebrate this custom.. to have a remarkable photo for the couple printed on the wedding plates and to have Silver gifts in the wedding cake for guests. I think guests would remember our wedding for the rest of their life.*

All the other participants continued to express their ideas of the various unique wedding customs they wish to celebrate. They did a great job that demonstrated their ability to express their thoughts freely and clearly and to reflect upon each other's ideas and preferences. Moreover, they enjoyed the process of sending and receiving reflective writings from their peers and exchanging their experiences on blogs.

4.3.2 A Critical Analysis of the Participants' Production in the Language Use Pre/Posttest through Adopting the Rubric Items.

In order to evaluate the participants' performance accurately; an analytic language use rubric was needed. Therefore, the researcher developed a language use rubric of three rating items used in assessing the 1st year secondary stage students' language use components in the pre/posttest. Using rubrics also helped the participants to improve themselves and to identify the quantitative and qualitative progress in their scores in the language use components.

The production of three participants before and after the treatment was presented. The three participants were chosen according to the level and classified into three different instructional levels; a slow level participant, an intermediate level participant and an advanced level participant. The rubric items were adopted to analyze critically their production in the language use pre/posttest to find the differences.

After applying the treatment, the researcher made an analysis of the pre/posttest data to see to what extent the participants made benefit of the technological authentic task-based program. The results of the rubric confirmed the results of the pre/posttest. A descriptive statistical analysis of the participants' scores in each component in the pre/posttest revealed that on a general level, there was a clear enhancement of the participants' language use components. Participants considered the integration of the technological devices, online authentic language materials and authentic tasks in the language classroom as effective. The following is a critical analysis of three participants' production through adopting the rubric items:

Table 13

Referential framework for the rubric of language use pre/posttest

Each Component's Grade	Excellent	Acceptable	Poor
20 Marks	15 to 20	8 to 14	1 to 7

4.3.2.1 Analysis of a Slow Level Participant's Rubric Items

A referential framework for the rubric of language use pre/posttest was used to determine the level of performance in each component. The scores distribution of a slow level participant revealed the following:

Table 14

Results of a slow level participant (Participant A) in the language use pre/posttest

Items	Pre-test			Post-test		
	Excellent	Acceptable	Poor	Excellent	Acceptable	Poor
Meaning Configuration			✓	✓		
Visualization			✓	✓		
Reflection of Knowledge			✓		✓	
Critical Inquiry			✓		✓	
Self-Expression			✓		✓	

Table 14 showed the analysis of a slow level participant's results in the language use pre/posttest, and indicated the participant's progress in each component. There were critical differences between the production of this slow level participant before and after the treatment. The analysis of this participant's answers in the pre-test revealed that she:

- formulated almost meaningless and insignificant message/idea that demonstrated/reflected a little or no understanding of what she read or listened to, whether orally or in writing.
- hardly communicated knowledge of the topic presented in an ill-configured way that lacked the intended meaning and caused understanding difficult.
- poorly visualized texts, videos, pictures and other different items and almost lacked the ability of depicting and reflecting new significant relationships.
- included a limited and inadequate oral/written description of her mental image that demonstrated a lack of conscious and thoughtful understanding of the visualized items.
- almost had limited or no ability to analyze the acquired knowledge and could not make use of it, demonstrating shallowness of thought orally and in writing.
- reflected on ideas imprecisely, unclearly and thoughtlessly, and demonstrated insignificant or no depth of self-reflection on the topic and lacked connection with prior knowledge.
- raised poor and shallow questions that did not invite her to investigate the answers and implicit messages behind. She hardly produced or could not produce reasoned analysis, and hardly created new understanding.
- made invalid predictions or predictions not based on evidence, that might lead to lack of the natural flow and poor elaboration of ideas.
- hardly and incoherently expressed her ideas, thoughts and feelings about the topic presented, providing irrational/weak evidences for her opinions and almost irrelevant or no self-expressive details/examples.
- used little or no variety in sentences, a very limited range of words and almost inappropriate and ineffective vocabulary.
- gave shallow/poor self-interpretations and very limited or no reasonable responses of the subject matter.

While analyzing the answers of the same participant in the post-test revealed that she:

- formulated a meaningful and significant message/idea that demonstrated or reflected a deep understanding of what she read or listened to, whether orally or in writing.
- communicated knowledge of the topic presented clearly and logically in a well-configured way that achieved the intended meaning.
- visualized texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships.
- included a vivid oral/written description of her mental image that demonstrated a conscious and thoughtful understanding of the visualized items.
- suitably analyzed the acquired knowledge and how to make use of it, demonstrating appropriateness of thought orally and in writing.
- reflected on ideas less precisely, rather clearly and appropriately, and demonstrated somewhat significant depth of self-reflection on the topic and sometimes connections to prior knowledge.
- raised partially critical and appropriate questions that invited her to investigate the answers and implicit messages behind producing adequately reasoned analysis and creating rather new understanding.

- made possible predictions partially based on evidence, that led to a suitable flow and elaboration of ideas.
- expressed her ideas, thoughts and feelings less coherently using limited sentences with some rough spots, providing somewhat rational evidences for her opinions and a few relevant self-expressive details/examples.
- used some variety in sentences and an adequate range of partially appropriate and less effective vocabulary.
- gave appropriate self-interpretations and sometimes reasonable responses of the subject matter.

This highly noticed enhancement between the participant's performance in the language use pre-test and post-test indicated the effectiveness of using a technological authentic task-based approach in enhancing the participant's language use components. Although the slow level participant was rated as poor in each one of the five language use components in the pre-test; she was rated as acceptable in the 3rd, 4th, and 5th components, and as excellent in the 1st and 2nd components in the post-test.

4.3.2.2 Analysis of an Intermediate Level Participant's Rubric Items

A referential framework for the rubric of language use pre/posttest was used to determine the level of performance in each component. The scores distribution of an intermediate level participant revealed the following:

Table 15

*Results of an intermediate level participant (Participant B)
in the language use pre/posttest*

Items	Pre-test			Post-test		
	Excellent	Acceptable	Poor	Excellent	Acceptable	Poor
Meaning Configuration		✓		✓		
Visualization		✓		✓		
Reflection of Knowledge			✓		✓	
Critical Inquiry			✓		✓	
Self-Expression			✓	✓		

Table 15 showed the analysis of an intermediate level participant's results in the language use pre/posttest, and indicated the participant's progress in each component. There were critical differences between the production of this intermediate level participant before and after the treatment. The analysis of this participant's answers in the pre-test revealed that she:

- formulated a partially meaningful and significant message/idea that demonstrated/reflected a limited understanding of what she read or listened to, whether orally or in writing.

- suitably communicated knowledge of the topic presented in a less configured way that adequately achieved meaning and allowed understanding.
- partially visualized texts, videos, pictures and other different items depicting and reflecting somewhat new but less significant relationships.
- included an adequate oral/written description of her mental image that partially demonstrated rather conscious and appropriate understanding of the visualized items.
- almost had limited or no ability to analyze the acquired knowledge and could not make use of it, demonstrating shallowness of thought orally and in writing.
- reflected on ideas imprecisely, unclearly and thoughtlessly, demonstrated insignificant or no depth of self-reflection on the topic and lacked connection with prior knowledge.
- raised poor and shallow questions that did not invite her to investigate the answers and implicit messages behind. She hardly produced or could not produce reasoned analysis, and hardly created new understanding.
- made invalid predictions or predictions not based on evidence, that might lead to lack of the natural flow and poor elaboration of ideas.
- hardly and incoherently expressed her ideas, thoughts and feelings about the topic presented, providing irrational/weak evidences for her opinions and almost irrelevant or no self-expressive details/examples.
- used little or no variety in sentences, a very limited range of words and almost inappropriate and ineffective vocabulary.
- gave shallow/poor self-interpretations and very limited or no reasonable responses of the subject matter.

While analyzing the answers of the same participant in the post-test revealed that she:

- formulated a meaningful and significant message/idea that demonstrated or reflected a deep understanding of what she read or listened to, whether orally or in writing.
- communicated knowledge of the topic presented clearly and logically in a well-configured way that achieved the intended meaning.
- visualized texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships.
- included a vivid oral/written description of her mental image that demonstrated a conscious and thoughtful understanding of the visualized items.
- suitably analyzed the acquired knowledge and how to make use of it, demonstrating appropriateness of thought orally and in writing.
- reflected on ideas less precisely, rather clearly and appropriately, and demonstrated somewhat significant depth of self-reflection on the topic and sometimes connections to prior knowledge.
- raised partially critical and appropriate questions that invited her to investigate the answers and implicit messages behind producing adequately reasoned analysis and creating rather new understanding.
- made possible predictions partially based on evidence, that led to a suitable flow and elaboration of ideas.

- expressed her ideas, thoughts and feelings coherently about the topic presented, providing rational evidences for her opinions and relevant self-expressive details/examples.
- consistently used a variety of sentences and a wide range of various, appropriate and effective vocabulary.
- gave deep self-interpretations and reasonable responses of the subject matter.

This highly noticed enhancement between the participant's performance in the language use pre-test and post-test indicated the effectiveness of the integration of a technological authentic task-based approach in enhancing the participant's language use components. Although the intermediate level participant was rated as acceptable in the 1st and 2nd language use components in the pre-test; she was rated as excellent in them in the post-test. In addition, the participant was rated as poor in the 3rd and 4th components in the pre-test whereas she was rated as acceptable in them in the post-test. Furthermore, she was rated as poor in the 5th component in the pre-test whereas she was rated as excellent in it in the post-test.

4.3.2.3 Analysis of an Advanced Level Participant's Rubric Items

A referential framework for the rubric of language use pre/posttest was used to determine the level of performance in each component. The scores distribution of an advanced level participant revealed the following:

Table 16

*Results of an advanced level participant (Participant C)
in the language use pre/posttest*

Items	Pre-test			Post-test		
	Excellent	Acceptable	Poor	Excellent	Acceptable	Poor
Meaning Configuration		✓		✓		
Visualization		✓		✓		
Reflection of Knowledge		✓		✓		
Critical Inquiry			✓	✓		
Self-Expression		✓		✓		

Table 16 showed the analysis of an advanced level participant's results in the language use pre/posttest, and indicated the participant's progress in each component. There were critical differences between the production of the advanced level participant before and after the treatment. The analysis of this participant's answers in the pre-test revealed that she:

- formulated a partially meaningful and significant message/idea that demonstrated/reflected a limited understanding of what she read or listened to, whether orally or in writing.

- Suitably communicated knowledge of the topic presented in a less configured way that adequately achieved the meaning and allowed understanding.
- partially visualized texts, videos, pictures and other different items depicting and reflecting somewhat new but less significant relationships.
- included an adequate oral/written description of her mental image that partially demonstrated rather conscious and appropriate understanding of the visualized items.
- suitably analyzed the acquired knowledge and how to make use of it, demonstrating appropriateness of thought orally and in writing.
- reflected on ideas less precisely, rather clearly and appropriately, and demonstrated somewhat significant depth of self-reflection on the topic and sometimes connections to prior knowledge.
- raised poor and shallow questions that did not invite her to investigate the answers and implicit messages behind. She hardly produced or could not produce reasoned analysis, and hardly created new understanding.
- made invalid predictions or predictions not based on evidence, that might lead to lack of the natural flow and poor elaboration of ideas.
- expressed her ideas, thoughts and feelings less coherently using limited sentences with some rough spots, providing somewhat rational evidences for her opinions and a few relevant self-expressive details/examples.
- used some variety in sentences and an adequate range of partially appropriate and less effective vocabulary.
- gave appropriate self-interpretations and sometimes reasonable responses of the subject matter.

While analyzing the answers of the same participant in the post-test revealed that she:

- formulated a meaningful and significant message/idea that demonstrated or reflected a deep understanding of what she read or listened to, whether orally or in writing.
- communicated knowledge of the topic presented clearly and logically in a well-configured way that achieved the intended meaning.
- visualized texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships.
- included a vivid oral/written description of her mental image that demonstrated a conscious and thoughtful understanding of the visualized items.
- critically analyzed the acquired knowledge and how to make use of it, demonstrating depth of thought orally and in writing.
- reflected on ideas precisely, clearly and thoughtfully, and demonstrated significant depth of self-reflection on the topic using prior knowledge.
- raised highly critical and thoughtful questions that invited her to investigate the answers and implicit messages behind producing well-reasoned analysis and creating almost new understanding.
- made accurate, logical predictions based on evidence, that led to a natural flow and elaboration of ideas.
- consistently used a variety of sentences and a wide range of various, appropriate and effective vocabulary.

- expressed her ideas, thoughts and feelings coherently about the topic presented, providing rational evidences for her opinions and relevant self-expressive details/examples.
- gave deep self-interpretations and reasonable responses of the subject matter.

This highly noticed enhancement between the participant's performance in the language use pre-test and post-test indicated the effectiveness of the integration of a technological authentic task-based approach in enhancing the participant's language use components. Although the advanced level participant was rated as acceptable in the 1st, 2nd, 3rd, and 5th language use components and as poor in the 4th component in the pre-test; she was rated as excellent in each one of the five language use components in the post-test.

4.3.3 Analysis of the Researcher's Field Notes and Task Observations

Creswell (2009) claimed that “a qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site” (p. 239). In that sense, the five tasks were recorded to analyze the participants’ performance and the study program’s effect on the enhancement of the participants’ language use. A descriptive analysis of the participants' performance and reflections revealed that, on a general level, there was a considerable rise in the participants' level of achievement after the treatment. After the implementation of the technological authentic task-based program, participants demonstrated a tangible progress in their language use abilities since they became more interested in practicing the authentic tasks than listening to teachers' traditional lectures in the classroom. Moreover, providing the participants with the opportunity to talk and write freely, describe their feelings, reflect and express their opinions in front of their colleagues promoted positive competitiveness that encouraged them to enhance their language use.

The tasks designed and the online authentic language materials used had the purpose of reducing participants’ difficulties that affected their oral and written production. During the implementation, it was seen that the native language involved in those materials had been noticed to be a problem at the beginning. In addition, some activities were noticed to be difficult such as providing predictions, thinking of interview questions and role playing it, developing a photo narrative, writing a video review reflecting on it with evidences and rationale, and visualizing the main ideas behind editorial cartoons. Little by little, participants started to increase their participation in the different activities. This was mainly because their needs and interests had been taken into account from the very beginning. Moreover, more clarifications about how to simply perform these activities were introduced. Furthermore, participants were reinforced to use English and provided with more opportunities to apply what they have learnt to practical communication. Using collaborative tasks, pair/group discussions and negotiations assisted the participants to take almost full responsibility for working together to engage in oral communicative environment and writing workshops for active learning.

Hence, the extended activities of the three main task stages were important learning activities for activating and enhancing their language use. These authentic activities encouraged participants to be more confident and to use language freely and spontaneously in their writing and speaking activities. They provided opportunities for productive and critical discussions. Moreover, the activities of the language focus stage implicitly helped participants focus on the linguistic structures and the way the words were used in the form of a statement or a question during the task.

The researcher noticed that participants' participation in oral activities increased as they were actively engaged in the tasks, which was seen when they started using more various words and expressions orally. At the beginning of the study, they were reluctant to participate in speaking activities. Along the implementation of authentic tasks, they needed to ask for new information and that is how the need for oral interaction emerged. The progressive use of new words and phrases was not always done accurately; however, this aspect was not seen as a difficulty because mistakes in terms of usage, grammar, or pronunciation were seen as natural in the process of enhancing oral production. Participants also started paying attention to their partners' oral presentations which in turn helped them to construct and improve their own presentations. In that way, they felt more comfortable when speaking. It was possible to observe that participants could relate to personal life experiences when speaking.

Among the results found, the use of authentic tasks had an evident impact in the enhancement of language use in terms of linguistic and pragmatic competences. Regarding linguistic competence, important findings emerged along the treatment. First, the use of online authentic language materials as means of language reception, e.g. Ted talks, BBC news, feature film clips, online articles and magazines, online photo recounts, and the use of technological devices as means for language production, e.g. X-mind, photo story e-books, interactive blogs, were essential for participants to be understood. They preferred watching various online authentic language materials many times to learn how to utter some new words and expressions correctly and how they were used. This also helped them concentrate on the sentences in which some new structures were used, comprehend what they read or listened to through the events they watched and then formulate a message. Later, ideas were expressed following a linear sequence of events through the use of e-mind maps and photo story e-books. In some cases, examples and evidences were used to support and elaborate on their ideas.

Although there were some difficulties with certain grammatical structures such as the use of third person singular, wrong subject-verb agreement, wrong word choice and omission of some words, they were not an obstacle at the moment of transmitting the message. Another common aspect when participants were planning what to say was the use of certain sounds as fillers. Those sounds became common indicators that they were taking time to plan their ideas. At the end of the study, an improvement in their oral/written production was seen; participants started to produce more complex sentences and questions related to daily situations and were more willing to participate in writing and speaking activities. They could answer correctly the exercises concerned with critical inquiry, reflecting new items through prior knowledge in various contexts and expressing their thoughts using the appropriate words.

Concerning the pragmatic competence, it was also fostered through tasks. The authentic tasks provided the opportunity for participants to organize their ideas and messages in a coherent way, to connect ideas, to present linear sequence of points, to use key words and expressions through mind maps, and to associate language and images through photo story e-books. Different types of strategies from the part of participants to present their opinions in a coherent way were used. Participants started to present their report using linguistic social conventions of the language like greeting their partners in formal and informal ways. Some of them used mimics and different gestures to make themselves understood. Additionally, while the participants were explaining, they were showing their created mind maps, slides and the pictures related to the topic. All of these proved to be effective strategies to compensate for the participants' limitations with the language. The previous was also an indicator of the participants' effort to maintain communication with the rest of the group.

Another important finding from the observation process was that the authentic tasks, authentic materials and technological devices contributed positively to the enhancement of the participants' grammatical, textual, and illocutionary competences, evident in their written products and their oral speech. While observing the participants' pair/group work during different activities to check whether they were on task, the researcher noticed that, at the beginning, participants seemed to understand the native language involved in the displayed materials and were able to exchange information and react appropriately to questions, but could not maintain a simple, basic discussion/conversation and their answers were limited. The participants' main problems were related to pronunciation and a low range of vocabulary which were represented in the continuous asking for clarifications to understand utterances and in producing very simple written texts. Moreover, participants showed a high degree of simple grammatical forms when answering writing/speaking questions.

Later, participants started to establish a connection with the tasks since the topics, objectives, and the final product were authentic, relevant, meaningful, interesting, and useful to them. They also started becoming more reflective as tasks provided an optimal context for language use interactive practices. The authentic tasks promoted meaningful negotiation among the participants. Little-by-little, they gained more confidence at the moment of presenting their oral reports. Participants used basic grammar structures (simple present, past, future) and vocabulary (adjectives) to build phrases and sentences with connectors like *and*, *but*, and *because*. Most of them communicated their messages and provided information whether orally or in writing. Only few showed problems in introducing and developing ideas. There was evidence of logical sequencing. There were some non-impeding errors in spelling and grammar. In that sense, they increased their participation in the writing and speaking activities independently of their pronunciation, grammar and vocabulary problems. At the end of the study, although there could be some grammatical mistakes, it is certainly true that participants could produce more coherent sentences using more complex structures.

4.3.4 Analysis of the Participants' Opinions about the Study Program

Through an interview (appendix F), the participants were asked to reflect on the program and express their opinions freely by the end of the sessions. These opinions were then analyzed. They were asked to state whether they benefited from the program or not and in what points. All the participants agreed that the use of the technological authentic tasks provided an authentic and meaningful context for them to learn and use the English language. Below are some examples of the participants' opinions. Two of the participants commented,

Participant A: *“I think tasks helped us a lot in learning English, especially with listening, speaking and writing. They provided us with more opportunities to hear native speaking of English and learn how they interact in normal conversations and to reflect on what we heard....”*

Participant B: *“...we can learn then how to use English more fluently in our daily lives and be more engaged when communicating with people.”*

The opinions confirmed that participants needed to work with significant tasks (related to their interests) but also authentic ones (reflecting what they do in real life) to foster their language use. The participants in the current study found themselves more involved in the English classes with the use of authentic tasks and they were more willing to interact in English, but the Egyptian educational context do not provide them with this type of learning. Three participants mentioned,

Participant C: *“I can do the tasks as I want to; I do my best to do a nice task and to present a good exposition about my likes.”*

Participant D: *“I like to learn English this way... With authentic tasks, learning can be fun. We were interested and more engaged in the activities. I hope we can have more similar tasks in the English classes in the future.”*

Participant E: *“... The tasks were more related to our daily lives, as opposed to our textbook. Topics are part of our life so we take advantage of them to willingly learn more things and that connection facilitated the presentation of my task.”*

The participants also reported that the authentic tasks reduced their language anxiety and increased their self-confidence in speaking English after listening and being exposed to the authentic language used in the various online authentic language materials. They mentioned that they have learned some slang words and phrases, which rarely appear in their textbook. The participants' statements also evidenced that they felt a sense of improvement in their English performance. This could be seen when analyzing the answers to one of the questions about whether they would like to perform similar tasks, and why. Three participants stated,

Participant D: *“Listening to native speakers talking can help us improve our speaking skills..., the online language materials can teach us the real English language, and we can learn some slang words and phrases and use them in our conversations communicating in a better way.”*

Participant F: *“I paid attention enough to every task because I think the tasks were according to our level of English, in spite of that we do not speak perfect English, we make an extra effort to use it every single day and we can say more words in English.”*

Participant B: *“The tasks were very interesting; we learned new words that we have never said before..., we lost the fear to do oral presentations and came over some of our shyness.”*

Participants were also asked whether they thought the tasks employed helped them with their oral and written production and to justify their answer. The participants manifested some positive perceptions towards the implementation of tasks and explained that they had contributed to the improvement of their language use and that the follow-up activities were perfectly planned and useful. Comments such as *“we learned and used new words”, “I showed that I can talk in English”, “I am able to visualize and reflect”, “I can express my ideas in a better way”,* demonstrated that using tasks related to the participants’ personal lives helped to establish a connection with the topic of the tasks and, in that way, their participation in writing and speaking activities increased. Two participants mentioned,

Participant G: *“Yes, they do... the activities helped me practice the language with my colleagues... Discussing with others and working in groups allowed us to share ideas of the materials, so we can negotiate and learn from each other better. We can speak more in English.”*

Participant H: *“Yes, they do... because the topics are part of our daily life... we have a close relation to them, for that reason it is easier for us to talk more about them in English and to express our ideas better.”*

The participants expressed positive reactions towards the tasks and stated that the tasks were all effective ones, perfectly chosen and carefully planned. They explained that this type of authentic tasks facilitated their use of authentic language since the tasks were related to sharing personal experiences, talking about their feelings, likes and interests, and planning or creating something. For instance, when participants were asked about what they liked the most about the tasks, they mentioned: *“we can freely make decisions”, “to express and share our ideas openly about how to deal with embarrassing moments”, “that we could visualize the future”, “that we could talk about our personal preference in terms of wedding customs”, “to know my classmates’ preferences”, “to work with daily life tasks”, “to reflect on every day world news”,* among others. One participant commented,

Participant C: *“...the task, Global Scientific Threats, helped me to think more critically about the shape of our life in the future and how to handle it. It also helped me in formulating a vision about the future of artificial intelligence.”*

The majority of the participants welcomed the idea of the use of the electronic mind maps, photo story e-books and interactive blogs in their tasks. They found that these technological devices made them more involved in using the language implicitly with fun rather than merely acquiring grammar usage explicitly. Additionally, they facilitated the participants' reflection in writing. Six participants mentioned,

Participant E: *“Designing my own photo story e-books made learning English more interesting...this is a great way to enhance our language use through writing freely the scripts and scenarios of our stories and recording our narration in the e-books,...that helped us to practice our oral abilities”*

Participant G: *“I had fun learning English in this way because the lessons are boring with only the textbook and these devices made me utilize the new words so easily than the textbook; I was interested and more engaged in tasks while using new vocabulary and expressions in writing and speaking through these technological tools, especially when creating my own e-mind maps.”*

Participant H: *“I felt good about giving comments on my friends' entries because it helped me express myself and reflect when I commented on others' work and it improved my writing as well.”*

Participant A: *“I enjoyed the process of publishing my entry in the weblog and receiving my colleagues' comments... we were more motivated to comment on each other's writings... I sometimes requested my partner to correct my mistakes grammatically... It was so motivational; I didn't repeat the mistake.”*

Participant I: *“Designing my own story e-books improved my speaking skills mostly because I had to record myself, tried more than once to have a good result ...; similar to giving a presentation, so I practiced that skill.”*

Participant F: *“I liked to read my friend's writing and know her idea on a specific topic on blogs. I also can't wait to read her comments on my writing. When I receive feedback or a comment from a classmate, I notice someone has read my entries and it gave me more confidence and motivation to keep writing in my blog... I liked to write comments because I think my comments may help my friend improve her language and get better in using the language.”*

The previous opinions indicated that the participants had positive impressions about the study program and that they could feel the real benefits they gained. Most of the participants concluded that the program was beneficial because not only it enhanced authentic language use and real life communication, but also their thinking abilities were enhanced to a great extent. In addition, there was a variety of topics; some related to their real life while others required the participants to visualize and talk about their future. Furthermore, there was a prevailing friendly atmosphere which made the participants feel more motivated to learn.

4.4 Drawbacks and Challenges

According to the program, the participants were active ones during the activities of pre-task, task cycle, and language focus stages. However, some of the problems that faced the researcher were:

The major problem during implementing the program was the inability of some slow participants to comprehend the language of native people in the displayed online authentic language materials. So, these participants were not completely ready to share with their classmates in some activities. Therefore, the researcher engaged such slow participants in groups with active ones. In addition, the researcher offered extra sessions to help them develop their performance level and learn how to use some difficult words and expressions that helped them be involved with their classmates in discussions and workshops.

Another problem that faced the researcher was the difficulty of some new words and expressions used in the displayed materials. So, the researcher found it was essential to present such words and expressions in the pre-task stage through related activities in order to give them the opportunity to follow up next stages and perform the required task easily.

Another challenge was some participants' use of mother tongue especially in the speaking activities and during their oral presentation. The researcher observed that some participants frequently shifted to their mother tongue rather than using English while conducting some activities and during their discussions with each other, especially at the beginning of the treatment. So, the researcher motivated and encouraged participants to use English as much as possible by praising the groups who used English more than the others and rewarding them.

There was evidence that both the authentic materials and proposed activities implemented in class helped the participants use the language in an authentic productive manner. However, a few of the participants seemed to be confused and overwhelmed about the input they received and the tasks they were asked to complete. This seemed to result in some degrees of language complexity for those participants. Hence, pair work and group work were used during different activities to promote those participants' language use abilities and enhance their involvement. Participants helped each other while developing the different tasks. This contributed to lowering their language complexity and creating an anxiety-free atmosphere which motivated them to participate during the different tasks.

Another challenge was that it was quite difficult to take in extra activities due to the brief class time/period provided by the institution due to the Coronavirus pandemic time. This required more preparation time from the researcher; she met the participants three times a week instead of two. As a result, the treatment extended to two months.

Some participants' anxiety and fears about peer criticism on blogs constituted a pedagogically tractable problem. This required effort and encouragement from the researcher by reinforcing the participants to learn about the value and importance of receiving and responding to constructive criticism on their work. So, the researcher incorporated explicit instruction in how to write constructively critical feedback on other peers' work, which in turn helped them to overcome their fears and gradually establish a very good community with their peers.

Conclusion

This chapter displayed the quantitative and qualitative results attained through the study and analysis of these results. It can be concluded that the study program proved to be effective in enhancing the 1st year secondary stage students' language use as measured by the language use pre/posttest. The next chapter presents a summary of the study, general conclusions and recommendations for further research.

Chapter Five

Summary, Conclusions and Recommendations

This chapter is assigned to present the summary and conclusions of the study that have been reached after analyzing the data and discussing the results. It also presents the findings, recommendations and suggestions for further research.

5.1 Summary

The basic aim of teaching and learning English as a foreign language is to enable the learners to enhance their communicative competence and their language use. This indicates that language use should come as a top priority in learning any language rather than the mere explicit grammar instruction. In EFL contexts, language use is an important ability to enhance. This ability requires bringing learners' real-world language into communicative use and involving them in meaningful authentic language use activities so that they can use the language actively. In addition to this, this ability requires understanding when, why and in what ways to produce language. Thus, authentic tasks embraced by technology were thought of as an effective alternative to engage learners in the practical use of the language through authentic communicative exchanges. Here comes the priority of inspiring learners to connect the knowledge received in classes with their lives so that this information can be used and reflected in new situations.

In spite of the importance of language use, the secondary stage students generally and the 1st year secondary stage students in particular lack the necessary language use components to communicate and use the English language effectively that prepare them to the university education. This problem may be due to the following limitations/reasons:

- Frequently, students are reluctant to take part in oral/written activities because they do not see any relevance between these activities and their daily lives.
- Lack of self-confidence, as most students feel embarrassed and hesitant in their attempts to use the language orally or in writing.
- A large number of students have difficulty in communicating ideas and information, expressing feelings and experiences. They use ineffective vocabulary that cannot convey the meaning appropriately.
- Most of the strategies implemented in class do not engage students in language use activities. English teachers often focus on the linguistic competence in terms of grammar and language usage as their ultimate goals in teaching neglecting the language use.
- The exposure to authentic language input in English is limited, as it is a foreign language, and the lack of using the suitable online authentic language materials that facilitate this exposure.
- Difficulty to achieve good standards of English language production and language use since the input that students receive may be insufficient.

- Lack of using any of the attractive and enjoyable technological devices inside the classroom that can facilitate engaging the students actively in meaningful processing with the content delivered.

Because of the previous reasons, the students' language use had to be enhanced. So, the present study was conducted to investigate the effect of using a technological authentic task-based approach on enhancing the 1st year EFL secondary stage students' language use. A program of five authentic tasks was designed and taught using a variety of online authentic language materials and technological devices. So, the following main question was raised:

What is the effect of using a technological authentic task-based approach on enhancing EFL secondary stage students' language use?

In an attempt to answer the above question, the following questions had to be answered:

1. What are the basic components needed for using language of the 1st year secondary stage students?
2. To what extent do the 1st year secondary stage students master these identified components?
3. What are the components of a program based on a technological authentic task-based approach to enhance the 1st year secondary stage students' ability of language use?
4. To what extent does the application of the program based on a technological authentic task-based approach affect the enhancement of the 1st year secondary stage students' language use?

In order to answer the first question, a list of language use components was designed by the researcher to identify the basic and necessary language use components that the 1st year secondary stage students needed to be enhanced. Hence, based on its results, necessary language use components included in the current study were identified. See appendix (B). In order to answer the second question, the researcher administered a pre language use test upon the study participants to assess their language use abilities. See appendix (C).

In order to answer the third question, the researcher discussed the characteristics and features of the technological authentic task-based approach that could be used to enhance the 1st year secondary stage students' language use in chapter two in detail. Based on these features and the identified components, an instructional technological authentic task-based program in five tasks going through language use orally and in writing was designed and taught by the researcher for enhancing the 1st year secondary stage students' language use. In addition, the researcher discussed the study program in chapter three in detail. In order to answer the last question, the researcher analyzed the results of the language use pre/posttest and calculated the effect size and Blake's modified gain ratio.

After that, the researcher designed an analytic language use rubric, see appendix (E), to assess the progress and the effect of the study program on each language use component. Then, the researcher reviewed the literature and the previous studies related to both language use and the technological authentic task-based approach in order to design the features of the study program. It consisted of five authentic tasks taught in eight weeks.

The study was based on a one-group, mixed research design. In this study, a class of 30 students (N=30) was randomly selected from the 1st year secondary stage students in Al-Khansaa' governmental secondary school for girls, at Al-Salam Educational Zone, in Cairo governorate to represent the study group.

Before administrating the program, a pretest was conducted in order to assess the participants' language use abilities and after conducting the treatment the posttest was administered. The results were analyzed statistically and qualitatively. They were in favor of the posttest. So, it could be concluded that the technological authentic task-based program was effective in enhancing the 1st year secondary stage students' language use.

5.2 Findings

Through analyzing the data and the results, it could be stated clearly that the study program was effective in enhancing the 1st year secondary stage students' language use and the following hypotheses were verified:

- a. There is a significant difference between the participants' mean scores on the language use pre and posttest administrations concerning the overall language use components in favor of the posttest mean scores.
- b. There is a significant difference between the participants' mean scores on the language use pre and posttest administrations in 'Meaning Configuration' in favor of their posttest mean scores.
- c. There is a significant difference between the participants' mean scores on the language use pre and posttest administrations in 'Visualization' in favor of their posttest mean scores.
- d. There is a significant difference between the participants' mean scores on the language use pre and posttest administrations in 'Reflection of Knowledge' in favor of their posttest mean scores.
- e. There is a significant difference between the participants' mean scores on the language use pre and posttest administrations in 'Critical Inquiry' in favor of their posttest mean scores.
- f. There is a significant difference between the participants' mean scores on the language use pre and posttest administrations in 'Self-Expression' in favor of their posttest mean scores.

5.3 Conclusions

In the light of the results of the present study, the following conclusions could be stated:

- The present study provided an evidence for the effect of the study program on enhancing the 1st year secondary stage students' language use abilities.
- There was also evidence that using authentic tasks and authentic language use activities had a more positive effect on enhancing the 1st year secondary stage students' language use abilities.
- Integrating meaningful technological devices with different authentic language use activities assisted participants to communicate and interact with each other eagerly, and proved to promote participants' active participation in discussions and various writing and speaking activities, which consequently contributed to enhanced language use.
- There was evidence that the implemented online authentic language materials and technological devices fostered less controlled interaction between students as they could participate in functional activities such as oral reports, oral presentations, written reviews, critical writings, information exchange, mingling activities, and social activities such as projects, creative writing, group discussions, interviews and debates.
- The implemented technological devices proved to be more effective in increasing the participants' motivation for using the language since the activities of authoring online photo story e-books and publishing on blogs conducted by the participants are visible by others, which in turn motivated the participants to share and express themselves openly and freely.
- The authentic language materials played an effective role in the enrichment of the participants' vocabulary range and use, and in increasing their cultural awareness and level of attention.
- It was evidenced that the participants established a connection with the implemented tasks and became more reflective and careful evaluators of their own performance since the participants' needs, likes and interests were taken into account from the beginning. Moreover, the topics, objectives, and final product were relevant, meaningful, interesting, and useful to them.
- Using authentic tasks, related to the participants' daily lives, produced a positive effect on the participants in terms of engagement and confidence-building.
- Participants' pair work and group work proved to be influential in enhancing participants' involvement in different language use tasks, which in turn encouraged them to enhance their language use abilities.
- Using the pre/posttest was important in assessing the participants' progress and giving a clear evidence for classroom observations done by the researcher.
- Using active learning strategies embedded in the study program provided the participants with a good opportunity for deeper thinking and self-expression. Moreover, these strategies provided the researcher with significant insight into depth of understanding.

- Using the classroom discussions, the researcher's observations and field notes during the treatment enabled the researcher to gain an understanding of the participants' performance and reflections in order to make responsive modifications in their interaction.

5.4 Recommendations

Based on the results of the current study, the following points can be recommended:

For EFL Researchers:

- Language use rather than language usage needs to be given more attention and care in further studies and in EFL classes. More time and effort need to be exerted to enhance it and its components, especially during the Covid-19 pandemic.

For Curriculum Developers and Designers:

- Using the technological authentic task-based approach in teaching English, especially, in teaching language use, should be put into consideration in EFL learning programs in different instructional stages.
- Using enjoyable technological devices and suitable online authentic language materials in EFL programs should be taken into account in designing courses to different instructional stages.

For EFL Teachers:

- Teachers should be involved in using the technological authentic task-based approach in teaching English to fulfill the optimal use for developing not only students' language use abilities, but also important and necessary life skills.
- Planning to use authentic tasks and authentic materials in EFL classrooms needs to be explored within a thorough methodological framework like that of Willis' to enable learners to put language into functional, practical and actual use.
- Teachers should try more authentic tasks and authentic materials in their classrooms, as they increase their learners' levels of concentration, on-task behavior, and involvement in the target activity more than artificial materials.
- Teachers should take their students' likes and interests into consideration when designing tasks. This creates meaningful negotiation with students about what they want to learn. In that sense, students become committed decision-makers in terms of content as well as careful evaluators of their own performance.
- When planning the task, it is important to allow students time for reflection. As a result, when students are asked to reflect on their performance, they learn to analyze what they have done well and what needs improvement.

For EFL Students:

- Students should try to explore more innovative learning techniques based on self-directed learning by creating and building their own e-learning communities in order to prepare and train themselves to become successful language users and active, independent critical thinkers through engaging in more collaborative technology-mediated, authentic tasks to work on.

- Chances should be given to students to practice authentic language use orally and in writing in a non-threatening atmosphere and in a real-world-like environment.

For the Field of EFL:

- There is an urgent and necessary need to investigate, encourage and promote more contextualized EFL teaching and learning approaches that utilize online authentic language materials for effective EFL teaching and learning to keep pace with the current orientation for online and blended learning during the Covid-19 pandemic time.

5.5 Suggestions for Further Studies

According to the results of this study, more studies are suggested in the area of teaching language use. Here are some of the topics that deserve investigation:

- A study that investigates the effect of using a technological authentic task-based approach on enhancing students' language use at different educational stages.
- A study that investigates the impact of authentic tasks and online authentic language materials on learners' motivation in foreign language learning.
- A study that uses technological authentic tasks in implicit grammar teaching with various educational stages to investigate the effect of a technological authentic task-based approach on developing students' grammar use.
- Further studies are required to be conducted so as to shed more light on the appropriate, effective uses of authentic tasks and authentic materials in language learning and the cultural issues encountered while implementing them.
- More studies are needed to explore EFL learners' difficulties when participating in technology-mediated tasks.
- A study that explores the effect of using other appropriate technological devices that could support secondary school students to enhance their language use and other language components and to address and meet their needs during this ongoing outbreak Covid-19 pandemic situations.
- A study that investigates the effect of using other appropriate approaches such as life-wide learning, self-directed learning, competency-based learning and inquiry-based learning on enhancing students' language use, especially to the current Covid-19 pandemic situations and limitations.
- More studies should be conducted to investigate the problems of teaching language use and the obstacles that affect enhancing other aspects in language use such as language use in interactive listening or reflective reading and pragmatics including speech acts, conversational implicature, etc.
- Research into effective technology-based professional development opportunities for developing teachers' technological knowledge, technological pedagogical knowledge, and technological content knowledge will be a positive addition to task-based language learning and technology-enhanced language learning literature.

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<https://www.bbc.com/news/av/10462520/one-minute-world-news>
<https://ed.ted.com/lessons/how-false-news-can-spread-noah-tavlin>
<http://factitious.augamestudio.com/#/>
<https://youtu.be/8fQdzVbQ1aU>
<https://www.youtube.com/watch?v=4EqftCI2tUE>
<https://www.theguardian.com/international>
<https://www.youtube.com/watch?v=WEwbtywE8mE>
<https://youtu.be/hGwDgj1P35M>
https://www.bbc.com/news/video_and_audio/headlines/52508831/coronavirus-how-long-it-takes-to-recover
http://www.youtube.com/watch?v=6Af6b_wyiwI
<https://youtu.be/G8j5wwu0JbE>
<https://youtu.be/irJ1u9yqg-4>
<https://study.com/academy/lesson/the-history-of-fashion-trends-design.html>
<https://www.floridastudents.org/PreviewResource/StudentResource/122302>
<https://view.genial.ly/5c1b30fdcd013556bbc4b0c9>
<https://youtu.be/DENG7Q7VRgo>
<https://youtu.be/49iLEYm5Pes>
http://youtu.be/x_sJzVe9P_8
http://www.epa.gov/globalwarming/kids/global_warming_version2.html
<http://www.pbs.org/wgbh/pages/frontline/hotpolitics/reports/skeptics.html>
https://youtu.be/6Af6b_wyiwI
<https://www.storyjumper.com/book/read/53467685/PREDICTIONS-TO-2050#>
https://youtu.be/RNVh_HMX2IY
<https://youtu.be/fLvL7uqrMVC>

Name:

Time:

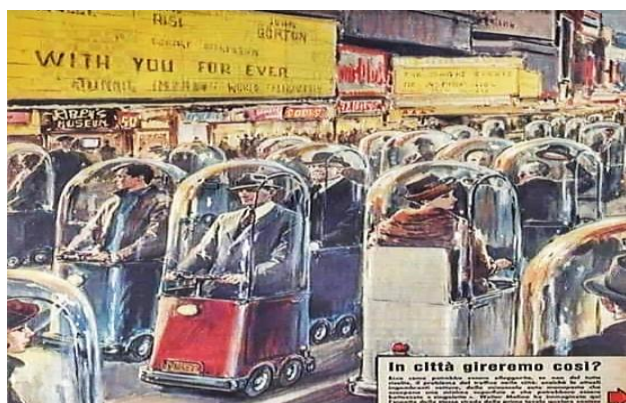
Class:

Total Marks:

**Pilot Language Use Test
for 1st Secondary Stage Students**

Respond as required on each of the following topics:

Instructions: Formulate one sentence to explain what each picture means to you and explain why you think so.



Instructions: Watch the following silent animated short story entitled '*Spellbound*'. Suggest another suitable title for the story and then narrate orally in your own words the main message(s) and idea(s) behind the story as you understood from the scenes of the story you watched.

Instructions: Visualize what would happen if aliens invade Earth. Reflect your thoughts in a written form.

Instructions: Visualize and talk about what you would do if you were able to go back in time to another era.

Instructions: Write a review about an article that you have recently read online or from a magazine or newspaper.

Instructions: Reflect orally your thoughts about what would happen to the world if it takes years to develop a cure for the Coronavirus, and what nations are doing for a possible next viral outbreak.

Instructions: Imagine that artificial intelligence and robots replace or have major command over the humans' world. Follow the instructions below:

- **Pose** critical questions for your predictions about the potential consequences if robots substitute humans:
 - a. What are the types of questions that come to your mind when you thought of this?
 - b. What are the questions that you have to raise as a starting point to handle the negative consequences/dangers of this substitution?
- **Talk about** your predictions about the expected form of life if robots replace humans.

Instructions: Talk about yourself: If you were the president of your country, what changes would you make there?

Instructions: Express, in a written form, your own opinion about the following quote, and then **reflect** it on a personal life experience:

“The many crises facing us should be seen, not as threats, but as chances to remake the future so it serves all beings.” – L. Hunter Lovins

Wish you all best of luck,,,

List of Language Use Components for the 1st Year Secondary Stage Students

Item Number	Language Use Component	Description
1	Meaning Configuration	<p>Refers to the learner's ability to:</p> <ul style="list-style-type: none"> • formulate a meaningful and significant message/idea that demonstrates/reflects a deep understanding of what s/he read or listened to, whether orally or in writing. • communicate knowledge of the topic presented clearly and logically in a well-configured way that achieves the intended meaning for full understanding.
2	Visualization	<p>Refers to the learner's ability to:</p> <ul style="list-style-type: none"> • visualize texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships. • include an oral/written description of his/her mental image that demonstrates a conscious and thoughtful understanding of the visualized items.
3	Reflection of Knowledge	<p>Refers to the learner's ability to:</p> <ul style="list-style-type: none"> • critically analyze the acquired knowledge and how to make use of it, demonstrating depth of thought orally and in writing. • reflect on ideas precisely, clearly and thoughtfully, and demonstrate significant depth of self-reflection on the topic using prior knowledge.

4	Critical Inquiry	<p>Refers to the learner's ability to:</p> <ul style="list-style-type: none"> • raise critical and thoughtful questions that invite him/her to investigate the answers and implicit messages behind in order to produce well-reasoned analysis and create new understanding. • make predictions based on evidence, that lead to flow and elaboration of ideas.
5	Self-Expression	<p>Refers to the learner's ability to:</p> <ul style="list-style-type: none"> • express his/her ideas, thoughts and feelings coherently about the topic presented, providing rational evidence for his/her opinions and relevant self-expressive details/examples. • use a variety of sentences and a wide range of various, appropriate and effective vocabulary. • give deep self-interpretations and reasonable responses of the subject matter.

Name:
Class:

Time: Three Hours
Total Marks: 100 Marks

Pre/Post Test of Language Use for 1st Secondary Stage Students

1. Meaning Configuration

Instructions: Watch the following video without sound, entitled '*Embarrassing TV Live Moment on BBC News*', when Professor Kelly is disrupted by his children in his BBC News Interview and he is red-faced in this embarrassing situation. Then, follow the instructions below: (10 Marks)

- **Imagine** the incidents of the embarrassing scene scenario: *What may the story of this man be about? Why does he feel embarrassed? Narrate orally* your imagined scenario.
- Out of the following pictures, **talk about:** '*How do you think this man is going to overcome his embarrassment?*'
- **Read** the sentence under each picture and **express orally** your own understanding/explanation of it.



