



Ain Shams University
Faculty of Education
Department of the Curriculum & Instruction

The Effect of Using Blended Content-Based Instruction (BCBI) to Enhance EFL University Students' Oral Communication Skills

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Submitted by

Israa Ismael Abdulhamid Ismael

Teaching Assistant at Modern University for Technology and Information (MTI)

Supervised by

Dr. Magdy Mahdy Ali

Professor of Curricula Department
(TEFL)

Faculty of Education

Ain Shams University

Dr. Dina Sayed Nasr

Lecturer of Curricula Department
(TEFL)

Faculty of Education

Ain Shams University

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Author:

Israa Ismael Abdulhamid Ismael

Advisors:

1. Dr. Magdy Mahdy Ali, professor of curriculum department (TEFL), Faculty of Education, Ain Shams University, Egypt.

2. Dr. Dina Sayed Nasr, lecturer of Curricula Department (TEFL) Faculty of Education Ain Shams University.

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Abstract:

The study aimed to examine the effect of using Blended Content-Based Instruction (BCBI) to enhance EFL university students' oral communication skills. The study begins with a review of literature and previous studies dealing with blended content-based instruction (BCBI) and oral communication skills. The researcher prepared a list of oral performance components as a guide for the design of the instruments. The researcher also designed a pre/post oral communication test, a rubric as well as the proposed program. Then, she nominated a random group of the EFL university students (intermediate level) at Faculty of Business Technology (n= 30), Canadian International College (CIC) to participate in the study and get involved in its activities. The participants were submitted to a pre and posttest. Then, the results were analyzed both quantitatively and qualitatively. The results showed that blended content-based instruction (BCBI) was highly effective in enhancing EFL university students' oral communication skills.

Keywords: *Blended Content-Based Instruction (BCBI), Oral Communication Skills.*

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Chapter one
Background and Problem

Chapter one

Background and Problem

1.1 Introduction

Whether someone is looking for a new job, joining a college or planning to travel, studying English can help him or her progress in life both personally and professionally. The English language has the power of connecting people from many different cultures and building relationships. Also, English is widely used in international trade, diplomacy, social media, translation, international telecommunications, scientific publications, education, business, publishing newspaper, employment, and more. Today, only those who have a command of the English language are given a job. Furthermore, EFL university students increasingly find that their academic courses and subjects are being delivered in English. Hence, EFL university students try to maximize their use of English to serve different purposes in different contexts.

English is the medium of instruction in college and most of the science curricula. Upcoming technology and references are also presented in English. However, EFL university students still face lots of problems in this regard. Hanane (2016) revealed that a wide range of challenges faced by EFL students, such as lack of authentic English contexts, over reliance on English textbooks, fear of making mistakes, ignorance of non-verbal skills, lack of awareness of culture, difficulty of pronunciation, the absence of paying attention to form and meaning at the same time, anxiety, shyness, lack of motivation and the influence of mother tongue.

As a result, EFL university students are not able to speak fluently or persuasively to express their full ideas and sometimes they are misunderstood. Unfortunately, they tend to translate their ideas from their native language to the target language in order to be able to communicate. Some instructors even use their mother tongue in their English sessions to explain a new issue for their students. In turn, students find

it easier and less embarrassing to use their mother tongue to express their ideas and thoughts.

Furthermore, EFL students face considerable difficulties in listening comprehension because a wide range of universities and schools pay more attention to writing and reading. Besides, some English language materials are not connected to students' real-life experiences. In the same vein, Hamouda (2012) revealed other problems that EFL learners usually face in listening, such as lack of concentration, speed of speech, lack of practice listening, limited vocabulary, and lack of background knowledge.

In addition, the large number of students in overcrowded classes which usually consist of 50 students, or more, is considered problematic. In this sense, students may not find sufficient opportunities to practice English language. According to Blatchford & Russell (2020), EFL classes with smaller number of students allow instructors to focus on their needs, minimize the time of discipline or disruption among students and focus on group work and practical activities to enhance their performance.

In today's business and education world, communication skills are considered major skills that EFL university students need to possess in order to secure suitable job opportunities. Most employers are concerned with employees' ability to communicate in group discussions, conduct meetings in public speaking, hold perfect control over what they say and master the art of speech. In this sense, oral communication skills are essential to boost morale and promote teamwork (Karim, 2016). Reversely, lack of proper oral communication skills is one of the reasons why employers are reluctant to hire job applicants.

Oral communication can be defined as the process of verbal exchange of information. Oral communication is when a communicator speaks and a receiver listens; it can be done face-to-face or through other tools like mobile phones or

online meetings (Shah, 2021). Moreover, García (2011) declared that language is truly a social notion and a successful way to learn a foreign language is the continuous interaction with others in real situations. Consequently, this view has been receiving considerable support widely.

Furthermore, it is faster and easier to get feedback by observing non-verbal behavior, such as eye contact or facial expressions through oral communication. In this sense, nonverbal communication is considered the way of delivering information and messages without words, such as facial expressions, gestures, eye contact, space between people, voice level, and the way people dress (Howard and Kathryn, 2018).

People need to hear and be heard, to know and be known, to understand and be understood and all of these issues can be done through proper and effective communication. Hence, oral communication is the glue that connects all the components of a language together. However, EFL university students, no matter how many years they have been learning English, still face many difficulties in oral communication.

Despite the importance of oral communication, as highlighted above, it is still neglected in curricula most of the time; it is used by lecturers more than by students (Abram & Pearlman, 2010). For instance, Gathumbi et al. (2014) revealed the following reasons for the students' inability to communicate in English language classrooms: lack of exposure to rich language environments, pronunciation mistakes, influence of mother tongue, lack of exposure to rich environments, overloaded curriculum that does not give students enough time to go in-depth and difficulty in inferring meaning without the use of dictionary.

Besides, Mahmoud (2014) mentioned that EFL students tend to store and recall information during the exams. In other words, a large number of students still view English only as a school subject not as a language of communication. After finishing

school, students join universities to study professional courses in English. At this stage, English becomes a problem for them, so they lose interest in English language and consider it the most difficult process. Moreover, when it comes to listening and speaking, students find themselves unable to concentrate or practice listening as they have not been trained to do so. As a result, students become unable to produce a single sentence without making mistakes.

The challenges that FEL university students face are particularly apparent in face-to-face classrooms for many reasons: lecturers only have a certain amount of time to get through courses; coursebooks can be quite expensive; the number of students is totally huge; some students have to travel long distances; classes' schedules may not suit all students; and discussions are commonly dominated by loud students while quieter students may feel frustrated because of being recognized or judged by others. (Kemp & Grieve, 2014; Paul & Jefferson, 2019). Hence, there is a need to find a means to help students overcome this fear and develop learners' confidence to use the language in an attractive and motivating ways (Toledo & Hoit, 2016).

The inadequate oral communication skills of non-native English speakers aroused a wide range of researchers worldwide to tackle this issue in their research. In Thailand, for example, Tipmontree and Tasanameelarp (2018) carried out a study using role-playing simulation activities to improve EFL Students' business English oral communication. In Jordan, AlSaleem (2018) also carried out a study based on Facebook activities to enhance oral communication skills for EFL Learners.

Also, Nasr (2021) conducted a study using a pedagogical movie-based program in developing oral communication skills of faculty of education English majors in Egypt. In Philippines, Guzman and Jesus (2021) carried out a study to investigate non-intellective challenges in oral communication skills among grade 11 learners. In Palestine, Hassan (2019) conducted a study based on utilizing digital storytelling on developing oral communication skills for 5th grade students at Rafah Primary schools. It's worth mentioning that a wide range of worldwide studies integrated technology into face-to-face classes to enhance students' language performance.

Consequently, blended learning (BL) can be considered one of the flexible solutions to enable a lifelong learning process and enhance students' oral communication skills.

The Metaverse era, the online migration life, requires teachers and learners to develop comprehensive courses and apply the appropriate teaching-learning methods so that students can learn the topics based on social demands. The ever-changing world of technology has aided the changing nature of English language teaching and learning.

Indeed, blended learning is more than what, how and where learners are learning. It is also about when people are learning. Bonk & Graham (2012) illustrated that in the past there were only two learning environments that remained largely separated because they used different tools and addressed the needs of different audiences. The first one was face-to-face learning that occurred with a teacher directed environment with person-to-person interaction in a high-fidelity environment. On the other hand, distance learning focused on self-paced learning and learning activities that occurred in an asynchronous environment. Nowadays, it is not impossible to use different instructional methods in both environments.

According to Stein & Graham (2014), blended learning (BL) is generally defined as the combination of the strengths and advantages of in-class face-to-face learning activities and web-based online learning to help students become agents and owners of their learning process, create a more flexible learning environment, facilitating the practical training process, achieve deeper and meaningful learning levels, solve complex problems, and develop students' professional communication skills. Furthermore, BL involves taking learning from mostly face to face, to mostly online, to a perfect 50-50 split (Johnson & Marsh, 2014; Tarnopolsky, 2013).

Students in a face-to-face course may have limited opportunities to engage with each and every one of their classmates (Stein & Graham, 2014). BL offers easier

access to extra learning activities. This can be achieved through implementing online materials and activities to provide more class discussions, collaboration, and social interaction. Moreover, blended courses can decrease costs to teachers, students, and institutions (Bonk & Graham, 2012).

As for the field of EFL, a number of studies proved the effectiveness of BL in developing oral communication skills of non-native English speakers. For example, Medenilla (2018) incorporated blended learning assignments and speaking tasks to enhance the current module being used in oral communication subject for grade 11 in Philippines. The results of the study showed that giving EFL students online assignments and speaking tasks is a viable tool to innovate the teaching and learning of Oral Communication. Supplemental materials given as assignment helped the respondents maximize their use of the text module to improve themselves and acquire the skills for Oral Communication. As a result, students found an additional chance to speak freely beyond the four walls of the classroom.

In 2018, Rerung conducted a study in Indonesia to investigate English major Students' perception on blended learning in English listening and speaking class. The result showed that English majors focused on English usage in daily contexts to interact. Most of the students viewed online learning as an alternative tool to help them during their learning process and they did not find any serious difficulties while dealing with online discussions and activities.

In Egypt, Shabana (2014) conducted a program based on blended learning to develop English oral communication skills of Al-Azhar experimental secondary institute students. The results of the study showed that blended learning had positive effects on students' oral communication skills and leadership capabilities. Furthermore, blended learning increased engagement by providing different opportunities for students to speak confidently and listen to others' views.

In fact, blended learning can be combined with other teaching approaches and methods to have a fruitful experience. One of the global approaches that can be regenerated again through blended learning resources is content-based instruction. For example, Yu and Du (2019) implemented a blended learning model in content based EFL curriculum to improve EFL Chinese learners' language proficiency. Results showed that online and face-to-face activities encouraged learners to interact and collaborate with their peers via social network.

Content-based instruction (CBI) focuses not only on the language itself, but rather on what is being taught through the language. In this sense, language is seen as a medium through which something new is learned (Arulselvi, 2016). Aspects of online videos that addresses a metaphoric meaning, discussions about current events and world cultures or even debates about general topics of interest are all valid content options. Hence, English can be learned through indirect instruction by using it as a medium so that students can benefit from both content and English learning at the same time (May & Van, 2017).

CBI fosters learning outside the narrow focus of bettering language skills with giving students' academic knowledge (Hull, 2018; McDougald, 2016). CBI connects both content and language to provide learners and teachers with a real-life communication opportunity so that learning in a second or foreign language can be successful.

Within CBI, students are required to search for information, connect items, invest their prior knowledge to create new information, tackle a specific issue from different angles, work collaboratively to organize their thoughts, critique the information that they have gathered so that they can respond either orally or in writing. Therefore, the main focus of teaching is more on content topics than grammar rules, vocabulary teaching, or decontextualized situations (Spenader et al., 2018).

As future English communicators, EFL university students are expected to increase their knowledge on these areas and be able to participate in various discussions inside and outside the classroom. In this respect, students are invited to use numerous materials inside or outside the class, such as reading texts, pictures, short videos, online mind-maps, or blogs to support their ideas. This requires a proper use of oral communication and technical skills.

Finding authentic materials, such as newspaper ads, documentaries, listening activities or short video clips is a challenging aspect of CBI. This challenge can be solved through mixing blended learning with content-based instruction to enhance students' oral communication, find abundant number of authentic materials and maximize students' exposure time to language.

Through implementing Blended Content-Based Instruction (BCBI), instructors can make their themes more engaging and innovative. For example, instructors can open a discussion with students on a theme from their textbook, such as "Going on holidays". In this sense, students can use Google Arts and Culture to take a virtual tour of new places that they want to visit, collect information, and then share their presentations via the Jitsi online conference. Consequently, English-language topics and activities are presented in a diversified manner.

However, to the researcher's best knowledge, no study in Egypt attempted to mix blended learning with content-based instruction in an EFL setting. It would be beneficial, therefore, to apply blended content-based instruction (BCBI) to enhance EFL university students' oral communication skills.

1.2 Context of the problem

Oral communication skills still remain the most difficult skills to master for the majority of English language students because these skills are not included in the final exams. Elttayef & Hussein (2017) pointed out that students and teachers still

focus on teaching reading and writing besides grammar and vocabulary. Although the teaching of oral communication can be integrated into other skills like reading and writing, a large number of teachers think that time is insufficient to do that, and the priority should be given to other skills rather than speaking because they are included in the final exams.

Despite the importance of oral communication, a closer look at the Egyptian EFL learners' oral communication skills reveals that they lack the fundamental abilities that can qualify them to use the English language appropriately and effectively in various contexts. According to the Egyptian context, students still rely on the materials presented in coursebooks with special attention given to reading, writing, grammar and vocabulary neglecting listening and speaking. Therefore, they are unable to express themselves or understand someone speaking English for a long time.

According to the researcher's knowledge as a demonstrator at the Canadian International College (CIC), EFL university students at the faculty of business technology are promoted according to their grades in their "written" achievement tests. They do not practice language orally in real contexts since it is not required in their exams. That also appears in the English language sections where they are supposed to give a whole presentation by using English only without using their mother tongue. As a result, students face many problems when trying to use language to communicate in real situations.

Furthermore, students at the faculty of business technology tend to focus on the technical terms and jargons related to their major and their equivalent meaning in Arabic. They view English as a means of learning new technical terms related to their major rather than as a means of communication. In the same vein, students do not have the chance to practice oral communication in English due to the lack of programs that promote its skills. Most students listen to the lectures without active interaction, and they are passive receivers. As a result, students face many communicative problems such as lack of self-confidence while speaking, hesitation, long pauses, inaccurate phrasing, wrong intonation, and mispronunciation.

A. Observation

Throughout her job as a teaching assistant who trains EFL university students at the faculty of business, Canadian International College (CIC), Cape Breton University (CBU), the researcher noticed the following:

1. EFL university students tend to speak Arabic most of the time to share their ideas. Also, they tend to translate the reading texts, instructions, listening audios and videos into Arabic.
2. When asked to use only English, some of them felt frustrated and nervous while others kept silent to escape from the situation.
3. When asked to speak in English, they usually ask instructors to give them more time to write their ideas and then they tend to read their notes in front of the class instead of speaking.
4. They always ask the instructor to translate every single word into Arabic instead of trying to guess the meaning out of context.
5. They pay no attention to listening and speaking since both of them are not required in the final exam.
6. Students tend to ask instructors to revise grammar and vocabulary at the end of the term for the sake of passing the final exam and receiving the graduation certificate and they do not pay attention to oral communication tasks.
7. A considerable number of EFL university students tend to use inappropriate body language which indicates hesitation and lack of self-confidence, such as “looking at the ceiling”, “shaking legs”, “using their index finger to point at someone”, “biting their nails” or “crossing their arms” while talking in front of the class.
8. When asked to work in pairs or in groups, EFL university students felt shy and could not express their ideas freely because they felt that their colleagues would

make fun of them. As a result, some of them preferred to keep silent while others used Arabic language to express their thoughts.

9. A wide range of students use intonation inappropriately, such as speaking in a very low voice in front of the class or saying “I disagree with you” in a high voice to illustrate a different point of view.
10. When asked about their point of view towards the use of online learning, a considerable number of them clarified that online learning is a useless tool and that English must be taught face-to-face only because mobile devices will make them lazier.

B. Group Discussion

To further confirm the problem, the researcher conducted group discussions with a group of 45 first year EFL students “intermediate level” at the Faculty of Business (Business Technology Department), Canadian International College (CIC), Cape Breton University (CBU). The participants expressed their problems in the following points:

1. They feel shy while speaking English in front of people.
2. They cannot understand someone speaking in English for a long time.
3. They think in Arabic first and then translate their ideas in English.
4. They attend all the lectures as passive receivers of knowledge.
5. They believe that the only way to be able to speak English fluently is through travelling abroad.
6. They consider that learning English successfully can be done through memorizing vocabulary every day and watching grammar videos.
7. They totally believe that the instructor’s responsibility is to explain grammar rules and prepare them for the final exam.

C. Pilot Study

The researcher conducted an oral communication test (**Appendix A**) on a group of 45 EFL first-year students, intermediate level (B1), at the Faculty of Business Technology (Dual System), Canadian International College (CIC), Cape Breton University (CBU). The test was divided into two parts: the first part of the pilot study was a face-to-face test, and the second part was an online one. Also, the oral communication test was based on the Common European Framework of Reference for Languages (CEFR).

In fact, the researcher used face-to-face and online testing to give students substantial chance to express their ideas before identifying their points of weaknesses, to analyze students' problems in-depth and to make use of the advantages of face-to-face as well as online learning tools. Besides, the researcher wanted to monitor students' attitudes and perceptions towards the use of technological tools.

The first part of the test was a face-to-face test about “social media and its challenges”, its items included the following:

1. Describing a picture.
2. Answering some informal questions about the role of social media nowadays.
3. Watching an animation video about “misuse of smartphones” and identifying the message behind the video.
4. Giving feedback and predictions about networking challenges.

The second part was an online listening test (intermediate level) in which learners listen to a conversation over the phone and answer some MCQ and open-ended questions via the following link: <https://forms.gle/XycBc6yJ2UB6S8FK9>

The online listening test included:

1. Listening critically
2. Giving predictions and solutions to a particular topic.

3. Addressing a problem from different angles.
4. Analyzing and reflecting speakers' thoughts.

The test was based on the common European framework of reference for languages (CEFR), intermediate level (B1). Also, the researcher used a rubric (**Appendix B**) to identify students' problems. The researcher measured the students' ability to provide concise feedback, listen critically, use proper body movements, use intonation, use various fillers and their ability to speak coherently and persuasively. The results showed a general lack of the learners' oral communication as follows:

- 92% of the EFL students could not listen critically. They could not figure out the hidden or the metaphoric meaning behind the video and the online listening test. They kept saying "I don't know", "I don't understand the speaker", "Nothing will happen to the speakers after travelling" or "I will feel nothing" to respond to a hypothetical question while others left some questions empty.
- 90% of the EFL students could not be able to use body language properly during the face-to-face test. Some of them kept reading from their notes or looking at the floor. On the other hand, some students kept biting their nails, shaking their legs, and playing with their pens .
- 88% of the EFL students could not use fillers while expressing their thoughts. They kept saying "and", "eee" and "aaa" instead of saying "in my own point of view", "as far as I'm concerned, actually, it seems that, in my own point of view".
- 86% of the EFL students had intonation problems. Some students kept pausing while moving from one idea to another. Some of them used a monotonic tone, while others' voices were either totally low or totally high.
- 88% of the students could not express their opinions. They could not comment on the video. They kept saying "I agree" or "I disagree" without clarifying their thoughts.

- 85% of the EFL students could not be able to express their ideas coherently or persuasively. They kept asking the researcher to translate some English words that they did not know into Arabic to continue talking. They could not support their thoughts or grasp the listeners' attention.

1.3 Statement of the problem

The EFL first-year students (intermediate level) at the Faculty of Business Technology, Canadian International College (CIC), Cape Breton University (CBU) have some points of marked weaknesses in oral communication skills. This might be due to the lack of courses that deal with improving English oral communication skills, overreliance on textbooks, the conventional way of teaching which focuses on reading and writing, and the insufficient chances given to learners to express their thoughts in the target language. Therefore, the researcher suggested blended content-based instruction (BCBI) as an effective model in which students could practice the English language in an interactive and collaborative way, which could be positively reflected on their English oral communication skills.

1.4 Study Questions

In order to tackle this problem, the study attempted to answer the following questions:

What is the Effect of Using Blended Content-Based Instruction (BCBI) to Enhance EFL university students' Oral Communication Skills?

To answer the above main question, the following sub-questions were also answered:

1. What are the oral communication skills that EFL university students need to enhance?

2. What are the oral communication skills that EFL university students actually have?
3. What are the features of the proposed program based on blended content-based instruction (BCBI) to enhance EFL university students' oral communication skills?
4. To what extent is the blended content-based instruction (BCBI) program effective in enhancing EFL university students' oral communication skills?
5. How far will EFL university students be satisfied with the proposed program based on blended content-based instruction in enhancing their oral communication skills?

1.5 Aim of the Study

This study aimed at fostering EFL university students' oral communication skills at Faculty of Business Technology, Canadian International College (CIC), Cape Breton University (CBU) through using blended content-based instruction (BCBI).

1.6 Significance of the Study

It was expected that the study would be of benefit to:

EFL instructors: EFL instructors could use blended content-based instruction to achieve better outcomes with their learners. In addition, EFL instructors could provide their EFL learners with abundant opportunities based on blended content-based instruction to enhance their oral communication skills.

EFL university students: They are expected to benefit and enhance their oral communication skills and level through using some blended content-based instruction activities in learning.

EFL curriculum developers and designers: They are expected to put the results of the study into consideration when they design EFL curricula as they will be provided with some BCBI activities which can be included in future curricula.

EFL researchers: The study provides EFL researchers with a theoretical foundation as well as recommendations for further research.

1.7 Study Hypotheses

The study attempted to verify the following hypotheses:

- 1- There would be a statistically significant difference at the significance level of 0.05 between the mean scores of the study participants on the pre and post-tests in overall oral communication skills in favor of the post-test.
- 2- There would be a statistically significant difference at the significance level of 0.05 between the mean scores of the study participants on the pre and post-tests in each of the oral communication sub-skills in favor of the post-administration.
- 3- Study participants would be satisfied with the proposed program based on blended content-based instruction.

1.8 Delimitations of the Study

The study was delimited to:

1. A group of 30 first year EFL university students (intermediate level) at the Faculty of Business Technology, Canadian International College (CIC), Cairo, Egypt.
2. The following oral communication competencies:
 - a. Strategic Competence
 - b. Sociolinguistic Competence
 - c. Discourse Competence
 - d. Paralinguistic Competence

3. The following blended content-based instruction activities:

A. Online Activities:

- Edpuzzle.com
- Uquiz.com
- Jisti Meet Video Conference
- Wordwall.net Online Games
- Padlet.com
- Google Forms

B. Face to Face Activities:

- Cartoon and Animation videos
- Graphic Organizers
- Opinion Gap Activities
- Role Play

1.9 Definition of Terms

- **Blended Content Based Instruction (BCBI)**

Blended content-based instruction (BCBI) can be defined as a combination of face-to-face with online experiences to develop a coherent content-based course that suits students' actual level and needs (Yu & Du, 2019). Hence, students are given worthwhile chances to experience learning in collaboration with peers without limitation of time (Tucker et al., 2017).

In this study, EFL university students at the faculty of business technology, Canadian International College (CIC), tackled a wide variety of authentic texts and activities to enrich the content of the course, such as newspaper ads, games, cartoon videos documentaries, listening activities or podcasts. This was achieved through combining blended learning with content-based instruction to enhance learners' language proficiency and maximize their exposure time to language.

- **Oral Communication Skills**

According to Young and Travis (2018) oral communication can be defined as a verbal form of communication in which learners share their thoughts and ideas. Most of the time oral communication is effectively carried out with the help of non-verbal communication like body language to build trust and reliability. Oral communication can also be mixed with a variety of visual aids to establish the conveyed message in a clear way. Examples of oral communication are conversations with friends, family, or colleagues.

In this study, EFL university students at the faculty business technology, Canadian International College (CIC) were supposed to perform oral language successfully through exchanging ideas, providing immediate feedback, taking the responsibility and accountability of the information shared, cooperating in decision making, providing suggestions and criticism, speaking to the point, and communicating with other colleagues via online and face-to-face activities based on their content.

1.10 Instruments of the Study

The instruments of the current study were:

- 1- An oral communication list.
- 2- An oral communication rubric.
- 3- An oral communication Pre/Post Test .
- 4- EFL university students' satisfaction questionnaire (course reflection and online survey).

Chapter Two

Review of Literature and Related Studies

Chapter Two

Review of Literature and Related Studies

This chapter presents a theoretical background of the current study based on a review of literature and related studies. Blended Learning (BL), content-based instruction (CBI), blended content-based instruction (BCBI), oral communication skills (OCSs), the relationship between BCBI and OCSs, and how OCSs can be enhanced are the main dimensions of this chapter.

2.1.1. The Philosophy Underpinning Content-Based Instruction (CBI) in Education

Content-based instruction (CBI) is used in a variety of language learning contexts, such as English for specific purposes (ESP) programs, second language immersion programs for K-12 students, university level foreign language instruction, English for academic purposes (EAP) programs, and a variety of second language L2 vocational and workplace instructional contexts. Recently, CBI has been extended into other settings during the ensuing decade and considered a widespread approach in both first language L1 and L2 contexts.

In CBI, learning is never meant memorization and learning does not happen by externally imposed content. Within this framework, students can acquire the content area of the subject matter with comprehensible input, and simultaneously increase their language skills. In this sense, the focus of the teaching is on authentic and meaningful input, not on the grammatical form to achieve the goal of language skills improvement.

Leaver and Stryker (1989) maintained that the principles of CBI are heavily rooted on the principles of communicative language teaching (CLT) since both of them involve an active participation of students in the exchange of content. In this sense,

students learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. They can also use the target language easier as a tool with a real purpose, for instance getting food, studying, getting a job, etc. Moreover, students find sufficient opportunities to explore a wide range of interesting topics linked to their immediate prior learning and relevant to their needs.

Kwangsawad & Yawongsa (2009) determined that the goals of CBI can be linked to the foundation of the CLT. As an illustration, CBI and CLT combine learning outside the narrow focus of bettering language skills with giving students academic knowledge. CBI brings together both content and language to provide students with a real-time response that is context driven, so that learning in a second or a foreign language can be successful. In the same vein, CLT incorporates more opportunities for authentic language use, involves learners in real communication, focuses on the subject matter rather than the language learning process only, engages students in challenging activities and allows more time for language practice.

According to Marra et al. (2014), problem-based learning (PrBL) is closely related to CBI, in which students are considered self-directed by raising new issues for consideration, asking questions, searching for useful resources, supporting their ideas, and listening to each other to make decisions. Authentic problems can come from a variety of sources: newspapers, magazines, journals, books, textbooks, and movies (Allen et al., 2011). To achieve that in EFL contexts, problems have to be meaningful and significant for students, and this is ensured by CBI. In this sense, students can work collaboratively, search for information from a variety of sources and invest their prior knowledge to solve problems based on clear learning goals and content that is suitable to their proficiency level.

Richards et al. (2002) illustrated that problems could challenge students to exert more effort to work together to learn about compelling issues. For example, students can explore the nutritional value of fast food and come up with a sustainable and healthy alternative to feed their growing bodies or challenge students to step into the

role of a financial advisor and decide how to spend an allotted amount of money in a way that most benefits their community. Therefore, students would present their own solutions and explain their reasons to the class. The previously mentioned examples of PrBL can be presented through a content that promotes students to solve problems, analyze them from different angles and make decisions that they are able to defend.

In addition, Tarnopolsky (2012) declared that the CBI framework was supported by constructivist theory within the learning process. In constructivism, students are engaged in mindful processing of information and are responsible for incorporating new ideas into prior knowledge to solve particular issues and problems. Therefore, learning does not only include understanding; it also goes further to involve shaping new ideas (Tarnopolsky, 2012). To achieve that in EFL contexts, information has to be meaningful and significant for students, and this is ensured by CBI. This means that CBI recognizes language as a negotiated act that requires conscious involvement on the part of its practitioners.

Students often enter the EFL classroom with the assumption that once they memorize all of the vocabulary, phrasal verbs, and idioms, they will be able to speak English language. Content-based design presents many different learning activities structured around a central theme exposes students to vocabulary without resorting to the use of lists. Rather, by selecting authentic materials, the same words tend to re-emerge naturally (Lain, 2016).

Aljohani (2017) determined various guidelines for constructivist theory. First of all, learning is regarded as a quest for meaning. Consequently, learning starts with an issue that is actively given a meaning and students are encouraged to participate in their learning development. Secondly, new information needs an understanding of the overall context not separately. Hence, students come up with their own meaning and do not depend on memorizing model answers or repeating the ideas given by someone else.

Moreover, Almusharraf (2021) and Aljohani (2017) stated the following principles of constructivism that were closely related to the dimensions of content-based instruction (CBI):

1. Learners bring their own prior experiences, knowledge, and beliefs to a learning scenario.
2. Students play a role in authentic learning, and they are given opportunities to make choices.
3. Knowledge is created through different authentic resources, experiences, and situations.
4. Language learning is considered an active and a reflective process.
5. Students select and transform information, constructs hypotheses, and makes decisions, based on particular situation or pre-knowledge.
6. Social interaction presents different perspectives through reflection, teamwork, negotiation, and shared meaning.
7. EFL teachers encourage students to discover principles by themselves.
8. Curriculum should be organized in a spiral manner so that the student can continuously build on what they have learnt.
9. Accepting students' errors as part of learning.
10. Students are encouraged to be responsible, flexible, and curious towards learning.

Another theory that is closely related to CBI is the socio-cultural learning theory, in which learners are described as active knowledge constructors with their own learning environment to generate a diversity of creative ideas and generate new knowledge (Ansawi & Pang, 2017). In this sense, students work together to solve a particular problem delivered in authentic content through the processes of

brainstorming, social participation, discussion, composing, reviewing, and editing (Trung, 2021).

According to Al-Jarmouzi (2019) and Narinasamy et al. (2013), the goals of CBI can be linked to the foundation of the progressivism theory of education, which is based on the idea that students work collaboratively through real-life activities to solve problems, which reveals the collaborative nature of successful CBI. Also, progressive education considers that learning should be organized around the learners with consideration of abilities and interests in a democratic education system, which closely resembles the framework of CBI (Nazir & Lam, 2009).

Besides, social constructivism is closely related to the roots of CBI, in which students are encouraged to search for information from different sources, re-evaluate ideas, develop very valuable thinking skills to become more independent through authentic content and tasks (Zlatkovska, 2012). Also, both of them encourage students to share ideas, ask questions, analyze information, provide feedback, and elaborate new meanings collaboratively to solve problems in classrooms, schools, and eventually in society (Akpan et al., 2020).

In CBI, students use authentic texts: activities that focus on thinking, learning, and communicating about a subject or a theme in the target language. As a result, students utilize their background knowledge and become responsible for their own learning by constructing, interpreting, and reflecting upon that knowledge with a reduced dependence on the teacher (Morioka et al., 2008). Such a learning environment guarantees the interaction between the three elements of learning: the teacher, the student, and the content. Thus, the researcher utilized CBI in designing the program.

2.1.2. Content-Based Instruction (CBI)

Content-based instruction (CBI) is a communicative approach to foreign language teaching that combines language with content learning objectives (Stoller &

Fitzsimmons-Doolan, 2017; Zhang et al., 2022). In this sense, students and teachers get rid of the artificial distinction between language and content teaching, reflect students' needs, and view language as learned within a larger framework of communication in most educational backgrounds (Richards & Rodgers, 2014).

According to Douglas (2017), students learn a foreign language more successfully when they use the language as a means of communication rather than as an end in itself. In CBI, content is considered a resource that enables students to reflect upon their personal experiences, ask questions, learn the art of listening to each other, share their ideas, and view a specific source from different angles so that they become more self-reliant and confident (Shibata, 2019). Consequently, students' motivation increases when they learn about something that interests them.

Brinton & Snow (2017) also declared that CBI can provide rich opportunities for foreign language learning to occur by providing the input that students need, creating sufficient opportunities for students to search for information, and pushing them to develop appropriate and accurate output. As a result, CBI challenges students' cognition, and urges them to go beyond the target language and its culture (Ma, 2021; Brown & Bradford, 2016; Cenoz & Genesee, 1998).

On the other hand, Peachey (2021) illustrated that communicative competence (CC) can be acquired within the CBI framework. CC can be achieved by providing comprehensible content and source materials, such as pictures, blogs, podcasts, online chats, stories, videos, and newspapers, so that students can use the target language to fulfil a real purpose, solve problems, take information from different sources, work collaboratively to evaluate information, and enhance their oral communication skills (Chumphong & Embree, 2022).

In addition, Stoller & Fitzsimmons-Doolan (2017) emphasized that teachers should be resourceful in integrating language teaching aims and content-instruction in their classes. In other words, combining students' choices, applying various strategies in

negotiating meaning, organizing information from various authentic sources, evaluating information, and providing feedback can provide insights towards more efficient CBI frameworks.

The aforementioned definitions reflect divergent views regarding CBI. Each definition provides a different perspective from which CBI is seen. Based on the review of literature presented above, the researcher defined CBI as "An approach that implies integration of language learning and content at the same time so that students learn a foreign language by using it as a means of communication rather than as an end in itself. In this sense, CBI is considered a cornerstone for students to learn the target language naturally through a content rich environment and paves the way to talk about current events that promote students' interests. Consequently, students work collaboratively under shared visions, benefit from each other, invest their prior knowledge to construct new ideas, continue learning beyond the four walls of classrooms, and form a network of relationships that positively affect their oral communication skills."

2.1.3. Characteristics of Content-Based Instruction (CBI)

As mentioned above, CBI is the teaching of language through exposure to content that is interesting and relevant to learners. In the CBI classroom, learning happens not only through exposure to the teacher's input, but also through students' interactions. As a result, students learn through doing and are actively engaged in the learning process rather than just depending on teachers as the main source of all information. Brinton (2003), Genesee and Lindholm-Leary (2013) maintain the characteristics of CBI as follows:

1. CBI addresses views language as a vehicle through which students discover new ideas, discover new topics, and talk about current events.

2. It focuses on providing meaningful and relevant content that suits students' level and needs.
3. Focusing on content provides sufficient opportunities for purposeful communication motivates foreign language learning.
4. Students are free to voice their personal opinions about controversial topics, share new ideas, persuade others, listen, and take notes, rationalize their views, search for new information through an interactive atmosphere.
5. Language learning is considered incidental to the learning of content so that students can apply what they have learned in other future language development opportunities.

In fact, keeping students motivated and engaged in the material they learn can lead them make greater connections between topics, elaborate new information, gain positive attitudes towards learning, and continue practicing language beyond the four walls of classrooms.

2.1.4. Importance of Content-Based Instruction (CBI)

Content-based instruction (CBI) can be considered effective if meaningful topics and continual practice were incorporated. Without attention to both language and content goals, CBI can miss valuable opportunities that can promote students' language proficiency. In fact, a large number of textbooks chosen for EFL classes were long sentence-based stories without providing sufficient and meaningful activities to enhance the students' communicative competence. Consequently, content in the textbooks was going far away from the practical English.

According to miri & Fatemi (2014), CBI promotes contextualized learning as students learn language that is embedded within contexts rather than as isolated language fragments. In addition, activities within CBI are based on conveying

meaningful messages and communicating realistic contexts while using authentic language. As a result, students connect the language with what they already know.

CBI tends to build on students' prior knowledge and previous experience (Glynn & Spenader, 2020). As an illustration, students do not come to classrooms with empty minds, but they are considered to be bringing important knowledge and information to the classroom (Leaver & Stryker, 1989). Therefore, the starting point in presenting a new theme is what the students already know about it. Since each student has a unique learning style, teachers should also provide a wide range of learning strategies, assign different tasks, and employ various grouping techniques to make the content accessible to all students.

Besides, Li (2021) declared that CBI can provide relevant connections between students' interests, knowledge, language learning and culture experiences. As a result, students can come up with new ideas, use the target language to explore social topics that affect the world today, analyze information of various viewpoints, evaluate information, think critically about topics of different communities and about their own culture, react to others' experiences, manage their own learning process, and enhance their language proficiency through authentic communication.

Noteworthy, people who can read, listen, and write but cannot speak would not be taken into consideration for various job requirements (Mahsar, 2021). In the same vein, a large number of students still experience frustration and confusion when they lack sufficient knowledge of the English language and its culture. Also, they are unable to respond to the teacher's questions orally, experience nervousness when asked to respond to questions or give a presentation and cannot express their ideas clearly using the appropriate language.

However, applying CBI activities into language curriculum has an incredibly positive effect on students because their view is directed away from formal assessment towards authentic use of the target language. For instance, students can

use language to fulfill real purposes, take information from various sources which can then be transferred to other contexts so that students become more independent and confident. Furthermore, implementing group work within CBI also urges students to develop their collaborative skills through exploring interesting topics which can have great social value later.

Moreover, giving EFL students opportunities to practice English as much as they can in authentic contexts should be critically considered because they have limited chances to use English in real-life settings or deal with native English speakers. This idea can be achieved within the CBI framework as students are engaged in an ongoing process through working together or interdependently, criticizing current events, utilizing their experiences, reflecting on past events, analyzing information, and applying the new knowledge gained from the cycle into the next cycle of continuous improvement (Vanichvasin, 2019).

2.2.1. Blended Content-Based Instruction (BCBI)

Learning through technology is considered a part of students' lifestyles and the most convenient way for them to learn. According to Richards (2015), online tools promote language learning process because they provide increased opportunities for negotiation of meaning, a context for interaction and supportive social learning environment. Moreover, technology can make the relationship between the students and teachers better because it makes the teaching and learning process more enjoyable.

In the same vein, online learning can offer quality education to a variety of students who were previously excluded from exclusive and frequently expensive, geographically restricted, place-based education. Blended learning (BL), as a further development of online learning, strives to create these same benefits for learners through both its online and in-person, face-to-face components. Blended learning is one of the contemporary trends of education which aims at enhancing students' language proficiency through the studious integration of face-to-face classroom

experiences with online learning experiences (Allen et al., 2007; Katasila & Poonpon, 2022).

Blended learning has rapidly grown since the COVID-19 pandemic that started in 2020. During the COVID-19 pandemic crisis, many educational institutions were closed. The majority of governments around the world were concerned about education and looked for several ways to keep education going (Katasila & Poonpon, 2022). As a result, it has been important to provide teachers, community experts, and everyone involved in the education system with assistance for alternative teaching methods such as smartphone applications, home-schooling, web-based online learning, and further innovative instructions.

Blending is more than just replicating onsite activities in online environments. Blended learning courses provide the opportunity for teachers and students to mix the best of face-to-face and online learning to create a new learning environment for their students. Thus, the aim of any effort towards blended learning should be flexible, providing a clear path through resources, activities, and assessments with explicit guidance each step of the way.

In addition, students in a face-to-face course may have limited opportunities to engage with every one of their classmates, and the face-to-face environment itself may inhibit some students from participating. Online learning can go hand in hand with face-to-face classes, facilitate class discussions, maximize the amount of students' interaction, enhance their engagement with the subject matter and provide motivational benefits from the increased social interaction (Stein & Graham, 2014).

Teachers can create effective activities to share the learning content with their students inside and outside the classroom, such as Live chats, infographics, podcasts, instant messaging, blogs and forums, applications, wikis, journals, and webinars. As a result, the utilization of the different learning platforms by teachers helps students for meaningful learning outcomes via planned and flexible online and face-to-face environment (Saleh & Khader, 2016).

Besides, blended learning significantly improves learning effectiveness, decreases training costs, allows learner to study at his favorite time and place, enables live interviews and discussions, provides updated information suiting to students' needs, increases motivation towards learning, creates fun in learning through the use of multimedia, and develops teamwork in the learning process (Nabih & Banihani, 2021). In this research, face-to-face learning is combined with online learning to create a content-based blended learning program.

Chotipaktanasook (2018) conducted a study to investigate Thai EFL learners' experiences with blended learning at a tertiary level in Thailand. The findings showed that blended learning offered students more chances to practice English and improve their language skills. In addition, Ginaya et al. (2018) reported that blended learning with WebQuest-integrated instruction increased students' English-speaking ability through using project-based tasks such as planning, action, observation, and reflection.

Another study that confirmed positive effects of blended learning on students' oral communication ability was undertaken by Fatima et al. (2021). The findings showed students' development in oral communication skills after the implementation of blended learning. In addition, students with different characteristics could manage learning at their own pace in a blended learning environment and showed more learning engagement in doing various activities. When communicative competence is implemented in blended learning, students have more learning opportunities to apply what they have learned in face-to-face and online settings.

To better maximize the benefits of content-based instruction (CBI), especially nowadays, blended learning will be adopted in this study. Blended learning is one of the uprising approaches that can develop learning as it provides students with a combination of face-to-face learning experience in the regular classroom and online learning tools that can maximize learning time and can cope with the spirit of the 21st century (Bax, 2011).

There are several advantages of using blended content-based instruction (BCBI) in the language learning environment. For instance, students can show what they know using creative ways or techniques, such as taking pictures, drawing, recording voices or videos, and more, to capture learning in a portfolio. Also, social platforms like Facebook, Skype, Zoom, Edpuzzle.com, Uquiz.com, and WhatsApp can be integrated into the blended learning environment so that students' learning can occur anywhere and anytime. Besides, BCBI can increase the interaction between the student and the teacher, students among each other, and students and content.

Based on the advantages of content-based instruction as well as blended learning, the researcher adopted them in the present research to improve university students' oral communication skills. As an illustration, the present study attempted to use some assisted online learning applications along with conventional classroom settings to implement content-based instruction in order to improve university students' oral communication skills.

Yu and Du (2019) proved the positive impact of BCBI on EFL university students' language proficiency in China. This study is similar to Yu and Du's research in some respects: investigating the effect of using blended content-based instruction (BCBI) in enhancing EFL university students' speaking and listening, making use of technology and social networking sites, and negotiating a set of coherent topics to practice language skills and satisfy students' needs.

On the other hand, this study is different from the previously mentioned research by Yu and Du in other aspects. Participants in the previous research were different in number, age, and educational institution. Furthermore, the most commonly used instruments in the previous research were observations, and interviews. However, the current study used a pre-post EFL oral communication test to measure the effect of using blended content-based instruction to enhance EFL university students' oral communication skills.

2.2.2. The Advantages of Blended Content-Based Instruction (BCBI)

Instead of just isolating English language skills in skill-specific classes, content-based instruction (CBI) integrates language components altogether, which reflects what happens in the real world simultaneously (Kittivorawit & Sucaromana, 2022). According to Sariani et al. (2022), CBI strengthens students' understanding of the learning process by adapting and sharing their ideas. This interaction provokes students to be actively engaged in the learning and influences their creativity in elaborating ideas and constructing them in line with the topic discussed.

However, some students may feel shy to ask questions or to engage in a feedback session with the teacher. In this sense, blended learning (BL) provides a safe atmosphere for all types of students and get a chance to practice English outside class. Due to the flexibility of blended learning and the integration of technology into classes students are more likely to be engaged in the topics being discussed (Zumor et al., 2013; Alkhaleel, 2019). This engagement develops learning through exploration and research and provides easier and more efficient communication between the teachers and the students.

Previous studies showed that integrating CBI and BL can help university students to increase their target language skills focusing on content as a resource to accomplish it (Shibata, 2019). Furthermore, Saltan (2016) clarified that students can communicate easily via their mobile devices. This means that students can access the learning materials through their smartphone without any boundaries and spaces, gain more ideas, develop cooperation among students, give prompt feedback and respect diverse talents and learning styles.

Blended content-based instruction (BCBI) concentrates on teaching English language through meaningful contexts synchronously and asynchronously, solves students' boredom by selected materials, urges students to critique the content, provides opportunities for students to acquire original and valuable forms of

language, and creates motivational class atmosphere. Thus, students can take the benefits of the online portion of the course which allowed them the freedom to perform some of the course instruction at their own flexibility, and the value of the face-to-face component via authentic contents.

BCBI can be truly universal, crossing global boundaries and bringing groups of learners together across different cultures and time zones. In BCBI classrooms, students do not depend on the teacher as the main source of all information; rather, they perform active, social roles in the classroom that involve interactive learning, negotiation, information gathering, and the co-construction of meaning. Also, BCBI integrates a variety of asynchronous tools, including chat rooms, blogs, software programs, videos, and online meetings, where students can interact and begin to identify how language is used in rapid casual speech.

On the other hand, BCBI is characterized by an individualization of learning, including aspects such as autonomy, flexibility, and the use of multiple information and communication technologies in order to provide professional development opportunities, including courses, activities, and interactions with peers. As a result, students are engaged to share resources, solve problems, develop working strategies, and improve their English performance.

2.2.3. The Disadvantages of Blended Content-Based Instruction (BCBI)

The most common drawbacks of BCBI come from its incorrect implementation. This could be on the part of the teachers or the administrators. For example, if the administrators dominate the BCBI time and do not share leadership roles or exchange experiences, these cause an ineffective BCBI. In addition, poor infrastructure, especially lack of scheduled time for teachers to exchange experience, or inefficient use of the limited time available may also be a drawback of BCBI. In

the same vein, lack of technological feasibility will affect students' learning progress and make BCBI unachievable.

In addition, the different backgrounds of the students and their own learning styles may stand as a challenge. For example, some students are accustomed to reading textbooks. In this sense, learning outcomes can be affected if teachers give students a lot of learning content and ask them to engage in digital learning. That is, incorporation of BCBI requires infrastructure setup and investment in devices. To make this paradigm shift in education, teachers have to broaden their outlooks, select proper tools and apps in order to carry out well-balanced lesson plans. Unfortunately, some teachers may find this very tough initially and may be unwilling to adapt to this new culture.

Students and teachers who are not tech-savvy can face a great barrier in terms of smooth interactions, accessing the course content and searching for reliable information. That is, if students are unaware of technology used in the online learning course, there is a chance you won't get the desired results. Similarly, if the provided technological tools are insufficient and not related to the course material, then this will also be a wastage of resources without improving their language.

Another considerable challenge in BCBI is that not all digital resources are authentic and age appropriate. Once students access the web and start using it regularly, they might get overwhelmed by irrelevant and unsuitable information. As a result, it is significant for teachers to educate them about internet security and how to be responsible online. To conclude, BCBI has its bright and dark sides. The combination of CBI and BL can be beneficial, but only when wisely planned and applied.

2.2.4. Models of Blended Content-Based Instruction (CBI)

It is worth mentioning that models of content-based instruction can be implemented either face-to-face or online. In this sense, students can access a wide variety of authentic and hybrid activities that will enrich the content of the course, work collaboratively to achieve a common goal, and consequently improve communicative competence. This section is intended to provide a general overview of the different models of BCBI, as follows:

A. Blended Theme-Based Language Instruction

The first one is called blended theme-based language instruction which has existed for a long time in foreign language education. In this model, the content is arranged around themes or topics, such as marketing, immigration, education, pollution, or gender roles (Villalobos, 2014). According to Brinton (2003), there are several ways to introduce a theme: documentary videos, newspaper, short stories, and journal articles.

In fact, various themes provide a wide range of useful input so that students find adequate chances to use the target language inside and outside the classroom. For example, students can be introduced to a video about the issue of "immigration" developed through a guided discussion on the same topic, followed by a reading comprehension integrating information from different sources so that students can critically evaluate and compete many theories of immigration.

B. Blended Sheltered Language Instruction

Blended Sheltered content instruction can be defined as making core curriculum (science, math, history, social studies) more comprehensible for students while promoting their English language proficiency at the same time (Brinton & Snow, 2017). This model does not solely concentrate on language development; rather, English proficiency is attained through a variety of topics and actual content

materials. Thus, students practice language through meaningful activities and conversations.

In addition, EFL Brinton (2003) illustrated that teachers were considered as content specialists. As an illustration, they receive special training and use proper strategies in order to make the content more accessible to students while enhancing their language proficiency (Villalobos, 2014).

C. Blended Adjunct Language Instruction

In this model, students take two linked courses. One is a course based on the study of a particular curriculum, and the other course is based on special linguistic features of the target language (Villalobos, 2014).

An example of adjunct language instruction is an English/history adjunct course offered to EFL university students. In this case, university students should attend two courses: an English course and a history course. Further, both of these courses can be introduced synchronously and asynchronously. The ultimate goal is to enhance students' intellectual background knowledge and bridge the gap between English as a foreign language and academic programs (Brinton & Snow, 2017).

D. Sustained Blended-Content Language Teaching

Among the different subtypes of content-based instruction, sustained content language teaching (SCLT) has gained popularity as it allows language learners to be immersed for an extended period of time in topics that are of interest to them (Brinton & Snow, 2017). If a theme is extended beyond one unit to encompass an entire course, the benefits for learners can be further increased. Moreover, the language taught will be used and recycled throughout the course, and students are ensured multiple opportunities to productively use the language they have learned. In fact, SCLT is similar to theme-based instruction. However, the main difference

between both of them is that theme-based instruction deals with several topics, while SCLT focuses on a single content area, or carrier topic (Villalobos, 2014).

The previously mentioned models of BCBI have different degrees of emphasis on content and language. However, this study adopted blended theme-based language instruction, which focuses on numerous topics that are relevant to students' level and needs. In this sense, students do not depend on the instructor, who controls the whole learning experience; rather, they play a more active role in the blended theme-based language learning model and participate actively in the construction of knowledge.

2.3. Oral Communication Skills (OCSs)

This part provides an overview of the oral communication skills (OCSs) of EFL university students through previewing its definition, types, roles of senders and receivers, importance, related problems, activities, and assessment.

2.3.1. Oral Communication Skills in EFL

Being able to communicate effectively is a much sought-after skill by employers in today's globalized work contexts. Communication enables someone to comprehend what another person conveys. However, due to a lack of linguistic resources and poor strategic and sociolinguistic competence, the intended message may not be transmitted correctly, leading to communication breakdown. In oral communication (OC), speakers and listeners might share the same interest, yet it is difficult for them to communicate successfully using English.

The style of OC is a factor to determine the result of communication. During a lecture, for example, a professor sends both nonverbal (smiles and eye contact) and verbal messages (the content). At the same time, each student sends messages by nodding his head, maintaining eye contact, or taking notes. Hence, oral communication skills (OCSs) are considered imperative for EFL university students

in order to function effectively in academic and professional settings. Effective communicators monitor and reflect on their verbal and non-verbal behavior as well as on the behavior of people around them. By becoming an effective communicator, an EFL speaker will be able to conduct himself or herself in a variety of personal, professional, and academic issues with confidence.

OCSs have the ability to make face-to-face interactions possible, as well as long-distance interactions such as online meetings. In this regard, EFL university students need to learn the art of communication in order to express opinions, offer explanations, transmit information, make impressions upon others, speak well in their personal lives, attend meetings, make presentations, participate in discussions and arguments (Akinola, 2014).

Oral communication (OC) can be defined as the process of exchanging information, from one person to another through verbal and non-verbal methods using a specific language (Shehata, 2019). In this sense, OC involves not only verbal communication but also paralinguistic features such as tone of voice, stress, and intonation. Non-Linguistic elements like gestures, body language, eye-contact, and facial expressions are also used to convey messages properly. If students do not learn how to be communicate adequately, they may get demotivated and lose interest in learning English language.

It is essential to enhance the appropriate communication skills to support not only one's career goals but almost all parts of life. Consequently, OC becomes essential for helping people to find themselves, defining the relationship with the surrounding environment, understanding other's opinions, choosing relevant vocabulary for a conversation topic, using key phrases through different dialogues, paraphrasing the spoken language, and responding to different types of questions (Abdikarimova et al., 2021).

According to Garg (2018), OC is viewed as the effective transmission of ideas or particular information by means of verbal and visual aids. In this sense, OC is not merely about exchanging words but is a social process that can send different messages and meanings. The need for OC arises from man's desire to express himself or herself in a meaningful manner and gain feedback from others, establish relationships and have connections.

Furthermore, OC requires understanding what to say, how to say and when to say it (Akinola, 2014). Although people live in the age of rapid internet, yet the spoken word still dominates. For example, politicians may rise or fall, relationships may start or end, and lawyers may win or lose based on what they say and how they say it (Wilkes, 2012).

It is worth mentioning that speaking and oral communication skills are two completely different skills. Mastering speaking does not imply mastering the art of oral communication. For example, people can speak for a long time in a debate without reaching a solution. This can be due to the fact that they lack the necessary OCSs, such as eye contact, body language and critical listening. Thus, teaching OC to EFL university students is necessary to nurture the process of socialization, convey messages effectively, resolve conflicts and build rapport.

The importance of OC relies in saving time by letting a speaker convey his/her message directly to the other person, getting their response immediately, learning things more accurately and effectively, attaining a common viewpoint to achieve a certain objective, using gestures and body language to convey proper meaning, using information to make some decision, making social arrangements with someone, and practicing the art of providing agreement and disagreement (Rahman, 2010).

Nevertheless, OC still poses a challenge for a wide range of learners (Abu, 2013). For example, a student might have written an excellent project yet what was orally presented by that same student led to very poor support of that document and/or the

work done to achieve it (Wilkes, 2012). This can be due to a wide range of factors, such as lack of the target language exposure, inappropriate teaching materials, students' huge number, limited contact with native speakers, fear of making mistakes, lack of motivation, L1 influence and fear of criticism.

On the other hand, shifting classes online so quickly became a “double-edged sword” that raised many questions related to privacy, equipment for both teachers and students and teaching and learning methods (Alcalde Peñalver & García Laborda, 2021). In this regard, MacIntyre et al. (2020) revealed that the COVID-19 pandemic was more challenging for EFL university students and affected their OCSs since they experienced less language development for speaking through online delivery of courses. EFL university students faced a wide range of challenges, such as poor internet connections, absence of communication between teachers and students, and lack of technological skills.

Based on the literature review presented above, the researcher defined OCSs as "the process of building and sharing meaning through the use of verbal symbols (channeled through spoken words and active listening) and non-verbal symbols (channeled through touch, eye-contact, facial expressions or gesturing) in a constructive manner between EFL university students through the use of blended content-based instruction (BCBI).”

2.3.2. Characteristics of EFL Oral Communication

In fact, wise communicators can react appropriately to others, clarify their thoughts and debate without being defensive. For example, politicians, lawyers, and managers can build rapport, show genuine concern, and grasp the attention of other audiences with well-chosen words in a well-delivered presentation (Rosser & Wood, 2022). Dagmara (2012) determined the characteristics of oral communication as follows:

- a. **Flexibility:** OC allows speakers to influence others by intonations, expressions, tone, and body language. Moreover, speakers' messages can be easily changed or reinforced depending on the situation.

- b. **Immediate Feedback:** OC provides quick feedback to both speakers and listeners, such as the opportunity to ask questions or seek clarification when the meaning is not entirely clear. Besides, feedback can be conveyed by using both verbal and non-verbal messages, such as maintaining eye contact, attentive silence, smiling, providing minimum verbal encouragement, asking questions, and seeking clarification to improve understanding and avoid faulty communication.

- c. **Dependence on Non-Verbal Tools:** Being mindful of others' non-verbal communication can prevent unintended messages from being passed on. Non-verbal communication includes body language, facial expression, eye contact, and gestures. In fact, a speaker's body language must match his/her words to be effective, draw others' attention and make them get involved.

- d. **Less Time:** OC saves the time involved in writing messages and delivering them through a channel like e-mails and letters.

- e. **Opportunity for Correction:** No matter how good one knows the language, during oral communication people make mistakes. However, OC paves the way for the participants to correct their messages within a few seconds.

It is important to note that OC aims at getting one's message across to others openly and unambiguously which requires effort from both the sender of the message and the receiver.

2.3.3. Communicative Competence in EFL

Canale and Swain (1981) presented the first model of communicative competence and divided it into three major parts: grammatical competence, sociolinguistic competence, and strategic competence. Finally, a more modified version of Canale and Swain (1984) added a fourth part: discourse competence.

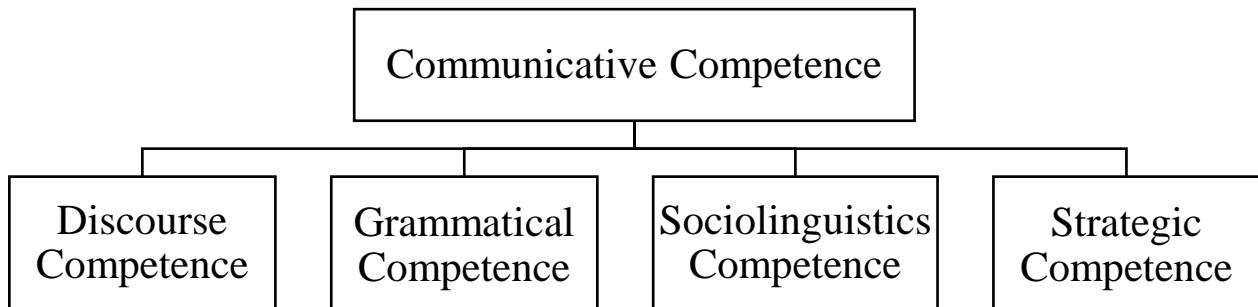
The term communicative competence implies not only control of linguistic form but also awareness of language use in different contexts (Hymes, 1972). In this sense, learning merely the target linguistic knowledge cannot successfully engage learners in real-life communications; they also need to acquire the target pragmatic competence, state ideas clearly, recognize when it is appropriate to communicate, and choose appropriate words in different socio-cultural contexts (Chen, 2010).

Puspa et al. (2020) showed that communicative competence referred to both verbal and non-verbal communication. Furthermore, the main target behind communicative competence is orienting various situations of communication based on knowledge and personal experience, building contacts with people, dealing with the surrounding circumstances to interact with others in today's globalized world, and building interpersonal relations in social surroundings (Turko et al., 2021).

On the other hand, Mohsen (2008) illustrated that communicative competence can be defined as learners' ability to efficiently express what they mean and understand others' messages using the target language to achieve successful communications in various real-life situations. In this sense, EFL students' communication will be competent if cultural knowledge, communicative context, and language use create expressive smoothly construction (Mayo & Barrioluengo, 2017).

According to Tuan (2017), communicative competence requires the ability to use language appropriately in different situations with confidence to communicate successfully in terms of the following competencies:

Figure 1
Types of Communicative Competence



a. Discourse Competence (DC): Discourse Competence (DC) is an integral part of the communicative competence of a foreign language that is responsible for the coherence and cohesion of a text. DC refers to language use in social contexts whether formal or informal. In this sense, the rules of cohesion and coherence aid EFL students in holding the communication process together in a meaningful way (Koay, 2021).

According to Dilsuz (2019) and Yuldasheva (2019), DC includes the speaker's ability to use language in social interaction, analyze the communicative intention, select the type of oral text, organize discourse according to the canons of a specific genre, and construct a series of connected sentences. Since DC is manifested in the ability to create spoken texts that meet specific genre requirements and relevant in certain social situations of speech interaction, texts that do not meet these requirements can be assumed to indicate the absence or low development of discourse competence.