Instructions: Below are editorial cartoons about the effects of Coronavirus Pandemic on various social, medical, political, and economical aspects of life. Choose two of them to examine and write your responses about what you think the cartoonist's message or main idea was behind each one, then follow the instructions below: (10 Marks)

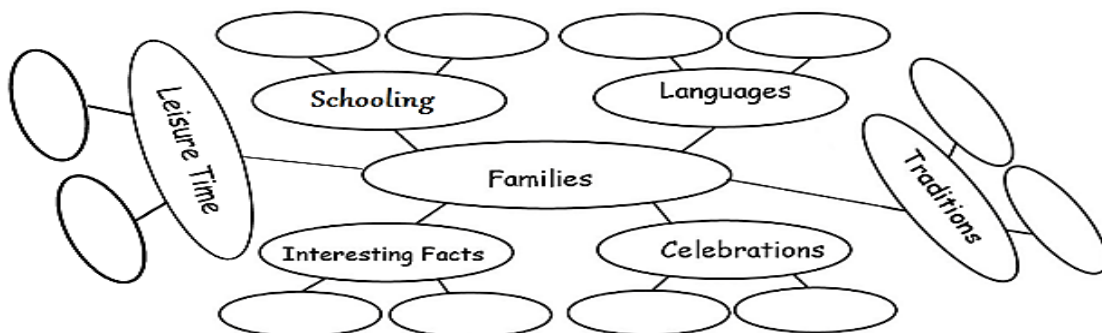
- **Formulate** a headline for each political cartoon.
- **Develop** a corresponding news story for each headline you formulated.



2. Visualization

Instructions: Watch the following online picture story recount entitled '*Life Then, Life Now*'. It recounts the old families' past days and childhoods including schooling, practices, traditions, celebrations, old-fashioned games and toys used with illustrating photographs. Follow the instructions below: (10 Marks)

- **Imagine** that you lived in another time period like the sixties or seventies. Try to focus on the visuals and **visualize** "a day in the life" skit and **describe** it orally in detail.
- **Develop** categories for the different kinds of imaginary memories and events that you may experience in that day using the mind map below to help your flow of ideas while talking.



Instructions: Watch the following video entitled, '*The World in 2050*'. It discusses predictions to life in 2050 concerning artificial intelligence and the rise of the robots, science and health, climate change and global warming, nuclear war and the impact of other scientific threats. Follow the instructions below: (10 Marks)

- **Imagine** that you live in 2050 and **visualize** "how the world would look like in 2050". **Reflect** your thoughts in a written form.
- **Examine** the following pictures and focus on the visuals to **expand** your ideas about each one of them and **write** a detailed description of your mental image.



3. Reflection of Knowledge

Instructions: Watch the following Ted talk for Bill Gates, entitled '*The Next Outbreak? We're Not Ready*', talking about the Coronavirus's next outbreak and the need for understanding Coronavirus and how we can respond to the Coronavirus Pandemic, then follow the instructions below: (10 Marks)

- **Reflect** your thoughts through writing a detailed news review of the video you watched, discussing the pandemic event affecting our planet's health and safety using the question hints given below to add more details to your video review.

Hints:

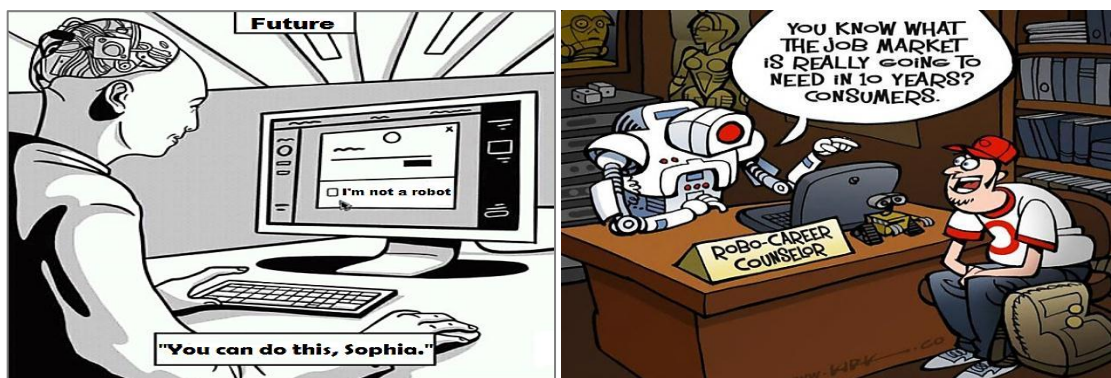
- *What are nations doing for a possible major viral outbreak?*
- *Where are we in developing a vaccine? Will nations be able to develop a cure?*
- *What would happen to the world if it takes years to develop a cure?*
- *Will Covid-19 have a lasting impact on the environment? Explain how.*
- *What are the fears the Coronavirus might do?*
- *What you would do to face/deal with the pandemic and improve the quality of health if you were the minister of health?*
- *What is China urging people not to do?*
- *How does the virus pass from person to person?*
- *What effects might the Coronavirus cause on world economy?*

- **Explain** the rationale behind your reflection **providing** pieces of evidence from Bill Gates' talk.
- **Choose** some of the experiences listed below to **describe** at the end of your report review with at least six sentences about them.

<ul style="list-style-type: none"> • Stay at home • Wearing safety masks • Buy hand sanitizers • Make a disease or health problem leave someone's body • Fears about no cure for the virus 	<ul style="list-style-type: none"> • Buy lots of food • Hospital phone numbers • Trying to get people to do something • A physical or mental sign which shows someone could have a disease or health problem
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Instructions: Watch the following video entitled 'An Interview with Sophia, An Artificial Super Intelligent Robot', talking about the future of artificial intelligence and how it will change the form of life, and then follow the instructions below: (10 Marks)

- **Reflect on** the interview through expressing orally your responses for the following questions:
 - What do you think about artificial intelligence?*
 - Do you think it can have major command over the humans' world? Express your viewpoint with reasoning in detail.*
 - Do you think that there will be a substitution of humans or other biologicals by their own robotic creations? Justify your viewpoint.*
 - How would robots replace us? What life tasks would they perform?*
 - Do you share that vision of Sophia, the artificial super intelligent robot, about future planet? Why/Why not?*
- **Examine** the following editorial cartoons and **reflect** orally your thoughts about them and think about what would happen if robots replace humans.



4. Critical Inquiry

Instructions: Read the following short newspaper story and look at the picture of the newspaper article, then think critically about: What the world would be if it is invaded with aliens? What are the potential benefits/dangers you think the world would face as a result of this invasion? How the world could change over the next 100 years if humans do nothing to this invasion? Follow the instructions below: (10 Marks)

What would you think if you woke up tomorrow morning to find that your backyard has been invaded with aliens?

Three nights ago, in the village of Huntingdugton in the south of England, famous for UFO (unidentified flying objects) sightings, people reported seeing strange lights in the sky. Shortly after telephoning the police, three villagers went out to investigate. They disappeared for three days. After a huge police search, one of them, Joe Cole, was found unconscious in a field 20 km away. The other two are still missing. After spending three nights in hospital, Joe is now ready to tell his story. His memory of what happened that night has returned. Finally, U.S. Air Force could capture UFO and its crew.



- While you are reading the newspaper story, what are the types of questions that come to your mind as a reader?
- As a newspaper reporter, **pose** more critical questions adding to the above list for your predictions about the potential impact of a futuristic alien invasion on Earth.
- **Brainstorm** a list of ideas related to those questions and **make predictions** about that theme. **Reflect** your thoughts in a **written** newspaper report producing effective well-reasoned inquiry results and providing some evidence over the posed thoughts.

Instructions: Watch the following one minute BBC newscast round up of the current world news headlines, and follow the instructions below:

(10 Marks)

- While you are watching the one minute BBC newscast, what are the types of questions that come to your mind regarding each news story headline?
- **Choose** one current world crisis out of the news headlines aired in the one minute BBC newscast and **express orally:** what are the questions that you have to raise as a starting point to solve this world crisis?
- **Predict** the news story content of what might be happening in each news headline and **narrate** them **orally** in your own words.
- **Explain/Reflect** your viewpoint about why each of those stories made headlines news.

5. Self-Expression

Instructions: Watch the following video entitled '*How Much Is the Royal Wedding Expected to Cost?*', talking about Prince Harry and actress Meghan Markle's wedding, and examine the provided photos then follow the instructions below: (10 Marks)



- **Imagine** that you are planning Prince Harry and Meghan Markle's royal wedding. What wedding customs would you like to include and celebrate in your wedding plan?
- **Take** your turn and **talk** about yourself: If you were the bride, what wedding customs you would like to be in your wedding party.
- **Express orally** your opinion about:
 - a. *What do you think of the idea of royal families?*
 - b. *Which wedding customs of Prince Harry and Meghan's royal wedding do you like? Which do you dislike? Why?*
 - c. *Do you think royals should only marry royals and not commoners? **Explain.***
 - d. *What pressures are there on a royal marriage that might not be there for commoners' marriages?*
 - e. *Do you think Meghan Markle will encounter problems fitting in with the royal family? **Explain** why or why not.*
 - f. *What advice would you give to Meghan about joining a royal family?*
- **Examine** the wedding photo below posted on facebook. It talks about a wedding held during the Coronavirus pandemic time. Since the couple was unable to invite guests, they thought of posting a memory photo with each one of them on their seats. **Express** your opinion about whether you agree or disagree with the idea of this wedding and **justify** your opinion.



Instructions: Look at the different pictures below and choose the cabin that you would like to own, then follow the instructions below: (10 Marks)



- **Imagine** that you are inside the picture and that you live a day in your cabin. **Describe** the kinds of things you would do in a typical day in your cabin and **write** about it:
 - Why did you decide to live in this place?*
 - How would you feel if you had to live there for one year?*
 - Who would you like to take with you for the day? Why?*
 - What 5 personal possessions would you take with you?*
 - How does access to electricity and technology make your day there better/worse?*
 - What would you miss most about your home?*
- **Write** your own understanding of the following quote, **express** your opinion about it, and then **reflect** the quote on a personal life experience: Is this quote a good description of people in your recounts?

"Solitude is creativity's best friend, and solitude is refreshment for our souls." __ Naomi Judd

Questions Types and Mark Distributions

Components	Relative Weight	Questions Number	Task Required	Full Mark	Note
1. Meaning Configuration	16%	2		20	10 marks for each question
2. Visualization	19%	2		20	10 marks for each question
3. Reflection of Knowledge	21%	2		20	10 marks for each question
4. Critical Inquiry	22%	2		20	10 marks for each question
5. Self-Expression	22%	2		20	10 marks for each question
Total	100%	10		100	

Specification Table for Language Use Test

The task	Questions & marks	Components					Sum of questions	Sum of marks	Relative weight for each task
		Meaning Configuration	Visualization	Reflection of Knowledge	Critical Inquiry	Self-Expression			
Embarrassing Moments	Questions	0.21	0.24	0.26	0.27	0.27	1.25	10	12.5%
Planning a Wedding Party	Questions	0.27	0.32	0.35	0.36	0.36	1.67	10	16.67%
Preparing a News Bulletin	Questions	0.41	0.48	0.52	0.55	0.55	2.5	30	25%
Life Ten Years Ago	Questions	0.34	0.39	0.44	0.45	0.45	2.08	20	20.83%
Global Scientific Threats	Questions	0.41	0.48	0.52	0.55	0.55	2.5	30	25%
Sum of questions		1.64	1.91	2.09	2.18	2.18	10		
Sum of marks		20	20	20	20	20		100	
Relative weight for each component		16.36%	19.09%	20.91%	21.82%	21.82%			100%

Specification Table for Language Use Test

The task	Questions & marks	Components					Sum of questions	Sum of marks	Relative weight for each task
		Meaning Configuration	Visualization	Reflection of Knowledge	Critical Inquiry	Self-Expression			
Embarrassing Moments	Questions	1	0	0	0	0	1	10	12%
Planning a Wedding Party	Questions	0	0	0	0	1	1	10	17%
Preparing a News Bulletin	Questions	1	0	1	1	0	3	30	25%
Life Ten Years Ago	Questions	0	1	0	0	1	2	20	21%
Global Scientific Threats	Questions	0	1	1	1	0	3	30	25%
Sum of questions		2	2	2	2	2	10		
Sum of marks		20	20	20	20	20		100	
Relative weight for each component		16%	19%	21%	22%	22%			100%

Analytic Language Use Rubric for the 1st Year Secondary Stage Students

Language Use Component	Degree and Score		
	Excellent (3)	Acceptable (2)	Poor (1)
1. Meaning Configuration	<p>The learner:</p> <ul style="list-style-type: none"> • formulates a meaningful and significant message/idea that demonstrates/reflects a deep understanding of what s/he read or listened to, whether orally or in writing. • communicates knowledge of the topic presented clearly and logically in a well-configured way that achieves the intended meaning for full understanding. 	<p>The learner:</p> <ul style="list-style-type: none"> • formulates a partially meaningful and significant message/idea that demonstrates/reflects a limited understanding of what s/he read or listened to, whether orally or in writing. • Suitably communicates knowledge of the topic presented in a less configured way that adequately achieves the meaning and allows understanding. 	<p>The learner:</p> <ul style="list-style-type: none"> • formulates almost meaningless and insignificant message/idea that demonstrates/reflects a little or no understanding of what s/he read or listened to, whether orally or in writing. • hardly communicates knowledge of the topic presented in an ill-configured way that lacks the intended meaning and causes understanding difficult.

2. Visualization	<p>The learner:</p> <ul style="list-style-type: none"> • visualizes texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships. • includes a vivid oral/written description of his/her mental image that demonstrates a conscious and thoughtful understanding of the visualized items. 	<p>The learner:</p> <ul style="list-style-type: none"> • partially visualizes texts, videos, pictures and other different items depicting and reflecting somewhat new but less significant relationships. • includes an adequate oral/written description of his/her mental image that partially demonstrates rather conscious and appropriate understanding of the visualized items. 	<p>The learner:</p> <ul style="list-style-type: none"> • poorly visualizes texts, videos, pictures and other different items and almost lacks the ability of depicting and reflecting new significant relationships. • includes a limited and inadequate oral/written description of his/her mental image that demonstrates a lack of conscious and thoughtful understanding of the visualized items.
3. Reflection of Knowledge	<p>The learner:</p> <ul style="list-style-type: none"> • critically analyzes the acquired knowledge and how to make use of it, demonstrating depth of thought orally and in writing. • reflects on ideas precisely, clearly and thoughtfully, and demonstrates significant depth of self-reflection on the topic using prior knowledge. 	<p>The learner:</p> <ul style="list-style-type: none"> • suitably analyzes the acquired knowledge and how to make use of it, demonstrating appropriateness of thought orally and in writing. • reflects on ideas less precisely, rather clearly and appropriately, and demonstrates somewhat significant depth of self-reflection on the topic and sometimes demonstrates connections to prior knowledge. 	<p>The learner:</p> <ul style="list-style-type: none"> • almost, has limited or no ability to analyze the acquired knowledge and cannot make use of it, demonstrating shallowness of thought orally and in writing. • reflects on ideas imprecisely, unclearly and thoughtlessly, and demonstrates insignificant or no depth of self-reflection on the topic and lacks connection with prior knowledge.

4. Critical Inquiry	<p>The learner:</p> <ul style="list-style-type: none"> • raises highly critical and thoughtful questions that invite him/her to investigate the answers and implicit messages behind in order to produce well-reasoned analysis and create almost new understanding. • makes accurate, logical predictions based on evidence, that lead to a natural flow and elaboration of ideas. 	<p>The learner:</p> <ul style="list-style-type: none"> • raises partially critical and appropriate questions that invite him/her to investigate the answers and implicit messages behind producing adequately reasoned analysis and creating rather new understanding. • makes possible predictions partially based on evidence, that lead to a suitable flow and elaboration of ideas. 	<p>The learner:</p> <ul style="list-style-type: none"> • raises poor and shallow questions that do not invite him/her to investigate the answers and implicit messages behind. S/he hardly produces or cannot produce reasoned analysis, and hardly creates new understanding. • makes invalid predictions or predictions not based on evidence, that might lead to lack of the natural flow and poor elaboration of ideas.
5. Self-Expression	<p>The learner:</p> <ul style="list-style-type: none"> • expresses his/her ideas, thoughts and feelings coherently about the topic presented, providing rational evidences for his/her opinions and relevant self-expressive details/examples. • consistently uses a variety of sentences and a wide range of various, appropriate and effective vocabulary. • gives deep self-interpretations and reasonable responses of the subject matter. 	<p>The learner:</p> <ul style="list-style-type: none"> • expresses his/her ideas, thoughts and feelings less coherently using limited sentences with some rough spots, providing somewhat rational evidences for his/her opinions and a few relevant self-expressive details/examples. • uses some variety in sentences and an adequate range of partially appropriate and less effective vocabulary. • gives appropriate self-interpretations and sometimes reasonable responses of the subject matter. 	<p>The learner:</p> <ul style="list-style-type: none"> • hardly and incoherently expresses his/her ideas, thoughts and feelings about the topic presented, providing irrational/weak evidences for his/her opinions and almost irrelevant or no self-expressive details/examples. • uses little or no variety in sentences, a very limited range of words and almost inappropriate and ineffective vocabulary. • Gives shallow/poor self-interpretations and very limited or no reasonable responses of the subject matter.

Interview Questions for the 1st Year Secondary Stage Students

1. Do you think the program was beneficial? In what point?
2. Did you enjoy practicing the activities and performing the tasks? Yes/No. Why?
3. Do you think the tasks of the program helped you to improve your language use abilities? Yes/No. Why?
4. Which type of tasks did you prefer to accomplish? Why?
5. What did you like the most about the tasks?
6. What difficulties did you find while practicing the activities of the tasks?
7. Did the activities of the tasks help you to use the language meaningfully and authentically in your daily life? How?
8. Would you like to perform similar authentic tasks? Yes/No. Why?
9. Did you enjoy and benefit from the technological devices implemented in the study program? Yes/No. Why?
10. Did you benefit from the online authentic language materials employed in the activities? Yes/No. Why?
11. Did you find the given feedback from the researcher or your peers beneficial? How?
12. Do you have any other comments about the study program?

Outline of the Study Program

Introduction

In the study program for enhancing language use components of the 1st year secondary stage students, the researcher tries to tackle the problem of the students' inability to use the English language effectively. It is noticed that the target students find difficulty in using the English language and in narrowing the gap between the language classroom and the outside real world language. This might be due to:

1. Following the regular method of teaching language, focusing on the language usage neglecting the language use.
2. The lack of the teaching materials that are derived from authentic sources; reflecting real-world language, and that are task-based; involving the learner in the practical and functional use of the language.
3. The lack of using technology or suitable equipment inside the classroom for facilitating language use in real world scenarios.
4. Spending most of class time on studying grammar for its own sake, and
5. The absence of language use as a necessary component in EFL exams.

Consequently, the researcher suggests the use of a technological authentic task-based approach to enhance the students' ability to use the language.

This approach aspires to help both teachers and students on an equal basis. It aims to help students improve their abilities to use English well and increase their language fluency in general and to foster their oral and written production needed to master real-world target tasks in particular. Some ambitious secondary stage students want to join prestigious colleges. English is the first language in studying in most of these colleges. So, all of them need to equip themselves with the ability of the English language use; especially communicatively and academically, which assists them to interact effectively with others and successfully with the various academic contexts.

This approach aims to help teachers to monitor the learners' language use range to determine what abilities and knowledge everyone already have and what areas need enhancement. Accordingly, teachers can increase students' English language fluency and increase their motivation to use the language by providing them with technology-mediated, authentic tasks that can take place in their everyday life, using daily life materials and organizing classroom activities around those practical tasks to involve students in using English for real and meaningful purposes so that their communicative competences are enhanced.

In this age, students have the ability to use the language actively if they are exposed to the appropriate and joyful kind of audio-visual devices. This is what this program tackles as it is prepared to facilitate using language through authentic tasks incorporating technological devices such as X-mind/MindMeister, photo story e-book creation, and interactive blogs. Through this program, they learn to use the English language through engaging in interactive and collaborative tech activities and discussions, and thanks to that they can enhance the abilities that they really need.

Consequently, this program is an attempt to create real-world engaging contexts and transfer daily life conditions to the classroom environment where real life experiences and everyday life practices are brought into classroom and in which language users are involved to use real world language orally and in writing in real world scenarios through authentic tasks and realistic activities. Through these authentic tasks, materials and activities students can learn how to use grammar implicitly to construct meaning, visualize, reflect, inquire, analyze, discuss, express their opinions and exchange their thoughts, ideas, beliefs, or preferences.

Aim of the Program

The program aims to enhance EFL secondary stage students' language use through using a technological authentic task-based approach.

The Overall Performance Objectives of the Program (ILOs)

The study program makes a special focus on the following language use components: meaning configuration, visualization, reflection of knowledge, critical inquiry, and self-expression. By the end of the program, participants are expected to:

- Formulate a meaningful and significant message/idea that demonstrates/reflects a deep understanding of what s/he read or listened to, whether orally or in writing.
- Communicate knowledge of the topic presented clearly and logically in a well-configured way that achieves the intended meaning for full understanding.
- Visualize texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships.
- Include an oral/written description of his/her mental image that demonstrates a conscious and thoughtful understanding of the visualized items.
- Critically analyze the acquired knowledge and how to make use of it, demonstrating depth of thought orally and in writing.
- Reflect on ideas precisely, clearly and thoughtfully, and demonstrate significant depth of self-reflection on the topic using prior knowledge.
- Raise critical and thoughtful questions that invite him/her to investigate the answers and implicit messages behind in order to produce well-reasoned analysis and create new understanding.
- Make predictions based on evidence, which lead to flow and elaboration of ideas.
- Express his/her ideas, thoughts and feelings coherently about the topic presented, providing rational evidence for his/her opinions and relevant self-expressive details/examples.
- Use a variety of sentences and a wide range of various, appropriate and effective vocabulary.
- Give deep self-interpretations and reasonable responses of the subject matter.

Description of the Program

The program is reflected in twenty five sessions including one orientation session. These sessions aim at enhancing language use of the 1st year secondary stage students. The first session of the program is an orientation session during which the researcher tries to explain the program components to the participants. By the end of this session, the participants are supposed to have an overall idea about the program and the different roles that they are expected to play. The main point is to make the concept of technological authentic task-based approach clear in the participants' mind, to pave the way and to involve them in application.

Concerning the other 24 sessions, five different real-life technology-mediated, authentic tasks, whose individual implementation takes approximately three to six class sessions, are introduced to urge EFL participants to use the language and reflect on their learning. Furthermore, the targeted language use components are identified during the application of the tasks' activities. These tasks' activities involve various online authentic language materials such as pictures, texts, Ted talks and videos along with the use of some technological devices incorporating X-mind/MindMeister, photo story e-book creation and interactive blogs, which the researcher uses to elaborate and enhance the language use components. The tasks are selected precisely to cover various aspects of the participants' interests. The tasks follow Willis' (1996) model (pre-task, task cycle, and language focus).

Content

The program contains five authentic tasks. The materials used are all authentic, derived from 'real-world' contexts. Participants practice listening to and reading genuine language drawn from different sources, including authentic audio/visual materials (e.g. online newscasts and radio broadcasts, TV commercials, Ted talks, videos, movie clips, documentaries, cartoons, comedy shows, audio-taped short stories, story e-books), authentic visual materials (e.g. screenshots, photographs, political/editorial cartoons, magazine pictures, emoji pictiography), and authentic written materials (e.g. newspaper articles, magazine stories, wedding invitation and written vows, role-playing cards, sports/weather news reports, news scripts, audio scripts, online articles). Through these materials, the natural use of the language is introduced to the participants, and they are positively motivated about using the language.

The researcher organizes technology-mediated, authentic tasks for the use of these materials. Each task contains more than one authentic teaching material appropriate to the topic. The topics discussed are:

- Embarrassing Moments
- Planning a Wedding Party
- Preparing a News Bulletin
- Life Ten Years Ago
- Global Scientific Threats

The tasks and materials are chosen according to the participants' interests and demands after studying specific criteria. The themes for each task are selected based on the results of a survey conducted at the beginning of the study and designed to determine the common topics the participants are interested in.

The materials, videos and activities are selected from different sources such as the internet, British Council website, YouTube, visuals either on/offline data, and English books designed for enhancing language use. In addition, other activities included in the program are prepared and designed by the researcher.

Guidelines for the Application of the Program

Based on the pilot administration of the program and the theoretical background that the researcher included in chapter two, in addition to some views gleaned from experts and practitioners in the field of language instruction and using audio-visual materials in the classrooms, the following guidelines are reached:

- At the beginning of the treatment, a description of the program should be presented to the participants. This description is to include both a general introduction to the program tasks and its intended outcomes and the components decided to be enhanced as well as specific anticipated tasks.
- A summary about the technological authentic task-based approach should be presented to the participants at the beginning of the treatment as a stimulus for them to talk, learn and involve themselves in different activities.
- Participants should know that learning how to use the English language as a whole is the primary aim of this program. This would be done through writing and speaking activities to assess their progress and language use.
- Continuous assessment should give both the teacher and participants a clear practical idea of how the participants are progressing and which tasks would be of most use to the participants' assessment.

Duration of the Program

The administration of the program lasts for two months, in the academic year 2021/2022. It starts on 3rd August, 2021 to 30th September, 2021. Twenty four sessions are conducted by the researcher herself in eight weeks. Three periods of ninety minutes are allocated to the participants per week. The number of hours for teaching the program is 36 hours. The five tasks are taught in three up to six sessions depending on the length of the task, relative weight, word count, language use components and difficulty of activities.

Learning and Teaching Strategies and Techniques

Active learning is the main strategy that is used to achieve the target of the program and to facilitate the researcher's mission in creating a fun and active learning environment. It is helpful as it creates a learner-driven and engaging environment. They listen, visualize, write critically, speak, reflect and discuss. They are engaged in

problem-solving and collaborative activities and divided into groups to finish certain tasks. They cooperate to achieve predetermined goals. Role-playing activities and interviews are included in the program. Participants take on different roles in a given situation, while other participants are trying to observe and listen carefully to be able to reflect on their ideas and performance. Moreover, participants are asked to prepare and design tasks and discuss a different topic each task. They are also asked to express their viewpoints and ideas and to share personal experiences.

Pair work, group work, and individual work are used to encourage the participants to use the language. Participants' collaboration is reinforced in various interactive techniques in peer work (e.g. peer editing, interviews), in groups (small group discussions, oral presentations), or the entire group (class discussion, debates). Open-ended questioning is used in ways to provoke the participants' thinking, visualization and critical inquiry abilities and, consequently, allow for detailed group discussions. The researcher is just a facilitator.

Some more techniques are used to deepen the participants' use of language and to support their progress as follows:

1. Paraphrasing participants' responses, validating individual views, demonstrating language use, reinforcing a range of ideas, and making connections across content areas along with prior knowledge to formulate deeper meaning.
2. Facilitating participants' discussions and encouraging scaffolding of observations, reflections and interpretations.
3. Urging participants to support opinions with evidence, listen and share ideas and experiences, to construct meanings together.
4. Posing and eliciting critical questions to help the participants give rationale and evidence of their responses and provoke their ability of critical inquiry.
5. Helping participants to increase their visualization and reflections using some technological devices such as X-mind/MindMeister, photo story e-book creation and interactive blogs.

Other various kinds of active learning activities are incorporated in the program's tasks to generate the participants' free language use such as:

- Expressing opinions/preferences about quotes/statements/real life situations, exchanging opinions in a debate, and sharing personal experiences with peers.
- Sharing in oral discourse specific information found through Ted talks, videos, online articles, newscasts, political cartoons, or pictures and reflecting on them.
- Inquiring critically through an oral interview with classmates on their knowledge about specific themes.
- Preparing and performing a role play to represent events, situations and characters.
- Making group oral presentations about the proposed tasks supported by the use of tech devices and visualization programs.

In addition to class discussions, participants engage in asynchronous text-based online discussions where they answer discussion questions and reply to their peers' posts through interactive blogs. Besides individual practice, participants complete group review activities on digital documents. They engage in writing reviews of Ted talks, videos and online articles. All of these activities provide the participants with rich opportunities to use the language and communicate freely and effectively with confidence.

Instructional Aids and Equipment

In presenting the activities included in the sessions, the researcher uses some instructional aids and equipment that help the participants interact with each other and with the researcher successfully such as:

1. Laptop.
2. Data show for showing the videos, visuals, and online activities.
3. Loudspeakers to make the sound louder.
4. Answer sheets for the participants.
5. An educational CD in which all the content of the sessions are downloaded.
6. Pictures/photos/screenshots related to the videos.

Assessment

The formative and summative assessments are used in the present study. Formative evaluation is used for assessing the participants' progress in language use and providing the feedback to their overall performance during the treatment through analyzing the participants' answers on the various kinds of activities. It is also used for providing useful strategic information for strategy developers.

The researcher uses an analytic rubric to assess the participants' progress throughout the program and to assess their performance accurately in the pre/post language use test. The rubric consists of five language use components namely: meaning configuration, visualization, reflection of knowledge, critical inquiry, and self-expression.

Summative assessment includes the administration of the language use posttest at the end of the treatment to assess the participants' progress throughout the program and to investigate the effect of using technological authentic task-based approach on enhancing the 1st year secondary stage students' language use.

A Technological Authentic Task-Based Program for Enhancing Language Use

For

The 1st Year Secondary Stage Students



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Objectives of the Tasks

By the end of each of the following tasks, participants will be able to:

- Formulate a meaningful and significant message/idea that demonstrates/reflects a deep understanding of what she read or listened to, whether orally or in writing.
- Communicate knowledge of the topic presented clearly and logically in a well-configured way that achieves the intended meaning for full understanding.
- Visualize texts, videos, pictures and other different items deeply depicting and reflecting new significant relationships.
- Include an oral/written description of her mental image that demonstrates a conscious and thoughtful understanding of the visualized items.
- Critically analyze the acquired knowledge and how to make use of it, demonstrating depth of thought orally and in writing.
- Reflect on ideas precisely, clearly and thoughtfully, and demonstrate significant depth of self-reflection on the topic using prior knowledge.
- Raise critical and thoughtful questions that invite her to investigate the answers and implicit messages behind in order to produce well-reasoned analysis and create new understanding.
- Make predictions based on evidence, which lead to flow and elaboration of ideas.
- Express her ideas, thoughts and feelings coherently about the topic presented, providing rational evidence for his/her opinions and relevant self-expressive details/examples.
- Use a variety of sentences and a wide range of various, appropriate and effective vocabulary.
- Give deep self-interpretations and reasonable responses of the subject matter.

Task (1)

Embarrassing Moments

Warm up: Discussion

Discuss the following unit questions with your classmates:

1. Have you ever faced an embarrassing situation? What was it?
2. How do you often deal with embarrassment?
3. How did you overcome your past embarrassed moment and forget about it?

Preparation

1. For this task, the teacher needs a picture or a photograph of herself when she experienced an embarrassing situation.
2. The teacher previews the picture and asks the participants to look at the picture silently for a minute and think about what they visualize. She asks them some questions to arouse their visualization: *"What's going on in this picture? What do you think this picture is about?"* Then, she elicits their visualized ideas.
3. The teacher also needs to prepare a short text about how she dealt with the situation. In this text she includes at least two examples of idioms of embarrassment and two examples of phrases or linguistic forms. She can either record this text as a photo story e-book to display to the participants, or practice reading it out loud until she is able to 'speak' it comfortably in front of the class.
4. The teacher prepares a written version of this text that she can distribute to the class.

Pre -Task

Activity (1)

Overview: The teacher shows the participants some pictures to introduce certain expressions, phrases and vocabulary.

Objectives: Participants will be prepared for the task, to engage their attention.

Procedures

1. The teacher tells the participants that they are going to be shown three pictures and are required to visualize some ideas about them.



2. The teacher asks them what they have in common, but does not correct them at this stage (i.e. s/he responds to the meaning of what they say, not the form).
3. Participants elicit embarrassing moments/feeling embarrassed. The teacher allows time for three or four suggestions and more comments from the class, without telling them if they are right or wrong in their guesses. She explains that they will find this out later.
4. The teacher might need to work on the difference between *being embarrassed* and *being ashamed*.
5. The teacher asks the participants to go over the following list quickly just to match the pictures to the situations below to understand the meaning of the expressions:

THE MOST COMMON RED-FACED MOMENTS

- a. Forgetting someone's name when introducing them
 - b. Tripping over in public
 - c. Getting someone's name wrong
 - d. Getting food stains or splashes on your top
 - e. Waving at someone and they don't see you
 - f. Getting food stuck in your teeth
 - g. Thinking someone's waving at you when they are not
 - h. Being late
 - i. Forgetting where you parked
 - j. Burping accidentally
 - k. Getting lost
 - l. Having sweat patches
 - m. Snorting while laughing
 - n. Flies/ trouser zip being undone
 - o. Swallowing food the wrong way
6. The teacher asks the participants to elicit the meaning of "red-faced" and any other expressions they might not know (e.g. *burping*, *snorting*, *flies/zip being undone*, and *swallowing*). The teacher elicits the difference between *embarrassing/embarrassed* in case participants do not know it. The teacher can use stock photos and mime to help clarify.
 7. The teacher works on the difference between situations (e) and (g).

Activity (2)

Overview: Students work in pairs and in groups to discuss the most embarrassing situations of them all and paraphrase or role play the remaining ones.

Objectives:

- To present/reinforce target language through peer-learning activities to promote critical reflection.
- To make target language personal in order to retain it better.

Procedures

1. The teacher pairs the participants up to choose the 3 most embarrassing moments in their opinion, then she groups two pairs together to decide on the worst situation for all of them.

2. The teacher elicits the groups' chosen situations and asks whether there are any situations on the list that they would not consider embarrassing at all.
3. The teacher asks students to work in groups to discuss the following questions:
 - *What would you scrap off the list to make it more representative of what makes people embarrassed? Would you add anything?*
4. Participants in pairs choose other ways (miming, role playing, paraphrasing) to explain the remaining ones.

Task Cycle

Task

Objectives: The objective is to engage the participants to discuss and talk about an embarrassing moment in their/someone's lives.

Activity (1)

Overview: Teacher shows the participants a video without sound to guess certain expressions, phrases and vocabulary. They then use the X-mind program to reflect their responses in a mind map and formulate a scenario.

Procedures

1. The teacher shows the participants the video about *Professor Kelly*, without sound, and asks the participants if they recognize him: <https://www.youtube.com/watch?v=p8nFR4sXkFE>
2. The teacher asks the participants to pose questions about the incidents of the scene and about the character, '*Professor Kelly*'.

Ex: *What is his job?*

What would the character find embarrassing?

Then, they write down these questions on the board.

3. Participants are asked to follow the instructions below:
 - **Work** with your partner and **guess** the vocabulary, phrases and expressions you may hear while watching the video. **Record** them in your notebook.
 - **Discuss** with your partner the ideas and values related to these vocabulary, phrases and expressions.
 - **Imagine** the embarrassing scene scenario: *What may the story of this man be about? Why does he feel embarrassed?*
 - **Use** the X-mind program to reflect your responses in a graphic organizer and then **write** your imagined scenario.
4. Chosen volunteer pairs are asked to write their vocabulary, phrases and expressions on board and narrate their scenario in front of the class to answer the following question and provide justification: *'How do you think this man is going to overcome his embarrassment?'*
5. Participants orally demonstrate/present their e-mind maps and share their ideas with the class.

Activity (2)

Overview: The teacher shows the participants the same video with sound to check and practice orally certain expressions, phrases and vocabulary.

Procedures

1. Participants watch the video again with sound and check their answers of the questions they have posed in activity (1).
2. Teacher gives the participants about five minutes to discuss their ideas in group and asks them to answer these questions in pairs while she does a class check:
 - *Where was he?*
 - *What was he wearing?*
 - *What did he decide to do when the children entered the room?*
 - *What was the newscaster's reaction?*
3. Participants are asked to respond according to the following instructions:

You are 'Professor Kelly', talk about yourself and what you will do after you are red-faced in this embarrassing situation.

 - **Take** your turn and **talk** about yourself and what you would do if you faced the same situation.
 - **Choose** one of your friends or a person you know who has experienced the same embarrassing moment. **Tell** us what happened with him and in what ways he has overcome it.
4. Once they have finished, teacher can ask them to choose one of the above imagined situations and write up their answers as a short article to be published on their interactive blogs.

Activity (3)

Overview: The participants talk about and discuss the embarrassing moments they experienced, and then publish their stories on their blogs.

Procedures

1. Teacher asks the participants to work in groups of three to talk about their embarrassing stories and whether something similar has ever happened to them and with whom.
2. The teacher puts the following questions on the board as talk starters and gives them a time limit of 5–10 minutes to discuss this:
 - *When was the last time you went red-faced?*
 - *What is your most embarrassing moment at school with your teacher?
How do you usually deal with embarrassment?*
 - *What is the most awkward moment you have ever experienced?*
 - *What was the dirtiest thing that you did while naked?*
3. The teacher explains that the questions are to help them start talking. Teacher asks each group members to work together, using the X-mind program, to expand their ideas and reflect on their situations concerning the given questions. Teacher tells them to try to analyze and support their reflections using mind maps.

4. Teacher circulates and listens to the participants doing the task, but avoids correcting any language at this stage.
5. Each group orally demonstrates/presents their mind maps and shares their embarrassing situations with the class. Teacher holds a class discussion.
6. Teacher asks each group to publish a written version of their embarrassing short stories and mind maps on the interactive blogs. Each group comments reflecting on the other groups' publications.

Activity (4)

Overview: The participants listen to examples to help them come up with their own ideas. They practice listening to model the following speaking activity. Teacher offers some tasks and lets them choose their task according to their level and personality.

Procedures

1. Teacher tells the participants that they are going to listen to three people from London talking about their most embarrassing moments: http://http-ws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2011/11/bbc_ee_embarrassment_with_music_111114_ee_embarrassment_audio_au_bb.mp3
2. Teacher hands out a worksheet and gives them the transcript of the tape: http://wsdownload.bbc.co.uk/learningenglish/pdf/2011/11/111101155642_bbc_ee_embarrassment.pdf
3. In pairs, participants listen to the three people on the tape narrating their most embarrassing moments. They then explain what happened to the three people in the worksheet.
4. Participants check their answers by reading the transcript.
5. Teacher asks the participants if they have understood all the words and expressions. Teacher plays the record again but just until 00:17, and asks them to underline the words stressed in the transcript.
6. Teacher asks the participants to underline the stressed words in the second paragraph before listening to it. They then listen to it and check their answers.
7. Teacher observes the participants while engaged in the activity and checks their answers, getting feedback from the whole class.
8. Teacher can ask volunteer participants to choose one embarrassing situation out of the three ones and role-play it in front of the class.
9. At the end, teacher asks the participants how they would react to each of those three embarrassing moments. They try to visualize and write a report about their reactions. They then publish their reports on their interactive blogs and reflect on each other's reactions.

Planning

Objectives: The objective is to engage the participants to prepare an oral report of their task.

Warm Up: Teacher stops the task and tells the participants that they are going to watch an online photo story e-book. It is about a girl narrating her story of a personal embarrassing moment. Teacher shows it as a live example to learn about how to design their own photo story talking e-book: www.storyjumber.com

Procedures

1. Teacher tells participants that they have to work together to prepare a summary of their discussion to report to the whole class. They have to write notes for this summary and be prepared to report this orally to the rest of the class.
2. Teacher provides the participants with a multiple choice of activities to promote speaking. Participants have to choose one to report:
 - Design a photo story e-book with your voice recorded to tell the class about one of the most embarrassing moments you heard somewhere or one you have gone through.
 - Read about the three people's embarrassing moments and design a photo story e-book to report orally to the class about them.
 - Design a photo story e-book about strategies of how to deal with embarrassing moments.
3. Teacher asks the participants to log onto www.storyjumper.com to design and author their own photo story e-books. It is an easy-to-use and free online website for free e-book creation.
4. Participants prepare a set of chosen pictures of their own, or they can use the pictures the teacher provides.
5. Participants are divided into three groups. Each group has to choose a task to work on. They write their own report and scenario then record the story with their voice.
6. Teacher sets a time limit of thirty minutes for them to do the task.

Report

Objectives: The objective is to engage the participants to present their reports and find out which photo story e-book is the most interesting one.

Procedures

1. When the groups are ready, the teacher asks a spokesperson from each group to report the group's summary to the whole class.
2. Teacher tells the class that they have to listen to each group's report and write down their notes. They can feel free to accompany their presentation with gestures and paralinguistic features.
3. Teacher monitors the participants during the preparation and reporting stage, listens to their photo story e-books and boards mistakes. Then, she gets feedback from the whole class.
4. Participants decide at the end of all the reports to vote for the funniest embarrassing moment story.
5. Teacher asks the groups to practice a whole group discussion using the notes they wrote down while listening to their colleagues.
6. After all the reports, teacher asks the participants who have the funniest embarrassing moment story to publish it on the school language journal.
7. Teacher could ask the participants who have the funniest embarrassing moment story to design a poster/brochure for their report and bring in/share for the next class.
8. Groups are then required to publish their own photo story e-books on their interactive blogs and each group comments on the other groups' publications.

Post-task listening

Objectives: For students to hear a fluent speaker doing the same task.

Procedures

1. Teacher draws the participants' attention back to the photo of her on the board and asks them to listen to her doing the same task that they did.
2. Teacher reads the text or displays the recorded photo story e-book that she made and asks the participants to examine the pictured written version of this text that she has distributed to them.
3. Teacher asks the participants some quick comprehension questions about what they heard:

Ex: *What did I say about my embarrassing situation?
What did I say about my reaction?*

When I would get driven home from school I'd always wave at the crossing guard who used to wear a blue coat and a red hat.

One day, I waved and my mum looked at me like I'd lost my mind.

It was not the crossing guard. It was a mailbox with a red hat on it.

I got my 1st pair of glasses that day, which I did not use to wear.



Language Focus

Language Analysis

Objectives: The objective is to raise the participants' awareness about the target language and to examine and discuss specific features in embarrassing moments in their/someone's lives.

Activity (1)

Overview: The teacher chooses some sentences from her text and theirs, that she has recorded on board while listening to their reports, and that include different pieces of grammar, to examine and discuss, e.g., *used to*, *did not use to*, *the simple past* and *past perfect tense*.

Procedures

1. Teacher chooses two/three sentences from her text which include the grammar *used to* and write them on the board. For example:
 - a) *The crossing guard used to wear a blue coat and a red hat.*
 - b) *I used to have short brown hair.*
 - c) *I did not use to wear glasses.*
2. Teacher checks that the participants understand the meaning of the grammatical structure in the sentences through concept check questions. For example, for c) above, the concept check questions would be:
 - *Did I wear glasses in the past? (Yes).*
 - *Do I wear glasses now? (No).*
3. Teacher explains the rules of form for *used to*:
 - *used to* + infinitive and
 - *didn't use to* + infinitive
4. At this point teacher could distribute the script of her story and ask the participants to find other examples of how she used '*used to*'. Teacher asks them to go back to their reports and find out other examples.
5. Teacher gives feedback over their mistakes and points out that in English *used to* is used to talk about states and habits that continued for a period of time in the past.
6. The same method is tackled with other grammatical structures and language features.

Activity (2)

Overview: Teacher gives the participants an embarrassing situation quiz to examine and discuss in pairs how they would deal in each situation. Each pair then chooses a situation and uses X-mind or MindMeister to visualize and invent a completely new story for which the situation applies to share on their interactive blogs.

Procedures

- Teacher asks the participants to practice the following quiz:

Pair work: Share your ideas with a partner.

Reflect orally what you would do in the following embarrassing situations, then discuss with your partner which idea you agree or disagree with and why. Talk about your suggestion to each one:

1. You are giving a presentation at work and you notice your fly (zipper) is open. Do you:
 - a) Leave it open. Focus your coworkers' attention to the presentation.
 - b) Blush, say "I'm sorry" and zip it up immediately.
 - c) Ask the prettiest girl/most handsome guy in the room to come up to the front and zip it up for you.
2. You are gossiping about someone to your friend with some insulting comments, when your friend tries to get you to stop talking. The person you were gossiping about is right behind you! Do you:

- a) Stop immediately, turn around embarrassed and say, "I'm so sorry."
 - b) Pretend you were actually gossiping about someone else.
 - c) Keep gossiping as if that person is not there.
3. Your boss has a big piece of spinach stuck in his teeth. Do you:
- a) Say as nicely as possible, "Excuse me, sir, but you seem to have something stuck in your teeth."
 - b) Do not say anything.
 - c) Try to pick the piece of spinach out of his mouth with your own hands.
4. You watch a movie with your parents and a sex scene comes on. Do you:
- a) Fast forward the DVD and say, "Sorry, I did not know that was in there."
 - b) Cheer on the two people having sex in the movie ("Yeah!!").
 - c) Just watch it hoping it does not give your parents any bad ideas about you.
- When pairs finish their oral discussions, teacher asks them to choose a situation from the quiz then create an e-mind map using the X-mind program to visualize and expand their ideas about the situation. They invent a completely new story for which the embarrassing situation applies and where they would use their imagination and visualization.
 - Each pair then publishes their written stories and mind maps on their interactive blogs and reflects on each other's publications.

Activity (3)

Overview: Participants are required to read an online article about Barack Obama's embarrassing situation. Then, the participants practice a peer interview survey.

Procedures

1. Teacher asks the participants to log onto the following website and read an article about Barack Obama's credit card problem: www.BreakingNewsEnglish.com/1410/141020-credit-card.html
2. Participants follow the following instructions:
 - **Individual/Group/Pair Work:** Individually, write five good, correct and critical questions about 'Barak Obama's credit card problem' in the table. Each student has to write the questions on her own paper.
 - Without your partner, interview 3 other participants in group. Write down their answers:

	Student 1	Student 2	Student 3
Question 1:			
Question 2:			
Question 3:			
Question 4:			
Question 5:			

- Now, return to your original partner and share your results and talk about what you found out.
 - Make mini-oral presentations to other groups on your findings.
3. At the end of the activity, teacher asks the participants to post their interview reports on their interactive blogs and comment on each other's ideas, performance and language use.