In 2022, Yuldasheva defined DC as the ability of a person to build holistic, coherent, cohesive, and logical statements based on the understanding of various text types to achieve the communicative intention of the subject's speech in a particular communication scenario. Thus, flexibility in communication, the capacity to consider the situation of the conversation, the ability to use circumlocutions to change conversations on a particular topic

depending on the situation, and the capacity to draw conclusions at the end of communication are all examples of high discourse competence.

DC includes not only the creation of complete and coherent texts, but also knowledge of different types of discourse and the ability to interpret these discourses in the light of the communicative situation and considering the non-verbal cues of the situation (Dilsuz, 2019).

b. Grammatical Competence: Grammatical competence is viewed as the building block of developing communicative competence. Sioco and Vera (2018) explained that grammatical competence had a different starting point than formal grammar as grammatical competence focused mainly on social interactions, communication and why some forms were more appropriate than others.

In addition, Mukhtarovna and Borisovna (2020) defined grammatical competence as knowledge of grammatical means of a language and situational adequate use of foreign grammatical skills in order to implement an organized speech behavior in this foreign language. In fact, grammatical competence helps EFL university students convey their chosen meanings effectively and acceptably, foster precision, detect ambiguity, and exploit the richness of expression available in English (Sioco & Vera, 2018).

The way of making use of their grammatical competence will determine how effectively they communicate with other people. In other words, when someone is not accurate in saying something, there is a possibility that other people will misunderstand what he/she actually wants to say. However, Fikroni (2018) emphasized that EFL students were exposed to explicit learning focusing on the use of language rules separately and memorizing lots of expressions and idioms. As a result, the students were unable to express their ideas clearly or produce a sentence without making mistakes.

Although EFL university students have studied English for a long time, the students still find some problems in speaking confidently. Besides, they are

unable to apply grammatical rules correctly. Setiyorini et al. (2020) determined various types of errors that students made while speaking and consequently affected their grammatical competence. For example, an abundant number of students still omit the inflection -s from the verb to show the tense marker in the present simple when the subject is singular. Another common error is that when the sentence contains a gerund, students do not use the inflection -ing. Another common error is that when the sentence contains a gerund, students do not use the inflection -ing.

Sometimes students do not use the verb be (is, am, or are) while expressing their ideas in the present simple. They also use a present verb with an inflection of -s to express an affirmative sentence with a modal auxiliary “can”. Besides, a large number of students still use a singular verb instead of a plural verb, and vice versa.

In other cases, some students use an adjective instead of a noun, for example, "healthy" instead of "health". Also, students use a noun instead of a verb; for example, "consumption" instead of "consume." In the same vein, students use the incorrect pronoun instead of the correct one, such as "our" instead of "your". Notably, a large number of EFL students' mistakes are the result of their first language's negative transfer. Furthermore, grammar rules are given either directly to the students or they are expected to discover the rules from some examples without giving the students sufficient opportunities to practice grammar in meaningful contexts (Ali et al., 2018).

Consequently, EFL students should be allowed to experiment with grammar in communicative contexts and convert it into the available automatic output in real-life communication. It can be concluded that adequate grammar competence enables students to make effective communication because they always apply grammatical accuracy in using the language.

- c. Sociolinguistics Competence (SC):** Without this ability, even the most perfectly grammatical utterances can convey a different meaning than what the speaker really intended to say (Mede & Dikilitaş, 2015). It is worth

mentioning that a large number of studies focus on the lack of sociolinguistic competence (SC) among EFL university students, regardless of their proficiency level of linguistic knowledge.

The study of language in society, including social groups, speech communication, language dialect varieties, is broadly known as sociolinguistic competence (Martinez & Vera, 2019). This means that acquiring language competence requires more than just linguistic form, but also awareness of language use in various contexts, such as knowing when and where to utilize sentences (Subandowo, 2022). In the same vein, Martinez & Vera (2019) illustrated that SC is influenced by contextual and socio-cultural factors, such as age, gender, genre, time, location, ethnicity and relationship status, contents, manners, norms of interaction and social status.

In fact, SC focuses on higher order thinking skills that students utilize to demonstrate their ability to use language both inside and outside the classroom and to manage information in the target language. Despite the importance of SC, EFL university students still face a wide range of challenges, such as poor language ability, academic study problems, and cultural differences. Poor language ability includes different pronunciation, limited vocabulary, errors in formulating sentences, and poor voice projection.

Another reason for academic challenges is the examination system. In other words, EFL university students tend to memorize lessons and cliché paragraphs in order to reproduce them in exam halls and forget them on the same day itself. The third issue is cultural diversity, particularly when students experience the reality of communicating with others in actual social situations. Therefore, SC has a strong role in the way students use the language and can enrich the knowledge they possess.

Developing SC involves learning how to use language for various functions, such as getting things done in different contexts (Mujiono & Herawati, 2021). In this sense, the ability to use language cleverly and politely is regarded as crucial. In the same vein, lack of SC can lead to failure to convey formality,

politeness, friendship, and group membership, and this will negatively affect the communicative outcome (Alonso, 2018).

d. Strategic Competence (also known as communication strategies): Communication strategies (CSs) refer to the ability to know when and how to take the floor, how to overcome difficult situations, how to keep a conversation going, how to clear up communication breakdown as well as comprehension problems (Negoescu et al., 2019).

According to Alibakhshi and Padiz (2011), CSs can be defined as techniques used by speakers when there is a gap between their knowledge of the language and their communicative intent, such as paraphrasing, circumlocution, literal translation, lexical approximation, and mime. In fact, a lack of CSs may account for situations when students with a firm knowledge of grammar and a wide range of vocabulary get stuck and are unable to carry out their communicative intent (Alem, 2020).

Moreover, Nuraeni (2019) defined CSs as the speaker's ability to overcome difficulties when communication breakdowns occur. This means that when the speaker lacks knowledge in grammatical, sociolinguistic and discourse competences, CSs can be implemented to maintain effective communication. Actually, EFL students need to develop the knowledge that enables them to know what and how to say something according to whom we are speaking to, and what they are speaking about (Santos et al., 2015).

Due to lack of grammar or vocabulary knowledge, EFL students may pause or stop speaking to other interlocutors in the target language. CSs allow students to bridge the gap between what they can say and what they want to say. Furthermore, CSs train learners in the flexibility they need to cope with unexpected and unpredictable events. For example, students may try to avoid a certain language or grammatical item, abandon the message, paraphrase a certain item when they do not have the appropriate form, describe the object or its properties, repeat a language item to gain time, ask the listener for the correct form or item, and use gestures to convey meaning.

Developing CSs for EFL students can be helpful because the students may tend to be less confident in speaking English due to the possibilities of making mistakes in their utterances which may cause misunderstandings (Alibakhshi and Padiz, 2011). Thus, EFL students should also be encouraged to use CSs in order to communicate language resources without being afraid of making errors (Kuen et al., 2017).

2.3.4. Types of EFL Oral Communication Based on the Communication Channels Used

Understanding the different methods of exchanging information paves the way for better communication and sharing ideas using various ways, especially in business and professional settings. OC is divided into three forms: verbal, nonverbal and visual.

2.3.4.1. Verbal Communication

Verbal communication seems like the most obvious type of communication; it utilizes the spoken word, either face-to-face or remotely (Shehata & Eltayeb, 2018). In addition, verbal communication is essential for teamwork as it saves time, provides an opportunity to ask questions and promotes a receptive and encouraging morale among organizational employees. Sipacio and Garcia (2016, P. 10) mentioned that for effective and successful verbal communication, a speaker must consider the following issues to command the respect of others and build rapport:

- **Appropriateness**

The speaker's language is suitable or acceptable for a particular situation (i.e., whether formal or informal).

- **Brevity**

It refers to speakers who often use simple, precise and powerful words to convey a message.

- **Clarity**

The meanings of words, feelings, or ideas may be interpreted differently by a listener; hence, it is crucial for a speaker to clearly state his/her message, ideas and feelings.

- **Ethics**

Words should be carefully chosen in consideration of the gender, roles, ethnicity, preferences.

- **Vividness**

Words that vividly or creatively describe things or feelings usually add color and spice to communication.

Despite the importance of verbal communication, verbal communication is still one of the common phobias that EFL students encounter and as their mind go blank or forget what they want to say (Megasari, 2021). For example, EFL students tend to translate what the speaker says into their mother tongue so they can comprehend the surface meaning of a topic, but they are unable to gain the hidden meaning (Walker, 2014). Pronunciation as well as suprasegmental features can also stand as a barrier as students may lose lots of details due to sentence stress and assimilation (Tran & Duong, 2020). Another problem is that students complain that they cannot remember anything to say, and they do not have any motivation to express themselves (Leong & Ahmadi, 2017).

Furthermore, students' cultural background and their knowledge of the cultural background of the English language can also lead to anxiety and learners also may face unfamiliar topics which cause demotivation and discouragement (Chen, 2013; Gilakjani & Sabouri, 2016). In a large group, each student has very limited talking time; hence, they have insufficient time to think about which vocabulary to use, or how to use correct structure. Besides, some students dominate the whole class discussion while others talk very little or never speak (Leong & Ahmadi, 2017). Consequently, they cannot take risks and put themselves in embarrassing experiences. (Mohammad & Preece, 2018; Harahap et al., 2015).

On the other hand, some teachers tend to neglect speaking due to students' huge number and limited class time (Chen, 2013). Therefore, most of the EFL students neglect that skill and feel shy to speak English efficiently. It can be concluded that speaking English confidently is an important goal for many EFL students; however, they still need consistent practice to achieve noticeable progress and express themselves eloquently in English.

2.3.4.2. Nonverbal Communication

Nonverbal messages can enhance or hinder the effective decoding of the verbal message. If nonverbal messages are not delivered appropriately, the meaning might be distorted and decoded incorrectly (Young & Travis, 2017). Nonverbal communication refers to an interaction where behavior is used to convey a message (Sipacio and Garcia, 2016). In fact, all kinds of human responses that are not expressed in words are classified as nonverbal communication.

Examples of nonverbal communication are stares, smiles, nodding, movements, manners of walking, appearance, style of attire, attitude towards time, gestures, body contact, posture, proximity, touch, artifacts, and environmental factors (Shehata & Eltayeb, 2018; Wahyuni, 2018). Speech can also contain nonverbal elements classified as paralanguage, including voice quality, rate, pitch, volume, rhythm, intonation, and stress (Sipacio and Garcia, 2016).

Awareness in using nonverbal communication contributes to the consciousness of intercultural, not only with native speakers but also non-native speakers from other countries that have a different cultural background (Wahyuni, 2018). According to Wilkes (2012), mastering the art of nonverbal communication is important for enhancing the message of your speech, sustaining the attention of listeners, and making messages more memorable.

2.3.4.3. Visual Communication

Visual communication is the transmission of information and ideas using symbols and imagery to inspire change, evoke emotion, reinforce verbal communication, and convey the message being presented. For example, signs, maps, drawings, graphics, designs, GIFs, screenshots, videos, pie charts, and infographics (Shehata & Eltayeb, 2018). Visual communication not only conveys information in less time but also improves comprehension.

2.3.5. Types of Oral Communication Based on Purpose and Style

People communicate with each other in a number of ways that depend upon the message and the context in which it is being sent. Thus, choice of communication channel and style affects communication. According to Wambui et al. (2012), the two main categories of oral communication based on style and purpose are: 1. formal Communication and 2. informal Communication.

2.3.5.1. Formal Oral Communication

Formal oral communication occurs in official sources, such as work meetings, lectures, seminars, and conferences. In this sense, the use of slang language is avoided. Moreover, communicators are expected to follow a proper predefined channel of communication which is deliberately controlled (Saleem & Perveen, 2017). The main target behind formal communication is obtaining adequate

information, working in coordination with others, developing mutual understanding, carrying out their job duties, sharing responsibilities and receiving support for accomplishing tasks efficiently.

2.3.5.2. Informal Oral Communication

Informal communication is done using channels that are different from formal communication channels. In other words, people are not even aware that they are communicating. This form of communication has neither restrictions nor rules and regulations to be followed. Moreover, it is not limited to time, age, environment, or background. Informal communication does not follow authority lines, and the use of slang words is not restricted. According to Saleem & Perveen (2017), more than 70 percent of the overall communication in any workplace is done via informal oral communication.

2.3.6. Stages in the EFL Oral Communication Process

Because of the significance of oral communication as a major consideration for anyone entering today's workforce, people need to look more closely at the process of communication and barriers affecting it (Singh, 2016). Hence, breaking down the oral communication cycle into parts is helpful to understand the responsibilities of both the sender and receiver of communication, as well as to identify communication barriers. According to Wambui et al. (2012), messages usually go through five stages when it is sent by the sender to the receiver. These stages are as follows:

- **Sender:** A sender creates a message that consists of ideas, desires, or feelings that he or she wishes to convey. Also, the sender may be an individual, a group, or an organization. The success of the oral communication process is largely influenced by the sender's choice of words, feelings, and motivation. Therefore, the sender's message must be accurate and clear so that it is easy to understand.

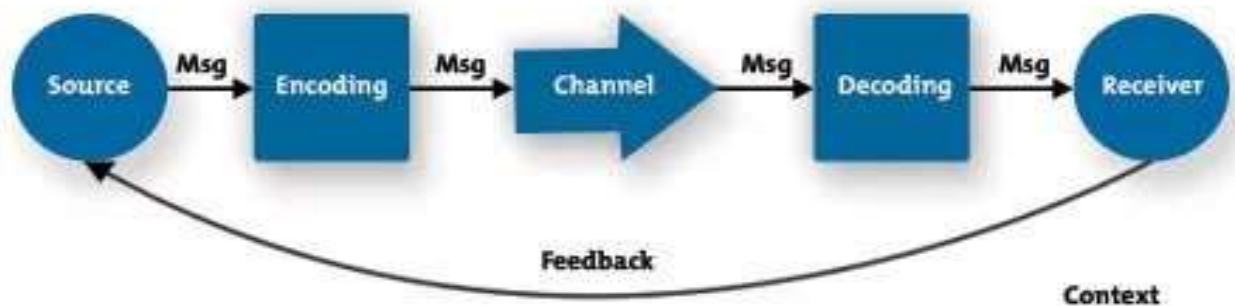
- **Message:** It can be defined as what is being transmitted from sender to receiver. It is necessary to make sure that the message is precise and useful in order to go into the next stage without distortion.
- **Encoding:** Encoding means transforming the message from an idea in the mind of the sender into symbolic forms such as words, gestures or any other means that can be sent easily to a receiver.
- **Channel:** It can be defined as the medium through which messages are being sent, such as face-to-face meetings, phone conversations, and video conferences. Effective communication depends heavily on selecting an appropriate communication channel for delivering messages. In this sense, selecting the improper communication channel may cause communication troubles, such as information overload and inadequate feedback.
- **Decoding:** It is the process in which a message is translated, and meaning is generated out of it. To successfully decode a message, a person needs to take sufficient time to listen attentively to it.
- **Receiver:** The receiver's role is to interpret the sender's message, including both verbal and nonverbal clues.
- **Feedback:** The verbal and nonverbal responses of a receiver create feedback, a crucial part of the communication process. Feedback can be defined as a process through which a receiver provides his or her response.

Successful oral communication occurs when communicators keep their messages accurate and clear through all stages of the communication process (Wambui et al., 2012). Thus, the responsibility for accurate communication usually falls on both the sender and the receiver to confirm a clear understanding of the message (Shannon

& Weaver, 2009). The communication process is explained diagrammatically as follows:

Figure 2

Stages in the EFL Oral Communication Process



2.3.7. Roles of a Sender and a Receiver

In oral communication, there are at least two members who have some basic roles: those of the speaker and the listener. Both share equal responsibilities for attaining influential communication (Rao & Das, 2009).

2.3.7.1. Role of the Sender

Indeed, communication begins when a sender has some ideas, facts, or desires which he or she intends to share with the receiver. Therefore, the sender should use appropriate messages, channels, and symbols to influence others and help them understand the intended messages clearly (Rao & Das, 2009; Smith, 2017).

While delivering a specific message, the sender should choose appropriate language, decide what he or she wants receivers to do, determine appropriate non-verbal behavior, put himself or herself in the receiver's position, select appropriate

media to achieve his or her own aim, and check others' feedback (Wambui et al., 2012; Hartley & Bruckmann, 2002).

The speaker's communication should be firmly directed towards what his or her audience wishes to know and not just what he wants to tell them. The more the speaker knows about the audience, the better he or she will be able to speak confidently, meet the receivers' needs, and grasp their attention (Rao & Das, 2009). In this sense, the sender needs to make sure that all the information required has been gathered, analyzed, and planned.

2.3.7.2. Role of the Receiver

The receiver is a person or a group of people who receive messages sent by the sender. In fact, decoding messages are influenced by a number of factors, such as the receiver's age, background, attitude, experience, and self-assessment of symbols and gestures (Rao & Das, 2009). Thus, successful communication depends on the degree to which the receiver's decoding is similar to the sender's intended message.

Besides, the receiver has various roles to play during communication, such as receiving messages, interpreting meaning, showing interests, asking questions, providing minimum verbal encouragement, giving sufficient feedback, providing non-verbal clues, checking whether there is any underlined meaning, and avoiding interruptions (Wambui et al., 2012).

2.3.8. Importance of EFL Oral Communication

Human beings are programmed to speak even before they learn how to read and write. In other words, people spend lots of time interacting orally with language rather than just using it in its written form (Leong & Ahmadi, 2017). In fact, OC does not mean just saying the words through the mouth or just listening to what others say. OC means the art of sharing positive values and optimistic words is words

to help people reinforce their opinions, achieve goals, solve problems, and convince the audience. Using appropriate words to support one's point of view can lead people to master the art of oral communication. Conversely, misuse of words may cause negative correlation and weaken a person's message.

Notably, English language communicators have more opportunities to get jobs in different organizations, get promotion, and gain a scholarship (Wambui et al., 2012). Employers consider oral communication as a basic competence that every university graduate should have. For example, OCSs can help a fresh graduate to gain a desirable job through interviews and job requirements. In different careers like accounting, engineering, teaching, banking, industrial hygiene, information science, public relations, sales, etc., effective communication skills are required to interact with people of diverse background, make decisions co-operatively with others, organize ideas, influence others, and take decisions (Rao & Das, 2009).

The significance of oral communication is indicated with the integration of the other language components. In other words, OC helps students enhance their grammar, vocabulary, reading and writing skills through practicing them within authentic, simple, and everyday tasks. For example, students can convey their thoughts, tell stories, express wishes, ask for help, give opinion, share mutual interests, invest their prior knowledge, ask questions, provide feedback, and show the different functions of language (Aboulhadeed, 2021).

Despite the increasing importance placed on OCSs, many students continue to struggle and cannot communicate their thoughts and ideas efficiently in some EFL classes. For example, a large number of EFL university students do not get enough opportunity to share their ideas inside or outside their classes. Moreover, they cannot listen to someone talking in English for a long time. Consequently, EFL university students still need to develop their OCSs to perform well in job interviews, improve business, build confidence, get better employment opportunities, make presentations, conduct meetings, and participate actively in debates (Srinivas, 2019).

2.3.9. Main Psychological Factors that Hinder EFL University Students in English Oral Communication Skills

Djemai (2017) argued that psychological problems such as anxiety, lack of confidence, lack of motivation, shyness, and fear of making mistakes could hinder students from communicating orally. Therefore, it is important to point out those psychological factors based on various theories as follows:

- **Fear of Mistakes**

Fear of making mistakes is regarded as one of the major factors in students' reluctance to communicate in English classes. According to Suliman (2019), oral communication is still one of the most common phobias that students encounter, as their minds go blank while speaking.

There are some kinds of students who do not participate at all in the English sessions due to shyness and fear from others' evaluation or being criticized by the teacher. As a result, students avoid talking or being asked by the teacher. Besides, the only chance for students to practice English takes place inside their classrooms. However, in overcrowded classes each student has very limited talking time; hence, they have insufficient time to think about which vocabulary to use, or how to use correct structures.

Making mistakes is a natural part of learning English and means that progress is taking place (Boudamouz & Outes, 2018). However, a large number of students still believe that making mistakes means that they are stupid, lazy, or unsuccessful. Therefore, teachers should create a relaxing atmosphere inside and outside the classroom, encourage students to express their ideas, and respect each other's views (Ariyanti, 2016).

- **Shyness**

Shyness is an emotional aspect that many students experience at some point when they are required to speak in various contexts, such as giving presentations, communicating in meetings, or communicating in small groups. Bashosh et al. (2013) defined shyness as being away from participation in social situations, especially in situations that involve dealing with unfamiliar people.

Indeed, many classrooms have at least one or more students who struggle with making themselves heard or participating in class discussions. According to Rafida (2017), shy students prefer to work independently or refuse to speak up at all. These students prefer written assignments and fail in areas that require presentations in front of other students. Also, most of the English students feel shy when they speak English because they think they will make mistakes in front of their colleagues (Saurik, 2011).

Chen et al. (2022) clarified that shy students may hesitate, make a lot of pauses, keep silent to escape from the situation, pay attention to others' evaluation, rarely participate in the classroom, and worry about being the focus of attention. During public speaking, shy individuals generally present inconvenient non-verbal aspects of communication, such as lack of voice projection, reduced voice volume, accelerated speech speed, lack of eye contact, lack of facial expressions, withdrawn gestures, and tense posture (Babapoor et al., 2018).

- **Anxiety**

University graduates are expected to be confident in oral communication so that they can function effectively in academic and professional settings. However, a considerable number of students who have experienced learning a foreign language have expressed how stressful it was to speak in front of others as it provoked anxiety (Imura, 2004). According to Horwitz et al. (1986), foreign language anxiety (FLA)

is an individual's feeling of nervousness, tension, and apprehension specifically associated with a foreign language context.

When students experience FLA, they may skip classes, avoid speaking in class, or sit in the back of the classroom to avoid being the center of attention. In addition, there are many factors associated with FLA, such as fear of negative evaluation, perceptions of low performance, unease when speaking to native speakers, fear of losing face, negative self-evaluation, and fear of personal failure (Ariyanti, 2016; Latha, 2012).

For many students, making errors would be a public display of ignorance, which would be an obvious occasion for losing face. In the same vein, Hussein (2021) stated that students commonly think about negative evaluation by peers and teachers rather than the selection of words and organization of ideas. As a result, hesitation prevails, and students forget what they want to say.

● **Motivation**

Without motivation, it is impossible to teach a foreign language in a learning environment (Rehman et al., 2014). Motivation is considered an internal process that guides, supports, and triggers students' behavior over time. Moreover, motivation can provide a kind of energy that is responsible for why students decide to exert an effort, how long they are willing to sustain an activity, and how connected they feel to the activity (Crisfield & White, 2012; Dinçer, 2011; Rost, 2006). It is widely accepted in most fields of learning that motivation is of the utmost importance in achieving learning goals, as students will not be able to learn anything proficiently without it (Al-Munawwarah, 2018).

Besides, Delić (2020) defined motivation as an individual's behavior towards learning English as a foreign language, his or her pragmatic reasons behind learning English, and his or her attitude towards the activities in language learning. In this

sense, even adequate teaching methods and new curricula could not ensure a successful language learning environment without the presence of motivation (Alizadeh, 2016).

According to Lightbrown & Spada (2013), motivation can be divided into two factors, including the communicative needs of the students and their attitudes towards the language community. In other words, students will be motivated to learn a foreign language because they need to use it on a large social scale to support their professional ambitions in the future. In short, students' motivation can influence their decision to be involved or not in a certain situation in language learning, such as speaking class (Al Othman & Shuqair, 2013).

- **Self-confidence**

When students believe in their abilities, they will facilitate their learning process and work with their colleagues to exchange information without fear of making mistakes. According to Aboulhadeed (2021), students who have self-confidence have the potential to communicate efficiently because the problem of making mistakes becomes the last thing to worry about. In the same vein, students with high self-confidence never give up until they reach their goals because they believe in their capacities and can overcome any negative thoughts (Audina et al., 2021).

Self-confidence can be defined as the realistic perception that a person has of his or her ability to succeed at a task and communicate his or her ideas effectively (Tridinanti, 2018). In addition, Adalikwu (2012) stated that confident students tend to focus on their strengths, manage their weaknesses, enjoy challenging themselves, and want to learn more about the foreign language.

However, EFL university students may have some difficulties in self-confidence that affect their performance in oral communication, such as poor self-image, fear of listeners' evaluation, fear of teachers' negative feedback, fear of losing face while

talking in front of others, having some breathing problems while talking, unrealistic expectations of perfection, and a false sense of humility (Kakepoto, 2012; Roysmanto, 2018). Thus, it is important to enhance students' self-confidence to enable them to communicate smoothly and handle setbacks with ease. Without self-confidence, no language learning activity will be carried out successfully. Furthermore, foreign language learners who possess self-confidence perform well and most likely believe themselves to be capable learners.

2.3.10. Assessment of EFL Oral Communication

Assessment performances are day-to-day activities that are used to provide detailed feedback to students, get a better understanding of what they have learned, and elicit their challenges in real-life contexts (Dikli, 2003). According to Simonson et al. (2014), alternative assessment is also known as authentic assessment, performance-based assessment, and constructivist assessment. Alternative assessment considers the classroom context and students' progress. Unlike test scores with delayed reporting, whose interpretation is often insufficient and represents a one-time snapshot of performance, alternative assessment is more useful to all stakeholders. By incorporating alternative assessment, teachers are able to provide detailed information and specific feedback to students so that they can adjust their teaching and affect student learning immediately (Janisch et al., 2007).

Alternative assessment can be defined as any type of assessment in which the student creates a response to a question or task rather than just selecting a response from a given list (Simonson et al., 2014; Wikström, 2008). Furthermore, Phongsirikul (2018) declared that assessment tools should not only be used for assessment or evaluation of students' achievement but also for enhancing the quality of language learning and teaching. In this sense, the heart of alternative assessment is indicated by providing students with detailed information concerning what they can actually do and what needs to be developed (Kaur et al., 2022).

When authentic assessments are used, instructors have the opportunity to assess students on skills that were learned last week, last month, or even last year. While final exams can only attempt what a student is able to remember rather than what they can do. In addition, alternative assessment could have an impact, not just on what and how to assess but also on what, why, and how we teach (Wikström, 2008; East, 2016; Phongsirikul, 2018).

In alternative assessment, students have a greater opportunity to practice the English language in authentic activities that they might encounter in real life; thus, teachers can also have a better understanding of their students learning progress and assess their pedagogical strategies (Kaur et al., 2022; Dikli, 2003). Consequently, assessment tools should not only be used for assessment or evaluation of students' achievement but also for enhancing the quality of language learning and teaching.

For many people, the first purpose of assessment that comes to mind is to enable the instructors to assign grades or for the sake of providing a certificate at the end of a course, unit, or lesson (Phongsirikul, 2018). As a result, some teachers might encounter a situation in which students can do well in pencil-and-paper tests but make mistakes when actually using the English language in oral interactions (Shorna, 2017).

Alternative assessment came as a call for change in the educational world, encouraging students to demonstrate their knowledge and skills by using them rather than just demonstrating comprehension or interpretation of acquired knowledge. In this sense, students are required to apply knowledge in solving a problem or in using the English language in different situations such as dialogues, interviews, role plays, and storytelling (Dikli, 2003, Simonson et al., 2014).

To enhance learning quality, assessment tools are expected to encourage students to learn actively and critically, not simply study for an exam. Moreover, alternative

assessment promotes authentic dialogues between teachers and students, gives directions to learning, provides valid and reliable assessment, provides feedback about the strengths and weaknesses of the study materials, and identifies students' misconceptions (Dikli, 2003).

Alternative types of assessment such as journals, logs, portfolios, self-assessment, and peer-assessment reveal what students can actually do with language. By using different teaching assessments, teachers can get a better understanding of what students have learned in different contexts. East (2016) clarified that oral communication assessment can take many forms, such as the Student Oral Language Observation Matrix (SOLOM), the Basic English Skills Test (BEST), or the English as a Second Language Oral Assessment (ESLOA), the Test of English for International Communication (TOEIC), the Test of English Language Learning (TELL), the Language Assessment Scales (LAS), the English Language Proficiency Assessment for the 21st Century (ELPA21), the analysis of taped speech samples, or anecdotal records of speech in classroom interactions.

2.3.11. Oral Communication Skills and EFL University Students

The primary goal of learning English for EFL university students is to be able to use it fluently for different communication purposes. By mastering English, EFL university students can find various references in literacy for educational purposes, get a scholarship, travel abroad, or find a reputable job after graduation. To cite an instance, English is very much needed for a student who has graduated from college to apply for a good position in a company. To achieve these goals, teachers should create a cheerful and safe classroom environment in which students can feel motivated and willing to participate in different oral communication activities.

According to Al-Esaifer & Alshareef (2018), the ability to communicate orally is considered an important feature of studying a foreign language, and students' success is measured by their capacity to carry out a conversation and exchange

information in that language. However, the problem of oral communication becomes serious and visible when students enter universities where the medium of instruction is in English. Souriyavongsa et al. (2013) stated that all university students need English for their studies in order to search for information and obtain knowledge; therefore, a lot of universities throughout the world need to include the English language as one of their educational tool requirements.

Although students have studied English for more than 12 years, they are still unable to start a conversation or form a sentence without making mistakes (Alsalihi, 2021). As an illustration, the majority of EFL university students are exposed to the English language through written texts, but they are not motivated to clarify their ideas in real-life English situations. Moreover, there is limited support for up-to-date devices to be used for developing the language learning process at various colleges. Islam et al. (2022) pointed out that EFL university students have insufficient or limited exposure to the language outside the classroom; they spend most of their time with their family, friends, and the community, where their target language is constantly used. Hence, they cannot practice oral communication and consider it an academic subject rather than a means of communication.

On the other hand, Mohammed (2018) determined that students encounter difficulties in learning a foreign language due to cultural differences that make them feel disturbed. Even though they master a sufficient number of vocabularies, students still cannot understand various expressions and sentences in English due to cultural differences. Therefore, students must be aware of the English culture because cultural awareness is needed to adjust the English language in daily use.

According to Chattaraj (2015), it is difficult for teachers in larger classrooms to remember students' names or provide personal attention to everyone. In addition, it becomes very difficult for the students, especially the less proficient ones, to study in such large classrooms. As a result, students get no chance to increase their proficiency level, lose interest in the course, and stop attending the compulsory English classes.

The use of communication technologies in language learning is considered a useful tool for teaching oral communication because it offers an immense range of interesting materials to be discussed, which influences students' performance and their level of motivation (Medenilla, 2018). Technology provides various tools, such as PowerPoint presentations, animations, WhatsApp, Zoom, Google applications, Facebook, YouTube, and Twitter, that make learning more interesting and promote the autonomy of learning.

Easy access to online activities can encourage students to explore related resources and facilitate convenient paperless submission of output. Kim (2015) argued that improvements in the communication abilities of the students cannot be achieved without the use of technology. In other words, online learning helps students practice English language anytime at their own pace and gain more opportunities to interact with their teachers and other students.

2.3.12. Activities for Enhancing EFL Oral Communication Skills

- **Communicative games**

According to Dewi and Armadi (2017), communicative games are a collection of fun-design activities that can enhance students' engagement in the classroom. Communicative games can enhance students' oral communication skills within the learning process because students are expected to listen to each other, ask questions, solve problems, exchange ideas, and negotiate meaning (Elsa et al., 2021). Moreover, this strategy fosters the natural use of language through cooperation and positive competition. Consequently, students' motivation and self-confidence will be automatically developed due to the habits of interaction.

Talking about communicative games cannot be separated from those two terms: "communicative" and "game" (Zhu, 2012). The word "communicative" refers to the

communicative approach in which learning activities stress the importance of language function rather than the concentration on memorizing vocabulary and grammar. Furthermore, implementing games in English classes can get students relaxed and reduce their anxiety.

In the same vein, Fithriani (2019) pointed out that communicative games will involve students via real communication creating a fun-filled and relaxing atmosphere. Thus, students' achievement is more significant than the accuracy of the language that they learn.

It can be argued that EFL university students, unlike children, do not need communicative games. On the contrary, university students may experience greater anxiety than children when confronting unexpected situations. Also, they feel afraid of losing face or making mistakes in front of others. In this regard, students need communicative games that allow them to learn a new language smoothly rather than just being knowledge receivers.

- **Storytelling**

According to Tabieh et al. (2021), storytelling is a social and cultural activity of sharing stories through adding some techniques related to sound, image, color, animated images, and musical effects. Moreover, storytelling offers opportunities for students to practice organizing, categorizing, and analyzing, predicting, summarizing, comparing, and contrasting information (Li & Hew, 2017).

Storytelling is considered an effective tool to help EFL university students become more self-confident, express themselves creatively, boost their motivation to learn a foreign language, take risks to express their ideas, practice body language, draw others' attention, organize their thoughts, explain their understanding of the topics being discussed, think critically, listen to others' interpretations, become aware of different cultures, and increase their active participation in the language learning process through content (Jaca, 2021; Li & Hew, 2017).

In the same vein, storytelling is considered an excellent activity to help students imagine, create plots, add details, and draw conclusions (Lee, 2012). As storytellers, students have the opportunity to have fun experimenting with voice, facial expressions, eye contact, and gestures in a lucid manner. The relaxed atmosphere and lively environment created by stories encourage the students to reflect on their own behavior, view others' experiences, and forget their nervousness (Mokhtar et al., 2011). Therefore, it is a worthwhile way to involve the learners in the activity of telling stories.

● Podcasts

According to Yeh (2014), podcasts can be defined as digital audio and video broadcasts that allow viewers to watch, listen, or create their own episodes. In this sense, learning is no longer constrained by location, time, or age. Also, students find adequate opportunities to practice the English language outside the classroom, solve problems, perform role-plays, and take decisions, whether individually or in groups or pairs, through meaningful communication (Bustari et al., 2017).

The ability to download podcasts and listen repeatedly allows learners to work at their own pace to achieve beneficial learning outcomes (Abdulrahman et al., 2018; Bustari et al., 2017). Besides, learners can access a wide variety of materials using their smart devices, such as mobile phones, laptops, and personal media players. Thus, students can practice English synchronously and asynchronously.

According to Al Fadda and Al Qasim (2013), students can practice oral communication skills such as intonation, pronunciation, eye-contact, hesitation devices, and body language to convey their ideas directly to the listeners. Moreover, producing podcasts is an authentic activity, allowing learners to communicate regarding topics discussed in their EFL classes, such as food, culture, geography, sports, habits, and religion. As an illustration, learners can create and publish their

own podcasts via some basic websites, such as Podomatic and Gabcast (Koçak & Alagözlü, 2021). Podcasting sites like Podomatic enable students to record and listen to their podcasts. Consequently, students can edit or develop their own podcasts.

- **Describing Pictures**

Phuong (2018) declared that pictures can provide visual support for learning and urge language learners to make connections between various ideas. Furthermore, using the strategy of describing pictures is considered an alternative technique that can easily be given to students to attract their attention, learn with more enthusiasm, add attractiveness to the atmosphere of the classroom and let students enjoy learning (Dwi & Apriliyana, 2021).

With this technique, pictures represent the nonverbal sources of information. Therefore, it is important for teachers to encourage students to use their imagination as well as make use of both verbal and nonverbal sources.

- **Discussion**

The primary goal of using discussions is to enhance students' collaboration, confidence, and communication by offering social contexts for inquiry and involvement (Crisianita & Mandasari, 2022). Furthermore, Jiriyasin, (2014) asserted that discussions can be implemented within content-based instruction. For example, during discussions students can invest their prior background knowledge, scaffold new ideas, share their ideas about an event, take actions to solve problems. In this way, discussion points will be relevant, every student knows his or her role in the group discussion and does not spend time chatting with other members about irrelevant things.

In the same vein, group members can be organized by the teacher or students may determine it by themselves. However, groups should be conducted in every discussion activity so that students can work with different people and be open to different ideas. For efficient group discussions, it is always better not to form large groups, because shy students may avoid contributing to large groups. In small group discussions, students have lots of opportunities to express their thoughts freely, defend their ideas, ask questions, analyze an issue from different viewpoints and ask for clarification without being embarrassed.

For example, a teacher can provide a controversial sentence like “women don’t need equal pay because they are supported by their husbands”. In this sense, each group works on the topic, determines participants’ roles within the group, and presents their ideas to the class. In fact, discussions foster critical thinking as students learn how to express themselves in polite ways while disagreeing with others.

- **Interviews**

Conducting interviews gives students a chance to practice their language freely, not only in class but also outside, so that they become more socialized. Interviews can be defined as a communicative process of asking and sharing information through the use of verbal and non-verbal symbols in various contexts (Stauffer, 2021). The interview technique can help students broaden their horizons and socialize with others because there must be an interaction between at least two or more people in the interview process.

Within the interview process, students reveal questions, listen, think, and respond accurately and freely. Then, each participant analyses the messages to compare them with their existing experience. This can make communication more dynamic and valuable. In addition, students do not rely on providing questions and answers during interviews but also learn other communication and soft skills, such as how to ask questions politely, how to choose good questions, and how to think quickly.

2.3.13. Content-Based Instruction (CBI) and Oral Communication Skills

There were some studies that used CBI to enhance the students' language performance. One of these studies was the study of Navas (2011), which investigated "The Effect of Using Content-Based Instruction to Create a Sample Lesson for The English Course Oral Communication at The University of Costa Rica". Navas (2011) declared that the findings of that study illustrated positive outcomes both in terms of students' oral communication skills and their attitude towards the use of CBI in an EFL classroom. Based on the findings, it can be noticed that students worked collaboratively to negotiate, share ideas, and discuss current issues using information-gap activities, jigsaw readings, problem-solving tasks, and impromptu oral presentations within the CBI framework.

Moreover, the study of Mahsar (2021) "Teaching English Using Content-Based Instruction (CBI) in Improving Students' English-Speaking Skill", showed that students become more effective when encouraged to examine and evaluate their own work and then consider ways of working differently within the CBI framework. The study was applied at Poltekpar Lombok College, in Praya, to a group of twenty-five second-grade students in the Hotel Accommodation Class of the English Department of Poltekpar in the academic year 2018-2019.

In the same vein, Herrero (2011) investigated the effect of using content-based Instruction in an English oral communication course on a group of second-year English students at the school of modern languages at the University of Costa Rica. The researcher used a variety of authentic informational sources, such as videos, newspapers, movies, and infographics, to improve students' oral communication. Furthermore, students prepared a variety of graphic organizers, such as charts, mind maps, and story maps, as aids to reporting their work in speaking activities or jigsaw presentations. Students felt that graphic organizers were a great tool to understand the content, connect ideas, learn new ideas, and recall information during oral production tasks. Thus, students become less afraid to talk in front of the class.

The findings were in line with Adawiyah (2018), Stoller (2002), Corrales and Maloof (2009), Heo (2006), and Song (2006), who reported that CBI gave students the opportunity to interact with each other and practice English in spontaneous situations; therefore, students could assess how well they could deliver various ideas in the target language.

Teaching English separately would not be sufficient if it lacked opportunities to practice it in real-life situations. Thus, Herrero (2011) and Stoller (2002) stressed that to successfully implement CBI in the classroom, teachers should play a significant role in implementing meaningful topics, creating an appropriate learning environment, and engaging students in a variety of activities, such as discussions, presentations, and situation-based games, to offer multiple opportunities for students to participate and practice English frequently.

In the same vein, Vanichvasin (2019) conducted a study in Thailand to investigate the effect of using content-based instruction on developing EFL university students' language performance. The participants were 19 Thai undergraduate students who enrolled in semester two of a bachelor-level course on communication skills. All results pointed out that CBI had positive effects on students' English language performance in reading, writing, listening, and speaking because students were given multiple opportunities to use as much English as they could in the course.

Fitriani (2019) investigated the effect of using content-based instruction on developing EFL university students' Speaking skills. This research showed that university students experienced problems during the lesson, especially in speaking English, and that they were still influenced by their first language or mother tongue. The researcher also determined that there were several factors that hinder students in speaking, such as a lack of vocabulary, a lack of motivation in the students, a lack of communication strategy, the use of the students' mother tongue, poor pronunciation, and poor grammar. Based on these facts, the researcher found that CBI would be a relevant method for developing students' oral communication.

Students' learning motivation increased, and the whole classroom atmosphere changed after the implementation of CBI. For example, CBI provided students with ample opportunities to interact, share ideas, and construct knowledge together through small group work, team learning, jigsaw reading, and peer learning. The findings also had some implications for teachers' development. By shifting the focus in an English-language classroom, namely from form-focused to meaning-focused, the teacher could easily create for the learners more opportunities for negotiating meanings and could encourage more dialogical verbal interaction in a language classroom.

When students are motivated by the content they are learning, they make great connections to life situations, learning language becomes a fun and easy activity, and information is retained for a long time (Boivin & Razali, 2013; Amiri & Fatemi, 2014; Stoller, 2004). Consequently, this review of literature and related studies was the rationale for the current researcher to select CBI, which has significance for enhancing university students' oral communication skills so that they can speak, negotiate meaning, discuss issues, express opinions, and share ideas freely in a dynamic and sustainable learning environment.

Commentary

In this chapter, the researcher has overviewed some important areas of blended content-based instruction (BCBI) as well as oral communication skills (OCSs) that helped the researcher in building up the proposed programme.

The review of literature and related studies concerning this section have guided the researcher in identifying the oral communication competencies needed for students, the characteristics of oral communication skills, psychological factors that hinder university students in oral communication, and activities for enhancing EFL university students' oral communication skills. They also helped the researcher in

designing the study instruments, the procedures, and the methodology used in the current study.

Having overviewed the assessment of oral communication, the researcher managed to divide students' work and send an online activity every day so that students could take five to ten minutes to practice English continuously and enhance their oral communication. Furthermore, the researcher intended to provide feedback to all students via WhatsApp after each activity or session to follow up on their progress.

The researcher has also reviewed the models of blended content-based instruction and intended to implement theme-based blended learning into the current study. Within the theme-based blended learning, students could make connections from one experience to another and recognize the interconnectedness of the world around them, which leads to more creativity and innovation in their thinking. Besides, students could explore various aspects of the themes not as isolated, discrete concepts but as processes that took place in real-life situations.

In addition, the review of literature as well as related studies helped the researcher in identifying the definition of blended content-based instruction (BCBI), its advantages and disadvantages, and the models underpinning BCBI. Although a large number of previous studies have declared different examples of applying CBI and BL, they do not illustrate the effect of implementing both of them together in one research to enhance EFL university students' oral communication skills. For this reason, this research focused on this part, which is unique. Thus, the researcher conducted that research through a new lens.

Chapter Three

Method

Chapter Three

Method

This chapter deals with the procedures followed throughout the administration part of the research. It also describes the research design, participants, instruments, and description of the program.

3.1 Research Design

The present study used a mixed-method design. The EFL university students' oral communication skills before and after the implementation of the proposed program were compared using quantitative methods. The results were also analyzed qualitatively, which provided more validity to the program.

3.2 Participants

The present study targeted EFL university students at Faculty of Business Technology, Canadian International College (CIC), Cape Breton University. The research group was derived from first year students, (intermediate level) at Faculty of Business Technology, and their ages ranged from 18 to 20 years old. In fact, 30 EFL university students were randomly selected to participate in the present research after being introduced to the research and its objectives, and what they would be supposed to do during the program.

First-year students (dual system) at the Faculty of Business Technology, Canadian International College (CIC), Cape Breton University (CBU) were targeted for a number of reasons: firstly, they have the linguistic requirements to start a blended content-based instruction (BCBI) program, i.e., they have the basic grammar and vocabulary proficiency that would enable them to be trained as communicators. Secondly, they did not receive any regular English oral communication training before participating in this study. Thirdly, the university prepares them for the IELTS exam as well as the Cape Breton University exam on order to be able to travel to the main campus of the university in Canada.

Finally, a large number of those students tend to travel abroad during summer vacation to join Erasmus training programs in one of the European countries as well as the EDEM Business School in Spain while the rest of the students can also join a variety local training and workshops in Egypt during summer vacation. Consequently, students need to be familiarized with the oral communication skills that they could apply during their practicum.

Participants of the study are graduates of public as well as private schools who have studied English for ten years before the intervention. It is worth mentioning that all students had to join a placement test including an oral exam to determine their English proficiency level before joining the Canadian International College (CIC). Thus, the college does not fully depend on students' grades in Thanawya Amma, but rather, the college pays attention to students' real English level even before joining the college or determining their majors. The researcher targeted the intermediate level (B1) at Canadian International College (CIC) so that students could have the linguistic requirements to start a blended content-based instruction (BCBI) program.

3.3 Instruments of the Study

The following instruments were used in the present research:

- 1- Needs analysis interview questions
- 2- Oral communication skills list
- 3- Oral communication skills rubric
- 4- Oral communication skills pre/post test
- 5- EFL university students' satisfaction questionnaire (course reflection and online survey of oral communication skills)

3.3.1. Needs Analysis Interview Questions

The researcher posed two open-ended interview questions in order to examine the status quo of the participants before being introduced to the program. The first question was "What challenges you in oral communication in English?" and the second question was "What topics would you like to learn more about?". These were two informal questions to ensure that the designed program would be based on the selected oral communication skills that catered for the participants' actual needs. The researcher phrased some of the participants' responses to the questions as follows (it is worth mentioning that the researcher has secured the permission of the participants to use their names):

Yusuf: "I have a problem speaking English in front of people. Once I start speaking, my mind goes blank, and I forget what I want to say. Also, my hands start trembling and get breathing problems."

Ruaa: "I feel afraid of being criticized and think that my colleagues are going to make fun of me because of my poor pronunciation and my bad grammar. On the other hand, I don't have enough vocabulary to express my ideas. Sometimes I stop and try to translate my ideas from Arabic to English and this takes a lot of time."

Ziad: "I can't organize my ideas while speaking in front of people. Also, teachers do not give me enough time to write my notes or translate them before talking. In addition, topics included in the textbooks are so boring and native speakers in the listening tasks tend to talk about topics that I do not know."

Haneen: "I don't have enough vocabulary to express my ideas and stop a lot to prepare my ideas and make my sentences grammatically correct. Also, some teachers tend to neglect speaking in the class and don't let us work in small groups or have fun while learning. Finally, I feel afraid of making errors in front of my teachers because they are going to stop me and criticize me in the class."

Abdulaziz: "During listening tasks, native speakers tend to speak very fast, and I can't catch everything they say. Also, their pronunciation is completely different. For example, they may say /bə/ instead of /bʌt/ so I can't remember what they have just said."

Adham: "Some teachers tend to ask me to prepare presentations and present them in front of the class. In fact, I don't like this way because I memorize and recall what I have prepared. Once, people ask any me question related to my presentation topic, I can't improvise or answer their questions fluently. In addition, listening topics tend to be so long and most of them are not related to everyday life."

Merriam: "I can't reply immediately when teachers ask me a question. I need to take a couple of minutes to think, search for proper words, translate and prepare my ideas before talking in front of my colleagues. On the other hand, I study topics that I don't know so that I find speaking a heavy task for me."

Table 1: participants' challenges in English oral communication:

Oral communication challenge	Percentage of participants
Lack of Self-confidence	57%
Misuse of grammar	48%
Failure to understand speakers	45%
Lack of vocabulary	42%
Shyness	42%
Mispronunciation	40%
Lack of speech organization	40%
Fear of criticism	34%
Lack of knowledge	25%

Table (1) above shows that lack of self-confidence challenged 57% of the participants, misuse of grammar challenged 48% of the participants and failure to

understand speakers challenged 45% of the participants. Lack of vocabulary and shyness challenged 42% of the participants, mispronunciation and lack of speech organization challenged 40% of the participants, fear of criticism challenged 34% of the participants while lack of knowledge challenged 25% of the participants. It's clear that misuse of grammar, failure to understand speakers, lack of vocabulary, shyness, mispronunciation, and lack of speech organization took the highest ranks amongst the challenges faced by participants in their oral communication in English.

On the other hand, students determined a variety of topics they would you like to learn more about, such as everyday routine, movies, sports, marketing, custom service, social media, job interviews, sustainable development, travelling, food, dreams, and music. Students also clarified that a wide range of topics they study are not relevant to everyday life and most of them were boring. Hence, they feel that are not willing to share their ideas and lose their motivation during the session. For this reason, the researcher paid attention to university students' needs before conducting the program.

3.3.2 Oral Communication Skills List

In order to answer the first question "What are the oral communication skills that EFL university students need to enhance?", the researcher reviewed literature and previous related studies to oral communication, conducted needs analysis interview questions on a group of first-year EFL university students (intermediate level) at the Faculty of Business (Business Technology Branch, Dual System), Canadian International College (CIC), Cape Breton University (CBU) and provided a list of the necessary oral communication skills required for EFL university students (see Appendix D).

The list was submitted to a group of specialists in the field of TEFL and applied linguistics who were requested to modify it and to determine whether the oral communication skills were suitable and important for the target sample. After presenting it to the jury members, the researcher modified the list considering their

comments. The final version of the oral communication skills list is shown in (Appendix D).

3.3.2.1 Purpose

The oral communication list was designed to determine the oral communication skills that were appropriate and needed for first year EFL university students (intermediate level) at the Faculty of Business Technology, Canadian International College (CIC), Cape Breton University (CBU).

Furthermore, the list helped the researcher develop the instruments used in the study including the oral communication rubric as well as the oral communication pre/posttest. Besides, the program activities were also prepared with the objective of enhancing the oral communication skills predetermined in the list.

3.3.2.2 Structure and Content

The list consisted of four main oral communication competencies: strategic competence, discourse competence, sociolinguistic competence and paralinguistic competence that were attached with a brief description of each one. See Appendix (D).

In fact, these competencies were rated by the Jury members as: very important, important, less important to determine their suitability for first year EFL university students (intermediate level) at Faculty of Business Technology, Canadian International College (CIC), Cape Breton University (CBU). Moreover, the jury members were asked to determine if these competencies were very important, important, or less important to the target group. Each level of importance of oral competence competencies was given an estimated value to be scored by the researcher. The first level (i.e., very important) took (3), the second level (i.e., important) took (2), and the third level (i.e., less important) took (1).

3.3.2.3. Validity

The list was submitted to a group of EFL specialists (jury members) to check and confirm its validity and determine the suitability or importance of components. Their feedback and reflection as well as their useful comments and modifications helped the researcher to refine the list. The researcher applied several modifications suggested by the jury members. Some of the modifications suggested by the panel of jury were:

- "Observing cultural norms with respect" was replaced by "Describing cultural norms with respect" because the word "Observe" was too general and cannot be measured within the program.
- "Using language as a means of expressing values and attitudes" skill was omitted because it was considered too general and broad.
- The jury members mentioned that the definition of circumlocution was vague and irrelevant. Hence, the researcher replaced it with another definition which is "The learner masters how to describe the properties of the object or action instead of using the appropriate target language item or structure."
- The researcher should add "Grammatical competence" to the list to help students convey precise meaning and clear communication.
- "The ability to avoid unnecessary repetition during responses" was omitted because it is considered a negative competence and would cause a crucial problem later within the data analysis process.
- The researcher who designed the list sometimes described oral communication as "competence", "skills" or "subskills". Thus, the researcher should reach one accurate word to describe oral communication.

3.3.3 The Oral Communication Skills Scoring Rubric

Based on the oral communication skills list, the oral communication rubric was developed and presented to the jury members. Also, the rubric was modified in light of the jury members' comments and according to the designed list's components.

3.3.3.1 Purpose

The researcher designed a rubric to assess the EFL university students' oral communication in the pre/posttest.

3.3.3.2 Structure

The rubric consists of four criteria and each criterion has four rating scales from (1) to (4). The criteria of the rubric represented four main oral communication competencies, including strategic competence, discourse competence, sociolinguistic competence, and paralinguistic competence to evaluate participants' oral communication skills in the pre/posttest. The oral communication rubric illustrated details of each criterion's meaning. Students can receive a score from 1 to 4 for each criterion. "1" indicated "Ineffective", "2" referred to "Adequate", "3" meant "Effective" and "4" indicated "Outstanding" oral communication. The final version of the oral communication scoring rubric is shown in (Appendix E).

3.3.3.2 Validity

The validity of the rubric was verified through consulting a group of jury members. All their insightful comments and modifications were presented in the final form of the rubric (Appendix E). Some of the modifications suggested by the panel of jury were:

- Replacing the word "observing" by "using" within sociolinguistic competence.
- The researcher should avoid using phrases within the rubric.

- "Replying on notes" was omitted from strategic competence.
- "Using stress" was omitted from the rubric.

3.3.4 The Oral Communication Skills Pre/posttest

In order to answer the question "What are the oral communication skills that EFL university students actually have?", the researcher reviewed the literature and previous related studies to oral communication and designed a test that would cover the necessary oral communication skills and assess them. The pre /posttests were given to the research group of first year EFL university students (intermediate level) at the Faculty of Business Technology, Canadian International College (CIC), Cape Breton University (CBU). Also, the tests were scored using the above rubric.

3.3.4.1 Purpose

The researcher conducted that test to assess the EFL university students' oral communication level. Using this test, the researcher could investigate for the participants had enhanced their oral communication throughout the experimentation. The researcher administered the oral communication test to the experimental before the experimentation to identify the EFL university students' oral communication level. Also, at the end of experimentation, the research group had the same oral communication test again to explore the effect of using the blended content-based instructions' activities and principles on their oral communication skills.

3.3.4.2 Description

The test (Appendix F) consisted of four parts. Firstly, the researcher asked them to work in pairs to answer the questions in part one. In this part of the test, the researcher told students that they would have two minutes to prepare their ideas in pairs and two minutes to speak in front of the whole class.

Secondly, the researcher divided students into small groups and gave them three real-life situations. In that sense, every group was required to propose a solution to every problem and present that solution in front of the class. Thirdly, the researcher asked students to work in pairs, every student had to choose one of the two topics presented in front of them (Part 1 and Part 2) to talk about, then students had to exchange their roles. After that, students exchanged their ideas collaboratively. Finally, students were required to watch a YouTube video about cultural differences and answer some open-ended and closed-ended questions individually.

It is worth mentioning that the oral communication test took a long time, and the number of students was huge. Consequently, the researcher decided to set up different meetings on different days in order to tackle the previously mentioned problems. Also, the researcher determined to divide students in order to be able to observe students' behavior while working collaboratively, record their answers, take notes, and implement the oral communication rubric to determine their actual level.

3.3.4.3 Validity

The validity of the test was verified through consulting a group of jury members. All their insightful comments and modifications were presented in the final form of the test (Appendix F). The jury members added different comments, such as:

- The whole pre/posttest _which consisted of five parts_ was too long.
- Omitting part number one from the test because it was too long and measured critical thinking skills rather than oral communication.
- The researcher should previously determine the time devoted to this test.
- In part three, replace "if you are eating in a restaurant" with "if you were eating in a restaurant" because it is a hypothetical situation.
- In part three, replace "how old are you?" with "how old were you?" because it is a past situation.

3.3.4.5. Piloting the Test

The test was piloted on randomly selected 45 students from one class of the first year (intermediate level) at faculty of business technology (Canadian system), Canadian International College (CIC), Cape Breton University (CBU). They were males and females who did not participate in the treatment. The test was piloted for the following reasons:

3.3.4.5.1 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 groups that participated on different days. Thus, the average time assigned to the oral communication test was 360 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.

3.3.4.5.2 Calculating Internal Consistency

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

3.3.4.5.2.1 Internal Consistency of the Oral Communication skills:

To ascertain the internal consistency of the oral communication skills which were measured through the test, Pearson's correlation coefficients between each oral communication skill and the total score of the test were calculated after subtracting

the targeted oral communication skill from the total score. The following table shows Pearson's correlation coefficients:

Table 2

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

Skills	Sub-skills	Correlation
Strategic competence	1. Using substitution	0.74**
	2. Using circumlocution:	0.75**
	3. Using fillers	0.73**
	4. Critical Listening	0.60**
	5. Giving appropriate feedback	0.72**
Sociolinguistic competence	1. Selecting appropriate words according to the proper social setting	0.59**
	2. Describing cultural norms with respect.	0.66**
Discourse competence	1. Organizing thoughts in a meaningful and logical sequence.	0.71**
	1. Using the natural flow of language.	0.69**
Paralinguistic competence	1. Using intonation appropriately.	0.65**
	2. Using body language, gestures, and facial expressions.	0.68**

*** Sig. at 0.01, when the correlation coefficient is higher than 0.38, n=45 ***

Table 2 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 oral communication skills was confirmed. This indicates the internal consistency of the test

3.3.4.5.2.2 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

Section	Item of the test	Correlation
Section One	1	0.66**
	2	0.71**
	3	0.58**
	4	0.64**
	5	0.73**
	6	0.60**
	7	0.55**
Section Two	8	0.63**
	9	0.67**
	10	0.61**
Section Three	11	0.67**
	12	0.69**
	13	0.68**
	14	0.74**
	15	0.55**

Section Four	16	0.70**
	17	0.68**
	18	0.57**
	19	0.68**
	20	0.55**
	21	0.73**
	22	0.69**
	23	0.64**

** Sig. at 0.01, when the correlation coefficient is higher than 0.38, n=45**

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.

3.3.4.5.3 Calculating Reliability of the Test:

The reliability of the test was verified through the following:

3.3.4.5.3.1 Cronbach's Alpha Coefficient:

Cronbach's alpha coefficient was calculated. The Cronbach's alpha coefficient was 0.94, 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.

3.3.4.5.3.2 Inter-Rater Reliability:

In the oral communication pre-test, every question type is scored by a rater for the purposes of collecting inter-rater reliability statistics. The rater was a lecturer in applied linguistics at English department, Canadian International College (CIC), Cape Breton University (CBU). The correlation between the scores of the first rater and the scores of the researcher was calculated using the Pearson's r ($r = 0.99$), 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.

3.3.5 The EFL University Students' Satisfaction Questionnaire

3.3.5.1 Purpose

In order to answer the question "How far will EFL university students be satisfied with the proposed program based on blended content-based instruction in enhancing their oral communication skills?", the researcher designed the pre/posttest as mentioned above, and she also designed a satisfaction questionnaire (Appendix I) in order to obtain quantitative as well as qualitative data about the EFL university students at the end of the program.

3.3.5.2 Description

The questionnaire was divided into two parts: course reflection and online survey. The first part was EFL university students' course reflection that allowed them to reflect on the components of the course. It was optional to mention their names to be more objective while expressing their views.

Link of the online course reflection for EFL university students:

<https://forms.gle/A5E5J8e9dEdgztTq6>

The second part was an online survey. Students had to indicate their responses on a scale of different satisfaction levels via Google Forms. Qualitative data was obtained from the course reflection, while quantitative data was obtained from the survey.