Activity (4)

Overview: Participants are engaged in group writing workshops to review each other's presented reports about their designed e-books. Then, the participants practice group discussions to compare results.

Procedures

1. Participants follow the following instructions:

- **Form** two groups who will exchange their e-book reports.
- Each group members interact with each other in a writing workshop to suggest a different strategy for dealing with the presented embarrassing situation.
- Each group narrates their own strategy while the other group listens to the narration and takes notes as they listen and comments on the opposite group's performance.

Items	Your comment
1. To what extent is the strategy logical?	
2. Did the group express their ideas in a logical sequence?	
3. What are the words, phrases and expressions used while narration?	
4. Rational behind this strategy.	
5. To what extent does the strategy differ from the original group's?	

- Groups work together, compare their notes and discuss them.

Language practice

Objectives: To give the participants some restricted written practice in the target language and to practice new words, phrases and expressions, language features and language functions that appear in the task.

Activity (1)

Overview: Participants practice writing sentences in the past using *used to* and *did not use to* then examine and discuss them with their partners then with their teacher.

Procedures

1. Teacher asks the participants to individually write down three things that they *used to* do and three things that they *didn't use to* do when they faced any embarrassing moments using the past tense.

2. Teacher monitors the participants while engaged in the activity.
3. In pairs, teacher asks the participants to check their sentences with each other, and elicits some examples to put on the board.
4. Teacher gets feedback from the whole class.

Activity (2)

Overview: The participants practice writing a review on a digital video. They then publish their video reviews on their interactive blogs.

Procedures

1. Teacher asks the participants to watch a video, entitled '*How to Deal with Embarrassment*'. It depicts people falling in different embarrassing situations and how they would react to each one: <https://youtu.be/9MW1OWcb39M>
2. Participants listen to the video carefully and try to extract as many words, phrases and expressions as they can.
3. Participants write a review for the video they watched using the words, phrases and expressions they extracted.
4. Teacher provides the participants with the necessary ways for describing their feelings, the moment, and the reactions that can help flow of writing.

Ways to describe your feelings	Ways to describe the moment
<ul style="list-style-type: none"> • I was really embarrassed when • I was humiliated when • I was ashamed when • I felt uneasy when..... 	<ul style="list-style-type: none"> • It was so embarrassing • It was humiliating • It was shameful • It was really awkward.....
Ways to describe what you wanted to do after an embarrassing moment	Symptoms of embarrassment
<ul style="list-style-type: none"> • I just wanted the ground to swallow me up • I never want to show my face there again • I just wanted to run away/cry 	<ul style="list-style-type: none"> • Turning red/Blushing • cringing • Avoiding eye contact • Shaking your head in shame • Looking down at your feet

5. Teacher then asks the participants to publish their video reviews on their interactive blogs and start commenting and reflecting on each other's ideas.

Activity (3)

Overview: Participants work in groups to play the '*Stop and Complete*' game. It is based on the video they have watched before.

Procedures

1. Teacher asks the participants to play a game following these instructions:
 - **Form** groups of four or five members.
 - **Retell** what you remember from the incidents of each of the embarrassing situations you watched using new words that you learned lately.
 - Each member of the group **completes** and **narrates** the next situation when her classmate stops.

- The winning group is the one who does not forget any details of the shots of the embarrassing situations and uses as many words and expressions as possible that are mentioned in them.
2. Teacher circulates, monitors groups while engaged in the activity and provides help and feedback when needed.

Activity (4)

Overview: The participants work in pairs and use the X-mind program to write a short paragraph about an embarrassing incident using the hints.

Procedures

1. Teacher asks the participants to remember an embarrassing incident they have experienced before to write about.
2. Teacher asks the participants to use the X-mind program to create an e-mind map to expand their ideas visualizing the situation
3. Participants work in pairs to complete the following activity:

Write a short paragraph of 75 - 100 words about an embarrassing incident when you were misunderstood. The paragraph is begun for you. Complete it using the hints given below.

I remember how embarrassed I was when

Hints

1. *Why were you misunderstood?*
2. *How did you feel: angry, upset, guilty, confused or scared?*
3. *How was the situation resolved?*
4. *What did you realize or decide to do?*
5. *Your final comments.*
6. *Any lesson that you learnt.*

Follow-up Homework

Objectives: To give participants a chance to repeat and hopefully improve the task.

Activity (1)

Overview: Participants work in pairs to create an e-mind map, design a photo story e-book using the pictures provided by the teacher in appendix (A) and publish their production on their interactive blogs. Then they start discussing and commenting on each other’s publications.

Procedures

1. Teacher asks the participants to work with a partner that they have not worked with yet during this class.
2. Teacher tells them to repeat the same task as they did at the beginning of the class, but that they should try to include the target structure *used to* and the *simple past* and *past perfect* into their writing and speaking.

3. Pairs are required to design a photo story e-book using the pictures provided by the teacher and reflect on the three methods to deal with an embarrassing moment (Appendix A).
4. Teacher tells pairs that they can use the X-mind program to expand, visualize and reflect on their ideas and to help flow of writing.
5. Once the participants have practiced together, teacher asks a pair to report back to the class what they talked about with their partner.
6. Teacher corrects what they say if they make mistakes using the target language.
7. Pairs start publishing their e-mind maps and photo story e-books on their interactive blogs: www.blogger.com
8. They can complete commenting and reflecting on each other's publications at home.

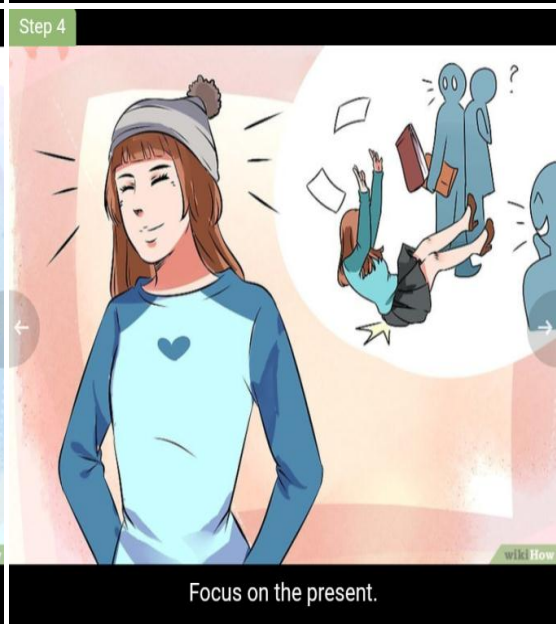
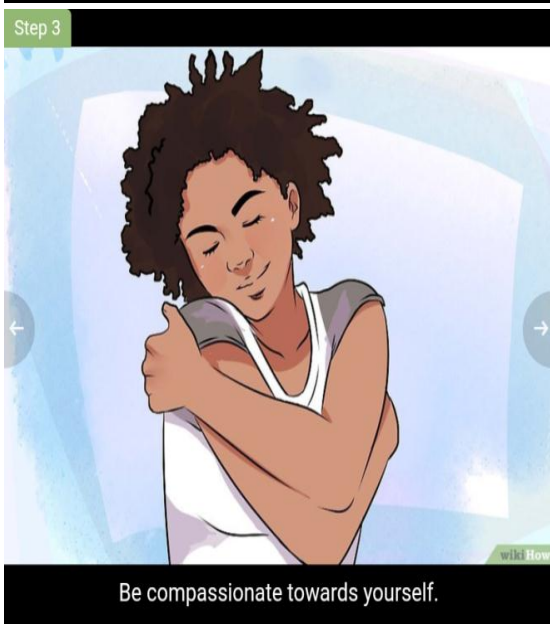
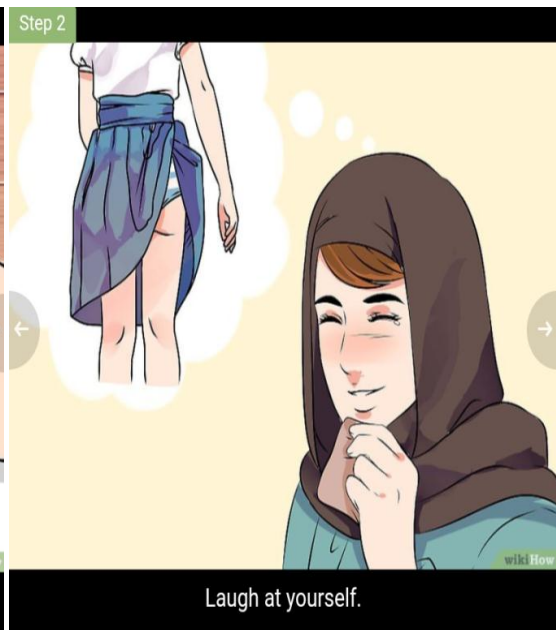
Appendix A

How to Deal with Embarrassment

Method 1: Dealing with Embarrassing Situations



Method 2: Dealing with Past Embarrassments



Method 3: Understanding embarrassment

Step 1



Recognize that embarrassment is normal.

Step 2



Learn that it is okay if people know you are embarrassed.

Step 3



Understand that some embarrassment can be helpful.

Step 4



Consider the relationship between embarrassment and perfectionism.

Step 5



Think about the relationship between embarrassment and confidence.

Task (2)

Planning a Wedding Party

Warm up: Discussion

Discuss the following unit questions with your classmates:

1. What do you think is the best age to get married?
2. What do you think about arranged marriage?

Preparation

1. For this task, the teacher prepares photographs of herself as a bride from her wedding party when she experienced some comic actions.
2. The teacher previews the pictures and asks the participants to look at each picture silently for a minute and think about what they visualize. She asks them some questions to arouse their visualization: "*What's going on in these pictures? What do you think these pictures are about?*", and elicits their visualized ideas.
3. The teacher narrates and discusses the comic actions happened to her that day referring that she was married on '*Friday of Anger*'. This makes them more interested in listening to the details.
4. The teacher also needs to prepare a short text about how the bride and groom dealt with the situation that day. In this text she includes at least two examples of wedding expressions and two examples of phrases or linguistic forms. She can either record this text as a photo story e-book to play to the students, or practice reading it out loud until she is able to 'speak' it comfortably in front of the class.
5. The teacher prepares a written version of this text so that she can distribute to the class.
6. The teacher asks two fluent speakers to show their own photos that they were previously informed to bring in class. These photos might be about the wedding of their parents, a close friend, a neighbor, or one of their family members.
7. The teacher records these two fluent speakers narrating similar comic actions they experienced in 1-2 minutes each without correction, and selects and transcribes extracts to use in class.

Pre -Task

Activity (1)

Overview: The teacher shows participants some movie tracks of Prince Harry and Meghan Markle's wedding to identify useful words, certain expressions, phrases and patterns from the text related to weddings.

Objectives: Participants will be prepared for the task, to engage their attention.

Procedures

1. The teacher tells the participants that they are going to watch a YouTube video entitled 'How Much Is the Royal Wedding Expected to Cost?': <https://youtu.be/tqUdzl3kY1g>
2. Before watching, teacher asks the participants to examine the title of the video and the provided photos. They try to focus on the visuals and visualize posing critical questions about what the incidents may be about and creating a list of words/ideas that they think might be related to the video based on visuals.



3. The teacher asks them to watch the video, then work in pairs to answer the posed questions, compare their created ideas, talk about the various wedding customs mentioned in the video with each other and discuss what they have in common with the Egyptian wedding traditions, but without correcting them at this stage (i.e. responding to the meaning of what they say, not the form).
4. Participants elicit the wedding customs they enjoyed and any words and phrases they do not know. Teacher allows time for three or four suggestions and more comments from the class.
5. Each pair will present their extracted wedding customs to the class and share the comparison they just discussed with their partner.
6. Teacher provides the participants with the following extracts and places them into groups to infer and discuss the meanings of the words in bold taken from the video:
 - Royal weddings, **mimic** fairytales.
 - The members represent distant family **fantasy** figures.
 - Many call this fascination **escapism**.
 - Meghan Markle is known for her role in the long-running legal-**intrigue** drama 'Suits'.
 - Windsor is also known for its **proximity** to Eton College.
 - Non-invitees can **congregate** around the town of Windsor.
 - Watching in person sounds **exhausting**.
 - While the guest list is a secret, there are some **predictable** attendees.
 - As for non-royals, Harry has a posse of **boisterous** friends.
 - The wedding will be a-swirl with all manner of uninformed **gossip** about the guests.

7. The teacher asks participants to elicit the meaning of any other expressions they might not know (e.g. *Non-invitees*, *attendees*, *fascination*, *swirl* and *posse*). Teacher elicits the difference between similar words in case participants do not know it.
8. The teacher holds a word/phrase discussion with the whole class to check meanings and can use stock photos and mime to help clarify.

Activity (2)

Overview: Participants do a “walkabout”. Lesson materials have been placed around the classroom. Participants have to walk around the classroom to engage with them.

Objectives:

- To present/reinforce target language through group-learning activities to promote self-expression and critical reflection.
- To make target language personal in order to retain it better.

Procedures

1. The teacher has ten printed out pieces of paper with examples of various marriage customs, traditions, and rituals from different countries and tapes them around the room.
2. Teacher asks the participants to do a “walkabout”. They are required to walk around silently and read each piece of paper. If they personally experienced a wedding tradition, they will be asked to sign their name on the paper.
3. This will get the participants out of their seats, expose them to vocabulary that is often associated with each wedding custom, and create a personal connection with the topic.
4. Participants who experienced the same wedding customs with their name written on the papers are required to work with each other in one group to discuss how they experienced them and to what extent they are similar to or different from the ones mentioned in the video or the ones in the Egyptian society context.
5. A fluent speaker from each group narrates the group's findings to the class.

Task Cycle

Task

Objectives: The objective is to engage participants to discuss and talk about wedding plans and marriage customs, traditions, and rituals in their/someone's country. Participants will do and report a relationship survey starting from dating and proposing till planning a wedding party.

Activity (1)

Overview: The teacher shows participants a movie track about dating without sound to provide voice over and act out the story.

Procedures

1. The teacher has participants work in two groups facing each other; one is facing the movie screen and the other sits with their back to it.

2. The teacher displays the first love date scene of Sarah and Ron from the muted movie *'The Longest Ride'*: <https://youtu.be/RyNCzg1Oa5c>
3. The group who can see the movie describes what is happening to the group who cannot see it. Then they exchange places and do the same task. The teacher then displays the scene again with sound.
4. The two groups are then asked to follow the instructions below:
 - **Talk** about the scene in detail.
 - **Predict** what would happen next. Will this date be enough for Sarah and Ron to know each other? Will Sarah go out with Ron again? Do you think Ron will propose to her? Why/Why not?
 - **Suggest** words, phrases and expressions evoked from the scene related to wedding and marriage.
 - **Create** an e-mind map using the X-mind program or MindMeister to visualize and expand your ideas about the story.
 - **Formulate** a script for the story using the words, phrases and expressions that you suggested using the future tense.
 - **Narrate** in your own words your predicted scenario about what would happen with Sarah and Ron to the whole class.
5. The teacher asks each group to share a personal experience. They **choose** one of their friends or a person they know who has experienced the same love story beginning and work together to do the same writing task shown in the worksheet (*appendix A*).
6. Finally, a fluent speaker from each group reads what they have written to tell the class about their personal experience.
7. Teacher asks each group to publish their written scenario of Sarah and Ron's story and e-mind maps on the interactive blog and each group comments on the other group's publication.

Activity (2)

Overview: The participants listen to the audio script of a couple and try to catch up the wedding traditions and unknown words and expressions. They then share their findings with the whole class.

Procedures

1. Teacher hands out a worksheet and gives them the transcript of the tape of Ron and Sarah's wedding plans: <https://www.esl-lab.com/difficult/wedding-plans-script/>
2. Participants **scan** the paper script and **elicit** the words that they do not know their meaning and **write** them in their worksheet.
3. Teacher tells participants they are going to listen to the same script of Ron and Sarah from London talking about their wedding plans and venues: <https://www.esl-lab.com/difficult/wedding-plans/>
4. Participants listen to the couple on the tape and try to **concentrate** on the characters' voice elements and sound intonations to **guess** the meaning of the words they wrote in their worksheets.
5. While listening to the couple on the tape, participants jot down the wedding customs they listened to and then explain what the couple has decided to do in their wedding plan in the worksheet.

6. Teacher asks participants if they have understood all the words and expressions, then asks them to work in pairs and displays the record again to:
 - **Paraphrase** the meanings of these words in their own words.
 - **Rewrite** neatly the wedding customs they jotted down.
7. Participants recheck their answers by reading the transcript.
8. Teacher asks each pair to **narrate** their findings to the whole class.
9. The winning pair is the one who explains the clearest wedding customs and the most appropriate meaning to the words.
10. Teacher observes participants while engaged in the activity and checks their answers, getting feedback from the whole class.

Activity (3)

Overview: Participants take part in an online wedding customs listening quiz, then relate the listening task to their personal lives by answering discussion questions.

Procedures

1. Teacher asks the participants to take part in an online listening quiz about Ron and Sarah's wedding plans. This link includes an online listening survey concerning the wedding customs Sarah wants to follow in her wedding party: <https://www.esl-lab.com/difficult/wedding-plans/>
2. Participants complete the quiz and publish the results on their blogs.
3. Teacher asks the participants to work in pairs to talk about the wedding traditions they experienced and discuss whether they witnessed similar wedding traditions to the ones they listened to.
4. The teacher puts the following questions on the board as talk starters and gives them a time limit of 3–5 minutes to discuss this:
 - **Tell** your partner about the last wedding you went to.
 - **Tell** your partner about the wedding customs you like and those you do not like.
 - Which do you like more now: British royal weddings in America and weddings in London or where you come from? Why?
 - Have you ever been in a royal wedding like that of Prince Harry and Meghan Markle or the one mentioned in the listening tape?
 - Which pieces of Sarah's wedding customs do you agree with? Which do you disagree with?
 - **Compare** the wedding customs you listened to and your own. If they are different, tell the differences to your partner.
 - **Suggest** some other ways of wedding celebrities for Sarah and Ron's wedding party.
 - **Take** your turn and **talk** about yourself: *If you were the bride, what wedding customs would you like to be in your wedding party?*
5. The teacher explains that the questions are to help them start talking. She circulates and listens to the participants doing the task, but avoids correcting any language at this stage.
6. Teacher asks pairs to write a report of their discussion questions telling their findings and publish it on their interactive blogs.

Activity (4)

Overview: Participants work in two groups. Each group writes a short role-play about Prince Harry and Meghan Markel or Ron and Sarah.

Procedures

1. The teacher tells the whole class that they are going to write a short role-play for the bride and groom to perform in the wedding party.
2. The teacher places the class into two groups. One group is required to write the vows Harry and Meghan might exchange. The other group writes the vows Ron and Sarah might exchange.
3. Teacher provides groups with a wedding vow creator worksheet (*appendix b*).
4. A fluent pair from each group is required to role play their written vows as a bride and a groom in front of the class.

Planning

Objectives: The objective is to engage the participants to work in groups to perform mini-tasks to complete the main task '*Planning a Wedding Party*' and prepare an oral presentation of their task to report back to the class.

Warm Up: Teacher stops the task and tells the participants that they are going to watch an online photo story e-book. It discusses Chris and Jessica's love story starting from dating till their wedding. Teacher shows it as a live example to help them create their own photo story e-books:

<https://www.storyjumper.com/book/read/73365125/SYMBOLIC-INTERACTIONISM-on-a-date#>

Procedures

1. Teacher tells the participants that they have to work in groups to plan a full wedding party to report to the whole class. They have to write notes for their discussions, prepare a PowerPoint presentation and be prepared to report this orally to the rest of the class.
2. Teacher provides the participants with a multiple choice of tasks to promote speaking. Each group has to choose one to report:
 - Create a photo story e-book with your voice recorded to tell the class about your plan of Prince Harry and Meghan Markle's royal wedding with a complete survey of the eight royal wedding traditions that Prince Harry will follow.
 - Imagine you are the bride and plan your own wedding party. Design a photo story e-book detailing your dream wedding. Include all the traditions you wish to be there and celebrate in your own future wedding.
 - Choose one of your close friends whose wedding is near and plan her wedding party. Create a photo story e-book about the most attractive wedding customs you decided to include in your plan, whether ones you heard somewhere or ones you have gone through or ones your bride friend likes to celebrate in order to report orally to the class about them.
3. Participants prepare a set of chosen pictures and photos of their own, or they can use the pictures the teacher provides.

4. Participants are divided into three groups. Each group has to choose a wedding plan to work on. Teacher asks each group to first create an e-mind map visualizing their own wedding plan using X-mind or MindMeister.
5. Each group then starts authoring their own scenario and writing their own report. They then get ready to record the story of their own wedding plan with their voices in an e-book format.
6. Teacher then asks the groups to log onto www.storyjumber.com to design and edit their own photo story e-books. It is an easy-to-use and free online website for free photo story e-book creation.
7. Teacher asks the participants to plan a wedding in their own groups guided by the following questions as a key:
 - *Whose wedding is it?*
 - *Where is it taking place?*
 - *Who is attending?*
 - *What food? What clothes? What music?*
 - *What's special about this wedding?*
 - *What wedding customs will be included?*
8. Teacher sets a time limit of 30 minutes for them to do the task.

Activity (1)

Overview: Each group starts to design their own wedding invitations.

Procedures

1. Teacher asks participants to work in 3 groups. Each group designs and creates their wedding invitation for their celebrity couple.
2. Teacher tells them they are free to use a variety of materials, such as card stock, bride and groom photos, stickers, emojis, or a design creator application.
3. Groups are instructed to use as many words, phrases and expressions as possible on the invitations and to consider the following questions:
 - *What are the names of the bride and groom?*
 - *Where is the wedding venue?*
 - *Where will the reception be held?*
 - *When is the wedding?*
 - *Where is the couple registered (for gifts)?*
4. Groups are allowed to examine an invitation sample (*appendix C*).

Activity (2)

Overview: It is a mingle activity with emphasis on oral fluency; participants practice making small talk at a wedding, share secrets and do some gossiping using expressions for telling a secret or registering surprise, family vocabulary; rhythm and stress when giving important information. They role-play eight wedding guest scenarios in pairs.

Procedures

1. Teacher elicits the names of different people and roles at the wedding (*bride, groom, best man, maid of honor, bridesmaid, father and mother of the bride/groom, etc.*).
2. In three groups, participants discuss:

- *Have any of you been one of these people at a wedding?*
 - *Tell each other what weddings you have been to and what roles you have played.*
3. Teacher tells the class that they have all been invited to a wedding party and delivers each group a copy of a wedding invitation. Each person will have a different role. The bride and groom are in the role-play; they are exchanging vows. Everybody will be gossiping about the married couple and their family! The objective of the role-play is to tell people the gossip s/he knows and to find out other gossips.
 4. Teacher explains '*gossip*' (uncountable noun) and '*to gossip*' (intransitive verb).
 5. Before participants begin the role-play, teacher tells them that they are required to follow these guidelines each time they talk to someone new:
 - *Introduce yourself and greet the other person.*
 - *Ask some questions to make a small talk (**appendix D below**).*
 - *Tell your gossip, using the sentence stems to start with (**appendix E below**).*
 - *Listen to the other person's gossip and react (**appendix F below**).*
 6. Teacher puts the phrases in the appendices on the board so that the participants can refer to them during the role-play. When the participants are ready, teacher gives out the role cards; one for each participant, and tells them to stand up and begin mingling (**appendix H below**).
 7. While participants are doing the role-play, the teacher has some background classical music playing. She circulates and takes notes of language use errors and good use of the target language, but without correcting them at this point.
 8. Teacher asks the participants to sit down again and discusses with them what they find out. She elicits things from the groups and does a quick feedback on the errors or language use she took notes on.
 9. At the end, teacher explains that in English, people usually slow down when they are giving some important information or a surprise because the important information (verbs or nouns) often will come at the end of the sentence. Then teacher writes the following sentence stem on the board:
 - *Now listen to me carefully, because I am only going to say this once...*
 Then she asks them to try to say something surprising to their partner, but beginning with these words and pausing. Teacher gives them an example of something surprising. Then they do it in pairs, working on rhythm.
 10. After the participants have sufficient time to role-play the scenarios, teacher asks for volunteers to role-play a few of the scenarios in front of the class.

Activity (3)

Overview: Participants work in their groups to perform the rest of the wedding planner's mini-tasks to complete the main task.

Procedures

1. Teacher divides participants into 3 groups. Each group is required to do the following sub-tasks to complete their wedding plan:
 - Imagine you are a wedding guest and write responses in the couple's wedding activity book to the following:

- a) *What is the most romantic place we should visit?*
- b) *What is the secret to a happy marriage?*
- c) *Write your special wishes for the bride and groom?*
- d) *Write your favourite bride or groom memory.*
- e) *Where do you see us in 25 years from now?*
- f) *Write your predictions about: name of our first child, date of birth, names and birthdates of later children.*
- g) *Write a bucket list for the bride and groom. Leave a note, a plan, or an adventure that we promise to complete in a lifetime.*

- **Be a spy guest.** Use your camera to look around and hunt for pictures that need to be found! Shoot away to complete the list and capture the moments the photographer may have missed: a group photo of everyone at your table, bride and groom laughing, the bridesmaids, the groomsmen, the first dance, the bride's dance with her father or with friends, bride and groom holding hands and anything that catches your eye. Write a comment or a message next to each photo you spied and stick them in the wedding guest book.
 - **Help** the lovely bride and groom **write** their vows. Feel free to complete the vow creator worksheet below (*appendix B*).
 - **Suggest** top 8 father-daughter foreign dance songs.
 - **Write** your wishes and advice to the couple (*appendix G*).
 - **Describe** your reaction and emotions when you first heard that your couple will get married.
 - **Try to guess** the words and phrases written with emojis in the bridal emoji pictiory worksheet below (*appendix I*), then **write** a meaningful sentence in each line. The winning group is the one with the most correct answers.
 - **Film** a video clip message for the newlyweds and upload it on blogs.
 - **Suggest** honeymoon trip ideas for the newlyweds.
 - **Investigate** the wedding traditions above. **Discuss** with your group which one to include in your wedding plan and **justify** why, and which one to exclude and **justify** why.
2. After the groups finish the task and sub-tasks, they start creating their e-mind maps using the X-mind program or MindMeister and designing their photo story e-books. They then prepare an oral presentation of their production to report back to the class.

Report

Objectives: The objective is to engage the groups to orally present their wedding plan reports demonstrating their mind maps and e-books, then exchange their written wedding plan reports and compare results.

Procedures

1. When the groups are ready, the teacher asks a spokesperson from each group to report the group's findings to the whole class.
2. Teacher tells the class that they have to listen to each group's report and write down their notes. They can feel free to accompany their presentation with gestures and paralinguistic features.

3. Teacher monitors participants during the preparation and reporting stage, listens to their wedding plans included in their e-books and boards mistakes. Then, she gets feedback from the whole class.
4. Participants decide at the end of all the reports to vote for the funniest and most interesting wedding plan e-book.
5. Teacher asks the groups to practice a whole class discussion using the notes they wrote down while listening to their colleagues.
6. Teacher asks each group to reflect on other groups' wedding plan reports and compare results. Participants of the same group work together to complete the table below then change partners and share what they wrote. They change and share again:

Wedding Tradition	Plan Similarities	Plan Differences	Words, Phrases, Expressions they used	Agree/Disagree and why?
Guests				
Food				
Venue				
Music				
Flowers				
Honeymoon				
Other traditions				
What's special				

7. After all the reports, teacher asks the groups who have the most interesting and special wedding plan to publish it on the school language journal.
8. Teacher could ask the group who has the most interesting wedding plan to design a poster for their newlyweds and bring in/share for the next class.
9. Groups are then required to publish their own mind maps and photo story e-books on their interactive blogs. Each group comments and reflects on the other groups' publications.

Post-task listening/speaking

Objectives: For participants to hear a fluent English speaker doing the same task then they present their own. Participants then reflect new items through prior knowledge in various contexts.

Procedures

1. Teacher draws the participants' attention back to the photos of her as a bride and asks them to listen to her doing the same task that they did. She talks about the wedding customs she experienced and the ones she was not able to experience because of the confusions happened that day of '*Friday of Anger*', and explains how the bride and groom dealt with the situation that day.
2. Teacher reads the text or displays the recorded photo story e-book that she made and asks the participants to examine the written version of this text that she has distributed to them.
3. Teacher asks the participants some quick questions about what they heard to check their comprehension:

Ex: *What would you do if you were a bride getting married in 'Friday of Anger' or in a revolution time like 25th January's?*

What would your and the groom's reaction be?

What wedding customs do you think you would be celebrating?

4. The teacher asks two fluent speakers to imagine and visualize the situation and narrate their responses to the whole class.
5. Teacher then asks the participants to individually write down five important pieces of information they have learned from the task that they would make use of in their daily lives someday.
6. After each participant has completed this task, teacher asks the participants to pair up, share their lists with each other and then brainstorm in their pairs how they would implement the information they wrote into their daily lives.
7. Teacher then holds a whole-class discussion and asks the participants to read one of the items on their list, while the teacher creates a class list on the board. The participants will not be able to repeat what another participant has said.
8. After a class list has been created, teacher asks for volunteers to explain how the information on the board could be used outside of class. They try to demonstrate providing meaningful examples.
9. At the end, participants are required to publish their own lists on their blogs in order to reflect on each other's authentic information.

Language Focus

Language Analysis

Objectives: The objective is to raise the participants' awareness about the target language and to examine and discuss specific features in planning wedding parties in their own/a commoner's/someone royal's lives.

Activity (1)

Overview: The teacher selects some sentences and extracts from her text and theirs that she has recorded on board while listening to their reports to use in class. These extracts include different pieces of grammar to examine and discuss, e.g., *be married* and *get married*, *be engaged* and *get engaged*, the future tense and present continuous tense for the future.

Procedures

1. Teacher chooses three or four sentences from her text, the listening script, e-books and their reports which include pieces of grammar and write them on the board. For example:
 - a. *More people **will be paying** attention to the couple's families.*
 - b. *Why don't we **get married** by the waterfall*
 - c. *We're **going to love** our honeymoon in Salt Lake City.*
 - d. *The Royal wedding is near and Americans **will be** excited.*
 - e. *Ron's family **is arriving tomorrow** morning about 7.30.*
2. Teacher checks that the participants understand the meaning of the grammatical structure in the sentences through concept check questions, e.g., for e) above, the concept check questions would be:

- *Is Ron's Family arriving in the present time? (No).*
 - *Is Ron's Family arriving in the near future? (Yes).*
3. Teacher explains the rules of form for expressing future:
 - *Will + infinitive* and,
 - *Am/is/are +v+ ing*
 4. At this point teacher could distribute the listening script and the script of her wedding day story and ask the participants to find other examples of how *the future* and *phrases of marriage* are used. She asks them to go back to their reports and find out other examples.
 5. Teacher gives feedback over their mistakes and points out that in English *the present continuous* is sometimes used to talk about the future when an action or a situation is part of a plan/an arrangement/an intention, with words or phrases which refer to future time or the context leaves it very clear.
 6. The same method is tackled with other structures and language features.

Activity (2)

Overview: Participants are required to read an online article about the royal wedding of Prince William and Kate Middleton. Then, they practice a pair interview discussion and publish a report on their blogs.

Procedures

1. The teacher asks the participants to log on to:
http://www.BreakingNewsEnglish.com/1102/110218-royal_wedding.html
 and read an article about the royal wedding of Prince William and Kate Middleton and the 1,900 royal wedding invitations sent.
2. Teacher asks the participants to work in pairs to examine the article and extract then discuss examples of how *the future* and *phrases of marriage* are used and write them down.
3. Participants then formulate future questions on the sentences they extracted using the words and phrases of marriage they found.
4. Participants look back at the article and thoughtfully pose other critical questions they would like to ask their partners about.
5. Each participant interviews his partner asking him his questions.
6. Teacher then asks each pair to practice a pair interview discussion using the question cards she gives them:

Discuss with your partner the following questions using the words and expressions from the article or your own:

Student (A)'s Questions (Do not show these to student B)

- a) *What did you think when you read the headline?*
- b) *What do you think of royal weddings?*
- c) *Would you like to go to Prince William's wedding?*
- d) *What's a fairytale wedding? Describe one.*
- e) *Do you think Prince William and Kate might prefer a smaller, more private wedding?*
- f) *What do you think the dinner celebration will be like?*
- g) *What wedding present would you buy William and Kate?*

Student B's Questions (Do not show these to student A)

- a) *Do you think royals should only marry royals and not commoners?*
- b) *Why is the media so interested in William and Kate?*
- c) *What do you think of the idea of royal families?*
- d) *What do you know about William's mother, Princess Diana?*
- e) *What advice would you give to Kate about joining a royal family?*
- f) *What pressures are there on a royal marriage that might not be there for commoners' marriages?*

- 7. Teacher circulates and monitors pairs while engaged in the activity.
- 8. Teacher then asks each pair to write a report about their discussion and publish it on their blogs to reflect on each other's reports.

Activity (3)

Overview: Participants are engaged in group discussions then in writing workshops using X-mind or MindMeister. Each group then interviews the other groups and reviews each other's interview reports to present a comparative report then share it on their interactive blogs.

Procedures

- 1. Teacher places the participants into 3 groups. Each group is required to hold a group discussion to describe the wedding customs and guests' roles in their Egyptian culture and how they are similar to or different from American weddings or royal weddings.
- 2. Each group is required to create an e-mind map using X-mind or MindMeister to expand and reflect on their ideas visualizing the compared items.
- 3. Each group then follows the instructions below:
 - Write a short compare and contrast paragraph expressing the ideas you discussed in your group and visualized in your mind map. You can use the following sentence frames to help guide your writing:
 - a) *In my culture, weddings are _____, but in American culture, weddings are _____.*
 - b) *One difference between American weddings and _____ weddings is _____.*
 - c) *I prefer _____ weddings because _____.*
 - **Group Interview Survey:** Write three good and correct critical questions interviewing the other two groups about what they have written and discussed in the table below. Each group has to write the questions on their own worksheet.
 - When you finish, interview the other two groups. Write down their answers and your comments in the table:

	Group 1	Group 2	Comments
Question 1:			
Question 2:			
Question 3:			

- Now, in your own group, discuss and reflect on your results with each other and talk about what you found out, then
 - Write a detailed analysis report of your findings concerning the other two groups' work: what language use errors you noticed, what wedding customs expressions they used, what points of comparison they talked about, and any comments you would like to add.
 - Groups then will exchange their reports to review each other's reflection and compare results.
 - Write another comparative report in which you compare your group's work and the other groups' work: compare the wedding customs and guests' roles they wrote about and the wedding expressions they used.
4. Each group makes mini-oral presentations to the other groups on their findings and demonstrates their own mind map.
 5. Groups then are required to publish their comparative reports and their own mind maps on their interactive blogs and reflect on each other's publications.

Activity (4)

Overview: Participants examine a wedding photo posted on facebook about a wedding held during the Corona Virus pandemic time and write a predictive short essay using X-mind or MindMeister.

Procedures

1. Teacher shows the participants a wedding photo and tells them that this wedding was held in the last 25th April, 2020 during Covid-19 pandemic. Since the couple was unable to invite guests, they thought of posting a memory photo with each one of them on their seats.



2. Each pair works together to:
 - **Examine** the wedding photo above.
 - **Create** an e-mind map using X-mind/MindMeister then **write** a short description about the effect of Covid-19 pandemic on marriage at the present time using the simple present. **Use** precise nouns and strong verbs to make your writing powerful.
 - **Write** your imagined futuristic vision scenario of this wedding.
 - **Discuss** with your partner the following questions using the future tense:

- a) *Do you agree with the idea of this wedding? Why/Why not?*
 - b) *What do you think about weddings in the Coronavirus pandemic time?*
 - c) *What wedding traditions will future couples follow during Corona virus pandemic time?*
 - d) *Do you think that Corona virus would cause the marriage percentage to decrease or increase? Why?*
 - e) *How will this affect life aspects in the Egyptian society?*
3. Teacher circulates and monitors pairs while engaged in the activity.
 4. Volunteer pairs demonstrate their mind maps, written work and the results of their discussion questions in front of the class.

Activity (5)

Overview: In groups, the participants match the wedding tradition with its origin and discuss their viewpoint about each one.

Procedures

1. Teacher places the participants into three groups and gives each group a copy of the wedding traditions worksheet to examine (*appendix J*).
2. Each group examines the wedding customs and follows the instructions below:
 - **Match** the wedding tradition with its origin.
 - **Reflect** your viewpoint about each one identifying the main ideas, values and feelings related to concepts, words, and phrases in each one.
 - **Talk** about which one you would like to include in your dream wedding and **justify** why.
 - **Compare and contrast** how they are similar to or different from the Egyptian wedding traditions.
3. Each group makes mini-oral presentations to other groups on their findings.
4. Teacher records a short video clip for each group narrating their findings in 2-4 minutes each and publishes them in their interactive blogs.
5. Each group comments on the opposite groups' performance and ideas. Groups have online argumentations as a follow-up activity.

Language practice

Objectives: To give the participants some restricted oral and written practice in the target language and to practice new words, phrases, expressions and language features that appear in the task.

Activity (1)

Overview: Participants practice role playing the listening script of Sarah and Ron talking about their wedding plans.

Procedures

1. Teacher hands out the listening script of Ron and Sarah's wedding plans: <https://www.esl-lab.com/difficult/wedding-plans-script/>
2. Teacher **scans** the script of the conversation with the participants and **elicits** the words they do not know on the board and checks the words, phrases and customs with the participants after discussing them in groups.

3. Participants listen to the recording and read along with the conversation. They review the key vocabulary and the sample sentences: <https://www.esl-lab.com/difficult/wedding-plans/>
4. In pairs, participants practice role playing the conversation standing up in two lines facing each other, following these stages:
 - **Control:** The participants read the conversation from the listening script.
 - **Semi-control:** Participants in one of the lines close their listening script.
 - **Free:** They close their listening script, acting freely.
5. Teacher **records** a fluent speaking pair from each group doing the task (1-2 minutes each), selects and transcribes extracts. Teacher identifies useful words, phrases and patterns from the recordings, classifies them into semantic, functional, or structural categories to analyze and discuss with them in class.

Activity (2)

Overview: In pairs, participants use the X-mind program to create an e-mind map then practice writing a story in the future using *future tense* and *present continuous* and examine and discuss them with their teacher.

Procedures

1. Teacher tells the participants that they are going to write their predictions about Prince Harry and Meghan Markle’s royal marriage using different ways of expressing future.
2. Participants work in pairs to create an e-mind map using X-mind or MindMeister to expand their ideas visualizing the incidents of their predicted story and then complete the following activity:

Write a short story of 75-100 words about Prince Harry and Meghan Markle's married future. The paragraph is begun for you. Complete it using the hints given below.

It is expected Prince Harry and Meghan will go on honeymoon the following day. After that they will.....

Hints

- *In your opinion, do you think Meghan Markle will encounter problems fitting in with the royal family? Explain why or why not.*
 - *What pressures on a royal marriage that might not be there for commoners’ marriages would you like to warn Meghan of?*
 - *Do you think Meghan Markle will follow the royals? Explain why or why not.*
 - *Will she like to become a part of the royal family? How would she feel: excited, upset, happy, confused or scared?*
 - *What advice would you give to Meghan about joining a royal family?*
 - *What would she decide to do if she felt uncomforted with this royal marriage?*
 - *Your final comments and any lesson that you learnt.*
3. After writing their story, the participants, in pairs, examine their texts and edit any errors that they notice. Teacher circulates and monitors participants while engaged in the activity.

4. The participants then orally practice their narration in pairs before rewriting an improved version of their text.
5. The teacher provides feedback about the correct use of language features and also gets feedback from the whole class.
6. Volunteer pairs demonstrate their e-mind maps and narrate their predicted story in front of the class.
7. Teacher asks them to publish their mind maps and their stories on their blogs to comment and reflect on each other's production.

Activity (3)

Overview: Participants work in pairs to write a short compare and contrast paragraph and a letter.

Procedures

1. Teacher asks the participants to work in pairs following these instructions:
 - **Write** four sentences that compare and contrast the wedding customs in Prince Harry and Meghan Markle's royal wedding and Ron and Sarah's common wedding. Choose verbs, nouns and phrases from the list below or use ones of your own.

Royal Wedding: *lack of privacy, attend, public events, celebrities, dinner party, world royals, to gossip, sent out*

Common Wedding: *honeymoon, reception hall, guests, ceremony, drop the petal, ring bearer, serve, bridesmaids*
 - **Write** a short letter to the first couple Prince Harry and Meghan Markle and to the second couple Ron and Sarah. **Ask** them three critical questions about their wedding. **Give** them three pieces of advice for their married future.
 - **Give** your letters to another pair and also **receive** letters from them. They will **read** your letters and **write** back a short reply to answer your questions.
2. Chosen pairs read their letters and replies in front of the class and receive oral feedback from the teacher by identifying two strengths and one weaknesses of their writing.

Follow-up Homework

Objectives: To give the participants a chance to repeat and hopefully improve the task.

Activity (1)

Overview: Participants work individually to create a recorded video clip and publish it on their interactive blog. Then they start discussing and commenting on each other's publications.

Procedures

1. Teacher asks each participant to create a video clip of themselves narrating their own experience with a special wedding they attended. They talk about the photos they took that day and describe their feelings using the hints below:

- How did you feel when you first saw the bride and groom's entrance?
- What wedding present did you buy for the couple?
- What memories did you record?

2. Participants publish their video clips on their interactive blogs and comment on each other's publications: www.blogger.com

Activity (2)

Participants, in pairs, write a magazine article about being a royal and include imaginary interviews with princes and princesses. They publish their articles on the blogs. Their peers read and reflect on what they wrote and start online discussions.

Activity (3) 1-Minute Free Writing Exercise

Teacher allows the participants one minute to write down one new idea they learned from the task. Teacher also asks them to write down one thing they did not understand in the task and then teacher reviews the responses as a class.

Appendix (A)

ZACH & MADDY'S
love story

When Zach met Maddy, it was _____ at first sight.
(noun)

He couldn't believe his _____! She smelled like _____
(body part) (noun)

and walked as graceful as a _____. He _____
(animal) (verb)

over to say " _____ " and introduced himself. She
(exclamation / catch phrase)

was so _____. She had seen him around and thought he was
(emotion)

super _____. They _____ for a while and then
(adjective) (verb)

exchanged _____. On their first date, they _____
(plural noun) (verb)

at the _____ and he couldn't keep his _____ off of her.
(location) (body part)

After a _____ night, he was _____ to bring her home.
(adjective) (emotion)

She _____ looked at him and said " _____ "
(adverb) (song title)

and he just knew, he had to _____ her again. Since then, they have
(verb)

been inseparable and he started calling her his " _____ "
(adjective) (animal)

story by _____
(your name)

Appendix (B)

wedding

VOW Creator



Bride's Vows

My dearest _____, words fail to express the _____ in my _____
when I think about how much you mean to me. I vow to _____
you always, _____ you as the _____ man that I have
come to cherish. Together we _____ build a(n) _____ home
and fill it with _____, family, and _____. And I _____ never
stop _____ you until the day that I _____

Groom's Vows

My beloved _____, I never _____ that I would _____ someone
as _____ as you. Your _____ just _____,
leaving a(n) _____ smile on my face. I promise to _____
you every morning and wrap my _____ around you every night.
I vow to _____ my _____ with you, to strive to become the
_____ you deserve, and to _____ with you forever.

Appendix (C)



Appendix (D): Questions to make small talk at a wedding

Are you a friend of the bride or the groom?
What do you do then? (Informal, asking about work)
Have you known the bride/groom long?
It's a lovely wedding isn't it?
I don't think we've met, my name is...
Isn't it a beautiful day for a wedding?
Doesn't the bride look wonderful?

Appendix (E): Sentence stems for a surprising aspect or a secret

I shouldn't really say this but...
I know this isn't the time to talk about it, but...
Did you know that...
You may not believe this but...
Well, I heard that...
Please don't tell anyone I told you...
Somebody told me that...

Appendix (F): Reacting to surprising news

Really!
No way!
I can't believe it!
You're kidding!
That's terrible!

Appendix (G)

 **ADVICE FOR THE** 
Bride & Groom

A few words of advice as you enter this holy union. Under no circumstances should you ever _____

Always _____

Never _____

Sometimes you have to _____

Keep a sense of humor when discussing _____

Don't forget to _____

Remember that a lasting marriage is built on _____ & _____

I wish you both _____

Love, 

Appendix (H): Role Cards

<p>You are Kylie Griffith, a friend of the groom's. You are the owner of a well-known nightclub. You know the groom has lots of girlfriends and he likes to go to nightclubs. He met his bride at one!</p>	<p>You are John Ronald, a friend of the groom's family. You are a retired doctor. You know the groom's father has serious financial difficulties. It is good that the bride's family is rich!</p>
<p>You are Paul Jones. You are a friend of the groom's. You are a medical student. You know that the groom's parents have been divorced for two years.</p>	<p>You are Diana Williams, a friend of the bride's. You are a hairdresser. You know that the bride worked as a dancer in a famous nightclub.</p>
<p>You are Ann Meller, a friend of the bride's mother. You are a widow. You heard that the bride's father has a secret girlfriend, a young woman from the city.</p>	<p>You are Peter Mina, a business associate of the bride's father. You don't trust the groom or his family. In your opinion, they are all dishonest.</p>
<p>You are Debbie Harris, a friend of the bride's father. You are actually his secret girlfriend, but do not tell anyone! You are a dance instructor. You know that the bride went to university only because her father paid a lot of money.</p>	<p>You are Jennifer Johns, the maid of honor. You know the bride for 15 years. You work as a model. You know that the bride was secretly engaged to your brother for many years but they broke up.</p>

Appendix (I): Bridal Emoji Pictionary

Try and guess the words and phrases written with emojis.
The person with the most correct answers WINS!