Link of the online survey:

<https://forms.gle/mbVm8NNc9QZyoqEK6>

3.3.5.3 Validity

The validity of the online course reflection was verified through consulting a group of jury members. All their insightful comments and modifications were presented in the final form of the online survey (Appendix I). Some of the modifications suggested by the panel of jury were:

- Replacing the question "What are the most useful topics for you?" by "Which of the following course content did you like most and why? (Food - Jobs - spend or save - famous people - travelling - internet - Stereotypes -Family - childhood memories)" because students might not be able to remember all the course topics that they have studied.
- Omitting "What is your viewpoint of the course content?" because it has a similar meaning to another point in the same main item that says, "Which of the following course content did you like most and why?".
- Replacing the question "What is your opinion of the required assignments of every session?" by "Which of the following technological tools did you like most and why? (Jitsi Meet - Edpuzzle.com - Uquiz.com - jamboard.com - Padlet.com - WhatsApp)" because students might not be able to remember all the online tools they have used, and they are not specialists in the field of TEFL.
- Replacing the question "What obstacles did you face during the program?" by "What problems did you face during the program?" as students might not understand the word "obstacle".
- Replacing the question "What is your opinion of the instructor's performance?" by "What recommendations do you have for your instructor?" because it is considered too vague, and students cannot judge the instructor's performance properly.

3.3.5.4 Calculating Reliability of the satisfaction questionnaire:

The reliability of the satisfaction questionnaire was verified through the following:

3.3.5.4.1 Cronbach's Alpha Coefficient:

Cronbach's alpha coefficient was calculated. The Cronbach's alpha coefficient was 0.95, which was relatively high and indicated that the satisfaction questionnaire had a high degree of reliability. Therefore, the satisfaction questionnaire was considered a reliable one for the purpose of the current study.

3.4 Outline of the Blended Content-Based Instruction (BCBI) Proposed Program

In order to answer the third sub-question of the research: "What are the features of the proposed program based on blended content-based instruction (BCBI) to enhance EFL university students' oral communication skills?", the researcher reviewed the blended learning as well as content-based instruction literature to determine the principles upon which the program can be built. After that, the program's content and activities were determined in light of the program's objectives to enhance EFL university students' oral communication skills. Finally, the researcher designed the student's book and the trainer's manual that included the program's objectives, content, activities, and evaluation techniques.

3.4.1 Overview

EFL university students at Faculty of Business Technology who will be future entrepreneurs. In other words, the majority of internet content, such as artificial intelligence (AI), cyber security, internet systems, Software engineering, Database, and machine learning are addressed in English. Thus, EFL university students at Faculty of Business Technology need to become proficient in English to fully access internet resources, collaborate with their colleagues and accomplish their projects fluently in their field.

However, EFL university students still spend a lot of time by practicing written English without focusing on oral communication. Besides, there is not an appropriate program for the EFL university students to practice the oral English language and communicate freely. Thus, the use of blended content-based instruction (BCBI) will be a golden opportunity that can support and encourage university students to reflect and communicate orally with more confidence.

Within the BCBI program, every student spoke, participated, gave presentations, listened to others' views objectively, exchanged ideas and reflected on others critically. Also, they used several words in different structures and contexts to convey many different ideas and meanings. It is worth mentioning that students faced a wide range of English related real-life problems based on students' needs and expressed their views from several perspectives via online and face-to-face activities to practice English continuously.

3.4.2 Purpose of the program

That program focused on enhancing EFL university students' oral communication skills. It helped them use their oral communication skills successfully and confidently through implementing different activities of BCBI. It also made them able to express their thoughts, visions, and views confidently. They learned how to learn from others' mistakes, use language as a means of expressing values and attitudes, observe cultural norms with respect, and select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

In addition, students worked collaboratively and shared their reflections and opinions without feeling afraid or hesitant of being criticized by others. Also, they used several structures in various contexts to convey many different ideas and meanings. They also discussed and expressed their views about different topics from several perspectives. Thus, they felt that the learning environment was safe and relaxing which could support and encourage them to communicate, speak, interact, listen, and share ideas effectively.

3.4.3 Objectives of the Program

By the end of this program, participants would be able to:

1. Implement fillers in speech.
2. Use circumlocution strategy in conversation.
3. Observe cultural norms with respect.
4. Use substitution in conversation.
5. Maintain intonation correctly in conversation.
6. Organize thoughts in a meaningful and logical sequence.
7. Use their body movement with verbal language to express ideas.
8. Listen critically to others to form an opinion and understand what is said.

3.4.4 Content of the program

Throughout the program, the EFL university students were given **11 sessions** to enhance their EFL oral communication skills. The researcher met the EFL university students two times per week (Face-to-face and online) and every session was followed by several online activities to practice English language. In other words, the researcher provided students with every day online activities to maximize students' learning time, urge them to practice English as much as possible and tackle every topic from a different lens. Each face-to-face session lasted for three hours while each online session lasted for four hours as well.

Furthermore, the program adopted theme-based model of content-based instruction. The researcher chose theme-based model for many reasons, among which are developing a much wider knowledge of the world through language related real-life topics, urging students to become more aware of the value of what they are learning and applying what they are learning in different environments, involving students in hands-on learning and projects that are related to the topic they learn, taking information from different sources, and incorporating new readings and new materials based on content to meet students' needs. Consequently, the researcher

implemented theme-based learning in a blended way to add more uniqueness to the program.

The first session of the program was an orientation session in which the researcher tried to introduce the whole program to the participants. By the end of this session, students were supposed to have an overall idea about the program and the different roles that they were expected to play. Concerning the other sessions, several BCBI activities had to be introduced to encourage the EFL university students to speak, interact, inquire, reflect, and collaborate. Moreover, students' interests and needs were considered while selecting the activities as well as the content.

3.4.5 Learning and Teaching Strategies and Techniques

The program was based on several learning and teaching strategies and techniques to provoke thinking, encourage active learning and create an immersive learning environment. Throughout the program, the researcher depended on active learning to achieve the purpose of the program. Active learning activities enabled the students to play a vital role in their learning process and build useful life skills. In this sense, students got the chance to participate actively, voice their opinions in a thoughtful manner, and step out of their comfort zone to explore new things.

Furthermore, a large number of activities depended on communicative and constructivist approaches, in which students were divided into several groups to finish certain tasks through task-based learning activities. Visual lists, brainstorming, graphic organizers, storytelling, role-play, communicative games, reflecting on listening tasks, and presentations were also effective strategies included in the programme to enhance students' oral communication skills. On this basis, students were encouraged to work collaboratively and practise what they had learned before.

Moreover, students were encouraged to use technology, such as new learning platforms and online administrations to facilitate their learning. Students also delivered a wide range of presentations based on real-life topics, while other students tried to observe and listen carefully to reflect. Further, there were various online administrations used throughout the program, such as, Jitsi Meet video conference, Edpuzzle.com, Uquiz.com, Nearpod.com, Padlet.com, Jamboard.com, WhatsApp, and YouTube.

WhatsApp was used as a part of the BCBI program in which the students uploaded their daily records. These records included daily life conversations, such as making short stories, talking about their daily routine, asking each other various questions, and expressing their own views concerning various topics related to the program. In this sense, students practised English altogether every day to enhance their oral communication skills. WhatsApp was also used to confirm the time of sessions, send Zoom meetings' links, and provide feedback to students.

It is worth mentioning that the university also provides students with e-mails based on their IDs to create Google classroom groups. However, lots of students face many troubles in activating their academic emails. That is why the researcher searched for an alternative way that can help all students to gather as soon as possible. The link of the WhatsApp group class is:

<https://chat.whatsapp.com/FWz94BIqS8D21Iquya4Ti>

In the same vein, Jitsi Meet online platform played an effective role throughout the whole program. It created an authentic and online classroom freely without any need for signing up or using emails. Jitsi Meet supports all available clients (Windows, Linux, Mac, iOS, Android) and the users do not need to download the application because they can simply open the platform through using a web engine like Google or Mozilla Firefox. Unlike Zoom and Microsoft Teams, Jitsi Meet allows students to spend lots of time freely without any limits. For example, students can spend more than four hours continuously without logging off. Furthermore, an unlimited number of students can join altogether in one session without paying any money or sharing

any personal details. It was also used as a tool for uploading students' reflection, PowerPoint presentations, pictures, videos, and records in every session.

The researcher also made use of an online website for interactive videos called "Edpuzzle.com". In fact, EDpuzzle is a learning website that allows users to select a video and customize it by editing, cropping, recording their own audio, and adding quiz questions directly to the video stream. EDpuzzle also allows instructors to track, monitor, and grade students' progress with the videos created. For example, teachers are free to upload any video from any source (TED or YouTube) and insert open-ended questions at any point along the video. In this sense, students can answer the questions via recording voice notes. It is worth mentioning that EDpuzzle is 100% free for teachers to create and share annotated video lessons with their students.

Besides, the researcher created an online classroom for the first-year students on Edpuzzle.com so that they could watch the videos and upload their voice recordings to practice. This is the link of EdPuzzle.com class and the passcode:

<https://edpuzzle.com/open/pozpawi>

Passcode: [pozpawi](#)

In the same vein, the researcher implemented Uquiz.com to create online quizzes to enhance students critical listening skills. Uquiz is a free online quiz maker through which instructors can add pictures, videos, audios, and texts to create interactive quizzes on several topics. Nearpod is another interactive classroom tool that the researcher used to engage students by adding interactive activities to the lessons like polls, pictures, puzzles, graphic organizers, interactive collaboration boards, and game-based quizzes. In this sense, the researcher connected Jitsi Meet with Nearpod to present interactive PowerPoint Presentations and collaborate board.

Finally, the researcher used Google Forms to design the EFL university students' online survey. The EFL university students were given the link to fill in the two parts of that survey. The first part included different questions related to self-assessment

while the second part was related to course reflection. It is important to note that the online survey was designed to collect more qualitative data from students.

3.4.6 Assessment

Formative assessment boosted the ability to provide constant feedback to the students by the end of every session, allow them to be part of the learning environment, understand their own thought process, and develop self-assessment strategies. After each session, the researcher recorded students' ideas during online as well as face-to-face sessions. Also, students were asked to record audios and upload them on WhatsApp and Edpuzzle.com while talking about some given topics. All of these recordings were evaluated by the researcher, while students were given feedback about their performance at the end of every session.

The researcher gave students feedback on their oral communication without mentioning their names to be objective and not to embarrass anyone of them. At the end of every session, she clarified the good points in their performances and points which needed to be improved and corrected their mistakes, then uploaded them on the WhatsApp group created by the researcher to follow up their work every day.

3.4.7 Duration of the program

The program lasted for **seven weeks** during the academic year 2022-2023. The researcher met the EFL university students two times per week (Face-to-face and online). Besides, the researcher provided students with every day online activities to practice English language. The main target behind that was to let students practice English language as much as possible, break their fear and enhance their oral communication skills. Each face-to-face session lasted for three hours while each online session lasted for four hours as well. The total number of hours for teaching the program was 50 hours approximately.

Framework of the Program

Table 4

points out the schedule and the general plan for implementing the proposed BCBI program.

Number of Sessions	Duration of every Session	Overview of the Session	The Session's Objectives
1. Introductory session	Four hours (Face-to-Face Session)	The first session was an introduction for the research group that paves the way for all the coming sessions. The instructor started asking the students to talk about the problems they face during learning English and how they could enhance their oral communication skills. After that, the researcher applied the pretest which consisted of four parts and evaluated students' language performance according to the oral communication skills rubric. Finally, the researcher introduced the program and its objectives to the students.	<ul style="list-style-type: none"> ▪ Identify the aspects of the blended content-based instruction program and their roles. ▪ Identify the importance of oral communication skills. ▪ Describe problems they have in oral communication.
2. A Bite of Yummy	Three hours (Face-to-Face Session)	The researcher asked students to describe the picture and determined the meaning of "Fast food" from their own point of view. Also, the researcher put students in small groups to answer vocabulary bank items. Students checked their answers collaboratively, practiced saying the words and determined the stressed syllable of every word. Besides, the researcher asked students to choose one of the interesting eating habits from different cultures in their handbook, read it carefully, present it via a voice note on the WhatsApp group and mention his or her point of view. Finally, the researcher sent an online link for further practice after the face-to-face sessions. Students joined EdPuzzle.com to watch a YouTube video about "food awareness" and answer some questions.	<ul style="list-style-type: none"> ▪ Use fillers ▪ Organize thoughts in a meaningful and logical sequence. ▪ Use substitution ▪ listen critically ▪ Maintain cultural norms with respect

Number of Sessions	Duration of every Session	Overview of the Session	The Session's Objectives
3. Nothing will work unless you do	Four hours (Online)	<p>The researcher met students via Jitsi Meet online website. Then, students worked in small groups of four and the researcher asked them to look at the article about Steve Jobs and guessed the relation between the photos in the article and Steve’s life. After the discussion, every student took one paragraph which contained a part of Steve's life and summarized it to the whole group. Plus, every student presented a presentation about the following topic "A famous person you admire". After the online session, students joined Edpuzzle.com to watch a video between two people in a court and answer some questions.</p>	<ul style="list-style-type: none"> ▪ Use appropriate feedback and politely comment on others. ▪ Select appropriate words and sentences according to the proper social setting or audience. ▪ Maintain cultural norms with respect. <ul style="list-style-type: none"> ▪ Use circumlocution.
4. What’s the right job for you?	Three hours (Face-to-Face Session)	<p>Firstly, the researcher led a discussion about “Your dream job” in which students talked about the dream jobs and challenges they might face after graduation. Secondly, students watched a YouTube video of some people talking about their jobs before being refugees and obstacles they faced after leaving their homelands. Students were also asked to watch the video and put the ideas in exercise (E) in the same order the people have mentioned in the video. Thirdly, students read an article about “how to succeed in a job interview”. Every student took one tip and presented it in front of their colleagues. Finally, students joined EdPuzzle.com after the face-to-face session, watched a YouTube video of a manager interviewing a young lady, and figured out the mistakes that had occurred during the interview.</p>	<ul style="list-style-type: none"> ▪ Use intonation in conversation. ▪ Use natural flow of sentences while raising questions and discussing. ▪ Use body language, gestures, and facial expressions to grasp others' attention. <ul style="list-style-type: none"> ▪ Organize thoughts in a meaningful and logical sequence. ▪ Listen critically to analyze different topics from a new lens.

Number of Sessions	Duration of every Session	Overview of the Session	The Session's Objectives
5. Spend or save?	Three hours (Face-to-Face Session)	<p>Students were divided into groups of four and discussed the following points: advantages of online shopping, disadvantages of online shopping, advantages of face-to-face shopping and disadvantages of face-to-face shopping. Also, students looked at the three products on the reading article, which included a wedding dress, a laptop, and a necklace, tried to describe them, and guessed the story behind every product. Then, the researcher divided students into groups of three. Every student chose one product and summarized its story to the whole group. After the face-to-face session, students joined Uquiz.com to answer a listening quiz about "Are you a spender or a saver?".</p>	<ul style="list-style-type: none"> ▪ Use intonation appropriately. ▪ Listen critically to evaluate what others said. ▪ Select appropriate words and sentences according to the proper social setting. ▪ Implement substitution in conversation. ▪ Organize thoughts in a meaningful and logical sequence.
6. Are you Living an Insta Lie?	Four hours (Online)	<p>The researcher met students via Jitsi meet video conference. Students started a warming-up activity by talking about what they did yesterday and their plans for next week. Also, the instructor led a discussion about "social media" and asked students to figure out the meaning of the internet and its importance. Then, students started reading an article about "some tips to become a famous influencer" and everyone had to choose one tip to talk about. After the reading part, the instructor opened a debate about "pros and cons of using the internet" and students suggested solutions for the cons of the Internet.</p>	<ul style="list-style-type: none"> ▪ Describe cultural norms with respect. ▪ Implement correct intonation. <ul style="list-style-type: none"> ▪ Organize thoughts in a logical sequence. ▪ Use body language, gestures, and facial expressions to best convey the intended meaning.
7. Did you Have a happy Childhood?	Four Hours (Online)	<p>The researcher met students via Jitsi meet video conference. Then, the researcher led a discussion about "childhood memories". After the discussion, students read the article from "The New York Times" to find out the story behind it. After reading, the</p>	<ul style="list-style-type: none"> ▪ Use fillers in conversation. ▪ Implement circumlocution in conversation. <ul style="list-style-type: none"> ▪ Select appropriate words based on the proper social setting.

Number of Sessions	Duration of every Session	Overview of the Session	The Session's Objectives
8. A Journey of a Thousand Miles Begins with a Single Step.	Three hours (Face-to-Face Session)	<p>researcher started a discussion about education and the differences between schools in the past and now. Further, she told students that they would watch a YouTube video about three differences between schools in the past and now. Students worked in pairs to highlight the major differences between learning in the past and now and voted for the style of learning they preferred.</p> <p>Students were asked to look at the picture at the beginning of the lesson and elicit the main target behind it. Then, the researcher led a discussion about the pros and cons of travelling. After the discussion, students read an article about different traditions in different countries, and everyone was supposed to read two points and summarize them for his or her group. Finally, the researcher asked students to talk about a place they wanted to visit and use pictures to support their answers. The researcher had already asked them to prepare this topic before coming to the class. In this regard, students had to cover various points, such as the name of the place, the reason behind visiting it, and the challenges you might face there.</p>	<ul style="list-style-type: none"> ▪ Use natural flow of language while raising questions and discussing. ▪ Use body language, gestures, and facial expressions. ▪ Select appropriate words and sentences to best convey the intended meaning. ▪ Implement circumlocution in conversation. ▪ Use body language, gestures, and facial expressions. <ul style="list-style-type: none"> ▪ Organize thoughts in a logical sequence.
9. Still Living with Parents	Four hours (Online)	<p>The researcher met students via Jitsi meet. Then, the researcher led a discussion about “living alone vs living with parents” to warm students up. After the discussion, students were divided into pairs and read an article about different people mentioning whether they prefer living alone or living with their parents and why. Also, students watched a video about communication between teenagers and their parents and talked about the problem in this video. After the session,</p>	<ul style="list-style-type: none"> ▪ Describe cultural norms with respect. ▪ Listen critically to evaluate and understand what others say. ▪ Give appropriate feedback based on critical listening.

Number of Sessions	Duration of every Session	Overview of the Session	The Session's Objectives
10. Stereotypes - or are they?	Four hours (Online)	<p>students listened to a dialogue between two people talking about smartphones and answered some questions orally via Uquiz.com.</p> <p>The researcher led a discussion about “stereotypes”. After that, students were divided into pairs, watched a YouTube video about stereotypes of different countries and answered some open-ended questions related to the video. After the listening part, the researcher led a discussion about “common presentations mistakes”. In addition, students read an article about various tips for delivering successful presentations. Every student chose one point, summarized it to the whole class and provided examples to support his ideas. After the session, students joined Edpuzzle.com and watched a YouTube video entitled "this land is mine “and elicited the main message behind the video.</p>	<ul style="list-style-type: none"> ▪ Use body language, gestures, and facial expressions to best convey the intended meaning. ▪ Select appropriate words and sentences according to the proper social setting. <ul style="list-style-type: none"> ▪ Organize thoughts in a meaningful and logical sequence (introduction-body-conclusion). ▪ Describe cultural norms with respect.
11. Posttest	Four hours (Online)	<p>Firstly, the researcher met students via Jitsi Meet online website and asked them to answer part number one in pairs. In addition, the researcher told students that they would have two minutes to prepare their ideas and two minutes to speak. Secondly, the researcher divided students into groups of three and gave them three real-life situations. In That sense, every group was supposed to propose a solution to every problem and present that solution in front of the class. Thirdly, the researcher asked students to work in pairs and talk about the two scenarios presented in part number three (section A and B) within three minutes. Finally, students were required to watch a YouTube video about cultural differences and answer some questions individually.</p>	

3.4.8 Data analysis

The researcher used mixed data analysis. Firstly, the quantitative data was analyzed through using The Statistical Package for Social Sciences (SPSS 25). In this sense, SPSS (25) 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 oral communication skill and the total score of the test to verify the internal consistency of the oral communication skills, 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 (the researcher and another rater) to verify the reliability of the test.
- The differences between the participants' mean scores in the pre and post administration of the oral communication test as a whole and in each oral communication skill, using t-test for paired-samples.
- The effect size of the proposed program for the 1st year university students using Eta square (η^2).
- The effectiveness of the proposed program using Blake's modified gain ratio.

Secondly, the researcher analyzed the qualitative data that was collected from the EFL university students' responses to the course reflection, as the participants had answered several questions to measure their enhancement of oral communication skills and reflect on the course content. Moreover, the self/ group reflections that they uploaded on the WhatsApp group at the end of every session were also analyzed. Another source of qualitative data was the researcher's observation through formative and summative assessment either during the course and after administration of the post-test to evaluate the overall outcome of the program.

3.4.9 Difficulties faced during implementing the program

- At the beginning of the program, the EFL university students somewhat were hesitant and shy to talk in English. They did not have enough self-confidence and courage to speak in front of others. As a result, the researcher tried to break the ice, between herself and them and between the students themselves, from the beginning of the program. She succeeded in creating a safe, relaxing, and delightful learning atmosphere in which the learners felt free to express their views openly.
- At the beginning of the program, a large number of EFL university students were not interested in using technology to practice English language. A considerable number of them clarified that online learning is a useless tool and asked the researcher to meet them inside the college. On the other hand, students maintained that the English language must be taught face-to-face only and mobile devices will make them lazier. Thus, the researcher succeeded in convincing students that the main target behind using technology is to maximize the amount of students' interaction time and clarified the benefits of using technology before the beginning of the program.
- When students joined EdPuzzle.com, a large number of them faced lots of troubles. For example, some students tried to log in multiple times, took a lot of time to play videos, and could not be able to upload their voice notes because of the laggy Internet.
- Determining one appointment that could suit all students was not an easy matter. The main reason behind this problem was the fact that the researcher dealt with adults who had different responsibilities, such as job and family commitments. Consequently, distance learning gave us a quick and efficient way to help develop students' skills with support from instructors who understood the fact that students' personal obligations might obstruct the learning process.

- During the online sessions, the researcher as well as the students tended to open their cameras and their microphones. However, some students were distracted by how they look in front of others and some of them were totally embarrassed to show their rooms in front of their colleagues. In the same vein, some of them might live in noisy places so that they could not be able to open their microphones and speak well. In the same vein, some students had a conception that their friends would make fun of them, and they felt uncomfortable to show their standard of living in front of others. Unfortunately, the researcher discovered this point by the end of the program so that she could not find enough time to deal with this sensitive issue. Hence, the researcher suggests that future researchers and instructors should increase students' awareness and encourage them to accept others' differences before the beginning of the online sessions. **One of the students expressed his/her opinion within the online course reflection as following:**

Hello doctor, i participated in this before but i realized something, a problem that i need to tell you about and I .hope this message will find you as a few days have passed since you sent this link It's about the online lectures we always have to open our cameras and for me it makes me distracted by how do I look but some people have a bigger problem (i know them personally) it's that some people might feel uncomfortable or embarrassed to show their background (their rooms i mean) also you ask us very frequently to open the mic and some people might live in noisy streets which makes it embarrassing for them to open the mic frequently and what makes it worse that some of their colleagues might live in much fancier and calmer places which makes it more embarrassing to them. I know you have a certain point in asking everyone to open the cameras and mic but I hope you will put this into consideration and not embarrass anyone especially that in Ramadan everything will be online so they will go through this many times. Thank you in advance

- EFL university students at the Faculty of Business Technology had a practicum during the second term. Their practicum lasted for one week and the researcher could not be able to meet them face-to-face. As a result, online learning was convenient

and provided students with the opportunity to learn while still working and growing professionally.

- The researcher tended to provide feedback to every student privately and then provide general feedback to the whole research group via the main WhatsApp group. Unfortunately, the researcher took a lot of time to reach every student and reply to his or her questions. Furthermore, the researcher had to repeat the same comments again via the main WhatsApp group.
- Top management at the CIC shifted all the sessions and lectures from face-to-face to online during Ramadan. Thus, the researcher had to conduct the posttest online via the Jitsi Meet website and contact students after Iftar.
- Some students had bad internet connection which made them unable to attend all online meetings. Thus, the researcher uploaded the recorded online sessions on Google Drive application to make them cover the main points of every session which they missed.

Chapter Four

Analysis and Discussion of Results

Chapter Four

Analysis and Discussion of Results

This chapter presents the quantitative and qualitative analysis of the study data. It presents the results discussions and interpretations of the study findings.

4.1 Quantitative Data Analysis

4.1.1 Results of the Pre-Posttest Findings

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 oral communication skills 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-administrations.

Table 5

t-test Results for the Significance of Differences between the Participants’ Mean Scores on the Pre and Post Oral Communication Test as a Whole

performance	mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
	pre	post	pre	post			
Overall score of the oral communication skills	17.03	38.57	3.77	2.16	28.420	0.00	0.965

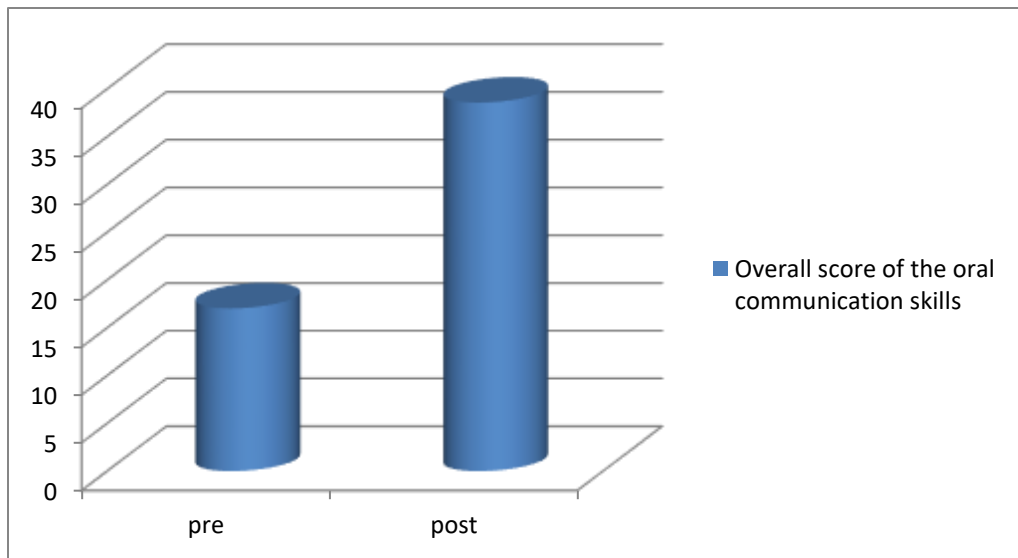
Table 5 shows that the participants’ mean scores in the post administration of the oral communication test as a whole were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in oral communication skills as a whole as a result of the proposed program. In addition, the standard deviation of participants’ scores in the post administration of the oral communication test as a whole was lower than that of the pre administration. This indicates the improvement of the participants’ level in oral communication skills 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 oral communication 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 pre and posttest administrations concerning oral communication skills as a whole in favor of the posttest scores.

The following chart shows the significance of differences between the participants' mean scores on the pre and post oral communication test as a whole:

Figure 3

The significance of differences between the participants' mean scores on the pre and post oral communication test as a whole



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:

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

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 figure 3, it is clear that the calculated effect size regarding oral communication skills as a whole, expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the use of blended content-based instruction (BCBI) is highly effective in enhancing the EFL university students' oral communication skills as a whole.

4.1.2 Results of the Second Hypothesis

The H02 states that “there is no statistically significant difference between the study participants’ mean scores on the pre and post administration of the test in each oral communication skill”. 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 shows this:

Table 6

t-test Results for the Significance of Differences between the Participants' mean scores on the pre and post administration of the test in each oral communication skill.

The test was conducted on a group of first year EFL university students (n=30) with (16) degrees of freedom.

Skills	mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
	pre	post	pre	post			
Strategic competence	8.03	17.57	1.99	1.63	20.429	0.000	0.935
Sociolinguistic competence	2.97	7.00	0.91	0.85	18.587	0.000	0.923
Discourse competence	3.17	7.13	0.95	0.86	17.448	0.000	0.913
Paralinguistic competence	2.87	6.87	0.78	0.58	20.234	0.000	0.934

Table 6 shows that the participants' mean scores on the pre and post administration of the test in each oral communication skill were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in each oral communication skill as a result of using blended content-based instruction.

In addition, the standard deviation of participants' scores in the post administration of the test in each oral communication skill was lower than that of the pre administration. This indicates the development of the participants' level in their ability of each oral communication skill after teaching the proposed program.

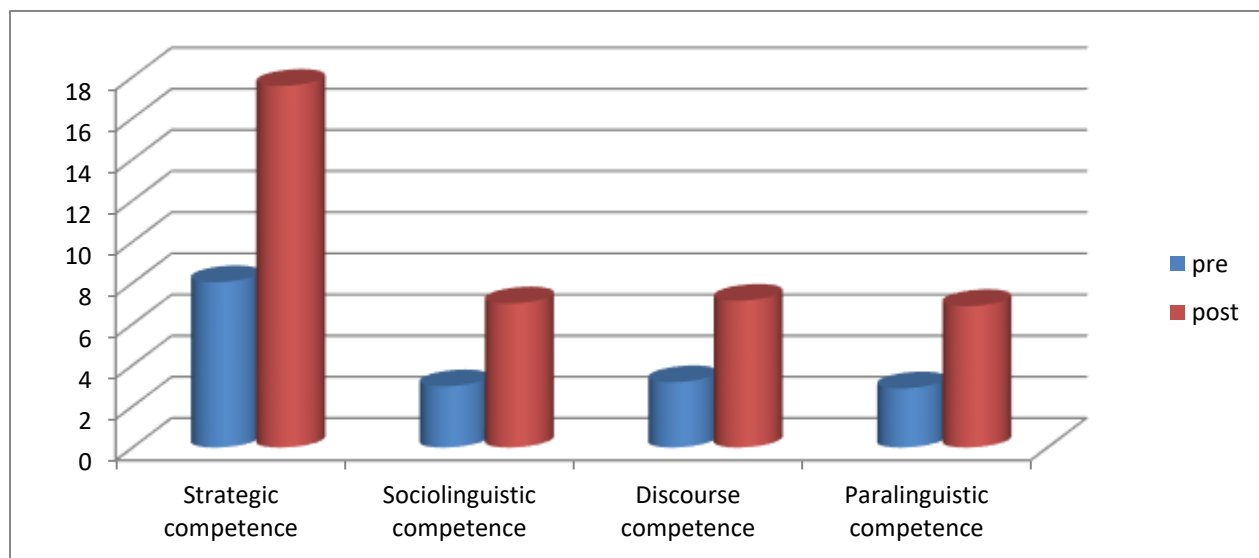
The table also shows that the significance level (sig.) regarding the pre and post administration of the test in each oral communication skill in favor of the post administration is less than (0.01). This indicates that there is a statistically significant difference at the (0.01) level between the mean scores of the study participants on the pre and post administration of the test in terms of the enhancement of the participants' each oral communication skill 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 pre and posttest administrations concerning each oral communication skill in favor of the posttest scores.

The following chart shows the significance of differences between the participants' mean scores on the pre and post administration of the test concerning each oral communication skill:

Figure 4

The significance of differences between the mean scores of the study participants on pre and posttest administrations concerning each oral communication skill in favor of the posttest scores.



From figure 4, it is clear that the calculated effect size concerning each oral communication skill expressed by the Eta squared, is higher than (0.232), which is a very large effect size. This indicates that the use of blended content-based instruction (BCBI) is highly effective in enhancing each oral communication skill for the first year EFL university students at the faculty of business technology.

4.1.3 Results of the Third Hypothesis

The H03 states that “Study participants will not be satisfied with the proposed program based on blended content-based instruction (BCBI)”. In order to verify this hypothesis, an online survey was conducted after applying the proposed program based on blended content-based instruction (BCBI). The results of the descriptive statistical analysis of the means, standard deviations, frequencies, and ratios for all items of the questionnaire subscale were calculated. In addition, the five-point Likert scale used in the study was considered and presented as follows:

very satisfied (5), satisfied (4), neutral (3), dissatisfied (2),
 very dissatisfied (1)

Accordingly, the values of the arithmetic averages that were reached from the study are presented as follows:

Table 7

The results of the standard deviations, frequencies, and ratios for all items of the questionnaire

Arithmetic Average	Direction	Relative Index of Inequality
From 1 to 1.80	very satisfied (5)	Low
From 1.81 until 2.60	satisfied (4)	
From 2.61 until 3.40	neutral (3)	Average
From 3.41 until 4.20	dissatisfied (2)	High
From 4:21 until 5:00	very dissatisfied (1)	

Table 8

The descriptive statistics of the participants' overall evaluation of the blended content-based instruction program. The number of participants is 27 male and female EFL university students.

Item	V. satisfied		satisfied		undecided		Dis Sat.		V. Dis Sat.		Mean	Percent (R II)	Result
	N	%	N	%	N	%	N	%	N	%			
1	21	70.0	6	20.0	0	0.0	0	0.0	0	0.0	4.78	95.6	V. satisfied
2	17	56.7	10	33.3	0	0.0	0	0.0	0	0.0	4.63	92.6	V. satisfied
3	23	76.7	4	13.3	0	0.0	0	0.0	0	0.0	4.85	97	V. satisfied
4	23	76.7	4	13.3	0	0.0	0	0.0	0	0.0	4.85	97	V. satisfied
5	24	80.0	3	10.0	0	0.0	0	0.0	0	0.0	4.89	97.8	V. satisfied
6	21	70.0	6	20.0	0	0.0	0	0.0	0	0.0	4.78	95.6	V. satisfied
7	23	76.7	4	13.3	0	0.0	0	0.0	0	0.0	4.85	97	V. satisfied
8	23	76.7	4	13.3	0	0.0	0	0.0	0	0.0	4.85	97	V. satisfied
9	18	60.0	9	30.0	0	0.0	0	0.0	0	0.0	4.67	93.4	V. satisfied
10	22	73.3	5	16.7	0	0.0	0	0.0	0	0.0	4.81	96.2	V. satisfied
11	22	73.3	5	16.7	0	0.0	0	0.0	0	0.0	4.81	96.2	V. satisfied
12	23	76.7	4	13.3	0	0.0	0	0.0	0	0.0	4.85	97	V. satisfied
13	22	73.3	5	16.7	0	0.0	0	0.0	0	0.0	4.81	96.2	V. satisfied
14	22	73.3	5	16.7	0	0.0	0	0.0	0	0.0	4.81	96.2	V. satisfied
15	21	70.0	6	20.0	0	0.0	0	0.0	0	0.0	4.78	95.6	V. satisfied
16	24	80.0	3	10.0	0	0.0	0	0.0	0	0.0	4.89	97.8	V. satisfied
17	23	76.7	4	13.3	0	0.0	0	0.0	0	0.0	4.85	97	V. satisfied
18	23	76.7	4	13.3	0	0.0	0	0.0	0	0.0	4.85	97	V. satisfied
19	21	70.0	6	20.0	0	0.0	0	0.0	0	0.0	4.78	95.6	V. satisfied
The general direction of the questionnaire as a whole											4.81	96.2	V. satisfied

As shown in table (8) above, participants expressed their satisfaction of the blended content-based instruction program. However, some students could not answer the online survey due to their preoccupation with midterm exams. Participants' perception of the proposed program is higher than (4.20) which indicates that all items of the questionnaire were strongly achieved.

As an illustration, participants' perception of the blended content-based instruction program as a provider of enjoyable learning environment and lessened their anxiety towards speaking (**item number 16 in the survey**) took the highest mean score (4.89). Furthermore, participants' view of the program as beneficial for them to speak without prior preparation (**item number 9 in the survey**) had the least rank with the mean score of (4.67). This indicates that the least item in the survey was 93.4% and most of the participants' response to this item was "strongly achieved".

Overall, 96.2% of the students in the research group responded to the online survey as "very satisfied". This means that the H03 should be rejected. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that participants were satisfied with the proposed program based on blended content-based instruction (BCBI).

4.1.4 Measuring the Effect of Using Blended Content-Based Instruction in Enhancing EFL University Students' Oral Communication Skills

Although the effect size was very large in the previous tables indicating the effectiveness of the proposed program in enhancing the first year EFL university students' oral communication skills at faculty of business technology, Blake's modified gain ratio was also used (Abd El-hameed, 2016, p.297) through the following mathematical formula:

$$CEG_{ratio} = \frac{M_2 - M_1}{P - M_1} + \frac{M_2 - M_1}{P} + \frac{M_2 - M_1}{M_2}$$

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 $1 \leq$ (MG) < 1.2, then the program is of average effectiveness.

If $1.2 \leq$ (MG), then the program is effective.

Table 9 shows the value of Blake's modified gain ratio:

Table 9

The Study Participants' Mean Scores on the Pre and Post Oral Communication Test and Blake's Modified Gain Ratio

Performance	Full Mark	Mean scores		Ezzat correct Gain Ratio	Significance
		Pre M ₁	Post M ₂		
Oral Communication Skills as a Whole	44	17.03	38.57	1.85	Significant

From table 9, it is clear that the calculated Balk's Modified Gain Ratio regarding oral communication skills as a whole equals (1.85), which is higher than (1.2). This indicates that the proposed program is effective in enhancing the 1st year EFL university students' oral communication skills at faculty of business technology. Hence, it can be concluded that the proposed program based on blended content-based instruction (BCBI) has a positive effect on enhancing the first year EFL university students' oral communication skills. Consequently, the third study question is answered, which states: To what extent is the blended content-based

instruction (BCBI) program effective in enhancing EFL university students' oral communication skills?

4.2 Discussion of the Quantitative Results

The results of the study showed that the participants' oral communication skills were enhanced as a result of the proposed program. 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 oral communication test as a whole and regarding each oral communication skill in favor of the posttest mean scores. This indicated that the participants' oral communication skills were enhanced after being taught using the blended content-based instruction program. This may be due to the following reasons: blended content-based instruction allowed the participants greater and richer opportunities to establish connections between the language classroom and the real-world language contexts and encouraged them to speak using the target language all the time as they felt more confident talking about familiar topics.

Participants' real-life experiences and their everyday life practices were transferred to the online as well as the face-to-face classroom environment through authentic tasks and realistic activities in which language users were involved to use real world language orally in real world scenarios inside and outside the classroom. Through these authentic tasks, materials and activities, participants learned how to use English implicitly to construct meaning, visualize, reflect, inquire, analyze, discuss, express their opinions, and exchange their thoughts, ideas, beliefs, or preferences. This is in agreement with the results of the studies of Yu & Du (2019) who concluded that the use of blended content-based instruction supported students to overcome the difficulties and complexity that affected the development of their communicative competence.

Furthermore, all of the topics presented to the participants were selected and designed based on a needs analysis interview applied beforehand to determine the

common topics participants were interested in. This increased students' motivation to take part in the activities and discussions using the language, which in turn fostered their oral interaction. This was mainly because their needs and interests had been considered.

Not only were the participants 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. (2017) and González-Lloret (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 in the program, that were, videos, newscasts, newspapers, movie clips, Ted Talks, online articles, political/editorial cartoons, etc. were culturally and linguistically rich.

Incorporating face-to-face as well as online tools stimulated participants to become responsive and interactive with the themes being discussed and triggered their 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, activated participants' prior knowledge, which enhanced both their construction of knowledge and reflection of knowledge processes, and encouraged participants to think together to explain their interpretive comments.

Finally, one significant aspect that had a positive effect on participants' oral communication skills was the one related to collaborative work. Pair, group, and individual work were used to encourage participants to use the language. In this sense, participants helped one another and reflected on one another's work. 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

4.3 Qualitative Data Analysis regarding the targeted oral communication competencies.

The following qualitative data was derived from different sources:

- Reflections on students' performance, which was recorded by the researcher.
- The researcher's observation of students' oral communication throughout the period of the program.
- Analysis of the participants' feedback after every session.
- Students' responses to the online survey after the implementation of the Blended Content-Based Instruction program.

The program sessions greatly affected the students' oral communication skills. Throughout collecting and presenting qualitative data, the researcher could reflect on the exceptional teaching experience of the Blended Content-Based Instruction Program and present a clear description of how the participants perceived it.

It is worth mentioning that throughout the program, the EFL university students practiced several oral communication competencies which were listed and determined beforehand. Following are the oral communication competencies and a qualitative analysis of how they were enhanced via the program:

4.3.1. Strategic Competence

BCBI gave students the sense of responsibility towards their autonomy and effectively engaged students in a process whereby they attempted to work collaboratively to solve problems by sharing their understandings to come to a solution and reflecting their knowledge and skills to reach that solution instead of just working alone. Furthermore, the implementation of technology paved the way to innovate the teaching of oral communication using relevant contexts and expose students to authentic input.

However, it is important to highlight that at the beginning of the program students did not like the idea of working in groups or pairs as they thought that other students would make fun of them, or that more daring students would talk most of the time. In this sense, the researcher created a relaxing atmosphere where all answers must be appreciated and accepted. The researcher even managed to provide positive feedback to every student who tried to exert effort and participate. This helped students express their ideas freely afterwards without being afraid. Some students expressed their own views in the online survey and expressed their oral communication enhancement as follows:

“Stay as kind and supportive. You are a wonderful instructor and very supportive.”

“Keep going Dr. Israa , and we will always support you like you support us.”

“Keep going with the same spirit.”

On the other hand, the researcher intended to implement online learning to increase students' learning time. However, when the researcher suggested the previously mentioned idea during the introductory session, most of students were not enthusiastic and refused the idea completely even before listening to the researcher. Some students said:

“We already practiced online learning and the tablet system in Thanawya Amma and it's a failure system.”

“Oral communication cannot be done online.”

“Most of us had bad internet connection, we can't do that.”

“Try to use any other way, rather than online learning.”

Furthermore, most of them believed that their colleagues would make fun of their answers and felt afraid of bullying. However, the researcher intended to raise their awareness via talking about the advantages of online learning. The researcher mentioned that online learning would go hand-in-hand with face-to-face learning, and they would not fully depend on it. Besides, the researcher convinced them that online learning would

be beneficial as most of them run their own business and could not find enough time to meet the researcher in college.

During the first two weeks of the program, some students could not use EdPuzzle.com, Padlet.com, Google Arts and Culture, Jitsi Meet, and Uquiz.com. Students tended to complain and sent a wide range of messages to the researcher, asking her for help. Further, some students did not even like the idea of opening their cameras and microphones on Jitsi Meet or sending voice notes on the WhatsApp group. Besides, some students tended to use Arabic in breakout rooms on Jitsi Meet.

After one month, most of the previously mentioned problems vanished. Students were accustomed to online learning and were able to use the previously mentioned websites without any troubles. In addition, the researcher modified some points in the proposed program based on BCBI and added more interactive videos and games to grasp students' attention. The researcher also tried to divide students' work and send a short activity everyday so that students could take five to ten minutes practice English to enhance their oral communication and follow-up their progress continuously.

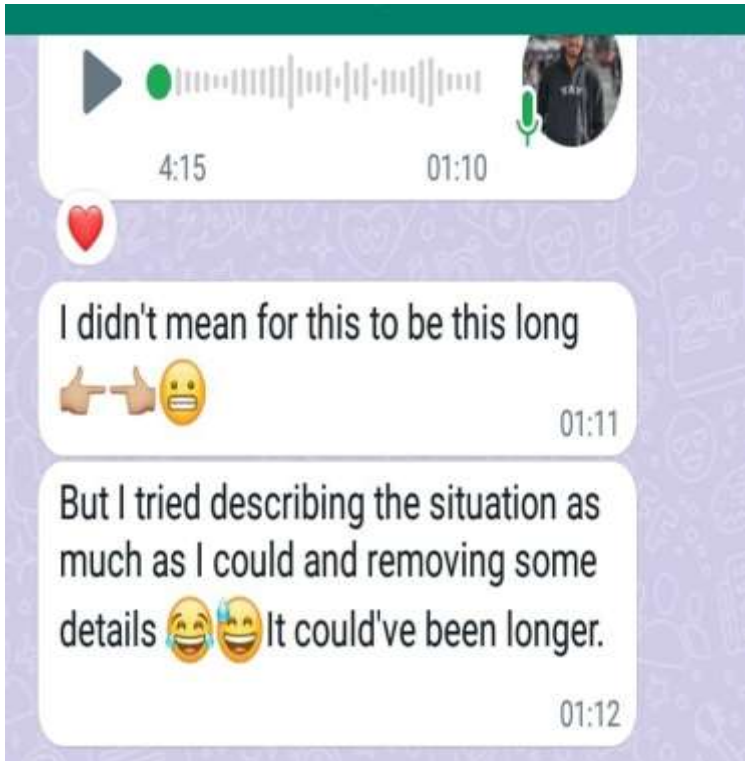
By the end of the program, most students were able to give online presentations, present their ideas freely when dividing them into breakout rooms on the Jitsi Meet online application, and open their microphones willingly to give feedback, give examples, accept, or refute ideas without the researcher asking them to do that. That transformation was clear throughout the course period, and there were many quotes from students' responses on the online survey that clarified that, for example:

“I think English is the language that suits technology the most. It's a global language, it's the language in which most of the research are done with and everything is called in an English word or name so if we talked about technology in another language, we would still have to use English names in our speech.”

“I think that it is very beneficial. As most of the term was not on campus ,you tried to ease the way of learning through online lectures and quizzes. So, thank you!”

“Well, it's very good cause it's related to our major.”

Besides, the researcher designed a speaking prompts activity to enhance their critical listening as well as the art of giving feedback to one another. The researcher uploaded a wide range of pictures that contained a message to urge students to choose one picture and create a story about it. In this sense, students provided feedback to each other on the WhatsApp group after listening to each other's stories, as follows:



Some students tended to say “قصدني”, “ممکن”, “يعني”, “حاجه زي كذا”, “ماشني”, instead of using fillers. When the researcher asked them to use effective fillers to link their ideas, some students determined that using fillers would be a waste of time. However, the researcher used PowerPoint to provide different examples of sentences which contain fillers and compared them with others which do not contain any fillers to enhance students’ awareness. Also, the researcher elicited from other students the main reason behind using fillers, such as stalling time and grasping other’s attention, and organizing thoughts.

To deal with the previously mentioned problem and remind students with the use of effective fillers, the researcher tended to hang flashcards which contain fillers on the wall before the beginning of every face-to-face session. In this sense, students were able to use less Arabic words and use hesitation phrases, such as “err” and “aaa”. Further, students were able to use fillers to link their ideas, grasp others’ attention, avoid being silent suddenly in the middle of their speech, and avoid relying on notes. All of that was apparent when the researcher asked them to give a mini presentation about “examples of bad behavior that people do every day and how to overcome every one of them”. Students expressed their ideas and used fillers as following:

"Unfortunately, gossip spreads so fast, and many people commit suicide because of that. I believe that parents should teach their young children from the very beginning not to gossip or even tell a lie. If you don't have something good to say, just keep silent, and that's it."

"We can find racism everywhere. For example, the majority of students hate others because of the color of their skin. Even some teachers think that some students are stupid and don't want to learn because of the color of their skin, which can affect their educational success."

"Smoking increases the risk of dying because of Cancer. I totally believe that quitting smoking is one of the most important actions people should take to

improve their health. Of course, it's hard to quit it, but that would change your lifestyle."

"Personally, I don't like being surrounded by animals, but I feel sorry for them because of human abuse. We don't have the right to kill animals just because we don't like them."

At the beginning of the program, a wide range of students tended to believe that their English level is terrible, and their English level would not improve. Furthermore, the participants complained about some points that hindered their listening, such as quickly forgetting what is heard, not recognizing the words they know, and lacking control over the speed at which speakers speak. Consequently, students answer most of the listening questions in the wrong way.

Thus, the researcher managed to implement at least three online listening exercises per week and provided feedback to all students on the WhatsApp group to urge them to practice critical listening continuously. At the beginning of the program, students tended to leave some questions empty without any answer. Further, some students could not be able to evaluate the content of the listening task, they provided very short answers to the open-ended questions and were unable to provide their own point of view on various listening topics. For example, one of the listening questions on Uquiz.com was "If you could choose between being rich and sad or being poor and happy, which one would you choose and why?", some students did not say the reason behind their choice, as following:

Q7. If you could choose between "being rich and sad" OR "being poor and happy", which one would you choose and why?

Answered in 67 seconds

 Poor and happy

Using BCBI contributed to enhance students' critical listening. The researcher offered a wide range of videos and listening activities that tackled real-life problems, such as a YouTube video about some teenagers who stopped using social media for six months and discussed their impressions and obstacles they faced during this experiment. After watching the video, the researcher led a discussion about pros and cons of social media to generate more ideas.

In this sense, students became active listeners, evaluated the strengths and weaknesses of the content, engaged in various conversations without being afraid, and followed along with what was being said. This involved not only listening to the words and the emotions behind them but also making sure they understood what was being said. The participants' responses proved that the implementation of BCBI motivated them to think differently in answering various questions and encouraged participants to generate more inquiries and think outside the box, which contributed to the development of their oral communication skills.

The following example was taken from an online listening activity that was about a YouTuber who travelled to Spain and showed the major differences between her country and the Spanish people. One of the students added her own point of view and expressed various details, such as the following:

"The first culture shock is greetings. In Spain, people tend to kiss each other instead of shaking hands. To be honest, this is not surprising to me because in Egypt we do the same. I think that some people in the USA or the UK consider that behavior absurd because they are not accustomed to this kind of greeting, and we have to accept that difference."

Other examples were taken from an online listening activity in which students listened to a man who wanted to travel to Germany to meet his girlfriend. In this sense, students elicited the upcoming problems that he might face during his journey and whether he would marry his girlfriend or not. Students criticized the content of the dialogue, as follows:

“It is generally not a good idea as people's personalities and whole identity on the internet can turn out to be much different from how they are in real life. If you've met this person in real life as well after meeting them on the internet and interacted with them in the real world enough to know a lot about them, it would be alright in that case but otherwise I would say in my opinion it's not a good course of action.”

“First of all, I believe that I can marry someone from the internet because we will have known each other for a long time then we have to meet to formalize and consummate the marriage for it to be legal. Also, there are so many couples who met online and subsequently married. Everyone now can use online to find their partners and meet new people.”

“Definitely not, I will never marry someone I know from the internet cause people use fake photos on the internet. For example, you may talk to a man and his pictures shows he is tall, brown eyes and fit but in reality, he is short, green eyes and he doesn't take care of his own personal health. So, I will never marry someone from the internet because they aren't trustworthy.”

At the beginning of the programme, students could not express their opinions with reasons or refute opposing ideas. However, with the progress of the course, students' oral communication skills developed, and they could mention details to support their opinions. For example, students talked about their dreams and countries that they would like to visit by the end of one of the online listening activities. This can be elicited from the following:

“Turkey is number 1 on my list and I'm dying to visit this place. This is one of the most beautiful places on earth, especially Cappadocia. I think I'm dreaming about Cappadocia every day, lol. Also, Istanbul, Izmir and Antalya cities in Turkey are amazing.”

“I would like to travel to either Europe or Japan, preferably Japan. Both of these places have a very rich history and are prospering countries with a lot of things and areas to explore. I mainly would like to visit Japan though for multiple reasons, some of the being the beautiful and deep culture it has as well as the extremely nice people.”

“I want to travel to the USA so that I can improve my English language by talking to Americans there as well as I can get a good job to improve my quality of life, have a job, earn good salary and explore the country's culture.”

4.3.2. Sociolinguistic Competence

Sociolinguistic competence (SC) is an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately. In fact, SC empowers learners to co-construct new paradigms through communication and helps foreign language learners achieve a greater understanding of the nature of language along with the understanding of the nature of society.

At the beginning of the program, each participant was acting as an individual rather than as a part of a team. That is to say, each one was concerned only with him/herself in avoiding committing mistakes. Besides, when the researcher implemented various debates to encourage students to speak, provide them the opportunity to explore real-world topics and discuss multiple perspectives on an issue, the researcher discovered that a small number of students shared their points of view and a larger group of more quiet students faded into the walls.

When the researcher asked students to suggest an alternative title for a YouTube video about “food waste”, for example, a large number of students were not able to interact or suggest a title for this story. Besides, some students were afraid of criticism and thought that their suggested titles would be absurd. Also, when the researcher led a discussion about “pros and cons of online shopping”, some students were unable to defend their ideas. For example, students kept saying “I agree” or “I disagree with this idea” without saying any reasons or providing examples to defend their ideas.

It is worth mentioning that during debates, some students kept interrupting others, did not leave a space for them to express their views, and could not choose words based on the proper social setting as they kept saying "I don't think so", "I disagree with you" or "this is nonsense." Nevertheless, after being exposed to more than one session of the program, participants became more supportive to one another, practiced the art of listening to each other and respecting others' diversity which affected their sociolinguistic competence.

BCBI takes the benefits face-to-face meetings as well as the of the portion of online courses such as blogs, online quizzes, interactive games, and online videos so that students can be actively engaged in learning, elaborate ideas and construct them in line with the topic discussed. The implementation of up-to-date topics and authentic tasks urged students to interact, identify how language is actually used in rapid casual speech, formulate more meaningful ideas appropriately and organize their thoughts logically in a well-configured way that achieves the intended meaning. Following are some examples of the participants' performance:

First, the research asked students to make presentations about a place that they would like to visit, things they wanted to do there and kinds of food that they wanted to try. The researcher intended to give students enough time to prepare for that activity in order to practice English at home and organize their thoughts beforehand. In addition, the main target behind that activity was to train students in how to search for information, how to use accurate words based on the proper social setting and practice the art of listening to each other. During this session, the researcher found out that students started using pictures to support their ideas although she did not ask them to do that.

Also, the researcher noticed that students did not rely on notes because they had already prepared their presentations beforehand. Although the researcher struggled at the beginning of the program to urge students to provide their feedback to each other, some students started commenting on others' presentations or asking for clarification after being exposed to the program. In the same vein, presenters themselves replied to their colleagues' queries without any help from the researcher. Following are some examples of the participants' presentations:

"So, the place that I'd like to visit is Spain because my father lives there and the place is extremely beautiful. I'd like to show you some photos taken by him. to clarify how beautiful the country is. By the way, I'd like to explore many places with him and try different kinds of food, such as Paella and Pisto. Also, I'd like to stay there with my dad forever and never come back to Egypt again. Finally, the only problem that I may face there is the language because they adore their language and never speak English."

"Italy is one of the most beautiful countries that I want to visit. Above all, I studied Italian language for a year so I could deal with people. They also have delicious food, such as pasta alfredo and pizza di Napoli. I'd love to go there but I think I would come back to my country because I really love my family and could not stay alone for a long time without them."

"If I could travel to a place, I'd choose Switzerland. I'd choose it because of the amazing mountains, villages, and lakes. Also, it's a calm place so that I can relax and have fun, especially in the countryside. I'd like to travel to many places there like the Lindt Home of Chocolate to taste the chocolate for free, Zermatt, Grindelwald and Bellin zona. I have been learning German for three years so I could deal with people without any problem. Definitely, I'd come back to my country because of my family as I could not leave them for a long time."

"I'd to travel to Bali. A Trip to Bali will not be completed without lying around the pool. Also, I'd also try different things, such as eating different fruits, having fun with my friends, and meditating as well."

On the other hand, the researcher led an online discussion about a real story of a two-year-old Filipina girl who died because she stuck a metal spoon into the socket while her mom was preparing her lunch. In this sense, students commented on this event and judged the mom's attitude and whether she was guilty or not. Following are some examples of the participants' performance:



"I'm not in a perfect position to judge the mother. Also, I cannot blame the mother because she would live all her life with the guilt of losing her child. I think that we cannot say that she was 100% responsible for what happened. She was preparing her food."

"At the beginning, I thought that she was not responsible for what happened. However, after listening to my friends' ideas, I changed my mind. The mother had to take care of her child, under any circumstances."

"Definitely, the mother neglected her child. So, she is responsible for what happened. You can't leave a child for a long time because she would make disasters."

In the same vein, participants showed commitment in more than one respect. Most of them insisted on coming before the beginning of the session to practice and prepare their ideas. Moreover, they showed interest in knowing their mistakes to learn from them, and that is why they asked the researcher from the early beginning for a clear performance evaluation to enhance their oral communication skills.

4.3.3. Discourse Competence

Throughout the BCBI activities, the EFL university students' capacity to express themselves coherently and organize their thoughts were greatly apparent. Students started to feel confident and tried to overcome their fear of making mistakes while expressing their ideas and illustrating their visions. Moreover, they tried to avoid repetition of unnecessary words during giving presentations and providing a rationale for their opinions. That was evident in the participants' oral communication 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 oral communication pre-test (part three), when asked to talk about every topic in front of the class, most of the participants were unable to organize their thoughts, work in groups or provide details to express the scene. Also, it was noticed that the participants were struggling to generate ideas expressing themselves and their childhood memories as well. There was little or no variety in sentences and some of them were unclear. For example, some of them tended to say “I don’t know” or “I can’t remember” as a kind of escaping from the questions. Following are examples of some participants' performance in response to the pre-test (part three):

“I love my laptop because I use it every day.”

“I love my PC because it has many online games”

“I don’t have a specific childhood memory and I can’t remember something right now.”

At the very beginning of the program, participants could not express themselves effectively or share their thoughts with one another. During one of the pre-task activities, participants were asked to do a “walkabout” about the pros and cons of fast food. In this sense, participants had to walk around the classroom to engage with each other, share information, organize their thoughts, and provide examples. Following

are examples of some participants' performance demonstrating their poor and limited ability to demonstrate discourse competence in response to this pre-task activity:

“I think fast food is dangerous because it is not clean, and you can't make sure if the man washed his hands or not.”

“Fast food is tasty and not expensive.”

“For fast food, people can eat it so fast without any effort and it's very delicious.”

“Fast food has many good ingredients, and it is cheaper than homemade food.”

As a common noticed feature of the participants' samples, most of their oral responses were short, vague, and not expressive. 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.

Besides, students could not produce reasoned analysis and hardly created new understanding. This led to a lack of natural flow and poor elaboration of ideas. In the same vein, 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. In addition, some participants repeated the word “okay” and the word “yes” 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, 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 BCBI program and after

implementing the various online and face-to-face activities. For example, participants were exposed to a speaking activity called "speaking prompts". In this sense, students had to choose one of the photos that the researcher had already sent on the WhatsApp group. Then, every student should create a short story about the photo he/she selected and suggest a title as well. Finally, students shared their stories via voice recordings on the WhatsApp group and provided feedback to each other.

The previously mentioned task provided students with rich opportunities for creative use of language. Students clearly addressed the topic, justifying their opinions and providing relevant thoughts and expressive examples to develop their ideas for oral communication. Besides, participants made a good choice of precise words and expressions that were closely related to the topic and directly to the point. Further, they could also produce more coherent sentences using more complex structures. Below are some examples and screenshots of some participants' stories:

Story number one

"The Moon"

"A child was born in the countryside and his father used to take him every day to his work. One day, the child saw something in the sky. He wanted to know what this big white circle in the sky was. He did not want to ask his family because he wanted to show them, he knew everything. One night, he took a ladder, a rope, and some water. Then, he started climbing but finally he realized that he could not touch this big thing. Then, he went to school and asked his teacher about that, and his teacher told him that was a moon. He kept reading more and more about it. Finally, the child went to the college of space technology to achieve his dreams and discover the world of the moon."

Story number Two

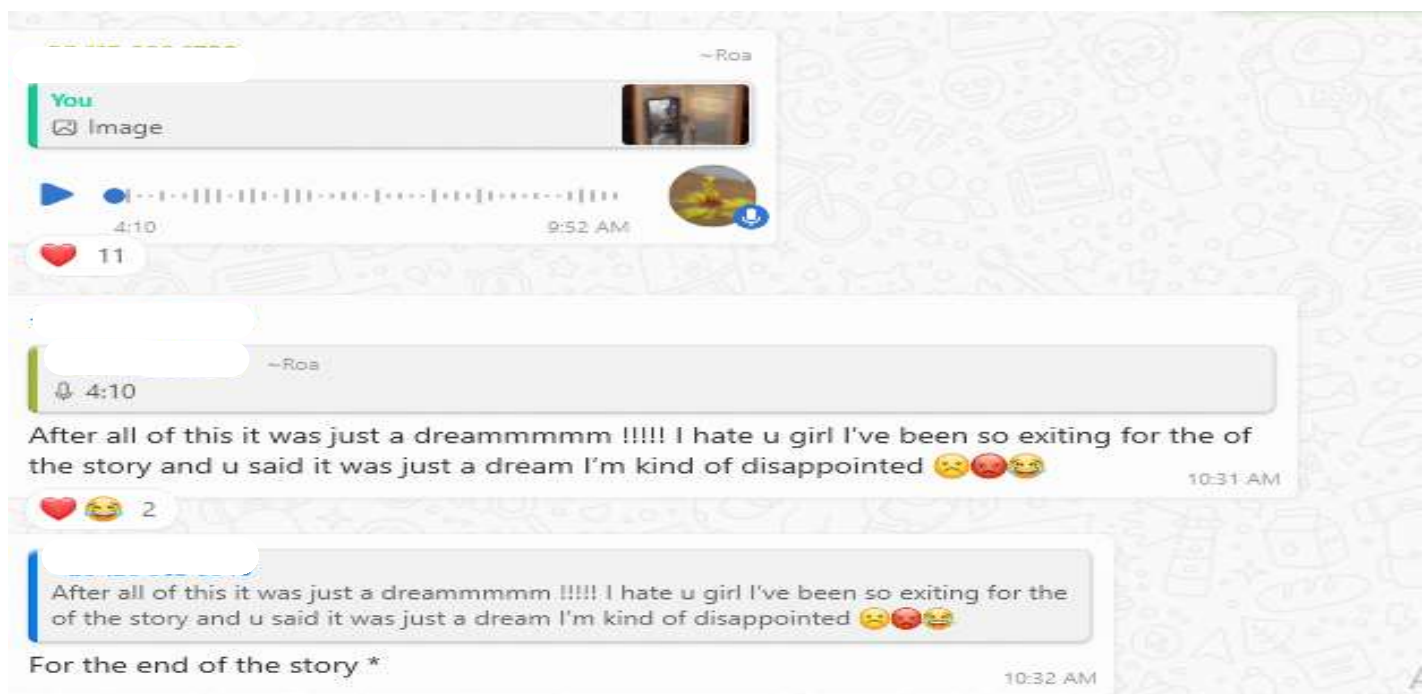
"The Girl and the Monster"

One day, a five-year-old child who lived with her family and had many siblings moved from one house to another and tried to spend her first day in her new room. She tried to sleep but she couldn't. Suddenly, she saw two big hands moving under her bed. She screamed and her family entered the room. They couldn't find anything,

and her mom tried to calm her down. Then, every one of them went to sleep again. But the girl couldn't sleep easily. She started hearing the same voice and seeing the two hands again. So, she decided to go to her parent's room and sleep there. She kept doing that for several nights. One day, her family went out and she had to stay alone in the house. She went to her room and tried to convince herself that her parents were right and there was nothing in the house. So, she decided to sleep in her room without being afraid. At night, everything seemed normal. However, the monster came back, and she opened her eyes and felt that there was something abnormal in her room. She was right. The monster was sleeping next to her. The monster asked her to be friends. She tried to touch him, and he didn't do anything to her. They started chatting together and became best friends."

Story number Three **"Not Responsible"**

"Once upon a time, a small family lived in a quiet city. The family consisted of three people: a mother, a father, and a young child. The parents left the child most of the time alone as they were busy with their business. They just gave him a teddy bear to distract him. The child believed that the teddy bear loved him and listened to him more than his family. One day, the parents went out with their friends and left the child alone. Despite the young age of the child, he decided to take the teddy bear, leave his fake family, and not to return again."



~Ramez Mohamed

4:47 PM

0:06 4:47 PM

12

~Abdelaziz Moataz

+20 127 794 8689 ~Ramez Mohamed

1:04

Creative 🥰🥰🥰🥰❤️

4:52 PM

Hello, everyone! 3:02 AM

Last lecture's presence will be taken differently. We're going to start a new discussion and students' participation will be recorded in the attendance sheet. 3:03 AM

3:03 AM 3:04 AM 3:04 AM

3:04 AM 3:04 AM 3:04 AM

+9

I'd like you to choose (ANY PICTURE) and Create a story about it. 💜 Suggest a title for your innovative story. 🤔 3:05 AM

~Bety

0:01 4:27 PM

14

WRITING PROMPT wejaycast.tumblr.com

4:27 PM

~Ziad Wahdan

0:01 4:22 PM

1x

Forwarded

4:23 PM

As noticed from the participants' samples, they produced effective stories and expressed outstanding ideas. In addition, they organized their thoughts, justified their opinions, and presented expressive examples to develop their ideas for writing. They did a great job, which demonstrated their ability to express their thoughts freely and clearly and to reflect upon each other's ideas and preferences. Besides, they enjoyed the process of creating short stories and exchanging their fruitful experiences on the WhatsApp group.

4.3.4. Paralinguistic Competence

Paralinguistic competence can help listeners interpret the true meaning of the message and thus overcome these filters; thus, aiding the listener in determining whether or not they believe what they are hearing and if they accept it as palatable. Goman (2018) confirms that good body language should support the spoken word and that business professionals often overlook this fact as well as the importance of a good vocal tone, the paralinguistic cue of sonority, in presentations.

At the beginning of the program, the researcher noticed that students were unable to use proper body language to convince others and mirror their thoughts. For example, students kept rubbing their hands together, crossing their arms, not making eye contact with others, not smiling enough, shaking their legs, and relying on their notes too often. Most of the participants were hesitant and paused a lot, which revealed their inability to construct meaningful connected statements and to reflect thoughtful and significant knowledge. Furthermore, 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.

In this sense, the researcher raised students' awareness by talking about the importance of body language and how body language can enhance their performance. In the same vein, the researcher showed students pictures of different people, and every one of them provided a different body language sign. Then, the researcher asked students to guess what those people felt and the meaning of their body language signs.

Besides, the researcher showed students different videos of people delivering presentations confidently because of the use of proper language and compared them with others who failed in mirroring their ideas and lost others' attention only because of improper body language. The main target behind that was to raise students' awareness and urge them to use proper body language while communicating with others.

Furthermore, the researcher raised various debatable topics to trigger students and encourage them to speak. In this sense, the researcher asked them to choose one of the debatable topics and prepare a presentation about it so that students could practice the use of proper body language in a real-life situation. Following are some examples and screenshots of the participants' performance:

Topic number one:
“Thanawya Amma Exams Should banned”

Student A:

"After Thanawya Amma I made a podcast with my friend, and we talked about the experience we had at that time. We all agreed that all of us were stressed. If you entered Thanawya Amma, you'd graduate with mental issues. Definitely, we have to ban exams because learning in Egypt is not that easy. Also, we could not let just one paper determine our fate. Also, I do not choose the topics or the sub that I want to study. On the other hand, we learn at school how to be consumers, like study in college, then graduate and then have a job. I believe that this boring way of thinking should be changed."

Topic number two
"A Women's place is at the home of her husband"

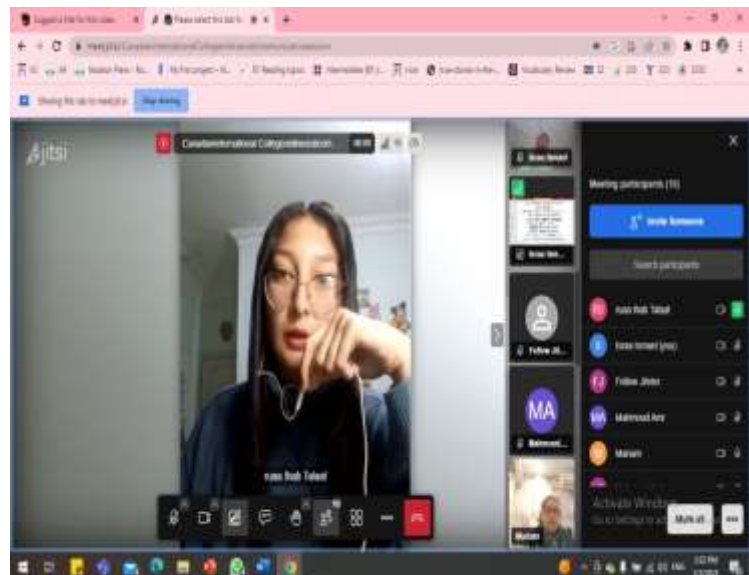
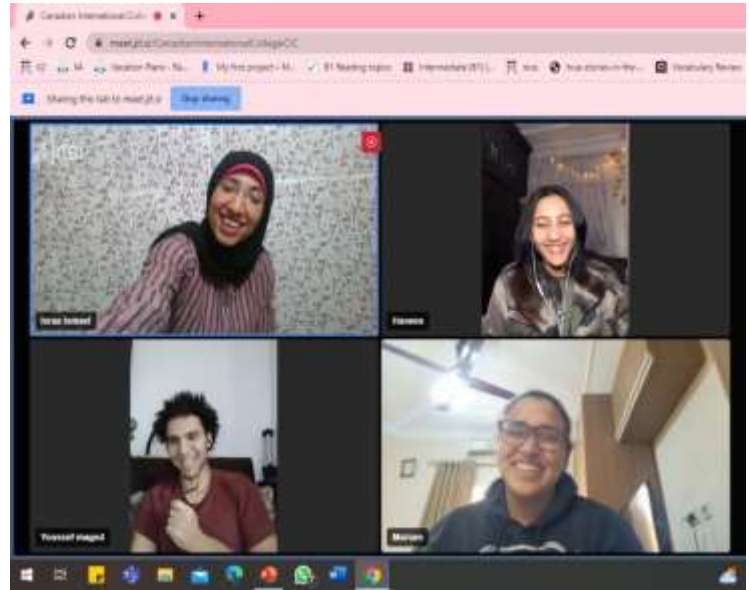
"I totally disagree with that because women can do whatever pleases her and nowadays, she can choose her fate. For example, can bring up children, study, work and take care of her house at the same time. To be honest, without her role, men would commit suicide because they can't do all of that at the same time. Most men don't have the patience to deal with children and take care of the house and develop their career"

path at the same time. She should be allowed to do whatever pleases her, like going out with her friends and travel instead of just staying at home.”

Topic number three

"Things that parents fall in while bringing up their children"

"One of the common mistakes that parents fall in while bringing up their children is saying "No" without any reason. In my opinion, their children will not be convinced because their parents has not spent time telling them the reason behind this decision. Thus, their children can do the wrong thing without telling them.”



As noticed from the previous participants' samples, students during the online sessions kept eye contact with the listeners instead of just reading from notes. The researcher also noticed that during the face-to-face sessions, students took the step to talk in front of the whole class and stood up confidently even without a request from the researcher. Moreover, feedback from the participants as well as the researcher played a crucial role in raising awareness, collaboration, and trust among groups, which eventually led to improved English oral communication.

On the other hand, intonation also affects the way that words are pronounced. Intonation can also be used to change the meaning of a sentence. For example, if you want to say “I am very happy”, you could intone the sentence significantly more than if you wanted to say “I am happy.” Intonation can also help speakers avoid ambiguity. By knowing how to use intonation correctly, speakers can ensure that their sentences are clear and understood.

At the beginning of the program, students tended to speak in a monotonous tone with no feelings. This did not mean that students did not feel the language, but they probably just did not know how to use stress and intonation to convey intention and meaning. Additionally, most participants hesitated and paused a lot, using several gaps, while presenting their ideas orally in front of the whole class, which revealed their inability to express their thoughts confidently. Besides, they were shy and reluctant to talk in front of their colleagues. As a result, students provided weak rationale for their opinions, which in turn revealed very limited responses to the topic being discussed.

During the BCBI program, students worked in groups and reflected collaboratively on others' presentations at the end of every session by giving constructive feedback. This required focusing on ideas and offering suggestions for enhancement. Thus, the reflection used throughout the program helped the students focus on their intonation and check their spoken dictionaries to make sure that they pronounced correctly. Also, most of the participants were able to express their thoughts and feelings coherently using a variety of sentences with a wide range of appropriate intonation when exposed to the administration of the BCBI program and after implementing authentic language materials. The following are examples of some participants' performances concerning a topic about “childhood memories”:

"I had a simple life when I was a child. I used to draw and watch cartoons, such as Bakkar when I was a child. My dad also used to buy stories for me. Also, we used to gather in Ramadan and watch Bakkar as well and I used to fight with my brother because everyone of us wanted a specific channel and my mom used to be angry. Once I remember these moments, I laugh. To be honest, I want to return to these days."

"I have to say that my dad used to watch cartoons with me. Also, in Ramadan, we used to make desserts, such as baklava. Also, I used to play football with my cousins on the street until late. To be honest, I want to return to my childhood days because I had no problems. Unfortunately, nowadays, I have to bear the responsibility and I have to take lots of decisions alone."

As noticed from the previous participants' samples, the implementation of BCBI gave participants a good opportunity to communicate orally by asking and answering questions through authentic tasks.

4.4 Qualitative analysis of the Participants' Opinions about the Study Program

In order to get some qualitative data about students' opinions regarding the program of the study, an online satisfaction questionnaire (Appendix I) was designed and administered to the participants at the end of the program. They were asked to state whether they benefited from the program or not and in what points. In this sense, students were asked to anonymously respond to the online satisfaction questionnaire which was divided into two parts (course reflection and online survey of oral communication).

The first part was an online survey. In this part, students were asked multiple questions that reflected their progression of oral communication throughout the program and how this program enhanced their oral communication. It consisted of 19 questions, and students had to choose the response that indicated their actual level.

Moreover, the second part of the satisfaction questionnaire was the course reflection in which university students were asked several questions and they were free to answer and assess the different course components, such as course content, activities, required

assignments and instructor performance, etc. It was optional to mention their names to be more objective while expressing their views. In fact, all the participants agreed that the use of BCBI provided an authentic and meaningful context for them to learn and use the English language.

Students also expressed their opinions and assessed the instructor's performance freely during the BCBI program as appeared in the following screenshots:

What Recommendations do you have for the teacher?

The screenshot shows a survey question with the following options:

- . Nothing
- There are no problems
- Actually there's no any problems
- It is not a problem, but speaking throughout the program is in English, which is difficult, but beautiful
- Literally nothing at all
- .Duration of lecture.Only one hour
- None
- Absolutely nothing
- I didn't face any

You are a social butterfly, with blooming energy, and really want to help others

Well, thank for all of you , Dr. You've always helped us and we will never forget that . and for all my partners I can't say thanks enough for them but love u all

Actually, you don't make fun of anyone of us. You appreciate our answers and that's why I felt relaxed during the sessions. She met us everyday whether at the university or online which is so hard and I really appreciate your effort. Let your smile change the world not the opposite, Dr

Participants were also asked about the problems they faced while using technology and to justify their answers. The participants manifested some positive perceptions towards the implementation of technology and explained that online sessions had contributed to the improvement of their oral communication skills use and that the online activities were perfectly planned and useful. On the other hand, some students expressed negative drawbacks of using technology as following:

“What is your opinion of using technology during the program?”

I think that it is very beneficial. As most of the term was not on campus, you tried to ease the way of learning through online lectures and quizzes. So, thank you

I think English is the language that suits technology the most. It's a global language, it's the language in which most of the researches are done with and everything is called in an English word or name so if we talk about technology in another language we would still have to use English names in our speech

I think using technology helped me a lot I hear podcasts, read articles, and taking quizzes that would be marked automatically. Technology made learning more easy and fun

Actually i believe that if you want to learn English you have to practice it with natives .. so the technology is helping you make this happened .. like an app called Camply and it's a paid app you paid for them to talk and practice with natives .. and by the way doctor Esraa is doing this for us every week for free 😊 so deep and much respect ♥ and for your question my opinion about technology in English .. .yes it's so good

رد واحد

i didn't actually face any problems during the online classes because you are a wonderful teacher who can deliver the info accurately.. i just suggest making more than one meeting so it would be easier for us to attend the class in the time that is ♥ suitable for our schedules

Activat
Go to Set

In addition, participants were asked to mention the problems they faced during the implementation of the program. The participants' statements evidenced that they felt a sense of improvement in their English performance. Furthermore, students illustrated that the program increased their self-confidence in speaking English after listening and being exposed to the authentic language used in the various online authentic language materials.

“What problems did you face during the program?”

Literally nothing at all

رد واحد

There are no problems

Actually nothing .. I know that the highest grad i will make it will be in the English .. that because of you .. I have not seen before I a teacher like you having fun teaching us and always searching for a creative way to improve our language .. I didn't face any problems to be honest .. actually i want all the teachers to be like you

رد واحد

i really didn't face any serious problems, on the contrary i think that my English level has enormously improved.. it would just be great if you can tell us how do we have to study for the exam and how to use the book that we ♥have to get more grades in the exam

رد واحد

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 it has not only enhanced their oral communication skills, but their thinking abilities were also 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.

Chapter Five

Summary, Conclusions and Recommendations

Chapter Five

Summary, Conclusions and Recommendations

5.1. Introduction

This chapter presents a summary of the current study. It provides a brief description of the study problem, purpose, study questions, instruments, and participants. The chapter also includes general conclusions, recommendations, and suggestions for further research.

5.2. Summary

Being able to communicate effectively is a much sought-after skill by employers in today's globalized work contexts. According to Aboulhadeed (2021), English language speakers have more opportunities to get jobs in different organizations, get promotion, gain scholarships, have greater chance for better education. Furthermore, employers consider OC as a basic competence that every university graduate should have. For example, OC can help a graduate to gain a desirable job through interviews and job requirements. In different careers like information science, public relations, sales, etc., effective communication skills are required to interact with people of diverse background, make decisions co-operatively with others, organize ideas, influence others, and take decisions (Rao & Das, 2009).

On the other hand, blended content-based instruction (BCBI) is very crucial to enhance EFL university students' oral communication skills because of many reasons. In BCBI classrooms, students do not depend on the teacher as the main source of all information. EFL students learn through doing and are actively engaged in the learning process. Accordingly, students assume active, social roles in the classroom that involve interactive learning, negotiation, information gathering, and the co-construction of meaning.

Also, BCBI integrates a variety of asynchronous tools including chat rooms, blogs, software programs, videos, and online meetings where students can interact and begin to identify how language is used in rapid casual speech. As a result, students are engaged to share resources, solve problems, develop working strategies, and improve their performance. In this sense, online environments can go hand in hand with face-to-face classes, facilitate class discussions, maximize the amount of students' interaction, enhance their engagement with the subject matter and provide motivational benefits from the increased social interaction (Stein & Graham, 2014).

5.2.1. Statement of the problem

Due to the researcher's job as a teaching assistant at Canadian International College (CIC), the researcher noticed that the EFL first-year students (intermediate level) at the Faculty of Business Technology have some points of marked weaknesses in oral communication skills. This might be due to the lack of courses that deal with improving English oral communication skills, overreliance on textbooks, the regular way of teaching learners and the insufficient chances given to learners to express their thoughts in the target language.

Therefore, the purpose of this study was using blended content-based instruction (BCBI) as an effective context in which EFL university students could practice the English language in an interactive and collaborative way, which could be reflected on their oral communication skills.

In order to achieve this aim, the present study attempted to answer the following main question:

What is the Effect of Using Blended Content-Based Instruction (BCBI) to Enhance EFL university students' Oral Communication Skills?

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

1. What are the oral communication skills that EFL university students need to enhance?
2. What are the oral communication skills that EFL university students actually have?
3. What are the features of the proposed program based on blended content-based instruction (BCBI) to enhance EFL university students' oral communication skills?
4. To what extent is the blended content-based instruction (BCBI) program effective in enhancing EFL university students' oral communication skills?
5. How far will EFL university students be satisfied with the proposed program based on blended content-based instruction in enhancing their oral communication skills?

5.3. Results of the study

The study attempted to verify the following hypotheses:

1. There was a statistically significant difference at the significance level of 0.01 between the mean scores between the mean scores of the study participants on the pre and post-tests in overall oral communication skills in favor of the post-test.
2. There was a statistically significant difference at the significance level of 0.01 between the mean scores of the study participants on the pre and post-tests in each of the oral communication sub-skills in favor of the post-administration.
3. Study participants were satisfied with the proposed program based on blended content-based instruction.

5.4. Findings of the study

The findings of study could be summed up in the following points:

- The use of BCBI, which appeared in group working and ingroup reflection makes EFL university students realize that collaborative learning is greater and more effective than individual one.
- The use of activities based on BCBI increased students' leadership skills.
- BCBI provided collaborative work opportunities such as, sharing, engaging, reflecting, and dealing with various problems.
- BCBI is considered a social process which supported friendship, cooperation, scaffolding and exchanging experience.
- BCBI made its members active learners through sharing views, creating innovative ideas, solving problems, having permanent practice, and having time management skills.
- The use of BCBI reflected in activities that were based on collaboration, reflections, shared values were significant aspects to enhance EFL university students' oral communication competencies i.e., strategic competence, sociolinguistic competence, paralinguistic competence, and discourse competence.
- Participants were generally satisfied with the program based on blended content-based instruction (BCBI) and they generated positive attitudes towards it.

5.5. Conclusions

Based on the findings of the present study, the following conclusions could be stated:

- Using BCBI was remarkably effective in enhancing EFL university students' oral communication skills. This was obvious after conducting the post oral communication test. In addition, it was clear through the EFL university students' gradual development throughout the experimentation.

- Considering students' needs and interests enhanced the learning process. It also confirmed that all students were engaged in BCBI which contained active learning, constructivism, and inquiry-based learning, as they felt that their learning is authentic, effective, and practical.
- The use of various and interesting activities to be done and topics to be discussed with the students are also effective. It was more engaging and less boring for the learners to get involved in different activities of their interest and feel themselves responsible for their learning.
- Using new strategies in teaching motivated students and increased their willingness to participate in the learning process. They were exposed to something new which encouraged them to take part in it to see how it was.

5.6. Recommendations

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

- More opportunities to practice oral communication skills should be provided to the EFL university students.
- Teachers/ instructors should pay much attention to develop oral communication skills through BCBI as an integral language component that students themselves seek to enhance.
- EFL university students at Canadian International College (CIC) should be trained to use English orally in different contexts from day one.

5.7. Pedagogical Implications

- The use of blended content-based instruction (BCBI) helped EFL university students to be more self-confident, which in fact contributed to enhance their motivation toward learning and willingness to communicate freely and smoothly.

- BCBI made a difference in their performance, debates, and discussions where they could express, reflect, criticize, analyze, and share ideas accurately and fluently. That difference was obvious in the pre\posttest results.
- The use of BCBI helped EFL university students to work collaboratively to share resources, solve problems, provide feedback, analyze others' views, defend their ideas, enhance their language learning language strategies, and improve their oral communication skills.
- The use of BCBI urged EFL university students to access the learning materials through their smartphones without any boundaries and spaces, gain more ideas, develop cooperation among students, give prompt feedback and respect diverse talents and learning styles. Consequently, blended learning maximized the amount of students' interaction and increased their social interaction.
- The use of BCBI developed pedagogical skills, such as giving oral feedback, improving language learning outcomes, changing students' mentalities, and creating authentic learning experience.
- Working in a fun, non- judgmental and safe learning environment supported the EFL university students to participate, interact and express their views freely and confidently without fear of being criticized or making mistakes.
- The researcher made sure to make the objectives of each session obvious. That helped the students to work collaboratively and actively to accomplish the predetermined aims. It also aided them to have a clear vision and purpose of their own learning.
- The researcher provided her students with formative and summative assessment, and ongoing reflection that made them aware of their weakness and strengths. They did their best to enhance themselves and their oral communication skills based on the given feedback.

5.8. Suggestions for Further Research

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

- Conducting a communication strategy training program to improve young learners' listening and speaking skills.
- Investigating the effect of applying blended content-based instruction (BCBI) in different faculties on improving EFL university students' critical thinking skills.
- Investigating the relationship between communication strategy training and EFL learners' fluency and accuracy.
- The present study may be replicated on a larger sample that belongs to different faculties and universities.
- Exploring the relationship between EFL university students' continuous participation in blended content-based instruction and affective variables such as motivation, cooperation, self-esteem, self-confidence, and autonomy.
- More studies need to be conducted to investigate the effect of affective variables such as self-esteem and self-confidence on EFL university students' oral performance and career development.
- Investigating the effect of a program based on BCBI on enhancing EFL university students' listening, writing, and reading and their teaching skills as well.
- Using BCBI for the development of oral communication for EFL student-teachers at the faculties of education.

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Appendices

Appendix (A)

Pilot Study

First Part of the Oral Communication Pilot Study (Face-to-face Part)

1. Look at the following picture. What's the main message behind it?



2. Answer the following questions:

- **What does the word “internet” mean to you?**
- **How much time do you spend on the Internet?**
 - **What do you usually do on the internet?**
- **What are the advantages and disadvantages of the internet?**
 - **How has the internet changed from the past?**
 - **If you had no internet for a day, what would you do?**
 - **What are the new trends on social media nowadays?**

3. Watch the animation video about “Social Media” and answer the following question:

“What’s the main message behind this video?”



Link of the YouTube video:

<https://www.youtube.com/watch?v=QN11E74HIOE>

4. After watching the video, answer the following questions:

- a. Why doesn't the boy use the mobile?
- b. What will happen to that boy in the future?
- c. What will happen to people using mobiles in the future?
 - d. How does that boy see life?
 - e. How do other people see life?
 - f. Suggest a title for this video?

Second Part of the Oral Communication Pilot Study (The Online Part)

**1. Students are going to listen to a conversation about: “Vacation Plans”
via the following link: <https://forms.gle/ksiPaqZd3x7vtK788>**

2. After listening to the audio, students answer the following open-ended and closed-ended questions as following:

- a.** Where is the man going on vacation?
- b.** Where did he meet Claudia?
- c.** What advice does Markus give Pete about meeting Claudia's parents?
- d.** What is one thing Markus does NOT say about greeting Claudia?
- e.** Markus' final suggestion for Pete is that he should ____.
- f.** Will the traveler succeed or not and why?
- g.** What are the other problems he might face in Germany?
- h.** Can you marry someone you know from the internet or not and why?

Appendix (B)
Pilot Study Rubric

Oral Communication Skills	Beginning 1	Developing 2	Accomplished 3	Mastered 4
Listening critically	The listener has difficulty in understanding most parts of the content critically.	The listener understands some parts of the content and can answer one critical question.	The listener understands most parts of the content and can answer two critical questions.	The listener understands the entire content and can answer all the critical listening questions.
Using body language	No movement or descriptive gestures, lack of facial expressions and the learner kept reading from notes.	Very little movement and facial expressions periodically match the emotions expressed by the speaker.	Movements and Facial expressions frequently match the emotions expressed by the speaker. Consistent use of eye contact but still returned to notes.	Movements and Facial expressions seemed fluid and helped the audience to visualize. The speaker holds attention of entire audience.
Using fillers	Speech is slow, hesitant, and strained except for short, memorized phrases; difficult to perceive continuity in speech.	Speech is frequently hesitant with some sentences left uncompleted.	Speech is relatively smooth; the speaker used some hesitation and fillers.	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
Using intonation	Consistently the speaker uses a monotone voice.	Displays some level of intonation throughout delivery.	Satisfactory use of intonation but does not consistently use fluid intonation.	Use of fluid speech and inflection maintains the interest of the audience.
Providing concise feedback	Never or rarely makes comments or asks questions concerning a specific topic.	Sometimes makes comments or asks questions in response to a specific topic.	Often makes appropriate comments or asks meaningful questions in response to a specific topic.	Confidently and naturally makes appropriate comments or asks meaningful questions in response to a specific topic.
Speaking coherently and persuasively	Student response includes one detail that does not support the main topic.	Lacking some cohesive details that make it difficult for other listeners to understand.	Adequate cohesion: some additional details are provided.	Excellent level of cohesion; additional details beyond the required. The speaker can support ideas with evidence.

Appendix (C)

Names of Jury Members

Names of Jury Members

Dr. Amira Al-Amir Khater	Professor of Curriculum and Instruction(TEFL), Faculty of Women, Ain Shams University.
Dr. Taher Muhammad Alhady	Professor of Curriculum and Instruction(TEFL), Faculty of Education, Suez Canal University.
Dr. Saad Bushaala	Professor of Linguistics, College of Arts and Sciences, University of Alabama, The United States of America.
Dr. Ali Refaat	Assistant Professor of Curriculum and Instruction (TEFL), Faculty of Education, Al-Baha university, The Kingdom of Saudi Arabia.
Dr. Muhammad Fareed	Assistant Professor of Curriculum and Instruction (TEFL), Faculty of Education, Majmaah University, The Kingdom of Saudi Arabia.
Dr. Dalia Ibrahim Yehia	Lecturer of Curriculum and Instruction (EFL), Faculty of Education, Ain Shams University.
Dr. Asmaa Zedan	Lecturer of Curriculum and Instruction (EFL), Faculty of Education, Ain Shams University.
Dr. Shireen Yusuf Muhammed	Lecturer of Literature, English Department, Faculty of Education, Ain Shams University.
Dr. Alaa Ismael	Lecturer of Applied Linguistics, The Egyptian Chinese University (ECU).

Appendix (D)

Oral Communication Skills List

List of Oral Communication Skills

Cover Letter

Dear jury member,

The researcher is conducting an M.A research entitled “The effect of Using Blended Content-Based Instruction (BCBI) to Enhance EFL University Students’ Oral Communication Skills”. Following is a list of communication skills developed by the researcher after reviewing previous studies and literature concerned with oral communication skills. You are kindly requested to validate this list and modify it in order to determine if these components are suitable to enhance EFL university students’ oral communication skills or not. Also, you’re completely free to add whatever you see as oral communication skills.

Thank you!

Israa Ismael Abdul-Hamid

The Final Form of the Oral Communication Skills for EFL University Students

Name of jury member: -----

Title: -----

Oral communication skills	Description	Very important	Important	Less important	Additional remarks
Strategic competence	<p>Using substitution: The learner masters how to describe a problematic word by using a different one. For example, if a student does not know the word "escalator", he or she may paraphrase it by saying "electric stairs".</p> <p>Using circumlocution: the student masters how to talk about something in an indirect way, especially unpleasant things, using extra words to amplify or hint at something.</p> <p>Using fillers: when students want to gain time or when they cannot find the exact word to describe something (e.g., sort of, like, that's a good question, now let me think, you know, I mean, in other words)</p>				

Oral communication skills	Description	Very important	Important	Less important	Additional remarks
Strategic competence	Listening critically to analyze, evaluate, and form an opinion based on what is said. Giving appropriate feedback to comment on others based on critical listening.				
Sociolinguistic competence	Selecting appropriate words and sentences according to the proper social setting (audience, situation, and subject matter). Describing cultural norms and values with respect.				
Discourse competence	Organizing thoughts in a meaningful and logical sequence (introduction-body-conclusion). Using the natural flow of language while raising questions and discussing.				
Paralinguistic competence	Using intonation appropriately. Using body language, gestures, and facial expressions to best convey the intended meaning.				

References of the skills:

- Al-Saleem, B. (2018). The Effect of Facebook Activities on Enhancing Oral Communication Skills for EFL Learners. *International Education Studies*, 11(5), 144.
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Appendix (E)

Pre/Post Oral Communication Skills Test

The Final Form of the Pre-Post Oral Communication Skills Test

Section (1): Getting to know each other.

Instructions: In this part of the test, you're going to introduce yourself in front of the whole class. You'll have two minutes to prepare your ideas with your partner and two minutes to speak in front of the whole class.

**Tell us more about yourself and
mention the following points:**

1. Where do you live?
2. What are your skills?
3. What's your goal?
4. Why did you choose this college?
5. Why do you learn English?
6. What's your dream job?
7. What do you usually do in your free time?

Section (2): Propose a solution.

Instructions: In this part of the test, you will be presented with three different problems and asked to propose a solution to every one of them. For each problem, you will have one minute to prepare and 2 minutes to speak.

Situation (A):

You wake up and see that your alarm never went off. So, you are starting your morning 15 minutes later than you planned. It is a really important day at school, and you cannot be late. What can you do?

Situation (B):

If you were eating in a restaurant and found a dead insect on your plate, what 'd you do?

Situation (C):

If you bought a jacket and after you went out of the shopping mall you found it cheaper in another place, what 'd you do?

Section (3): Three Minute Talk

Instructions: you will be presented with two different topics. You have one minute to think about what you're going to say in each topic and talk about every topic for 3 minutes. Also, you can make some notes to help you if you wish.

Part One

Describe something you own which is very important to you.

You should also cover the following points:

- Where did you get it from?
- Why is it important to you?

Part Two

Describe a childhood memory that was special to you and tell us:

- How old were you?
 - Where was it?
 - What happened?

Section (4): Watch a video.

Instructions: First, I'd like you to look at the following picture and mention:

- 1. The message behind the photo.**
- 2. The meaning of "culture" from your own point of view.**



Then, you're going to watch a video of an American youtuber about top 5 culture shocks when traveling to a Spanish-speaking country. Please watch and then answer the following questions:



The link of the YouTube video

<https://www.youtube.com/watch?v=4SHn4v7LpOM&t=228s>

1. Being in the USA, if you were to have a party and invite friends who have recently arrived from a Spanish-speaking country, you might want to tell them...
 - a. to arrive at the exact time that the party starts.
 - b. to arrive a few hours before you want them to be there.
2. Describe Spanish people in one word?
3. Describe American people in one word?
4. Which culture do you like most and why?
5. What are the mutual things between Spanish and Egyptian people?
6. What's special about American people?

Appendix (F)

Oral Communication Skills Rubric

The Final Form of the Oral Communication Skills Scoring Rubric

Criteria	Degree			
	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
Strategic Competence	<p>The speaker is unable to use substitution to describe a problematic word by using a different one and relies heavily on his or her mother tongue.</p> <ul style="list-style-type: none"> - The speaker shows no attempt to use circumlocution in speech. - The speaker rarely attempts to use fillers, pauses most of the time and relies on reading notes. - The speaker is unable to analyze others' ideas, unable to evaluate an opinion of main 	<p>The speaker rarely uses substitution to describe a problematic word by using a different one and uses his or her mother tongue.</p> <ul style="list-style-type: none"> - The speaker's use of circumlocution is ineffective. - The speaker uses a few fillers and pauses to complete his or her ideas. - The speaker shows limited ability to analyze speakers' ideas. Also, the student evaluates limited 	<p>The speaker somehow uses substitution to describe a problematic word by using a different one.</p> <ul style="list-style-type: none"> - The speaker sometimes achieves successful use of circumlocution to talk about something in an indirect way. - The speaker implements some fillers to express his or her ideas. - The speaker demonstrates a good ability to analyze and 	<p>The speaker masters how to use substitution to describe a problematic word by using a different one.</p> <ul style="list-style-type: none"> - The speaker is in complete mastery of using circumlocution talk about something in an indirect way. - The speaker confidently employs effective fillers to avoid pauses and hesitation. - The speaker demonstrates excellent ability to analyze others' ideas in a

Criteria	Degree			
	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
Strategic competence	<p>ideas while listening to others and most of his or her ideas are irrelevant.</p> <p>- The speaker is unable to provide feedback or comments based on communication content.</p>	<p>details to form his or her opinion, but they are irrelevant for main ideas.</p> <p>- The speaker rarely provides feedback or comments based on communication content.</p>	<p>evaluate speakers' ideas while listening to form his or her own point of view.</p> <p>- The speaker's feedback indicates understanding of communication content and presents concise details.</p>	<p>relevant way and evaluates an abundant number of details from multiple viewpoints to form his or her opinion.</p> <p>- The speaker demonstrates an accurate understanding of communication content through giving constructive and concise feedback to others.</p>
Sociolinguistic Competence	<p>- None of the speaker's choice of words is in accordance with social setting/ context of the topic under discussion.</p>	<p>- Some of the speakers' choice of words are in accordance with social setting/ context of the topic under discussion.</p>	<p>- Most of the speakers' choice of words are in good accordance with social setting/ context of the topic under discussion.</p>	<p>- All of the speakers' choice of words are in excellent accordance with social setting/ context of the topic under discussion.</p>

Criteria	Degree			
	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
	<ul style="list-style-type: none"> - The speaker is unable to take cultural differences into consideration and unable to negotiate a shared understanding between others. 	<ul style="list-style-type: none"> - The speaker takes some of the cultural differences into consideration but struggles at times. 	<ul style="list-style-type: none"> - The speaker negotiates a shared understanding between individuals from different groups. 	<ul style="list-style-type: none"> - The speaker responds respectfully to others' culture and negotiates a successful shared understanding between individuals from different backgrounds.
Discourse Competence	<ul style="list-style-type: none"> - The speaker begins with no or is irrelevant introduction. - The speaker's majority of ideas are irrelevant and unsupported by additional information or explanation. - The speaker's speech ends without a conclusion. 	<ul style="list-style-type: none"> - The speaker presents an introduction that is somehow related to the topic. - Some of the speaker's details are relevant to the topic to allow listeners to understand the premise of the speech. - The speaker's conclusion 	<ul style="list-style-type: none"> - The speaker implements an introduction which is to the topic. - The speaker provides the basic details necessary for the listener to understand the premise of the presentation. - The speaker summarizes the 	<ul style="list-style-type: none"> - The speaker successfully implements an attractive introduction which is related to the topic. - The speaker uses relevant details and comprehensive examples to generate new ideas. - The speaker's conclusion unites

Criteria	Degree			
	Ineffective (1)	Adequate (2)	Effective (3)	Outstanding (4)
Discourse Competence	<ul style="list-style-type: none"> - The speaker lacks the natural flow of language while raising questions and reflecting. 	<ul style="list-style-type: none"> somehow summarizes some points of the topic. - The speaker uses an acceptable flow of language while raising questions and reflecting. 	<ul style="list-style-type: none"> main points in the conclusion. - The speaker uses a suitable flow of language while raising questions and reflecting. 	<ul style="list-style-type: none"> the important points of the presentation and encourages future discussion. - The speaker uses natural flow of language while raising questions and reflecting.
Paralinguistic Competence	<ul style="list-style-type: none"> - The speaker's body language, gestures and facial expressions are limited and incompatible with the verbal message. - The speaker attempts little or no appropriate use of intonation. 	<ul style="list-style-type: none"> - The speaker rarely uses body language, gestures, and eye-contact occasionally interferes with the verbal message. - Most of the speaker's use of intonation is wrong or inappropriate. 	<ul style="list-style-type: none"> - The speaker sometimes maintains body language, gestures, and eye contact to enhance the verbal message. - The speaker maintains good use of intonation. 	<ul style="list-style-type: none"> - The speaker maintains excellent use of body language, appropriate gestures, and expressive eye contact to enhance the verbal message. - The speaker maintains excellent use of intonation.

Appendix (G)
Student's Handbook

**A Program Based on Blended Content-based
Instruction (BCBI) to Enhance EFL University
Students' Oral Communication Skills**

By: Israa Ismael Abdulhamid Ismael



Session One

Introductory Session

The first session was an introductory session that paved the way for all the coming sessions. The instructor started asking the students to talk about the problems they face during learning English and how they could enhance their oral communication skills. All the students' answers were written on the board and started the discussion.

In that session, the researcher applied the pretest which consisted of four parts. Firstly, the researcher asked them to work in pairs to answer the questions in part number one which contained some questions to get to know each other. Then, every student had to introduce himself or herself in front of the whole class. In addition, the researcher told them that they would have two minutes to prepare your ideas and two minutes to speak. Secondly, the researcher divided students into groups of three and gave them some real-life situations. In That sense, every group was required to propose a solution to every problem and present that solution in front of the class. Thirdly, the researcher asked students to work in pairs, every student had to choose one of the two topics presented in front of them (sections A and B) and talk about it within three minutes, then students had to exchange the roles. After that, every student should select one topic and talk about it in front of the whole class. Finally, students were required to watch a YouTube video about cultural differences and answer some open-ended and closed-ended questions individually. Before starting, the researcher gave students some instructions to follow, such as:

- Speak and discuss in English only.
- All groups' members collaborate to come up with different ideas.
- All answers are acceptable.
- Share views and take notes related to their discussed topic.
- Every student will present an idea orally.

Meanwhile their oral communication, the researcher evaluated them according to the oral communication components rubric. After finishing the pre-test, the researcher started to explain the objectives of the program to the students.

The program included some blended content-based instruction (BCBI) activities that had to assist the EFL students to enhance their oral communication skills. Some audio, visual and audiovisual learning materials were used inside and outside the classroom in order to achieve the program's objectives. Besides, the researcher explained the necessary oral communication skills that would measure throughout the whole program.

In addition, BCBI gave the students an ample opportunity to speak freely, express their views, learn from each other, and share visions and work collaboratively via face-to-face and online learning real life contents. It also provided a chance of mutual understanding and constructing their knowledge. Thus, they could enhance their oral communication skills. In addition, the researcher's role was a guide and facilitator in order to achieve the objectives of the program. Finally, the students were active, responsible, independent, and collaborative throughout the whole program. To motivate the students to talk, the researcher introduced students to a wide variety of topics and problems to interact freely and communicate confidently.

Session Two

A Bite of Yummy

Look at the following picture and say the main message behind it.



Take the following quiz in pairs.

FOOD QUIZ

Can you think of...?

ONE red fruit, **ONE** yellow fruit, **ONE** green fruit

TWO kinds of food that some people are allergic to

THREE kinds of food that come from milk

FOUR vegetables that you can put in a salad

FIVE containers that you can buy food in

SIX things that people sometimes have for breakfast

A: Vocabulary Bank

Food and cooking

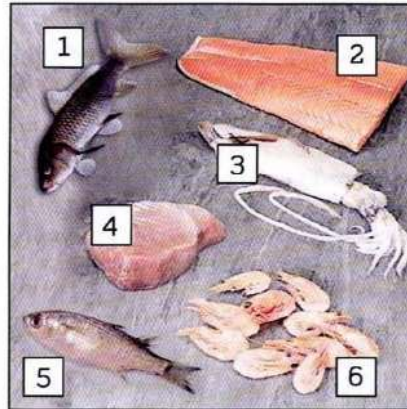
VOCABULARY BANK

1 FOOD

a Match the words and pictures.

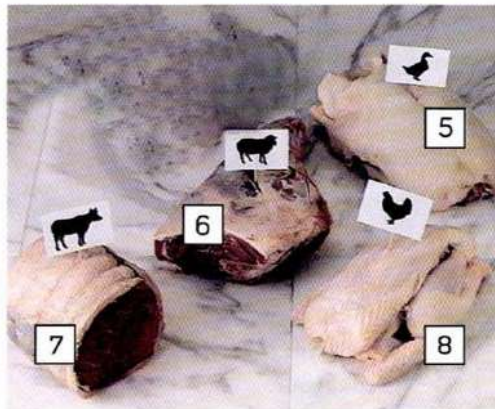
Fish and seafood

- 1 carp
- 2 mullet
- 3 salmon /'sæmən/
- 4 shrimp /ʃrɪmp/
- 5 squid /skwɪd/
- 6 tuna /'tuːnə/



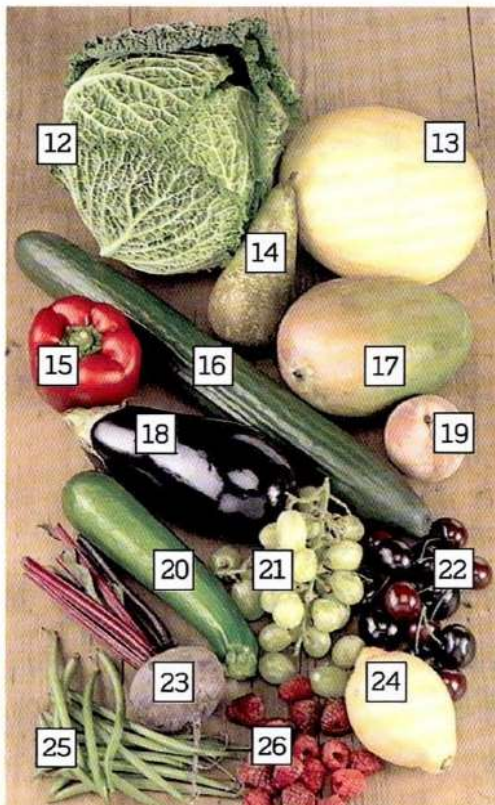
Meat

- 1 beef /bif/
- 2 chicken /'tʃɪkən/
- 3 duck /dʌk/
- 4 lamb /læm/



Fruits and vegetables

- 1 beet /bit/
- 2 cabbage /'kæbɪdʒ/
- 3 cherries /'tʃerɪz/
- 4 cucumber /'kʊkʌmbər/
- 5 eggplant /'egplænt/ (BritE aubergine)
- 6 grapes /greɪps/
- 7 green beans /grɪn biːnz/
- 8 lemon /'lemən/
- 9 mango /'mæŋɡoʊ/
- 10 melon /'melən/
- 11 peach /pitʃ/
- 12 pear /peə/
- 13 raspberries /'ræzberɪz/
- 14 red pepper /red 'peɪpər/
- 15 zucchini /zu'kɪni/ (BritE courgette)



b (1,2)) Listen and check.

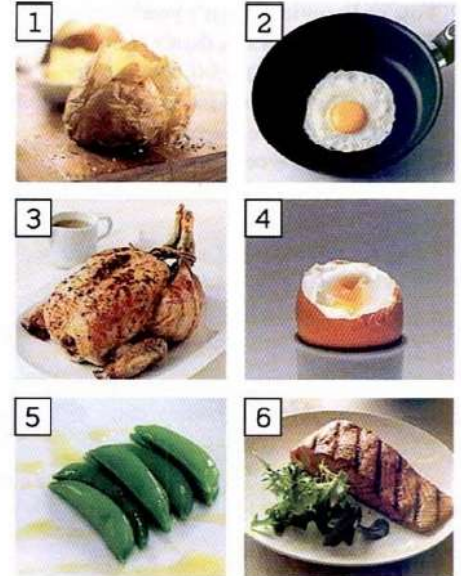
c Are there any things in the list that you...?

- a love
- b hate
- c have never tried

d Are there any other kinds of fish, meat, or fruits and vegetables that are very common in your country?

2 COOKING

a Match the words and pictures.



- 1 boiled /bɔɪld/
- 2 grilled /grɪld/
- 3 roasted /rəʊstɪd/
- 4 fried /fraɪd/
- 5 baked /beɪkt/
- 6 steamed /stiːmd/

b (1,3)) Listen and check.

c How do you prefer these things to be cooked?

eggs	chicken
potatoes	fish



Phrasal verbs

Learn these phrasal verbs connected with food and diet.

I eat out a lot because I don't really have time to cook.
(= eat in restaurants)

I'm trying to cut down on coffee right now. I'm only having one cup at breakfast. (= have less)









The doctor told me I had very high cholesterol and that I should completely cut out all high-fat cheese and dairy products from my diet.
(= eliminate)

- Listen to these common adjectives to describe food. Do you know what they mean? Then say one kind of food that we often use with each adjective.

Canned **Fresh** **Frozen** **Low-fat**
Raw **Spicy** **Take-out**

B: Pronunciation
Vowel Sounds

1 - Look at the eight sound pictures. What are the words and sounds?

1 	squid chicken spicy grilled	5 	sausage roast chocolate box
2 	beef steamed beans breakfast	6 	force fork boiled pour
3 	grapes salmon lamb cabbage	7 	cook sugar pudding food
4 	margarine carton jar warm	8 	spoon zucchini fruit duck

2. Look at the words in each list. Cross out the word that doesn't have the sound in the sound picture.

3. Listen and check.

C: Speaking

Food & Eating

1. Is there any food or drink that you couldn't live without?
How often do you eat/ drink it?
2. What's your favorite fruit? vegetable?
3. What do you usually eat on breakfast, lunch, and dinner?
4. What kind of food do you usually eat ...?
 - **when you're feeling a little down?**
 - **before playing sports or exercising?**
 - **before you have an exam or some important work to do?**
5. If you are living abroad, what is the food that you miss most from home?

Use the Following Fillers while expressing your ideas:

I agree - I'm not sure - I think - For example - In my opinion
Let me think - I mean - Well - That's an interesting question - Actually

D: Taking Order

“A YouTube Video”

- Look at the following photo and guess:
 - Where're they?
 - What can you see in this place?
 - Why do people go there?



Then, work in pairs and discuss the following points:

- What's your favorite restaurant?
- How often do you go there?
- What do you usually order?

Watch the following video in a restaurant and find out what the two men ordered.



Link: <https://www.youtube.com/watch?v=l7EDyUg-LqE&list=LL&index=18>

Watch the video again and answer the following points:

- **Mention two tips she said before taking any order.**
- **Three things you can see on the table.**
- **Describe her attitude in a word.**
- **Why do people like fast food rather than home made one?**

E: Phrasal Verbs

Look at the following phrasal verbs and guess their meaning. Then, choose two phrasal verbs randomly and use each one of them in a sentence of your own.

1. To make a salad, you need to **chop up** the onion into small pieces.
2. I might just **warm up** the pasta from yesterday's meal in the microwave.
3. I'm going to a Greek restaurant to **pick up** our order.
4. John and Kate **eat out** at least once a week and every time they choose a different restaurant.
5. The doctor told me to **cut down on** salt.

Mini Presentation:

Invent a new dish and mention the following points:

- Draw it.
- Mention the ingredients of that dish.
- What'd you call it?
- How much is it?

F: six Interesting Eating Habits from Different Cultures

Among one of the joys of travelling abroad is the exposure to different types of cuisines. Choose an interesting eating habit, read it, summarize it and then comment on it from your own point of view using appropriate fillers to express your ideas.

1. The Middle East: Never use your left hand while eating.



Planning a trip to the Middle East? Well, make sure you do not eat with your left hand while you are there. This is primarily because people in the region associate the left hand with other functions such as washing, bathing, and using the restroom. So, if you reach out for food or eat with your left hand, it might seem disrespectful and unhygienic.

2. Japan: Slurp to show you loved the meal.



Often, in many countries, making sounds while eating is considered ill-mannered. And slurping is a big NO. However, in Japan, slurping noodles and soup is considered acceptable, but many believe it improves its flavor. Additionally, it is meant to express that the dish is being enjoyed immensely.

3. South Korea: The eldest takes the first bite.



In South Korea, when people assemble for a meal, they wait for the eldest person at the table to eat first, before the others join in. This is believed to be a great sign of respect for elderly people.

4. China: Follow the chopstick rules



Do you love to eat with chopsticks? Just remember not to leave your chopsticks upright in a bowl. This is considered to be offensive as this is a common practice during funerals when the Chinese make offerings to the departed. It is also considered rude to place your chopsticks pointing in someone's direction.

5. India: The Clean Plate



In India, an empty plate means that you have enjoyed the food that has been served. It also shows that you honor your host by expressing the food was tasty. However, in China, it is regarded that your host did not serve you enough food.

6. Egypt and Portugal: No asking for salt and pepper, please.



Many a time, your little one may have asked for a little bit of salt or pepper when eating out. However, in Egypt and Portugal, asking for salt and pepper is seen as a huge insult to whoever cooked the food.

After reading the article, which one do you think is:

A. Close to your country?

B. So annoying?

C. So strange?

G: Food Awareness

Look at the following photo and guess the main idea behind it.



You're going to watch a short movie about food awareness. Before watching, try to guess what they are talking about.

Link: <https://www.youtube.com/watch?v=13HvIQPstwg>



Watch the video and answer the following questions:

1

What'd happen to the poor girl in the future?

2

What'd happen to the rich girl in the future?

3

Describe the mother's personality in a word.

Suggest a title for this movie.

Session Three

Nothing will work unless you do

- *Could you please look at this picture?*
 - *What's the main idea behind it?*
 - *If you were him, what'd you do?*
- *If you chose the wrong door, what'd you do?*



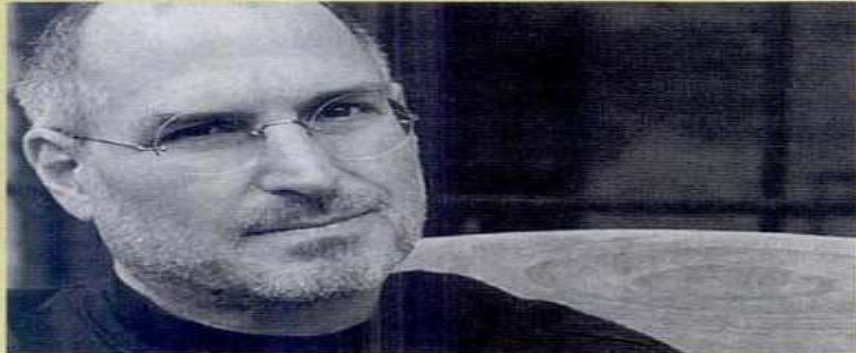
A: Reading

1. look at the photo and tell us what you know about this man?

2. In pairs, take the quiz. Choose a, b, or c.

3. Listen and check your answers.

What do you know about Steve Jobs?



- 1 He was born in...
 - a New York
 - b San Francisco
 - c Texas
- 2 In college...
 - a he was a star student
 - b he dropped out
 - c he was asked to leave
- 3 His first job was with a company that made...
 - a video games
 - b TVs
 - c computers
- 4 The Apple Macintosh was the first successful computer to use...
 - a a mouse
 - b a keyboard
 - c a USB port
- 5 In 1986 he cofounded...
 - a Pixar
 - b HandMade Films
 - c DreamWorks
- 6 Steve Jobs died of cancer in...
 - a 2010
 - b 2011
 - c 2012
- 7 He was ____ years old.
 - a 46
 - b 56
 - c 66

5. Look at the photos and guess what the connection is between each of the things, people, or places and Steve Jobs.



6. Now read paragraphs 1-5 and check.

The Macintosh Classic was the personal computer that was made by Apple in 1990. It had a 9-inch monochrome screen and a 4 megabyte (MB) memory. It was cheaper than earlier Apple computers and very easy to use. It was their first commercially successful computer.

2 Stephen Wozniak is the American computer engineer and programmer whose computer designs became the original Apple I and Apple II computers. He and Steve Jobs became friends when they were both working at Hewlett Packard. They started making computers in Jobs's parents' garage, and together they founded Apple Computers (now Apple Inc.) in 1976.

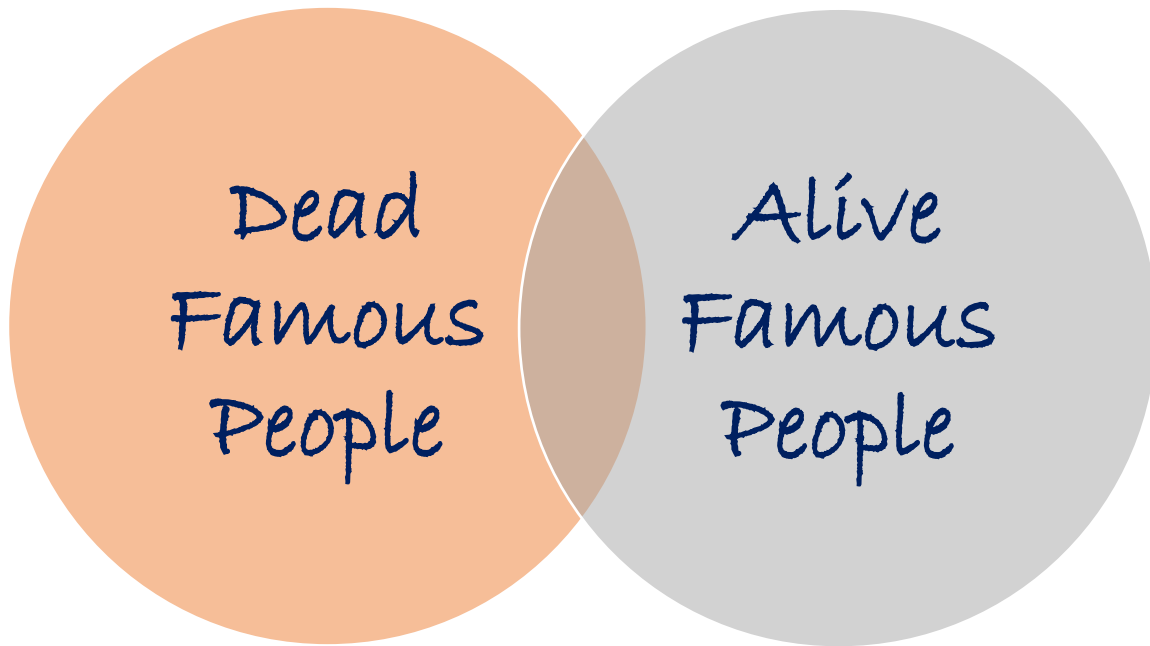
3 Mona Simpson is Steve Jobs's sister. Jobs was adopted when he was born, but in the 1980s he found his biological mother, who told him that he had a sister. Mona and Steve met for the first time in 1985 (when she was 25 and he was 30) and they became very close. They kept their relationship secret for a year until Mona introduced Steve as her brother at the party that she gave to celebrate the publication of her first novel, *Anywhere But Here*.

Mountain View is the city in California where Steve Jobs grew up. He was born in San Francisco and was adopted by Paul and Clara Jobs. When he was six years old the family moved to Mountain View, which was becoming a center for electronics. People began to call the area "Silicon Valley" because silicon is used to manufacture electronic parts.

5 This is the logo that was designed by Jonathan Mak, a Chinese design student from Hong Kong, as a tribute to Steve Jobs when he died. The design, which used Jobs's silhouette incorporated into the "bite" of a white Apple logo, became a worldwide Internet sensation. The teenager said that Jobs had inspired him to become a designer.

B: Discussion

Work in Small groups to complete the following circles



Work in pairs and answer the following questions:

- What makes a person famous?
- What are the advantages and disadvantages of being famous?
- If you could be famous for a day, what would you like to be famous for?
- Can you think of any famous people who failed at something?
- How do you handle failure?
- What is your biggest success in life?