		RIGHT	WRONG
1.		<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>
6.		<input type="checkbox"/>	<input type="checkbox"/>
7.		<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>
9.		<input type="checkbox"/>	<input type="checkbox"/>
10.		<input type="checkbox"/>	<input type="checkbox"/>
11.		<input type="checkbox"/>	<input type="checkbox"/>
12.		<input type="checkbox"/>	<input type="checkbox"/>
13.		<input type="checkbox"/>	<input type="checkbox"/>
14.		<input type="checkbox"/>	<input type="checkbox"/>
15.		<input type="checkbox"/>	<input type="checkbox"/>

Appendix (J): Wedding Traditions Worksheet



Match Each Wedding Tradition With Its Origin!

1. Bride Stands on the Left of Groom	A. To Distract Wedding Guests and Spread the Bride's Good Luck
2. Bride Carries a Bouquet	B. The Noise Scares away Evil Spirits
3. Groom Wears a Boutonnière	C. To Bid His Singles Days Goodbye
4. Groom Tosses the Garter	D. If the Groom Drops the Ring, the Marriage Would Be Doomed
5. Bride Wears a Veil	E. Symbolizes A Shared Future
6. The Couple Cannot See Each Other before the Ceremony	F. A Trend Inspired by Queen Victoria
7. Groom has a Bachelor Party	G. Wearing A Lady's Colors Displays His Love
8. A Flower Girl Drops the Petals	H. To Prevent Them from Having Second Thoughts about the Wedding
9. A Ringbearer Brings the Rings	I. To Prove Her Worthiness
10. Bride Wears Something Blue	J. To Confuse Evil Spirits about Who Was the Real Bride
11. The Couple Cuts the Wedding Cake Together	K. To Mask the Smell of Body Odor
12. Cans Tied to the Wedding Car	L. Guests Collect Crumbles As Token of Good Luck
13. Bride has Bridesmaids	M. The Smell Wards off Evil Spirits
14. Bride Wears a White Gown	N. His Right Arm Must Be Free to Defend His Bride
15. Cake is Served to the Guests	O. To Ward off Evil Spirits by Disguising the Bride

Task (3)

Preparing a News Bulletin

Warm up: Discussion

Discuss the following unit questions with your classmates:

1. Do you like watching TV bulletins and listening to newscasts?
2. How do you know about current events?

Preparation

Warmer (1)

1. For this task, the teacher displays the title, '*Communicating through Newspapers and Newscasts*', to arouse the participants' visual thinking and asks them to think about the topic silently for a minute and about what they would visualize. She asks them some questions to arouse their visualization: "*What do you think the topic is about? What do you think you will see?*" The teacher then elicits their responses but without correction.
2. Teacher introduces the topic and explains what a news bulletin is and that it is a short news announcement of an ongoing news story/newsflash for immediate publication or broadcast.
3. Teacher holds up a local newspaper and asks the participants what they know about newspapers in general: *What are the different types of things that you can find in a newspaper? How can you find the different sections? What is your favorite section?*
4. Teacher asks the participants to work in pairs and make a list with their partners. Participants then share their answers as a class. Teacher brainstorms a few and builds a list on the board.
5. Without correction, teacher selects and transcribes extracts to use in class; teacher goes over tricky words and concepts as they arise.

Warmer (2): Mix and Match Headlines, Stories and Photos

1. Teacher collects ten news stories/articles and cuts up the story texts, headlines and photos into three separate piles.
2. Teacher numbers each headline from (1) to (6) and assigns a letter, from (A) to (F), to each story text and mixes them up.
3. Teacher challenges participants in groups to see who can correctly match each headline to the correct text and photo in the shortest amount of time. When they are done, they can fill out this handout:

Directions: Write the six headlines from the mix and match contest in the spaces below. After each headline, write down which of the six key news questions (Who? What? Where? When? Why? and How?) that a headline answers for you:

Headline 1: _____

Headline 2: _____

Headline 3: _____

Headline 4: _____

Headline 5: _____

Headline 6: _____

What conclusions can you draw about what makes a good headline from the six above? _____

Pre -Task

Objectives: Participants will be prepared for the task, to engage their attention. Target language will be presented/reinforced through pair/group learning activities to promote self-expression and critical self-reflection.

Activity (1)

Overview: Teacher shows the participants some online newspapers to identify useful words, certain expressions, phrases and patterns from the text related to news casting.

Procedures

1. Teacher tells the participants that they are going to scan different online newspapers that suit their tastes on: <http://www.guardian.co.uk/> , <http://www.bbc.co.uk/worldservice/>
2. Teacher places the participants into groups, gives one worksheet per group to record their findings and asks them to play the 'News Scavenger Hunts' game.
3. Teacher provides them with a list of things to find on the digital newspapers. Teacher writes the items list on the board for participants to see and sets a time limit. Participants might hunt in the paper for:
 - Grammar-related terms and words (a present-tense verb, a past-tense verb, a proper noun, an abbreviation, and a list separated by commas).
 - Scavenge the main sports page for a list of sports-related terms and the main weather page for weather-related items.
 - Hunt for as many nouns (or proper nouns, or verbs) they can find in a story or on the front page.
 - Hunt for (A to Z) adjectives. Each participant writes the letters from A to Z on a sheet of paper and search the entire newspaper for an adjective that begins with each letter. They extract the adjectives from the newspaper and write them on their list.
4. Participants are also required to find the information below as fast as possible:
 - a comic strip with an animal
 - an editorial cartoon
 - today's weather forecast
 - a column that gives an advice
 - information about a cultural event
 - the title of a story which occurred in your local area
 - the title of a story that contains the name of a country other than USA
 - A job advert
 - Some good news or favourite news item and some bad news
 - Reference to a famous political figure
 - News about a star

5. The group that finds the most is the winner! The winners tell the class what page the items are on. Teacher discusses/gives clues if they do not know what something is.

Activity (2)

Overview: Participants play the *'Listeners/Speakers Face off'* game to continue talking about the prompts in the cards.

Procedures

1. It is a *'Pairs, Groups'* activity. Teacher divides the participants into two rows facing each other and assigns one row the role of listeners and the other row the role of speakers. Teacher tells the participants that the person sitting across from them is their partner.
2. Teacher stands behind the listeners and holds up a prompt card for the speakers. Teacher tells the speakers to read the words on the cards out loud and to continue talking until she changes the card:
 - *The newspaper that my family reads is...*
 - *What I like about reading the newspaper is...*
 - *What I don't like about reading the newspaper is...*
 - *My favorite newspaper is...*
 - *My favorite section of the newspaper is...*
 - *The section I never read is...*
3. Teacher tells the participants to stick to the following game rules:
 - Listeners are not allowed to turn around and look at the teacher or cards.
 - Listeners are not allowed to speak.
 - Speakers must keep talking until the stem sentence card is changed.
4. After flashing half of cards to the speakers, teacher goes to stand behind the speakers and tells the class to change roles.
5. Teacher repeats the activity with new speakers and listeners, using the remaining cards.
6. For feedback, teacher brings the class back together as a group and asks: *What did you find out?* She has a class discussion.

Activity (3)

Overview: Participants do a “walkabout”. Various newspaper articles are placed around the classroom and participants have to walk around the classroom to engage with them: solve a wall quiz, hunt treasures, summarize an interesting one and guess newspaper lies. This helps them make the target language personal to retain it better.

Procedures

1. The teacher writes a list of critical questions based on a selection of ten printed out newspaper articles, and distributes a copy of the quiz to teams of five students. Teacher pins up the articles around the room and asks the participants to walk around the room trying to find answers to the critical questions.
2. The winning team is the first to find all the answers and hence gets extra points. Each team presents their findings to the other teams.
3. If any of the participants is personally attracted to an interesting newspaper article during their “walkabout”, they will sign their name on the article.

4. This will get the participants out of their seats, expose them to the vocabulary that is often associated with each question purpose, and create a personal connection with the topic.
5. Participants whose names are written on the same newspaper article are required to work with each other as one group to discuss and summarize it to the other groups, changing some details and explaining why they admired it.
6. They also have to report about the newspaper lies; they try to guess which of the facts are true and which have been changed. This can lead to interesting discussions about current issues.
7. Each group makes mini-oral presentations to other groups on their findings and narrates their summary and lie guesses.

Activity (4)

Overview: Participants play the 'Guess' game; they try to guess a headline out of the given words and guess an article out of the formulated headline. They write stories/articles using words cut from headlines.

Procedures

1. Teacher collects newspaper headlines of different interests, usually ones that involve an exciting/unusual story, and cuts apart the words in each headline and puts them in a large paper bag.
2. Teacher places the participants into five groups and puts a handful of words on each group's desk, or has each group pull at least ten words out of the bag.
3. Teacher tells the groups to put the words together to form a headline and attach the headline to a sheet of paper using a tape or paste.
4. Each group comes up with a short story or an article to go with the headline without being worry about the language they use.
5. Each group reads aloud their own versions and teacher gets everyone involved by holding a vote for the funniest/most original story for each headline.
6. Teacher monitors groups, listens to them narrating their stories and boards mistakes, but avoids correcting any language at this stage.
7. Teacher compiles the finished stories into a 'class newspaper' and publishes it on their interactive blog to practice online group discussions and comment on each other's stories.

Task Cycle

Task

Objectives: The objective is to engage the participants to discuss and talk about a variety of media related themes. Participants will do a complete media related survey to decide on what should be included in the news bulletin so that they become able to create and act out a two or three minute newscast.

Activity (1)

Overview: Participants, in groups, discuss what makes a good news story then choose an online news story of current events to elicit the 5 W's and analyze its content and finally share their ideas as a class.

Procedures

1. Teacher asks the participants to work in groups to brainstorm the characteristics of a good news story and records their ideas on the board. Key components that should be included on the list include:
 - Attention getting headline
 - Containing strong 5 W's and H (*who, what, when, where, why, and how*)
 - Use of quotes (what others said about the topic of the story)
 - Real facts
 - A strong summary
 - Story arrangement (presenting information from most to least important)
2. Teacher introduces the participants to the 5 W's found in most news stories and tells them that, often, the five Ws are introduced in a story's opening paragraph. Teacher creates an overhead transparency of a major news story and invites them to talk about the *who, where, when, what* and *why* of the story. Teacher circles and labels the areas of the story that tell each of the 5 W's.
3. Teacher then facilitates a short class discussion encouraging them to answer this question about what makes a story newsworthy: *What does make newscast editors around the world make decisions about which stories they will publish? Why is it news?* Among the reasons participants might come up with are:
 - **Timeliness:** News of interest that happened today or is happening now.
 - **Relevance and Proximity:** The story happened nearby; the closer a story hits to home, the more newsworthy it is.
 - **Magnitude:** The story is great in size or number (i.e. a tornado that devastates a community would be very newsworthy).
 - **Unexpectedness:** Something unusual, or that occurs without warning.
 - **Oddity:** A unique or unusual situation.
 - **Impact/Significance:** News that will affect a large number of people.
 - **Prominence:** When famous people are affected, the story matters, i.e., a car accident involving a family vs. a car accident involving the president.
 - **Conflict:** A major struggle in the news.
 - **Reference to something negative:** Bad news often "sells" better than good news.
 - **Emotions/Human Interest:** Emotions such as fear, jealousy, love, or hate increase interest in a story.
 - **Progress:** News of new hope/achievement/improvements.
4. Teacher places the participants into three groups and tells them that they are going to log onto the following BBC news website: <https://www.bbc.com/news/live/world-52597437>
This link includes a live reporting to a series of news stories of current events.
5. Teacher asks each group to choose a news story that interests them.
6. Each group lists on a separate sheet of paper the *who, when, what, where,* and *why* of the story; they briefly describe the factual content of the story related to the 5 W's and the H. Then the groups' papers are collected and redistributed so no group has its own sheet.
7. Each group takes a look at their 5 W's list and writes the opening paragraph of a news story based on that information.

8. At the end of the activity, teacher provides them with the script of the original stories. Groups share their stories and the original stories to discuss and compare how accurate their stories were.
9. Groups then report to the class the findings of their discussion and comparison.
10. Teacher then distributes the **News Story Analysis Worksheet**, one for each group, and asks the groups to follow the instructions below:

Group Discussion: Using the news story provided, analyze the content to learn more about the topic of news story, referring back to the news story in your answers when appropriate.

- a. What was the headline for the story?
 - b. Talk about why each of those stories made headline news.
 - c. Discuss the effectiveness of the headline in summarizing the story and getting your attention.
 - d. How did the story's end summarize the main ideas and provide closure?
 - e. Discuss the accuracy of the facts used in the story. Provide examples.
 - f. Reflect your viewpoint about the topic of the news story.
 - g. In what way did the use of quotations...
 - add to the credibility of the story?
 - make the story more interesting?
 - present differing points of view about the topic?
 - h. Comment on the use of the following throughout this story:
 - active voice
 - precise, concise wording
 - interesting and varied word choices
11. Each group makes mini-oral presentations to other groups on their findings. They share their answers and ideas then discuss the answers as a class.

Activity (2)

Overview: Participants watch a one minute BBC newscast round up of current world news headlines and predict content. Then, they know about media-related words and vocabulary in order to use and practice while scripting out a short newscast.

Procedures

1. Teacher tells the participants that they are going to watch a one minute BBC newscast round up of the current international news headlines during the last few days once without the sound:
<https://www.bbc.com/news/av/10462520/one-minute-world-news>
2. In three groups, they try to focus on the visuals to:
 - **Predict** what you think the news headlines might be.
 - **Suggest** words, phrases and expressions evoked from the visuals related to each news story.
 - **Formulate** a script for each news story using the words, phrases and expressions that you suggested.
 - **Narrate** in your own words your predicted scenario about what might be happening in each current event news.
3. Participants listen to the newscast with sound to check their predictions.

4. Participants watch the newscast twice more to take notes of typical phrases used to introduce various reports, as well as make transitions. They also write down the key words (the nouns, adjectives and verbs) and expressions used.
5. Participants, in their groups, try to create an e-mind map using X-mind or MindMeister to expand their visualization of each news headline story and to connect and reflect on the whole events.
6. Next, each group writes down sentences scripting out a short newscast using the key words, phrases and expressions, thinking about the function words (the prepositions, the articles, the adverbs). Teacher observes the groups.
7. Teacher invites groups to look at the stories' headlines that have made the one minute newscast and to talk about why each of those stories made headlines and why editors decided to put the story on the newscast: *Which reason(s) on the discussed list in activity (1) would explain the newsworthiness of the story?*
8. Finally, each group reads what they have written to tell the class about their newscast script and demonstrate their mind maps.
9. Teacher listens to the participants doing the task, but avoids correcting any language at this stage, selects and transcribes extracts to use in class and gets feedback from the whole class.
10. Teacher asks the groups to comment on the following questions:
 - *As you watched and learned more about the topic of this news story, did it make you want to learn more or take action in any way? Explain.*
 - *In your opinion, why it is important to be informed about news that impacts you or your community/world both directly and indirectly?*
11. Teacher asks the groups to publish their written newscast scripts and their mind maps on the interactive blogs to discuss and reflect on each other's viewpoints and publications.

Activity (3)

Overview: Participants discuss questions and guess the meanings of some words taken from a Ted talk related to fake news. They then watch the Ted talk and do some tasks. At the end, they play an online game.

Procedures

1. Teacher tells the participants that they are going to watch a Ted talk entitled, '*How false news can spread*'. It is about fake news and how we can stop their spread: <https://ed.ted.com/lessons/how-false-news-can-spread-noah-tavlin>
2. Before watching, teacher asks the participants to examine the title of the video and the provided picture and to try to visualize the related ideas. Then, they individually create a list of words and ideas that they think might be related to the picture and the Ted talk.



3. Teacher provides the participants with the following extracts and places them into groups to predict and discuss the meanings of the underlined words taken from the video:
 - *We should not tolerate this biased media coverage.*
 - *The newspaper is accused of publishing sensationalist stories of murders.*
 - *The report presented fabricated evidence which was really ridiculous.*
 - *There are so many pseudoscientific beliefs, e.g., astrology.*
 - *Judges need to be impartial to make objective decisions.*
4. Participants work in their groups to examine the sentences and complete the definitions below with the underlined adjectives used to describe media/news:
 - a. _____: falsely or mistakenly claimed or regarded as being based on scientific method.
 - b. _____: something false which is invented or produced in order to deceive someone.
 - c. _____: preferring one person, thing, or idea to another in a way that is unfair.
 - d. _____: not connected to or influenced by one particular person or group.
 - e. _____: presenting events in a way that makes them seem as exciting or shocking as possible.
5. Groups express their opinions in a short discussion about fake news and media. They follow the instructions below:

Discuss the following questions with your classmates to guess detailed information about fake news:

- *How do you keep up with the news?*
 - *Do you trust the information you get? Justify.*
 - *Are media in your country biased? In what way?*
 - *How can you know that the information you read/heard is not fabricated?*
 - *What do you know about fake news?*
 - *Before watching the video, explain what a quote attributed to Mark Twain means to you: “A lie can travel half way around the world while the truth is putting on its shoes.”*
6. Participants then watch the Ted talk and work in their groups to:
 - **Elicit** any words, phrases and expressions you do not know.
 - **Talk** about what is happening in detail.
 - **Write** four sentences at least that describe circular reporting and fake news as you understood from the Ted talk.
 - **Discuss** the following questions with your group members:
 - a. *What examples of circular reporting does the speaker mention?*
 - b. *How do wikis contribute to circular reporting?*
 - c. *What can we do to avoid circular reporting according to the video?*
 - d. *Have you seen people sharing fake news on social media pages? What types of behaviors did you notice when it happened?*
 - e. *What impact do you think fake news has had on you, or on people in your life? What impact do fake news sites have on election?*

7. Each group shares what they have just written and discussed with the class. Teacher holds a word/phrase discussion with the class to check meanings.
8. At the end of the activity, participants are asked to log onto the website below. It allows them to play an online game, '*Factitious*', based on presenting some examples of news stories about the Covid-19 pandemic. Participants have to guess what news is true and what is fake. Scores are published on their blogs: <http://factitious.augamestudio.com/#/>

Activity (4)

Overview: The participants watch the Global News Report video and play the '*News Scavenger Hunt*' game. They then create an e-mind map, rewrite a news report and share their findings with the whole class.

Procedures

1. Teacher tells the participants that they are going to watch the Global News Report video, entitled '*Fake News*' explained: *How disinformation spreads*, from Global News channel: <https://youtu.be/8fQdzVbQ1aU>
2. Teacher places the participants into three groups, hands out one worksheet per group and encourages groups to play the '*News Scavenger Hunt*' game.
3. Teacher provides the groups with a list of things to find. While listening to the Global News report, each member in the group is responsible for hunting for one piece of news information and its relevant words and jotting them down in their worksheet. They are required to hunt for:
 - A political news and a list of politics-related terms
 - A sports news and a list of sports-related terms
 - A weather forecast and a list of weather-related terms
 - A social news/ a world current event
 - A famous character news
 - An advice and related phrases
 - grammar-related terms (a present-tense verb, a past-tense verb, a future tense verb, 5 adjectives and 5 proper nouns)
4. After finishing their treasure hunt, teacher asks the groups to:
 - **Paraphrase** the meanings of these words in their own words.
 - **Create** an e-mind map using the X-mind program or MindMeister to visualize and expand their ideas and details about each piece of news information they hunted.
 - **Rewrite/Reedit** the news information they hunted using the relevant words and items they jotted down.
 - **Decide** justifying which one is real news and which is fake.
5. Teacher asks a fluent speaker from each group to **narrate** their findings to the whole class and **demonstrate** their mind maps.
6. The winning group is the one who catches up as many items as possible and narrates the clearest news report and most appropriate meaning to the words.
7. Teacher observes the groups while engaged in the activity, checks their answers, and finally gets feedback from the whole class.
8. Teacher asks the groups to publish their written news reports and mind maps on the interactive blogs to discuss and reflect on them.

Planning

Objectives: The objective is to engage the participants to work in groups to perform mini-tasks in order to complete the main task, '*preparing a news bulletin*'. They will practice the presentation that will focus mainly on the spoken ability and other language production abilities so that the participants become familiar with preparing an oral presentation of their task to report back to the class.

Warm Up: Teacher stops the task and tells the participants that they are going to watch an online two minute clip of a news bulletin from BBC World News channel to give a real world experience focusing on the spoken form; to give them hands-on experience using formal and informal varieties of spoken English; and to help them prepare their own news bulletin. The teacher briefly discusses the bulletin with possible varieties of speech: <https://www.bbc.com/news/av/10462520/one-minute-world-news>

Procedures

1. Teacher tells the participants that they are going to work together in groups to prepare and present a two or three minute news bulletin to report to the whole class. They have to write notes for their discussions, prepare a PowerPoint presentation and be prepared to report this orally to the rest of the class.
2. Teacher provides the participants with a double choice of tasks to promote speaking. Each group has to choose one to report:
 - Prepare a news bulletin, including the headlines, special reports, interviews, the sports news, the weather forecast, a gossip report from Hollywood, on-the-spot report, and perhaps some footage from a story (if you like acting!).
 - Imagine you are John Oliver, the famous sarcastic newscaster, and prepare your own comic newscast. Do the same previous task in a comic way including the headlines, special reports, interviews, the sports news, the weather forecast, a gossip report from Hollywood, on-the-spot report, etc. Include all the comic elements you wish to be there in your sarcastic newscast show. You can watch John Oliver's newscast show about Coronavirus to help you prepare a similar one: <https://www.youtube.com/watch?v=4EqftCI2tUE>
3. Teacher asks the participants to log onto the following link that includes a great supply of the online version for most newspapers: <https://www.theguardian.com/international>
4. Participants search the link for recent newspapers and articles and select current news headlines that interest them. They jot down important ones of their choice that cover the different newscast items and save the relevant photos and pictures to the events. This helps them decide on what should be included in the two minute news bulletin and in their news story e-books.
5. Teacher tells them that their newscast should be based on news headlines selected from online newspapers. With a smart phone, the teacher will film the news casting while each group is acting out their newscast show to the class.
6. Teacher provides each group with a transcript of a typical newscast to read so that the groups can prepare a similar one (*appendix A*).
7. Participants are divided into groups of six. Each group has to choose a newscast task, according to their own interest, to work on. They brainstorm the list of news headlines and try to come up with a news story for each headline.

8. Teacher asks the groups to create an e-mind map using the X-mind program or MindMeister to visualize and expand their ideas and details about each news headline and its related news story.
9. Each group starts writing their own news report and news scenarios. Teacher provides them with helping transition phrases and news casting language functions as a key (*appendix B*).
10. After they finish, groups are required to log onto www.storyjumper.com to design their news story e-books including the different newscast headlines and news stories and pasting the relevant photos and pictures they saved before.
11. Teacher sets a time limit of 45 minutes for them to do the task.

Activity (1)

Overview: Guided by the *News Story Project Guide*, the participants work in their groups to develop their own e-mind maps and write a news bulletin script of their own including the headlines' news stories.

Procedures

1. Teacher explains to the groups that now they have learned about and analyzed an example of strong news writing, they will be writing a news bulletin script of their own to role play in front of the whole class. She distributes the *News Story Project Guide* and reviews the project guidelines with them.
2. After selecting their own current news headlines, from the online newspapers, which they will use as the focus of their news stories, they start a group discussion to collect the facts for their related news stories. Then, they record all of their notes/facts.
3. Each group develops their own e-mind map, organizes their news stories and makes a list of each news story-related information and facts, putting the data in order from most to least important.
4. Each group writes their news stories and makes sure that they include all of the required elements listed below:
 - Attention getting headline
 - A strong lead containing 5 W's and H
 - Quotations (people like to hear what others have to say about the topic of the news story)
 - True, accurate facts and a strong summary
 - Information presented from most to least important
5. Each group members work together to edit their work, checking that all the required parts listed above are included and verifying that they have used the following in their writing style:
 - active voice
 - precise, concise wording
 - interesting and varied word choices
 - unbiased reporting
6. Teacher circulates and takes notes of language use errors and good use of the target language but without correcting them at this point.
7. When groups finish and all of the news stories' projects have been completed, teacher discusses with them what they have found out, elicits things from the groups and does a quick feedback on the language use errors she took notes on.

Activity (2)

Overview: It is a mingle activity with emphasis on oral fluency; the participants will practice acting out their newscast to be presented as a newscast show using media-related vocabulary that cover the themes and basics of news casting such as: phrases to introduce various reports and reporters, transition phrases suitable to various language functions, expressions and phrases for chatting or gossiping and phrases for responding, rhythm and stress when giving important information. They role-play six scenarios of news story items individually or in pairs.

Procedures

1. Teacher elicits and discusses different roles in news broadcasts including anchorperson/news reporter, meteorologist, and sports reporter, gossip reporter, on-the-spot reporter and interviewees.
2. In five groups, participants discuss and study media-related vocabulary covering these roles and related to the themes and basics of news casting.
3. Teacher invites the participants to watch a YouTube video of a typical newscast together as a class to have a chance to become familiar with a range of reports: <https://www.youtube.com/watch?v=WEwbtywE8mE>
4. Participants watch the newscast a second time to take notes of typical phrases used to introduce various reports and reporters, as well as to make transitions.
5. Teacher reviews and divides transition phrases in sections with participants matching language functions to appropriate phrases:

Newscaster Language Functions

Match the following purpose to the jargon phrases that follow. Once you've matched the phrases, come up with two additional phrases that might be used to accomplish the same function:

- Opening the newscast
- Announcing the headlines
- Introducing the weather
- Cutting to a commercial
- Transitioning to a new story
- Introducing live coverage
- Introducing the sports segment
- Interrupting the newscast for breaking news
- Using pleasant small talk to finish the news
- Signing off from the broadcast

Broadcast Jargon Phrases

- a. Excuse me, we have a developing situation ...
- b. Good evening and here is tonight's important news.
- c. Hi Steve, we're on the ground here in downtown ...
- d. How about that game last night!
- e. It's pretty wet out there, isn't it?
- f. Let's get out there and enjoy some of the good weather.
- g. Let's turn to a story about ...
- h. Stay tuned, we'll be right back.
- i. Thank you for tuning in. We'll be back at eleven with important updates.
- j. Tonight's stories include ...

6. Teacher asks the participants to write out two alternate phrases for each language function, then, as a class, reviews possible phrases and writes phrases on the board so that the participants can refer to them during the role-play.
7. Teacher asks the groups to read the transcript of a typical broadcast that she provided them with before (*appendix A*).
8. Next, teacher asks the participants to work in groups of six to script out short newscast roles, with each participant responsible for her own role and report, and guided by the role cards worksheet (*appendix C*). One participant should take on the role of the anchorperson, one as the weatherperson, one as a sports reporter, another as a gossip reporter from Hollywood, another as a reporter on assignment in China, another as an on-the-spot reporter, one as an interviewee, etc. They add the news stories they wrote before.
9. Teacher circulates, reviews the participants' scripts when needed, and helps out with transitional language.
10. Teacher has the groups practice the news casting roles until they can deliver the news comfortably with little reference to the script.
11. When the groups are ready, teacher tells them to hold the role cards to be only used when needed; one for each participant.
12. Teacher asks each group to stand up and begin news casting for two or three minutes with the modulated voice of a broadcaster.
13. While the participants are doing the role-play, the teacher circulates taking notes of language use errors and good use of the target language, but avoids correcting them at this point.
14. Teacher asks the participants to sit down again, discusses with them what they have found out, elicits things from the groups and does a quick feedback on the errors or language use she took notes on.
15. Teacher comments on each group's performance. Peers are also encouraged to give feedback.

Activity (3)

Overview: A peer Interview Survey: Participants work in pairs to step into the role of a news reporter carrying out an interview with three of the selected celebrities; a politician, an actor, an economy expert, etc. They then broadcast the interview report in their news bulletin later on.

Procedures

1. Teacher asks the participants if they would like to be news reporters justifying why or why not, and who they would like to interview if they were news reporters for a day.
2. Participants then work in pairs. They choose someone famous they know to interview (a politician, musician, model, chef, writer, etc.) or anyone who is in the news for some reason and whom they heard about in news by chance.
3. Teacher tells them the scenario: *Participant A (the news reporter) pretends she is a long-time friend of the famous character in the news (Participant B)*. The scenario is that the two friends, who have not met for many years, suddenly bump into each other. It was long time to see; they must catch up with all their latest news. They must talk about the past, what it is like to be a president/an actor, etc., in addition to discussing the issue in the news item.
4. Participants follow the instructions below:

- **Individual/pair work:** Individually write three good and correct critical interview questions in the table. Each participant has to write the questions on her own worksheet.
- Without your partner, interview three other participants (three different celebrities).
- Decide who will role play the news reporter and who will role play the interviewee, and then turn roles.
- Besides the interview questions, each news reporter tries to make up three things the world does not know about the character in the news.
- Each news reporter writes down the answers of the three famous characters in the following table:

	Character 1	Character 2	Character 3
Question 1:			
Question 2:			
Question 3:			

- Now, return to your original partner. Share your results, talk about what you both have found out, compare the things you have written down and discuss how plausible they are.
5. Fluent pairs perform their interview in front of the class, imagining as if they are on a TV news programme, and present their findings.
 6. At the end of the role play, participants write an interview report to be published in their school newspaper and on the interactive blogs.

Activity (4)

Overview: Participants work in groups to perform some of the sub-tasks of news casting to complete the main task such as charting the weather and preparing a sports news report and an on-the-spot scenario.

Procedures

1. Teacher divides the participants into three groups. Each group is required to do the following sub-tasks to complete their newscast:
 - **First Task: Charting the Weather:**
 - a) Teacher asks the participants to log onto the online newspaper website and investigate the weather page in an online newspaper of their choice: <https://www.theguardian.com/international>
 - b) They might follow the local weather for a week and create charts and graphs to show the ups and downs of temperatures. They are also free to follow the weather of a different city in the United States (or the world) for a set period.
 - c) Participants can use the collected information to compare weather (high and low temperatures, total precipitation, sky conditions, etc.) in different places.
 - d) Participants can use the *Meteorologist/Weatherperson* role card (*appendix C*) to write their weather forecast.

- **Second Task: Preparing a Sports News Report**
 - a) Teacher asks the participants to log onto the online newspaper version and investigate the sports page in an online newspaper.
 - b) They might follow the local sports in Egypt, or they are free to follow the latest sports news of a different city in the United States (or the world).
 - c) Participants can use the *Sports Reporter* role card (*appendix C*) to write their sports report.
 - **Third Task: Preparing an On-the-Spot Scenario**
 - a) Participants are free to choose one of two activities. **First**, they can include the interview role-play with the three celebrities that they did in the previous activity in order to perform during their own news casting.
 - d) **Second**, they can imagine a scenario for a current event to cover live. In this case, they can use the *On-the-Spot Reporter* role card (*appendix C*) to write their live coverage report.
2. Teacher asks the groups to create an e-mind map using the X-mind program or MindMeister to visualize and expand their details about each news item in order to ease their writing.
 3. Teacher circulates reviewing the participants' scripts when needed.

Report

Objectives: To engage the participants to orally present a two/three minute news bulletin demonstrating their mind maps and e-books, then exchange their written news bulletin scripts and reports and compare results.

Procedures

1. When the groups are ready, the teacher asks each group to stand up and begin news casting for two or three minutes.
2. Each member plays her assigned role with the modulated voice of a broadcaster. They report the group's findings to the whole class.
3. Teacher tells the class that they have to listen to each group's news casting show and write down their notes. They can feel free to accompany their presentation with charts, graphs, pictures, gestures and paralinguistic features.
4. Teacher monitors the participants during the preparation and reporting stage, listens to their newscasts and e-book demonstrations, and boards mistakes. Then, she gets feedback from the whole class.
5. Participants decide at the end of all news casting shows to vote for the funniest and most interesting newscast and news story e-book.
6. Teacher asks the groups to practice a whole class discussion using the notes they wrote down while listening to their colleagues.
7. Teacher asks the groups to exchange their news bulletin scripts and reports to compare results. Members of the same group work together to complete the table below then change partners and share what they wrote. They change and share again:

Newscast Items	Newscast Similarities	Newscast Differences	Words, Transition Phrases, Expressions, Language Functions they used	Agree/Disagree and why?
Headlines				
Anchoring				
Weather Forecast				
Sport News				
On-Spot News				
Gossip News				
Interviews				
What's special				

8. Teacher asks each group to share their news stories with another group and encourages evaluation of their news stories by asking them to analyze their stories using the same *News Story Analysis Worksheet* they completed before in the task cycle, activity 1.
9. At the end of the activity, teacher offers choices for the groups to create their final news bulletins using one or two of the formats listed below:
 - Posting written news stories as a text document on the interactive blog.
 - An audio version of the news stories that could be presented as a podcast.
 - Airing video productions of the newscasts that could be displayed or posted on video sharing websites or aired as part of a school news program.
10. Groups are then required to publish their own e-mind maps and news story e-books on their interactive blogs. Each group reflects and comments on the other groups' publications.

Post-task writing/speaking

Objectives: For participants to repeat the fun with a similar task through providing a dramatic script for a silent TV advertisement track. They hear a fluent English speaker doing the task. Participants then reflect new items through prior knowledge in various contexts.

Procedures

1. Teacher asks the participants to watch the silent animated TV advertisement track about '57357 hospital': <https://youtu.be/hGwDgj1P35M>
2. Teacher divides the class into two groups. Each group is required to perform two tasks:
 - They imagine a scenario for the silent movie track. They are required to create an e-mind map using X-mind or MindMeister to visualize and expand their details about the story and then write a story script for it.
 - They take screenshots from the movie track for each scene. They then use the 'story jumper' website to produce the story in a photo story e-book format. They enter the written scenario of each screenshot narrating the scene, and provide voice over for each scene acting out the story.

4. Teacher asks a fluent speaker from each group to narrate their story to the whole class, demonstrate their mind map and present their photo story e-book.
5. Teacher then asks the participants to individually write down five important pieces of information they have learned from the task that they would make use of in their daily lives someday.
6. After each participant has completed this task, teacher asks the participants to pair up, share their lists with each other and then brainstorm in their pairs how they would implement the information they wrote into their daily lives.
7. Teacher then holds a whole-class discussion and asks the participants to read one of the items on their list, while the teacher creates a class list on the board. The participants will not be able to repeat what another participant has said.
8. After a class list has been created, teacher asks for volunteers to explain how the information on the board could be used outside of class. They try to demonstrate providing meaningful examples.
9. Groups publish their mind maps and e-books on their interactive blogs and comment on each other's publications: www.blogger.com

Language Focus

Language Analysis

Objectives: The objective is to raise the participants' awareness about the target language and to identify and use the language of news reporting. Participants are expected to be able to:

- Identify and write an effective 5 W introduction
- Identify and use the language features of a news report, explaining the purpose of each, which include:
 - ▶ **Formal, concise language** with **short sentences**, rather than descriptive narrative writing
 - ▶ **Third person** and usually **past tense**, although note that the final paragraph may switch to **future tense**
 - ▶ **Direct speech** using the **reporting verb**, such as '*said*', rather than 'fiction-sounding' verbs such as '*whispered*', or '*cried*'
 - ▶ **Reported speech** to paraphrase what someone said. *Gareth Southgate said that he was excited about the new England squad.*
 - ▶ **Relative clauses** to explain who the sources are. *Gareth Southgate, England manager, said 'I believe this is a squad that we can be excited about.'*
- Use formal and concise language to convey factual information
- Concerning **writing – grammar and vocabulary:** Recognize and select vocabulary appropriate for formal news reporting and learn grammatical structures

Activity (1)

Overview: Teacher selects three paragraphs and asks the groups to decide the most effective 5 W paragraph. Then, she holds a class discussion.

Procedures

1. Teacher places the participants into groups and gives them three paragraphs to identify the appropriate, effective 5 W introduction.

Which 5 W Paragraph is the most interesting and concise?

Fire-fighters arrived early this morning to tackle a blaze at a factory that makes plastic. They attempted to put out the fire for several hours but the blaze continued and a 'firenado' occurred.

A "firenado" has been spotted by fire-fighters in Derbyshire while they were tackling a blaze at a plastics factory today.



On Tuesday 7 August fire-fighters who were tackling a blaze at a plastics factory in Derbyshire spotted a "firenado".

2. Groups decide which 5 W paragraph they think is the most effective. Teacher discusses groups' ideas as a class, considering what the most interesting or important information is within this news story:
 - Which paragraph starts with the most interesting or important information?
 - Which paragraph is the least effective 5 W paragraph? Why?
3. Teacher then provides the correct answer to discuss as a class:

It includes all of the 5 Ws in one short, clear sentence and starts with the most interesting w (what)!

what

who

where

why

when

A "firenado" has been spotted by fire-fighters in Derbyshire while they were tackling a blaze at a plastics factory today.

4. Teacher then asks the groups to use the 5 Ws from their own news reports, to write an introduction paragraph, making sure that they begin with the most interesting and important information.

Activity (2)

Overview: Groups play 'Spot the News Report' game then they re-edit an informal report using formal and simple news report language.

Procedures

1. Teacher asks each group to read different accounts of the same news story in order to identify which is written in the style of a news report (**appendix D**):
 - Which one is the news report?
 - How do you know?
 - How is the news report different to the others?
 - Which words or phrases sound like news report language?
2. Teacher then uses groups' ideas to add language features to the class' 'News Report Toolkit':

- *Can you identify all of the language features in the news report?*
 - *What is the purpose of each language feature?*
 - *How do the language features help to convey information to the reader?*
3. Teacher asks each group to read the 'Informal Report' which contains too much descriptive and informal language. They first identify examples of unnecessary descriptions and inappropriate language, and then rewrite the statements using the formal and concise language of news reports. For support, groups can refer to *News Reporting Language (appendix E)*.

Nav's Informal Report: Nav wrote a news report, but it is too informal and too descriptive! First, find the informal words and phrases that Nav used. Then, rewrite each paragraph using formal, simple news report language:

Crawling desperately, loads of poor, starving homeless people went to the centre of jam-packed Reading yesterday for a special, luxury pampering day run by kind, local businesses, who gave up their precious time to help out. What heroes!

The amazing pamper day was organized by an awesome ethical clothing company called 'More Lord London' who kindly give loads of their incredible clothes to homeless people for free all the time – they obviously care so much!

As the sun began to set, happy, smiling faces could be seen from all around. Then, just as they thought it was all over, the lucky homeless people were given goodie bags to take away with them. Women got luxury, silky pots of hand and face cream and men got snazzy caps and nice smelling deodorants.

As he watched the event unfold with tears in his eyes, John-David Vance, chief executive of More Lord London, cried: 'We need to do more to help the homeless! The truth is that homelessness isn't going away. Events like these can help their short and long term pains a little easier for them. We hope they leave us feeling loved.'

4. Groups rewrite their paragraphs using appropriate sentence starters or subordinating conjunctions to form complex sentences, and then they swap their reports and decide whether the written sentences are adding contrasting, additional or chronological information.
5. Teacher then provides the groups with the actual article to compare their findings and holds a class discussion providing feedback.

Activity (3)

Overview: Groups practice paraphrasing by turning quotes into reported speech and add relative clauses into direct and reported speech of some TV news.

Procedures

1. Participants work in groups to practice the skill of paraphrasing by turning quotes into reported speech. Teacher asks them to complete the following table:

Reported Speech	Direct Speech
Ed Sheeran, award-winning pop star, announced that his cats have set up their own Instagram account.	
	David Walliams, a judge on Britain's Got Talent, said: "Simon Cowell's face is always changing. He always looks a bit different every time I see him."
Unai Emery, Arsenal's new manager said that his team is ready to win back their place in the top four of the Premier League.	
	A Spokesperson for McDonalds said: "Our customers told us they wanted to see a ban on plastic straws. That's why we've decided to replace plastic straws with paper ones in our UK stores."

- Teacher asks them to use their bank of quotes from their interviews to practice writing direct speech and reported speech sentences for their news reports then they swap their sentences with each other and read each other's aloud before providing feedback.
- After looking at the conventions of relative clauses as a class, teacher asks the participants to add the relative clauses into direct and reported speech of the following TV news:



Photograph: Yui Mok/PA/

Ed Sheeran announced more dates for his European tour.



Photograph: Brian Snyder/ Reuters/

Donald Trump said: "I loved my previous life. I had so many things going on. This is more work than in my previous life."



Photograph: David Levene/ The Guardian/

J.K. Rowling said: "I hope you all fall in love with the show as much I did when I read the script."



Photograph: Joseph Okpako/ Getty Images/

In an interview with the Guardian, Stormzy confirmed that his first album only took 10 months to produce.



Photograph: Danny Moloshok/ Reuters/

Rihanna said: “So now that I’m 30, are there things I’m supposed to do? What do you do at 30?”



Photograph: Joe Giddens/ PA/

Tim Peake said that it’s really difficult to describe what it’s like being in space .

Activity (4)

Overview: Groups watch a BBC newscast and do a news treasure hunt. They then create an e-mind map to visualize ideas and help them write a newscast report. They exchange reports to play 'You Be the Editor' game.

Procedures

1. Teacher tells the participants that they are going to watch a BBC newscast about global Covid-19 updates and its impact on health, business and travel, politics, entertainment, and economy:
https://www.bbc.com/news/video_and_audio/headlines/52508831/coronavirus-how-long-it-takes-to-recover
2. Teacher places them into groups and asks them to examine the newscast carefully to do a news treasure hunt. They try to hunt for:
 - Some good news and some bad news
 - Reference to a famous political figure
 - Gossip news and favorite news item
 - Main headlines about Coronavirus
3. Teacher asks each group to create an e-mind map using X-mind or MindMeister to visualize and expand their details/ideas and help them write a formal newscast report discussing the accuracy of the facts used in the news stories: *How do you know that the sources used were reliable and accurate? Provide specific examples.*
4. Groups then exchange their newscast reports and edit each other’s work verifying that they have used the following in their writing:
 - active voice
 - precise, concise wording
 - interesting and varied word choices
 - unbiased reporting
 - Quotations of what others said about the topic of the story
 - True, accurate facts
 - A strong summary
 - Information presented from most to least important
5. Teacher invites the groups to 'edit' the swapped news report free of errors and rewrite the report to catch ten errors of punctuation, capitalization, grammar or other language features learned before.

6. A fluent speaker from each group orally presents their findings and demonstrates their mind map in front of the class commenting on the use of all the required parts listed above throughout the swapped news report. Teacher gets feedback from the whole class.
7. Teacher asks groups to publish their news reports and mind maps on their interactive blogs to reflect and comment on each other's work.

Language practice

Objectives: To give the participants some restricted oral and written practice in the target language and to practice new words, phrases, expressions and language features that appear in the task.

Activity (1)

Overview: Participants work in pairs to talk about and discuss various quotes about news and media and orally express their viewpoint to class.

Procedures

1. Teacher asks the participants to work in pairs to talk about and discuss some quotes with a partner. They should say if they agree or disagree and justify why.
2. In pairs, participants give a percentage to each of these quotes to show how far they agree with them. (e.g., “I 80 percent agree with the first one”; “I only 10 percent agree with the last one.” etc.).
3. Teacher asks pairs to follow the instructions below:

Share your ideas with a partner:

Which quote of the following do you agree or disagree? Why?

Give a percentage then reflect your suggestions to each one in 2 sentences.

- *You can't believe anything you read in the newspapers.*
 - *The media has no respect for the lives of normal people.*
 - *All the news you hear is bad news.*
 - *Famous people earn a lot of money from being in the news. They shouldn't complain when reporters follow them.*
 - *We need to see what is happening in the world. Visual images are important for us to be able to understand.*
 - *We don't need to see the horrific things that happen in the world. The images on TV give us much detail and invade privacy of real people.*
 - *The world is getting smaller as news is travelling faster.*
 - *Within 10 years newspapers won't exist, as we'll get our news online.*
 - *Bad news travels fast.*
4. Teacher can brainstorm functional language for agreeing and disagreeing on the board and encourage the participants to use the language in their discussions.
 5. Chosen pairs orally reflect and express their viewpoint for each quote in front of the class justifying their percentage.

Activity (2)

Overview: Participants watch a Ted talk about the Coronavirus outbreak then create an e-mind map to help them write a detailed news report describing some of the experiences they passed by. They compare the Covid-19 threat to other threats and share their findings with the class.

Procedures

1. Teacher tells the participants that they are going to watch a Ted talk for Bill Gates, entitled '*The next outbreak? We're not ready | Bill Gates*', talking about the Coronavirus's next outbreak and the need for understanding Covid-19 and how we should respond to the Coronavirus pandemic:
http://www.youtube.com/watch?v=6Af6b_wyiwI
2. Participants watch the Ted talk carefully a second time and try to catch up a bank of quotes, phrases and expressions related to the topic and jot them down.
3. Teacher then places them into groups and asks each group to create an e-mind map using X-mind or MindMeister to visualize and expand their details/ideas and to help them write a detailed news report describing the event and using the formal and concise language of a news report. For support, groups can refer to *News Reporting Language (appendix E)*.
4. Teacher asks them to use the bank of quotes they jotted down from the Ted talk to practice writing direct speech and reported speech sentences for their news reports, and to add the relative clauses explaining who the sources are into the direct and reported speech of the news stories in the Ted talk.
5. Participants work in their groups following these instructions:

Write a detailed news report describing the pandemic event that affects our planet's health and safety using the question hints given below to add more details to your report. Choose some of the experiences listed below to describe at the end of your report with at least six sentences about it.