C: Vocabulary

Compound Nouns

We often put two nouns together, where the first noun describes the second one, e.g., an album cover (= the cover of an album), the subway map (= the map of the subway).

Compound nouns can be two words, e.g., tourist attraction or one word, e.g., website.

1. Match a noun from column A with a noun from column B to make compound nouns.

A	B
soccer	picture
speed	case
sun	hall
town	field
book	book
class	glasses
profile	camera
pass	mate
note	word

**2. Listen and check. Which words are written as one word?
Which noun is usually stressed more in compound nouns?**

Small Game

Choose three compound nouns and describe their meaning to your partner without telling him/her the exact word and let your partner guesses the compound nouns you have chosen.

Discussion

a famous dead person (who) you admire



a famous living person (that) you admire



an iconic landmark (that) you really like



a country whose design you admire



an everyday object (that) you own that you think has a beautiful design



an object (that) you would like to own that you think has a beautiful design



D: Court Cam



Link: <https://www.youtube.com/watch?v=-VRx0GRo-Ws>

- Look at the picture. Can you guess what happened?
- Do you think they know each other?
- Can you guess what they are talking about?

Now, watch the video of these two people in the court and find out the story of behind this picture. Then, suggest a title for this video.

E: Mini Presentation

Tell us a failure moment in your life

How did you overcome this problem?

What did you learn from it?

Session Four

What's the right job for you?

1. What's the main message behind this photo?



2. What's your dream job?

3. Why do you want it?

4. What's your expected salary after graduation?

5. When you were a child, what did you want to be when you grew up?

A: Reading



a Look at the picture story. Match sentences A–I with pictures 1–9.

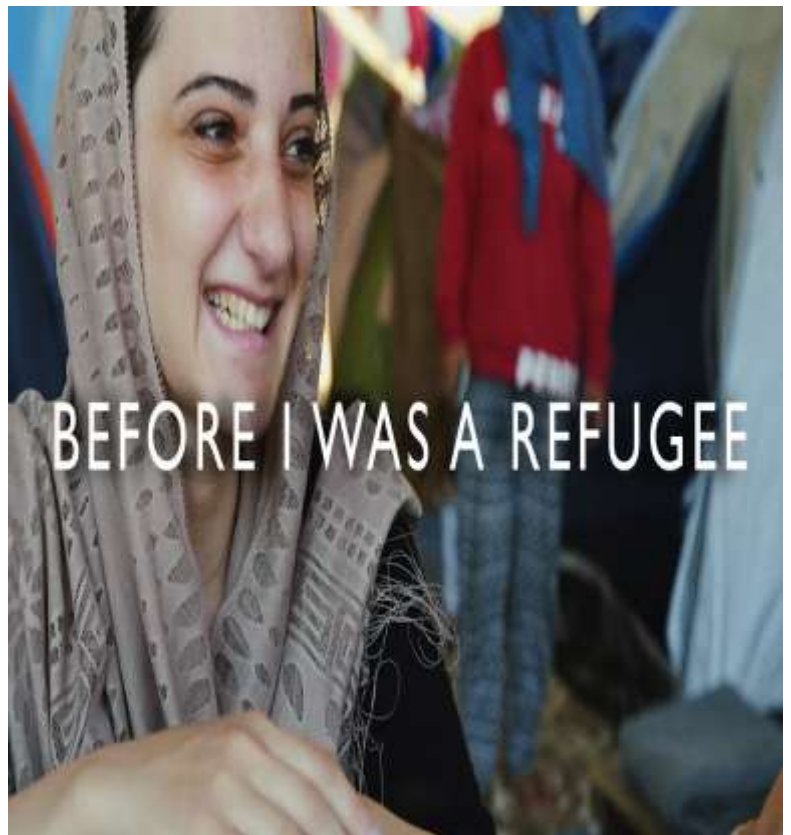
- A She decided to **set up** an online business selling birthday cakes.
- B Her business is **doing very well**. Clare is a success!
- C She was **unemployed** and had to **look for a job**.
- D They had an argument, and Clare **was fired**.
- E Clare **worked for** a marketing company.
- F She **applied for** a lot of jobs, and **sent in** résumés.
- G She made a **good salary**, but she didn't like **her boss**.
- H She had some interviews, but didn't **get the jobs**.
- I She had to work very hard and **work overtime**.

B: Discussion

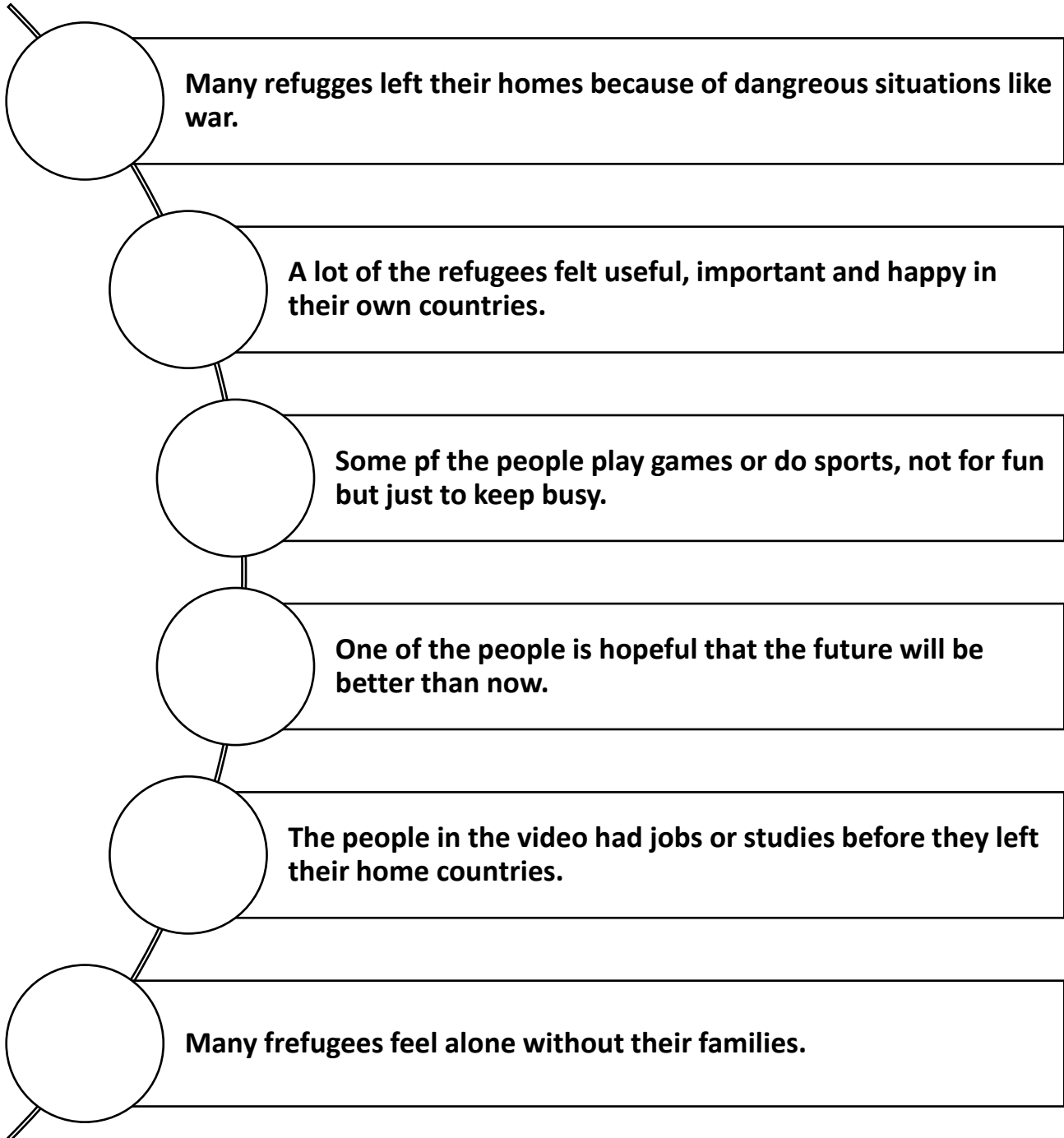
- A job you'd like to do and why?
- A job you wouldn't like to try and why?
- If you could choose between "good salary and bad boss" or "bad salary and good boss", which one would you choose and why?

C: Before I was a Refugee

- Could you please look at the picture?
- What's she talking about?
- Where is she originally from?
- Why does she travel?
- What's her job before travelling?
- What's her job current job?



Now, Watch the video and put the ideas in the order that they are mentioned in the video.



D: Job Interview Tips: How to Make a Great Impression

- If you had a job interview, what 'd you do to succeed in it?
- What should you do before the interview day, during the interview, and after the interview?

Watch the following video from a job interview.

Did the interview go well or not, why?



Link: <https://www.youtube.com/watch?v=lSpat8CgMkM&t=7s>

Watch the Video again and answer the following questions:

1. Amy is using her phone, what does this body language imply?
2. Mention three mistakes she made during her interview.
3. What's the main message behind this video?
4. Describe the interviewer in a word.
5. Describe Amy in a word.

E: Read the article and every student is going to provide a mini presentation in front of the class discussing one of the tips on how to succeed in a job interview.

Before the Interview

1. Research the company and interviewers

Understanding key information about the company you're interviewing with can help you go into your interview with confidence. Using the company's website, social media posts and recent press releases will provide a good understanding of the company's goals.

2. Practice your answers to common interview questions

Prepare your answer to the common question: "Tell me about yourself, and why are you interested in this role with our company?" The idea is to quickly communicate who you are and what value you will bring to the company and the role.

3. Be prepared with examples of your work

During the interview, you will likely be asked about specific work you've completed in relation to the position. After reviewing the job description, think of work you've done in past jobs, clubs or volunteer positions that show you have experience and success doing the work they require.

Interview Day

4. Bring resume copies, a notebook, and a pen

Take at least two copies of your printed resume on clean paper in case of multiple interviewers. Highlight specific accomplishments on your copy that you can easily

refer to and discuss. Bring a pen and a small notebook. Prepare to take notes, but not on your smartphone or another electronic device.

5. Plan your schedule to arrive 10-15 minutes early

Map out your route to the interview location so you can be sure to arrive on time.

6. Treat everyone you encounter with respect

This includes people on the road and in the parking lot, security personnel and front desk staff. Treat everyone you don't know as though they're the hiring manager. Even if they aren't, your potential employer might ask for their feedback. Showing positivity with a smile and upbeat attitude can help keep the interview light and constructive.

7. Do not speak negatively about previous employers

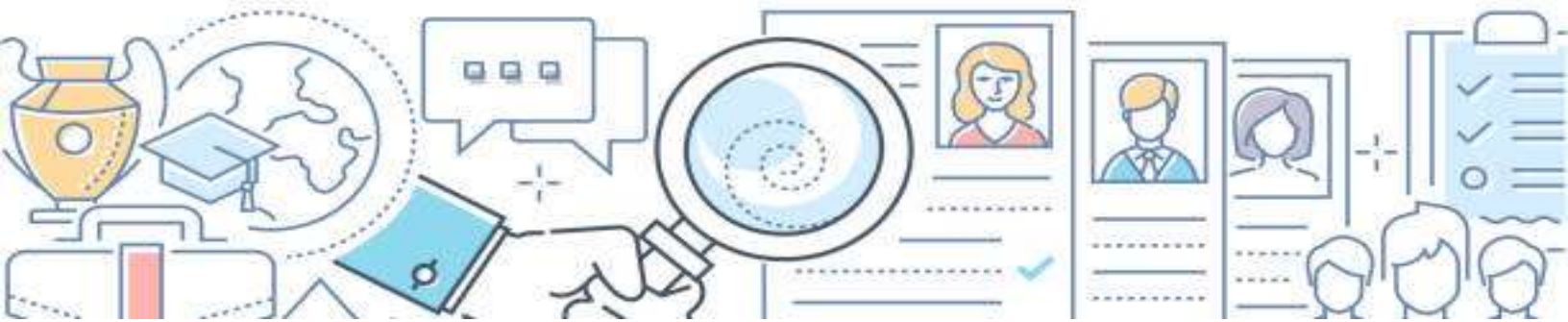
Companies want to hire problem solvers who overcome tough situations. If you're feeling discouraged about your current job, focus on talking about what you've gained from that experience and what you want to do next.

After the interview

8. Send a thank you letter after the interview

Ask for the business card of each person you speak with during the interview process so that you can follow up individually with a separate thank you email. If you interviewed in the morning, send your follow-up emails the same day. If you interviewed in the afternoon, the next morning is fine.

Demo Tips



Work in pairs and work in pairs think about the most common job interview questions and how to answer these questions.

Now, look at the following questions. Work in small groups and think about how to answer these questions.

1. Tell me about yourself.
2. How did you hear about this position?
3. Why do you want this job?
4. Why should we hire you?
5. Why did you leave your previous job?
6. How do you see yourself 5 years from now?
7. What are your strengths?
8. What are your weaknesses?
9. What's your expected salary?
10. Do you have any questions for us?

Session Five

Spend or Save?



Watch a YouTube video. What's the main message behind this video? Do you agree with him or not, why?



Link: <https://www.youtube.com/watch?v=Hk846zUSyqk>

Discussion

- What comes into your head when you hear the word "money"?
 - Can money buy happiness? Why?
 - What's the quickest way to make a lot of money?
 - Do you enjoy saving or spending money?

A: Reading

Look at this picture. What's the problem here?
If you were her, what would you do?



Work in small groups and complete the following chart:

Advantages of Online Shopping	Disadvantages of Online Shopping
Advantages of face-to-face Shopping	Disadvantages of face-to-face Shopping

Talk about the last item you bought.

- Describe it?
- Did you like it or not?
- Where did you buy it?

Look at these three different products that their owners want to sell on a shopping website.

- Can you describe these products?

- Can you guess why their owners want to sell them?

Now read the description of each product and answer the questions with a partner.

1. Would you like to buy any of them?

2. Which product's story do you think was the worst?

3. Do you have anything you would like to sell online? What?

Wedding dress

sold by Marianne



Real World Price: \$1,200.00
Break-up price: \$500.00

The Product:

Never worn, still has price tags. Selling matching veil and other extras.

The Story:

Two weeks before our wedding was supposed to take place, my fiancé called and told me that he was in love with another woman. I'm over it now, but selling the dress will help me to move on.

BUY IT

Apple MacBook Pro

sold by Carl



Real World Price: \$850
Break-up price: \$250

The Product:

Everything works fine. A few scratches.

The Story:

My ex-friend left it here when she walked out. She said that she'd come and pick it up, but she never did. Her new guy must have a lot of money!

BUY IT

Tiffany™ heart necklace

sold by Ellie



Real World Price: \$1,400.00
Break-up price: \$650.00

The Story:

I got this very beautiful necklace as a Christmas present from my friend, Andy. A year later I went to a party at his office, and I saw a girl wearing the exact same necklace. I asked if it was new, and she said yes, it was a present, so I asked her who had given it to her, and she said Andy. I dumped him the next day.

BUY IT

Read the article again. Which product ...?

1. Got it as a christmas present.
2. Never worn.
3. The break up price is \$230.
4. Her fiance told her that be was in love with another woman.
5. Told her friend that she'd come and pick it up.
6. Has few scratches.

Mini Presentation

Talk about the worst shopping experience you have had.

- When was it?
- Where?
- What happened?
- What did you do next?

B: Vocabulary

1. In pairs, say if you think these are the same or different. Then check with your teacher.

- 1 *buy something online* and *buy something on the Internet*
- 2 *a drug store* and *a pharmacy*
- 3 *an outlet store* and *a department store*
- 4 *a shopping center* and *a shopping mall*
- 5 *a library* and *a book store*
- 6 *put on a shirt* and *try on a shirt*
- 7 *It fits you.* and *It suits you.*
- 8 *for sale* and *on sale*

2. With your partner, explain the meaning of the words in the list.

a bargain a discount a price tag
a receipt a refund take something back

What would you do if ...?

- You're eating in a restaurant and found an insect died in the food, what'd you do?
- Bought something and when you arrived home you found a cut in it?
 - Bought something and found it cheaper in another place?
 - Want to buy a jacket but it's so expensive?

3. Prepositions

Complete the **Preposition** column with a word from the list.

by for (x2) from in (x2) into on to

	Preposition
1 Would you like to pay <input type="checkbox"/> cash or <input type="checkbox"/> credit card?	<i>in, by</i>
2 I paid <input type="checkbox"/> the dinner last night. It was my birthday.	
3 I spent \$50 <input type="checkbox"/> books yesterday.	
4 My uncle invested all his money <input type="checkbox"/> real estate.	
5 I don't like lending money <input type="checkbox"/> friends.	
6 I borrowed a lot of money <input type="checkbox"/> the bank.	
7 They charged me \$120 <input type="checkbox"/> a haircut!	
8 I never get <input type="checkbox"/> debt. I hate owing people money.	

1 36))) Listen and check.

c Cover the **Preposition** column. Look at the sentences and remember the prepositions.

C: Listening

1. Listen to six people answering the question “Are you a spender or a saver?”

How many are savers?

Listen again and match speakers 1–6 with A–F. Who...?

- A always has money in the bank
- B often ends up with no money
- C thinks he / she is careful with money, but not cheap
- D enjoys spending money on his / her hobby
- E can save money if he / she needs to
- F prefers to live now than worry about the future

Work in pairs and answer the following points

A

What do you usually waste your money on?

If you won a million dollars, what'd you do?

B

If you could choose between being rich and sad or being poor and happy, which one would you choose and why?

What do you want to buy right now?

D: The Winning Ticket

- Could you look at this picture?
- Can you guess the story behind it?
- Where does this woman work?



Read the article and find out the story behind the previous photo.

The Winning Ticket

Therese Costabile is a cashier at a big drugstore in Cupertino, California. People can buy medicine at the drugstore. They can buy makeup, shampoo, watches, candy, and many other things, too. They pay Ms. Costabile for the things they buy.

At the drugstore people can also buy tickets for the California State Lottery. They pay one dollar for a lottery ticket. There are pictures on the ticket. Some pictures are winning pictures, and some pictures are losing pictures. Most people win nothing. Some people win two dollars. A few lucky people win thousands of dollars.

One day Ms. Costabile was working at the drugstore. She sold three lottery tickets to a woman. The woman looked at the pictures on the tickets. Then she threw the tickets on the counter and walked away. "These are losing tickets," she thought.

Ms. Costabile picked up the tickets and looked at them. She was surprised. Then she was excited. One ticket was a winning ticket!

"Excuse me!" Ms. Costabile called to the woman. "You won \$50,000!"

The woman walked back to the counter. She took the winning ticket and looked at it. "You're right," she said. "I won \$50,000." The woman walked away slowly, in shock. Then she turned around. "Thanks," she said to Ms. Costabile.

Why did Ms. Costabile give the woman the ticket? Why didn't she keep the ticket? Didn't she want the \$50,000?

"Of course I wanted the money," Ms. Costabile said. "But it was her ticket. It wasn't my ticket."

Ms. Costabile telephoned her mother and told her about the ticket.

"Well, I'm sorry that you aren't rich," her mother said. "But I'm happy that you're honest."

- Describe Ms. Costabile in a word.
- Describe the winner in a word.
- Do you think what the woman has done right or wrong? Why?

UNDERSTANDING WORD GROUPS

Read each group of words. One word in each group doesn't belong. Find the word and cross it out.

BUYING THINGS	DRUGSTORE	LOTTERY	FEELING GOOD
pay counter weather cashier	potatoes medicine makeup shampoo	win lose ticket diet	happy excited depressed lucky

REMEMBERING DETAILS

Read the sentences. One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Therese Costabile is a ~~manager~~^{cashier} at a big drugstore.
2. She sold three movie tickets to a woman.
3. The woman threw the tickets on the floor and walked away.
4. Ms. Costabile picked up the woman's money and looked at them.
5. Ms. Costabile called to the woman, "You won \$5!"
6. The woman took the winning ticket and walked away slowly, in anger.
7. Ms. Costabile told her uncle about the winning ticket.
8. Her mother said, "Well, I'm sorry that you aren't rich, but I'm happy that you're friendly."

E: Invent a Product

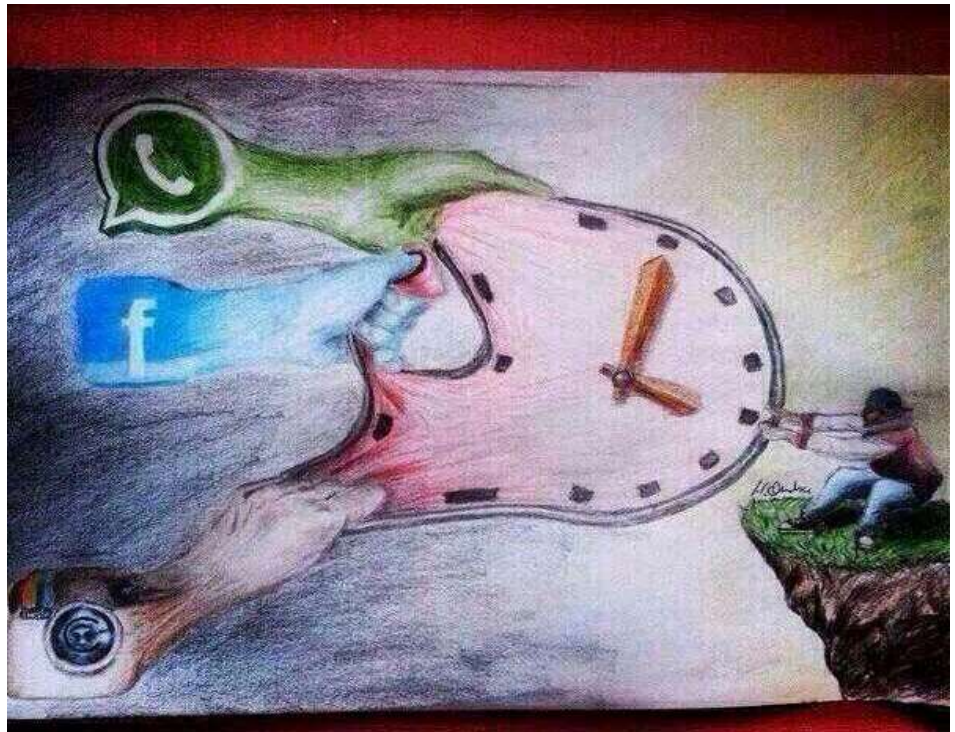
*Invent a product, present it
to the whole class and mention
the following points:*

- **Draw it.**
- **Describe it.**
- **The Price**
- **How does the product work?**

Session Six

Too Much Information!

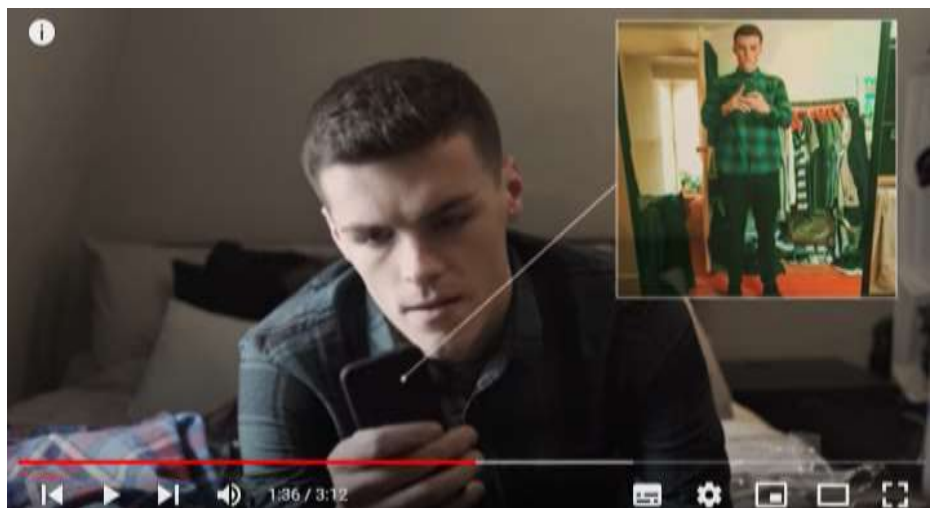
- What's the main message behind this photo?
- What comes to your mind when you hear the word "Internet?"
- How many hours do you spend on the internet?
- How many friends do you have on Facebook? How many of them do you really know? What does that mean?
- When was the first time you used the internet? What did you search for?



A: Are You Living an Insta Lie?

Watch the following video.

- What's the main message of this video?
- Do people on this video have a happy life?
 - Why?



Link: <https://www.youtube.com/watch?v=0EFHbruKEmw>

Work in small groups and answer the following question:

What are the new trends happening now on social media?

B: How to become an influencer?

Look at the following picture.

1. What's going on in this photo?
2. What's her job?
3. Can you think of famous influencers on social media?
4. How to become famous on social media?



Preparation task

Match the definitions (a–J) with the vocabulary (1–10).

1. Browse	A. To open a live video or audio content.
2. Scroll	B. a short introduction of a person
3. Swipe	C. Attractive and easily remembered
4. Streaming	D. To move up and down the screen
5. Meme	E. To move from left or right on the screen
6. A bio	F. people who watch or follow a public content
7. Catchy	G. To view different web pages on the internet.
8. A niche	H. A photo or a text that is intended to spread jokes

So, what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g., fashion, travel, or technology.

Influencers have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

1. Choose your niche What is the area that you know most about?

What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio.

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram, or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your specialty area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently.

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story.

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content!

Publicize your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

Task Number Two

Choose the best answer:

1. A social media influencer is not someone who ...

- a. guides the decisions of their followers.
- b. is an expert in a particular area.
- c. pays their followers to buy products.

2. Companies want to use influencers to ...

- a. sell their products to their followers.
- b. develop new products.
- c. write their blogposts.

3. If you want to be an influencer, your bio on your account shouldn't ...

- a. say who you are.
- b. talk about your niche area.
- c. be the same as other people's bios.

4. You should make sure that you post ...

- a. once a month.
- b. every day for the first month and then once a month after that.
- c. about similar subjects.

5. You can make sure that people find your post by ...

- a. using hashtags.
- b. doing all of the above.
- c. using funny or memorable titles.

Work in pairs and start the following interview:

- Can you remember your first mobile phone?
- How have mobiles changed from the past?
- What do you like about your mobile phone?
 - What do you hate on your mobile phone?
- Can you think of annoying things people do with their mobile phones?
- If you could invent another application on the internet, what would you invent?

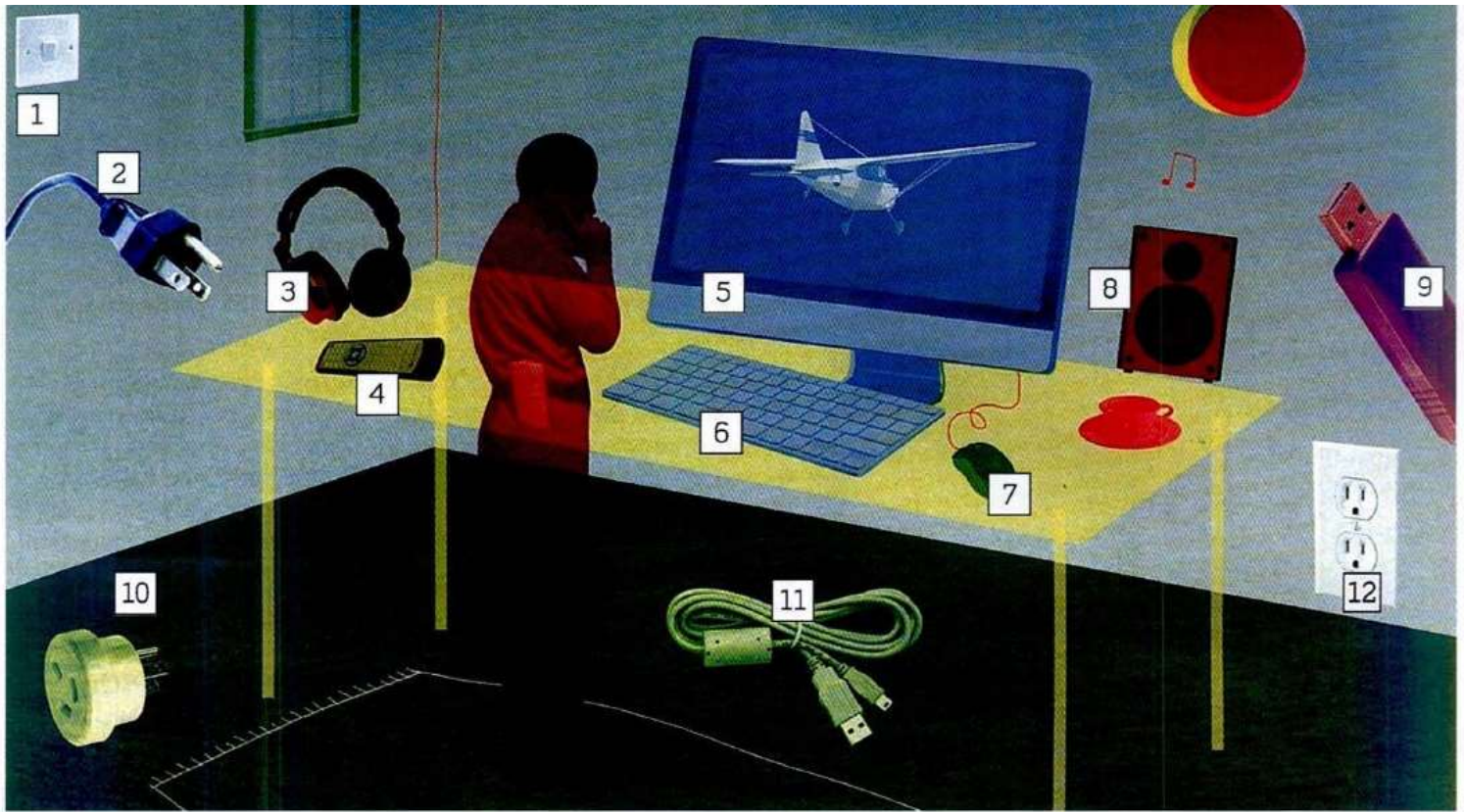
E: Mini presentation

Imagine that you have a YouTube Channel

- What would it be about?
- What would you call it?

D: Vocabulary and Pronunciation

Electronic devices, phrasal verbs, linking



1. Match the words and pictures.

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> a mouse | <input type="checkbox"/> a flash drive | <input type="checkbox"/> an outlet |
| <input type="checkbox"/> a speaker | <input type="checkbox"/> a plug | <input checked="" type="checkbox"/> a switch |
| <input type="checkbox"/> a USB cable | <input type="checkbox"/> a remote control | <input type="checkbox"/> an adaptor |
| <input type="checkbox"/> a keyboard | <input type="checkbox"/> a screen | <input type="checkbox"/> headphones |

Listen and check. Then test each other.

A What's 6? B (words covered) It's a keyboard.

2. Match the sentences.

- | | |
|--|-----------------------------|
| 1 <input type="checkbox"/> I changed the heat from 70° to 62°. | A I switched <u>it</u> off. |
| 2 <input type="checkbox"/> I disconnected my iPod from the computer. | B I switched <u>it</u> on. |
| 3 <input type="checkbox"/> I increased the volume on the TV. | C I turned <u>it</u> down. |
| 4 <input type="checkbox"/> I pressed the off button on the TV. | D I turned <u>it</u> up. |
| 5 <input type="checkbox"/> I programmed the alarm on my phone. | E I plugged <u>it</u> in. |
| 6 <input type="checkbox"/> I put my phone charger into an outlet. | F I unplugged <u>it</u> . |
| 7 <input type="checkbox"/> I pressed the on button on my laptop. | G I set <u>it</u> for 7:30. |

Listen and check.

Listen and repeat A–G. Try to link the words. Now cover A–G and look at sentences 1–7. Say A–G from memory.

Separable phrasal verbs

Remember that many phrasal verbs are separable, i.e., the object can go between the verb and particle (**Switch the TV on.**) or after the particle (**Switch on the TV.**)

However, if the object is a pronoun, it must go between the verb and particle, e.g., **Switch it on.** NOT **Switch on it.**

3. Answer the questions with a partner. Give reasons for your answers.

- 1 How many devices do you have with screens? Which one do you use the most?
- 2 Do you prefer to use a keyboard with or without a mouse?
- 3 Do you usually listen to music with headphones or with speakers?
- 4 How many remote controls do you have? Do you think you have too many?
- 5 How many prongs do plugs in your country have? Do you need a travel adaptor if you go abroad?
- 6 In your house do you usually agree about what the temperature should be, or is someone always turning the heat or air conditioning up and down?

E: Teens react to giving up social media for a week



Link: <https://www.youtube.com/watch?v=OsLgTbQmBXQ&t=1s>

Can you please look at the title of the video and this screenshot?

Can you guess the story of this video?

Can you live without the internet?

If you had no internet for a month, what'd you do?

What'd you feel?

Watch the video and answer the following questions:

1. How did the teenagers feel at the beginning? At the end?
2. What did they learn from this experiment?
3. If you were them, what would you miss?
4. Describe this family in a word.
5. Could you do this challenge or not, why?

Session Seven

Did you have a happy childhood?

A: Look at the picture

- What comes to your mind when you see this photo?
- Did you have a happy childhood?
- As a child, what did you want to be when you grew up?
- What's your earliest childhood memory that you couldn't forget?



Work in Pairs and Start the Following Interview

Can you remember ...?

1. A song you used to like.
2. A hobby you enjoyed.
3. A good friend you had.
4. A kind of food you liked.
5. A toy you used to play with.
6. Your biggest fear as a child.

B: The New York Times



Link: <https://www.nytimes.com/2022/02/13/learning/whats-going-on-in-this-picture-feb-14-2022.html>

Look at the following picture and guess the story behind it?

Is there anything strange here?

Where did the photo take place?

Now read the article from “The New York Times” and answer the following questions:

1. Who is that girl?
2. Where is she from?
3. What happened to her?
4. Was she right or wrong?
5. If you were her, what would you do?
6. Suggest a title for this story?

Aside from your parents, who had the biggest impact on your childhood?

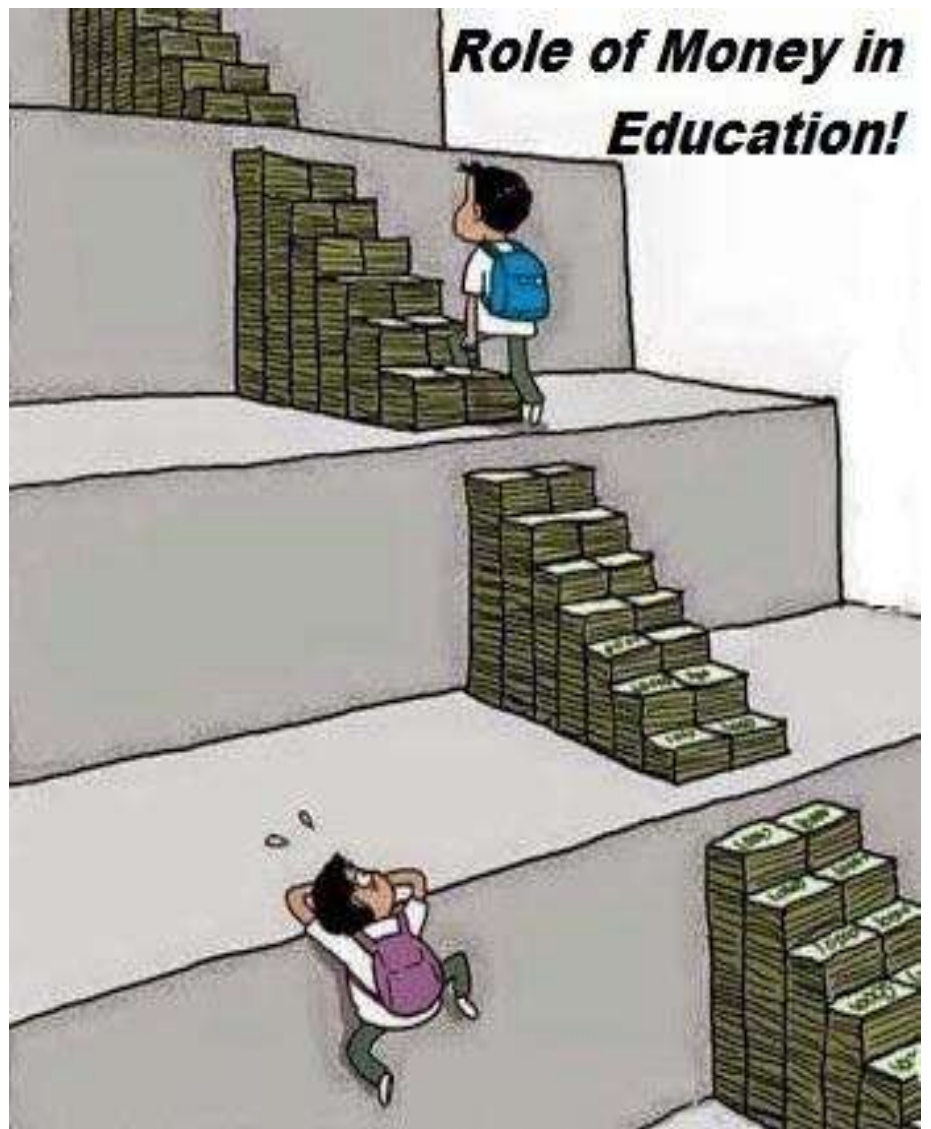
Who's this person?

Draw him/her

What did this person do for you?

Look at the caricature:

- Do you want to return to your school or not Why?
- What did you study at school?
- Which subject were you good at? Bad at?
- What did you like in your school?
- What did you hate?
- What's the most important thing you learnt at school?



C: Good Sport - Inspirational Short Film



Link: <https://www.youtube.com/watch?v=lxuH5iVoXfQ>

Watch the following video and describe this child in a word.

Work in pairs and answer the following points:

- Did he succeed or not? Why?
- What's the main message behind this video?
- Have you ever faced a situation like that?

Mini Presentation

Choose one of the following points:

- A teacher who has left a great effect on your life.
- A school memory that you can't forget.

D: Childhood Days



Now listen to **four people** talking about their childhood memories. How many of them had happy childhood memories?

Listen again and answer the following points:

1. What did the first speaker hate about her childhood days?
2. What did the second house miss in his childhood?
3. What did the third person miss in his childhood days? What was his family's reaction?
4. Have you ever faced the same problem of speaker number three? What happened?
5. What did you miss in your childhood days?

F: Back to school: Then and now



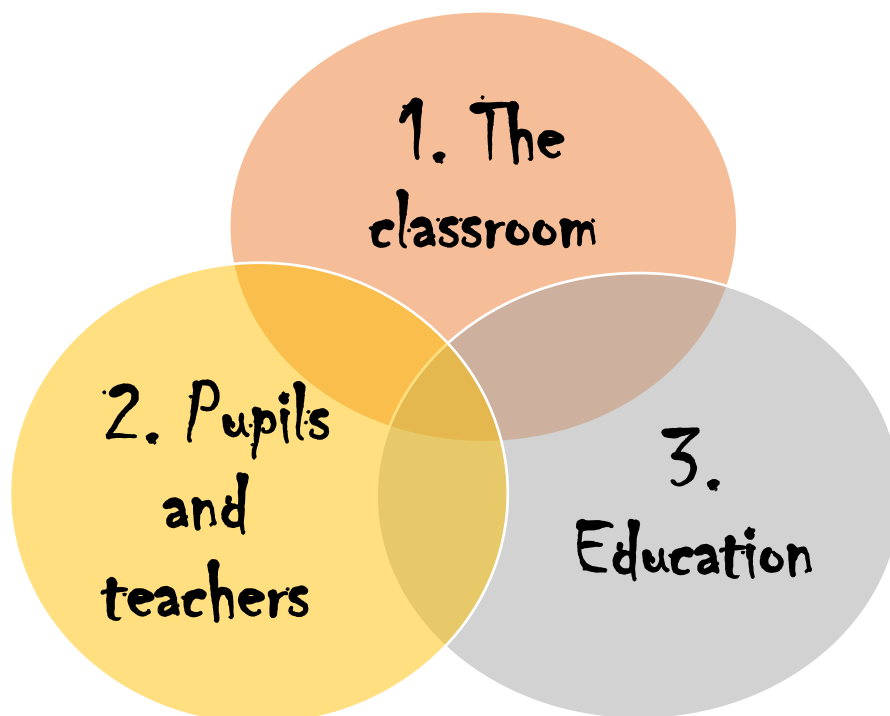
Link: <https://www.youtube.com/watch?v=IUuJ4kQaOZM&t=1s>

Look at the following screenshot from a YouTube video.

Then, answer the questions:

- . Can you describe their school uniform?
- . Did you like your school uniform?
- . Can you describe your school uniform?
- . What does the word "Education" mean?
- . How important do you think education is?
- . What are the problems of education system in Egypt?
- . How to solve these problems?

Watch the Youtube video about Back to school. Work in small groups and every student chooses a number to talk about its challenges between past and now.



Which one do you prefer:

online or face to face learning?

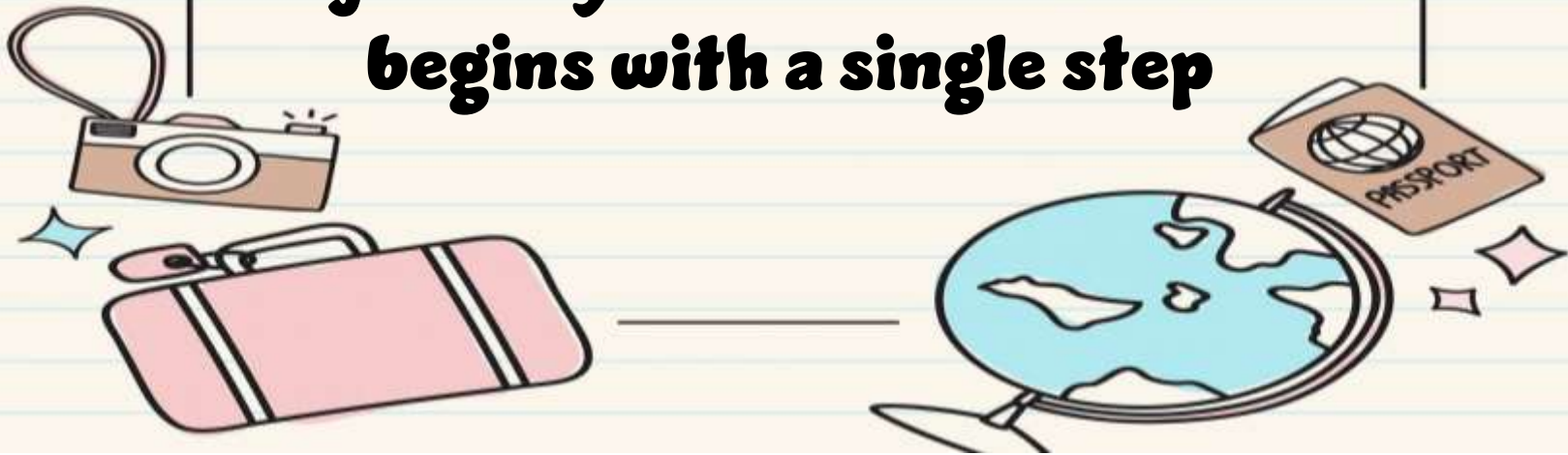
why?

Mini presentation

. What was your school life like?

Session Eight

**A journey of a thousand miles
begins with a single step**



- What's going on this picture?
- Do you like travelling?
- Why do people travel?
- What are the things that people should do before travelling?
- If you travelled, what would you miss in Egypt?
- Would you prefer travelling alone or with someone? Why?



Work in small groups and discuss:

**Advantages
of traveling**

**Disadvantages
of traveling**

Mini Presentation

Where do you want to travel?

How long will you stay?

What 'd you do there?

What problems you might face in this country?

A: Different cultures: strange traditions around the world

Read the following article about strange traditions around the world.
Each student takes Two different traditions to present in front of the class and comment on them.

1. Ghana – Dancing with the dead

A funeral tradition followed by the Malagasy tribe in Madagascar, people literally dance with dead bodies as part of their custom. They put the dead bodies in fresh cloth and dance around the tomb to live music.



2. Smoking anywhere, The USA

It is everyone's right to breathe clean air and with this philosophy, many places in the USA have banned



smoking. The workplaces and public places are witnessing a great initiative of being smoke-free.

3. The baby jumping festival, Spain

During this festival babies born in the previous year are placed in arranged rows of pillows spaced out down a public street. Then men dressed in bright yellow costumes, and weird masks begin to run down the street jumping over the rows of children like Olympics.

This tradition started in the early 1600s; the Spanish people believe that it keeps the devil away from these children. The babies are sprinkled with rose flowers after the run.



4. Breaking porcelain for good luck, Germany

This is a German custom where the family and friends of soon to be wed couples gather to break porcelain items such as dinner wares and flower vases.

The couples should then clear up the broken things. This tradition is believed to bring good luck to the new marriage. Or at least to show the couple the significance of hard work and unity, which are an integral part of any marriage.



5. Not tipping, The USA

It is not your local restaurant where you can skip without tipping at all. Tipping in large could be culturally sensitive in many European or Asian countries, but American culture doesn't work that way. Whenever you are receiving any kind of service, you must tip about 12-20 per cent of the amount.



6. Don't show up empty-handed - Russia

If you have been invited to dinner at a friend's house. Never show up without anything to offer in return, as this is considered to be really rude. Even if you bring just a small chocolate

bar or a cheap bunch of flowers from the kiosk in the neighborhood, they'll still be happy. You can expect a warm reception in a Russian home.



7. Don't smile all the time, Russia

How come? Easy! In Russia smiles are reserved for family members, friends, and colleagues at work. It's just a typical Russian thing, and it's recommended you don't smile randomly at strangers while riding on public transport or going shopping. Russians have a saying "to smile without a reason is a sign of a fool".



After reading the passage, which tradition do you:

- Like most?
- Hate most?
- Usually do?

What's the best place you've ever been to?

- **When was it?**
- **Where?**
- **What did you do?**

B: Lost and Found

Work in pairs and decide:

- **What's going on this picture?**
- **Can you guess the story behind this picture?**
- **Suggest a title for this photo.**



Link: <https://www.youtube.com/shorts/qsTpcHGmXvk>

Watch the video and answer the questions:

1. What happened to those people?
2. Where are they from?
3. How long did they stay in the sea?
4. Were they right or wrong?
5. Can you imagine how they spent their days in the sea?
6. Why did they do all of that?

C: Let's Chat



D: Essential Things to Know Before Traveling to Egypt

Do you love Egypt? Why?

What do you hate in Egypt?

What problems we face in Egypt and how to solve them?

What are the things that people should know before coming to Egypt?



Visiting Egypt for the first time? Read on for essential Egypt travel tips and advice to help you plan a perfect trip!

1. Tipping is very much expected

Tipping (or “baksheesh”) is pretty much mandatory in Egypt. Get TONS of small change where you can because it feels like you have to tip everywhere, constantly, and no one is shy about asking you outright for a tip. You might get baggage handlers offering to carry your luggage for 3 meters to the door and you’ll have to tip. Tip 5-10 LE to toilet attendants, 10-20 LE to baggage handlers and other hotel staff, 80-150 LE per day to your tour driver, US\$15-20 per day per person to your tour guide.

2. Leave your drone at home.

Planning on flying your drone over the pyramids of Giza? Think again. Egypt prohibits the use or possession of unmanned aerial vehicles (drones) without a license from the Ministry of Defense. There are many stories of people leaving their drones at the airport. It's not worth the hassle so don't even bother bringing your drone if you are just a recreational user.

3. Don't drink tap water.

This is one of the first things your tour guide will tell you about traveling around Egypt. The tap water in Egypt is not safe to drink, and you're also advised to brush your teeth with filtered or mineral water. Hotels and tour companies provide bottled water to their guests, or you can boil water ahead of time to brush your teeth or refill your water bottles.

4. Be careful crossing the street in Cairo.

Because there's heavy traffic in Cairo, pedestrians must take care when crossing the busy streets. It's best to walk with a group of people. You'll quickly learn the traffic patterns and when to cross the streets but remember safety is in numbers.

5. Respect the culture and dress appropriately.

Egypt is a mostly Muslim country, so ladies should be prepared to dress modestly out of respect. Women should not wear low-cut tops, shorts, or skimpy skirts. Ankle-length skirts, pants, long-cotton, and linen blouses (with roll-up sleeves) work best. Though headscarves aren't required in Egypt like they are in some other Muslim countries, carry a scarf just in case. Bathing suits, tank tops, sundresses and shorts are more acceptable in beach towns. Khakis and t-shirts or button-down shirts work well for men.

6. Egyptians are hospitable people.

Anticipate warmth, friendliness, and curiosity from Egyptians. Middle Eastern culture is widely known for its hospitality and when you visit Egypt, you'll witness that kindness firsthand. Locals may want to snap pictures, chat and ask questions, so learning a few phrases in Arabic will go a long way, even if they speak English.

- Do you agree with this article or not, why?

- Add other things people should know before visiting Egypt?

E: Three reasons why should people travel the world



Link: <https://www.youtube.com/watch?v=8wKE0LGRWeQ&t=142s>

Watch a YouTube video about three reasons why people should travel. Work in Groups of three and everyone takes one reason to talk about in details.

1. It's outside of your comfort zone

2. Escape the routine

3. Education

Session Nine

Still Living with Parents



- What's going on this picture?
- Describe the mom and the dad in a word.
- What's happen to this boy in the future?
- Is your family important? Why?
- How many siblings do you have?
- Do you usually fight with them? About What?
- Why do you fight with your family?



A: Discussion

Talk about the most memorable situation with your family.

**Work in pairs A & B
and talk about the
following points:**

A. What do
you love in
your
family?

B. What do
you hate in
your
family?



- Look at the photo showing family members. What's happening in it? What do you think the relationship is between the people?

With a partner, explain the difference between each pair.

1. a mother and a stepmother
2. a father and a Father-in-law
3. a grandfather and a great-grandfather
4. a nephew and a niece
5. a child and an only child
6. your immediate family and your extended family

B: Still Living with Parents

What's going on this photo? What home items can you see?



Discussion

- What comes to your mind when you hear the word family?
- Do you prefer spending time with your family or alone?
- Which one is better: living with your family or living alone? Why?
- If you could change one thing in your home, what 'd it be?

Read the following article.

How many of them want to live alone?

Comments



Vivienne @Montreal, Canada

If I had the money, I would move out immediately. All I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. If it were my place, I'd be happy to do the cleaning and things like that. I would take care of it. But right now it's just a dream, because I can't find a job.



Mauro @Recife, Brazil

I'm perfectly happy living at home. If I lived on my own, I'd have to pay rent, do the housework, and the cooking. Here my mother does my laundry, she cleans my room, and of course she cooks, and her food is wonderful. I have a nice room. I have my computer where I can watch TV... Why would I want to leave? Even if I could afford it, I wouldn't move out. Not until I get married...



Andrea @Melbourne, Australia

It isn't that my parents aren't good to me – they are. If they weren't, I wouldn't live with them. But I just don't feel independent. I'm 29, but I sometimes worry that if I come back late after a night out, I'll find them still awake waiting up for me. It's never happened, but it still makes me want to move out.



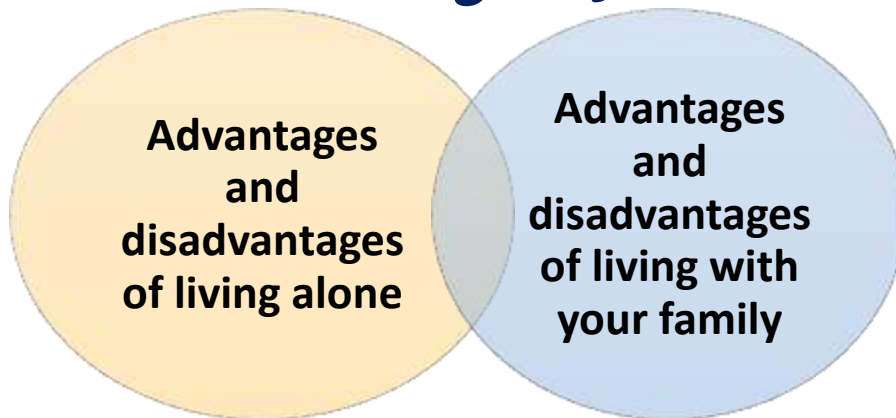
Carlos @San Antonio, Texas

I'd love to move out. I get along well with my parents, but I think I'd get along with them even better if I didn't live at home. My mother drives me crazy – it isn't her fault, but she does. And I'd really like to have a dog, but my mother is allergic to them.

c Read the article again. Who...?

- 1 is not happy living at home because of family conflict
- 2 thinks his / her parents think of him / her as still being a teenager
- 3 thinks that the advantage of living at home is not having to do any work
- 4 would like to be able to decorate his / her home in his / her own taste

Work in small groups and decide:



C: Parent-Teen Communication

- What's going on this picture? - Watch a YouTube video and answer the questions.

Part One:

- What was the problem in this video?
 - What's the mom's reaction at the beginning?
-

Part Two:

- What did she do instead?
- Do you agree with the mom or not?
- If you were her, What'd you?



Your Ideal Home

Talk about your dream house and mention the following points:

Where is it?

What'd you like to have in this place?

Draw this house.

Small Game:

Choose three important things that you can't live without at home. Don't tell your friend the names of the items. Describe the vocabulary and let your partner guess the actual words.

E: locate him

1. Who's this man?
2. Can you guess his name?
3. Is there anything strange about this man?



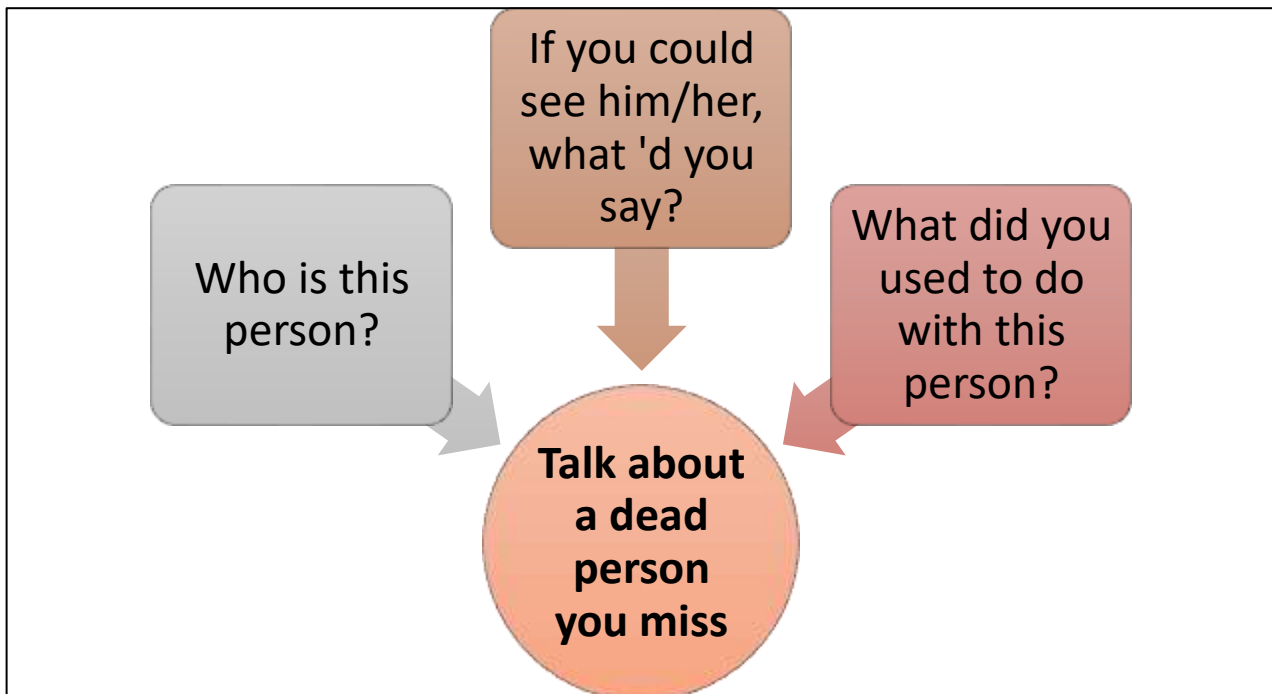
Read the article and find out what happened.

The disappearance of Brandon Swanson

He was driving home from a part. He called his parents and was on the phone with them as he was unsure of his exact location. He told his parents he was outside of a town, and they drove over to pick him up. They were on the phone with him as they were driving but were unable to locate him. He went silent after saying “Oh” and was never seen again.

Work in pairs and answer the following questions:

- Where is he now?
- Is his family responsible for what happened? Why?
 - Suggest a title for this story.
- If you were his family, what would you do?



Session Ten

Stereotypes – or are they?



1. What's going on in this picture?
2. What are roles of women?
3. What are the roles of men?
4. What type of clothing do women wear?
5. What type of clothing do men wear?
6. What things can either men or women do that the other can't do and why?



A: Mini Discussion

If you're the opposite gender for a day, what would you do?

B: MEN & WOMEN

Stereotypes or True?

- Girls should play with dolls and boys should play with trucks.
- Boys are better at math; girls are better at languages.
- Women cook better than men.
- Men driver better than women.
- Women are talkative than men.
- Women worry more about their appearance than men.
- Women spend more time than men on social networking sites.
- Men talk more about things; women talk more about people.
- Men are more interested than women in gadgets like phones and tablets.
- Women spend more time than men talking about celebrities and their lifestyles.
- Men are stronger than women.
- Women are less interested in sports than men.

- *Work in pairs. What does the word "Stereotypes" mean?*
 - *Do you agree with these sentences or not, why?*

C: Taxi

Look at the picture. What are they waiting for?

Watch the video and find out what happened.

1. Describe the taxi driver in a word.
2. If you were the man arrived earlier, what would you do?
3. Have you ever faced a situation like that? What happened?



Link: <https://www.youtube.com/watch?v=rNjaLAib83o&list=LL&index=9>

D: The Most Popular Stereotypes and Clichés around the World

What comes to your mind when you hear the names of the following countries?

China - The USA - Germany

France - The UK - Italy

United Arab Emirates - Japan - Spain

**Watch a YouTube video about stereotypes
around the world.**

What's the first impression people take of the
following countries:

(Sweden – Ukraine – China – Ghana – The UK –
Switzerland - Turkey – Italy - Chile).



Link: <https://www.youtube.com/watch?v=4MRZbWuUmkk&list=LL&index=10>

Mini Discussion:

What is the first impression people take about your country?

E: Body Language tips for presentations!



- What comes to your mind when you hear the word "presentation"?
- What is the most difficult thing about making a presentation?
 - What are the pros and cons of presentation?
- What are the most important tips to pass a presentation successfully?