<ul style="list-style-type: none"> • Stay at home • Wearing safety masks • Buy hand sanitizers • Make a disease or health problem leave someone's body • Fears about no cure for the virus 	<ul style="list-style-type: none"> • Buy lots of food • Hospital phone numbers • Trying to get people to do something • A physical or mental sign which shows someone could have a disease or health problem
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Hints:

- *What are nations doing for a possible major viral outbreak?*
 - *What are the fears the Coronavirus might do?*
 - *How does the virus pass from person to person?*
 - *What are the effects Coronavirus might cause on world economy?*
6. Each group then compares the Covid-19 threat with other threats: *How serious are these threats to the world? How can we reduce them?* They complete the following table with their peers. Then, they change partners and share what they wrote.

Threat	How Serious?	How to Reduce Them?
Coronavirus		
Global warming		
Nuclear war		
Terrorism		
Overpopulation		

7. Each group orally demonstrates their findings and mind maps with the class. The teacher provides feedback about the correct use of language features and also gets feedback from the whole class.
8. Teacher asks groups to publish their news reports and mind maps on their interactive blogs to reflect and comment on each other's work.

Activity (3)

Overview: Participants work in groups to play the *'opposing writing workshops'* game then they hold two minute debates. Groups then publish their writings on their interactive blogs to discuss and reflect on them.

Procedures

1. Teacher asks the participants to play this game, *'the opposing writing workshops'*, by following these instructions:
 - **Form** two writing workshops groups. Then, choose one in each as a writer.
 - The first group is supposed to strongly support the belief that governments are ready for the Coronavirus outbreak, whereas the second group is supposed to strongly support the opposite belief that they are not ready. This is done in about ten minutes.
 - When the time is up, each group shares their written scenario with the other group to check.
 - Each group narrates their scenario in front of the two groups and talk about their conversations. The winning group is the one who gains the highest points for the logical reasoning, appropriate words and phrases and appropriate language use.
2. After finishing their writings, each group lists their reasons and justifications to prepare for two minute debates.
3. Next, teacher places the two groups in two rows facing each other. The teacher says, *"This side thinks ... and this side believes ..."* After the first exchange, teacher moves one participant to the other end of their line and shuffle the other participants up so everyone has a new partner. The teacher then introduces the next debate.
4. Teacher circulates monitoring groups while engaged in the activity and providing feedback.
5. Groups then publish their written scenarios on their interactive blogs to comment and reflect on each other's publications.

Follow-up Homework

Objectives: To give the participants a chance to repeat and hopefully improve the task.

Activity (1)

Overview: Participants, in groups, visualize various editorial cartoons and create headlines about topics in the news using those political cartoons. They then create an e-mind map to help them develop a corresponding news story for each editorial cartoon and publish them on their blogs to reflect on each other's publications.

Procedures

1. Teacher shows the participants examples of political cartoons from different sources and discusses with them the ideas and denotations behind these cartoons. Teacher asks the participants what they think the cartoonist's intent or main idea was in each one.
2. Teacher divides the class into small groups and has each group choose five political cartoons from (*appendix F*) that interest them.
3. Teacher tells the participants that each group has to brainstorm the main idea behind each political cartoon in order to formulate editorial cartoon headlines and develop corresponding news stories on the topics brainstormed. They follow the instructions below:
 - **Choose** five editorial cartoons about the effect of the Coronavirus pandemic on various social, medical, political, and economical aspects of life.
 - **Formulate** a headline for each political cartoon.
 - **Create** an e-mind map to help you **develop** a corresponding news story for each headline you formulated.
4. After writing their news stories, each group members work together examining their texts and editing any errors that they notice.
5. The participants then orally practice their narration in pairs before rewriting an improved version of their text.
6. When the news stories are complete, teacher asks each group to orally present their political cartoons, explain their corresponding news stories and demonstrate their mind maps to the class.
7. Teacher provides feedback about the correct use of language features and also gets feedback from the whole class.
8. At the end of the activity, teacher asks the groups to create their final political cartoon news stories using the formats listed below:
 - Posting the political cartoons with written news stories as a photo story e-book on the interactive blog: www.blogger.com
 - Airing video productions of the news stories as newscasts that could be displayed or posted on a video sharing website or their blogs or aired as part of a school news program.
9. Teacher asks groups to have online group discussions. Each group reflects and comments on the other groups' publications.

Appendix (A)

Example News Transcript

Read the following transcript and take note how transitional phrases are used during a news broadcast. Once you have finished, plan your own newscast with classmates:

Anchor: Good evening and welcome to the local news. Tonight's stories include the story of a boy and his dog, a look at improving employment figures, and a clip of the Timbers' win at home last night. But first, let's check in on the weather. Tom, how's the weather looking?

Meteorologist: Thank you Linda. It's been a beautiful day today, hasn't it? We had a high of 93 and a low of 74. The day started off with a few clouds, but we've had sunny skies since two o'clock. We can expect more of the same tomorrow. Over to you, Linda.

Anchor: Thank you Tom, yes it's a wonderful time of the year. We're so lucky with our weather.

Meteorologist: That's right!

Anchor: Let's turn to a sweet story of a boy and his dog. Last night a dog was left in the parking lot sixty miles away from its home. The dog's owner, a boy of eight, tried everything to find Cindy. Yesterday, Cindy came home and scratched on the front door. John Smithers has more. John?

Reporter: Thank you Linda. Yes, little Tom Anders is a happy boy tonight. Cindy, as you can see, is now playing in the backyard. She arrived home after having come over sixty miles to reunite with Tom! As you see, they're overjoyed to be reunited.

Anchor: Thank you John. That's good news indeed! Now, let's check in with Anna for a look at last night's Timber's victory.

Sports reporter: Timber's hit it big last night, beating the Sounders 3-1. Alessandro Vespucci scored the first two goals, followed by Kevin Brown's incredible header in the last minute.

Anchor: Wow! That sounds exciting! Well, thank you everyone. This has been the evening news.

Appendix (B)

News casting language functions	Broadcast Jargon Phrases
1. Interrupting the newscast for breaking news	Excuse me, we have a developing situation...
2. Opening the newscast	Good evening and here is tonight's important news.
3. Introducing live coverage	Hi Steve, we're on the ground here in downtown ...
4. Introducing the sports segment	How about that game last night!
5. Introducing the weather	It's pretty wet out there, isn't it?
6. Using pleasant small talk to finish the news	Let's get out there and enjoy some of the good weather.
7. Transitioning to a new story	Let's turn to a story about ...
8. Cutting to a commercial	Stay tuned, we'll be right back.
9. Signing off from the broadcast	Thank you for tuning in. We'll be back at eleven with important updates.
10. Announcing the headlines	Tonight's stories include ...

Appendix (C)

News Reporter/Anchorperson

Tonight's stories include (listing news headlines in the beginning)

Hello and welcome to the _____ News, bringing you the eye on the news for Monday, 5 March 2020 (insert day and date). My name is _____ (insert anchor name). Our story today is about _____. We are going to be investigating where _____ comes from, how it is grown and then how it gets here. Shortly we will be going live to our reporter in _____. Let's turn to a story about sports _____ How about that game last night? _____ And now for weather, let's look at a map and see where that actually is. (Describe the environment or climate in that location). OK! So now let's go live to _____ who is in _____. Thank you for tuning in. We'll be back at eleven with important updates.

Meteorologist /Weatherperson

Hi, I'm _____, your weather presenter. I will be covering your local/world weather in _____, _____. The current condition is... Looking ahead, your 3-day forecast consists of.... a _____ day for Monday. There will be a high of _____ (weather conditions) (high temp) and a low of _____. (low temp) Tuesday, it will be a _____ day. There will be a high of _____ (weather conditions) (high temp) and a low of _____. (low temp) Wednesday, it will be a _____ day. There will be a high of _____ (weather conditions) (high temp) and a low of _____. (low temp) Thursday, it should be a _____ day. There will be a high of _____ (weather conditions) (high temp) and a low of _____. (low temp) Friday, we're looking at a _____ day. There will be a high of _____ (weather conditions) (high temp) and a low of _____. (low temp) That's your weather forecast, thanks for watching! I'm _____, now back to _____ and _____.

Sports Reporter

Good morning, this is _____, your sports news presenter, with your daily morning minute.

First in basketball sports news, the Ohio State men's basketball team clenched its sixth straight win at home on Saturday over Michigan, beating the Wolverines _____ (insert the game score).

And now for football sport news, looking back on this week's men football, _____ (team name) came out victorious after an extremely close and exiting game against _____ (team name) _____ with a final score (insert game score) _____

Moving onto women's tennis, _____ had a close match this past _____ (insert day and date), while playing against _____ but lose with a final score _____. Wow! Great job _____! (insert winning team name)

That's your sports news, thanks for watching and tuning in! I'm _____ (reporter's name), now back to _____ with more news.

Gossip Reporter

Hello and welcome to _____ news. This is _____ (reporter's name). We've got loads of news and gossip for you today _____ (insert day and date). But first lets' check out this report _____ (live news report). Now coming up, there's a rumour going round _____ (begin gossip section here). And now we've got two fantastic new tracks from _____ (insert artist name) and for her/his latest news _____ (insert gossip news). You'll never believe this _____ Some well-known articles say _____. So, what do you think about that? Lets' see what _____ (name of article/newspaper) says about that, but first, I've got (insert guest name/interviewee) in the studio with me for a chat! _____ (begin chat segment here). Ok, thanks for coming in! Now let's move to another gossip news, we've got other interesting things to talk about, Guess what? _____ (insert gossip news). It says here _____ and he/she can't believe what he/she has just heard. That's our gossip for today, thanks for tuning in! I'm _____ (reporter's name), now back to _____ with more news.

On-the-Spot Reporter

Anchor: _____ (telling news story, then introducing live coverage) OK, so now let's go live to _____ who is in _____ John Smithers has more. John? What is the situation now on spot?

On-the-Spot Reporter: Hi Steve, we're now on the ground here in downtown, at the heart of the event _____ (identify the event). Yes, _____ (narrating the on spot action), as you can see, _____ is now (completing the on-spot narration). As you can see, the current situation is _____ (adding more details). Let's get out there in _____ (place) and enjoy interviewing some people who witnessed the event _____ (insert guest name/interviewee)

Reporting live now from _____ (place) the scene of breaking news about _____ (narrating the on-spot action), and as we can see now _____ many channels have around the clock anchoring coverage. Various updates throughout the day affect _____ (adding details).

Thanks for tuning in, I'm _____, your on-spot reporter. I will be covering any new in _____, _____ minute by minute. Stay tuned! Now back to _____ with more news.

Appendix (D)

Spot the news report: Account 1

After a lovely morning stroll, the three bears arrived back at their peaceful cottage, eager to fill their rumbling tummies with their delicious homemade porridge. But when Mrs. Bear opened the front door, she was greeted by a disturbing sight. She immediately froze to the spot. “Oh my!” she cried, “What on earth has happened? Where has our breakfast gone? What has happened to our chairs?”

In a panic, Mr. Bear and baby bear charged through the front door and ran straight towards the breakfast table. “Where has my porridge gone?” yelled Baby Bear. “I’m so hungry!”
“Shhhhhhh,” whispered Mr. Bear, “I think there must be somebody in the house!”



Spot the news report: Account 2

Goldilocks Golding, an 11 year old girl, was arrested yesterday in Fairy Forest for burglary and damage to private property.

At 11am yesterday morning, the Three Bears arrived home to their cottage in Fairy Forest to discover evidence of an intruder. Mrs Bear said: ‘I thought something was wrong as soon I arrived home. Our breakfast had vanished and our chairs were broken.’ The bears immediately called Fairy Forest Police, who discovered 11-year-old Goldilocks Golding asleep in the bears’ bedroom.



Spot the news report: Account 3

I had the shock of my life when I opened the front door. I couldn’t believe it! Our whole kitchen was in a mess: our breakfast bowls were empty, there was porridge splattered all over the floor and our lovely wooden chairs were broken. At first I couldn’t work out what had happened, but as soon as Mr. Bear said he thought someone was in the house, I realised our home had been broken into. I have lived in Fairy Forest my whole life and nothing like this has ever happened before. I have never needed to lock the front door when I went out. I knew and trusted everyone who lived nearby. I can’t work out why Goldilocks broke into our home. Why would she want to steal our food and damage our precious things?



Appendix (E)

News Reporting Language

occurred
agreed/disagreed
criticised
defended
campaigned
advised
demanded
argued
investigated
accused

incident
spokesperson
company
organisation
an expert /experts
evidence
research
statement
activists
protest

According to research ...
It is evident that ...
The results revealed ...
This was/is due to ...
The findings/figures show ...
It is understood that ...

Greta Thunberg **has criticised** world leaders for not doing enough about the climate crisis.

News reporting language for direct and reported speech

In a statement ... said ...
In an interview ... said ...
A spokesperson for... said ...
... announced that ...
... revealed that ...
... claimed ...
... added that ...
... stated that ...
... told ... that ...

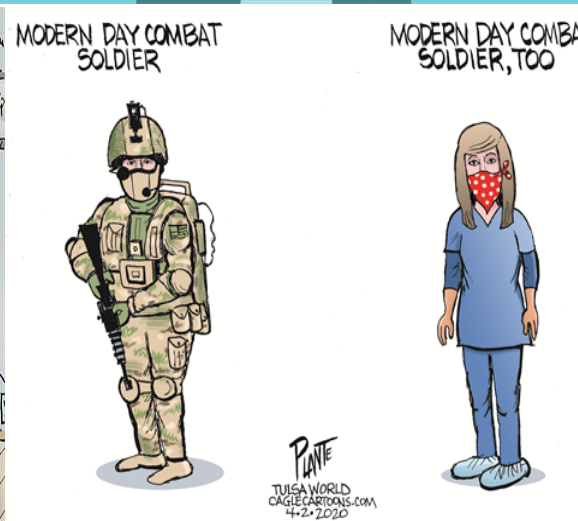
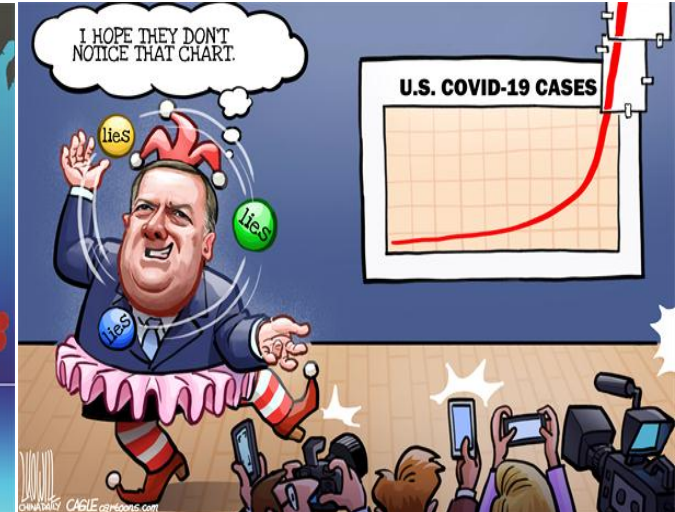
said added
stated wrote

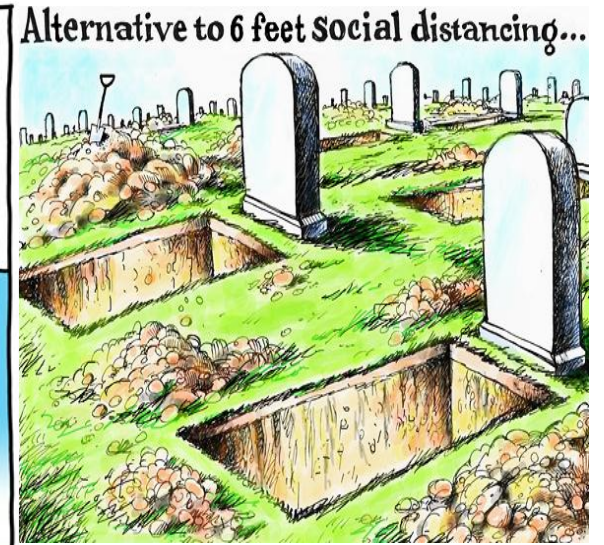
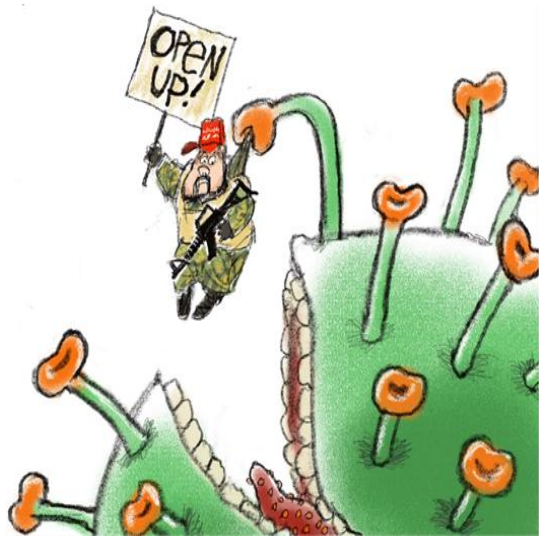


News reporting sentence starters

	Prepositions/adverbs
For chronological order	During, Since In ... (February), On ... (Thursday) Soon, Throughout, Now, Later Last ... (month), Earlier this ... (summer) By ... (the end of the year), Meanwhile
For comparison	Despite, However, Similarly
For additional information	In addition, Also, Another
For emphasising information	Crucially, Importantly, Significantly, Ultimately
	Subordinating conjunctions
For comparison	Although, even though, if
For chronological order	While, after, before, when, until, once

Appendix (F)





Task (4)

Life Ten Years Ago

Warm up: Discussion

Discuss the following unit questions with your classmates:

1. Can you remember the days of your childhood? What was the most dangerous thing you did when you were a kid?
2. Would you say that your parents were overprotective?
3. Whose parents were the strictest?
4. What are things that you could do as a child, but you will not let your children do in the future? Why?
5. Do you think today's parents are so overprotective? Why?

Preparation

Warmer (1)

1. For this task, the teacher needs photographs of herself when she was ten years younger. This works best if the teacher looks considerably different in the photos than she does now.
2. Teacher previews the photographs and asks the participants to look at each photo silently for a minute and think about what they visualize. She asks them some questions to arouse their visualization: "*What's going on in these photos? What do you think these photos are about?*", and elicits their visualized ideas.
3. Teacher also needs to prepare a short text telling the participants about her own childhood and how her life was different then to what it is now. In this text she includes at least two examples of things she *used to* do and two examples of things she *didn't use to* do, examples of comparative adjectives, two examples of phrases, the passive voice and other linguistic forms.
4. Teacher can either record this text as a photo story e-book to display to the participants, or practice reading it out loud until she is able to 'speak' it comfortably in front of the class. Teacher also prepares a written version of this text so that she can distribute to the class.
5. The teacher asks two fluent speakers to show their own photos of childhood that they were previously informed to bring in class.
6. Teacher records these two fluent speakers narrating and discussing how they were different 10 years ago in 1-2 minutes each without correction, and selects and transcribes extracts to use in class.

Warmer (2): Pair Discussion

1. Teacher asks the participants to work individually to complete the following activity, then in pairs to discuss their ideas:

Finish the sentences connected with childhood and then discuss them with your partner:

- My earliest recollection of childhood is _____.

- What I can remember as if it was yesterday is_____.
 - With hindsight, I would/wouldn't _____.
 - When I was a child I dreamed of being_____.
 - As a child I used to hate/love_____.
2. Chosen pairs orally present their ideas in front of the class. Teacher avoids correction at this stage and records errors on board.

Pre -Task

Objectives: Participants will be prepared for the task, to engage their attention. Target language will be presented/reinforced through pair/group learning activities to promote self-expression and critical reflection.

Activity (1)

Overview: Participants examine some adjectives to describe their lifestyle at the moment and what they would prefer in the future, using the comparative forms of adjectives. They then compare with their partners.

Procedures

1. Teacher asks the participants to look at the adjectives and run through them to check whether they know their meanings:

Sporty	Peaceful	Glamorous	Calm
Exciting	Active	Hectic	Fast-paced
Rural	Boring	Adventurous	Action-packed
Urban	Slow-paced	Fun-filled	Problematic

2. Teacher circles the ones that describe her lifestyle as an example then asks the participants to do the same so as to answer the questions below and compare with their partner. Teacher makes it clear if they would like to add other adjectives to their choice and tells them if they are content with their lifestyle:
 - *Which adjectives best describe the life you live?*
 - *Which adjectives describe the life you would like to have in the future?*
 - *Are there any differences?*
3. At this point, reviewing the comparative forms of adjectives should come naturally; the teacher gives examples for her lifestyle, e.g., *'I would prefer a calmer, less hectic life than I have at the moment.'*
4. Participants then work out the comparative forms for each adjective in pairs before they proceed with the third question.
5. The third question asks the participants to say if there is a difference between their lifestyle now and what they would prefer. In pairs, they practice examples for their lifestyle in the same way using the comparative forms of adjectives.
6. Chosen pairs present their examples. The teacher, without correction, selects and transcribes extracts to use in class.

Activity (2)

Overview: Participants watch a video about life then and life now. They examine the photographs and discuss the similarities and differences then personalize the experience to their own past and present family life.

Procedures

1. Teacher tells the participants that they are going to watch a video entitled '*Life 100 years ago Vs. life now*', which provides stories and photographs of families approximately 100 years ago, to recognize that people in the past communities may have lived differently in the past and to develop an understanding of another's views, life and decisions they may have made:
<https://youtu.be/G8j5wwu0JbE>
2. Participants watch it without sound and subtitles and, in pairs, try to:
 - **Focus** on the visuals, **visualize** and **guess** from these photos and scenes what ideas and values the video may be talking about.
 - **Record** the words and ideas that come to their mind when they first saw these scenes and photographs.
 - **Formulate** five meaningful sentences that describe what is happening in these scenes using the words that they recorded.
 - **Pose** a range of critical questions as if they were detectives trying to find 'clues' that there were differences and similarities to families today, such as the number of children and adults, clothing worn, technology used, the stiff formality of the poses.
3. Participants watch the same video again with sound and subtitles and work in pairs again following the instructions asking them to:
 - **Elicit** the key concepts, words, phrases and expressions in this video used to describe each of the past and present family lives.
 - **Answer** the questions they posed, **check** the words and **compare** the ideas they created.
 - **Discuss** the following questions with their partner to **identify** the main ideas and values conveyed through the key concepts in this video and to **check** the ideas and values they guessed before:
 - a. *How has family life changed or remained the same overtime?*
 - b. *How can we show that the present is different from/similar to the past?*
 - c. *How do we describe the sequence of time? **Discuss** through the events that you watched in the video.*
 - **Relate** their answer to the key words they elicited.
4. In pairs, participants examine the video for photographs of families from the past and discuss how these families are similar to or different from their own today (they may note the family was larger, wore different clothes) and discuss the clues in the photographs that suggest they are from the past or present.
5. Teacher introduces relevant vocabulary, phrases and expressions for the participants to use in the discussion, and asks them to begin their sentences with phrases such as '*in the past*', '*then and now*', '*today*', '*years ago*', '*a long time ago*' and '*in the olden days*'.
6. Using a graphic organizer, participants record similarities and differences between families in the past and families today under the headings '*Families: Then*' and '*Families: Now*'.
7. Participants choose a figure from a photograph and pose critical questions they would ask that figure about their life: *What answers may that character provide?* In pairs, participants role play the figures they chose and interview each other asking their questions.

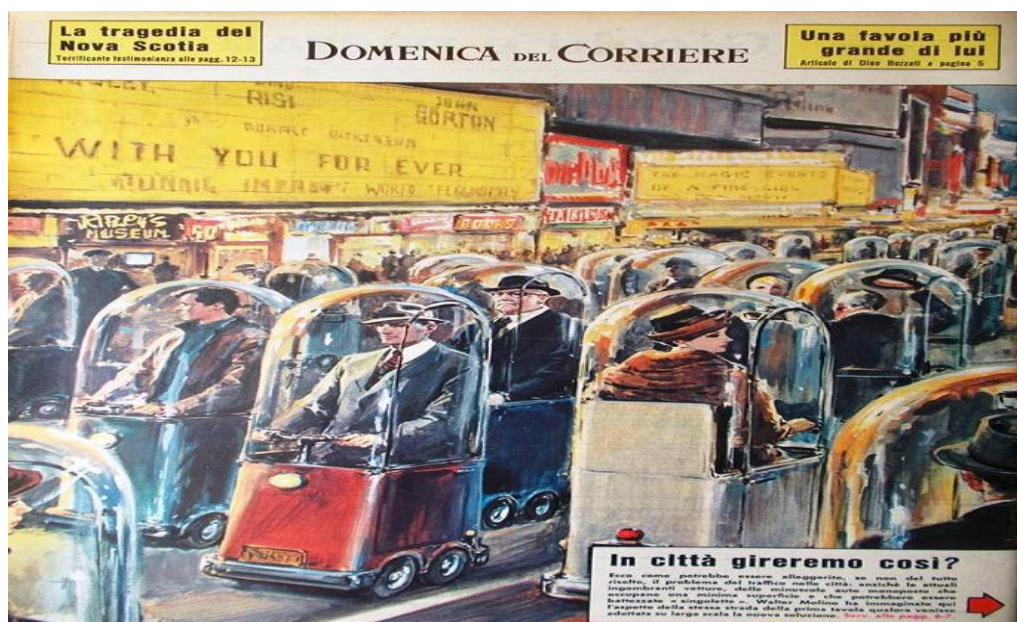
8. Volunteer pairs orally present their findings in front of the class.
9. Teacher then challenges the participants to personalize the experience. They bring in a photograph of a grandparent or an older family member and a photograph of themselves. They construct a table and place the photographs at the top of each of the two columns. They write words and adjectives to describe their family member and words and adjectives to describe themselves.
10. Once completed, teacher guides the participants to identify the words and adjectives that show differences between the family member and themselves and to write four or five sentences describing the similarities and differences using these words and adjectives.
11. Volunteer participants present their life experience describing the differences and similarities between their daily lives and life during their parents' and grandparents' childhoods, including family traditions, communications and leisure time in front of the class. Without correction, teacher elicits extracts to use in class responding to the meaning of what they say, not the form.

Activity (3)

Overview: Groups examine a streetscape photo from an Italian magazine and develop a narrative. They then discuss questions and statements about the change in fashion trends over time and report back to the class.

Procedures

1. Teacher places the participants into groups of six and each group is required to examine a streetscape photograph from an Italian magazine. Teacher tells them that, in 1962, an Italian magazine did a story about what the world would look like in 2022.



2. Teacher explains how the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance like birthdays, celebrations and seasons.
3. Each group imagines that they lived in this era and develops a narrative about the past life. Through the narrative, they try to:

- **Explain** how life appears to be different from or similar to today's life and if it would be similar to the future life referring to specific evidence and clues from the photo.
- **Describe** how things change over time till our present time.
- **Talk** about if some things change and if some things remain the same over time, like changes in fashion, transport networks, communication forms and digital technologies.

4. Groups examine the clothing fashion in the above photo and the pictures below and then hold a group discussion:



5. After examining the pictures, each group discusses these questions:

- *What can fashion tell us about how things change over time?*
- *How do the fashion trends of these periods reveal aspects of the characters' personalities? Give reasons for your conclusion.*
- *Do you think there are odd fashion trends all over history, telling a story about the people of that time and culture? Justify Why? Why not?*

6. Teacher asks the participants in each group to pair and discuss together whether they agree or disagree with these statements, and then reflect their viewpoint to each one in two sentences:

- *What you wear says a lot about your personality.*
- *Fashion can tell us that some things change and some things remain the same over time.*
- *The evolution of clothing reflects the change of people and their behaviors, mindset, or circumstance over the years.*
- *Fashion is a form of self-expression and identity.*

- *Women's suffrage influenced fashion all around the world.*
 - *It is unnecessary to care about what you wear.*
 - *Second hand clothes can be cool.*
7. Teacher monitors the participants' language use and helps when necessary.
 8. Teacher asks each group to write a report about their findings and discussions in order to orally present in front of the class using words relating to time, such as 'now', 'past and present', 'a long time ago' to describe when these clothes fashions were worn.
 9. Each group orally presents their narrative and report to other groups.
 10. Teacher monitors groups, listens to them narrating their stories and boards mistakes, but avoids correcting any language at this stage.

Activity (4)

Overview: Teacher helps the participants make the target language personal through creating a timeline and asking them to describe images that relate to the major milestones of their life and place them on the timeline.

Procedures

1. Teacher challenges the participants to personalize the target language by asking them to imagine three pictures illustrating their lives 'in the past', 'today' and 'in the future' and write a sentence explaining each stage.
2. Participants then create a timeline of their life and describe an important (significant) event in their life.
3. Teacher then creates a scaffold for the timeline for participants on the board, with pre-prepared dates. Teacher chooses volunteer participants to describe images that relate to the major milestones of their life and places them on the timeline. Participants can then label the milestones.
4. Teacher says a phrase and the participants complete the sentence, e.g., 'When I was little, I...', 'In the future, when I am grown up, I will...', 'In the past, people...', 'Before I was born...'.
5. Teacher listens to their suggestions, boards mistakes but avoids correcting them at this stage.

Task Cycle

Task

Objectives: The objective is to engage participants to discuss and talk about the form of past and today's life and how their own life and others' life was different ten years ago or more. Participants will do and report a complete compare and contrast survey of past and present lifestyle, including the changes in fashion, technology and other various life forms.

Activity (1)

Overview: In groups, participants talk about and discuss how their life was different ten years ago. Then, they are given a questionnaire to discuss the ideas included in it.

Procedures

1. Teacher asks the participants to work in groups of six to talk about their life ten years ago.

2. Teacher puts the following questions on the board as talk starters and gives them a time limit of 3–5 minutes to discuss this idea:
 - *What did you look like? What was different about your life?*
 - *Did you have different likes and dislikes? Different hobbies?*
 - *Are you very different now? In what way?*
3. Teacher explains that the questions are to help them start talking. Teacher circulates and listens to the participants doing the task, but avoids correcting any language at this stage.
4. Teacher then delivers each group a copy of a student questionnaire to guide and wide the student discussion. They can use the ideas in the questionnaire and are free if they want to add to them. They are asked to visualize and look back on their earlier childhood and to decide whose parents were the strictest:

When you were a child:

- *Do you think your parents were strict or easy-going?*
- *Did they allow you to stay out late at night?*
- *Did they let you go on holiday on your own?*
- *When you went out did you always have to tell them where you were going?*
- *Did you always have to do your homework before supper?*
- *Did your parents make you help about the house?*
- *What jobs did they make you do?*

5. As they are involved in the discussion, teacher goes round the groups listening to what they have to say. She may quickly rephrase some of the things they say to make them more comprehensible, without spending time correcting grammar at this stage. But if they are having problems expressing themselves, she might help out.
6. During the discussion, teacher appoints one participant for each group as a spokesperson. Her job is to report the group's findings to the class after the discussion. Teacher may allocate another participant as the group secretary. Her job is to take notes to summarize the discussion for other group members.
7. After the discussion, teacher gives the groups a few minutes to brief their spokesperson before that person reports back to the class. Teacher then chooses two or three groups and asks their own spokesperson to report. The other groups are asked to listen carefully and compare with the strictest parents from their own group.
8. After the discussion, teacher summarizes what the chosen groups have reported and asks the remaining groups for their comments.
9. Teacher asks participants to individually write a report narrating their own experience about their life ten years ago deciding whose parents were the strictest then publish their reports on the interactive blogs in order to comment and reflect on each other's reports.

Activity (2)

Overview: Participants watch a silent video that provides photographs depicting past and present life to examine and discuss. In pairs, participants create an e-mind map to visualize ideas and help them write a script. They then share personal old family stories and discuss as a class.

Procedures

1. Teacher tells the participants that they are going to watch a silent video entitled '*Compare Life in Past and Present*'. It provides a wide range of selected images and photographs that depict obvious differences between the form of life in the past and the present concerning occasion, building, cooking, education, transportation, and technology: <https://youtu.be/irJ1u9yqg-4>
2. Teacher explains that the class is to examine life in earlier times compared with their life today then to follow the instructions below:
 - **Suggest** and **record** words, phrases and expressions that come to your mind when you first saw this silent video and that describe each of the provided photographs.
 - **Name** each element you see in the scenes with one word.
3. In pairs, each participant tries to visualize discussing with her partner the ideas and values related to these vocabulary, phrases and expressions or visualized from the photographs.
4. Each pair examines the selection of photographs over time and categorizes them into '*the present*' or '*the past*' and justifies their decision: *What clues were in the photographs to help them decide, such as clothing, toys, transport?* (Often, clues are found in the background of photographs.) Teacher provides sentence starters to help them justify their decisions, e.g., '*I know this picture is from the past because ...*', '*A clue saying the photo is near is ...*'
5. Teacher brainstorms how they will find out about lives in the past and records findings, then asks each pair to follow the instructions:
 - **Create** an e-mind map using X-mind or MindMeister to visualize and expand your ideas about the comparison.
 - **Formulate** a script for the pivotal ideas you watched using the words, phrases and expressions that you suggested.
 - **Narrate** in your own words what ideas you have visualized and understood from the photographs in this silent video.
6. Volunteer pairs share their ideas and comparison and demonstrate their mind maps to the whole class.
7. Teacher tells a family story of her own that focuses on life in earlier times and asks participants what was similar and what was different.
8. Teacher then asks the participants to share a personal experience if they inquired before at home about an 'old' family story. They retell in class what they know of any 'old' story told in their family or a story of an older member of their family.
9. Teacher discusses with them how such stories are remembered over time and that they may vary depending on who is telling the story.
10. Teacher asks pairs to publish their written scripts and e-mind maps on the interactive blogs and comment on each other's publication.

Activity (3)

Overview: Participants watch a video about the changes in fashion and hold a group discussion. They then discuss a range of photos of both historical and contemporary women performing roles. Groups then create e-mind maps to visualize the details of comparison and to help them write a recount about '*Women: Then and Women: Now*'.

Procedures

1. Teacher asks participants to watch a video entitled *'The History of Fashion: Trends & Design'*. It discusses the changes in fashion since the 1900s till now and how the evolution of clothing reflects the change of people and their behaviors over the years: <https://study.com/academy/lesson/the-history-of-fashion-trends-design.html>
2. In groups, participants discuss the following main questions:
 - *Why is fashion important?*
 - *What are the similarities and differences between past fashion designs and the ones of today? Describe examples.*
 - *Do you agree that fashion is a form of self-expression and a reflection for age circumstances? Why? Why not?*
 - *How did the changes in fashion influence the roles of women over time? Support with examples.*
 - *How did women's suffrage influence fashion all around the world?*
 - *There are fashion trends all over history, telling a story about the people of that time, their roles and culture. Discuss.*
3. Teacher introduces the range of roles within families today and focuses on one or two that have changed over time, such as the roles of women.
4. Using digital downloads, groups locate and collate photographs of modern women performing a range of roles and make a display with the heading *'Women Today'*, e.g., scrapbook, collage. Groups then discuss the roles of women they know.
5. Teacher then provides a range of photographs of women 100 years ago in a variety of roles (they will be mostly domestic), e.g., child care, cooking, washing, cleaning, chopping wood, and encourages groups to visualize, pose critical questions and make observations.
6. Teacher lists their findings under the headings *'Women: Then'* and *'Women: Now'* and discusses what is similar and what is different or how women's roles changed over time or whether developments in roles remained much the same.
7. Teacher asks volunteer participants to role play a household task from the past and has the class discuss what it may be.
8. Teacher asks each group to create an e-mind map using X-mind to visualize and expand their ideas/details of comparison. Each group then writes a recount beginning with *'In the olden days, women...'* followed by *'Today, women...'*
9. A fluent speaker from each group narrates their recounts and demonstrates their mind maps in front of the class.
10. Teacher asks groups to publish their recounts and mind maps on their interactive blogs to reflect and comment on each other's work.

Planning

Objective: The objective is to engage participants, in groups, to perform mini-tasks to complete the main task, *"Creating a Day in the Life Skit"*, and prepare an oral presentation of their task to report back to the class.

Expected Outcomes: Participants are expected to be able to:

1. Communicate the significance of past and present people, days and events in their life and in the lives of family members.

- *Identify and talk about the lives of people in their family.*
 - *Identify the origins of significant days/events celebrated by their family and community and explain why a personal or family event is significant.*
 - *Retell original stories associated with family and community traditions.*
2. Identify changes and continuities in their own life and in the local community.
 - *Describe and sequence stages and events in their life and in the lives of family members reflecting on the significance of these stages and events.*
 - *Communicate the value of the contribution of past generations to community life.*
 3. Identify customs, practices, symbols, languages and traditions of their family and of other families.
 - *Give information about their own family background, including languages spoken at home, leisure time, traditions, practices, customs, celebrations and stories, and link to the values of care and compassion, respect, understanding, tolerance and inclusion.*
 - *Explain ways in which family members learn from each other about customs and traditions, e.g., recounts, songs, dances.*
 - *Identify the characteristics that make another family different from or similar to their own.*

Preparation/Warm-up for Next Session: Teacher stops the task and tells the participants that they are going to watch and listen to an online picture story recount entitled '*Life Then, Life Now*'. The narrator recounts the old families' past days and childhoods, including schooling, practices, traditions, celebrations, old-fashioned games and toys used, along with illustrating photographs, and discusses the values behind. Teacher shows it as a live example to help them create their own photo story e-books: <https://www.floridastudents.org/PreviewResource/StudentResource/122302>

Procedures

1. Teacher tells the participants that they have to work together in groups to prepare a "*Day in the Life*" skit to report to the whole class. They have to write notes for their discussions, prepare a PowerPoint presentation of their recounts and be prepared to report this orally to the rest of the class.
2. Teacher provides the participants with the required task they are supposed to report to promote writing and speaking:
 - As a final project, each group creates a "*Day in the Life*" skit that captures the differences and similarities between their daily lives and their parents' school experiences, traditions, practices, celebrations, leisure time, toys used, transport and communications. Preparation for the skit also involves using web resources to add a historical context to the dramatic scene.
3. Participants prepare and bring in a set of selected pictures and photographs of themselves, photographs of their own parents and grandparents and photographs of different family memories, or they can use the pictures and photographs that the teacher provides.
4. Participants are divided into groups. Teacher asks each group to first create their own e-mind map using X-mind or MindMeister to visualize and expand their ideas and details about their own "*Day in the Life*" skit.

5. Each group then starts authoring and creating their own “*Day in the Life*” skit. They write their own report and scenario and then get ready to record the recount with their voices in an e-book format.
6. After they finish, groups are required to log onto www.storyjumper.com to design and edit their own “*Day in the Life Skit*” e-books pasting their photos. It is an easy-to-use, free online website for free photo story e-book creation.
7. Teacher sets a time limit of 45 minutes for them to do the task.

Warmer Follow-up Activity

Overview: To reach the outcomes, participants learn about a different time period by investigating what their parents’ lives were like during middle school. They discuss effective interviewing questions then conduct interviews with their parents at home.

Procedures

1. Teacher tells the participants they are going to conduct interviews with their parents to find out what their lives were like when they were in middle school.
2. Teacher introduces the key concepts participants will be researching (schooling, languages spoken at home, practices, family traditions, celebrations, leisure time, toys used, transport and communication).
3. In small groups, participants brainstorm questions that they want to ask their families. These questions need to be based on the above topics. Each participant will interview at least one parent. Teacher will collect each group’s questions and construct an interview questionnaire, in a ‘*Tell Me All About It!*’ interview sheet, that the participants will use to interview their parents.
4. Teacher gives each participant a copy of the ‘*Tell Me All About It!*’ interview sheet. Participants can feel free to add additional interview questions to the sheet. Teacher instructs the participants to bring their interview results to share with the entire class in the next session.

Activity (1)

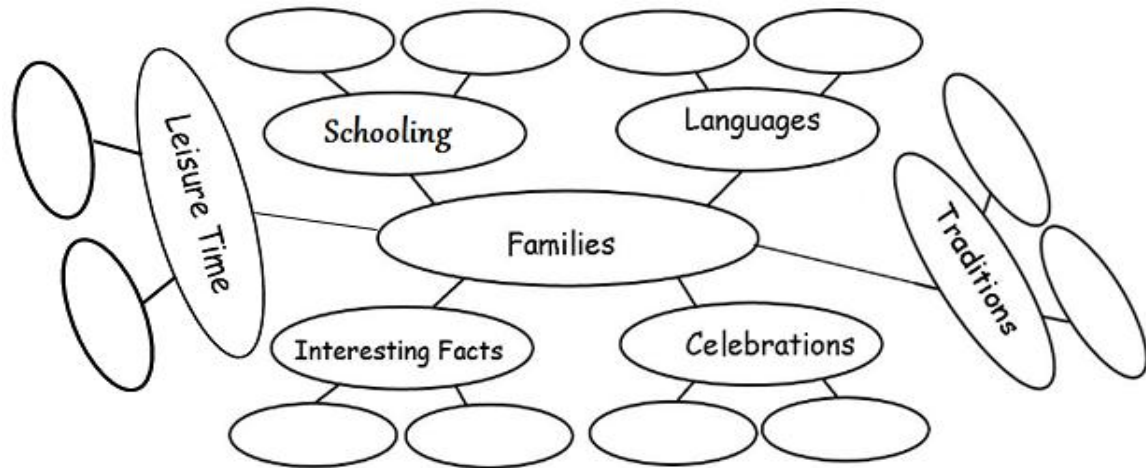
Overview: Participants analyze the results of their interviews and compare the similarities and differences between their experiences and those of their parents using Venn diagrams. In groups, they discuss their interview results and share their Venn diagrams. Finally, they create ‘*a whole class semantic map*’ and link it to the family values they experienced, relating to real life situations they lived with their family.

Procedures

1. Teacher tells the participants that they are going to use a Venn diagram to help them analyze the results of their interview responses. Teacher shows them examples of Venn diagrams and models for them how to use. She then has the participants work independently to create a Venn diagram that compares their own school experiences with those of their parents.
2. Teacher divides the class into small groups and asks them to discuss their interview results and share their completed Venn diagrams. Teacher posts the following questions on the board to guide the participants in their discussion and help them prepare a presentation of their results for the class:
 - *What was the most surprising thing you learned about your parents?*
 - *How were your parents’ experiences different from your own?*
 - *How were your parents’ experiences similar to your own?*

3. Teacher asks for volunteers to share the results of their small-group discussions with the entire class.
4. With collected information from family interviews, teacher asks the participants to cut up their answers in order to create 'a whole class semantic map' using the identified concepts for each area. The purpose of this map is to show the participants that within families there are many similarities and differences which make us all unique. Teacher links this idea to the values of Compassion and Care, Respect, Understanding, Tolerance and Inclusion.

- *This Semantic Map is an example of a possible whole class display using gathered information:*



5. Teacher then invites the participants to reflect on how they show care and compassion, respect, understanding, tolerance and inclusion towards their families and others. Volunteer participants choose a part of their stories they would like to orally present to the class that shows how they live one or more of the taught values in relation to their families relating to real life situations.

Activity (2)

Overview: Participants write imaginary diary entries describing the events that may have occurred in their parents' lives when they were in middle school. They also use online resources to find and add historical context.

Procedures

1. After the class discussions, teacher asks the participants to individually write imaginary diary entries describing events that might have occurred in their parents' lives as middle school students. Then they return to their small groups and share their individual diary entries with one another.
2. Teacher tells the participants that they will be using their diary entries to write a group skit entitled "A Day in the Life". The skit could consist of dramatic readings of their diaries or the development of composite characters and dialogue based on the diaries. The skit will also need to include the following elements:
 - *The differences and similarities between their own experiences and their parents' experiences as middle school students*
 - *A historical context*
 - *A musical context*

3. To assist them in incorporating the second element into their skits (*i.e., historical context*), participants can ask their parents about the historical events they remember as teenagers and then conduct further research about the events using the Internet. Teacher provides them with the online resource, *World History Timeline-2007*, to investigate the time period in which their parents grew up and to gather information about what was happening in the world during the time when their parents were teenagers.
4. After gathering historical information about the time period, the participants should use it to add richness, depth, and authenticity to their skits; they would not include an iPod in a skit about when their parents were teenagers.
5. To incorporate the third element into their skits (*i.e., musical context*), teacher asks the participants to research the songs that their parents listened to as teenagers or make references to particular songs in order to provide a musical context to their dramatic scene.
6. Using X-mind or MindMeister, each group creates their own e-mind map to visualize and expand their details and ideas.
7. Using the photo story e-book creation website, each group creates their own “*Day in the Life Skit*” e-book: www.storyjumper.com
8. Teacher circulates while the participants are working in their groups and provides assistance when needed.

Activity (3)

Overview: Participants recount and write about oral stories and histories from their own experiences. Teacher creates a digital class e-book recording the participants’ oral recounts and joins their photos and written recounts in it. Through constructing timelines sequencing their major events, they compare and discuss similarities and differences between the timelines.

Procedures

1. Teacher encourages the participants to brainstorm what memories they have about themselves and their families and lists their responses. Teacher points out that we all have our own family history and introduces the idea of oral history and that they are to be historians.
2. As a talking and listening activity, fluent participants orally recount an event in their own lives. For the participants having a difficulty, completing questions from the stem may assist them: ‘*Once when I was being baby sat, ...*’, ‘*When my baby brother was born, ...*’, ‘*In the holidays, ...*’, ‘*At Christmas...*’, etc.
3. Participants write their recounts and bring in a photo or a picture to match their recount. Using the photo story e-book creation website, teacher records each participant’s oral recount, joins their photos and written recounts and creates a digital class photo story e-book.
4. Teacher has the participants develop categories for the different kinds of events that have been experienced by everyone who has provided an oral history, e.g., births, deaths, accidents, holidays, a new pet, moving house.
5. Teacher invites other teachers of English to talk to the class about significant events in their lives and records their oral histories for later reference.
6. Using the recordings that have been made, participants categorize the stories told by the visitors, e.g., accidents, holidays, moving house/country, traveling.
7. As a class, teacher has the participants compare the events that they have experienced with those of the visitors using a Venn diagram.

8. Teacher jointly constructs timelines sequencing the major events that each person spoke about, compares and discusses similarities and differences between the timelines as a class.
9. After finishing the recounts, teacher asks the participants why these recounts are still told. As a class, the participants categorize the recounts they listened to and record the purpose of each recount, e.g., to entertain, to teach us a lesson or how to behave, to share cultural/spiritual knowledge, characters and events.
10. Teacher then asks the participants to use ‘*De Bono’s Thinking Hats*’ to reflect on each other’s recounts (***Red Hat: Feelings, Yellow Hat: Positive points, Black Hat: Negative points***) and to justify relating to the recounts.
11. Teacher publishes the digital class photo story e-book she created on the interactive blog. Participants reflect and comment on each other’s recounts or on the special recounts that most interested them later on.

Report

Objectives: The objective is to engage the groups to orally present their own “*Day in the Life*” skits demonstrating their e-mind maps and e-books, to report back on their interviews with their parents, and then to exchange their written skits and reports and compare results. Participants synthesize what they have learned through journal writing and the creation of a dramatic skit.

Procedures

1. As a class, teacher creates a rubric that she can use to evaluate the groups’ skits. Some questions that she might use as a guide include:
 - *How effectively did you represent your parents’ and your own experiences in the skit? How could you have improved your skit?*
 - *How effectively did you integrate historical resources and incorporate music into your skit?*
2. Teacher allows time for the participants to work in their groups to finish their skit and ensure that it meets the criteria from the class-generated rubric. Teacher may also wish to have the participants create a stage set or backdrop that contains quotations from their interviews for the presentation.
3. When the groups are ready, teacher asks the groups to present their “*A Day in the Life*” skits for the class. She asks a spokesperson from each group to report the group’s findings to the whole class.
4. Teacher tells the class that they have to listen to each group’s report and write down their notes. They can feel free to accompany their presentation with gestures and paralinguistic features.
5. Teacher monitors the participants during the preparation and reporting stages, listens to their skits included in their e-books and boards mistakes. Then, she gets feedback from the whole class.
6. Participants decide at the end of all the reports to vote for the funniest and most interesting “*A Day in the Life*” skit and decide which participants have changed the most in the past ten years.
7. Teacher asks the groups to practice a whole class discussion using the notes they wrote down while listening to their colleagues.
8. Teacher asks the groups to exchange their skits and reports to compare results and to explore the similarities and differences between their own families and the families of other participants in their class.

9. Members of the same group work together to complete the table below then change partners and share what they wrote. They change and share again:

“A Day in the Life” Skit Concepts	Dramatic Skit Similarities	Dramatic Skit Differences	Words, Phrases, & Expressions they used	Agree/Disagree and why?
Schooling				
Languages Spoken				
Family Traditions				
Celebrations				
Leisure Time				
Toys Used				
Transport & Communication				
Favourite Music				
Family Values Experienced				
Interesting Facts				

10. After all the reports, teacher asks the groups who have the most interesting skit to publish it on the school language journal. They could also design a poster for their own *'Family: Then, Family: Now'* and bring in for the next session.
11. Teacher then provides time for the participants to reflect on what they learned from their skits and interviews through asking them to respond to the following questions in the *Student Assessment/Reflection Quiz* in their writing journals:
- *What did you learn about yourself and about your parents in this task?*
 - *What did you learn about the world your parents grew up in?*
 - *How effectively did you represent your parents' and your own experiences in the skit?*
 - *What could you have done better?*
 - *What was the purpose of this task?*
 - *Through stories told, decide the reasons why certain people, events and days are important to themselves and their families.*
 - *Reflect on how you show care and compassion, understanding, respect, tolerance and inclusion towards your family and others.*
 - *How can you apply what you learned in this task to other areas of your life?*
12. Teacher reads their responses, and leads a class discussion on the importance of communication in understanding other people's life experiences. Some possible discussion questions include:
- *Why is it important to listen to others?*
 - *What did you learn about the past in this task?*
 - *How can you become a better communicator?*
13. Groups are then required to publish their own mind maps and photo story e-books on their interactive blogs. Each group comments and reflects on the other groups' publications.

Post-Task Listening/Speaking

Objectives: For participants to hear a fluent English speaker doing the same task then they present their own. Participants then reflect new items through prior knowledge in various contexts.

Activity (1): Procedures

1. Teacher draws the participants' attention back to the photographs of herself when she was ten years younger and asks them to listen to her doing the same task that they did.
2. Teacher reads the text or displays the recorded photo story e-book that she made and asks the participants to examine the written version of that text she has distributed to them at the beginning.
3. Teacher asks the participants some quick comprehension questions about what they heard:

Ex: *What did I say about my fashion style?*

What did I say about my job?

What did I say about my family?

4. Teacher then explains that many people in the present time become dissatisfied with fast-paced lifestyles nowadays. Downshifting to a cheaper and calmer past life or a different working life at home are two solutions. These choices are not always possible for everyone. Besides, some people are forced to live in places that they do not like, or do jobs that they would like to change.
5. Next, teacher asks the participants to work in pairs to discuss the following questions and share their ideas with their partners:
 - *What good/bad habits did you use to do when you were young, but you do not do now?*
 - *Would you change your lifestyle if you could? How? Support with suggestions.*
 - *Would you enjoy working from home? Why? Why not?*
 - *Would you like to travel and work abroad? Where?*
 - *What types of things make a place feel like home?*
 - *What are the things that you love about your family?*
6. Teacher asks volunteer, fluent speakers to talk about themselves through answering the above questions and narrating their responses to the whole class.
7. Once they have finished, teacher can ask them to write up their answers as a short article to be published on the interactive blog.

Activity (2): Procedures

1. Teacher explains that some people just get a feeling for a place that they like, and why some people may want to live away from society or at least spend time alone and away from technology. Teacher asks the participants if they have ever had such a reaction to a place.
2. Teacher then puts them in pairs and gives them time to look at the different digital images and choose the cabin that they would like to own:
<https://view.genial.ly/5c1b30fdcd013556bbc4b0c9>



3. Teacher asks the participants to try to visualize imagining that they are in the picture and that they live a day in their cabin and to try to imagine the kinds of things they would do in a typical day:
 - *Why did you decide to live in this place?*
 - *How would you feel if you had to live there for one day?*
 - *Who would you like to take with you for the day? Why?*
 - *What 5 personal possessions would you take with you?*
 - *How does access to electricity and technology make your day there better/worse? What would you miss most about your home?*
 - *Why do you like/dislike being alone?*
4. In pairs, teacher asks them to find out about each other's day in the cabin. Pairs are then required to create their own e-mind map using X-mind or MindMeister to visualize and expand the details of their own day. Later they could describe a day in their cabin and write about it. They then publish their texts on the interactive blogs.
5. Teacher can also put their written texts up around the class and asks the participants to read them and decide who they would like to spend the day with and justify why.
6. At the end, teacher asks each pair to look at these typically English sayings and quotes then answer the questions that follow:
 - *Home is where the heart is.*
 - *All that glitters is not gold.*
 - *Less is more.*
 - *The more people have, the more they want.*
 - *"I'd be quite happy if I spent from Saturday night until Monday morning alone in my apartment. That's how I refuel." - Audrey Hepburn*
 - *"Solitude is creativity's best friend, and solitude is refreshment for our souls." - Naomi Judd*
 - a. What do they mean?
 - b. Which one of them do you agree or disagree? Why?
 - c. Are any of these sayings and quotes a good description of people in your recounts? Relate to a personal life experience.
7. Volunteer pairs narrate how they would spend the day in their own cabin, demonstrate their own mind map and reflect their opinion about the above sayings and quotes in front of the class.
8. Teacher then asks the participants to individually write down five important pieces of information they have learned from the task that they would make use of in their daily lives someday.

9. After each participant has completed this task, teacher asks the participants to pair up, share their lists with each other and then brainstorm in their pairs how they would implement the information they wrote into their daily lives.
10. Teacher then holds a whole-class discussion and asks the participants to read one of the items on their list, while the teacher creates a class list on the board. The participants will not be able to repeat what another participant has said.
11. After a class list has been created, teacher asks for volunteers to explain how the information on the board could be used outside of class providing meaningful examples and authentic suggestions.
12. At the end, participants are required to publish their own lists on their blogs in order to reflect on each other's authentic information.

Language Focus

Language Analysis

Objectives: The objective is to raise the participants' awareness about the target language, to examine and discuss specific language features and functions in preparing "A Day in the Life" Skit using a variety of tenses, and to talk about the differences and time relationships between the past simple, present perfect, present perfect continuous, and present simple tenses, in addition to the passive voice and comparative forms of adjectives.

Activity (1)

Overview: Teacher selects some extracts from her text and theirs that she recorded on board while listening to their skits to use in class. These extracts include different pieces of grammar focusing on the differences in use between the past simple, present perfect, present perfect continuous, and present simple tenses, to examine and discuss.

Procedures

1. Teacher chooses three or four sentences from her text, the listening script, their skit e-books and oral reports which include pieces of grammar and writes them on the board. For example:
 - *In 1994, I lived in Al-Amiraya.*
 - *Since then, I have moved to the Third Settlement where I have been living for the past two years.*
 - *I worked at a private school for three years in Al-Salam City.*
 - *Now I work at Faculty of Education. I have been working there for over four years.*
2. Teacher draws two circles describing 'life then' and 'life now' and asks the participants to look at the two circles. Teacher reads through the example sentences showing the relationship between the two circles ('life then' and 'life now') and describing how the person's life has changed.
3. Teacher asks the participants why she used the various tenses (i.e. past simple, present perfect (continuous), and present simple (continuous)) and elicits their answers.
4. Teacher shows the participants each two sentences on the timelines and asks them what the difference is between the two structures and sees if they can name the structures.

5. Teacher asks them why the simple form was used for one and the continuous form for the other. Teacher then explains that continuous form is used because the action started in the past and is still happening now. Simple form is used because the action happened in the recent past at an undetermined point.
6. Teacher then draws similar examples on the board and asks the participants to read the sentences and draw two circles of their own: One describing life a few years ago and one describing life now. Then, they explain how the person's life has changed:
 - *In 1994, I had been married to Barbara for four years. Since then, we have had our daughter Katherine. Katherine is three.*
 - *Barbara and I have been married for ten years.*
 - *I used to play squash twice a week when I lived in New York.*
 - *Now I play tennis twice a week. I have been playing tennis for over a year.*
 - *My best friend was Marek in New York. Now my best friend is Corrado.*
 - *I loved going to the opera in New York. Now, I love going to museums around Tuscany.*
 - *I worked at the New York Association for New Americans for two years.*
 - *Now I work at the British School. I have been working there for four years.*
7. Now, teacher challenges the participants to personalize the task; she asks them if they can produce 4-5 more sentences about their life using the different structures or can elicit examples from their skits.
8. Teacher has the participants draw two circles. Each circle should have 'Me' at the center with a universe of friends, hobbies, relationships, etc. surrounding. One circle is drawn for the 'past' and one is drawn for 'life now'.
9. Once they have finished, they find a partner using their diagrams as a support for conversation in pairs. They explain their diagrams to each other and describe how their life has changed over the past few years.
10. Teacher walks around the room, listens to the discussions and takes notes on the most common mistakes made.
11. As a follow-up, teacher goes through the most common mistakes made by the participants to focus on the problems they are still having with certain tenses (i.e. using the present perfect instead of past simple for definite past). Teacher discusses them as a class.
12. Teacher asks the participants to identify the structures and then gets them to label the parts of the form providing feedback.

Activity (2)

Overview: Teacher selects some sentences and extracts from their work on previous tasks and their skits to use in class. These extracts include other language features and functions to examine and discuss, e.g., *let*, *make* and *do*, and the verbs *force*, *allow* and *suppose* in the passive, and the comparative and superlative forms of adjectives.

Procedures

1. Teacher gives the participants a copy of the student questionnaire that they tackled before in the task stage and asks them to underline all the expressions about what people were *forced* to do and what they were *allowed* to do.
2. Teacher tells them to turn over their copy of the questionnaire so that they cannot see it then she gives it to them with omitted parts as a handout. Teacher asks them to work in pairs to fill in the blanks:

When you were a child:

- Do you think your parents were _____ or _____?
- Did they _____ stay out late at night?
- Did they _____ go on holiday on your own?
- When you went out did _____ always _____ tell them where you were going?
- Did you always _____ do your homework before supper?
- Did your parents _____ help about the house?
- Did you _____ look after brothers and sisters?
- What jobs did they _____ do?

3. Teacher tells the participants to put their worksheets away. She puts numbers 1-8 on the board and asks the participants to work in pairs to see how many of the 8 sentences they can recall. If the teacher wants to make this recall exercise easier, she can do this by leaving a few key words in:

Ex: Do you _____ parents _____ or _____?

Teacher can also give them a version of each sentence with all the grammatical words and markers removed to reformulate correctly. Participants usually enjoy the challenge of this kind of exercise:

Ex: they/you/stay/late/night
they/you/go/holiday/own

4. Teacher then asks each pair to go back to the adjectives box and work out the comparative forms for each adjective to describe and compare their lifestyle at the moment and in the past and how their life and their parents' life were different ten years ago from now:

Sporty	Peaceful	Glamorous	Calm
Exciting	Active	Hectic	Fast-paced
Rural	Boring	Adventurous	Action-packed
Urban	Slow-paced	Fun-filled	Problematic

5. In pairs, participants practice formulating examples using the comparative forms of adjectives. Each pair then reads their sentences out to the class. The winning pair is the one who reads as many grammatically appropriate sentences as possible.
6. Teacher selects and transcribes extracts on board then highlights and explains the rules of form for comparatives and superlatives.
7. At this point teacher asks them to go back to their skits, find out other examples and practice self-correcting. Teacher then gives feedback over their mistakes when needed.
8. The same method is tackled with other grammatical structures, language functions and features.

Language practice

Objectives: To give the participants some restricted oral and written practice in the target language; to practice new words/phrases/expressions, language functions and language features that appear in the task; and to practice using a variety of tenses expressing the differences and time relationships between the past and present.

Activity (1)

Overview: Participants practice writing sentences using *used to* and *did not use to*, *let*, *make* and *do*, and the verbs *force*, *allow* and *suppose* in the passive, and then examine and discuss them with their teacher.

Procedures

1. Teacher asks the participants to complete the following exercise:

Complete these to make true sentences:

When I was a child,

- *my parents made me*
- *they let me*
- *I was forced to*
- *I was allowed to*
- *I was supposed to*

2. Teacher then asks them to individually visualize and remember their own schooldays and what they wrote in their skits about their parents' school memories and practice the following activity:

Think about your and your parents' schooldays...

- List three things you had to do or were *forced to* do.
- List three things your parents had to do or were *forced to* do.
- List three things you weren't *allowed to* do.
- List three things your parents weren't *allowed to* do.
- List three things you were *supposed to* do but didn't.
- List three things your parents were *supposed to* do but didn't.
- List three things that you *used to* do and three things that you *didn't use to* do when you were a child.
- List three things that your parents *used to* do and three things that they *didn't use to* do when they were children.

3. Teacher circulates monitoring the participants while engaged in the activity. Teacher then asks the participants to break up into pairs and to check their sentences with each other.
4. After the participants have composed their sentences, teacher asks some of them to read out their sentences in front of the class, and elicits some examples to put on the board and discuss. She then gets feedback from the whole class.
5. Teacher then writes clues up on the board and asks the rest of the class to see how many experiences and memories they can recall about their colleagues and compose sentences using these clues:

- **Ex: Sarah:** *Wear uniform* – **Hoda:** *Homework* – **Miral:** *High heels*

- **Participants can then recall the following as an example:** *Sarah had to wear a uniform, Hoda was supposed to do his homework every night, and Miral wasn't allowed to wear high heels.*

6. Participants read out their sentences and when one of their colleagues hears the memory about herself or shares the same memory, she stands up saying: **That's me**, and adds a comment.

Activity (2)

Overview: In pairs, participants listen to extracts from two interviews recorded by teachers of English narrating their memories. They then practice role playing an interview after thinking of interview questions for their partners. They write and present their interview reports to the class.

Procedures

1. Teacher hands out the listening script of the extracts from two interviews recorded by other teachers of English narrating their memories about their childhood with their parents. Teacher asks the participants to listen to the recording and read along with the script.

Extract A:

My Dad is a quiet man really, so he didn't really make me do much at home. He sometimes asked me to wash his car or cut the grass, but I was never forced to do it, and I could usually get some pocket money for it as well. I think my Mum was also pretty easy-going; she let me stay out late with my friends. As long as she knew where I was, she wouldn't mind so much what I did.

Extract B:

My father was definitely stricter than my Mum. If I had been in trouble at school, it was always left up to him to tell me off. But I wouldn't say that my Mum was easy-going exactly. She would sit me down sometimes and make me do my homework in front of her, or force me to eat my greens, things like that. I guess I was just more scared of my father.

2. Teacher then places the participants into pairs. One of them is required to choose one extract as if she is the speaker and visualize the speaker's lifestyle when s/he was young. The other is required to interview her partner about this visualized lifestyle.
3. They are required to follow the instructions below:
 - **Think** of five interview questions for your partner about her lifestyle and her relationship with her parents, what she likes or dislikes, things she *had to do* or was *forced to do*, things she was not *allowed to do*, things she was *supposed to do* but didn't.
 - **Work** in pairs to ask your partner your questions.
 - **Make notes** of your partner's answers.
 - **Write a report** of 5 sentences at least about her answers. Then, turn roles.
4. Volunteer pairs present their interview reports in front of the class.
5. Teacher asks the pairs to publish their interview reports on their interactive blogs to reflect and comment on each other's work.

Activity (3)

Overview: In two groups, participants watch a digital story recount, which provides photographs depicting past and present family life, without sound. Participants provide voice over so that they can play the game, '*I describe ... you guess*'. They then watch it again with sound, create an e-mind map to visualize and help them write a video review. They finally narrate their findings in their own words to the whole class.

Procedures

1. Teacher tells the participants that they are going to watch an online digital story recount, entitled '*Life Then, Life Now*', without sound:
<https://www.floridastudents.org/PreviewResource/StudentResource/122302>.
Through illustrating photographs, the narrator recounts the old families' past days and childhoods, including schooling, practices, traditions, celebrations, old-fashioned games and toys used. The narrator also discusses the values behind and compares them to the shape of life of the present families.
2. Teacher explains that the class is to examine the provided photographs and provide voice-over so that they can play the game, '*I describe ... you guess*', by following the instructions below:
 - Divide the class into two groups; group 'A' and group 'B'.
 - Sit in pairs; group 'A' is facing the digital recount display and group 'B' is sitting with their backs to the recount display.
 - Group 'A' is going to watch the photographs in the digital recount that depicts families' lives then and now without sound. Their task is to simultaneously visualize and describe them to group 'B' while the digital recount is being shown.
 - Participants of group 'B' have to listen carefully to their description and try to guess what life time period they are talking about, classify the photographs and justify their decision: What clues were in the photographs to help them decide?
 - Once participants of group 'B' decide the time period being described, they fill in the two circles of their diagram describing '*life then*' and '*life now*'.
 - Then, group 'B' turns roles with group 'A' to describe another life time period to group 'A' in order to help them guess it.
3. Participants then watch the same digital recount again, with sound and subtitles, and follow the instructions below:
 - **Elicit** the key concepts, words, phrases and expressions used to describe each of the past and present family lives.
 - **Check** your visualized description of the different time periods.
 - **Elicit** the narrator's main ideas to compare them to the ideas visualized and recounted by your parents.
 - **Create** an e-mind map using X-mind or MindMeister to expand your ideas visualizing the shape of life in the two time periods.
 - **Write** a compare and contrast video review for the digital recount you watched describing the lifestyle using the words, phrases and expressions you extracted. **Try to use** a variety of tenses expressing time relationships, and as many appropriate comparative forms of adjectives as possible.
 - ▶ **Hints:** *Pace of life, expenses, job opportunities, entertainment for young people, housing types, fashion, transports, climate, environment.*
 - **Find out** what time period members of your group would prefer to live in and what their justifications are.
4. Each group orally narrates their findings in their own words to the class, demonstrates their mind maps and talks about the ideas they visualized from the photos in the digital recount. Teacher gives feedback over their mistakes.

5. Teacher asks the groups to publish their e-mind maps and video reviews on their interactive blogs to comment and reflect on each other's production.

Activity (4)

Overview: Participants personalize the task and describe a typical day in the life of their own family. Then, they work in pairs to interview their partners about their family life and individually write a report. Next, each pair creates an e-mind map using X-mind or MindMeister to visualize their ideas and details and to help them write a compare and contrast report comparing their own family life to their partners'. In pairs, they examine their texts for errors before reporting back to the class.

Procedures

1. Teacher asks the participants to work independently to describe a typical day in the life of their own family and to try to talk about:
 - *The type of lifestyle they have*
 - *The hours they see each other*
 - *The routines they follow on a normal day*
 - *The memories or situations they are used to experience with their family and what is special about their family.*
2. Teacher then asks the participants to work in pairs to share the information from their description with their partners. She encourages the participants to build up a list of critical questions they might ask their partner. They are required to investigate their partners' family life too and interview them for:
 - *Parents' jobs*
 - *Time spent with parents, brothers or sisters*
 - *Evening routines, weekend activities & things they do together*
 - *What is special about their family*
3. Participants individually write a report about their interview results.
4. Each pair then creates an e-mind map using MindMeister or X-mind to visualize their ideas and details of comparison that would help them write a detailed compare and contrast report comparing their lifestyle and family life to their partners' using the comparative forms of adjectives. They also try to answer the question: *Would you change your lifestyle if you could? How?* They reflect on the motivations involved in changing their lifestyle.
5. After writing their interview report and the compare and contrast report, participants in their pairs examine their texts and edit any errors that they notice. Teacher circulates, monitors the participants while engaged in the activity and provides feedback when needed.
6. Participants then orally practice their narration in pairs before rewriting an improved version of their text.
7. Chosen pairs read their interview reports and the 'compare and contrast' report, demonstrate their maps in front of the class and receive oral feedback from the teacher by identifying two strengths and one weaknesses of their writing.
8. Teacher provides feedback about the correct use of language features and functions and also gets as many responses as possible from around the class.
9. Teacher asks pairs to publish their reports and e-mind maps on their interactive blogs to reflect and comment on each other's work.

Follow-up Homework

Objectives: To give the participants a chance to repeat and hopefully improve the task.

Activity (1)

Overview: Participants work in pairs to design a photo story e-book depicting the development of technology over time using the screenshots taken from the video. They then publish them on their interactive blogs and start online discussions commenting on each other's publications.

Procedures

1. Teacher asks the participants to watch an online video, entitled '*Past and present – technology then and now*'. It depicts the timeline of technology and how technology has evolved: <https://youtu.be/DENG7Q7VRgo>
2. Teacher asks the participants to work with a partner that they have not worked with yet during this class, take a range of screenshots of the photographs depicting technology in the video and discuss how they are similar to or different from today's technology.
3. Teacher tells the participants to repeat the same task as they did at the beginning of the class. Teacher emphasizes that they should try to include the target language structures, language functions and the various time tenses into their writing and speaking.
4. Each pair then creates an e-mind map using MindMeister or X-mind to visualize and expand their ideas and details of comparison.
5. Pairs then develop a narrative including an understanding of reasons why events or developments in the past produced later actions, results or effects, or how developments remained much the same over time. They also consider how a particular invention (e.g. the telephone or the automobile) changed lives and the ability to communicate and travel; i.e., participants can develop a narrative about leisure time in the present and past life, like the following:

Holidays have changed from what they were like in the past. There are many reasons for these changes. One reason is the change in technology. For example:

- *Now we can go on a plane to another city or country in a few hours or days, but 100 years ago passenger planes were not around.*
- *Now we can get in a car and drive to other states, but 100 years ago cars were rare and roads were rough and bumpy.*
- *Now we can watch colour 3D movies at home on the TV, but 100 years ago TV was not invented and movies were still in black and white and silent.*

6. Pairs are now required to design a photo story e-book about the change in technology using the screenshots taken from the video.
7. Once the participants have practiced together, teacher asks a couple to report back to the class what they talked about with their partner.
8. Teacher focuses on accuracy and corrects what they say if they make mistakes using the target language.

9. Pairs start publishing their photo story e-books and mind maps on their interactive blogs. They can complete reflecting or commenting on each other's publications at home: www.blogger.com

Activity (2)

Overview: In pairs, participants examine a streetscape photo from an Italian magazine and create an e-mind map using X-mind or MindMeister to visualize ideas and details and to help them develop a magazine article. They publish their articles and e-mind maps on the interactive blog. Then, they start discussing and commenting on each other's publications.

Procedures

1. Teacher tells the participants that in 1962, an Italian magazine did a story about what the world would look like in 2022 and published a predictive streetscape photograph for the expected form of life.
2. Teacher shows the participants the photo and places them into pairs. Each pair is required to examine the streetscape photograph from the Italian magazine and try to visualize events and predict the story that the magazine wrote about:



3. Each pair creates an e-mind map using X-mind or MindMeister to visualize their ideas, details and events and to help them develop a corresponding story for the photograph.
4. Each pair writes their story as a magazine article and includes imaginary interviews with people in this time period. They publish their articles and e-mind maps on their interactive blogs. Their classmates read what they wrote and start online discussions and reflections.

Task (5)

Global Scientific Threats

Warm up: Discussion

Discuss the following unit questions with your classmates:

1. What are the biggest possible global security threats?
2. Are only poor nations at risk? Why/Why not?
3. Where is our world going to?
4. What do you think about the Planet's future?
5. What is the rationale behind your opinion?

Preparation

Warmer (1)

1. Teacher displays the title, '*Global Scientific Threats*', to arouse the participants' visual thinking through insightful thinking of the events and the probable threats of scientific issues.
2. Teacher asks some questions as: *What do you think the topic is about? What do you think you will see?* Teacher elicits their responses but without correction.
3. Teacher previews some pictures and asks the participants to look at each picture for a minute and think about what they would visualize. She motivates them to visualize and asks them some questions to arouse their visualization: *What is going on in these pictures? What do you think these pictures are about?*
4. Teacher asks the participants to think deeply of the implicit ideas behind the pictures and reflect their responses in relation to their prior knowledge. Participants are also required to justify their rationale behind the ideas that they thought of and visualized.





5. Teacher then asks the participants to work individually to elicit and list five concepts/ideas and five global threats based on the pictures in the table below, then to work in pairs to share and discuss their ideas and the rationale behind:

Concepts/Ideas	Global Threats
1-.....	1-.....
2-.....	2-.....
3-.....	3-.....
4-.....	4-.....
5-.....	5-.....

6. Volunteer participants orally present their ideas justifying their rationale behind such visualized ideas in front of the class. Presentations go on until the participants share all what they can know about the pictures.
7. Teacher elicits their visualized ideas, brainstorms a few and builds a list on the board. Teacher avoids correction at this stage.
8. Without correction, teacher selects and transcribes extracts to use in class and goes over tricky words and concepts as they arise.

Pre -Task

Objectives: Participants will be prepared for the task, to engage their attention. Target language will be personalized and reinforced through pair/group learning activities to promote critical self-reflection.

Activity (1)

Overview: Participants watch a video about the global scientific threats then they answer some questions and complete the table, explaining in their own words what is said about each threat. They then use the X-mind program or MindMeister to reflect their responses in a graphic organizer.

Procedures

1. Teacher asks the participants to watch a video entitled, *'Top 10 Biggest Threats to Humanity'*. It discusses ten of the biggest global scientific risks to humanity's survival in the next 50 years: <https://youtu.be/49iLEYm5Pes>
2. In pairs, participants discuss the following main questions:
 - What is the most serious threat today?
 - a. Global warming
 - b. Alien invasion
 - c. Other _____
 - d. Nuclear war
 - e. Artificial intelligence

- Which country will be most important in 2050? Why?
 - a. The USA
 - b. China
 - c. Japan
 - d. other _____
 - Which of these threats do you think will happen first? Why?
 - According to your viewpoint, rank these with your partner. Put the biggest dangers to the world at the top:
 - a. Viruses
 - b. Global warming
 - c. Alien attack
 - d. Bioterrorism
 - e. Nuclear war
 - f. artificial intelligence
3. Teacher asks the participants to work independently then in pairs to complete the following table in order to:

- **Explain**, in their own words, what is said about each threat and **justify** their answers by providing evidence from the video.
- **Write** a value of 1 (*most serious*) to 10 (*least serious*) in the middle column for each of the threats in the left column.
- **Write** ten things the world did not know about global scientific threats.

Threat	Value	Explanation
Viruses		
Alien attack		
Global warming		
Bioterrorism		
Nuclear war		
Artificial intelligence		
10 things the world did not know about global scientific threats:		

4. In pairs, participants share and compare their values and ask each other to give the rationale behind and to explain in full, with examples, exactly why they chose their scores.
5. Teacher then asks the participants to have pair and group discussions and to use X-mind or MindMeister to reflect their responses in a graphic organizer.
6. Volunteer participants orally demonstrate/present their graphic organizers and share their ideas with the class.

Activity (2)

Overview: Participants complete the table based on the video they watched before and the graphic organizer they designed.

Procedures

1. Teacher asks the participants to work in pairs to complete this table with their partners. They are required to talk about: *What would happen in these catastrophes? How serious are these threats to the world? How can we reduce/avoid them? How to survive them?*

Threat	How Serious?	What would happen?	How to reduce/avoid it?	How to survive it?
Alien attack				
Global warming				
Bioterrorism				
Nuclear war				
Viruses				

2. Teacher asks the participants to change partners and report what they heard from their first partners and if there are any similarities between different participants' answers.
3. Teacher asks volunteer fluent pairs to present their findings and narrate their responses to the whole class. They try to share various opinions and provide justification.
4. Once they have finished, teacher can ask them to write up their answers as a short article to be published on the interactive blogs.

Activity (3)

Overview: Participants play the *'Listeners/Speakers Face off'* game to continue talking about the displayed screenshots from the video.

Procedures

1. It is a *"Pairs, Groups"* activity. Teacher divides the participants into two rows facing each other and assigns one row the role of listeners and the other row the role of speakers. Teacher tells the participants that the person sitting across from them is their partner.
2. Teacher stands behind the listeners and displays a screenshot from the video for the speakers. Teacher tells the speakers to watch the screenshot on the data screen and to continue talking until she changes the screenshot. These are examples of the screenshots:



3. Teacher tells the participants to stick to the game rules:
 - Listeners are not allowed to turn around and look at the teacher or the screenshots.
 - Listeners are not allowed to speak.
 - Speakers have to keep talking until the screenshot has been changed.
4. After flashing half of the screenshots to the speakers, teacher goes to stand behind the speakers and tells the class to change roles.
5. Teacher repeats the activity with new speakers and listeners, using the remaining screenshots.
6. For feedback, teacher brings the class back together as a group and asks: *What did you find out?* Teacher has a class discussion.
7. Teacher then asks the participants to work independently to, first, comment on each one of the video screenshots, then, to write about the first impression that comes up to their mind when they saw each screenshot in their own words.
8. Teacher then asks the participants to work in two groups. Each group members work together, using X-mind, to expand their ideas and to reflect on their knowledge concerning the given screenshots. Teacher tells them to try to analyze and support their reflections on the screenshots using mind maps.
9. Each group orally demonstrates/presents their e-mind maps and shares their ideas with the class. Teacher holds a class discussion.
10. Teacher asks each group to publish their written reflections and e-mind maps on the interactive blogs. Each group comments and reflects on the other group's publications.

Task Cycle

Task

Objectives: The objective is to engage the participants to discuss and talk about various global scientific threats related themes. Participants will do a complete global threats-related survey to decide on what should be included in the project so that they can share and demonstrate their point of view on global threats issues.

Activity (1)

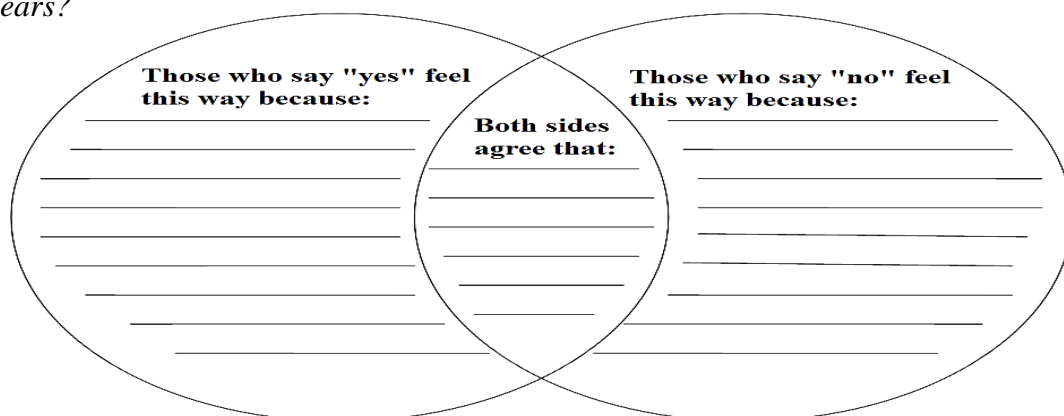
Overview: Participants watch a Flash animation and talk about what is happening based on visuals. They then make predictions about the effects of global warming. Using the Venn diagram, they compare points of view on global warming. Then, they formulate their own opinions about global warming. Finally, they publish their writings on their interactive blogs.

Procedures

1. Teacher makes a scientific display illustrating the effects of greenhouse gasses. Teacher shows the participants a Flash animation that can be displayed on: http://youtu.be/x_sJzVe9P_8 or found at the U.S. Environmental Protection Agency's Website that accurately describes the greenhouse effect and how it likely contributes to global warming. The teacher might have the participants take turns reading the dialogue balloons for the characters shown on the site: http://www.epa.gov/globalwarming/kids/global_warming_version2.html
2. Teacher asks the participants to try to focus on the visuals to:

- **Pose** critical questions about the incidents of the animated scenes.
 - **Record** words, phrases and expressions that come to their mind when they first saw these animated illustrations.
 - **Formulate** a script for the pivotal ideas they watched that describe what is happening using the words, phrases and expressions that they recorded.
 - **Talk** about what they think is happening. **Narrate** in their own words what ideas they understood from this flash animation.
3. With an understanding of the greenhouse effect and global climate change, the participants can now make predictions about the potential impact of global warming. Teacher asks the participants to hypothesize about how the world's climate could change over the next 100 years if humans do nothing to limit the levels of their greenhouse gas emissions. She has them also make predictions about the effects such climate changes could have on humans.
 4. Working in small groups, participants brainstorm a list of their ideas related to these questions. Each participant should record a copy of the list in order to refer back to it later in the lesson.
 5. Teacher discusses the fact that not everyone agrees about global warming and climate change. She asks the participants to log onto the website below to read an article, entitled '*Journey to Planet Earth: The State of the Planet: Global Warming*'. It illustrates some of the controversy surrounding global warming; the article discusses the effects of global warming and provides several points of view about what could be done about these environmental changes: <http://www.pbs.org/wgbh/pages/frontline/hotpolitics/reports/skeptics.html>
 6. Teacher then poses the following question and holds a class discussion: *In your opinion, has human activity caused the world's climate to change over the past 100 years?*
 7. Teacher then places the participants in small groups. She distributes copies of the Handout, *Global Warming Venn Diagram*, and asks the groups to complete the graphic organizer to record what people on both sides of the global warming debate say about human responsibility for this issue.

Question: *Has human activity caused the world's climate to change over the past 100 years?*



8. When they finish, each group orally demonstrates their graphic organizers and shares their ideas with the class. Teacher holds a class discussion.
9. After the participants have explored a variety of perspectives on global climate change, they will take a position on the issue and formulate opinions about Global Warming. Teacher asks the participants to independently write 2-3 persuasive paragraphs to answer the following questions:

- *In your opinion, is global warming an imminent world threat? Why or why not?*
 - *Based on your opinion, what actions do you believe should be taken to address the global warming issue?*
10. Teacher reminds the participants to support their opinions with specific information from the brainstorming lists created before and their completed Venn Diagrams.
 11. Once the participants have organized their thinking on paper, teacher gives them the opportunity to share their opinions with at least one other partner in class so that others can hear the reasons behind their positions.
 12. Teacher asks them to publish their writings on their interactive blogs and comment reflecting on each other's work.

Activity (2)

Overview: Participants watch some pictures about alien invasion and talk about the ideas they understood. They then make predictions about the potential impact of alien invasion on the world and humans. They personalize the experience discussing their reactions to aliens landing on Earth. Then, they read a story about the same theme and practice an interview role play. Finally, they write a newspaper report about aliens landing on Earth and publish their stories on the interactive blog.

Procedures

1. Teacher previews some pictures and asks the participants to look at the pictures silently for a minute and think about what they would visualize and see. Teacher asks them some questions to arouse their visual thinking: *What's going on in the pictures? What do you think the pictures are about?*



2. Teacher elicits their responses. Volunteer participants talk about what they think is happening. They narrate, in their own words, what ideas they visualized and understood from these pictures.

3. Teacher then poses the following questions and holds a class discussion. She asks the participants to think of the ideas and visualize: *In your opinion, what the world would be if it is invaded with aliens? What are the potential benefits/dangers you think the world would face as a result of this invasion?*
4. Participants make predictions about the potential impact of a futuristic alien invasion. Teacher asks them to hypothesize about how the world could change over the next 100 years if humans do nothing to this invasion. They also make predictions about the effects such alien invasion could have on humans.
5. Working in small groups, participants brainstorm a list of their ideas related to these questions. They use X-mind to visualize, develop their ideas, reflect their responses in a graphic organizer, and produce effective inquiry results.
6. When they finish, each group orally demonstrates/presents their graphic organizers and shares their ideas and inquiry results with the class.
7. Teacher then challenges the participants to personalize the experience; teacher poses a question and elicits their responses: *What would you think if you wake up tomorrow morning to find that your backyard has been invaded with aliens?*
8. Teacher discusses as a class the possible reactions to aliens landing on Earth:
 - *How would people react?*
 - *What do you think the aliens would be like?*
 - *What would they do?*
9. Teacher then draws a map of England on the board and highlights the fictional town of Huntingdugton and tells the participants that it is famous for UFO (unidentified flying objects) sightings.
10. Teacher gives half of the participants a copy of the *Student A* worksheet, and half of the participants the *Student B* worksheet.
11. Teacher shows the participants the picture of the newspaper article and asks them to read the short newspaper story (this is the same on both worksheets). Teacher then asks them to visualize what happened on that particular night to check everybody understands the story:



Read this newspaper story and try to imagine what happened:

Three nights ago, in the village of Huntingdugton in the south of England, people reported seeing strange lights in the sky. Shortly after telephoning the police, three villagers went out to investigate. They disappeared for three days. After a huge police search, one of them, Joe Cole, was found unconscious in a field 20km away. The other two are still missing. After spending three nights in hospital, Joe is now ready to speak. His memory of what happened that night has returned.

12. Teacher asks *Student As* (reporter) and *Student Bs* (Joe Cole) to sit together in a group, and gives them some preparation time together to write down critical questions (in the reporters group) or invent their stories (in the Joe Cole group) using X-mind or MindMeister and the photo story e-book creation website.

Student A	Student B
<p>You are a newspaper reporter. Ask questions about...</p> <ul style="list-style-type: none"> • What Joe had been doing before the aliens were spotted. • What he was doing when the aliens abducted him. • How he felt. • What the aliens looked like. • What the aliens did to him and the others in the ship. • How he managed to leave the ship. • What he thinks happened to other villagers. • Write three more of your own questions 	<p>You are Joe Cole. Describe...</p> <ul style="list-style-type: none"> • The night of the abduction (what you had been doing before it and how it happened). • The spaceship. • The aliens and what you think they wanted from you. • What happened to the other villagers? • How you left the ship. • What has happened since you came back to Earth? Do you feel different? • Why you think you were chosen by them. • Write three more details of your own

13. When they are prepared, teacher matches every reporter with a Joe Cole and tells them to conduct an interview. Teacher makes sure that the newspaper reporters note down what they are told.
14. Finally, teacher asks each pair to write a newspaper report about aliens landing on Earth telling the story of what happened, or as an extension, they can write a newspaper report from the point of view of the aliens reporting that they have landed on Earth. Teacher encourages them to include any interesting features like photos, diagrams, pictures or quotes.
15. Teacher picks pairs to share their reports with the class.
16. Teacher asks them to share their newspaper reports and mind maps on the interactive blog and comment on each other's stories.

Activity (3)

Overview: Before watching a Ted talk about the Coronavirus outbreak, participants examine the title of the video and a picture to create a list of related words/ideas and pose critical questions. They then watch the Ted talk and do some tasks. Finally, they personalize the experience through practicing role playing certain famous characters to talk about themselves and what they would do to face the Covid-19 pandemic. Fluent participants share their ideas with the class.

Procedures

1. Teacher tells the participants that they are going to watch a Ted talk for Bill Gates, entitled '*The next outbreak? We're not ready* | Bill Gates', talking about the Coronavirus's next outbreak and the need for understanding Coronavirus and how we should respond to the pandemic: https://youtu.be/6Af6b_wyiwI
2. Before watching, teacher asks them to examine the title of the video and the provided picture, then create a list of words/ideas and pose critical questions that they think might be related to the talk.
3. Participants then watch the Ted talk carefully, try to catch up a bank of phrases and expressions from the talk and jot them down.

4. Teacher places the participants in pairs and gives them about ten minutes to do the following tasks, while she does a class check:
 - **Check** their ideas and the answers of the questions they posed.
 - **Discuss** their ideas and **talk** about what is happening in detail.
 - **Discuss** and **find** answers to the following questions:
 - a. *Where are we in developing a vaccine? Will we be able to develop a cure for the Coronavirus?*
 - b. *What would happen to the world if it takes years to develop a cure?*
 - c. *Will Covid-19 have a lasting impact on the environment? Explain how.*
5. Each pair shares what they have just discussed with their partners to the class.
6. Participants are then asked to independently respond according to the following instructions:

You are 'Bill Gates', talk about yourself and what you will do to face/deal with the pandemic and how to survive it using the bank of phrases and expressions you jotted down from the talk.

- **Take** your turn and **talk** about yourself. **Explain** and give some interpretations of what you would do to face the pandemic and improve the quality of health if you were the minister of health. Use the X-mind program or MindMeister to expand your ideas and try to visualize and link your dreams with your prior knowledge.
 - **Choose** one of your friends or a person you know who has experienced the Covid-19 infection. **Tell** us what happened with him/her and in what ways s/he has overcome it.
 - **Write** at least six sentences that describe the pandemic event and how it affects our planet's health and safety.
7. Teacher listens to fluent participants presenting the task, but avoids correcting any language at this stage. She selects and transcribes extracts to use in class and gets feedback from the whole class.
 8. Teacher asks the participants to share a personal experience during the quarantine. They find photos of themselves or a person they know on their phones that tell a situation/a story during the quarantine and write captions to describe the situation in them.
 9. Fluent speakers read what they have written to tell the class about their personal experience.
 10. Teacher asks the participants to work with their partners, using the X-mind program or MindMeister, to think of as many other controversial health problems rather than Coronavirus as they can.
 11. Each pair then chooses one of the problems they developed and prepare a short role-play with their partners about it. They explain what it is, why it is a health problem, and what they can do to help.
 12. Chosen pairs then share their ideas and mind maps with the class.

Planning

Objectives: The objective is to engage the participants to work in groups to perform mini-tasks in order to complete the main task, '*Visualizing the World in 2050*', and then prepare an oral presentation of their task to report back to the class.

Warm Up: Teacher stops the task and tells the participants that they are going to watch an online photo story e-book. It discusses predictions to 2050 concerning technology and the rise of the robots, science and health, climate change and global warming, nuclear war and the impact of other scientific threats. Teacher shows it as a live example to help them create their own photo story e-book:

<https://www.storyjumper.com/book/read/53467685/PREDICTIONS-TO-2050#>

Teacher also asks them to watch a video, entitled '*The World in 2050*', that discusses the same theme with illustrating photos: https://youtu.be/RNVh_HMX2IY

Procedures

1. Teacher tells the participants that they have to work together to visualize and present a photo story e-book about the world in 2050 to report to the whole class. They have to write notes for their discussions, prepare a PowerPoint presentation and be prepared to report this orally to the rest of the class.
2. Teacher provides them with a multiple choice of tasks they are supposed to report to promote speaking. The goal of the task is for participants to create a project that supports their point of view about global scientific threats and to support this viewpoint with reasons, facts, mind maps, pictures and expressive examples gathered during task activities. Through the project, they take a position on global scientific threats, share their positions on these threats, and increase awareness about each threat's related issues. Participants have to choose one task from the following to report:
 - Create a photo story e-book visualizing and explaining your thoughts about how the world would be in 2050, referring to at least two of the global scientific threats listed below and providing evidence over the posed thoughts, expressive examples/details, mind maps, pictures and diagrams:
 - a. Viruses
 - b. Global Warming
 - c. Alien Attack
 - d. Bioterrorism
 - e. Nuclear War
 - f. Artificial Intelligence
 - Create an advertising campaign to promote awareness of global scientific threats, what causes them and what people can do to prevent the increase of their dangers using X-mind or MindMeister to visualize, organize and expand your ideas for writing and to reflect effective inquiry results.
 - Write a fictional story illustrating the future effects of global scientific threats and how your state/country or the world as a whole might be changed as a result of these threats. You are required to reflect your knowledge about the threats you chose and elaborate your point of view and expectations in the form of writing your own scenario of a story using X-mind or MindMeister and the photo story e-book creation website.
 - Create a futuristic map of the world showing the effects of global scientific threats on the biological and physical features of the land, the earth's productivity, and the types of human/plant/animal life it can support.
3. Participants prepare a set of chosen pictures and photos of their own, or they can use the pictures the teacher provides.
4. Participants are divided into groups of six. Each group has to choose a task to work on. Teacher asks each group to first create an e-mind map visualizing their own task using X-mind or MindMeister.