Read the following article about tips for presentations. Work in small groups and every learner chooses one tip to talk about in front of the class.

1. First of all, your appearance (clothes, hair etc.)!

It is essential that you dress appropriately and have well-groomed hair. Your audience will be distracted if your clothes are sloppy or flashy.

2. Smile!

When you enter, or as you are being introduced, smile warmly. Not too much! It should be a warm and sincere smile. You may feel nervous at this time. But this is when the audience is assessing and analyzing you. So, stand erect and remain calm.

3. Do not lean on the podium or table.

Leaning on a support suggests to your audience that you are weak or nervous.

4. Do not point your finger at the audience.

This can seem very aggressive. If you want to use your hands, show your open palms with your hands spread wide. This is generally an appealing, positive gesture.

5. Maintain eye contact.

Make eye contact with every person in the room. Do not look only at one person. Look at each person individually, as though you are talking to that person as an individual. Would you buy a car from a car salesman who refused to look at you when talking to you?

6. Control your voice! Speak slowly and clearly.

To underline a special point, go even more slowly. Repeat a sentence if it is important. That's right. Repeat a sentence if it is important. You can also say the same thing again in a different way. Let your voice go up and down in volume (speak loudly, then quietly). And - sometimes - you can just stop speaking completely. Say nothing for a short time. A silent pause is a very powerful way of communicating.

Work in pairs and guess. What do these body language signs mean?

Body language



F: Free Presentations

It's time to deliver your own presentation. Choose any topic you prefer, then present your own point of view in no more than three minutes in front of your colleagues.

1. Who is more complicated gender: men or women?
2. Exams are harmful.
3. Should girls travel abroad alone?
4. Is college education worth it? Why/why not?
5. A woman's place is in the home of her husband
6. Cell phones should be banned from schools and universities
7. University students should be required to wear uniforms.
8. Thanawya Amma exams should be banned.
9. Money is important than happiness.
10. Women have many responsibilities than men.
11. Is it better to be honest and poor or dishonest and rich?
12. Homework should be banned.
13. Should older women be allowed to marry younger men?
14. What should people do to get rid of stress?

Also, try to use one of the following fillers to support your ideas.

I mean- you see - Well, - The thing is- It's like this, you see- let's see (now) –
Now, let me think - Now - just a minute- Hang on- sort of - like - kind of -
Actually, - As a matter of fact- To be honest - In fact, - The fact is- What's
the word I'm looking for? - How can I explain this?- According to, - as a
result, - for example - in addition, - more importantly, - this means, -
First of all - secondly - thirdly - Finally.

The Final Session/ Posttest

This session was the last one. The researcher conducted the posttest which was the same content of the pretest. The posttest was implemented online because of Ramadan. In that online session, the researcher applied the pretest which consisted of four parts. The researcher met students via Jitsi Meet online platform. Firstly, the researcher asked students to work in pairs and answer part number one of the posttest to get to know each other within two minutes. Then, every student had to introduce himself or herself in front of the whole class. Secondly, the researcher divided students into groups of three and gave them some real-life situations. In That sense, every group was required to propose a solution to every problem and present that solution in front of the class. Thirdly, the researcher asked students to work in pairs, choose one of the two topics presented in front of them (section A or section B) and talk about it within three minutes. Then, students had to exchange the topics to elicit more ideas. After that, every student had to present his/her ideas in front of the whole class. Finally, students were required to watch a YouTube video about cultural differences and answer some open-ended and closed-ended questions in pairs. Before starting, the instructor reminded them with the instructions to follow, such as:

- Speak and discuss in English only.
- All groups' members collaborate to come up with different ideas.
- All answers are acceptable.
- Share views and take notes related to their discussed topic.
- Every student -teacher will present an idea orally.

During their oral communication, the researcher assessed students according to the oral communication rubric. Finally, the researcher sent them the online survey and thanked the students for participating in this program and she hoped that they could get benefit from this course.

Appendix (H)
Trainer's Manual

Introduction

This manual is designed to provide you with the needed guidance to train EFL university students on the blended content-based instruction program. Before teaching the program, you need to raise university students' awareness of blended content-based instruction in order to understand the importance of this training program. In addition, you need to introduce them to the importance of enhancing their oral communication skills for their career path.

The manual contains an outline for the program along with a detailed planning for teaching each session. The program follows the learning by doing theory; therefore, the sequence moves the learning responsibility smoothly from the trainer to trainees. The program is divided into eleven sessions. Each one contains a new theme related to students' needs and real-life problems. Furthermore, the program is presented via online platforms as well as face-to-face activities so that students can practice the English language as much as they can.

Each session's planning provides you with the session's sequence; ideas, activities, needed materials as well as the assessment techniques. Finally, the researcher highly appreciates your feedback on this manual.

Session Number One

(Face-to-face)

Orientation Session

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

1. Identify the aspects of the blended content-based instruction program.
2. Identify the importance of oral communication skills.
3. Describe problems they have in oral communication.

Warm up:

- The researcher opens a discussion about the importance of learning English as a foreign language in today's globalized world and its relevance to their major.
- Then, the researcher asks students about the common problems they usually face during learning English and how to overcome these problems.
- Finally, students highlight the obstacles they face while delivering a presentation in college and the criteria for successful public speakers.

Materials

- PowerPoint Presentation
- Video clip
- Pictures
- A cellphone (to record students' answers).

Part (1)

Getting to know each other

Procedures:

- Ask students to work in pairs to answer the questions in part number one to get to know each other.

- Inform students that they have two minutes to prepare their ideas and two minutes to speak.
- Move around while trainees are preparing their ideas and offer help if needed.

Part (2)
Propose a solution.

Procedures:

- Put the students in groups of three and ask them to read the problems in part numbers two carefully and propose a solution to every situation.
- Move around while trainees are preparing their ideas and offer help if needed.
- After students prepare their ideas, let them exchange their solutions in small groups to gain feedback.
- Finally, ask students to present their ideas via a whole class discussion.

Part (3)
Three Minute Talk

Procedures:

- Ask students to work in pairs to talk about the situations in part number three.
- Students are free to take notes to help them organize their thoughts.
- Move around while trainees are preparing their ideas and offer help if needed.
- Finally, ask students to present their ideas via a whole class discussion.
- Each student has three minutes to demonstrate his/her ideas in front of the class.

Part (4): Watch a video.

Pre-listening

- Ask students to look at the picture at the beginning of the listening activity and describe it.
- Let them work in pairs and determine the meaning of culture using their own words.

While-listening

- Students work in groups of four and watch a YouTube video about cultural differences between Spanish and American people.
- Encourage students to take notes to answer the open-ended as well as the closed-ended questions.

Post-listening

- Let students determine the type of culture they like and the strange traditions they have found.
- Finally, encourage them to figure out the mutual traditions between Spanish and Egyptian people.

After the Pretest

After finishing the pre-test, the researcher started to explain the objectives of the program to the students. The program included some blended content-based instruction (BCBI) activities that had to assist the EFL students to enhance their oral communication skills. Some audio, visual and audiovisual learning materials were used inside and outside the classroom in order to achieve the program's objectives.

Besides, the researcher explained the necessary oral communication skills that would measure throughout the whole program. In addition, BCBI gave the students an ample opportunity to speak freely, express their views, learn from each other, and share visions and work

collaboratively via face-to-face and online learning real life contents. It also provided a chance of mutual understanding and constructing their knowledge. Thus, they could enhance their oral communication skills. In addition, the researcher's role was a guide and facilitator in order to achieve the objectives of the program. Finally, to motivate the students to talk, the researcher introduced students to a wide variety of topics and problems to interact freely and communicate confidently.

Session Two

(Face-to-face)

A Bite of Yummy

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

- Implement fillers in conversations.
- Organize thoughts in a meaningful and logical sequence.
- Use substitution in conversation.
- Listen critically to analyze, evaluate, and form an opinion based on what is said.

Learning Devices:

- PowerPoint Presentation
- A Smart Board
- Video Clips
- Pictures
- A cellphone (to record the learners' answers).

Warm up

Students work in pairs and think of:

- One red fruit and one yellow fruit and one green fruit.
- Two kinds of food that some people are allergic to.
- Three kinds of food that come from milk.
- Three containers that you can put food in.

Activity (A)

Vocabulary

Pre-teaching vocabulary

- Put students in pairs and let them look at the photo at the beginning of the lesson which contains a comparison between fast food and healthy food.
- The whole class determines the meaning of "Fast food" from their own point of view.
- Let students work in pairs and decide the advantages and disadvantages of fast food.

While teaching vocabulary:

- Put students in small groups to answer the vocabulary bank.
- Students check their answers collaboratively.
- Ask them to listen and repeat the words to determine the stressed syllable of every word.
- After listening, students choose three kinds of food they like and three kinds of food they don't like.
- Then, the instructor asks students to work in groups of three and decide the meaning of the common adjectives that describe food.
- The instructor moves around the whole class and offers help if needed.
- Finally, students check their answers orally and provide examples to clarify the meaning of the adjectives.

Post-teaching vocabulary:

- The researcher asks students the following two questions:
 - A kind of food you used to eat when you were a child.
 - If you could eat a kind of food for the rest of your life, what would you eat?

Activity (B):

Pronunciation

Pre-teaching pronunciation:

- Put students in pairs.
- Ask them to look at the sounds chart and try to pronounce the words.

While-teaching pronunciation:

- The instructor informs students that they will listen to the sounds and cross out the different words that do not match the other words within the same chart.
- Students listen and check their answer together while the instructor monitors them.
- The whole class exchanges their answers collaboratively.
- Students listen and repeat the words with their stressed patterns.
- Ask students to work in pairs and practice together.

Post-teaching vocabulary:

- Put students in groups of four.
- The instructor uses PowerPoint presentation to write the words on the pronunciation chart, but one word is different.
 - The instructor gives students an example to facilitate the game.
 - For example, "**Beef- Fork - Beans**" and students find the unmatched word, which is "fork".
 - Students think fast to find out the unmatched word.
 - The group who gets the right answer right and fast is the winner.

Activity (C)

Speaking

Procedures:

- Students work in pairs and ask each other the questions on the speaking chart.
- Use flashcards to highlight speaking fillers in front of students.
- Encourage them to use fillers as much as they can to support and organize their ideas.
- The instructor moves around the whole class and encourages them to use the fillers.
- Finally, every student chooses a question randomly and exchanges his/her ideas in front of the class using the appropriate fillers and expressions.

Activity (D)

Listening: Taking Order

Pre-listening:

- Ask students to look at the picture of the restaurant and determine the items they can see and why people go there.
- The instructor divides students into pairs and asks them to mention their favorite restaurants, why they love these places and their favorite orders.

While-listening:

- Play the YouTube video via the following link: <https://www.youtube.com/watch?v=l7EDyUg-LqE&list=LL&index=18>
- Ask students to listen, take notes to find out what the two men ordered.
- Listen again and answer the other detailed questions.
- The instructor asks students to exchange their ideas in pairs.
- Finally, the instructor chooses students randomly to answer the questions while others give their feedback.

Post-listening:

- Students will work individually to give a mini presentation.
- The instructor asks students to invent a new dish and mention the following points to support their ideas:
 - Draw the new dish.
 - Mention the ingredients of that dish.
 - Mention the salary of the dish and its name.

Home Fun
Online Activities

Activity (F)
Six Interesting Eating Habits from Different Cultures

Procedures:

- Every student chooses one of the interesting eating habits from different cultures in their handbook, reads it carefully and says his or her point of view.
- Then, students present their ideas via a voice note on the WhatsApp group. Also, students should use fillers to keep the speech going and share pictures to draw others' attention.
- Students provide feedback to each other and decide the eating habits which are so annoying, and the eating habits which are so interesting from their own point of view.

Exercise (I)
Food Awareness

Procedures:

- Students Join the following link:
<https://edpuzzle.com/assignments/64122848f16cba42a729e6eb/watch>
- The researcher informs students that they will watch a YouTube video about “Food awareness” and answer some open-ended as well as closed-ended questions.
- Students have to answer the questions through voice notes.
- Finally, the researcher receives their answers on the website, corrects them and provides feedback to students on the WhatsApp group.

References:

<https://www.kuali.com/kitchen-inspirations/7-interesting-eating-habits-from-different-cultures/>

[https://www.academia.edu/42193351/American English File 3 Book Second Edition](https://www.academia.edu/42193351/American_English_File_3_Book_Second_Edition)

Session Three

(Online)

Nothing will work unless you do

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

- Use appropriate feedback and politely comment on others.
- Select appropriate words and sentences according to the proper social setting or audience.
- Observe cultural norms with respect.
- Use Circumlocution in conversation.

Materials:

- Pictures
- WhatsApp
- Jitsi Meet
- WordWall.net
- Edpuzzle.com
- PowerPoint Presentation
- A YouTube video.

Warm up:

- The instructor meets the students via Jitsi meet online website.
- Ask students to open the following link: <https://wordwall.net/resource/36753106>
- Let students spin the wheel to get a question randomly and answer it orally.

Activity (A)

What do you know about Steve Jobs?

Pre-reading

- Display a picture of someone standing hesitantly in front of different doors and can't choose a door or take a decision. Let students determine the main message behind it.

- Then, let students work in pairs and ask them to look at the following failure situations and decide what people should do in these moments:

- Receiving poor or failing test grades.
- Losing your temper with someone.

While-reading

- Display the photo of Steve Jobs in front of students, elicit information about his life, let students guess whether his life was happy or not, and discuss the reason behind his success.
- Ask students the following questions:
 1. Are famous people happy, why?
 2. Why do people become famous?
 3. Who's your favorite celebrity?
 4. If you're famous for one day, which area would you like to be famous for and what would you do?
- Let students work in pairs, read the questions related to Steve Job's life and guess the answers before listening to the audio.
- Students start checking and agreeing on one answer.
- Play the audio in front of students to check whether their answers are right or wrong.
- Then, ask students to look at the article about Steve's life and guess the relationship between the photos in the article and Steve's life.
- Let students work in small groups of four. Every student takes one paragraph which contains a part of Steve's life and summarizes it for the whole group.

Post-reading

- Let students suggest a title for his life short story.
- After they finish, divide your trainees into pairs, and ask them to talk about the advantages and disadvantages of being famous.

Exercise (B)

Discussion

Procedures:

- Divide students into groups of four.
- Give every group a big sheet of paper which is divided into two parts: dead famous people on the left part of the sheet and alive famous people on the right.
- Make students mention as many names as they can.
- Tell them that the one who can mention the largest number of names in every part is the winner.
- Then, let students work in pairs and ask each other the discussion questions in exercise B.
- Finally, every student chooses a question freely to talk about in front of the class.

Exercise (C)

Compound Nouns

Pre-teaching vocabulary

- Pose the following two examples in front of the students:
A: Note book or B: Notebook
Ask them which one is right: A or B and why?
- Pose another example, such as A. Soccerplayer or B. Soccer player. Then ask students which of the following is right and why.

While-teaching vocabulary

- Ask students to work in pairs and match a noun from column A with a noun from column B to make compound nouns.
- Let students exchange their ideas and check answers orally.
- Practice saying the words with the right stress pattern.
- Students work in pairs and practice saying the compound nouns in a with the right stress.

Post-teaching vocabulary

- Divide students into pairs to play a small game.

- Ask every pair to choose three compound nouns, describe their meaning to your partner without telling him/her the exact word and let your partner guess the compound nouns you have chosen.
- The instructor monitors students in the breakout rooms, makes sure that students don't use Arabic and let students ask different students.

Home Fun
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Exercise (D)
Court Cam

Procedures:

- Students join the following link:
<https://edpuzzle.com/assignments/64c1f36e10ab1b423cbdc8cc/watch>
- Then, students will watch a YouTube video between a judge and a criminal in the court.
- Before watching, the video stops and asks students automatically to guess the story behind this video and whether the two people know each other or not.
- Then, students are required to watch the video and answer questions via voice recordings.
- In the end, the instructor listens to their answers and provides feedback to every student via a private WhatsApp message.

Exercise (E)
Mini Presentation

- On the WhatsApp group, everyone is supposed to upload a voice recording about the following topic "A famous Person you admire".
- The researcher has already asked students to prepare the topic beforehand to organize their thoughts.
- Also, the researcher asks students to add the following points to re-arrange their ideas:

- Upload a picture of this person.
- Who is this person?
- Why do you love him/her?

References:

<https://www.womenshealthmag.com/life/g34604212/celebrity-first-jobs/>

<https://www.youtube.com/watch?v=hAhxYXrHrSE>

[https://www.academia.edu/42193351/American English File 3 Book Second Edition](https://www.academia.edu/42193351/American_English_File_3_Book_Second_Edition)

Session four

Face-to-face

What's the right job for you?

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

- Use intonation appropriately.
- Use the natural flow of language while raising questions and discussing.
- Use body language, gestures, and facial expressions to grasp others' attention.
- Organize thoughts in a meaningful and logical sequence.
- Listen critically to analyze different topics from a new lens.

Warm up:

- Ask students to talk about what they did yesterday.

Materials

- PowerPoint Presentation
- A YouTube Video
- A wall Chart (to draw a graphic organizer)
- Pictures

Exercise (A)

Reading

Pre-reading

- Students look at the photo at the beginning of the lesson and identify the main message behind it.
- Then, the instructor leads a discussion about "jobs" and highlights the following questions:
 1. Why do people work?
 2. What's your dream job?
 3. Why do you want it?
 4. What's your expected salary after graduation?
- After the discussion, students work in pairs and start talking about the advantages and disadvantages of jobs.
- The instructor monitors students, offers help if needed.
- Finally, the researcher draws two circles on the board, the first one includes the advantages of jobs, and the other includes the disadvantages. Students express their ideas, and the researcher highlights them on the board.

While-reading

- Students look at the story pictures of a girl losing her job and starting a new career path as a freelancer.
- Let students work in pairs and guess the story behind the pictures.
- Then, the researcher asks students to match sentences from A-I with pictures 1-9.
- Let students check their answers and guess the meaning of the bold words within every sentence.
- The researcher moves around the whole class and offers help if needed.
- Students explain their ideas and the meaning of the bold words.
- Students practice saying the words orally with correct intonation in pairs.

Post-reading

- The instructor asks students to suggest a title for this story.

Exercise (B)

Discussion

Procedures

- The researcher hangs three flashcards on the wall which contains the following three questions:
 - A job you'd like to do and why?
 - A job you wouldn't like to try and why?
 - If you could choose between "good salary and bad boss" or "bad salary and good boss", which one would you choose and why?
- Students work in groups of three and start asking each other the questions.
- Finally, students share their ideas orally in front of the class.

Exercise (C)

Before I was a Refugee

Pre-listening

- Ask students to look at the picture at the beginning of the lesson and guess the story behind the photo of the woman.
- Ask students:
 - Why did she travel?
 - What's her job before travelling?
 - What's her job current job?

While-listening

- Students work in pairs and the researcher informs them that they will watch a YouTube video of some people talking about their jobs before being refugees and obstacles they face after leaving their homelands. Link of the video: https://www.youtube.com/watch?v=yC6_4YNRjU8&t=1s
- Ask students to watch and put the ideas in exercise (E) in the same order the people have mentioned in the video.

- Let students check their answers in pairs and finally the whole class exchanges their ideas collaboratively.

Post-listening

- Encourage students to suggest a title for this story.

Exercise (E)

Tips on How to Succeed in a Job Interview.

Pre-reading:

- Lead a discussion about interview tips and ask the following questions:
 - If you had a job interview, what 'd you do to succeed in it?
 - What should you do before the interview day, during the interview, and after the interview?
 - What are the common mistakes people make during interviews?
- Then, the teacher leads a discussion about "Common interview questions" and asks students to write the common interview questions in most interviews.
- Students share their ideas, and the researcher asks them how to answer these questions.

While-reading:

- Students are going to read the article (E) in their student book about "tips on how to succeed in a job interview".
- Then every student takes one tip and presents it in front of their colleagues.

After-reading:

- Then, the teacher presents a PowerPoint presentation of the common questions as follows:
 1. Tell me about yourself.
 2. How did you hear about this position?
 3. Why do you want this job?

4. How do you see yourself 5 years from now?

5. What are your strengths?

6. What are your weaknesses?

- The researcher divides students into pairs (A and B).
- Student (A) is the interviewer while student (B) is the candidate. The interviewer asks the previous ten interview questions, and the candidate answers them.
- Students exchange roles to get more information.
- Finally, students answer the questions randomly in front of each other and provide feedback to each other.

Home Fun

Online Activities

Exercise (D)

Job Interview Tips: How to Make a Great Impression

Procedures:

- Students join the following link:
<https://edpuzzle.com/assignments/64bacd2b143c2842040a9a45/watch> to watch a YouTube video of a man interviewing a young lady.
- Then, students answer some open-ended as well as closed-ended questions.
- Finally, the researcher corrects students' answers and provides feedback via the WhatsApp group.

Online Listening Activity

Procedures:

- Students join the following link: <https://uquiz.com/IGrh4U>
- Then, students answer some open-ended as well as closed-ended questions.
- Finally, the researcher corrects students' answers and provides feedback via the WhatsApp group.

References:

<https://learnenglish.britishcouncil.org/skills/reading/b2-reading/work-life-balance>

<https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression>

Session Five

Face-to-face

Spend or Save?

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

- Use intonation appropriately.
- Listen critically to evaluate what others said.
- Select appropriate words and sentences according to the proper social setting.
- Implement substitution in conversation.
- Organize thoughts in a meaningful and logical sequence.

Warm up:

- Talk about the worst meal you have ever had and mention the following points:
 - Where was it?
 - When was it?
 - What happened?
 - What did you do next?

Materials

- PowerPoint Presentation
- A YouTube Video
- Pictures
- Flashcards

Exercise (A)

Reading

Pre-reading

- The researcher asks students to look at the picture at the beginning of the lesson and guess the message behind it.
- Then, the researcher divides students into pairs and asks them to watch a YouTube video of about someone talking about “money” and answer the following two questions:
 1. What's the message behind this video?
 2. Do you agree with this man or not and why?
- Then, the researcher leads a discussion about "money" and asks the following questions:
 1. Is money important or not and why?
 2. What comes to your mind when you hear the work money?
 3. What's the easiest way to make money?
 4. Do you enjoy saving or spending money?
 5. Can money buy happiness or not?
 6. What do you spend most of your money on?
 7. Can you think of something you want to buy right now?

While-reading

- Students look at the picture at the beginning of the reading part which demonstrates the disadvantages of online shopping and try to figure out the message behind it.
- Then, the researcher asks students whether they have faced the same problem before or not.
- Then, students are divided into groups of four and discuss the following points:
 - Advantages of Online Shopping
 - Disadvantages of Online Shopping

- Advantages of face-to-face Shopping

- Disadvantages of face-to-face Shopping

- Then, students look at the three pictures on the reading article of a wedding dress, a laptop, and a necklace and try to describe everyone.
- Then, the researcher divides students into groups of three.
- Every student chooses one product, reads the story behind it and summarizes it to the whole group.
- After reading, students work collaboratively to answer the three questions followed by the reading article.
- Finally, the instructor chooses three students randomly and everyone explains the story of the product he/she read.

Post-reading

- The researcher divides students into pairs and asks students to deliver a mini presentation about "The worst shopping experience".
- The instructor hangs flash cards on the wall which contains the following points:
 - Talk about the worst shopping experience you have had.
 - Finally, students share their ideas in front of the class orally.

Exercise (B)

Vocabulary

Pre-teaching vocabulary

- The researcher asks students to think of the names of the places where people can buy:
 - food
 - Medicine
 - Books
 - Clothes
- Then, students talk about the last item they have already bought, describe it, and mention when and where they have bought it.

While-teaching vocabulary

- The researcher divides students into pairs.
- Then, ask students to look at the vocabulary list from 1-8, guess their meaning and the differences between every word and the other.
- Students share their ideas and explain the meaning of the words together.
- The researcher asks everyone to choose at least three words and use them in different sentences.
- The whole class practices saying the words orally with correct stress.
- Then, students move to the prepositions part and complete the column with a word from the list.
- Students listen to the answers and repeat the intonation patterns.

Post-teaching vocabulary

- Students move to the discussion part and ask each other the following situations:
- What would you do if ...?
 - You're in eating in a restaurant and found an insect died in the food, what'd you do?
 - Bought something and when arriving home, you found a cut in it?
 - Bought something and found it cheaper in another place?
- Finally, everyone takes a question randomly and presents his/her reaction in front of the class.

Home Fun
Online Activities

Exercise (D)

Reading

Procedures:

- Students join the following link: <https://forms.gle/9txeTUv673AyKAYi9>
- Then, students read the story of the winning ticket and find out the story behind this photo.
- They answer the following questions:
 - Describe Ms. Costabile in a word.
 - Describe the winner in one word.
 - Do you think what the woman has done right or wrong? Why?
- Then, students answer the other questions related to the topic.
- Finally, the researcher corrects students' answers and provides feedback on the WhatsApp group.

A listening Activity

Procedures:

- Ask students to go to the following link: <https://forms.gle/Kou3trqNQvCBX1Fm8>
- Then, students listen to a conversation between a driver and a policeman and answer the other questions related to the topic.
- Finally, the researcher corrects students' answers and provides feedback on the WhatsApp group.

References:

https://www.teachingenglish.org.uk/sites/teacheng/files/Shopping%20is%20Great_worksheet_01v2.pdf

<https://www.elllo.org/english/Mixer026/T031-WasteMoney.htm>

<https://www.goodreads.com/book/show/36956939-true-stories-in-the-news-student-book-with-essential-online-resources-le>

Session Six

Online

Are you living an Insta Lie?

By the end of the session, students will be able to:

- Describe cultural norms with respect.
- Implement correct intonation.
- Organize thoughts in a logical sequence.
- Use body language, gestures, and facial expressions to best convey the intended meaning.

Online Tools:

- PowerPoint Presentation
- Pictures
- Autodraw.com
- A YouTube video.
- Microsoft Word
- Edpuzzle.com
- Jitsi Meet

Warm up:

- The researcher meets students on Jitsi Meet online conference.
- The researcher divides students into pairs to answer the following question:
“If you were invisible for one day, what would you do?”
- The instructor monitors students in the breakout room and provides help if needed.
- Finally, students go back to the main room and discuss their answers.

Activity (A)

Are you Living an Insta Lie?

Pre-listening

- The researcher leads a discussion about "social media" and asks students the following points:
 1. What comes to your mind when you hear the word "Internet"?
 2. Why is it important?
 3. How many hours do you spend on the internet?
 4. Can you tell us your favorite YouTube channels? What are these channels mainly about?

While-listening

- Ask students to look at the screenshot from a YouTube video entitled "Are you Living an Insta Lie?" and guess the message behind the video.
- Then, ask students to go to the following link to watch a YouTube video:
<https://www.youtube.com/watch?v=0EFHbruKEmw&pp=ygUbYXJlIHlvdSBsaXZpbmcgYW4gaW5zdGEgbGll>
- Ask students to watch the video, take notes and answer the following question: Are people in this video having a happy or a sad life, why?
- Let students exchange their ideas in pairs.

Post-listening

- Students answer the following question: What are the new trends happening now on social media?

Exercise (B)

How to Become an Influencer?

Pre-reading

- Display the picture of an influencer taking a selfie at the beginning of the reading article and let students guess her job.
- Ask the following questions to elicit more ideas:
 - What's her job?
 - Can you think of famous influencers on social media?

- How to become famous on social media?

- Then, the researcher divides students in pairs.
- Ask students to think of common expressions and vocabulary we use on social media every day.
- Then, let them start the vocabulary bank exercise which contains a wide range of common words we use on social media and match the definitions (a–J) with the vocabulary (1–10).
- Students check their answers in pairs while the researcher monitors them and provide help if needed.

While-reading

- Divide students into groups of three (A, B and C) and tell them that they are going to read an article about "some tips to become a famous influencer".
- Ask student (A) to read tips number one and two, ask student (B) to read tips number three and four, and let student (C) read tip number five.
- Then, students summarize the tips to each other.
- The researcher monitors students and offers help if needed.
- Finally, the researcher chooses students randomly and every one of them summarizes one tip in front of the class and mentions his/her comment.

Post-reading

- After reading the article, students work in pairs and answer the following question: What are the pros and cons of the internet?

Exercise (D)

Electronic devices

Pre-teaching vocabulary

- Students look at the photo of electronic devices and try to guess the names of the electronic items in the picture.
- Then, students match the words with the pictures.

- Students check their answers in pairs, then the whole class starts exchanging their ideas orally.
- Students listen to the pronunciation while the instructor highlights the right stress pattern of every word.
- Then, students listen one more time and repeat the words individually.
- The instructor asks students to look at the phrasal verbs in exercise 2 and guess their meaning.
 - Students move to exercise 2 and match the sentences with phrasal verbs.
 - Finally, students listen and highlight the correct pronunciation with the right intonation.

Post-teaching vocabulary

- Ask students to mention three devices that they can't live without and why.
- Ask students: If they had a YouTube channel,
What'd it be about?
What'd they call it?

Home fun Online Activities

Exercise (E)

Teens React to Giving up social media for a Week.

Procedures:

- Students join the following link: <https://uquiz.com/cLWmHj>
- Before watching the video, students elicit from the title the story of the video via a voice note.
- Then, and watch a video entitled "Teens react to giving up social media for a week" and answer some questions, such as:
 1. How did the teenagers feel at the beginning of the experiment?
 2. What did they learn from this experiment?

3. If you were them, what would you miss?
 4. Describe this family in a word.
 5. Could you participate in this challenge or not, why?
- Finally, the researcher listens to their answers and provide feedback to them via a private message on WhatsApp.

Exercise (F)

Discussion

Procedures:

- Students join wordwall.net website and join the following link:
<https://wordwall.net/resource/35855683>
- Students choose one box randomly and get a question.
- Then, everyone has to take a screenshot of the question he/she gets, shares it on the WhatsApp group and answers it via a voice note.
- Finally, students are free to mention one of his/her friends and asks him or her the same question to gain more ideas.

References:

<https://learnenglish.britishcouncil.org/skills/reading/b1-reading/social-media-influencers>

https://edubenchmark.com/blog/vocabulary-topic-social-media/#link_3

Session Seven

Online

Did you Have a happy Childhood?

By the end of the session, students will be able to:

- Use fillers in conversation.
- Implement circumlocution in conversation.
- Select appropriate words and sentences according to the proper social setting.

- Use natural flow of language while raising questions and discussing.
- Use body language, gestures, and facial expressions.

Warm up:

- The instructor meets the students via Jitsi meet online website.
- The researcher displays the following picture in front of students and asks students to talk about the problem in the photo in it.
- Then, the instructor divides students into pairs and every pair joins a separate room. to discuss the following question: What's the biggest lie you have ever told?



Materials:

- PowerPoint Presentation
- Nytimes.com
- Pictures
- Flashcards
- A YouTube video.
- Autodraw.com

Activity (A)

Did you Have a happy Childhood?

Discussion Procedures:

- Ask students to look at the picture at the beginning of the lesson which contains some cartoons that people used to watch and some games that people used to play many years ago before the Internet invention. Let students elicit the main target behind it.
- Lead a discussion about "childhood" and ask students the following questions:
 - What comes to your mind when you see this photo?

- Did you have a happy childhood? How?
- As a child, what did you want to be when you grew up?
- What's your earliest childhood memory that you can't forget?
- What did you use to wear when you were a child?
- What made you happy as a child?

Activity (B)

The New York Times

Pre-reading

- Ask students to look at the picture of a big doll at the beginning of the reading article and answer to the following questions:
 - Is there anything strange in this photo?
 - Where did the photo take place?

While-reading

- The instructor divides students into pairs and every pair joins a separate room during the meeting.
- Ask students to read the article from "The New York Times" and find out the story behind this doll.
- Monitor students and offers help if needed.
- After reading, students exchange their ideas in pairs while the researcher monitors them and offers help if needed.
- Then, students go back to the main room, exchange their ideas and talk about the story behind this doll via a whole class discussion.
- Let students read the article one more time to answer the following details:
 1. Who is that girl?
 2. Where is she from?
 3. What happened to her?
 5. If you were her, what would you do?

- The researcher opens a whole class discussion and listens to different views.
- Finally, the instructor asks students to suggest a title for this story and write their titles via Padlet.com
- Students take a tour to look at their colleagues' titles to choose the best title for this story.

Post-reading

- Students work in groups of three and every group joins a separate room to prepare a mini presentation about the following topic:

Aside from your parents, who had the biggest impact on your childhood?

- Ask students to mention the following details to organize and support their ideas:
 - Draw him/her via the following link: <https://www.autodraw.com>
 - Mention the name of this person.
 - What did this person do for you?
- Let students share their drawings and talk about their stories in front of each other.

Exercise (C)

Good Sport - Inspirational Short Film

Pre-viewing film

- Ask students to look at the caricature at the beginning of the exercise and try to guess the message behind it.
- Then lead a discussion about "education" and ask the following questions via a whole class discussion:
 - What comes to your mind when you hear the word "education"?
 - Is education important? Why?
 - Do you want to return to your school or not and why?
 - What did you study at school?
 - Which subject were you good at? Bad at?
 - What's the most important thing you learnt at school?

While-viewing

- Tell students that they will watch a video about a young boy who has some obstacles at school via the following link:

<https://www.youtube.com/watch?v=lxuH5iVoXfQ>

- Let them listen and describe this boy in one word from their own point of view.
- Then, students watch again and answer the following questions:
 - Did he succeed or not? Why?
 - What's the main message behind this video?
 - Have you ever faced a situation like that?
- let students exchange their ideas in pairs.
- The instructor monitors them in their breakout rooms and offers help if needed.
- Finally, all students go back to the main room to exchange their ideas orally.

Post-viewing

- Ask students to choose one of the following topics and prepare a mini presentation about it:
 - A teacher who has left a great effect on your life
 - A school memory that you can't forget

Exercise (D)

Back to school: Then and now

Pre-listening

- Let students think of the major differences between education in the past and now, then decide which is better and why.
- Let them look at the picture at the beginning of the listening activity of two girls wearing a uniform and reading a book at school in the past.
- Lead a discussion about "Schools" and ask students the following questions:
 - Did you like your school uniform? Why?
 - Can you describe your school uniform?

While-listening

- Divide students into groups of three and give every one of them a number from 1 to 3 randomly.
- Tell them that they will watch a YouTube video about three differences between schools in the past and now via the following link:
<https://www.youtube.com/watch?v=IUuJ4kQaOZM&t=1s>
- Every one of them will talk about one point, summarize the differences between past and now and talk about it in front of his/her group.
- Give students their roles before playing the video, for example student number one will talk about “the classroom”, student number two will talk about “pupils” and teachers, student number three will talk about “education”.
- Let students listen, take notes, and then share their ideas orally.

Post-listening

- After watching the video, ask your students: which one is better: education in the past or now, and why?

Home Fun Online Activities

Exercise (F)

Childhood Memories

Procedures

- Students join Edpuzzle.com to join the following link:
<https://forms.gle/2EYMjFzga6jerDV77>
- Listen to different people talking about their childhood days and answer some open-ended and closed-ended questions.
- Finally, the instructor corrects students' answers and provides his feedback via a private message on WhatsApp to every one of them.

Activity (G)

Procedures

- The instructor asks students on the WhatsApp group to think of their first friend they have met at school and mention the following points via a voice note:
 - Draw him/her via the following online sketch www.autodraw.com
 - What's his/her name?
 - Why did you choose him/her?
 - What did you use to do together?

References:

https://api.macmillanenglish.com/fileadmin/user_upload/Catalogue/Samples/Reading_Keys_New_Edition/Reading%20Keys_SB1%20Unit%207%20Childhood%20Memories.pdf

<https://eslbrains.com/life-used-to-be-different/>

<https://www.nytimes.com/2022/02/13/learning/whats-going-on-in-this-picture-feb-14-2022.html>

Session Eight

Face-to-face

A Journey of a Thousand Miles Begins with a Single Step

By the end of the session, students will be able to:

- Use body language to gestures, and facial expressions to best convey the intended meaning.
- Implement circumlocution in conversation.
- Select appropriate words and sentences according to the proper social setting, audience, and situation.

Warm up:

- Ask students to open their mobile phones and choose the best photo they have ever taken.

- Ask them to describe their favorite photos and mention the following points:
 - When did you take the photo?
 - Where was it?
 - Why did you love it?

Materials:

- A wall chart
- PowerPoint Presentation
- Pictures
- Flashcards
- A Video Clip.

Activity (A)

Discussion

Discussion Procedures:

- Ask students to look at the picture at the beginning of the lesson which contains people from different countries, and everyone is eating different kinds of food in a different way. Let students elicit the main target behind it.
- Then, lead a discussion about "travelling" and ask students the following questions:
 - Do you like travelling?
 - Why do people travel?
 - What are the things that people should do before travelling?
 - If you travelled, what would you miss in Egypt?
 - Would you prefer travelling alone or with someone Why?
- Then, students work in pairs and discuss the following point:
 - What are the advantages and disadvantages of travelling?
- Let students exchange their ideas in pairs and monitor them to offer help.

Activity (B)

Different cultures: strange traditions around the world

Pre-reading

- Let students prepare a mini presentation about travelling and ask them to mention the following points:
 1. Where do you want to travel?
 2. What will you do there?
 3. What challenges will you face in this country?

While-reading

- Ask students to look at the pictures from 1 to 8 in the reading article and let them guess what people are doing.
- Divide students into groups of four and gives them letters from A to D to organize their roles.
- Tell students that they are going to read an article about different traditions in different countries and everyone is supposed to read two points and summarize them to his/her group.
- Divide students as follows: student (A) should read paragraphs one and two. Students (B) should read paragraphs three and four while students (C) should read paragraphs five and six, finally student (D) is supposed to read paragraphs seven and eight.
- After reading, let students exchange their ideas in groups and explain different cultures in different countries.
- Then, every student presents one tradition in a country via a whole class discussion.

Post-reading

- Let students talk about the best place they have ever been to.

Exercise (C)

Lost and Found

Pre-listening

- Ask students to look at the picture at the beginning of the exercise and try to guess the story behind it.

While-listening

- Divide students into pairs.
- Tell students that they will watch a video from the BBC via the following link:
<https://www.youtube.com/shorts/qsTpcHGmXvk>
- Let them watch and figure out the story behind the video.
- Then, students watch again and answer the following questions:
 1. What happened to those people?
 2. Where are they from?
 3. How long did they stay in the sea?
 4. Were they right or wrong?
 5. Why did they do all of that?
- Ask students to exchange their ideas in pairs.
- The instructor monitors them and offers help if needed.

Post-listening

- Start the following discussion with students:
 - Where will you go on your next vacation?
 - What are you going to do there?

A Conversation Club

Materials:

- Flashcards
- Pictures

Exercise (D)

Essential Things to Know before Traveling to Egypt

Pre-reading

- Students have already prepared a mini presentation about “travelling” before conducting the conversation club.
- Students start talking about a place they want to visit and mention the following points:
 - Where is it?
 - Why do you want to go there?
 - What'd you do there?

While-reading

- First of all, ask students to mention famous and important places in Egypt.
- Then, the researcher leads a discussion about "Egypt" and highlight the following questions:
 - Do you love Egypt? Why?
 - What do you hate in Egypt?
 - What are the things that people should know before coming to Egypt?
- Divide students into groups of three and give every one of them a letter from A to C randomly.
- Tell them that they will read an article about things that all people should know before coming to Egypt and everyone is supposed to read two tips and summarize them, then present his/her ideas in front of his/her group.
- Give students their roles before reading the video, for example student (A) will talk about the first two tips, student (B) will talk about tips three and four, student (C) will talk tips five and six.
- Let students read, take notes, and then share their ideas in groups.

Post-reading

- After reading, ask your students the following questions:
 - Do you agree with this article or not, why?
 - Can you add other things people should know before visiting Egypt?

Home Fun

Online Activities

A Listening Task

Procedures

- Students join the following link:
<https://edpuzzle.com/assignments/64122818e676e542b5fb7a83/watch>
- Listen to two people describing a criminal to a police officer and answer the questions.
- Finally, the instructor provides feedback to all of them via WhatsApp.

A Speaking Task

Procedures

- Ask students to talk about improper habits that people do every day on the WhatsApp group.
- Ask them to send voice recordings and upload pictures to support their ideas.

References:

<https://www.ootlah.com/en/blog/different-cultures-strange-traditions-around-the-world.html>

<https://www.yogawinetravel.com/things-to-know-before-traveling-to-egypt/>

Session Nine

Online

Still Living with Parents

By the end of the session, students will be able to:

- Describe cultural norms with respect.
- Listen critically to evaluate and understand what others say.
- Give appropriate feedback based on critical listening.

Warm up:

- The instructor meets the students via Jitsi meet online website.
- Ask students to look at the following picture of a child destroying the kitchen and describe the problem within it.
- Then, let students work in pairs to talk about disasters they did at home they were children.



Materials:

- PowerPoint Presentation
- Jitsi Meet
- WhatsApp
- Google Forms
- A YouTube video.

Activity (A) Discussion

Discussion Procedures:

- Ask students to look at the picture at the beginning of the lesson which contains a mom and a dad fighting together while their child is watching them and feeling afraid.
 - Let students describe the main message behind the photo, then describe the mom and the dad in one word.
 - Then, lead a discussion about "family" and ask students the following questions:
 - Is your family important? Why?
 - What do you usually do together?
 - How many siblings do you have?
 - Do you usually fight with them? About What?
- Then, divide students into pairs to discuss the following point: Talk about the most memorable situation with your family.

- Let students exchange their ideas in pairs and monitor them in their breakout rooms to offer help.

Activity (B) **Still Living with Parents**

Pre-reading

- Ask students to look at the picture at the beginning of the lesson which contains a family reunion. Then, let students describe the picture and highlight the message behind it.
- Then, the researcher divides students into pairs and ask them to explain the differences between each pair of words as following:
 1. a mother and a stepmother
 2. a father and a Father-in-law
 3. a grandfather and a great-grandfather
 4. a nephew and a niece
 5. a child and an only child
 6. your immediate family and your extended family
- Encourage students to exchange their ideas in pairs through their breakout rooms, monitor them and offer help if needed via breakout rooms.
- After working in pairs, ask students to go back to the main room to exchange their ideas altogether.

While-reading

- Ask students to look at the two pictures at the beginning of the reading article and mention the house items that they can see.
- Then, ask students the following questions:
 - What comes to your mind when you hear the word family?
 - Do you prefer spending time with your family or alone?
 - Which one is better: living with your family or living alone? Why?

- Divide students into pairs, ask them to read the article and find out the number of people who want to leave their parents.
- Monitor students in their breakout rooms and offer help if needed.
- After reading, ask students to go back to the main room to share their answers altogether.
- Ask students whether they agree with the speakers or not and why.
- After that, divide students into groups of four.
- Every student should select one paragraph and summarize the main idea behind it for his or her group.

Post-reading

- Divide students into small groups and ask them to talk about the following two points:
 1. Advantages and disadvantages of living alone
 2. Advantages and disadvantages of living with your family

Exercise (C)

Parent-Teen Communication

Pre-listening

- Ask students to look at the picture at the beginning of the exercise of a mother and a daughter talking together.
- Let students guess what they are talking about.

While-listening

- Tell students that they will watch a video about communication between teenagers and their parents via the following link:
https://www.youtube.com/watch?v=m_HfbiM5jjE
- Then, let students answer the following questions:
 - What was the problem in this video?
 - What's the mom's reaction at the beginning?

- Encourage students to share their answers altogether.
- After that, divide students into pairs, let them watch the video one more time to get more details and answer the following questions:
 - What did the mother do in the end?
 - Do you agree with the mom or not?
 - If you were her, what'd you?

Post-listening

- Ask students to go to the following website <https://sketch.io/sketchpad/> to draw their favorite person and talk about him/her in front of their colleagues.

Exercise (D) **Vocabulary Bank**

Pre-teaching vocabulary

- Ask students to look at the vocabulary bank and see the pictures of various devices that people use at home.
- Let them guess the names of these devices.

While-teaching vocabulary

- Divide students into groups of four and ask them to match the words with the pictures.
- Monitor students in their breakout rooms and offer help if needed.
- After that, students go back to the main room to exchange their answers altogether.

Post-teaching vocabulary

- Ask students to talk about the following points:
 - Three items at home that they can't live without
 - Three things that they want to buy

Exercise (E) **Locate him.**

Pre-reading

- First of all, ask students to look at the picture at the beginning of the lesson and answer the following questions:
 1. Who's this young man?
 2. Can you guess his name?
 3. Is there anything strange about this man?

While-reading

- Ask students to read the article and find out the story of the young man.
- Divide students into small groups to exchange their ideas freely.
- Then, students go back to the main room and talk about the story.
- Finally, the instructor asks them the following questions:
 - Where is he now?
 - Is his family responsible for what happened? Why?
 - Suggest a title for this story.

Post-reading

- After reading, ask your students the following questions:

Talk about a dead person you miss and mention the following points:

1. Who is this person?
2. If you could see him/her, what 'd you say?

Home Fun

Online Activities

Discussion

Procedures:

- Ask students to open <https://sketch.io/sketchpad/>
- Let them draw their ideal home, share their drawings on the WhatsApp group and send voice recordings to talk about their ideal home and answer the following questions:
 - Where is it?
 - What'd you like to have in this place?
- Then encourage students to use fillers to organize their thoughts.
- Provide feedback to students on the WhatsApp group.

Discussion

Procedures:

- Ask students on the WhatsApp group to answer the following question orally via a voice note:
 - What's the biggest problem you had at school?

Online Listening Activity

Procedures

- Students join the following link on Google Forms:
https://docs.google.com/forms/d/e/1FAIpQLScr1aZo_BKiKZFleQqrqhSDLxbAUmxO0xEWO1xxm9S_dxIPig/viewform
- Tell students that they're going to listen to a dialogue between two people talking about smartphones and answer some open-ended as well as closed-ended questions.

References:

https://www.youtube.com/watch?v=f_eJpX-OI7c

<https://www.youtube.com/watch?v=A-rEb0Kuopl>

Session Ten Online

Stereotypes - or are they?

By the end of the session, students will be able to:

- Select appropriate words and sentences according to the proper social setting.
- Organize thoughts in a meaningful and logical sequence (introduction-body-conclusion).
- Describe cultural norms with respect.

Warm up:

- The instructor meets students via Jitsi Meet online website.
- Then, the instructor asks students to join the following link:
<https://spinhewheel.io/en/wheels/Xi8ihiCbqRlbUD8f6qfhcz0xJmU9MQ==>
- Students open the link, spin the wheel, choose one of the questions randomly and share the answers orally.

Materials:

- PowerPoint Presentation
- Sketch.io
- Jitsi Meet
- WhatsApp
- Edpuzzle.com

Activity (A)

Discussion

Procedures:

- Ask students to look at the picture at the beginning of the lesson which contains man and a woman and every one of them is thinking in a different way.

- Let students describe the main message behind the photo.
- Then, lead a discussion about "men and women" and ask students the following questions:
 1. Which one has more tiring life: men or women?
 2. What are roles of women?
 3. What are the roles of men?
- Let students exchange their ideas in pairs and monitor them to offer help.
- Ask students to go back to the main room to exchange their ideas.

Activity (B)

Men & Women: Stereotypes or True?

Procedures:

- Ask students to look at the title of the lesson and think of the meaning of the word "Stereotypes".
- Divide students into pairs.
- Ask them to look at the most common stereotypes in exercise (B), discuss the sentences together and decide whether they agree with these sentences or not and why.

Exercise (C)

A Taxi

Pre-listening

- Ask students to look at the picture of two men waiting for something at the beginning of the listening activity and ask them the following questions:
 - Can you describe the two men?
 - What are they waiting for?

While-listening

- Divide students into pairs and tell them that they are going to watch a YouTube video and find out what these two people are waiting for:

Link: <https://www.youtube.com/watch?v=rNjaLAib83o&list=LL&index=10>

- After listening, students exchange their ideas in pairs then ask them to express their ideas orally via a whole class discussion.
- Then, ask students to watch the video one more time and answer the following questions:
 1. Describe the taxi driver in words.
 2. If you were the man arrived earlier, what would you do?
 3. Have you ever faced a situation like that? What happened?
- Monitor students and offer help if needed.
- Encourage them to take notes to organize their thoughts.
- Finally, let students exchange their ideas orally.

Post-listening

- Finally, ask every student to suggest a title for this story and describe the taxi driver in a word.

Exercise (D)

The Most Popular Stereotypes and Clichés around the World

Pre-listening

- Ask students what come to their minds when they hear the names of the following countries: (China - The USA - Germany - France - The UK - Italy - United Arab Emirates - Japan - Spain).

While-listening

- Divide students into groups of four.
- Tell students that they will watch a YouTube video about stereotypes of different countries and answer the following question:

- What's the first impression people take of the following countries: (Sweden – Ukraine – China – Ghana – The UK – Switzerland - Turkey – Italy - Chile).
Link of the video: <https://www.youtube.com/watch?v=4MRZbWuUmkk>
- The instructor monitors students in their breakout rooms and offers help if needed.
- Finally, ask all students to go back to the main room to exchange their ideas.

Post-listening

- Ask students prepare a mini presentation about the following topic:
 - What is the first impression people take of your country?
- Finally, every student present his/her ideas in front of the class.

Exercise (E)

Body Language tips for presentations!

Pre-reading

- Ask students to look at the photo of TED talks and ask them the following questions:
 - What comes to your mind when you hear the word "presentation"?
 - What is the most difficult thing about making a presentation?
 - What are the most important tips to pass a presentation successfully?

While-reading

- Divide students into groups of three.
- Ask students to read the article about various tips for delivering successful presentations. Every student should take two tips and summarize them for his or her group within four minutes.
- Monitor students to offer help if needed.
- After reading, ask students to go back to the main room to exchange their ideas altogether.
- The instructor takes notes and provides feedback to students.

Post-reading

- Ask students to talk about a failure moment they have faced.

Exercise (F) Free presentation

Procedures:

- Ask students to choose one of the free presentation topics in Exercise (E).
- Let students use fillers to organize their thoughts and support their ideas.
- Give students enough time to prepare and organize their ideas.
- Finally, every student chooses one topic to present within three minutes while other students should listen, ask questions, and provide feedback.

Home Fun Online Activities

Discussion

Procedures:

- Ask students to talk about their best friend on the WhatsApp group and mention the following points:
 - Who is that person?
 - How long have you known him/her?
 - Why do you love him/her?
 - What do you usually do together?

A Listening Activity

Procedures:

- Ask students to go to the following link: <https://forms.gle/hTPft9tGoo5rsbQn6>
- Let students watch the video and answer some open-ended as well as closed-ended questions.
- Finally, the instructor receives students' answers and provides feedback to them via the WhatsApp group.

References:

<https://www.englishclub.com/business-english/body-language.php%20%20%20>

<https://www.youtube.com/watch?v=4MRZbWuUmkk%20%20>

The Final Session

Online

Posttest

This session was the last one. The researcher conducted the posttest which was the same content of the pretest. The test was conducted online because of Ramadan. Since many students may feel exhausted during fasting, the researcher decided to meet them after Iftar. Also, the researcher asked students to open their cameras and their microphones during the online meeting.

In that session, the researcher conducted the posttest which consisted of four parts. Firstly, the researcher met students via Jitsi Meet online website and asked them to answer part number one in pairs. In addition, the researcher told students that they would have two minutes to prepare their ideas and two minutes to speak. Secondly, the researcher divided students into groups of three and gave them three real-life situations. In That sense, every group was supposed to propose a solution to every problem and present that solution in front of the class.

Thirdly, the researcher asked students to work in pairs and talk about the two scenarios presented in part number three (section A and B) within three minutes. Finally, students were required to watch a YouTube video about cultural differences and answer some open-ended as well as closed-ended questions individually.

Before starting, the researcher reminded students with the instructions to follow, such as

- Speak and discuss in English only.
- All groups collaborate to come up with different ideas.
- All answers are acceptable.
- Share views and take notes related to their discussed topic.
- Every student will present an idea orally.

Meanwhile their oral communication, the researcher evaluated them according to the oral communication components rubric. Finally, the researcher thanked the students for participating in this program and she hoped that they could benefit from this course.

Appendix (I)

The Satisfaction Questionnaire

Appendix (I)

The Final Form of the Satisfaction Questionnaire

Part One

Course Reflection

Dear participant, thank you for the courtesy you extended during the implementation of the program. I would like to know your opinion of the different course components.

Your responses will contribute to our analyses and suggest new lines to the data.

Name (optional):

- Which of the following course content did you like most and why?
(Food - Jobs - spend or save - famous people - travelling - internet - Stereotypes -Family - childhood memories)
- Which of the following technological tools did you like most and why?
(Jitsi Meet - Edpuzzle.com - Uquiz.com - jamboard.com - WhatsApp)
- What problems do you face during the program?
- What recommendations do you have for your instructor?
- What is your opinion of using technology in learning English?
- Any comments?

Thank you for being a hard-working student. I am elated to be your instructor!

Part Two

Online Survey of EFL Oral Communication

Dear participant, the following is an online survey that you are kindly required to fill in bearing in mind that number 1 is the least number and number 5 is the biggest number.

Name (optional):

Scale	Subscale	5	4	3	2	1
English language improvement	1. The program has improved my speaking fluency (I can speak faster and with less pauses).					
	2. The program has improved my listening skills (I learned to listen critically)					
	3. The program has improved my vocabulary.					
	4. The program has improved my grammar.					
	5. The program has made English oral communication easier and less stressful.					
Public speaking improvement	6. The program has helped me to overcome stage fright.					
	7. I have learned to effectively use my body language in public speaking.					
	8. I have improved my ability to express my ideas even if my language is not sufficient.					

Scale	Subscale	5	4	3	2	1
Public speaking improvement	9. I have learned to speak without prior preparation.					
	10.I have learned to give constructive feedback.					
	11.I have used facial expressions, body language and eye contact with English verbal language to convey meaning					
	12.I have learned to deliver different kinds of speeches.					
	13.The program developed my confidence while speaking English in public.					
Affective and social perspective	14.The program has taught me how to encourage and support others.					
	15.The program has increased my self-esteem.					
	16.The program has lessened my anxiety toward using English in public speaking.					
	17.The program is beneficial for my future career.					
	18.The program helped me to lead smooth and comprehensive communication in English.					
	19.The program provided me with a safe, fun, and enjoyable learning environment.					

Appendix (J)

Samples of students' work during the program





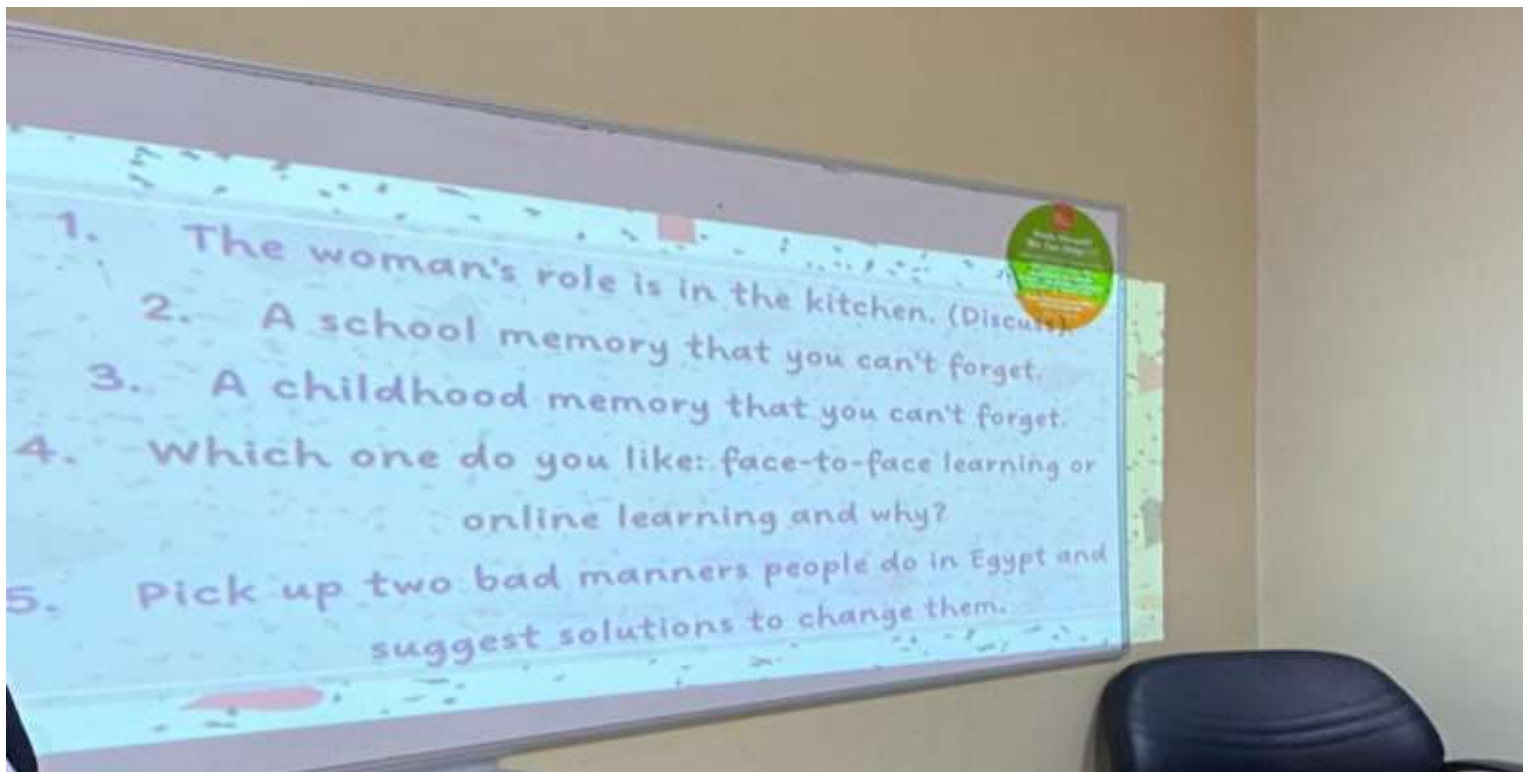


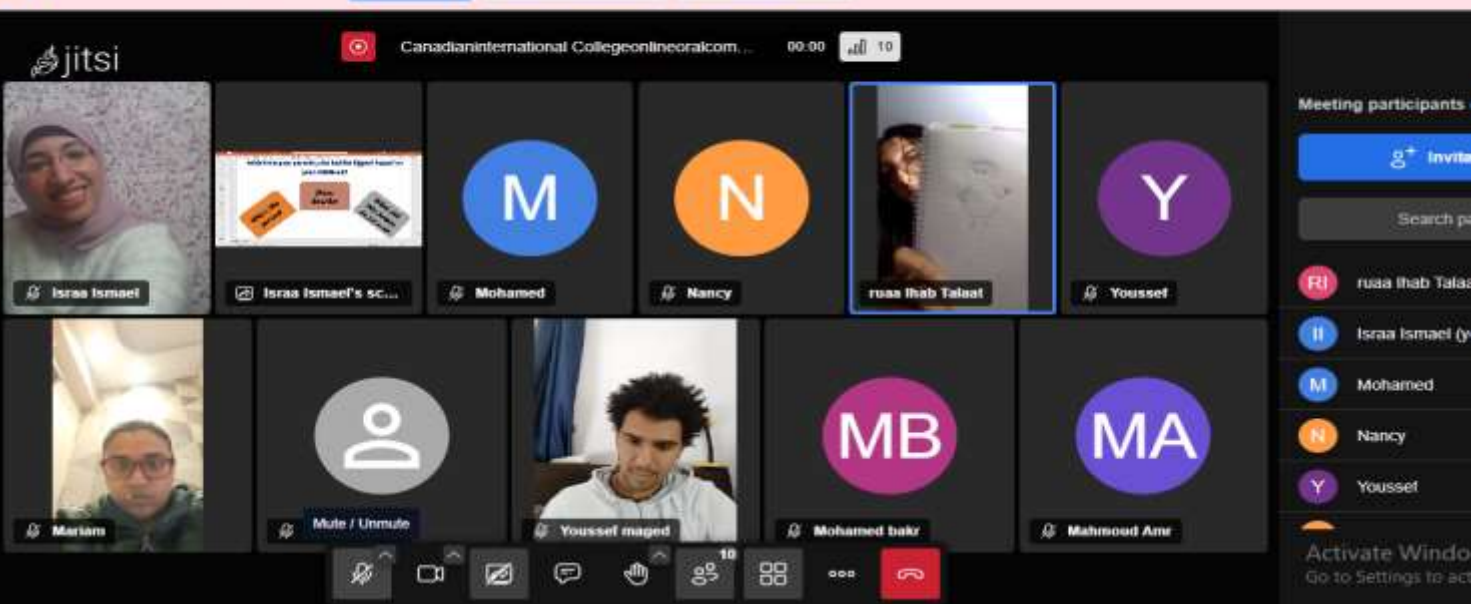
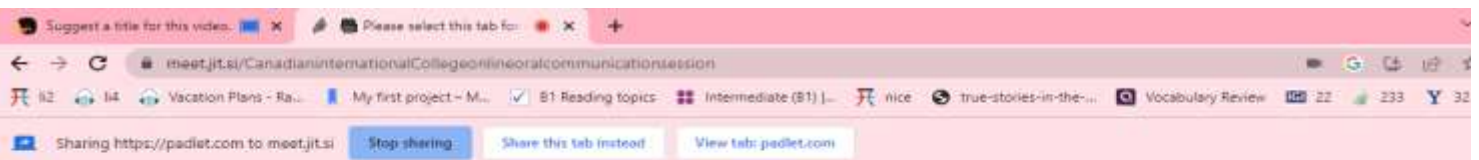
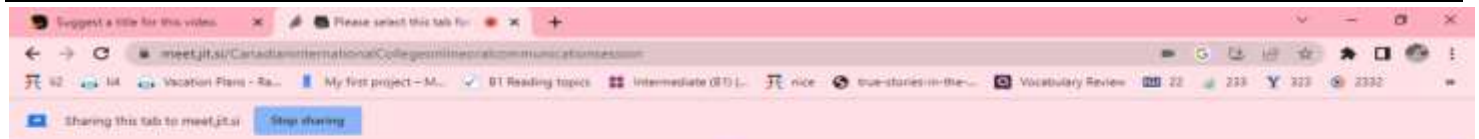












Canadian International College CIC 33:31

Paste New Slide Clipboard Slides Font Paragraph Drawing Editing Dictate Designer

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8
9
0
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3

Talk about the most memorable situation with your family.