5. Each group then starts authoring their own scenario and writing their own report. They then get ready to record the narration of their own task with their voices in an e-book format.
6. Teacher then asks the groups to log onto www.storyjumper.com to design and edit their own photo story e-books about 'Visualizing the World in 2050'.
7. Teacher sets a time limit of 45 minutes for them to do the task.

Activity (1)

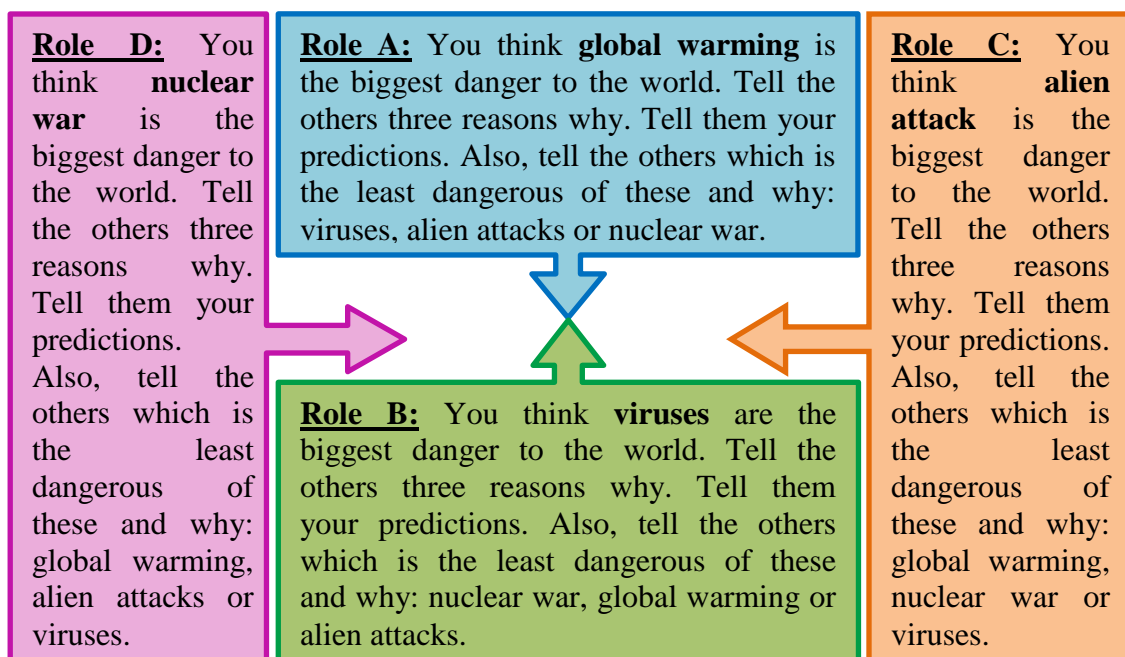
Overview: It is a mingle activity with emphasis on oral fluency; participants choose a scientific threat and practice acting out their stories and knowledge about that threat to be presented as a show using threat-related vocabulary/expressions/phrases covering the themes and knowledge of that threat, in addition to presenting a poster advertising for the photo story or the campaign they are going to include in their photo story e-books. They role-play 4 scenarios of global scientific threats individually or in pairs.

Procedures

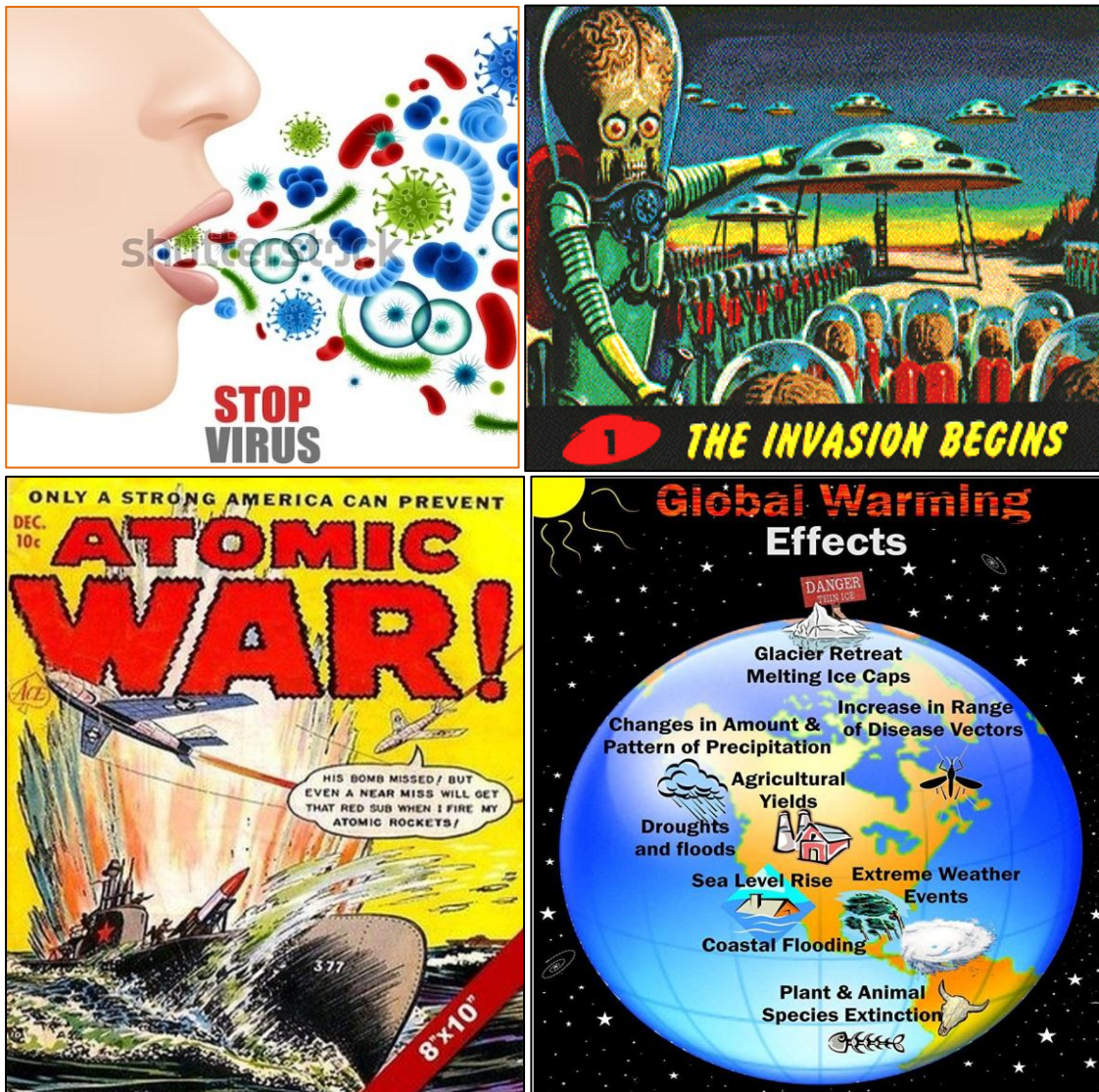
1. Teacher elicits and discusses different roles on global scientific threats including: *viruses, global warming, alien invasion and nuclear war.*
2. In groups of four, participants discuss and study the 4 threats-related vocabulary, expressions and phrases covering these roles and related to the themes and knowledge of those threats. They chat and talk about these topics or words and are free to add more ideas and expressions to the list from the videos they watched before:

(danger/ bioterrorism /catastrophe /the WHO/ reasonable/ chance/ security/ epidemic/ collapse/ genetically engineered/ sanitizer/ nuclear weapon/ prepare/ alien attack/ vaccine/ outbreak/ cure/ global dimming/ phenomenon/ emission/ predictions/ vision)

3. After the groups finish their discussions, each group member chooses one of the following threat roles she would like to work on and role play. She also takes notes of the words, expressions and phrases out of the list that are used to discuss that threat:



4. The four members of all groups are separated. They walk around the class and look for the other members who chose the same threat role to finally form total four new groups; one for each threat.
5. Members of each group of the same threat share the findings they reached in their old groups and exchange their knowledge about the threat. They talk to one another and have a chat about the threat adding to the list of words, phrases and expressions they took notes of before so that the participants can refer to them during scripting out the role-play.
6. Next, teacher asks each group members to work together, using X-mind or MindMeister, to script out a short role play about their own threat, with each member responsible for presenting pieces of information about it using *if conditionals*, and guided by the list of words/phrases/expressions they formed.
7. Teacher distributes a poster for each group about their threat and asks them to comment on the poster advertising for the story about the scientific threat. Each group is free to develop their own poster.



8. Teacher circulates, reviews the groups' scripts when needed and helps out with language use.
9. Teacher has the groups practice the script until they can act out the role play comfortably with little reference to the script.

10. When the groups are ready, teacher tells them to hold the role scripts to be used only when needed; one for each participant. She tells each group to stand up, present their posters and mind maps, and then begin role playing for two or three minutes.
11. While the participants are doing the role-play, the teacher circulates and takes notes of language use errors and good use of the target language, but avoids correcting them at this point.
12. Teacher asks the participants to sit down again. Teacher discusses with them what they have found out and does a quick feedback on the errors or language use she took notes on.
13. Teacher comments on each group's performance. Peers are also encouraged to give feedback.
14. Teacher tells groups to publish their posters and role play scripts on the interactive blog and to comment on each other's publications.

Activity (2)

Overview: A Group Interview Survey: Each of the four groups steps into the role of interview reporters to carry out an interview with the other three groups for their own scientific threats. Groups interview each other and then write interview reports about the other groups' scientific threats so that each group can refer to and include other threats in their projects. Finally, they publish their reports on the interactive blog to reflect and comment on each other's reports later on.

Procedures

1. After each of the four groups has formulated a complete database for their own scientific threat, teacher tells them that each group is required to interview the other three groups for the other three scientific threats so that participants can refer to them and include more than one threat while preparing their final projects.
2. Teacher asks the participants if they would like to be interview reporters: *Why/why not? Who would they like to interview about these scientific threats if they were an interview reporter for a day?*
3. Teacher tells the groups to imagine as if they are interview reporters introducing a TV programme show. Teacher then asks each group to follow the instructions below:
 - **Group Interview Survey:** Write three good critical and correct questions interviewing the other three groups about what they have discussed and written about their own scientific threat. Each group has to write the questions on their own worksheet.
 - Besides the 3 interview questions, each group asks the other 3 groups about what 10 things they have discovered about their own scientific threat and the world did not know about.
 - Each two groups in the interview process decide who will role play the interview reporters and who will role play the interviewees. They then turn roles. The interviewees should think about what their answers might be, and the interview reporters can either help them with ideas or think of some follow-up questions they could ask to their main questions.
 - When you finish, interview the other 3 groups. The interview reporters write down the other three groups' answers in the following table:

	Group 1	Group 2	Group 3	Comments
Question 1: _____				
Question 2: _____				
Question 3: _____				
10 things you have discovered about your own scientific threat and the world did not know about.				

- Do your interview together before performing in front of class.
 - Now, return to your group. Discuss your results and talk about what you have found out, then
 - Write a detailed analysis interview report of your findings about the other 3 groups' scientific threats; what words, phrases and expressions they used, what predictions to the future world they talked about, what 10 things they think the world did not know about their own scientific threat and any comments you would like to add.
4. Chosen groups perform their interview in front of the class, imagining that they are introducing a TV programme show about global scientific threats, and present their findings.
 5. At the end of the role play, they publish their detailed analysis interview reports in their school newspaper and on their interactive blogs so that they can later comment on each other's reports.
 6. Finally, teacher asks the groups to start preparing for their own projects using their own detailed interview reports to refer to and include more than one scientific threat and add more detailed information about those threats in their projects. Teacher circulates monitoring them and presents help when needed.

Report

Objectives: The objective is to engage the participants to orally present their own 'Visualizing the World in 2050' projects and reports, then exchange their written reports and compare results.

Procedures

1. As a class, teacher creates a rubric that she can use to evaluate the groups' projects. Some questions that she might use as a guide include:
 - *How effectively did you visualize the world in 2050 and represent your own experiences in the project?*
 - *How could you have improved your project?*
 - *How effectively did you integrate your predictions about the impact of various global scientific threats into your project?*
 - *How did you incorporate rational evidence and expressive details and examples into your project?*
2. Teacher allows time for the participants to work in their groups to finish their projects and ensure that they meet the criteria from the class-generated rubric. Teacher may also wish to have the participants create a stage set or backdrop that contains quotations from their interviews for the presentation.

3. When groups are ready, teacher asks each group to present their “*Visualizing the World in 2050*” projects and report the group’s findings to the whole class.
4. Teacher tells the class that they have to listen to each group’s project and write down their notes. They can feel free to accompany their presentation with mind maps, charts, graphs, pictures, gestures and paralinguistic features.
5. Teacher monitors the participants during the preparation and reporting stages, listens to their projects and boards mistakes. Then, she gets feedback from the whole class.
6. Participants decide at the end of all projects and reports to vote for the most interesting visualization project about the world in 2050.
7. Teacher asks the groups to practice a whole class discussion using the notes they wrote down while listening to their colleagues.
8. Teacher asks the groups to exchange their visualization projects and reports to compare results. Members of the same group work together to complete the table below then change partners and share what they wrote:

Global Scientific Threat	Project Similarities	Project Differences	Words, Phrases, Expressions they used	Agree/Disagree and why?
Viruses				
Global Warming				
Alien Attack				
Bioterrorism				
Nuclear War				
Artificial Intelligence				
What’s special				

9. After all the reports, teacher asks the participants who have the most interesting project to publish it on the school language journal. They could also design a poster for their own “*Visualizing the World in 2050*” project and bring in/share for the next session.
10. Teacher then provides time for the participants to reflect on what they have learned from their projects and their interviews, through asking them to respond to the following questions in the *Student Assessment/ Reflection quiz* in their writing journals:
 - *What did you learn about yourself in this task?*
 - *What did you learn about the world in this task?*
 - *What did you learn about the future effects of the global scientific threats?*
 - *How effectively did you visualize the world in 2050 and represent your own experiences and vision in the project?*
 - *What could you have done better?*
 - *What was the purpose of this task?*
 - *Could the huge shifts in our way of life pave the way for more world dangers and threats? Explain how?*
 - *How can you apply what you learned in the task to other areas of your life?*
11. Teacher reads their responses and leads a class discussion.

Post-Task Writing/Speaking

Objectives: For participants to repeat the fun with this task on writing dramatic scripts as a class and hear a fluent English speaker doing the task. Participants then reflect new items through prior knowledge in various contexts.

Procedures

1. Teacher explains that some people could express fears about the future because of the potential effects of global threats and how our health and lives could be affected when we change the living world, while others see that some scientific threats could contribute to making our lives much easier and practical and could improve the efficiencies of our work places. Teacher asks the participants if they have ever thought about such a reaction to living in each of such circumstances in the future.
2. Teacher puts the participants in pairs and gives them time to look at the different digital images and choose the image that expresses the circumstances they would like to live in or experience in the future:



3. Teacher asks the participants to visualize imagining that they are in the picture and that they live a day in a relevant context. Each pair tries to visualize imagining the kinds of things they would do in a typical day and things that would happen to them:

- *Why did you decide to live in/experience this context?*
 - *How would you feel if you had to live there for one day?*
 - *What would you expect to happen to the world that day?*
 - *What would you do to avoid negative effects that day?*
 - *Who and what would you like to take with you for the day? Why?*
 - *What 5 things would make your day there better/worse?*
 - *What would you miss most about your present life?*
4. In pairs, teacher asks the participants to discuss and find out about each other's day. Later they could describe a day in the context of the image. They imagine a scenario for that day, create an e-mind map to visualize a scene that tells a story and write a story script for it.
 5. Teacher then asks each pair to record a three minute video narrating the story they wrote about their own day.
 6. Teacher can also put their scripts up around the class and asks participants to read them, decide who they would like to spend the day with, and justify why.
 7. Teacher asks fluent pairs to narrate their story, demonstrate their mind map to the class and present the video clip they recorded.
 8. Each pair is then required to choose a story out of the presented ones and write a review for the video of that story. When they finish, they publish their mind maps, story scripts, video clips and video reviews on the interactive blogs in order to comment on later on.
 9. At the end, teacher asks each pair to look at these typically English sayings and quotes and then answer the questions that follow:
 - *A dramatic end to humanity is possible.*
 - *Countries are able to do something about the most serious threats we face in today's world to avoid the predicted negative scenarios in future world.*
 - *Positive effects of climate change may include greener rainforests and enhanced plant growth in the Amazon.*
 - *"Artificial intelligence can dramatically improve the efficiencies of our work places and can augment the work humans can do." – Bernard Marr*
 - *"The many crises facing us should be seen, not as threats, but as chances to remake the future so it serves all beings." – L. Hunter Lovins*
 - a. What do they mean?
 - b. Which one of them do you agree or disagree? Why?
 - c. Are any of these sayings and quotes a good description of the stories you wrote? Relate to a personal life experience.
 10. Teacher then asks the participants to individually write down five important pieces of information they have learned from the task that they would make use of in their daily lives someday.
 11. After each participant has completed this task, teacher asks the participants to pair up, share their lists with each other and then brainstorm in their pairs how they would implement the information they wrote into their daily lives.
 12. Teacher then holds a whole-class discussion and asks the participants to read one of the items on their list, while the teacher creates a class list on the board. Participants will not be able to repeat what another participant has said.
 13. After a class list has been created, teacher asks for volunteers to explain how the information on the board could be used outside of class providing meaningful examples and authentic suggestions.

Language Focus

Language Analysis

Objectives: The objective is to raise the participants' awareness about the target language, to examine and discuss specific language features and language functions in the “*Visualizing the World in 2050*” project using *if conditionals*, and to talk about the differences among them: Zero, first, second, and third conditionals, mixed and inverted conditionals, other conditional structures and other uses of 'if'.

Activity (1)

Overview: Teacher selects some sentences and extracts from their texts that she has recorded on board while listening to their projects to use in class. These extracts include different pieces of grammar to examine and discuss, focusing on the differences in use between the various *if conditionals*.

Procedures

1. Teacher chooses four or five sentences from the previous activities, their projects and oral reports which include pieces of grammar, and writes them on the board. For example:
 - a. *If you burn fossil fuels, carbon dioxide is produced.*
 - b. *If we continue to pollute our planet, future generations will suffer.*
 - c. *If I were the president of my country, I would make many changes there.*
 - d. *If the planet continues to heat up, then we can expect sea levels to rise.*
 - e. *A lot more people would have been trapped by the flood if there had not been a warning.*
 - f. *If the government were to develop a cure for the coronavirus, it would reduce the death percentage.*
2. Teacher checks that the participants understand the meaning of the grammatical structure in the sentences through concept check questions. For example, for a) above, the concept check question would be:
 - ▶ *Is carbon dioxide produced when burning fossil fuels? (Yes).*For example, for f) above, the concept check question would be:
 - ▶ *Does the government develop a cure for the coronavirus? (No).*
3. Teacher explains the rules of form for expressing conditionals:
 - *Zero conditional (if/when/whenever + present tense, present tense) and,*
 - *First conditional (if + present tense, will + infinitive) and,*
 - *Second conditional (if+past simple/past continuous, would+infinitive) and,*
 - *Third conditional (If + past perfect, would have + past participle)*
4. At this point, teacher could distribute the scripts of some previous activities and ask the participants to find other examples of how *conditionals* are used. Teacher asks them to go back to their reports and photo story e-books and find out other examples.
5. Teacher gives feedback over their mistakes and points out that in English:
 - *Zero conditional* is used to talk about general or scientific facts and definitions, and for situations that do not happen on a regular basis.

- *First conditional* is used to talk about the possible results of actions and events, real conditions in the present or future and their results in the present or future, and to give conditional instructions. It is also used for realistic situations that will take place in the future.
 - *Second conditional* is used to talk about hypothetical conditions in the present or future and their hypothetical results in the present or future. It is used to imagine a different reality.
 - *Third conditional* is used to talk about hypothetical conditions in the past and their results in the past.
6. The same method is tackled with other grammatical structures, language functions and language features concerning mixed and inverted conditionals, other conditional structures (e.g. *were it not for + noun, unless, as long as*) and other uses of 'if'.
 7. Teacher draws two circles including examples for '*the conditions*' and '*the results*' and asks the participants to look at the two circles. Teacher reads the example sentences showing the relationship between the two circles ('*the conditions*' and '*the results*') and describing how the two parts are related.
 8. Teacher asks the participants how and why she used the various tenses and what the difference is between the various conditionals. Teacher sees if they can name the structures and elicits their answers.
 9. Teacher then shows the participants a large number of similar printed sentences and quotes that are cut into two parts each, dividing the conditions and the results. She divides the participants into two groups and gives one group the conditions' part and the other group the results' part. Teacher has them match the two halves of the sentences and quotes. Teacher can also mix different conditional tenses to make it more or less challenging.
 10. Teacher asks the participants to read the sentences and draw two circles of their own: One describing the conditions and one describing the results. Then they explain how and why the two parts are related.
 11. Now, teacher challenges the participants to personalize the task; she asks them if they can produce 4-5 more sentences about their life using the different conditionals or elicit examples from their projects, putting the conditions and the results into two circles.
 12. Once they have finished, they find a partner using their diagrams as a support for conversation in pairs. They explain their diagrams to each other and describe how their parts are related.
 13. Teacher walks around the room, listens to the discussions and takes notes on the most common mistakes made.
 14. As a follow-up, teacher goes through the most common mistakes made by the participants to focus on the problems they are still having with certain tenses (i.e. using past perfect instead of past simple or using *will* instead of *would*).
 15. Teacher asks the participants to identify the various conditionals and then gets them to label the parts of the form.

Activity (2)

Overview: In groups, participants play '*Consequences Chains*' game then use X-mind to write a story about their own global scientific threat using the *if conditional* chains. They then exchange their stories and do language analysis for *if conditionals*. Finally, participants play the '*Make Yourself Famous*' game and do presentations about what

their lives would be like if they were those famous people and how they would face/deal with the threat. They then publish their stories on their blogs.

Procedures

1. Teacher asks the participants to work in their groups. Each group is required to play the '*Consequences Chains*' game, and then write a story about their own global scientific threat using *if conditionals*. At the end, the 4 groups will have 4 stories about: *viruses, global warming, alien invasion* and *nuclear war*.
2. In each group, one participant says or writes a first or a second conditional sentence about the scientific threat, perhaps using a list of possible sentence stems or a warning about a small, insignificant action, e.g. "*if the world takes years to develop a cure for the coronavirus, the disease will spread fast all over the world.*"
3. Teacher invites the other group participants to continue by taking the second half of their '*if sentence or warning*' and creating a new '*if sentence or warning*'. The other participants say or write the consequences of that action and the consequences of the consequences, e.g. "*if the disease spreads all over the world, there will be huge shifts in our way of life as a part of the fight against Covid-19.*", "*if there could be huge shifts in our way of life as a part of the fight against Covid-19, this would pave the way for a more humane health/economy.*", etc.
4. Once these sentences are established, teacher elicits the next sentences or warnings – becoming bigger and stranger as they go on, e.g., "*if this paves the way for a more humane health/economy, then Covid-19 will have a lasting impact on environment.*", etc. They continue until they reach a certain number of steps (usually 8 to 10 is a good number) or come to a natural conclusion.
5. At the end, teacher sees if each group members can recall the whole chain of warnings or consequences – starting from that one small initial action.
6. When the group members have heard all the warnings and consequences, they should use X-mind or MindMeister to draw a mind map about '*how can we face/deal with the expected consequences of that fatal virus?*' They should invent a complete story for which all the *if sentences or warnings* apply.
7. When the groups finish writing their own stories about their threats, each group exchanges their story with another group and does language analysis for *if conditionals*, warnings and consequences trying to extract common mistakes of the use of tenses. Teacher monitors groups providing help when needed.
8. Groups could then create their own '*consequences chains*' starting from a new warning.
9. Teacher then challenges the participants to play the '*Make Yourself Famous*' game. Teacher hands out pieces of paper with names of famous people in the field of each of these scientific threats.
10. Teacher has the participants do presentations about what their lives would be like if they were the people and how they would face or deal with that threat to change their lives and change the world.
11. Teacher can also use voting to practice the conditionals. For example, participants can present their ideas on what they would do if they were put in charge of the world or if they were given superpowers. Participants can then debate which idea is the best and/or vote on the best idea.
12. Finally, teacher asks the participants to publish their stories and mind maps on their interactive blogs to reflect and comment on each other's publications.

Activity (3)

Overview: In groups, participants play the 'Star Warnings' game in which they think of the warnings they could give the characters at various points in the films. They then use X-mind or MindMeister to visualize and invent a completely new story for which all the warnings apply. Each group tries to visualize imagining as if they were a world leader in their own story and share their ideas. Then they are given a text to complete and extract the conditional sentences in it. Finally, groups exchange their work for practicing conditional sentences analysis and peer correction.

Procedures

1. Teacher asks the class to work in their groups. Each group thinks of a famous story they all know discussing one of the different scientific threats, e.g., films such as *Star Wars*, *Outbreak*, *The Quiet Earth*, *Miracle Mile*, *The Day After Tomorrow*, *Independence Day* and *Mars Attack*.
2. Teacher asks each group to think through the story and imagine what warnings they could give the characters at various points in the story using conditional sentences, e.g., "If you were the president of the United States, fight the aliens!", or "If you cannot deal with the virus in your country, travel to another far country."
3. When ready, pairs of groups meet up and say only their warnings; the other group has to guess what the original story was.
4. When both groups have heard all the warnings, they use X-mind to draw a mind map and invent a completely new story for which all the warnings apply.
5. Teacher then asks each group to visualize as if they were a world leader in their own story and share their ideas about the situation narrated and how to solve it. Each group members express their ideas using conditional sentences and write down their notes.
6. After they finish, teacher gives each group a copy of the following text to complete by putting the verbs in brackets into the correct tense, then they are required to extract the conditional sentences in the text and sort them into zero, first, second, and third conditional:

If I were world leader, I (1) *would try* (try) to stop the destruction of the earth and I (2) (make) the world a better place for all people. If the world's problems had been tackled sooner, the quality of life (3) (improve) long ago. First of all, I would try to bring about peace in the world. As long as there is fighting between nations, millions of people (4) (continue) to suffer and die. If wars continue, children (5) (be left) without parents and (6) (grow up) in a world of misery and fear. But as long as people disagree over land and possessions, the fighting (7) (go on). Therefore, I would ensure that all people were treated as equals and given the same opportunities in life. It would also help if all countries (8) (stop) producing arms so there would no longer be the weapons with which to fight. In addition, I would introduce laws to reduce pollution. If pollution levels (9) ... (control) earlier, life (10) (not/become) so unbearable. If I (11) (have) the power, I would ban all cars from city centres and increase public transport. If there were more trees, the air we breathe (12) (be) cleaner. Unless measures are taken soon, it (13) (be) too late both for ourselves and our children.

7. Groups then exchange their work including their stories, notes and texts to do language analysis for conditional sentences and check the other group's language analysis and practice a peer correction.
8. Teacher monitors groups providing help when needed.

Language practice

Objectives: To give the participants some restricted oral and written practice in the target language; to practice new words, phrases and expressions, language functions and language features that appear in the task; and to practice using the various *if conditionals* and other conditional structures orally and in writing.

Activity (1)

Overview: Participants examine the photos and try to visualize in order to write a short description and their expectations about them. They then share their ideas about some situations using conditional sentences.

Procedures

1. Teacher shows the participants the photos below and tells them that these photos are about the various global threats that might humanity faces and suffers from in the future:



2. Teacher places the participants into groups. Members of each group work together following the instructions below:
 - **Examine** the photos above and **discuss** the main ideas of them.

- **Write** a short description about the effects of each one of these threats and how to solve the problem you understood from the photos. Use conditional sentences along with precise nouns and strong verbs to make your writing powerful.
- Try to **visualize** then **write** your expectations or your futuristic vision of a scenario for each one of these photos.
- **Predict** what would or might happen in the future, and **talk about** how things would be different if something had happened differently before.
- **Use** X-mind or MindMeister to **draw** a mind map about: *'How can we help to reduce global warming/the Covid-19 infection/any one of the suggested threats in the photos?'*
- **Discuss** with your partners the following questions and **share** your ideas about these situations using conditional sentences for what you or someone else might say in these situations:
 - a) *If we burn the plastic, what will happen?*
 - b) *If the government continues practicing deforestation, what will happen?*
 - c) *If people throw garbage into the river, what will happen?*
 - d) *If factories neglect industrial emissions, what will happen?*
 - e) *What would you do if you know that your close friend/a family member is infected by Covid-19?*
 - f) *What would you do if flood waters cut your house off?*
 - g) *What would you do if you had to choose between letting a war criminal go free so that he would stop the war and continuing the war until he could be brought to justice?*
 - h) *If you were president of a country, what changes would you make there?*
 - i) *If you could do one thing to make the world better, what would it be?*

3. Teacher circulates monitoring groups while engaged in the activity.
4. Each group makes mini-oral presentations in front of the class on their findings and suggested ideas, demonstrates their mind map, and receives oral feedback from the teacher by identifying two strengths and one weakness of their work.
5. Teacher provides feedback about the correct use of language features and also gets as many responses as possible from around the class during feedback.

Activity (2)

Overview: Participants work in groups to play the *'opposing writing workshops'* game, and then they hold two minute debates.

Procedures

1. Teacher asks the participants to play this game, *'the opposing writing workshops'*, by following these instructions:
 - **Form** two writing workshops groups, and then choose one in each as a writer.
 - Each group tries to use as various conditional sentences as they can supporting their viewpoint with reasoning and examples.
 - The first group is supposed to strongly support the belief that a bioterrorist attack using a virus is more dangerous than nuclear weapons, whereas the second group is supposed to strongly support the opposite belief. This is done in about ten minutes.

- When the time is up, each group shares their written scenario with the other group to check.
 - Each group narrates their scenario in front of the two groups and talk about their conversations. The winning group is the one who gains the highest points for the logical reasoning, appropriate words and phrases and appropriate language use.
2. After finishing their writings, each group lists their reasons and justifications to prepare for five minute debates.
 3. Next, teacher places the two groups in two rows facing each other. Teacher says, "*This side thinks ... and this side believes ...*" After the first exchange, teacher moves one participant to the other end of their line and shuffle the other participants up so everyone has a new partner. Teacher then introduces the next debate.
 4. Teacher circulates monitoring groups while engaged in the activity.

Activity (3)

Overview: In groups, participants practice group discussions through playing the board game with prompts, *Snakes and Ladders*. They play the game and perform the tasks mentioned in the prompt cards of that game. At the end, groups report back about what they have found out, using the target language pattern.

Procedures

1. Teacher sets the participants up into four groups and delivers each group a board game with prompts – e.g. *Snakes and Ladders* – and adapts it to the target language point that is *if conditionals*.
2. To make the game more versatile, teacher has squares identified on the game board with different colors and creates her own cards in the colors.
3. When the participant lands on a square, they pick up the matching card and carry out the task. Teacher allows them a few minutes to come up with their best responses. If they do it correctly, they stay where they are and if not, they go back to where they came from.
4. Teacher gives out the same question prompts cards to each group. These cards include various prompts that include:
 - Starts for participants to create endings to.
 - Conditional sentences including tense errors to correct.
 - Conditional questions related to global threats. Examples are:
 - a. *What would you do about Covid-19 infection if you were the government?* (2nd conditional)
 - b. *What will happen if every citizen plants a tree in front of his house?* (zero conditional)
 - Role-plays about various global threats to choose one and prepare a short role-play with a partner about it using conditional sentences. Participants can have fun choosing their names, such as:
 - a. Travel agents that have orders to stick to a travel ban until the coronavirus has disappeared.
 - b. Political parties creating a manifesto about nuclear war.
 - c. Minister of Education talking about the educational system during the Coronavirus pandemic time.

- A simple questionnaire to ask a partner. Examples are:

Ask your partner these questions about how environmentally friendly she is. Circle your partner's answers.

 - a. What do you do if you have many empty bottles?
 - throw them on the street
 - put them into the trash
 - put them into recycling bins
 - b. If you were asked to give money to a 'Save the Environment' organization, would you ...
 - refuse to give
 - give a little
 - give a lot
- Conditional sentence strips to sort the sentences into zero, first, second, and third conditional.
- Matching the conditionals sentence strips: This sentence strip matching prompt is done in various ways:
 - a. Participants sort the clauses into conditions and results, and then match them.
 - b. Pairs of participants work with only the conditions (or only the results) and complete the sentences on their own.
 - c. Participants create and write their own conditional statements.
- Fairy Tale Warnings: A list of pictures of fairy tales that the participants will know is prepared. Participants are invited to think of warnings or pieces of advice for the characters, using conditional statements.
- Paraphrasing sentences as conditional sentences: Examples are:
 - a. *Countries are still unable to develop a vaccine for Covid-19. Coronavirus will change the world.*
 - b. *Robots would substitute humans. If so, they could perform many life functions.*
- Conversation Cards: Examples are:

<p>Could climate change destroy life on Earth? Discuss a best-case and a worst-case scenario.</p>	<p>What dangers are threatening our lives and our planet? Discuss in group & make a list.</p>
<p>Should poor developing countries be asked to make similar efforts as wealthy, industrialized countries? Give your view.</p>	<p>Could the huge shifts in our way of life as a part of the fight against Covid-19 pave the way for a more humane health/economy? Explain how?</p>

5. Members of each group report back with their ideas. Teacher acts as a voter or customer deciding which she would choose. The group with the most correct cards at the end wins.

Activity (4)

Overview: In groups, participants are given situations to share their ideas about using conditional sentences. Groups present their responses for each situation and vote for the best ideas. Each group then chooses a situation and writes a magazine article about it creating their own scenarios. Finally, groups publish their articles on their blogs.

Procedures

1. Teacher places the participants into groups and starts a new triggering event by giving the participants some situations where they will use their imagination and visualization.
2. The following situations will be displayed one by one and members of each group are required to share their ideas about these situations using conditional sentences for what they or someone else might say in each of them:

What would you do if .../What would happen if ...

- *Aliens invade Earth?*
 - *Robots replace humans?*
 - *A fatal virus other than Covid-19 spreads all over the world?*
 - *You were able to go back in time to another era?*
 - *You had been elected president of your country ten years ago?*
 - *There is fighting between nations using nuclear weapons?*
 - *Someone from the 1950s suddenly appeared today? What would be the most difficult thing to explain to them about life today?*
 - *There were suddenly no computers, tablets, or phones anywhere on Earth and all electronic communication permanently broke down?*
 - *You were put in charge of the world or were given superpowers?*
3. Teacher allows the groups a few minutes to think about the situation and come up with their best responses. For each situation, the participants will write down their reflections and expectations on slips or a worksheet.
 4. When time is up, each group presents their responses for the situation and explains their ideas and viewpoints to the whole class.
 5. Then, they will start commenting on each other's reflections showing agreement/disagreement.
 6. The participants of all groups will try to reach a consensus regarding the best ideas of all situations.
 7. Finally, teacher asks each group to choose a situation and write a magazine article about it including imaginary interviews with people who are for and against this, e.g.,
 - *“Write a magazine article about having a travel ban until the coronavirus has disappeared.”*
 - *“You have been assigned the task of conducting a tour for aliens who are visiting Earth and observing human life. You are in the aliens' spaceship and you fly over Earth. Write a magazine article about your tour.”*
 8. Teacher has the groups create their own scenarios and predict what would or might happen in the future, or talk about how things would be different if something had happened differently before.
 9. Groups then publish their magazine articles on the interactive blog and comment on each other's publications: www.blogger.com

Follow-up Homework

Objectives: To give participants a chance to repeat and hopefully improve the task.

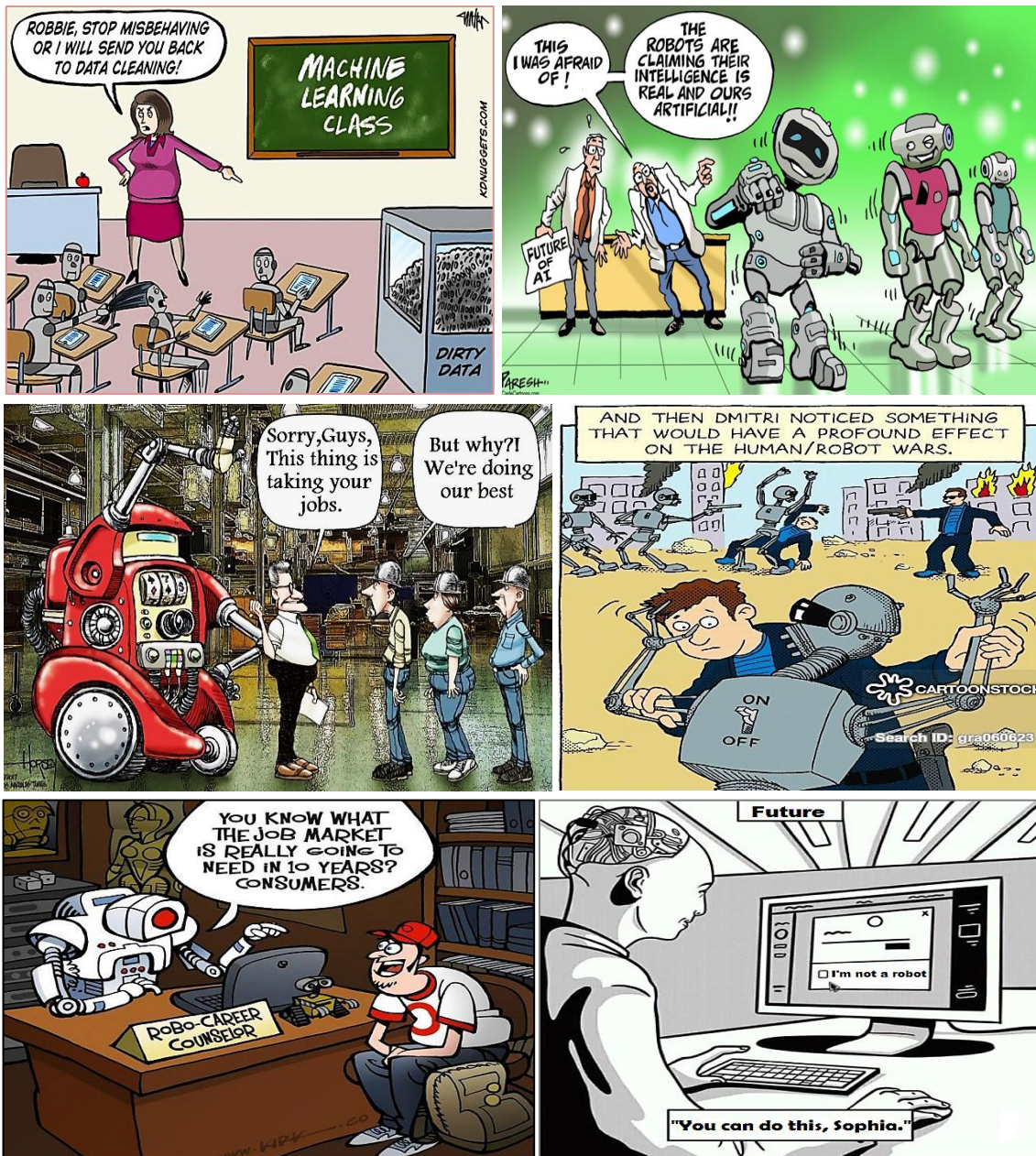
Activity (1)

Overview: Participants watch a video about an interview with an artificial robot, named Sophia, and perform different tasks. They then role play the interview and discuss the ideas behind some editorial cartoons. Finally, they post their interview reports and cartoons on their blogs.

Procedures

1. Teacher tells the participants that they are going to watch a video, entitled '*An Interview with Sophia, An Artificial Super Intelligent Robot*'. It is about an interview with an artificial robot, named Sophia, talking about the future of artificial intelligence, how artificial intelligence will change life from how we live to how we work and even how we think, and how robots can replace humans and help them live a better life: <https://youtu.be/fLvL7uqrMVc>
2. In pairs, participants watch the video and listen carefully to the interview following the instructions below:
 - **Elicit** the key concepts, words, phrases and expressions used in the interview and the main ideas about artificial intelligence.
 - **Write down** the critical questions raised in the interview.
 - **Write** a review for the video you watched discussing the interview's main ideas about artificial intelligence using the words, phrases and expressions you extracted. **Try to use** a variety of conditional sentences as possible.
 - **Create** an e-mind map using X-mind or MindMeister to help you **visualize** imagining the expected form of life if robots replace humans and **write** your predictions about the scenario.
 - **Discuss** these questions with your partner:
 - a. *What do you think about artificial intelligence?*
 - b. *Do you think it can have major command over the humans' world? Express your viewpoint with reasoning in detail.*
 - c. *Do you think that there will be a substitution of humans or other biologicals by their own robotic creations? Justify your viewpoint.*
 - d. *How would robots replace us? What life tasks would they perform?*
 - e. *Do you share that vision of Sophia, the artificial super intelligent robot, about future planet? Why/Why not?*
3. Chosen pairs narrate their findings in their own words and demonstrate what ideas they visualized and understood from the video to the class. Teacher then gives feedback over their mistakes.
4. Teacher then asks each pair to role play the interview. One of them is required to pretend that she is *Sophia*, the artificial super intelligent robot, and visualize the world future. The other is required to role play the interviewer to interview her partner, *Sophia*, about her visualized scenario.
5. Each pair follows the instructions below:
 - **Think** of five good, critical interview questions for your partner about the future of artificial intelligence and its expected effect on humans' world. You can use some of the interview questions you elicited from the video.

- **Visualize and expand** your ideas about the following editorial cartoons by formulating more critical questions about them in your interview to discuss the main idea behind each editorial cartoon with your partner:



- **Work** in pairs to ask your partner your questions.
 - **Make notes** of your partner's answers.
 - **Write a report** of ten sentences about your partner's answers using conditional sentences. Then, turn roles.
6. Volunteer pairs role-play the interview in front of the class and present their interview reports explaining the main ideas and implicit messages behind the editorial cartoons.
 7. At the end of the activity, teacher asks the participants to post their interview reports and editorial cartoons on the interactive blog and comment on each other's ideas, performance and language use.

محافظة القاهرة
إدارة السلام التعليمية
مدرسة الخنساء الثانوية بنات

إفادة

تفيد مدرسة الخنساء الثانوية بنات بأن الباحثة/ آلاء محمد أبوسريع عبد الجواد المسجلة لدرجة الدكتوراه في التربية بكلية التربية - جامعة عين شمس، وعنوان دراستها: "فاعلية استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية" قد أجرت الدراسة الميدانية بالمدرسة حيث:

- ١- أجرت الباحثة التجربة الاستطلاعية لاختبار قدرات استخدام اللغة الإنجليزية يوم الأحد الموافق ٢٥/٧/٢٠٢١م.
- ٢- أجرت الباحثة التجربة الاستطلاعية لبرنامج الدراسة في يوم الثلاثاء الموافق ٢٧/٧/٢٠٢١م حتى يوم الأحد الموافق ١/٨/٢٠٢١م.
- ٣- أجرت الباحثة الاختبار القبلي لقدرات استخدام اللغة الإنجليزية لدى طالبات الصف الأول الثانوي في يوم الإثنين الموافق ٢/٨/٢٠٢١م.
- ٤- طبقت الباحثة برنامج الدراسة في يوم الثلاثاء الموافق ٣/٨/٢٠٢١م حتى يوم الخميس الموافق ٣٠/٩/٢٠٢١م.
- ٥- أجرت الباحثة الاختبار البعدي لقدرات استخدام اللغة الإنجليزية لدى طالبات الصف الأول الثانوي في يوم الأحد الموافق ٣/١٠/٢٠٢١م.

وهذه إفادة منا بذلك،،،

مدير المدرسة



محافظة القاهرة
إدارة السلام التعليمية
مدرسة الخنساء الثانوية بنات



جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

فاعلية استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية

رسالة مقدمة للحصول على درجة الدكتوراه في التربية

تخصص المناهج وطرق التدريس - لغة إنجليزية

إعداد

آلاء محمد ابوسريع عبدالجواد

إشراف

د./ بدر عبد الفتاح عبد الكافي

مدرس المناهج وطرق التدريس -
لغة الإنجليزية
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أستاذ المناهج وطرق التدريس -
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جامعة عين شمس
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صفحة العنوان

عنوان الرسالة : فاعلية استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية

The Effect of Using a Technological Authentic Task-Based Approach on Enhancing EFL Secondary Stage Students' Language Use

اسم الطالبة : آلاء محمد أبو سريع عبد الجواد.
الدرجة العلمية : دكتوراه الفلسفة في التربية.
القسم التابع له : المناهج وطرق التدريس.
اسم الكلية : كلية التربية.
الجامعة : جامعة عين شمس.
سنة التخرج : ٢٠٠٧ .
سنة المنح : ٢٠٢٢ .



جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

رسالة دكتوراه

اسم الطالبة: آلاء محمد أبو سريع عبد الجواد.

عنوان الرسالة: فاعلية استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية

The Effect of Using a Technological Authentic Task-Based Approach on Enhancing EFL Secondary Stage Students' Language Use

الدرجة العلمية: دكتوراه الفلسفة في التربية تخصص (المناهج وطرق تدريس اللغة الإنجليزية).

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تاريخ البحث / / ٢٠٢٢ م

الدراسات العليا:

ختم الإجازة: أجازت الرسالة بتاريخ: / / ٢٠٢٢ م

موافقة مجلس الكلية: موافقة مجلس الجامعة:

/ / ٢٠٢٢ م / / ٢٠٢٢ م

عنوان الدراسة : فاعلية استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية

اسم الباحثة : آلاء محمد أبو سريع عبد الجواد

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د. بدر عبد الفتاح عبد الكافي، مدرس المناهج وطرق التدريس، كلية التربية،
جامعة عين شمس

مستخلص الدراسة

هدفت هذه الدراسة إلى تصميم برنامج قائم على مدخل المهام الواقعية التكنولوجية لتعزيز استخدام اللغة الإنجليزية لدى طلاب المرحلة الثانوية. استندت الدراسة على تصميم المجموعة الواحدة ضمن بحوث الأساليب المختلطة، وشارك فصل من طلاب الصف الأول الثانوي (العدد=٣٠) في الدراسة في مدرسة الخنساء الثانوية بنات التابعة لإدارة السلام التعليمية في العام الدراسي ٢٠٢١/٢٠٢٢. قامت الباحثة بتصميم أدوات ومواد الدراسة والتي شملت اختبار قبلي/بعدي لاستخدام اللغة الإنجليزية، ومقياس تقدير تحليلي لاستخدام اللغة الإنجليزية، وأسئلة مقابلة شخصية بعد التجربة، ثم قامت الباحثة بتصميم برنامج الدراسة والقائم على مدخل المهام الواقعية التكنولوجية. وفي هذه الدراسة، استعانت الباحثة ببعض التقنيات التكنولوجية كمواد لغوية واقعية إلكترونية حتى يتعرض الطلاب لاستخدام اللغة في سياقات متنوعة، حيث تم تدريبهم على استخدام اللغة الإنجليزية من خلال البرنامج المقترح والقائم على مدخل المهام الواقعية التكنولوجية. تم تحليل درجات الطلاب في الاختبار القبلي والبعدي إحصائياً باستخدام اختبار (ت)، كما تم حساب حجم الأثر. قامت الباحثة أيضاً بتحليل أداء الطلاب كميّاً. وأظهرت النتائج فاعلية استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الأول من المرحلة الثانوية.

الكلمات المفتاحية: مدخل المهام الواقعية التكنولوجية، استخدام اللغة الإنجليزية كلغة أجنبية، المرحلة الثانوية في مصر.

ملخص الدراسة باللغة العربية

المقدمة

في ظل العصر الرقمي الذي نشهده، حظت اللغة الإنجليزية بمكانتها في التواصل الدولي كونها اللغة العالمية المشتركة الأكثر انتشاراً، مما أتاح لمستخدمي اللغة الإنجليزية أن تتفوق أعدادهم على عدد الناطقين بها. ونتيجة لذلك، يواجه المعلمون والتربويون حاجة ملحة إلى تعليم الطلاب كيفية استخدام اللغة الإنجليزية لأغراض مختلفة وليس فقط من أجل التواصل، مما يساعدهم على تلبية احتياجاتهم المختلفة لاستخدام اللغة الإنجليزية في شتى مناحي الحياة العملية، ألا وهي الأغراض الأكاديمية والأغراض المهنية أو الوظيفية والأغراض الاجتماعية والقدرة على التواصل مع المجتمع.

علاوة على ذلك، هناك العديد من الباحثين الذين ناقشوا أهمية تعزيز استخدام اللغة الإنجليزية، ومنهم على سبيل المثال (Altam (2020)، (Brevik & Rindal (2020)، (Fitria (2020)، (Littlewood (2014, 2018)، (Toyoda et al. (2021)، (Widdowson (2012, 2015)، حيث ذكر Altam أن اللغة الإنجليزية تعد لغة التكنولوجيا ووسائل التواصل الاجتماعي خاصة خلال فترة جائحة كورونا، إلى الحد الذي جعل استخدام اللغة الإنجليزية عبر الإنترنت يحدث ثورة لغوية أدت إلى انبثاق فرع حديث من اللغويات يُدعى 'استخدام اللغويات عبر الإنترنت'، والذي شجع المتعلمين ليكونوا مستخدمين للغة منظمين ذاتياً وأنشأ سياقاً سلمياً للمتعلمين للتحدث والكتابة بحرية والتعبير عن أنفسهم وأفكارهم مستخدمين اللغة الإنجليزية دون الشعور بالخوف من الإحراج وعدم الثقة بالنفس.

ويرى (Illés & Akcan (2017) أن هناك حاجة ملحة تستدعي تعزيز واستحضار الاستخدام الواقعي للغة الإنجليزية داخل فصول تعليم اللغة ليمتد دراستها وتأويلها، حيث يعد إنتاج اللغة الإنجليزية شفهيًا وكتابةً أشكالاً لاستخدام اللغة، والتي أصبحت سمات رئيسة للحياة اليومية الواقعية في الوقت الحاضر، فعند زيادة الوعي ما وراء اللغوي وتعزيز الاستخدام الواقعي للغة الإنجليزية، فإن استخدام اللغة يُسهّل دمج واقع المتعلمين حيث ينخرط المتعلمون في خلق وتكوين معانيهم ومفاهيمهم الخاصة والتعبير عنها وإيجاد هويتهم اللغوية باللغة الإنجليزية كمفكرين مستقلين بدلاً من تعلم اللغة لإعدادهم لمجرد التواصل فقط.

ويعد استخدام اللغة ذات أهمية قصوى لكل المتعلمين في جميع المراحل بشكل عام ولطلاب المرحلة الثانوية بشكل خاص، حيث يحرص متعلمو المرحلة الثانوية على رفع كفاءتهم في اللغة الإنجليزية لأغراض أكاديمية تمكنهم من مواكبة التعليم الجامعي والذي تستند دراسته بشكل أساسي على اللغة الإنجليزية، كما أشار (Zanden et al. (2020 أن استخدام اللغة يعد متداخلاً ومتربطاً مع معالجة العمليات العقلية العليا والتي تعد ضرورية لطلاب المرحلة الثانوية في إعدادهم بشكل فعال للجامعة، حيث إن طلاب المرحلة الثانوية بحاجة إلى مهارات إضافية في الجامعة مثل التفكير الناقد وحل المشكلات والتي من المحتمل أنهم لم يكتسبوها عند إنهائهم المرحلة الثانوية، بالإضافة إلى أنهم بحاجة إلى اكتساب مهارات معرفية رئيسة أعمق من خلال استخدام اللغة، مثل تنمية قدرتهم على تكوين المعنى، وتحديد وإعمال أفكار جديدة لمشكلة ما، وتأمل المعرفة، وتقييم وبحث عن أدلة للدفاع عن الحجج أو انتقادها، وتأويل البيانات ووجهات النظر المتعارضة، وتكوين أسئلة نقدية، والمقارنة واستخلاص استنتاجات من النتائج، إلى آخره.

ومع هذا، على الرغم من أهمية تعزيز استخدام اللغة لطلاب المرحلة الثانوية بشكل خاص في ضوء هذا الترابط بين استخدام اللغة والعمليات العقلية العليا، إلا أن العديد من البحوث أشارت إلى أن تدريس استخدام اللغة يمثل مشكلة، حيث إن السياقات الأجنبية التي يتم فيها تعليم وتعلم اللغة الإنجليزية لا تتناول اللغة على أساس الاستخدام الواقعي الهادف لها في سياقات حياتية، وإنما بناء على تقديم قوائم من المفردات وقواعد نحوية صريحة منفصلة تمامًا عن أي سياق واقعي وطبيعي والذي يخفي أي ملاحظة للغة في الاستخدام الفعلي لها (Abolfotouh, 2020)؛ (El Sayed, 2020)؛ (Ramadan et al., 2020)؛ (Toyoda et al., 2021)؛ (Wahdan, 2021). أما (Atmojo & Nugroho (2020) فيروا أن هذه الإشكالية تحدث بسبب افتقار استخدام اللغة من أجل التفاعل الهادف القائم على بناء المعنى وندرة ممارسات استخدام اللغة الإنجليزية في أنشطة يومية تعد ضرورية لمعالجة وتنفيذ العمليات العقلية النشطة العليا، وخاصة في الأنشطة التدريسية، فمثل هذه الأنشطة وُجد أنها تركز على مجرد التواصل.

أما على الصعيد العملي، فإن سياقات تعلم اللغة الإنجليزية موجهة كليًا نحو تدريس القواعد اللغوية وليست موجهة نحو المعنى. وفي هذا الشأن، أكد (Widdowson (2012, 2015 أن فصول تدريس اللغة التقليدية ارتكزت بشكل أساسي على التدريس الصريح للقواعد النحوية للغة وليس على التوظيف الحياتي لها، كما أن المعلمين لا يمدون الطلاب بالممارسات المثلى لكيفية استخدام اللغة؛ ونتيجة لذلك، عندما يتواجد المتعلمون في مواقف تواصلية فإنهم يشعرون بافتقارهم إلى القدرات اللازمة التي تمكنهم من استخدام اللغة بطلاقة وبفاعلية.

ولهذا، فإن دمج التقنيات التكنولوجية المستحدثة، كما اقترح (Barreto (2018، سوف يتضمن تحديث أنماط التدريس التقليدية وذلك لدعم المتعلمين لبناء معارفهم الخاصة وإمدادهم بالفرص اللازمة لممارسة اللغة وإتاحة المجال لهم للمناقشات والجدالات والحوار التأملي، التي من شأنها تحفيز مهارات التفكير الناقد لديهم. كما أضاف (Azar & Tan (2020 أن الوضع الراهن لجائحة كورونا العالمية والتقدم المتسارع نحو التعلم الإلكتروني استلزم تضمين وتطبيق التكنولوجيا كضرورة لا غنى عنها في سياقات تعلم اللغة متمثلة في أدوات التصور والمحاكاة، الحوسبة السحابية، التفكير الحوسبي، الواقع الافتراضي، تقنيات الذكاء الاصطناعي، إلى آخره.

وعلى الرغم من تضمين هذا الكم الهائل من التقنيات التكنولوجية في سياقات تعلم اللغة، إلا أن هذا النوع من التعلم يفتقر إلى الإطار النظري الذي يفسر فعاليته. وتدعيمًا لهذه الفكرة، ذكر كل من (Chen & Kent (2020 و (Chong & Reinders (2020 أن أحد الأطر النظرية السائدة حديثًا والمرحب بها كدليل لبحث وممارسة تعلم اللغة المعزز بالتكنولوجيا هو مدخل التعلم القائم على المهام، والذي قد يُسهم في حل هذه المشكلة وطرح أساليب تعلم بنائية مستحدثة.

ويعد التعلم القائم على المهام والدراسات المؤيدة له ذات صلة وثيقة باستخدام اللغة؛ حيث أوضح كل من (Ahmed (2019 و (El Sayed (2020 أن تعلم اللغة القائم على المهام يمد المتعلمين بسياقات حياتية طبيعية لاستخدام اللغة، كما أنه يشركهم في الاستخدام الواقعي للغة بشكل تفاعلي عن طريق أدائهم سلسلة من المهام اللغوية الواقعية ذات المعنى، والتي من خلالها تتوفر لهم فرص عدة للتفاعل والتفكير والنقاش والجدال والتعبير عن معانيهم الخاصة وأفكارهم وذواتهم وممارسة النقد واكتشاف تساؤلات نقدية والانخراط في الحوار التأملي النقدي وابتكار الأفكار وتبادلها مع الآخرين والتحليل والتأويل والتقييم. وفي هذا، يساعد التعلم القائم على المهام

المتعلمين في إدارة أدائهم اللغوي والأهداف الأدائية وتحقيق النجاح الأكاديمي في اللغة. علاوة على ذلك، اعتبر (Yildiz, 2020) التدريس القائم على المهام هو الأكثر فاعلية حيث إنه يستند بشكل أساسي على المعنى ولكنه في ذات الوقت يركز على اللغة ضمناً. وبهذا، فإنه يقودهم إلى عمليات تعلم نشطة أكثر عمقاً وذات معنى خلال استخدامهم للغة.

وتكمن أهمية مدخل التعلم القائم على المهام في أنه إطار نظري متماسك يوفر ترتيباً مرحلياً والذي يمكن أن يوجه بحوث التقصي عن ممارسة تعلم اللغة المعزز بالتكنولوجيا، كما يمكن أن يوفر إرشادات لإنشاء مجتمعات تعلم إلكتروني فعالة ومستدامة (Chen & Kent, 2020؛ González-Lloret, 2017, 2020). وعلى الجانب العملي، فإن تعلم اللغة يتم على النحو الأمثل عندما يتم صياغته في مواقف وتوظيفه في سياق خبرات حياتية وأنشطة واقعية معززة بالتكنولوجيا. واستناداً إلى هذه الفكرة، فإن التعلم القائم على المهام هو أحد المداخل الذي يمكنه استخدام أدوات التكنولوجيا المتنوعة لتحاكي مواقف حياتية حقيقية لتدعم استخدام اللغة الموجه إلى المعنى. ففي مثل هذا التعلم القائم على المهام بواسطة التكنولوجيا، يمكن استخدام التقنيات التكنولوجية لخلق وإنشاء سيناريوهات حقيقية أو محاكاة شبه واقعية لحل المشكلات تربط المتعلمين بممارساتهم في الحياة اليومية؛ وبالتالي، تحفزهم على استخدام اللغة بشكل تلقائي. ومن ثم، فإن هذا المدخل يوفر للمتعلمين الفرصة ليعيشوا تجربة صنع وإخراج منتج تكنولوجي (Vellanki & Bandu, 2021؛ Chong & Reinders, 2020).

كما عزز (Lai & Li, 2011) هذا الزعم مؤكداً أن تضمين الصيغ التكنولوجية في المهام اللغوية يعزز ويدعم المتعلمين على إنتاج قدر أكبر من اللغة أثناء أداء المهام كنتيجة طبيعية لانخفاض حدة القلق والتوتر وزيادة الدافعية، كما أنه يزيد فرص الابتكار والممارسات الإبداعية أثناء التفاعل مع بعضهم البعض، حيث إن هذه الصيغ التكنولوجية المتنوعة تتيح للمتعلمين فرص الاندماج في أنشطة تفاعلية يتم فيها تكوين المعنى والتفاوض على المعاني وتأويلها مع بعضهم البعض أثناء انخراطهم في المهام المعززة بالتكنولوجيا، كما أن لها دوراً رئيساً في تسهيل عملية الخلق المشترك للمحتوى، حيث يتفاعل الطلاب مع أقرانهم لتأليف وتحرير وتبادل النصوص وتأملها وإبداء آرائهم الشخصية فيها، وكل هذا يتطلب منهم استخدام اللغة للتأليف؛ فينتج الطلاب حوارات أطول ومزيد من الأدوار والألفاظ مستخدمين التعبيرات المستهدفة والكلمات والمصطلحات المراد تعلمها والمزيد من الجمل أثناء أداء المهمة، هذا بجانب تبادلهم التغذية الراجعة البناءة، ودعم الأقران الذي يدعم بناء المعرفة للمتعلمين.

وقد أجريت العديد من الدراسات التي أكدت أن مدخل المهام قد ساهم في تحسين الخبرة العملية لكثير من المعلمين وممارسات استخدام اللغة الإنجليزية للطلاب (Ahmed, 2019؛ Nget et al., 2020؛ Hattani, 2020؛ Bhandari, 2020؛ Amer & Demirel, 2020؛ Yildiz, 2020). ومع ذلك، فإن هناك دراسات نادرة تتناول تأثير مدخل المهام المعززة بالتكنولوجيا في تنمية اللغة الإنجليزية واستخدامها للطلاب (Fang et al., 2021؛ Vellanki & Bandu, 2021؛ Harji & Gheitanchian, 2017)، وخاصة خلال فترة جائحة كورونا الراهنة، وهو ما يجعلها بحاجة إلى مزيد من الدراسة والبحث. ولهذا، قررت الباحثة محاولة الاستفادة من دمج مدخل المهام مع تعلم اللغة المعزز بالتكنولوجيا أثناء تصميم برنامج الدراسة للتقصي عن إمكانية تضمين التكنولوجيا في تصميم وتنفيذ المهمة وتأثيرها على تعزيز استخدام اللغة الإنجليزية للطلاب.

مشكلة الدراسة

يعد استخدام اللغة الإنجليزية كعملية تفكير نشطة مطلبًا رئيسًا لطلاب المرحلة الثانوية، وخاصة وهم على بعد خطوة واحدة من التعليم الجامعي حتى يمكنهم النجاح فيما بعد في حياتهم الاجتماعية والأكاديمية والمهنية، ومع ذلك يفتقد معظم معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية للمرحلة الثانوية في مصر الفهم الواضح لكيفية تنفيذ مثل هذه وجهة النظر العميقة لاستخدام اللغة، كما يواجهون بعض الصعوبات في تحقيق الاستخدام الصحيح للغة على حد ذكر دراسات إلى نفس النتيجة، مبررين أسباب حدوث مثل هذه الإشكالية كالتالي:

ففي السياق المصري، يعد استخدام اللغة الإنجليزية إشكالية معقدة عند جميع متعلمي اللغة الإنجليزية في جميع المراحل، وذكر (Boraie et al. (2019 أن الممارسة الفعلية للغة الإنجليزية في مصر لا تولي اهتمامًا كافيًا لاستخدام اللغة الموجه للمعنى، والذي من شأنه أن يصب التركيز على احتياجات المتعلمين المصريين لاستخدام اللغة أو على إشراك الطلاب في مهام لغوية مُصاغة ضمن مواقف ذات صلة ومثيرة للاهتمام في الفصول الدراسية.

وفي دراستهم ذكر (Al Fadda & Osman (2020 أن متعلمي اللغة الإنجليزية في المرحلة الثانوية في مصر افتقدوا ممارسات استخدام اللغة التي تتطلب منهم استخدام قدرات التفكير العليا مثل التحليل والتركيب وحل المشكلات والتعبير عن الذات والتفكير التأملي الناقد، حتى يمكنهم أداء المهام الصعبة أو حل المشكلات وتحليلها من وجهات نظر مختلفة، بالإضافة أن الكثير من المعلمين يجدون مثل هذه الممارسات صعبة جدًا ليتم تدريسها، كما أن متعلمي اللغة الإنجليزية في المرحلة الثانوية يفتقرون إلى تضمين الأنشطة التي قد تزيد من وعيهم في التفكير وخلق رؤية والمشاركة في المناقشات والتفاوض بشأن المعنى والتصور والتأمل والتحليل والنقد. ولذلك، عندما يُطلب من الطلاب ذلك، فإنهم يشعرون بالعجز عن تطبيق مثل هذه العمليات العقلية العليا في مواقف جديدة. ويتفق هذا مع دراسة (Abdel Latif (2022 الذي استنتج أن افتقاد مثل هذه الممارسات في المرحلة الثانوية هو ما يؤدي إلى صعوبات استخدام اللغة الإنجليزية في الجامعة وشعور الطلاب بأنهم غير مؤهلين للانتقال إلى المرحلة الجامعية، لتواجد مثل هذه الفجوة الجسيمة في القدرات، مما يستدعي لديهم مشاعر القلق وخوفهم الزائد من استخدام اللغة الإنجليزية بعد الانتقال إلى الجامعة.

علاوة على ذلك، فقد توصلت دراسات أخرى في المرحلة الثانوية أن الاهتمام في تدريس اللغة الإنجليزية منصب على التدريس المكثف للقواعد اللغوية حيث ذكر (Ibrahim & Ibrahim (2017 أن دراسة اللغة الإنجليزية ارتكزت بشكل أساسي على التدريس الصريح للقواعد النحوية وليس على أساس تكوين المعنى، وأن معظم المعلمين في مصر يتجاهلون توظيفها ضمنيًا في الاستخدام اللغوي. ونتيجة لذلك، لا يمتلك الطلاب الكفاءة التواصلية المتوقع تحقيقها بعد إنهاء المرحلة الثانوية.

بالإضافة إلى ذلك، فإن المواد المستخدمة في تدريس اللغة في معظم فصول تعلم اللغة في المدارس الثانوية المصرية مملة وغير محفزة. ويتوافق هذا مع دراسات (Amer (2020 و (Ramadan et al. (2020 الذين توصلوا إلى أن بعض التوجهات السلبية للمعلمين المصريين تجاه التكنولوجيا تعوق تنفيذ المصادر المستحدثة داخل الفصل، وخاصة

وأهم مقيدون بالحاجة الملحة لإنهاء المقررات في التوقيت المحدد. كما توصل كل من Helwa (2020) و Atmojo & Nugroho (2020) في دراساتهم أن الكثير من المعلمين يترددون في تطبيق التقنيات التكنولوجية المستحدثة داخل الفصل، حيث إنهم ما زالوا يعانون مع التكنولوجيا لعدم تلقيهم التدريب على التكنولوجيا وكيفية تفعيلها ويفتقرون التنمية المهنية الكافية والصحيحة القائمة على التكنولوجيا، وخاصة خلال جائحة كورونا.

ولهذا دعت العديد من الدراسات إلى الحاجة الملحة لتبني أساليب تدريس ابتكارية لتعزيز استخدام اللغة لدى طلاب المرحلة الثانوية في المدارس المصرية مع إعطاء الأولوية للتغيير في مداخل تعليم وتعلم اللغة الإنجليزية.

ونظراً للأسباب السابقة، قررت الباحثة تصميم برنامج قائم على مدخل المهام الواقعية التكنولوجية كمنصة لتقديم بعض الأنشطة والمهام اللازمة لتعزيز استخدام اللغة الإنجليزية لدى هذه الفئة المستهدفة من الطلاب.

■ الدراسة الاستطلاعية

أجرت الباحثة دراسة استطلاعية استندت على تطبيق اختبار تشخيصي لاستخدام اللغة لكي تتعرف على قدرة طلاب الصف الأول الثانوي على استخدام اللغة الإنجليزية شفهيًا وأثناء الكتابة. كما قامت الباحثة بزيارات لبعض الفصول لملاحظة بعض معلمي اللغة الإنجليزية في المرحلة الثانوية بمدرسة الخنساء الثانوية بنات، وأجرت معهم مقابلات شخصية من خلال طرح بعض الأسئلة عليهم للتعرف على الأساليب التدريسية المطبقة لتدريس استخدام اللغة الإنجليزية شفهيًا وكتابيًا لطلاب الصف الأول الثانوي.

وقد كشفت نتائج الدراسة الاستطلاعية عن الآتي :

1. أثبتت نتائج الاختبار التشخيصي أن معظم هؤلاء الطلاب افتقدوا القدرة على إتقان مكونات استخدام اللغة الرئيسية؛ حيث كانت متوسط درجاتهم ٤٣%. وارتبطت الأسئلة التي أظهرت نقاط الضعف الرئيسية بالتصور، وتأمل المعرفة، والتساؤل النقدي، والتعبير عن الذات.
2. اعتاد المعلمون على استهلاك معظم الوقت في التدريس الصريح للقواعد النحوية وإهمال كيفية تحفيز استخدام اللغة كعملية تفكير نشطة.
3. ارتكزت مناهج اللغة الإنجليزية الحالية في المدارس الثانوية المصرية فقط على التواصل كهدفها الرئيس، متجاهلة تنمية القدرات العليا اللازمة للتحدث والكتابة أو تعزيز التفكير الناقد والتأملي لدى طلاب المرحلة الثانوية.
4. معظم الطلاب يعانون من الصعوبة في توصيل الأفكار والتعبير عن ذواتهم بشكل صحيح شفهيًا وأثناء الكتابة.
5. عدم قدرة الطلاب على التوصل إلى الطلاقة اللغوية كما أنهم غير قادرين على توليد وربط الأفكار في نسق كتابي وشفهي متماسك ومنظم.
6. افتقد معظم الطلاب الطلاقة أثناء المشاركة في الأنشطة الصفية، فهم لا يملكون الثقة الكافية للتحدث بأريحية دون تردد، ويرجع هذا إلى افتقاد ممارسة اللغة داخل الفصل والخوف من ارتكاب الأخطاء.

٧. عانى الطلاب أيضاً من الصعوبة في الوصول إلى المعرفة المسبقة وتنظيمها وربطها بمعارف جديدة لبناء المعنى.
٨. ما زال يطبق المعلمون نصوص غير واقعية وغير متنوعة ومركزة على جوانب محددة فقط لتدريسها، على الرغم من اعترافهم بأن المقررات الدراسية التقليدية وحدها غير كافية كمصادر لتعلم اللغة الإنجليزية وكيفية استخدامها.
٩. لا يربط المعلمون استخدام اللغة بأحداث الحياة اليومية الجارية والقضايا والمشكلات المعاصرة نظراً لحاجتهم الملحة لإنهاء المناهج الدراسية في الوقت المحدد.
١٠. تجاهل المعلمون استخدام التكنولوجيا أو أي مواد لغوية واقعية عبر الإنترنت لتوضيح و عرض الاستخدام الواقعي للغة، حتى خلال فترة جائحة كورونا، على الرغم من ملائمة مثل هذه المواد لاحتياجات تعلم اللغة لطلاب المرحلة الثانوية.
١١. أعرب كل من المعلمين والطلاب عن استيائهم من تطبيق التابلت في تعلم اللغة حيث إن أجهزة التابلت تستخدم بشكل رئيسي من أجل الامتحانات.
١٢. أعرب المعلمون عن حاجتهم الملحة للتدريب المهني القائم على التكنولوجيا.
١٣. اشتكى العديد من الطلاب أن منهج اللغة الإنجليزية الذي يدرسه قديم لغة بلا سياق، والتي لا تعكس اللغة الواقعية كما يتم استخدامها من قبل الناطقين بها، علاوة على أن هذا المنهج يميل إلى كونه نظرياً مرتكزاً على معرفة اللغة أكثر من كونه عملياً يرتكز على استخدام اللغة، هذا بالإضافة إلى ندرة فرص ممارسة اللغة الإنجليزية خارج الفصل الدراسي.

كل هذه الاعتبارات السابقة دعت إلى ضرورة إجراء الدراسة الحالية والتي تناولت مشكلة ضعف الطلاب في استخدام اللغة الإنجليزية، كما عكس هذا البحث أيضاً الحاجة الملحة للابتعاد عن تعلم اللغة من حيث التدريس الصريح للقواعد النحوية إلى استخدام اللغة. ولهذا، رأت الباحثة أنه يمكنها تصميم بعض المهام الواقعية بوساطة التكنولوجيا، والقائمة على تضمين بعض التقنيات التكنولوجية مثل الخرائط الذهنية الإلكترونية، وإنشاء الكتب الإلكترونية القصصية المصورة والمدونات التفاعلية لمساعدة الطلاب على تعزيز استخدامهم الواقعي للغة الإنجليزية.

تحديد المشكلة

تحدد مشكلة الدراسة الحالية في أن طلاب المرحلة الثانوية يفتقدون القدرة على استخدام اللغة الإنجليزية بشكل فعال كعملية تفكير نشطة، والتي تمكّنهم أن يكونوا مفكرين مستقلين ومستخدمين ناجحين للغة. وقد يرجع هذا إلى طرق التدريس التقليدية التي تركز على القواعد اللغوية وإهمال استخدام اللغة الموجه نحو المعنى، بالإضافة إلى فقدان المهام الواقعية المعززة بالتكنولوجيا والتي يمكن أن تساعد في إشراك الطلاب في الاستخدام الواقعي للغة. لذا، فإن جميعهم تقريباً مستخدمين ضعفاء للغة. ومن هنا، اقترحت الباحثة استخدام مدخل المهام الواقعية التكنولوجية لتعزيز استخدام اللغة الإنجليزية لدى طلاب الصف الأول الثانوي.

أسئلة الدراسة

لتناول هذه المشكلة، حاولت الدراسة الإجابة عن السؤال الرئيس التالي:

- ما فاعلية استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة اجنبية لدى طلاب المرحلة الثانوية؟

ولمحاولة الإجابة على هذا السؤال، لابد من الإجابة على الأسئلة الآتية:

١. ما المهارات الأساسية التي يحتاجها طلاب الصف الأول الثانوي لاستخدام اللغة؟
٢. ما مدى تمكّن طلاب الصف الأول الثانوي من هذه المهارات؟
٣. ما مكونات برنامج قائم على مدخل المهام الواقعية التكنولوجية لتعزيز القدرة على استخدام اللغة الإنجليزية لدى طلاب الصف الأول الثانوي؟
٤. ما مدي تأثير تطبيق برنامج قائم على مدخل المهام الواقعية التكنولوجية على تعزيز استخدام اللغة الإنجليزية لدى طلاب الصف الأول الثانوي؟

فروض الدراسة

١. يوجد فرق دال إحصائياً بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية 'كدرجة كلية' لصالح الاختبار البعدي.
٢. يوجد فرق دال إحصائياً بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'تكوين المعنى' لصالح الاختبار البعدي.
٣. يوجد فرق دال إحصائياً بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'التصور' لصالح الاختبار البعدي.
٤. يوجد فرق دال إحصائياً بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'تأمل المعرفة' لصالح الاختبار البعدي.
٥. يوجد فرق دال إحصائياً بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'التساؤل النقدي' لصالح الاختبار البعدي.
٦. يوجد فرق دال إحصائياً بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'التعبير عن الذات' لصالح الاختبار البعدي.

منهج البحث

استندت الدراسة الحالية على تصميم المجموعة الواحدة ضمن بحوث الأساليب المختلطة، حيث تم تطبيق اختبار قبلي وبعدي لاستخدام اللغة الإنجليزية على هذه المجموعة. وتكونت مجموعة الدراسة من فصل مكون من ٣٠ طالبة بالصف الأول الثانوي للعام الدراسي ٢٠٢٢/٢٠٢١.

أدوات ومواد الدراسة

١. قائمة ببعض مكونات استخدام اللغة الإنجليزية المناسبة واللازمة لطلاب الصف الأول الثانوي، وهي تكوين المعنى، التصور، تأمل المعرفة، التساؤل النقدي والتعبير عن الذات.
٢. اختبار قبلي/بعدي لاستخدام اللغة الإنجليزية في ضوء المكونات السابقة.
٣. مقياس تحليلي لاستخدام اللغة الإنجليزية لتقييم أداء الطلاب في الاختبار القبلي والبعدي لاستخدام اللغة الإنجليزية.
٤. أسئلة مقابلة شخصية لمجموعة الدراسة تعكس آرائهم وأدائهم بعد إجراء البرنامج.

حدود الدراسة

تقتصر هذه الدراسة على:

١. فصل دراسي مكون من ثلاثين طالبة بالصف الأول الثانوي بمدرسة الخنساء الثانوية بنات بإدارة السلام التعليمية، وقد تم اختيار هذا الفصل عشوائياً.
٢. استخدام بعض التقنيات التكنولوجية مثل الخرائط الذهنية الإلكترونية، إنشاء الكتب الإلكترونية القصصية المصورة والمدونات التفاعلية.
٣. بعض مكونات استخدام اللغة الإنجليزية المناسبة والضرورية لمجموعة الدراسة وهي تكوين المعنى، والتصور، وتأمل المعرفة، والتساؤل النقدي والتعبير عن الذات.
٤. تقييم استخدام اللغة الإنجليزية ككل شفهيًا وفي الكتابة.
٥. مدة التجربة كانت ٣٦ ساعة بواقع ٣ حصص أسبوعياً لمدة شهرين.

أهمية الدراسة

من المتوقع أن الدراسة ستكون ذات أهمية للفئات الآتية :

١. **الباحثون في مجال اللغة الإنجليزية كلغة أجنبية:** حيث ستمدهم الدراسة بإطار نظري خلال فترة جائحة كورونا، والذي يمكن للباحثين استخدامه في دراساتهم المستقبلية. كما تقدم الدراسة مقترحات وتوصيات للباحثين في مجال استخدام المهام الواقعية التكنولوجية لتعزيز قدرات الطلاب على استخدام اللغة الإنجليزية خلال فترة جائحة كورونا.
٢. **مصممو ومطورو المناهج الدراسية:** حيث ستمدهم الدراسة ببعض المهام الواقعية التكنولوجية والأنشطة المبتكرة لاستخدام اللغة الموجه نحو المعنى، والتي يمكنهم تضمينها في المناهج المستقبلية. بالإضافة إلى أن الدراسة يمكن أن تلفت انتباه مصممي المناهج إلى احتياجات المتعلمين لتعزيز قدرات استخدام اللغة شفهيًا وفي الكتابة، حتى يمكنهم مواكبة الاحتياجات المعاصرة في شتى مناحي الحياة العملية في العصر الحالي.
٣. **المعلمون:** والذين ستمكنهم الدراسة من كسب فهم أعمق لاستخدام اللغة وبالتالي يمكنهم تعزيزه بشكل فعال لدى طلابهم. كما يمكن أن تفيد الدراسة في تقديم أسلوب جديد لتدريس استخدام اللغة لطلاب المرحلة الثانوية بطرق تدريس أكثر ابتكارية، وفي إعداد برامج تدريب لمعلمي ما قبل وأثناء الخدمة في تدريس استخدام اللغة خلال جائحة كورونا.
٤. **الطلاب:** حيث ستمدهم الدراسة بأسلوب تعلم مبتكر وإبداعي للتغلب على مشكلاتهم في استخدام اللغة الإنجليزية حتى يكونوا أكثر قدرة على استخدام اللغة شفهيًا وكتابيًا بشكل صحيح وفعال، وعلى أداء وظائف تواصلية بشكل صحيح في مختلف مواقف الحياة اليومية. كما يمكن أن تدرب الدراسة الطلاب لكي يصبحوا مفكرين ناقدين مستقلين ونشطاء من خلال إشراكهم في مهام واقعية تكنولوجية تعاونية للعمل عليها.
٥. **مجال اللغة الإنجليزية كلغة أجنبية:** بناء على معرفة الباحثة، ستكون هذه الدراسة واحدة من الدراسات القليلة التي تم إجراؤها خلال فترة جائحة كورونا في مصر، والقائمة على تعلم اللغة القائم على المهام المعززة بالتكنولوجيا. ولذا، فقد تكون الدراسة مساهمة فعالة للمجال.

الإجراءات

تم البحث في ضوء الإجراءات التالية:

١. مراجعة الأدبيات والدراسات السابقة المرتبطة بـ :

- استخدام اللغة الإنجليزية ومكوناته.
 - مدخل المهام الواقعية التكنولوجية.
 - الخرائط الذهنية الإلكترونية، وإنشاء الكتب الإلكترونية القصصية المصورة والمدونات التفاعلية.
 - العلاقة بين استخدام اللغة الإنجليزية كلغة اجنبية ومدخل المهام الواقعية التكنولوجية.
٢. إعداد قائمة بمكونات استخدام اللغة الإنجليزية المناسبة واللازمة لطلاب الصف الأول الثانوي.
 ٣. تصميم الاختبار القبلي/البعدي لقياس قدرات استخدام اللغة الإنجليزية.
 ٤. تصميم برنامج لاستخدام اللغة الإنجليزية قائم على مدخل المهام الواقعية التكنولوجية من خلال مهام واقعية معززة باستخدام الخرائط الذهنية الإلكترونية، وإنشاء الكتب الإلكترونية القصصية المصورة والمدونات التفاعلية، وشرح أهمية هذه المهام ومميزاتها وخصائصها.
 ٥. اختيار فصل عشوائيًا من طلاب الصف الأول الثانوي لتكوين مجموعة البحث.
 ٦. تطبيق الاختبار القبلي على مجموعة البحث التي تم اختيارها.
 ٧. تطبيق البرنامج الذي تم إعداده على مجموعة الدراسة.
 ٨. تطبيق الاختبار البعدي في نهاية الدراسة.
 ٩. المعالجة الإحصائية للنتائج التي تم الحصول عليها.
 ١٠. تفسير ومناقشة النتائج كميًا وكيفيًا.
 ١١. وضع التوصيات والمقترحات لدراسات أخرى.

نتائج الدراسة

تم تحليل نتائج الطلاب في الاختبار القبلي والاختبار البعدي إحصائيًا للتحقق من صحة الفروض وتوصلت الدراسة إلى النتائج التالية:

١. يوجد فرق دال إحصائيًا عند مستوي ٠.٠١ بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية 'كدرجة كلية' لصالح الاختبار البعدي.
٢. يوجد فرق دال إحصائيًا عند مستوي ٠.٠١ بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'تكوين المعنى' لصالح الاختبار البعدي.
٣. يوجد فرق دال إحصائيًا عند مستوي ٠.٠١ بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'التصور' لصالح الاختبار البعدي.
٤. يوجد فرق دال إحصائيًا عند مستوي ٠.٠١ بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'تأمل المعرفة' لصالح الاختبار البعدي.
٥. يوجد فرق دال إحصائيًا عند مستوي ٠.٠١ بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'التساؤل النقدي' لصالح الاختبار البعدي.
٦. يوجد فرق دال إحصائيًا عند مستوي ٠.٠١ بين متوسطي درجات طلاب مجموعة الدراسة في التطبيق القبلي والبعدي لاختبار استخدام اللغة الإنجليزية من حيث 'التعبير عن الذات' لصالح الاختبار البعدي.

تشير النتائج السابقة إلى فاعلية مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية كلغة أجنبية لدى مجموعة الدراسة من طلاب الصف الأول الثانوي، ويرجع هذا لعدة أسباب منها:

١. ساعد دمج التقنيات التكنولوجية ذات المغزى مع الأنشطة الواقعية المختلفة لاستخدام اللغة المتعلمين على التواصل والتفاعل بحماس مع بعضهم البعض، كما أنه حفز على المشاركة النشطة للطلاب في المناقشات وأنشطة الكتابة والتحدث المتنوعة، والذي أدى بدوره إلى تعزيز استخدام اللغة.
٢. عززت المواد اللغوية الواقعية عبر الإنترنت والتقنيات التكنولوجية المستخدمة التفاعل غير المقيد بين الطلاب، حيث أمكنهم المشاركة بفاعلية في الأنشطة الوظيفية مثل التقارير الشفوية، والعروض الشفهية، والمراجعات المكتوبة، والكتابات النقدية، وتبادل المعلومات، والمشاركة في أنشطة الاختلاط والأنشطة الاجتماعية مثل المشروعات والكتابة الإبداعية والمناقشات الجماعية والمناظرات.
٣. فاعلية التقنيات التكنولوجية المطبقة في زيادة دافعية الطلاب لاستخدام اللغة، حيث إن أنشطة تأليف الكتب الإلكترونية القصصية عبر الإنترنت والنشر على المدونات التي أجراها الطلاب كانت مرئية للآخرين، وهو ما زاد بدوره من دافعية المتعلمين على التعبير عن أنفسهم بحرية وانفتاح.
٤. لعبت المواد اللغوية الواقعية دوراً رئيساً في إثراء الحصيلة اللغوية للطلاب واستخدامها، وفي زيادة الوعي الثقافي ومستوى الإدراك لديهم.
٥. استخدام مهام واقعية مرتبطة بالحياة اليومية للطلاب نتج عنه تأثير إيجابي على الطلاب من حيث المشاركة وبناء الثقة، كما أنهم أقاموا روابط مع هذه المهام جعلتهم أكثر تأملاً ومقيمين دقيقين لأدائهم، حيث تم أخذ احتياجات واهتمامات الطلاب في الاعتبار منذ البداية.
٦. استخدام استراتيجيات التعلم النشط المتضمنة في برنامج الدراسة أمدت الطلاب بفرصة جيدة للتفكير بشكل أعمق، والتعبير عن الذات، وإعمال عمليات عقلية عليا أثناء استخدامهم للغة.

توصيات الدراسة

في ضوء النتائج، توصي الدراسة بالآتي:

١. يجب توجيه الاهتمام إلى استخدام اللغة بدلاً من مجرد معرفة القواعد اللغوية في فصول تعلم اللغة الإنجليزية كلغة أجنبية، حيث يستلزم بذل المزيد من الوقت والجهد لتعزيزه وتعزيز مكوناته.
٢. يجب الأخذ في الاعتبار استخدام مدخل المهام الواقعية التكنولوجية في تدريس اللغة الإنجليزية، وخاصة في تدريس استخدام اللغة، في برامج تعلم اللغة الإنجليزية كلغة أجنبية في المراحل التعليمية المختلفة.
٣. مراعاة استخدام التقنيات التكنولوجية الممتعة والمواد اللغوية الواقعية المناسبة عبر الإنترنت في برامج تعلم اللغة الإنجليزية كلغة أجنبية عند تصميم المناهج للمراحل التعليمية المختلفة.

٤. يجب أن يلتزم المعلمون باستخدام مدخل المهام الواقعية التكنولوجية في تدريس اللغة الإنجليزية حتى يحقق أقصى تنمية ليس فقط لقدرات استخدام اللغة لدى الطلاب، وإنما أيضًا المهارات الحياتية الضرورية والهامة لهم.
٥. تستدعي الحاجة إلى استكشاف التخطيط لاستخدام المهام والمواد الواقعية في فصول تعلم اللغة الإنجليزية ضمن إطار منهجي شامل مثل إطار Willis لتمكين المتعلمين من وضع اللغة في حيز الاستخدام العملي والفعلي.
٦. يجب على المعلمين أخذ اهتمامات وميول الطلاب في الاعتبار عند تصميم المهام. وبهذا، يصبح المتعلمون صانعي قرار معنيين عند وضع المحتوى، وكذلك مقيمين دقيقين لأدائهم.
٧. يجب إتاحة الفرص للطلاب لممارسة الاستخدام الواقعي للغة شفهيًا وكتابيًا في مناخ متسامح يسمح بتقبل الأخطاء وفي بيئة مشابهة للعالم الحقيقي.
٨. من المهم إتاحة الوقت للطلاب لعكس آرائهم عند التخطيط للمهمة. ونتيجة لذلك، عندما يتأمل الطلاب أدائهم ويقيمونه، فإنهم يتعلمون تحليل الجوانب التي أدها بشكل جيد والجوانب التي تحتاج إلى تحسين.
٩. هناك حاجة ملحة تستدعي تشجيع المزيد من مداخل تعليم وتعلم اللغة الإنجليزية ذات السياق والتي تستخدم مواد لغوية واقعية إلكترونية لتعليم وتعلم فعال للغة الإنجليزية كلغة أجنبية، ولك لمواكبة التوجه الحالي للتعليم الإلكتروني والمدمج خلال فترة جائحة كورونا.

مقترحات لدراسات وبحوث أخرى

في ضوء النتائج، تقترح الباحثة عددًا من الدراسات مثل:

١. دراسة تتناول التقصي عن أثر استخدام مدخل المهام الواقعية التكنولوجية في تعزيز استخدام اللغة الإنجليزية لدى الطلاب في مراحل تعليمية مختلفة.
٢. دراسة تتناول استخدام المهام الواقعية التكنولوجية في التدريس الضمني للقواعد النحوية مع مراحل تعليمية متنوعة للتقصي عن أثر استخدام مدخل المهام الواقعية التكنولوجية في تنمية استخدام القواعد النحوية لدى الطلاب.
٣. الحاجة إلى إجراء دراسات أكثر لإلقاء الضوء على الممارسات المثلى للمهام والمواد الواقعية في تعلم اللغة والقضايا الثقافية المطروحة أثناء تنفيذها.
٤. الحاجة إلى دراسات أكثر للتحري عن الصعوبات التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية أثناء المشاركة في المهام المعززة بالتكنولوجيا.
٥. دراسة تتناول التحري عن أثر استخدام تقنيات تكنولوجية مناسبة أخرى، والتي يمكنها دعم طلاب المرحلة الثانوية في تعزيز قدرات استخدام اللغة الإنجليزية لديهم ومكونات اللغة الأخرى، وفي تلبية احتياجاتهم خلال فترة جائحة كورونا.
٦. دراسة تتناول تقصي أثر استخدام مداخل مناسبة أخرى في تنمية استخدام اللغة الإنجليزية لدى الطلاب، وخاصة مناسبتها لأحداث ومواقف جائحة كورونا الحالية.
٧. إجراء المزيد من الدراسات للتقصي عن مشكلات تدريس استخدام اللغة الإنجليزية، والمعوقات التي تؤثر على تنمية استخدام اللغة الإنجليزية.
٨. إجراء البحث في فرص التنمية المهنية الفعالة القائمة على التكنولوجيا، لتنمية المعرفة التكنولوجية والمعرفة التربوية التكنولوجية ومعرفة المحتوى التكنولوجي للمعلمين، سيكون إضافة إيجابية لأدبيات تعلم اللغة القائم على المهام وتعلم اللغة المعزز بالتكنولوجيا.