Israa Ismael's screen

Israa Ismael
Israa Ism...
AS
Amin salem
Fellow Jitster
Lotfy

jitsi

Israa Ismael
Israa Ismael's s...
Hossein
Marion
abdelaziz
Mahmoud Amr
Mohamed Hesham
Amin
M
Mohamed
Youssef magod
Amin salem
ruaa Itab Tahaat
Mohamed abdel...
Mohamed bakr
Fellow Jitster
Youssef

Activate Windows
Go to Settings to activate Windows

Vacation Plans - Ra... My first project - M... B1 Reading topics Intermediate (B1) nice true-stories-in-the... Vocabulary Review

From 4 - Saved Israa Ismael

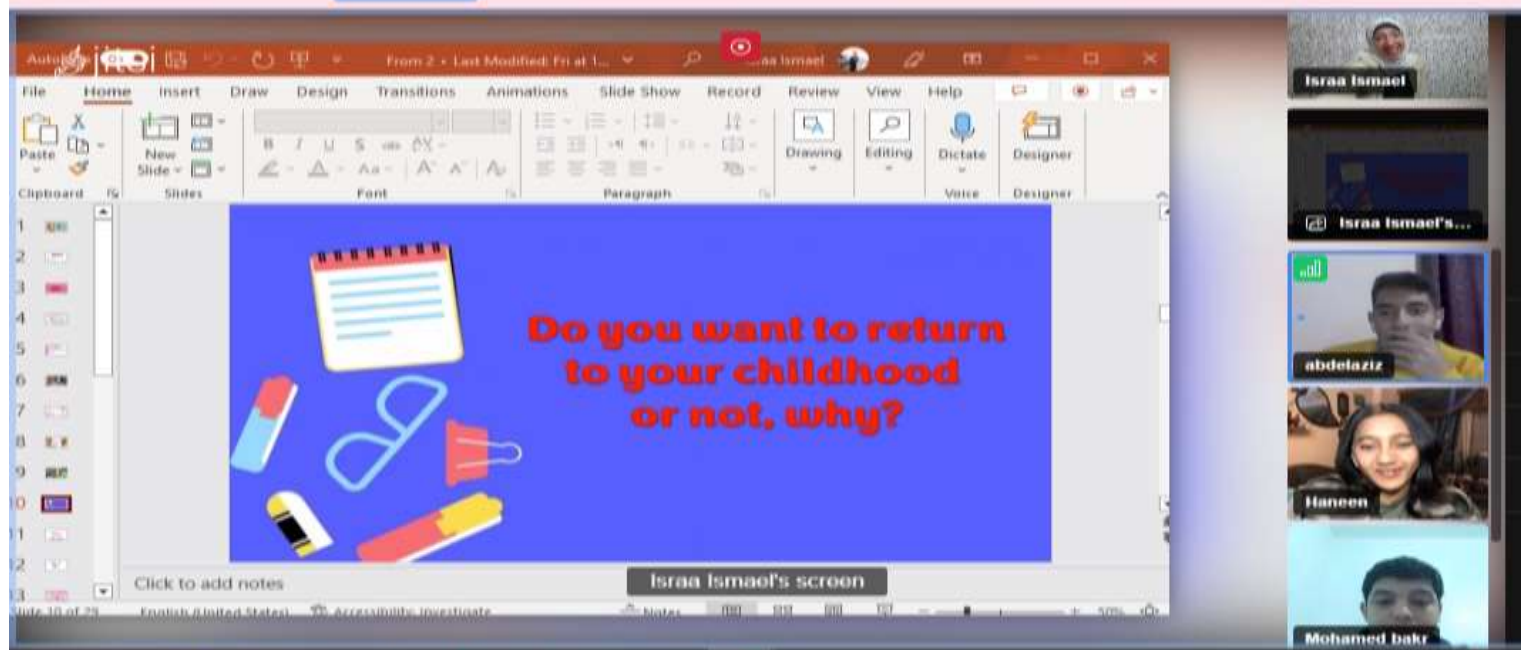
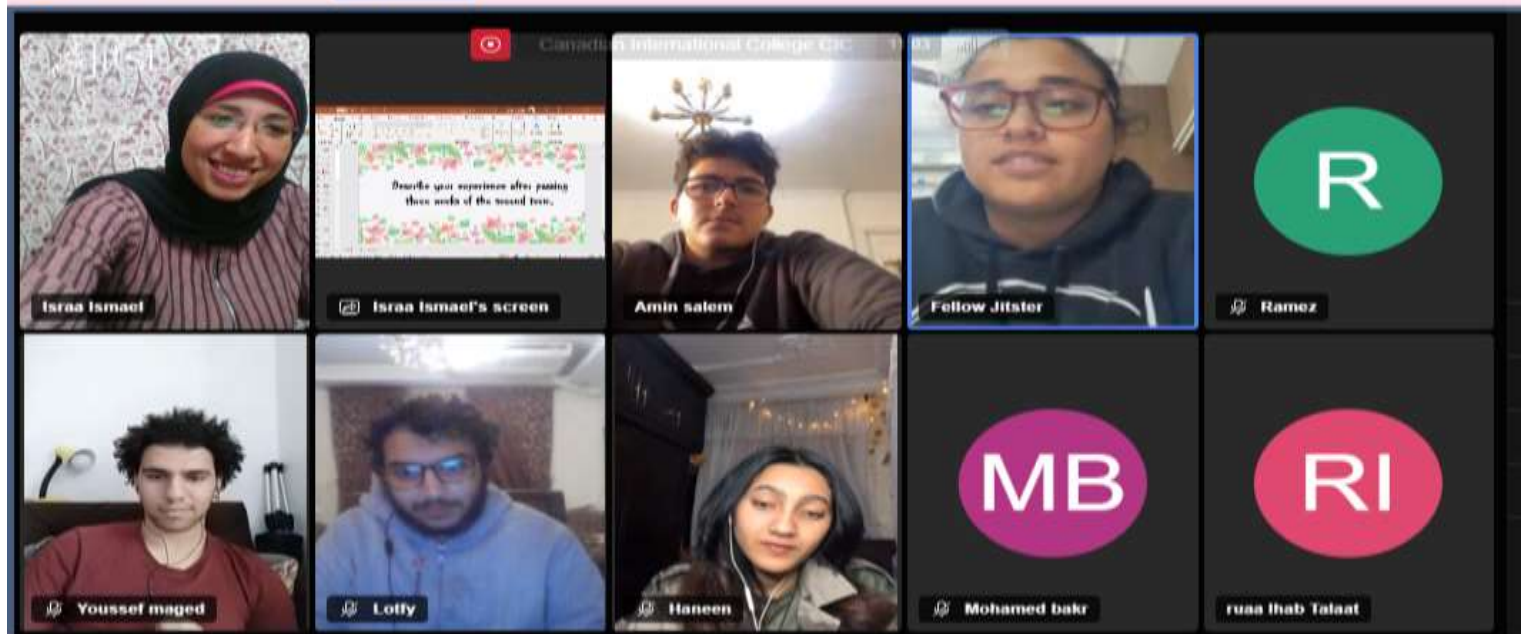
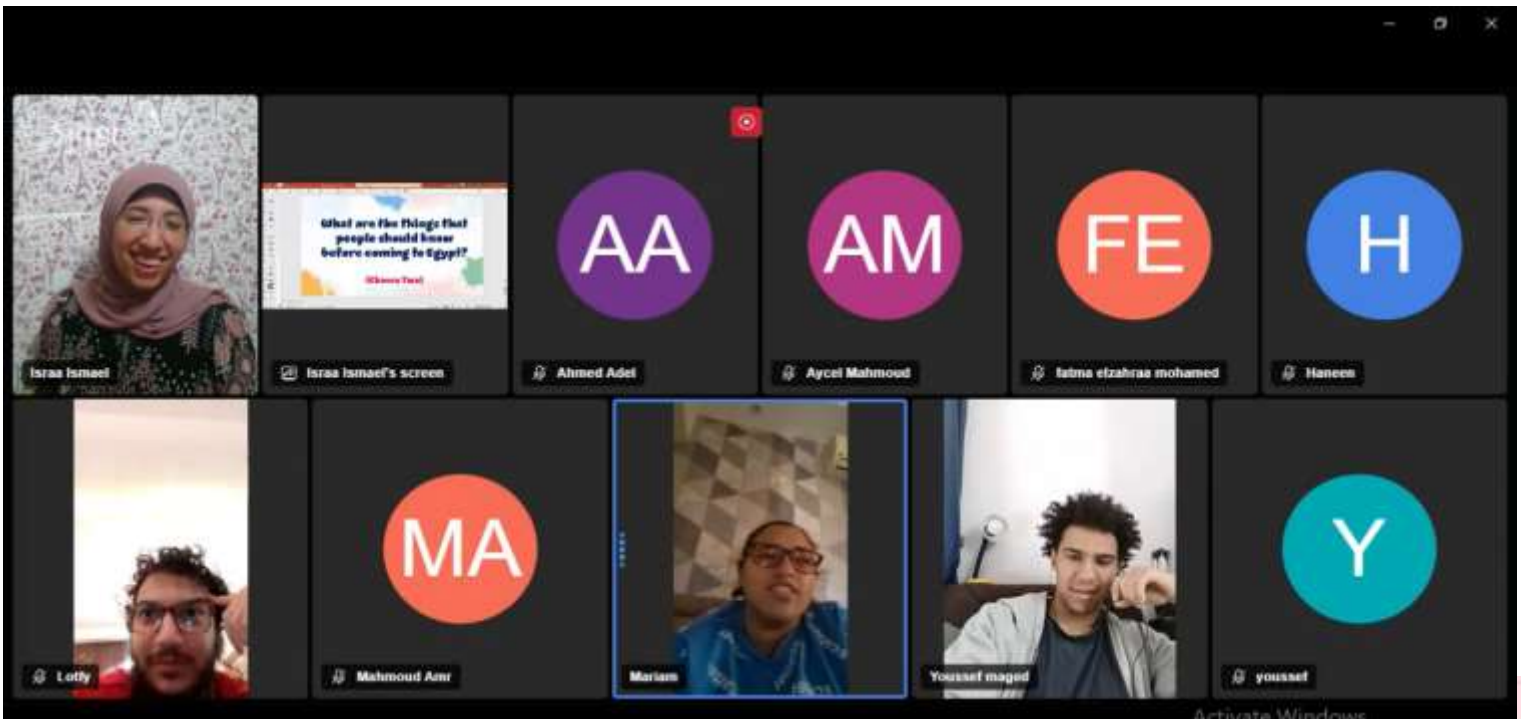
Draw Design Transitions Animations Slide Show Record Review View Help

B I U S Font Paragraph Drawing Editing Dictate Design

Glad to meet you

Israa Ismael's screen

Israa Ismael
Israa Ism...
Youssef ...
R
Ramez
Amin salem



Microsoft PowerPoint interface showing a slide with a collage of images. The slide content includes:

- A colorful plate of sweets.
- Two puppets (one green, one red).
- A cartoon character with a green hat.
- A sign that says "BEST".
- A collection of colorful balloons.
- Two puppets (one white, one grey).
- A green cube with "mbc 3" written on it.

Below the slide, there is a text box that says "Israa Ismael's screen".

Vertical list of video thumbnails from a Zoom meeting:

- Israa Ismael
- Israa Ismael's...
- abdelaiz
- Haneen
- MB

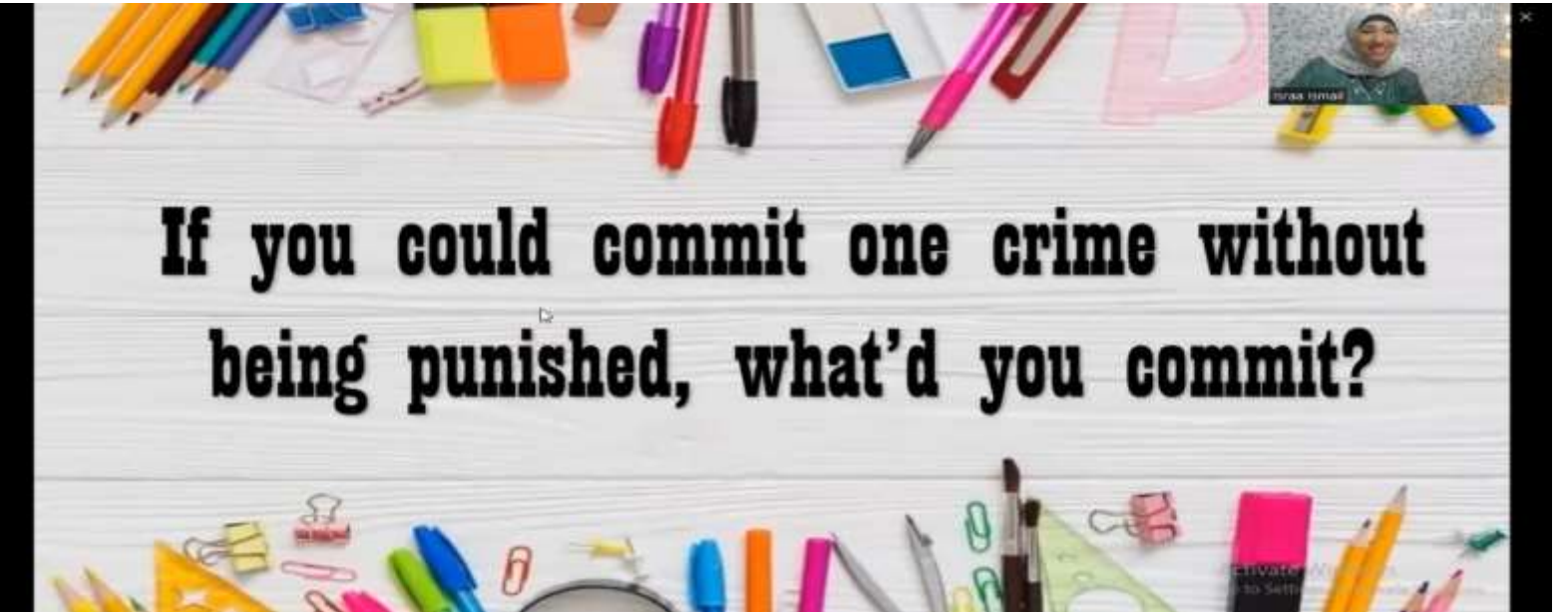
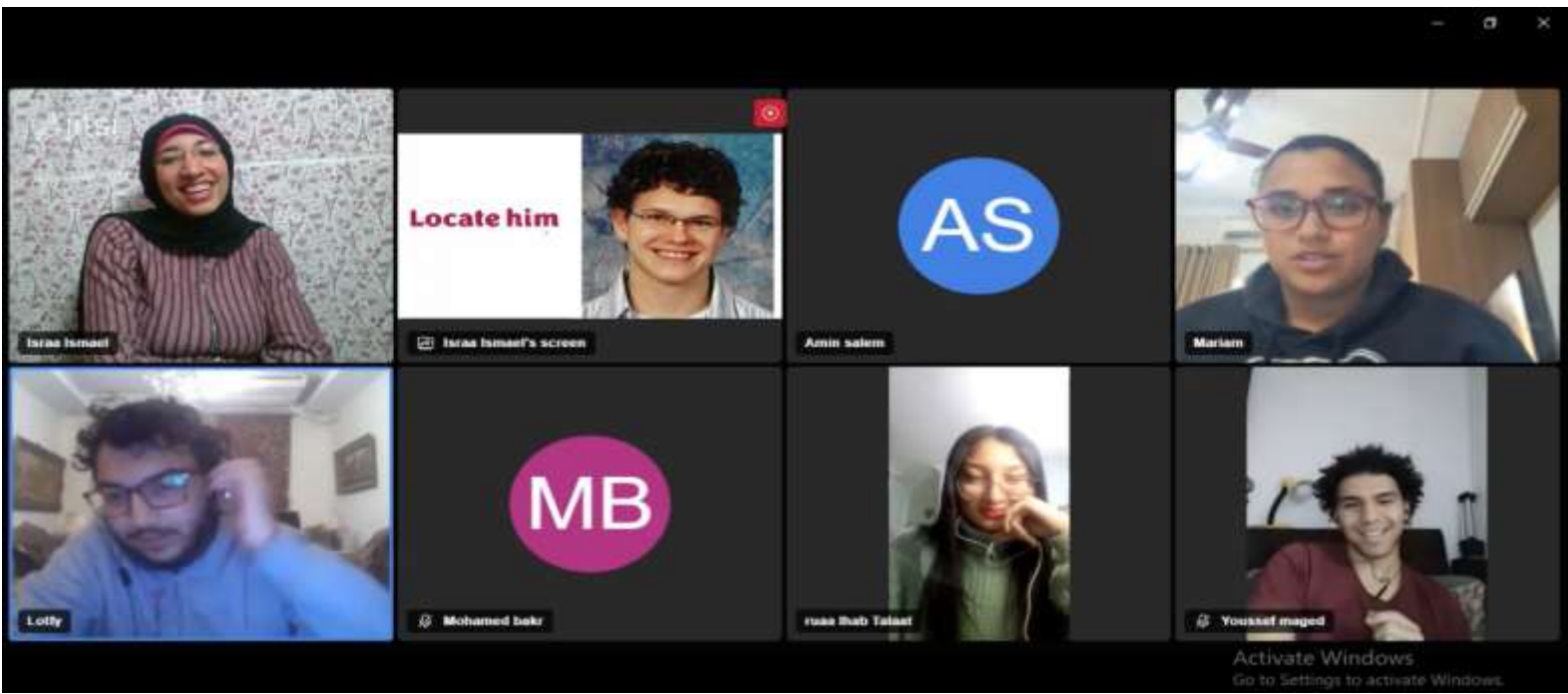
Microsoft PowerPoint interface showing a slide with a large image of a parade float. The float is a large doll with a pink and white striped skirt, being carried by people in a field. The text "Israa Ismael's screen" is overlaid at the bottom of the image.

Vertical list of video thumbnails from a Zoom meeting:

- Israa Ismael
- Israa Ismael's...
- abdelaiz
- RM Ramez Mohamed
- Amin

Grid of four video thumbnails showing participants in a Zoom meeting:


- Participant 1 (left): A woman with glasses and a blue scarf.
- Participant 2 (middle-left): A woman wearing a hijab and a dark purple top.
- Participant 3 (middle-right): A man with a beard wearing a dark blue shirt.
- Participant 4 (right): A woman wearing a hijab and a dark purple top.



1 - PowerPoint (Product Activation Failed)

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Cut Copy Paste Format Painter New Slide Section Clipboard Slides Font Paragraph Drawing



17

Rawan
Rawan
Israa Ismail
iPhone
iPhone
Ahmed samy
Ahmed samy

Activate Windows

1 - PowerPoint (Product Activation Failed)

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Cut Copy Paste Format Painter New Slide Section Clipboard Slides Font Paragraph Drawing




Thumbnail

Israa Ismail
Amin Salem
Amin Salem
chadin samer
chadin samer
Mallmoud Mashhour

1 - PowerPoint (Product Activation Failed)

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Cut Copy Paste Format Painter New Slide Section Clipboard Slides Font Paragraph Drawing



1
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11
12
13
14

Rawan
Rawan
Ahmed samy
Ahmed samy
Israa Ismail

Have you ever been stolen?

No

Talk about something important you have forgotten.

Yes

What happened?



If you could create a YouTube channel

- **What'd you call it?**
- **What'd it be about?**



What's going on this picture?



Activate Windows
Go to Settings to activate Windows.

Have you ever
made something
wrong?

No

If you could say
"I'm sorry" to
someone, who
would you like
to say and why?

YES

What wa

A vertical list of Zoom meeting participants. From top to bottom: a small video thumbnail of a woman in a headscarf; the name 'wesam zork'; 'Ahmad Hossam'; 'Ahmad Hossam'; 'Bassel yasser'; 'Bassel yasser'; 'mohammed bakr'; 'mohamed bakr'; 'Amir azzam'; and 'Amir azzam'.

A screenshot of a Google search result for 'The Colossi of Memnon'. The browser address bar shows 'artsandculture.google.com/story/ygKBzh0t5imwA'. The search bar contains 'من كان "عبد" - الفنون والثقافة'. The main image shows two large, weathered stone statues of pharaohs in a desert landscape. A watermark 'Activate Windows' is visible in the bottom right corner of the image.

A presentation slide titled 'Internet' with a background of colorful abstract shapes. The slide includes a 'Podiat' logo and a '3rd Term - 1 - 3h' indicator. The main content is organized into four text boxes:

- Advantages: communication**
 - Selling and buying
 - Working
 - Share things
- People can share information and communicate.**
- It's a way of communication among people. People can use the internet to share their ideas, search for anything, play and learn at the same time.**
- The meaning of internet**
 - It's a huge network around the world that allows people to share info and communicate with each other

On the right side, there are two video thumbnails of participants: 'Israa Ismail' and 'toshiba'. An 'Activate Windows' watermark is also present at the bottom right.

Screenshots from Padlet.com

Padlet

Isra' Ismael + 5 + 15h

Suggest a title for this story.

- A mysterious disappearance**
Lotfy
- The unpresence**
Lotfy
- the disappeare**
ruaa Ihab Talaat
- The ending point**
Youssef ,maged
- Unknown!**
Israa
- The lost boy**
Mariam

Isra' Ismael + 8 + 1m

Suggest a title for this video.

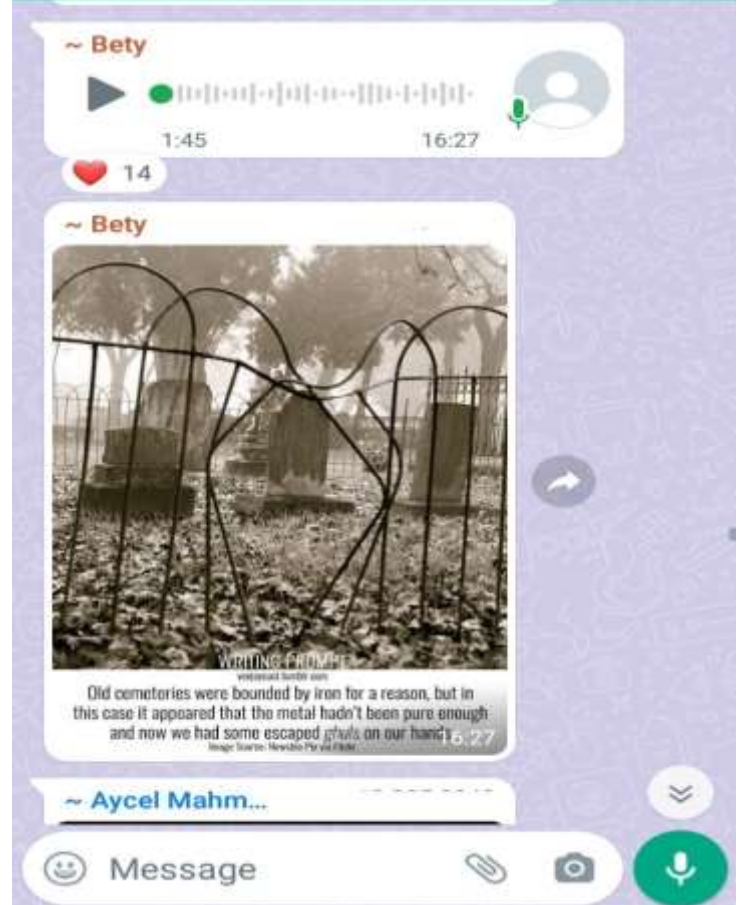
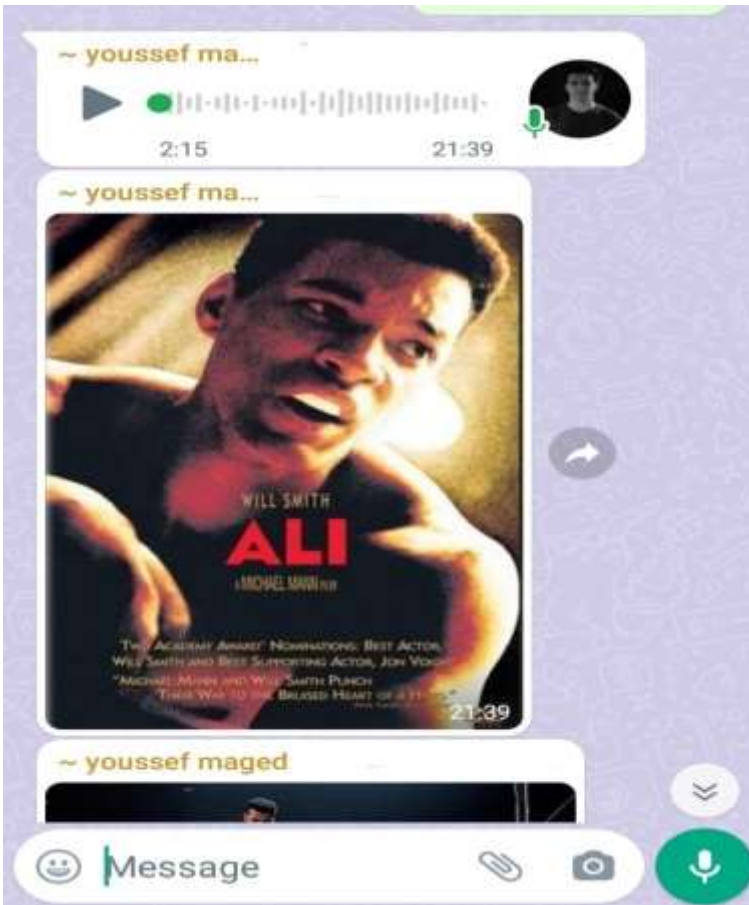
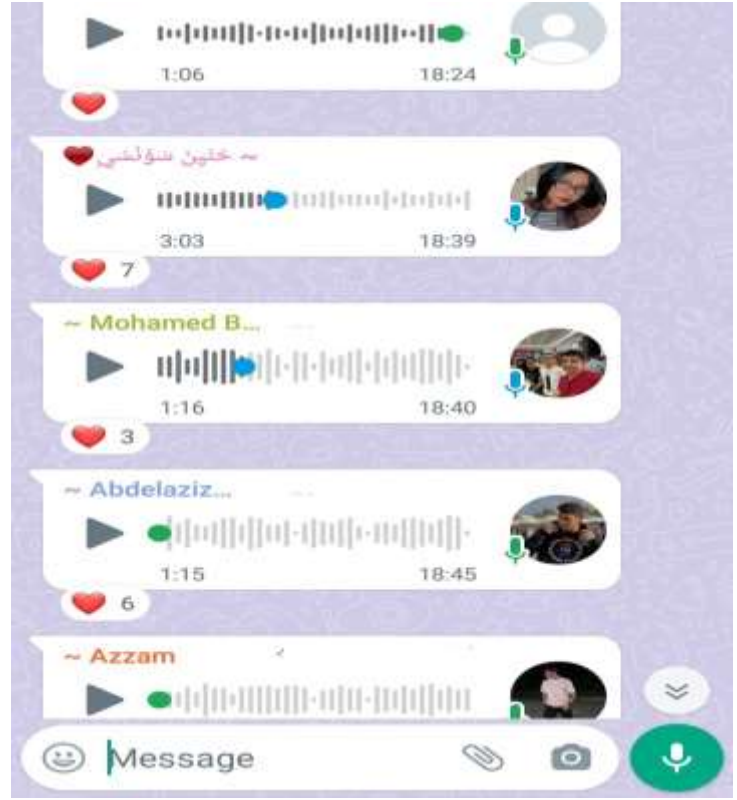
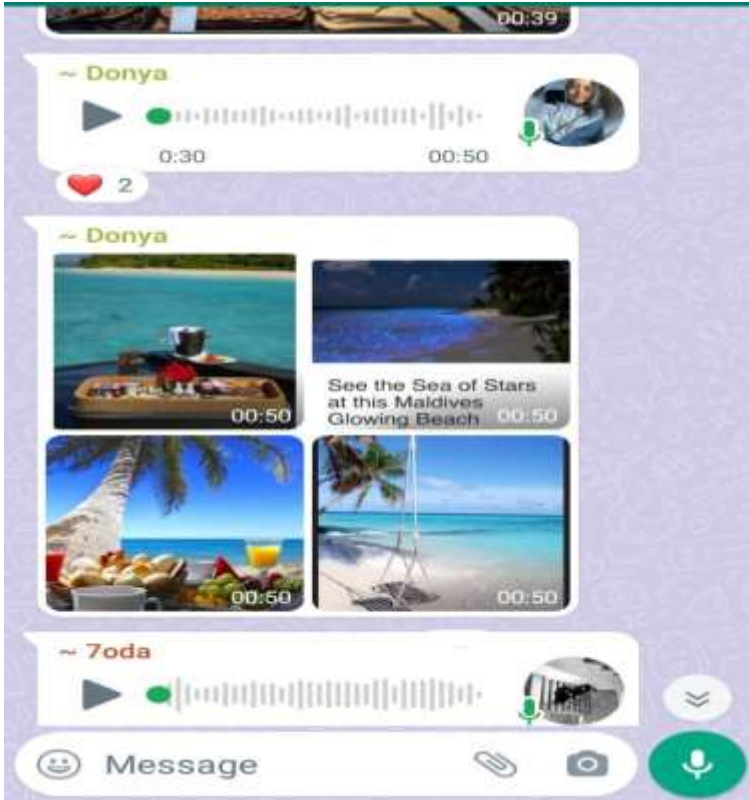
- Amin salem**
Don't make it regular
0 hearts, 0 comments
- Matrix power**
5 hearts, 1 comment
Isra' Ismael 1m: WOW!
- Have patience**
3 hearts, 2 comments
Anonymous 1m: Leave beautiful moments before you die
Isra' Ismael 1m: WOW!
- Enjoy life while you can**
~Mariam
3 hearts, 1 comment
Isra' Ismael 1m: Amazing!
- Youssef**
No chance
2 hearts, 1 comment
Isra' Ismael 1m: Amazing!
- Enjoy life while you can**
~Mariam
3 hearts, 1 comment
Isra' Ismael 1m: Amazing!
- Nancy**
Focus on your blessings
4 hearts, 1 comment
Isra' Ismael 1m: Amazing!
- Ruaa**
Enjoy your life!
2 hearts, 1 comment
Isra' Ismael 1m: Amazing!
- The choice of your job**
Mohamed bakr
4 hearts, 1 comment
Isra' Ismael 1m: Amazing!
- The Choice**
Israa Ismael
4 hearts, 0 comments

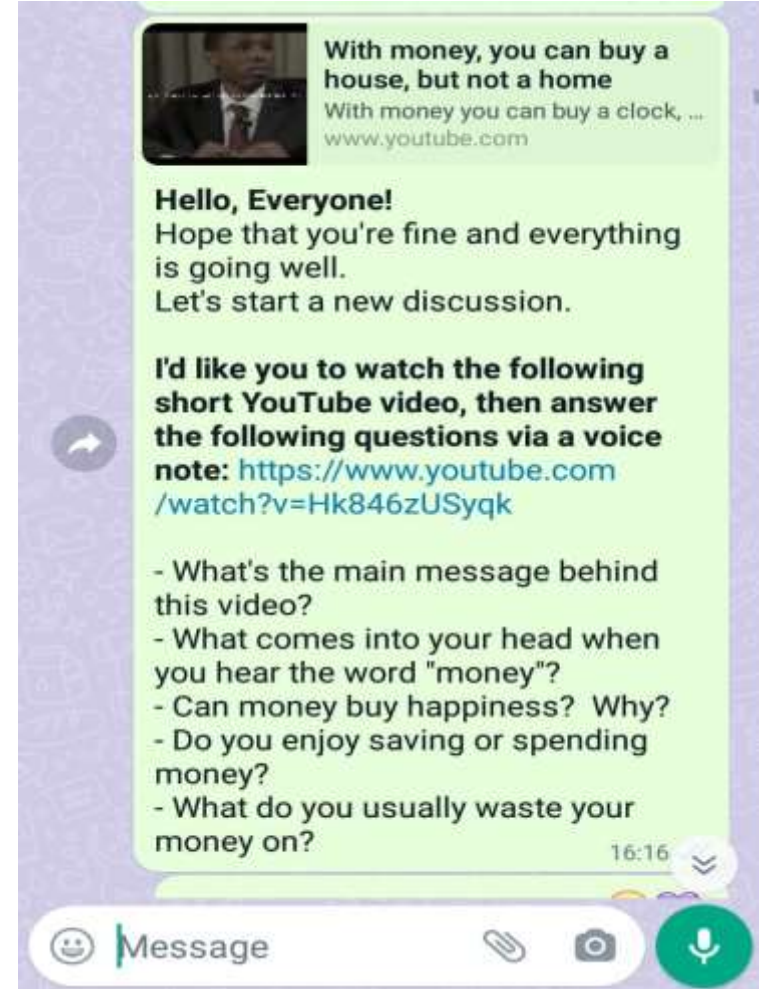
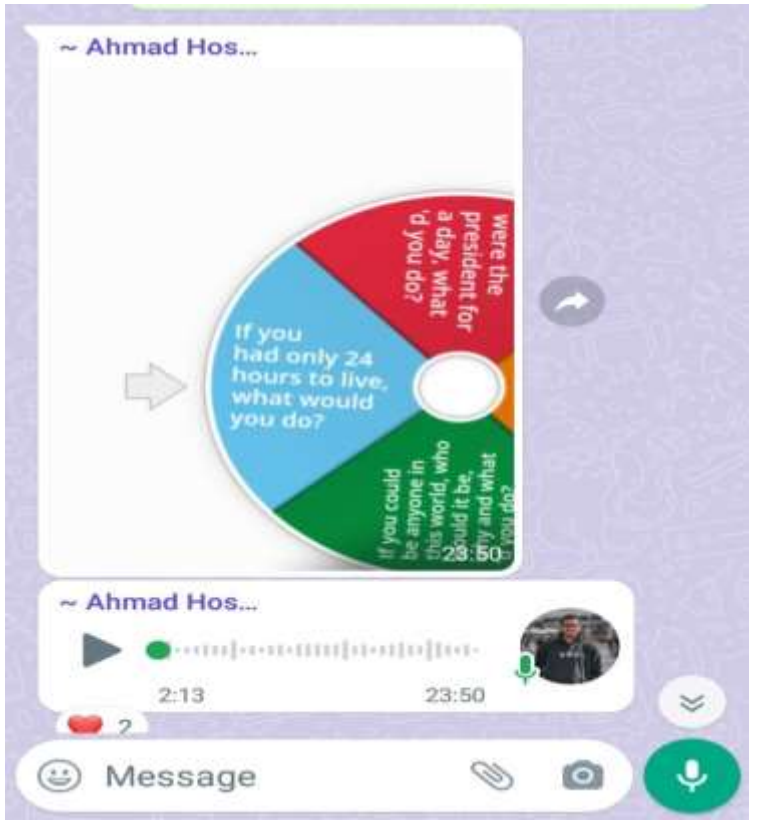
Isra' Ismael + 5 + 15h

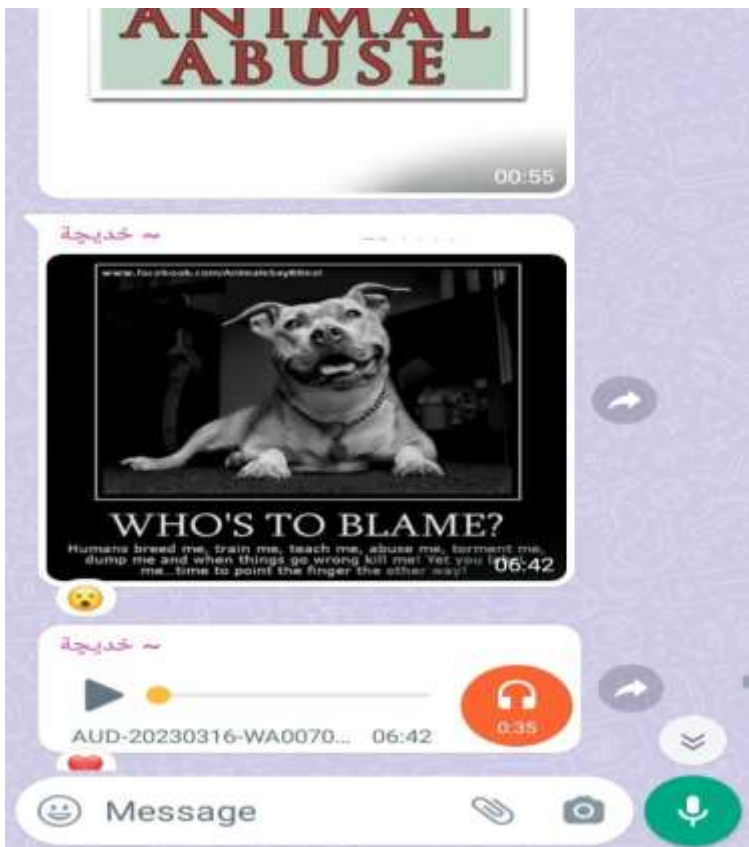
Suggest a title for this story.

- A mysterious disappearance**
- The unpresence**
Lotfy
- the disappeare**
ruaa Ihab Talaat
- The ending point**
Youssef ,maged
- Unknown!**
Israa
- The lost boy**
Mariam

Screenshots from the WhatsApp group







~ Abdelaziz...
 0:55 13:53
 ❤️ 11

~ Abdelaziz M...
 13:54

~ Malakrefalee
 Forwarded

Message

~ Nora Mostafa
 0:37 00:26

~ Nora Mostafa
 00:26

~ Nora Mostafa

Message

this time, it will be... participation.
 😊😊...

~ Zeina Younis
 1:15 11:12

❤️

~ Zeina Younis

~ Zeina Younis
 Voice message (1:15)

11:12

Images (445x688)
 encrypted-tbn0.gstatic.com

Michael Jackson 17:45

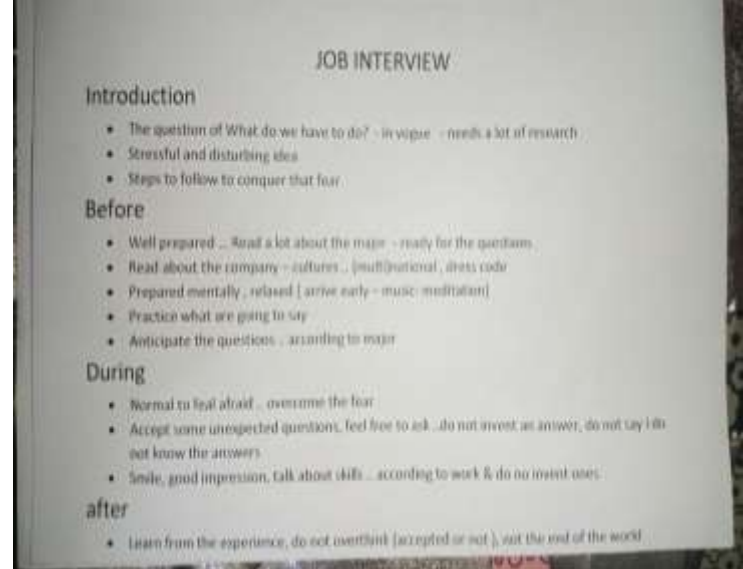
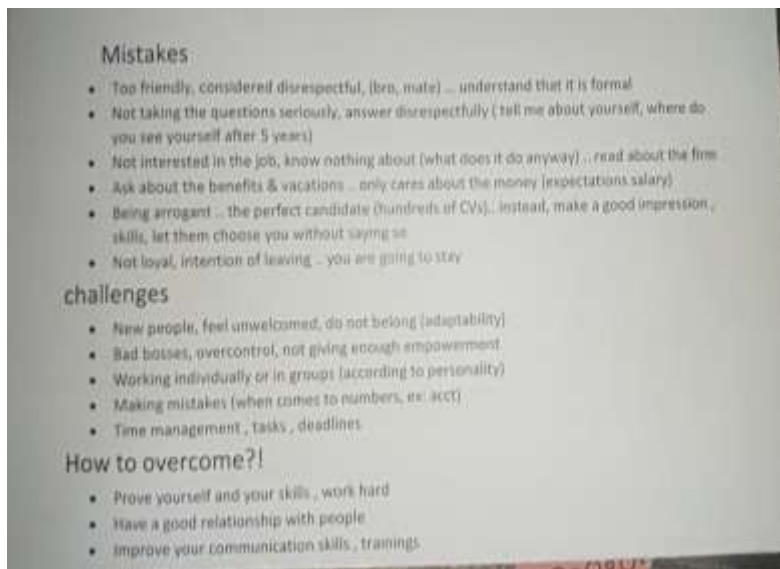
~ Lotfy Ayman
 AUD-20230316-WA0062... 17:46 3:25

~ Mora Maged

Message



Screenshots from Students' notes to organize their ideas.



Screenshots from Edpuzzle.com



MULTIPLE CHOICE QUESTION 100 out of 100

How is he feeling?

Eager to try again

Defeated from struggling with all the sports

Add comment

Rewatch **Continue**

By Sara' Ismael



OPEN ENDED QUESTION

What's going on here?







Answer with audio

Rewatch **Submit**

- Discover
- My Content
- My Network
- Notifications

MY CLASSES + ^

- Canadian Internatio... OPEN
- Level 11 OPEN
- Level 11

Assignment	Start date	Due date	ed in
 best-food-waste-awareness-advertisement-bangladesh-ky-steel-mills-don-t-wast_z17ayhlw	March 15th	No due date	of 0
 Listening	March 15th	No due date	0 of 0
 Good Sport - Inspirational Short Film	March 15th	No due date	of 4
 English-Language-Center	March 15th	No due date	of 3
 English-Language-Center	Feb. 22nd	No due date	of 2
 ENGLISH (EDPUZZLE)	Feb. 13th	No due date	of 60

Activate Windows
Go to Settings to activate Windows

← Video Assignment

Edit assigned video View as a student ...

Student	Progress	Attempts	Grade	Due Date	Status	More
Mayan Mohamed	<div style="width: 20%;"></div>	1/1	Feb. 15th	Not turned in	...	
yousef allam	<div style="width: 20%;"></div>	1/1	Feb. 15th	Not turned in	...	
Azzam	<div style="width: 20%;"></div>	1/1	Feb. 15th	Not turned in	...	
abdelaziz moataz 2	<div style="width: 20%;"></div>	1/1	Feb. 15th	✓ Feb. 15th, 5:40pm	...	
Adham Hisham	<div style="width: 20%;"></div>	1/1	Feb. 27th	✓ Feb. 27th, 9:10pm	...	
Ahmed Hossam	<div style="width: 20%;"></div>	1/1	Feb. 15th	✓ Feb. 15th, 5:06pm	...	
amr	<div style="width: 20%;"></div>	1/1	Feb. 14th	✓ Feb. 14th, 11:05pm	...	
aycel	<div style="width: 20%;"></div>	1/1	Feb. 15th	✓ Feb. 15th, 6:43pm	...	
George Emil	<div style="width: 100%;">100%</div>	1/1	Feb. 15th	✓ Feb. 15th, 5:14pm	...	
haneen amr	<div style="width: 20%;"></div>	1/1	Feb. 14th	✓ Feb. 14th, 11:12pm	...	
hazem khallil	<div style="width: 20%;"></div>	1/1	Feb. 14th	Not turned in	...	
Mazen	<div style="width: 20%;"></div>	1/1	Feb. 15th	✓ Feb. 15th, 10:31am	...	

Start date
Feb. 13th 12:00am

Due date
No due date

Prevent skipping

Turn on CCs

Activate Windows
Go to Settings to activate Windows.

Ziad

Previous student 4/4 Next student

Analytics

Video watched: 90%
Grade: 100 / 100
Attempts: 1 / 1
Correct responses: 6 / 6 questions (6 answered)
Time spent: 1 min
Not turned in

Number of times student watched each section of your video



Activate Windows
Go to Settings to activate Windows.

If the Fall semester begins on August 29th, by what date should one apply to the program?

00:52

- Nawal
- June 29th
 - May 29th
 - July 29th

100 of 100

What are the mutual things between Spanish people and Egyptians?

02:39

aycel



X - of 100 ✓

Add comment

What's the second culture shock?

01:57

What do you think of it?

haneen amr



X - of 100 ✓

What are the mutual things between Spanish people and Egyptians?

02:39

Mayan Mohamed



X - of 100 ✓

Add comment

Which culture did you like most and why?

03:07

Ramez Mohamed



X - of 100 ✓

Add comment

Activate Windows

Describe the mother's attitude in one word.

00:24

Bassel Yasser



X 100 of 100 ✓

Where is the girl's family?

00:28

Ahmed Hossam



X 100 of 100 ✓

Add comment

Activate Windows

Screenshots from Uquiz.com

Preview Quiz

QUIZ MENU

- Overview
- Edit Quiz
- Quiz Takers
- Style and Share Image
- Password Manager
- Result Descriptions
- Settings

Ramez Mohamed

[View Results Page](#)

Started: 22 days ago
Finished: 22 days ago

Final Result:
100%

Results Breakdown

Q1. What's your name?
Answered in 21 seconds

Ramez Mohamed

Q2. Can you please look at this picture, What is the message behind it?
Answered in 409 seconds

I think life has always forced us to work, otherwise you will not be able to live

Preview Quiz

QUIZ MENU

- Overview
- Edit Quiz
- Quiz Takers
- Style and Share Image
- Password Manager
- Result Descriptions
- Settings

Abdelrhman Hesham

[View Results Page](#)

Final Result:
100%

Results Breakdown

Q1. The young man needs a new phone because ____.
Answered in 100 seconds

his phone is an older model (Correct answer)

Q2. How many phones does the young man already have?
Answered in 4 seconds

2 (Correct answer)

Q3. According to the conversation, what are the young man's parents like?
Answered in 11 seconds

generous (Correct answer)

Q4. What do his parents want their son to do to get a phone
Answered in 6 seconds

generous (Correct answer)

Q4. What do his parents want their son to do to get a phone
Answered in 9 seconds

find a job and work to earn money (Correct answer)

Q5. What is the BEST word to describe the young man's personality?
Answered in 9 seconds

self-centered (Correct answer)

Q6. What do you usually waste your money on?
Answered in 9 seconds

Online games


Q7. If you could choose between "being rich and sad" OR "being poor and happy", which one would you choose and why?
Answered in 80 seconds

Being rich and sad. cause money will bring you opportunities that will make you happy unlike being poor, you will be happy temporarily until you realise that you will live like that forever


Mazen Ahmed Started: 4 days ago	Final Result 100%	Breakdown »
Rana Emad Started: 4 days ago	Final Result 80%	Breakdown »
Shahd Amr Started: 4 days ago	Final Result 80%	Breakdown »
Adham El Zanaty Started: 5 days ago	Final Result 100%	Breakdown »
Amr Ahmed Mohamed Started: 5 days ago	Final Result 80%	Breakdown »
Mohamad Ahmad Started: 5 days ago	Final Result 100%	Breakdown »
Bitty Ehab Started: 5 days ago	Final Result 100%	Breakdown »
George Milad Started: 5 days ago	Final Result 80%	Breakdown »
Ahmed Sherif Ahmed Started: 5 days ago	Final Result 80%	Breakdown »
Menna Adel Started: 5 days ago	Final Result 100%	Breakdown »

Activate Windows
Go to Settings to activate Windows.


Q1. What's your name?
Answered in 8 seconds

 Menna Adel


Q2. Can you please look at this picture, What is the message behind it?
Answered in 19 seconds

 Work hard to achieve your goals

Q3. What's your dream job? Why do you choose it? (Please explain your answers)
Answered in 62 seconds

 Artist, Cause I enjoy drawing because it allows me to be more creative and expresses my own opinions.

Q4. If you could choose between "good salary and bad boss" or "bad salary and good boss", which one would you choose and why?
Answered in 123 seconds

 Bad salary and good boss, Because the most important thing is to work hard in order to achieve your goals, learn professional skills and gain experience, not work in order to achieve money first.


Q5. The woman wants to pursue a career as _____.
Answered in 112 seconds

 an auto mechanic (Correct answer)


Activate Windows
Go to Settings to activate Windows.

Results Breakdown

Q1. What's your name?
Answered in 18 seconds

 Ruaa Ihab Talaat

Q2. Can you please look at this picture, What is the message behind it?
Answered in 365 seconds

 from my perspective, I think that this picture illustrates the overcontrol that bosses and managers have over the employees. In the most of the job's employees don't have enough empowerment in their jobs so they end up following the rules of the managers without even thinking or discussing the decision. Sometimes employees are not even allowed to ask for vacations, and they end up working non-stop just for the goodwill of the managers.

Activate Windows
Go to Settings to activate Windows.

QUIZ PUBLISHED

Share URL and Embed Code

Preview Quiz

QUIZ MENU


- Overview
- Edit Quiz
- Quiz Takers
- Style and Share Image
- Password Manager
- Result Descriptions
- Settings

Quiz Takers

Quiz Dashboard > DIC Listening Exercise > Your Quiz Takers


Abdelrhman Hesham Started: 4 days ago	Final Result: 100%	Breakdown >
Ahmed Started: 4 days ago	Final Result: 100%	Breakdown >
Ahmed Karim Started: 4 days ago	Final Result: 100%	Breakdown >
Yousef Ahmed Mohamed Started: 4 days ago	Final Result: 100%	Breakdown >
Seifeldien Hoiel Started: 4 days ago	Final Result: 100%	Breakdown >
Zainab Raafat 202200267 Started: 4 days ago	Final Result: 100%	Breakdown >
Mariam Tamer Started: 4 days ago	Final Result: 100%	Breakdown >
Mazen Ahmed Started: 4 days ago	Final Result: 100%	Breakdown >

Activate Windows

 Nawal Hossam


Q2. Can you please look at this picture, What is the message behind it?

Answered in 80 seconds

 The boss controls all that is done by his employees


Q3. What's your dream job? Why do you choose it? (Please explain your answers)

Answered in 564 seconds

 I want to be a graphic designer its an interesting job that i can be creative in it and i can have the option of working either for an organization or for myself, or even both. Working for myself means being a freelancer, it gives me some freedom to choose my own clients and i can decide when to work and when i can have my holiday

Q4. If you could choose between "good salary and bad boss" or "bad salary and good boss", which one would you choose and why?

Answered in 310 seconds

 If i found both i will have it but if i have to choose i would choose bad salary and good boss because if i had a bad boss i wouldn't like to go to work and i won't do my best in it as i hate the environment there and i can fix the bad salary by having an online job


Q5. The woman wants to pursue a career as _____.

Answered in 77 seconds

an auto mechanic (Correct answer)


Activate Windows

Go to Settings to activate Windows

 Fady


Q2. Can you please look at this picture, What is the message behind it?

Answered in 44 seconds

 A man run and there is something makes him in balance


Q3. What's your dream job? Why do you choose it? (Please explain your answers)

Answered in 124 seconds

 I already have my own business .. i sell silver and jewellery.. my dream to improve my business to become the biggest business man in this major in my country

Q4. If you could choose between "good salary and bad boss" or "bad salary and good boss", which one would you choose and why?

Answered in 100 seconds

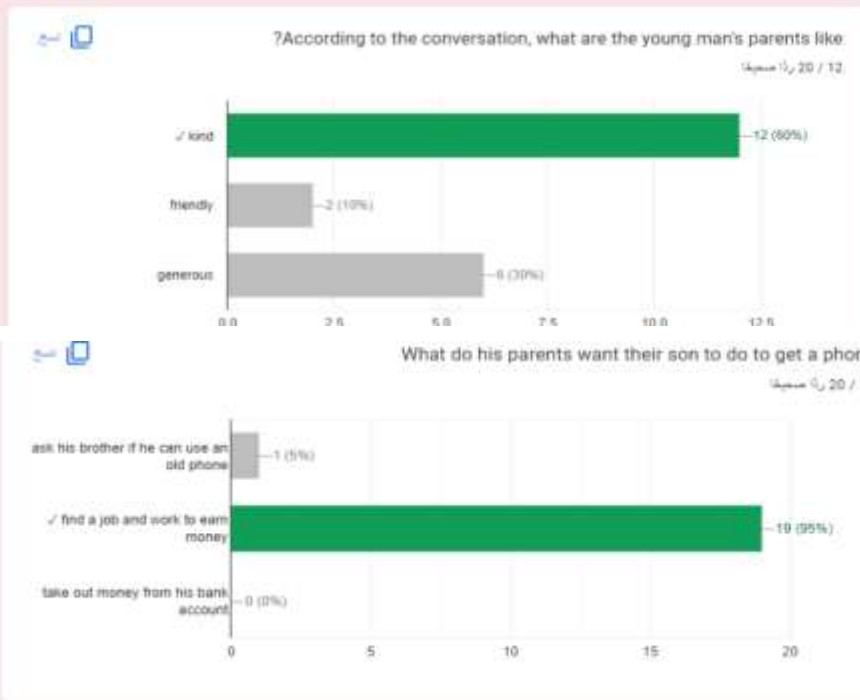
 In my beginning of my work life .. I choose good salary and bad boss to create my own .. and then after gaining experience in this company I can leave and go to other company with higher salary and good boss

Q5. The woman wants to pursue a career as _____.

Answered in 8 seconds

an auto mechanic (Correct answer)

Screenshots from Google Forms



يمكنك التمرن 0

الإعدادات 59 التمرن الأسئلة



يمكنك التمرن 11

الإعدادات 75 التمرن الأسئلة

إعدادات تعليقات فردية

0 / 0

* When you buy something at a store, you pay the ✓

- won
- ✓ cashier
- lottery ticket
- drug store
- counter

إعدادات تعليقات فردية

?Do you want to return to your school or not ? and Why

ردك 53

Yes, I lovey school ,my friends andy teachers

Yes , because I love being at school with my friends . As i'm in stem schools which I stay in all the week and back home every Thursday. All the week me and my friends have fun together, study our lessons and .we do a lot of activity. Also, being at school make me depend on my self

No, because ilove studying in my collage and ldon't want to return back, I want to move forward and achive .my dream (I want to become a doctor in food Safety)

Yes, because I miss my teachers and my school and I like studying

. Yes, I want to return to my school to meet my friends and my teachers they are kind , friendly, and helpful .also because I was play , do homework, and sleep ; no responsibility and problems

Yes I want to return to school, because I miss my friends and my teachers, I miss having breakfast with my friends before going to school and hanging out at the end of the day. we also used to talk about our problems and we helped each other at solving them

Activate Windows
Go to Settings to activate Windows.

If you were Ms. Costabile, what would you do

ردك 75

I'm also confused buecause if the lady said i got the losing tickets i would tell here you are right and take the tickets but her knowing that she won 50,000 dollars i dont know if she would say no i was kidding and "fight for the tickets or look at me with disgust and say "i want my money back

I will give it for the women too,like she do

would do the same as she did giving it

I would do the exact same thing because it is not my right to take the ticket

I would do the same as you did because this is not my right

I would do the same thing as she

I would do the same thing she did

I will act the same and i will be honest

Activate Window

* ?Where is the second speaker from

texas

* ?Where was his grandmother originally from

Tokyo

Japan

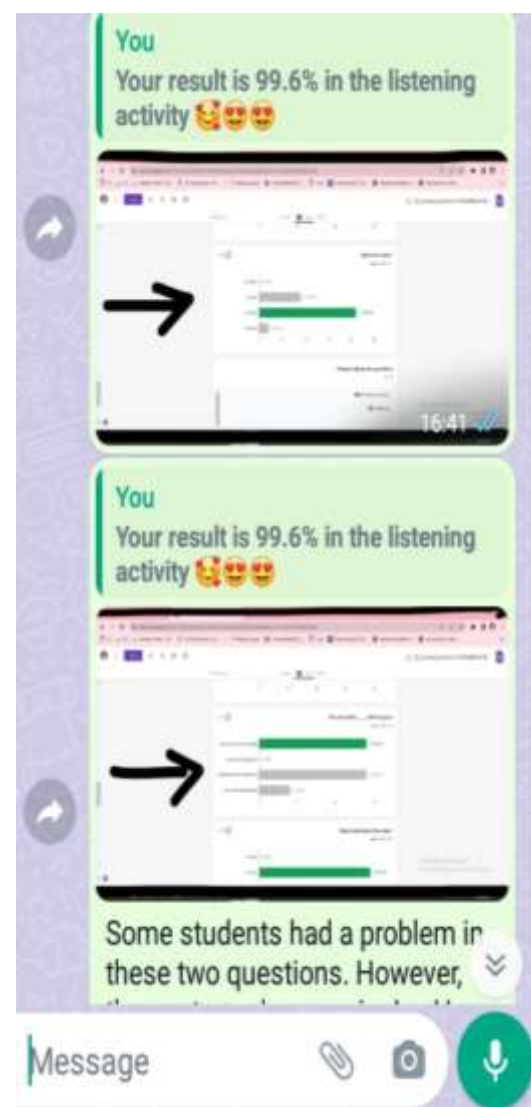
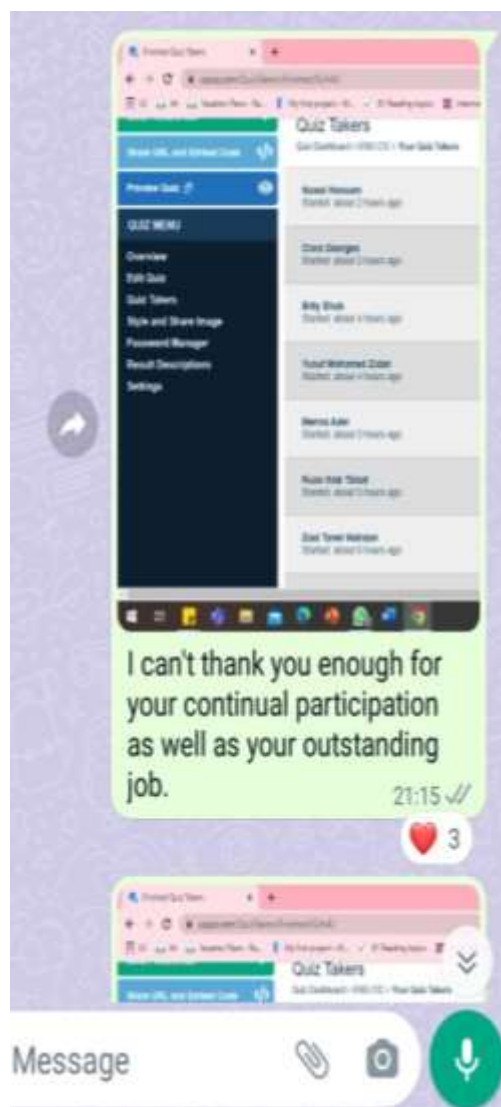
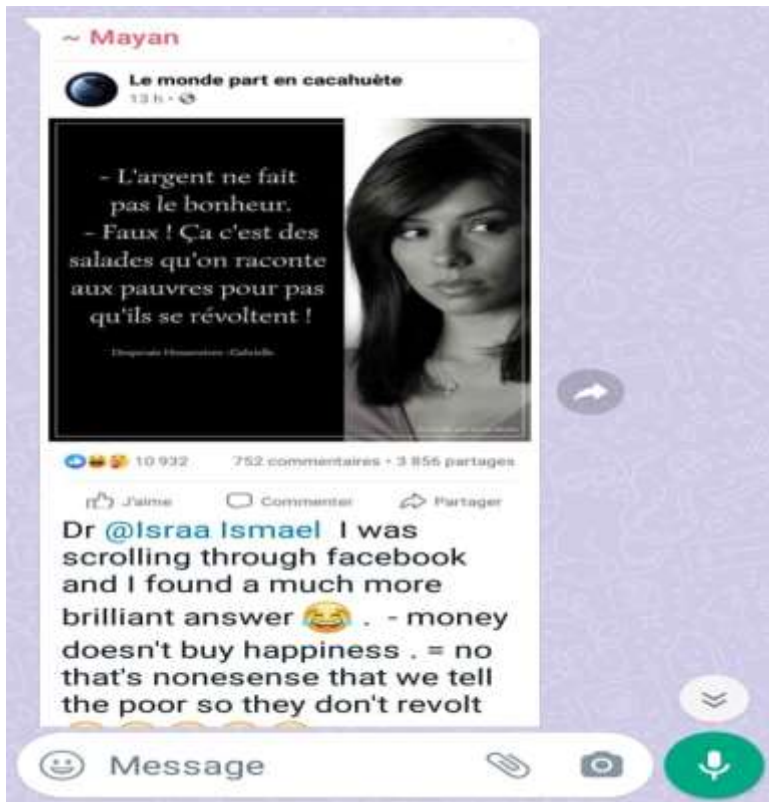
Mexico

NewYork

Texas

Activate Windows

Screenshots from Students' Feedback



Appendix (K)

The Approval of the Central Agency for Public Mobilization and Statistics to Conduct the Study



قرار رئيس الجهاز المركزي للتعبئة العامة والإحصاء
بالتفويض رقم (٢٠٢٣) لسنة ٢٠٢٣

في شأن قيام الباحثة / إسماء إسماعيل عبد الحميد إسماعيل - المسجلة لدرجة الماجستير في التربية بقسم المناهج وطرق التدريس "اللغة الانجليزية" / كلية التربية / جامعة عين شمس - بإجراء دراسة ميدانية بعنوان: (فاعلية استخدام التعلم المدمج القائم على المحتوى في تنمية مهارات التواصل الشفهي لطلاب اللغة الإنجليزية بالمرحلة الجامعية).

رئيس الجهاز

- بعد الإطلاع على القرار الجمهوري رقم (٢٩١٥) لسنة ١٩٦٤ بشأن إنشاء الجهاز المركزي للتعبئة العامة والإحصاء.
- وعلى قرار رئيس الجهاز رقم (٢٣١) لسنة ١٩٦٨ في شأن إجراء الإحصاءات والتعدادات والاستفتاءات والاستقصاءات.
- وعلى قرار رئيس الجهاز رقم (١٣١٤) لسنة ٢٠٠٧ بشأن التفويض في بعض الاختصاصات.
- وعلى قرار رئيس الجهاز رقم (١٥٥٢) لسنة ٢٠٢١ بشأن التفويض في بعض الاختصاصات.
- وعلى كتاب كلية التربية / جامعة عين شمس - الوارد للجهاز في ٢٠٢٣/٢/١٣ .

قرر

- مادة ١: تقوم الباحثة / إسماء إسماعيل عبد الحميد إسماعيل - المسجلة لدرجة الماجستير في التربية بقسم المناهج وطرق التدريس "اللغة الانجليزية" / كلية التربية / جامعة عين شمس - بإجراء الدراسة الميدانية المشار إليها عالية.
- مادة ٢: تجري الدراسة على عينة حجمها (٣٠) ثلاثون مفردة من طلاب وطالبات الجامعة الكندية الدولية.
- مادة ٣: تجمع البيانات اللازمة لهذه الدراسة بموجب الاستمارتين المعدتين لذلك "تطبق ورقياً وإلكترونياً" والمعتمدة كل صفحة منهما بخاتم الجهاز المركزي للتعبئة العامة والإحصاء وبياناتهما كالتالي:
- الإستمارة الأولى: اختبار قبلي/ بعدى تقييم مهارات التواصل الشفهي وعدد صفحاتها ثمانى صفحات.
- الإستمارة الثانية: إستطلاع عبر الإنترنت وعدد صفحاتها ثلاث صفحات.
- مادة ٤: تقوم الجامعة الكندية الدولية - وتحت إشراف السيد/ أمين عام تلك الجامعة - بتيسير إجراء هذه الدراسة الميدانية ومراعاة الضوابط الخاصة بتقييم درجة سرية البيانات والمعلومات المتداولة مسبقاً بمعرفة كل جهة طبقاً لما جاء بخطة الأمن بها .
- مادة ٥: يراعى موافقة مفردات العينة - وسرية البيانات الفردية طبقاً لقانون الجهاز رقم (٣٥) لسنة ١٩٦٠ والمعدل بالقانون رقم (٢٨) لسنة ١٩٨٢ وعدم استخدام البيانات التي يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة.
- مادة ٦: يجري العمل الميداني خلال شهرين من تاريخ صدور هذا القرار .
- مادة ٧: يوافق الجهاز المركزي للتعبئة العامة والإحصاء بنسخة من النتائج النهائية الكاملة لهذه الدراسة.
- مادة ٨: تلتزم الباحثة / إسماء إسماعيل عبد الحميد إسماعيل - بإبلاغ مديرية الأمن بمحافظة القاهرة - بصورة من هذا القرار وقبل البدء في التنفيذ مرفقاً بها بيانات القائمين بالدراسة (الاسم - الرقم القومي - تاريخ بدء وانتهاء تنفيذ الدراسة) .
- مادة ٩: ينفذ هذا القرار من تاريخ صدوره .

صدر في: ٢٠٢٣ / ٢ / ١٤



محمد إبراهيم بخيت
مدير عام الإدارة العامة للأمن

Summary in Arabic



جامعة عين شمس

كلية التربية

قسم المناهج وطرق التدريس

فاعلية استخدام التعلم المدمج القائم علي المحتوي في تنمية مهارات التواصل الشفهي
لطلاب اللغة الإنجليزية بالمرحلة الجامعية

The Effect of Using Blended Content-Based Instruction (BCBI) to Enhance EFL University Students' Oral Communication Skills

بحث مقدم للحصول على درجة الماجستير فى التربية

قسم المناهج وطرق التدريس

لغة إنجليزية

إعداد

إسراء إسماعيل عبد الحميد إسماعيل

معيدة بقسم اللغة الإنجليزية، الجامعة الحديثة للتكنولوجيا والمعلومات

تحت إشراف:

د. دينا سيد نصر

أ.د. مجدي مهدي علي

مدرس المناهج و طرق تدريس اللغة الإنجليزية

أستاذ المناهج و طرق تدريس اللغة الإنجليزية

كلية التربية

كلية التربية

جامعة عين شمس

جامعة عين شمس

2023

المستخلص

عنوان البحث: فاعلية إستخدام التعلم المدمج القائم علي المحتوي في تنمية مهارات التواصل الشفهي لطلاب اللغة الإنجليزية بالمرحلة الجامعية

إسم الباحثة: إسرائا إسماعيل عبد الحميد إسماعيل مرسى

إشراف: أ.د مجدي مهدي علي _ أستاذ المناهج و طرق تدريس اللغة الإنجليزية، كلية التربية، جامعة عين شمس.

د. دينا سيد نصر _ مدرس المناهج وطرق تدريس اللغة الإنجليزية، كلية التربية، جامعة عين شمس.

مستخلص البحث:

هدفت الدراسة إلي فحص فاعلية إستخدام التعلم المدمج القائم علي المحتوي في تنمية مهارات التواصل الشفهي لدراسي اللغة الإنجليزية بالمرحلة الجامعية (المستوي المتوسط) بالجامعة الكندية الدولية. تبدأ الدراسة بمراجعة الأدبيات والدراسات المرتبطة بالتعلم المدمج، التعلم القائم علي المحتوي بالإضافة إلي مهارات التواصل الشفهي. من ناحية أخرى، صممت الباحثة إختبار تواصل شفهي. من ناحية أخرى، صممت الباحثة إختبار تواصل شفهي، مقياس متدرج لتقييم مهارات التواصل الشفهي والبرنامج المقترح. ثم قامت الباحثة بترشيح مجموعة عشوائية من طلاب اللغة الإنجليزية (المستوي المتوسط)، كلية إدارة الأعمال الإلكترونية بالجامعة الكندية الدولية (ن= 30) للمشاركة في الدراسة والإنخراط في أنشطتها. تم تقديم المشاركين للأختبار القبلي والبعدي. ثم تم تحليل النتائج من الناحيتين الكمية والكيفية. و في النهاية أظهرت النتائج ان التعلم المدمج القائم علي المحتوي (BCBI) كان فعالاً للغاية في تعزيز التواصل الشفهي للطلاب.

الكلمات المفتاحية: التعلم المدمج، التعلم القائم علي المحتوي، التواصل الشفهي.

ملخص الدراسة باللغة العربية

١. المقدمة

تُمثّل اللغة الإنجليزية تحدٍ كبير في أنحاء العالم كافة حيث لديها القدرة علي ربط الناس من ثقافات مختلفة ومعرفة قيمهم وعاداتهم. كما أن اللغة الإنجليزية هي اللغة السائدة في عالم المال والأعمال ويعطي لمحدثيها فرصة الإلتحاق بعدد كبير من الوظائف، فهي تستخدم علي نطاق واسع في التجارة الدولية، الإعلام، الترجمة، الإتصالات، كتابة الأبحاث العلمية، التعلم، الأعمال التجارية وما إلي ذلك. من ناحية أخرى، يجد متعلمو اللغة الإنجليزية كلغة أجنبية ثانية أن المناهج الدراسية تقدّم باللغة الإنجليزية بشكل متزايد. بالتالي، يحاول الطلاب في مختلف الأعمار ممارسة وتعلّم اللغة الإنجليزية أطول وقت ممكن لإستخدامها في سياقات مختلفة.

علي الرغم من أهمية تعلم اللغة الإنجليزية لطلاب المرحلة الجامعية بغرض تعزيز فرصهم المهنية والأكاديمية. ومع ذلك، لا يزال طلاب اللغة الإنجليزية بالمرحلة الجامعية يواجهون الكثير من الصعوبات، أولها انفصال مواد اللغة الإنجليزية المقدّمة للطلاب عن حياتهم الواقعية، الإعتماد علي الكتب المقدّمة لهم داخل الفصل كمصدر وحيد للمعلومة، الخوف من إرتكاب الأخطاء أمام الآخرين، عدم الوعي بأهمية الثقافة، عدم التركيز علي مهارات التواصل الشفهي داخل الفصول بسبب كثرة عدد الطلاب والوقت المتاح لهم، تأثر الطلاب بلغتهم الأم نظراً لإستخدامهم اليومي لها، عدم إيلاء الطلاب الإهتمام لمحتوي و معني الجُمَل في نفس الوقت، التركيز علي حفظ واستدعاء أكبر قدر ممكن من الكلمات وبالتالي يفقد الطلاب حماسهم وإهتمامهم بالدراسة، و أخيراً تدني فرص تعرّض الطلاب للغة الإنجليزية ومفرداتها المعجمية والصوتية حيث أن الفرصة الوحيدة لإستخدام اللغة الإنجليزية تكمن داخل حجرة الدراسة فقط (Hanane, 2016).

نتيجة لذلك، لايسطيع طلاب اللغة الإنجليزية بالمرحلة الجامعية التحدّث بطلاقة أو التعبير عن أفكارهم بشكل كافي و أحياناً يساء فهمهم. علي سبيل المثال، يلجأ طلاب اللغة الإنجليزية إلي ترجمة أفكارهم من لغتهم الأم إلي اللغة الإنجليزية ليتمكنوا من التواصل مع الآخرين. حتي أن بعض

المُعلِّمين يميلوا إلى شرح الدروس لطلابهم باستخدام لغتهم الأم داخل الفصل. بالتالي، يجد الطلاب أن استخدام لغتهم الأم للتعبير عن أفكارهم أمر أسهل و أقل إحراجاً. علاوة على ذلك، يواجه الطلاب تحديات كبيرة في الإستماع بسبب أن العديد من المؤسسات التعليمية تولي إهتماماً أكبر لمهارتي القراءة والكتابة كـمعيار أساسي للإمتحانات، بجانب قلة إرتباط المناهج الدراسية بتجارب الطلاب وحياتهم الواقعية. يُشير Darti (2017) إلى أنه عندما يسمع الطالب كلمة جديدة، فإنه يتوقف عن إستماع وفهم باقي الفقرة ليفكر فقط في معني تلك الكلمة.

بالإضافة إلى ذلك، تزايد أعداد الطلاب داخل الفصول الدراسية والذي يتخطي أحيانا ٥٠ مُتعلماً أو أكثر لا يزال يمثل مشكلة، حيث لا يجدوا فرص كافية لممارسة اللغة الإنجليزية داخل الفصل. يؤكد كلا من Blatchford & Russell (2020) أنه تسمح الفصول التي تضم عدداً أقل من الدارسين الوقوف على مشكلات كل طالب على حدة، إتاحة الفرصة لعرض أفكارهم، تطبيق التعلم التعاوني والكثير من الأنشطة بغرض تحسين أدائهم.

في ظل التطور السريع والتحول الرقمي الذي يشهده العالم، يحتاج طلاب اللغة الإنجليزية إلى مهارات التواصل من أجل الحصول على فرص عمل أو فرص تعليم مناسبة. يهتم معظم أرباب العمل بقدرة الموظفين على إتقان فن التواصل الفعال باللغة الإنجليزية، معرفة مايدور في الشركات والمؤسسات المنافسة، كتابة و ترجمة التقارير إلى جانب عقد الإجتماعات. وبهذا، فإن مهارات التواصل الشفوي أمر لاغني عنه لرفع كفاءة المؤسسات في مختلف التخصصات وتعزيز العمل الجماعي (Karim, 2016). على الجانب الآخر، فإن الإفتقار إلى مهارات التواصل الشفهي أحد أبرز المشكلات التي تعوق العديد من الأشخاص عن العمل في مختلف التخصصات، الأمر الذي يُصيب بعضهم بالإحباط، ويؤدي في النهاية إلى فقدانهم الثقة في أنفسهم.

يُمكن تعريف التواصل الشفهي علي أنه عملية تبادل المعلومات بشكل شفهي بين مُرسل و مُستقبل سواء وجهاً لوجه، أو عن طريق الهاتف المحمول أو بشكل إلكتروني حدّد García (2011) أن أحد أفضل الطرق لتعلم لغة جديدة يكون عن طريق التفاعل المستمر مع الآخرين بشكل يومي وطبيعي.

كشفت كلا من Kathryn و Howard (2018) أنه لا يمكننا أن نعيش بدون تواصل، كل ما نفعله يتم تلقيه وتفسيره من قبل شخص ما، في مكان ما. حتي لو عزلنا أنفسنا ظناً منا أننا لن نتمكن من التواصل مع أحد، فإن التفكير في حد ذاته يعتبر وسيلة للتواصل. بالتالي، فإن قدرتنا في التواصل توضع تحت الإختبار كل دقيقة. أوضح كلا من Bedir و Koşar (2014) أن التركيز علي مهارات التواصل الشفهي داخل الفصول و إستخدام الرسائل اللفظية و غير اللفظية لتدريب الطلاب للتعبير عن آرائهم مطلب أساسي لبناء ثقة الطلاب بأنفسهم، تبادل المعلومات و كسب إهتمام الآخرين.

تكمن أهمية التواصل في فهم الآخرين، نقل الأفكار والمشاعر لهم، الحصول علي تغذية راجعة سواء بشكل لفظي أو بشكل غير لفظي عن طريق تعبيرات الوجه ولغة العين. يمكن تعريف التواصل الغير لفظي علي أنه أسلوب يعتمد في الأساس علي تبادل الرسائل والأفكار عن طريق الوسائل التالية: تعبيرات الوجه، لغة الجسد، الإيماءات، المسافات بين الأشخاص، مستوي الصوت، طريقة المصافحة و حتي طريقة إرتداء الملابس (Howard and Kathryn, 2018). يساعد التواصل الغير لفظي الفرد علي التعبير بشكل لحظي وسريع عما يشعر به دون أن يلفظ بكلمة واحدة. إذا تحدث الشخص عن أمر معين و لغة جسده تعني عكس ذلك، فسيترتب عليه فهم كل كلماته بشكل خاطئ.

بما لا يدع مجالاً للشك، يعد التواصل الشفهي بمثابة الجسر الذي يربط جميع مكونات اللغة معاً. ومع ذلك، يواجه طلاب اللغة الإنجليزية العديد من التحديات في مهارات التواصل الشفهي بغض النظر عن عدد السنوات التي تعلموا فيها تلك اللغة أجري Gathumbi et al. (2014) دراسة بعنوان "الممارسات التربوية وتحديات تعلم اللغة الإنجليزية كلغة أجنبية ثانية للمرحلة الثانوية في كينيا" و لوحظ أن عجز طلاب اللغة الإنجليزية كلغة أجنبية ثانية في مهارات التواصل الشفهي يرجع لعدة أسباب منها: ١. عدم تعرض الطلاب للغة الإنجليزية أكبر وقت ممكن سواء داخل الفصل أو خارجه، ٢. أخطاء النطق، ٣. تأثير اللغة الأم وإستخدامها داخل الفصل بشكل مبالغ فيه، ٤. كبر وصعوبة المناهج الدراسية، ٥. إستحالة تخمين الطلاب لمعاني الكلمات الموجودة أمامهم دون

الرجوع للمرادف لها في اللغة الأم، ٦. عزوف الطلاب عن توجيه أي سؤال للمُعلم والقبول الأعمى لما يقوله دون محاولة التفكير فيه.

علي نفس المنوال، ذكر Mahmoud (2014) أن شريحة كبيرة من الطلاب يلجأوا إلي طريقة الحفظ والتلقين كطريقة إضطرارية للنجاح في الامتحان والحصول علي مجموع طناً منهم أن اللغة الإنجليزية هي مجرد مادة دراسية وليست لغة عالمية و أداة للتميز الثقافي بين الشعوب. عند إلحاق الطلاب بالجامعة، تصبح اللغة الإنجليزية عَقبَة صعبة حيث يجدوا أن معظم المواد تدرّس باللغة الإنجليزية. نتيجة لذلك، يلجأ الطلاب إلي أخذ دورات لغة إنجليزية حتي وبعد دراسة اللغة الإنجليزية علي مدار أكثر من اثني عشر عامًا داخل المدارس، فتنامي مشاعر القلق وإنخفاض القدرة علي المواظبة والمثابرة.

حازت قضية تدني مهارات التواصل الشفهي لدي طلاب اللغة الإنجليزية كلغة اجنبية ثانية إهتماماً كبيراً من قبل عدد من الباحثين حول العالم وحاولوا معالجة هذه القضية في أبحاثهم. علي سبيل المثال: في الأردن، أجري AISaleem (2021) دراسة حول إستخدام الفيس بوك لتمنية مهارات التواصل الشفهي لطلاب اللغة الإنجليزية الكبار. أيضاً أجري Tipmontree (2018) دراسة في تايوان قائمة علي إستخدام إستراتيجية لعب الأدوار لتمنية مهارات التواصل الشفهي لدي تلاميذ اللغة الإنجليزية في مجال الأعمال. قدّم Yahia (2018) برنامج مقترح مبني علي الأفلام السينمائية لتمنية مهارات التواصل الشفهي لطلاب كلية التربية قسم اللغة الإنجليزية في مصر. من الجدير بالذكر أن واحدة من الإستراتيجيات الحديثة التي يمكن الإستفادة منها في تطوير مهارات التواصل الشفهي هي التعلّم المدمج.

عرّف كلاً من Stein و Graham (2014) التعلّم المُدمج علي أنه نوع من التعلّم الذي يمزج بين مزايا كلاً من التعلّم وجهاً لوجه والتعلّم عبر الأنترنت. الغرض الرئيسي منه هو تحسين عملية التعلّم، تعزيز إستقلالية الطلاب وإتاحة الفرصة لممارسة اللُغة أكبر وقت ممكن. يُمكن أيضاً تعريف التعلّم

المُدْمَج علي أنه يجمع بين التعلم التقليدي والتعلم عبر الأنترنت لخلق بيئة تعليمية تتسم بالمرونة، زيادة التفاعل بين المُعَلِّم والمُتَعَلِّم بإستخدام اللغة المستهدفة، إثراء المحتوى، تعاون الطلاب في حل المشكلات ومشاركة الآراء لجعل التعلم أكثر متعة (Tarnopolsky, 2013).

يتطلب التعلم المدمج إنخراط الطلاب في أنشطة تعلم متنوعة سواء داخل الفصل أو خارجه. بالإضافة إلي إتاحة الفرصة لكافة الطلاب -في مختلف المستويات- العمل مع بعضهم البعض لتنفيذ الأنشطة وحل الألغاز من أجل تحقيق الأهداف المطلوبة (Tucker, 2020). في هذا الصدد، يقضي الطلاب معظم الوقت في إتمام أنشطة مرتبطة بحاجاتهم وميولهم، مُساعدة بعضهم البعض ودمج خبراتهم لحل لغز معين أو الفوز في لعبة ما، التصرف بشكل مُستقل و إتخاذ قرارات من شأنها تنظيم و تقييم جودة العمل قبل عرضة أمام الفصل (Johnson & Marsh, 2014).

مزايا التعلم المدمج لا حصر لها، أهمها أنه لم يُعَد من الضروري علي كافة الطلاب المجئ في وقت محدد لمكان مُعين أوالسفر لمسافات طويلة لأخذ دورات تدريبية. مما يساعد شريحة كبيرة من طلاب اللغة الإنجليزية بالمرحلة الجامعية الغير قادرين علي الإلتحاق بدورات تدريبية في الظروف العادية بسبب ظروف العمل او الجامعة أو بسبب رعاية أبنائهم قد لا يتاح للطلاب في الفصول المتزامنة سوي فرص محدودة للمشاركة وتبادل الأفكار (Stein & Graham, 2014). علي النقيض، يوفر التعلم المختلط المزيد من المرونة والحرية من خلال مشاركة العديد من الأنشطة والمشروعات مع الطلاب سواء وجهاً لوجه او عن طريق الأنترنت. علي سبيل المثال مشاهدة أفلام الكرتون والتعاون في مجموعات صغيرة بغرض نقدها و تحليلها، أو إستغلال العديد من التطبيقات إفتراضية التي تتيح لكلاً من الطُلاب والمُعلِّمين الإنخراط في مناقشات ثرية والحديث عن أوجه التميز الثقافي الخاصة ببلد ما لتنمية مهارات التواصل الشفهي لديهم.

بجانب ذلك، يُتيح التعلم المدمج العديد من الفرص لممارسة التفكير النقدي، كسر حاجز الخوف لدي الطلاب وتطبيق فكرة التعلم مدي الحياة. مثلاً، يُتيح التعلم المدمج للطلاب ممارسة فن البحث

عن المعلومة، مشاركة ودعم أفكارهم، إلي جانب تطبيق ما تعلموه داخل الفصل في سياقات مختلفة مما يزيد إحساس الطلاب بالمسئولية وزيادة دافعيتهم (Cleveland-Innes & Wilton, 2018).

تظهر أدلة بحثية واسعة النطاق تؤكد فاعلية التعلم المدمج لتمنية مهارات التواصل الشفهي لدي طلاب اللغة الإنجليزية كلغة اجنبية ثانية. علي سبيل المثال، إستخدم Medenilla (2018) التعلم المدمج في إنشاء العديد من الأنشطة لتمنية مهارات التواصل الشفهي لدي تلاميذ الصف الحادي عشر في دولة الفلبين. وأظهرت نتائج الدراسة أن التعلم المدمج ساهم في إعطاء التلاميذ العديد من الفرص لممارسة اللغة الإنجليزية سواء داخل أو خارج جدران الفصل لتمنية مهارات التواصل الشفهي.

في عام 2018، أجري Rerung دراسة في إندونيسيا لمعرفة أثر إستخدام التعلم المُدمج في تمنية مهارات التواصل الشفهي لدي طلاب قسم اللغة الإنجليزية و إتجاهاتهم نحوها. كشفت النتائج أن الطلاب ركزوا علي إستخدام اللغة الإنجليزية بشكل يومي للتواصل مع بعضهم وتوسيع خبراتهم في سياقات مختلفة. بجانب ذلك، تبين لدي الطلاب سهولة إستخدام الإنترنت كأداة سهلة ومتوفرة في أي مكان للبحث عن المعلومات ومشاركتها.

في مصر، قَدّم Shabana (2014) دراسة قائمة علي إستخدام التعلم المُدمج لتمنية مهارات التواصل الشفهي باللغة الإنجليزية لدى طلاب المرحلة الثانوية الأزهرية التجريبية. أظهرت نتائج الدراسة أن التعلم المدمج كان له العديد من الآثار الإيجابية في تنمية مهارات التواصل الشفهي لدي التلاميذ من خلال توفير عدة فرص لعرض آراء الطلاب، تفاعل الطالب مع المعلومات الموجودة بل والإستماع إلي وجهات نظر الآخرين وتقبّلها.

يُمكن التعلم المُدمج المُعلمين من تقديم المحتوى الدراسي بشكل جذاب ومبتكر لطلابهم في كل مرة. في الآونة الأخيرة، حرص عدد كبير من الباحثين علي تطوير التعلم المدمج وإستخدامه بطرق

غير مسبوقه خاصة بعد جائحه كورونا. ويمكن تحقيق ذلك من خلال شريحة كبيرة من المواقع والتطبيقات المجانية، علي سبيل المثال: Uquiz.com لتصميم إختبارات عن بعد، تطبيق للإجتماعات عبر الإنترنت، معرض جوجل للفنون والثقافة، موقع EDpuzzle.com لإنشاء الفيديوهات، وأخيراً موقع Wordwall لتصميم الألعاب الإلكترونية.

في الفترة الأخيرة، إتضح أنه يُمكن دمج التعلم المُدمج مع العديد من الإستراتيجيات وطرق التدريس الاخري لتحقيق نتائج مُثمرة. علي سبيل المثال: أجري Alamri (2021) دراسة حول أثر إستخدام التعليم القائم علي المشروعات المدمجة في تنمية التحصيل الأكاديمي لدي طلاب التعلم العالي بالمملكة العربية السعودية. أيضاً، قام Walker (2014) بإجراء دراسة حول أثر إستخدام التعلم المدمج القائم علي حل المشكلات في تنمية الأبحاث الجماعية عن طريق إستخدام أدوات الويب 2.0 بالمملكة المتحدة. علي الجانب الأخر، أجري كلاً من Tang و Tsai (2017) دراسة حول إستخدام التعلم المُدمج القائم علي حل المشكلات وإتجاهات الطلاب نحو إستخدام إستراتيجيات تعلم مختلفة في حل تلك المشكلات بجمهورية تاوان. إضافةً إلى ذلك، أحد طرق التدريس الحديثة التي يُمكن توظيفها ودمجها مع التعلم المدمج هو التعلم القائم علي المحتوى.

لا يركز التعلم القائم علي المحتوى علي تدريس اللغة فقط، بل يُركز أيضاً علي ما يتم تدريسه من خلال تلك اللغة. أي التركيز علي محتوى متوازن يُلبي حاجات الطلاب ومناسباً لمستواهم بغرض تعلم اللغة بشكل مُجد (Arulselvi, 2016). مثلاً، يوفر التعلم القائم علي المحتوى للمتعلم فرص عديدة لقراءة عدة نصوص أو الإستماع لمحادثات مرتبطة بالواقع بغرض تحليلها ومناقشتها والتعاون مع زملائه ومن ثم يرد عليها بأفكاره الخاصة. بجانب ذلك، يركز التعلم القائم علي المحتوى علي قضايا ترتبط بحاجات الطلاب و ميولهم مما يؤدي إلى تفكير أعمق باللغة وإثارة حماس المُتعلمين.

بدون محتوى، لن يتمكن الطلاب من البحث عن المعرفة وتنظيمها وتطبيقها في مواقف أخري. بالتالي، يساعد التعلم القائم علي المحتوى الطلاب علي ممارسة اللغة في مناقشة العديد من

الموضوعات، مثل التجارة، الصناعة، السفر، العمل والثقافة مما يُتيح للطلاب التعلّم بشكلٍ أفضل من خلال تقديم محتوى يلامس الواقع ويعكس ثقافته (Sekar, 2016).

يُحثُّ التعلّم القائم علي المحتوى الطلاب علي إكتشاف المعلومات، ربطها بخبراتهم السابقة، تنظيم المعلومات وتحليلها، العمل بشكل جماعي في تحليل موقف معين و إبداء رأيهم فيه، معالجة ونقد قضية محددة بهدف حلها، العمل بشكل جماعي بغرض الفوز في لعبة مُعينة و الإنخراط في مناظرة ما بهدف عرض خبراتهم ومناقشة الأمور من عدة زوايا. بالتالي، سُمّارس الطلاب اللغة بشكل طبيعي بدلاً من التركيز علي حفظ الكلمات والقواعد في سياقات منفصلة (Spender et al., 2018).

في الوقت الحالي، يتطلّب طلاب اللغة الإنجليزية بالمرحلة الجامعية الإنخراط في العديد من الأنشطة بغرض ممارسة اللّغة أكبر وقت ممكن، بجانب التدريب علي إستخدام مصادر تقنية متنوعة لإكتساب المعارف والعلوم سواء داخل أو خارج الفصل. علي سبيل المثال، يتّمكّن الطلاب من مشاركة المدونات، الإعلانات، المنشورات عبر مواقع التواصل الإجتماعي، الأخبار، الصور، مقاطع الفيديو والخرائط الذهنية لعرض أفكار وآراء تتعلق بمحتوي المنهج المُقدم لهم بهدف إثراؤه من الممكن تحقيق هذه الفكرة من خلال دمج التعلّم القائم علي المحتوى بالتعلّم المدمج والخروج بمصطلح جديد وهو: التعلّم المدمج القائم علي المحتوى (BCBI).

إن هدف التعلّم المدمج القائم علي المحتوى هو إتاحة الفرصة لممارسة اللغة أطول وقت مُمكن داخل وخارج الفصل من خلال محتوى مُحدد ومناسب لمستوي الطلاب. إلي جانب الإستفادة من البرامج والأدوات المتوفرة علي شبكة الأنترنت لجعل التعلّم أكثر متعة ومساعدة الطلاب علي تطبيق ماتعلّموه في مواقف وسياقات أُخري. أيضاً، مساعدة الطلاب علي العمل بشكل تعاوني، كسر الشعور بالخوف أو الخجل أثناء طرح أفكارهم، الإستماع لزملائهم، تزويد الطلاب بفرص ثرية تمكّنهم من ممارسة اللغة الإنجليزية بشكل فعّال وإستخدامها في الحديث عن موضوعات عدّة، التدريب علي مهارات الإقناع وكيفية عرض وجهات نظرهم بإسلوب جديد مما ينعكس علي تنمية مهارات التواصل الشفهي لدي طلاب اللغة الإنجليزية بالمرحلة الجامعية.

حتى الآن، لم يحاول أي بحث في مصر دمج التعلم القائم علي المحتوى مع التعلم المدمج في بتدريس اللغة الإنجليزية كلغة أجنبية ثانية. بالتالي، سيكون من المفيد تطبيق التعلم المدمج القائم علي المحتوى بغرض تنمية مهارات التواصل الشفهي لطلاب اللغة الإنجليزية بالمرحلة الجامعية.

علي الرغم من أهمية التواصل الشفهي، إلا أن النظرة المتفحصة لواقع تدريس اللغة الإنجليزية في مصر يُشير إلي إفتقار العدي من طلاب اللغة الإنجليزية بالمرحلة الجامعية لمهارات التواصل الشفهي الأساسية وعدم قدرتهم علي التواصل مع الآخرين بشكل واضح ومفهوم في مختلف السياقات. فلا تزال مهارات التواصل الشفهي واحدة من أصعب التحديات التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية ثانية. حيث أكد كُلاً من Elttayef و Hussein علي أن التركيز ينصب حول القراءة والكتابة بجانب تدريس القواعد والمفردات علي حساب مهارات التواصل الشفهي.

بالرغم من إمكانية دمج مهارات التواصل الشفهي مع مهارات أخرى مثل القراءة، إلا أنه -مع الأسف- يؤمن شريحة كبيرة من المُحاضرين بعدم وجود وقتٍ كافٍ لممارسة تلك المهارات فضلاً عن كونها مهارات غير مطلوبة في إمتحانات نهاية العام مما يؤدي إلي شعور شريحة كبيرة من الطلاب بالإحباط بسبب دراسة اللغة الإنجليزية لسنوات طويلة دون ملاحظة أي تقدّم في مستواهم.

علاوة علي ذلك، في نهاية كل فصل دراسي يتم تقييم الطلاب بناءً علي إمتحان موضوعي فقط عباره عن مجموعة من أسئلة إختيار من متعدد. ولا يتضمن الإختبار النهائي أي أسئلة تتعلق بمهارة التحدث. لذلك، لا يهتم عدد كبير من الطلاب بتتمية مهارة التحدث طوال فترة الدراسة إذ أنها مهارة غير مطلوبة للإمتحان النهائي. نتيجة لذلك، يواجه طلاب اللغة الإنجليزية بالمرحلة الجامعية العديد من المشكلات مثل الخجل والخوف من التحدث أمام الفصل، النطق الغير صحيح للعديد من الكلمات، الصياغة اللغوية الغير صحيحة للجُمل، عدم القدرة علي إختيار كلمات مناسبة للتعبير عن أفكارهم بدقة، التوقف فجأة أثناء مناقشة أفكارهم والصوت المنخفض.

من خلال عمل الباحثة كمعيدة بقسم اللغة الإنجليزية بالجامعة الكندية الدولية، لاحظت النقاط التالية:

١. يميل طلاب اللغة الإنجليزية بالمرحلة الجامعية إلي إستخدام اللغة الأم مُعظم الوقت داخل المعمل لترجمة النصوص، الأسئلة، أفكارهم أو حتي يقوله الآخرين.
٢. عندما طُلب منهم إستخدام اللغة الإنجليزية فقط داخل المعمل، شُعر عدد كبير منهم بالخوف والإحباط بينما إلتزم الآخرون بالصمت كحيلة دفاعية للهروب من الموقف.
٣. أثناء الإستماع، يلجأ الطلاب إلي طلب تكرار المقطع أكثر من مرة. ومع ذلك، يترك مُعظمهم العديد من الأسئلة فارغة بدون إجابة.
٤. عادة ما يطلب الطلاب منهم المزيد من الوقت لكتابة آرائهم وترتيبها قبل الحديث عن أي موضوع. وفي النهاية، يلجأ أغلبهم إلي قراءة ماكتبوه أمام زملائهم.
٥. عند سؤال الطلاب عن وجهه نظرهم في إمكانية تطبيق التعلم الأونلاين، صرح عدد كبير منهم أن تعلم اللغة الإنجليزية يجب أن يكون وجهاً لوجه وليس من خلال الإنترنت. أيضاً، لا يمكن مُمارسة مهارتي الإستماع والتحدث بشكل فعّال عن طريق الإنترنت وأشاروا إلي أنه وسيلة غير فعالة في تعليم اللغة الإنجليزية و قد تجعلهم أكثر كسلاً.
٦. يُهمّل عدد كبير من الطلاب إستخدام لغة الجسد أثناء التعبير عن أفكارهم أو إستخدامها بشكل غير مناسب. مثل النظر إلي الحائط، هز أرجلهم، قضم أظافرهم أو إستخدام إصبع السبابة للإشارة إلي شخص ما أثناء الكلام.
٧. عند العمل في مجموعات أو أزواج، يشعر عدد كبير من الطلاب بالخجل، التعلثم، التردد والخوف من التعرض للإنتقاد أو السخرية. فيفضل بعضهم إلتزام الصمت بينما يستخدم البعض الآخر اللغة العربية للحديث بوضوح أمام زملائهم أو الحديث عن موضوعات أخرى لا علاقة لها بالمنهج.

علاوة علي ذلك، أجرت الباحثة مناقشات جماعية مع 45 طالب وطالبة بالفرقة الأولى (النظام الكندي) بكلية إدارة الأعمال (شعبة تكنولوجيا إدارة الأعمال) بالجامعة الكندية الدولية، وأعرب الطلاب عن المشكلات التالية:

١. يشعر الطلاب بالخجل أثناء التحدث باللغة الإنجليزية أمام الناس.
٢. لا يمكنهم فهم شخص يتحدث اللغة الإنجليزية لفترة طويلة.
٣. يُفكر الطلاب باللغة العربية أولاً ثم يقوموا بترجمة أفكارهم إلي اللغة الإنجليزية، فيحتاجوا إلي وقت أطول لترجمة وترتيب أفكارهم فضلاً عن الوقوع في خطأ الترجمة الحرفية طوال الوقت.
٤. لم يتوفر داخل العديد من المدارس البرامج التدريبية التي من شأنها تعزيز مهارات التواصل الشفهي باللغة الإنجليزية.
٥. إعتاد العديد من الطلاب علي حضور الحصص كمتلقون سلبيون بدون أي تفاعل نشط داخل الفصل. بجانب الإعتماد علي المعلمين في تصحيح أخطأؤهم وإعطاؤهم الإجابة النموذجية لأي سؤال.
٦. يعتقد العديد من الطلاب أن الطريقة الوحيدة لتعلم اللغة الإنجليزية يكون عن طريق حفظ الكلمات والتركيز علي القواعد النحوية أو من خلال السفر للخارج والتحدث مع مواطنين اللغة الأصليين فقط.
٧. لا يمكنهم تذكر جميع القواعد النحوية والكلمات التي تعلموها أثناء التحدث أمام الفصل.
٨. يواجه الطلاب بعض الصعوبات في فهم مقاطع الإستماع الموجودة داخل الكتاب لأن المتحدثين يتكلموا بسرعة كبيرة وبعدها لهجات بجانب وجود كلمات جديدة وغير مألوفه لهم.
١٠. أوضح العديد من الطلاب أن اللغة المستخدمة داخل قاعات المحاضرات هي اللغة العربية في معظم الأحيان بجانب إعتياد الطلاب علي حضور العديد من المحاضرات كمتلقون سلبيون بدون أي تفاعل نشط داخل المدرجات والمعامل.

من ناحية أخرى، أجرت الباحثة إختباراً مُقسماً إلي جزئين علي مجموعة من طلاب اللغة الإنجليزية (المستوي المتوسط) بالمرحلة الجامعية وعددهم 25 طالب وطالبة بالفرقة الأولى (النظام الكندي)، كلية إدارة الأعمال (شعبة تكنولوجيا إدارة الأعمال) بالجامعة الكندية الدولية لتقييم قدراتهم في مهارات التواصل الشفهي. يستند كلاً من الإختبارين علي الإطار المرجعي الأوروبي المشترك للغات وتم تقسيم الإمتحان علي جزئين: الجزء الأول هو إختباراً شفهيّاً وجهاً لوجه والجزء الثاني يعتمد علي إختبار إستماع عبر الإنترنت. والغرض من تقسيم الإختبار علي جزئين هو أولاً: إعطاء أكثر من فرصة للطلاب للتعبير عن أفكارهم من أجل تحديد مشكلاتهم وقدراتهم بشكل أدق، ثانياً: الإستفادة من مزايا الإنترنت ومزايا تواجد الطلاب داخل الفصل لتحديد مشكلاتهم بشكل أكثر عمقاً، وأخيراً، أرادت الباحثة ملاحظة رد فعل الطلاب وتصوراتهم تجاه إستخدام الإنترنت بشكل فعلي.

الجزء الأول من الإختبار كان وجهاً لوجه حول موضوع "تحديات وسائل التواصل الإجتماعي" ومحتواه:

- وصف صورة حول "مخاطر وسائل التواصل الإجتماعي" وتحليل المعني من وراءها
- الإجابة علي بعض الأسئلة التي تدور حول إستخدام وسائل التواصل بشكل يومي وأهم مميزاتها وعيوبها
- مشاهدة فيديو إنمي حول "إساءة إستخدام شبكة الإنترنت وآثارها" من ثم التعليق علي الفيديو، إقتراح حلول لتلك المشكلة وتقديم التنبؤات.

الجزء الثاني من الإختبار كان عبر الإنترنت ويتطلب من الطلاب الإستماع إلي محادثة تليفونية بين شخصين حول "السفر" والإجابة علي بعض الأسئلة التي تدور حول معالجة المشكلة الموجودة في الفقرة وتحليل الأمور من زوايا مختلفة.

يستند كلاً من الإختبارين علي الإطار المرجعي الأوروبي المشترك للغات "المستوي المتوسط". بجانب ذلك، إستخدمت الباحثة مقياس متدرج لتقييم مهارات التواصل الشفهي. حيث قامت الباحثة بقياس قدرة الطلاب علي الإستماع الناقد، تقديم تغذية راجعة، إستخدام لغة الجسد بشكل مناسب،

إستخدام الروابط والتعبيرات الشائعة للتعبير عن أفكارهم لبناء جُمل جيدة التنظيم، إستخدام التنغيم، والقدرة علي التحدث بشكل مترابط ومُتّنع.

أظهرت نتائج الإختبار إفتقار الطلاب لمهارات التواصل الشفهي والتي تم تحديدها علي النحو التالي:

- 92% من الطلاب لم يتمكنوا من الإستماع بشكل نقدي. حيث لم يتمكن الطلاب من تحليل الأمور من زوايا مختلفة، مناقشة المشكلة الموجودة داخل جزء الإستماع عبر الإنترنت أو تقديم تنبؤات لحل تلك المشكلة. ظهرت العديد من الأمثلة التي تدل علي إفتقار الطلاب لمهارة التحدث بشكل ناقد، مثل: "أنا لا أفهم المُتحدث لأنه يتكلم بسرعة كبيرة"، "أشعر بأنه لن يحدث أي شئ للمسافر ولا أعرف المشكلات التي يمكن أن تواجه المسافرين"، أو "لن يحدث شئ". بينما ترك آخرون بعض الأسئلة فارغة بدون أي محاولة.

- 90% من الطلاب لم يتمكنوا من إستخدام لغة الجسد بشكل صحيح. حيث ظل بعضهم يقرأ من دفتر ملاحظاتهم، النظر معظم الوقت إلي الأرض، قضم أظافرهم، هز أرجلهم أو النظر إلي المُحاضر معظم الوقت للتعبير عن أفكارهم. علي الجانب الأخر، لم يستخدم بعض الطلاب أي وسيلة تواصل غير لفظي.

- 88% من الطلاب لم يتمكنوا من إستخدام حشوات أو كلمات لملئ فراغات المحادثة حين لا يجد كلمات مناسبة لتكملة أفكارهم. ظلوا يقولون "و و و" أو "أأأأأ" بجانب الصمت لفترات طويلة، بدلاً من قول: "في رأيي"، "من وجهة نظري الخاصة"، "أنا أعتقد"، "يبدو لي" أو "أري أن".

- 86% من الطلاب إرتكبوا العديد من الأخطاء في التنغيم. علي سبيل المثال، إستمر بعض الطلاب في التوقف لفترات طويلة عند الإنتقال من فكرة إلي أخرى. إستخدم بعضهم نبرة صوت رتيبه لم تتغير طوال الكلام أو التحدث بصوت منخفض جدا أمام الفصل.

- 88% من الطلاب لم يتمكنوا من تقديم تغذية راجعة أو التعليق علي مايقوله زملائهم،
وإستخدموا عبارات مثل "أوافق" ، "لا أوافق" دون توضيح آرائهم بدقة.

- 85% من الطلاب لم يتمكنوا من تنظيم كلامهم في تتابع منطقي والتعبير عنه بشكل مُقنع.
بل وطلبوا ترجمة بعض الكلمات من اللغة الأم إلي اللغة الإنجليزية بغرض تكلمة أفكارهم
ومواصلة الحديث. من ناحية أخرى، لم يتمكن بعض الطلاب من دعم أفكارهم وإستخدام أي
مثال أو أدله لجذب إنتباه الآخرين.

مشكلة الدراسة:

يواجه طلاب اللغة الإنجليزية (المستوي المتوسط) بالفرقة الأولى (النظام الكندي)، كلية إدارة
الأعمال (شعبة تكنولوجيا إدارة الأعمال) بالجامعة الكندية الدولية في مصر بعض الصعوبات في
التواصل الشفهي. وقد يعزي ذلك لوجود فرص نادرة لإستخدام اللغة الإنجليزية شفهيًا داخل او خارج
الفصل، إستخدام اللغة الأم داخل الفصل، والإعتماد المبالغ فيه علي الكتاب كمصدر وحيد
للمعلومة. لذلك تقترح الباحثة إستخدام التعلم المدمج القائم علي المحتوي الذي يقوم علي تبادل
الأفكار وممارسة اللغة أطول فترة ممكنة بشكل تعاوني داخل وخارج الفصل لتطوير مهارات التواصل
الشفهي لدي طلاب اللغة الإنجليزية بالمرحلة الجامعية.

٢.١ أسئلة الدراسة:

حاولت هذه الدراسة الإجابة علي السؤال الرئيسي التالي:

ما فاعلية إستخدام التعلم المدمج القائم علي المحتوي في تنمية مهارات التواصل الشفهي لطلاب
اللغة الإنجليزية بالمرحلة الجامعية؟

وللإجابة على السؤال الرئيس أعلاه، كان لا بد من الإجابة علي الاسئلة الفرعية التالية:

١. ما مهارات التواصل الشفهي التي يحتاج طلاب اللغة الإنجليزية بالمرحلة الجامعية إلي تنميتها؟

٢. ما مهارات التواصل الشفهي التي يمتلكها طلاب اللغة الإنجليزية بالمرحلة الجامعية بالفعل؟

٣. ما مكونات برنامج التعلم المدمج القائم علي المحتوى لتنمية مهارات التواصل الشفهي لطلاب اللغة الإنجليزية بالمرحلة الجامعية؟

٤. إلى أي مدى سيعزز التعلم المدمج القائم علي المحتوى التواصل الشفهي لطلاب اللغة الإنجليزية بالمرحلة الجامعية؟

٥. ما مدي رضا طلاب اللغة الإنجليزية بالمرحلة الجامعية عن إستخدام التعلم المدمج القائم علي المحتوى لتنمية مهارات التواصل الشفهي لديهم؟

٣.١ هدف الدراسة:

هدفت الدراسة إلي تنمية مهارات التواصل الشفهي لطلاب اللغة الإنجليزية (المستوي المتوسط) بالفرقة الأولى (النظام الكندي)، كلية إدارة الأعمال (شعبة تكنولوجيا إدارة الأعمال) بالجامعة الكندية الدولية في مصر من خلال إستخدام التعلم المدمج القائم علي المحتوى.

٤.١ أهمية الدراسة:

كان من المتوقع أن تعود الدراسة مفيدة ل:

- طلاب اللغة الإنجليزية بالمرحلة الجامعية: سيتخلصون مما يعيق قدراتهم علي التواصل بشكل فعال وتنمية مهارات التواصل الشفهي لديهم والتعبير عن أنفسهم.
- الباحثين في مجال تدريس اللغة الإنجليزية: ستمهد هذه الدراسة الطريق أمام الباحثين من أجل مزيد من الدراسات إعتماًداً علي الأساس النظري المُقدم.
- مطورو ومصممي المناهج: سيتم تزويدهم ببعض الأنشطة الخاصة بالتعلم المدمج القائم علي المحتوى والتي يمكن تضمينها في المناهج المستقبلية.

- **مُعَلِّمِي اللُّغَةِ الْإِنْجِلِيزِيَّةِ:** سِيَتَمَكَّنُ الْمُعَلِّمِينَ مِنْ إِسْتِخْدَامِ التَّعَلُّمِ الْقَائِمِ عَلَيِ الْمَحْتَوِيِّ الْمَدْمُجِّ مِنْ أَجْلِ تَحْقِيقِ نَتَائِجٍ أَفْضَلَ مَعَ طُلَّابِهِمْ وَتَنْمِيَةِ مَهَارَاتِ التَّوَاصُلِ الشَّفْهِِيِّ لَدَيْهِمْ.

٥.١ حُدُودُ الدِّرَاسَةِ:

إِقْتَصَرَتِ الدِّرَاسَةُ عَلَيِ الْحُدُودِ التَّالِيَةِ:

١. مَجْمُوعَةٌ مِنْ طُلَّابِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ (ن=30) بِالْفِرْقَةِ الْأُولَى (الْمَسْتَوِي الْمَتَوَسِّطُ لُغَةً إِنْجِلِيزِيَّةً)، كَلِيَّةِ إِدَارَةِ الْأَعْمَالِ (شَعْبَةُ تِكْنُولُوجِيَا إِدَارَةِ الْأَعْمَالِ - نِظَامِ كَنْدِي) بِالْجَامِعَةِ الْكَنْدِيَّةِ الدُّوَلِيَّةِ مِمَّا يَضْمَنُ حَصُولَهُمْ عَلَيِ قَدْرِ كَافٍ مِنَ اللُّغَةِ يُمَكِّنُهُمْ مِنَ الْفَهْمِ وَالتَّوَاصُلِ مَعَ الْآخَرِينَ.
٢. بَعْضُ مَهَارَاتِ التَّوَاصُلِ الشَّفْهِِيِّ الضَّرُورِيَّةِ وَالْمُنَاسِبَةِ لِلْمَشَارِكِينَ فِي الْبَحْثِ.
٣. بَعْضُ أَنْشِطَةِ التَّعَلُّمِ الْمَدْمُجِّ الْقَائِمِ عَلَيِ الْمَحْتَوِيِّ وَالتِّي تَنْتَسِقُ مَعَ مَسْتَوِي طُلَّابِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ (الْمَسْتَوِي الْمَتَوَسِّطُ) بِالْفِرْقَةِ الْأُولَى (النِّظَامِ الْكَنْدِي)، كَلِيَّةِ إِدَارَةِ الْأَعْمَالِ (شَعْبَةُ تِكْنُولُوجِيَا إِدَارَةِ الْأَعْمَالِ) بِالْجَامِعَةِ الْكَنْدِيَّةِ الدُّوَلِيَّةِ وَوَقْفًا لِلْإِطَارِ الْمَرْجِعِيِّ الْأُورُوبِيِّ الْمَشْتَرَكِ لِللُّغَاتِ.

٦.١ مَنَهْجُ الدِّرَاسَةِ:

إِعْتَمَدَتِ الدِّرَاسَةُ عَلَيِ التَّصْمِيمِ التَّجْرِبِيِّ الْحَقِيقِيِّ ذُو الْمَجْمُوعَةِ الْوَاحِدَةِ مِنْ طُلَّابِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ (الْمَسْتَوِي الْمَتَوَسِّطُ) بِالْفِرْقَةِ الْأُولَى (النِّظَامِ الْكَنْدِي)، كَلِيَّةِ إِدَارَةِ الْأَعْمَالِ (شَعْبَةُ تِكْنُولُوجِيَا إِدَارَةِ الْأَعْمَالِ) بِالْجَامِعَةِ الْكَنْدِيَّةِ الدُّوَلِيَّةِ مَعَ التَّطْبِيقِ (قَبْلِي/بَعْدِي) لِلتَّأَكُّدِ مِنْ فَاعِلِيَّةِ الْبَرْنَامِجِ.

٧.١ فُرُوضُ الْبَحْثِ:

حَاوَلَ الْبَحْثُ التَّحَقُّقَ مِنَ الْفُرُوضِ التَّالِيَةِ:

١. يوجد فرق ذو دلالة إحصائية بين متوسطي درجات مجموعة الدراسة عند مستوى 0.05 في الإختبار القبلي-البعدي والذي يقيس مهارات التواصل الشفهي باللغة الإنجليزية ككل لصالح الإختبار البعدي.

٢. يوجد فرق ذو دلالة إحصائية بين متوسطي درجات مجموعة الدراسة عند مستوى 0.05 في الإختبار القبلي-البعدي و ذلك في مدي تحسن كل مهارة فرعية من مهارات التواصل الشفهي باللغة الإنجليزية لصالح الإختبار البعدي

٣. يوجد رضا عام لدى طلاب مجموعة البحث عن استخدام التعلم المدمج القائم على المحتوى المقترح لتنمية مهاراتهم في التواصل الشفهي.

٨.١ مصطلحات الدراسة:

التعلم المدمج القائم علي المحتوى

يمكن تعريف التعلم المدمج القائم علي المحتوى علي أنه المزج بصورة مناسبة بين التعلم الصفي والإلكتروني من خلال محتوى محدد مع التركيز علي قضايا الحياه الواقعية التي تناسب حاجات المتعلمين و اهتماماتهم بغرض ممارسة اللغة الإنجليزية اكبر وقت ممكن داخل و خارج الفصل.

في هذا البحث، يوفر التعلم المدمج القائم علي المحتوى طلاب اللغة الإنجليزية (المستوي المتوسط) بالفرقة الأولى (النظام الكندي)، كلية إدارة الأعمال (شعبة تكنولوجيا إدارة الأعمال) بالجامعة الكندية الدولية التعلُّم عن طريق مجموعة متنوعة من الانشطة مثل الصحف، الالعاب التفاعلية، المدونات الصوتية، الافلام الوثائقية والرسوم المتحركة سواء داخل الفصل أو بشكل الكتروني بغرض تكامل المعرفة، زيادة وقت ممارسة اللغة، مساعدة الطلاب علي دعم أفكارهم بأكثر من صورة، تعرضهم للغة الإنجليزية أكبر فترة ممكنة خارج الفصل، التعاون في إتخاذ قرارات، تحمل المسؤولية وحل المشكلات.

مهارات التواصل الشفهي:

يُعرف Cavanagh (2019) التواصل الشفهي علي أنه عملية التواصل الفعّالة بين الأفراد من خلال الكلمات المنطوقة والتي عادة تكون مصحوبة بمهارات التواصل غير اللفظية مثل لغة الجسد بغرض بناء الثقة والتفاهم بين الأفراد. أيضاً، يعرف كلاً من Travis و Young (2018) التواصل الشفهي علي أنه عملية يتم من خلالها توصيل المشاعر والأفكار والمعلومات التي يريد المرسل نقلها للمستقبل سواء بشكل لفظي أو غير لفظي. علي سبيل المثال، المحادثات الهاتفية أو المقابلات وجهاً لوجه.

في هذا البحث، من المفترض أن يقوم طلاب اللغة الانجليزية بالمرحلة الجامعية بالتواصل الشفهي بشكل ناجح وفعال من خلال تبادل الأفكار، تقديم الملاحظات الفورية، تحمل المسؤولية، التعاون في صنع القرار، تقديم الاقتراحات والنقد، إلي جانب التعاون مع زملائهم عبر الأنشطة المقدمة لهم عن طريق الإنترنت أو داخل الفصل و التي تتصل بالمحتوى التعليمي المناسب لمستواهم.

٩.١ أدوات الدراسة:

١. قائمة بمهارات التواصل الشفهي.
٢. مقياس متدرج لتقييم مهارات التواصل الشفهي.
٣. إختبار قبلي/بعدي قائم علي التواصل شفهي.
٤. إستطلاع رأي عبر الانترنت لطلاب اللغة الإنجليزية بالمرحلة الجامعية.