Ain Shams University
Faculty of Education
Curriculum and Instruction Dept.

Using an Electronic Inquiry-Based Learning Context for Enhancing Secondary Stage Students' EFL Fluency

A Thesis
Submitted in Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy
(Curriculum and Instruction - EFL)

Prepared by

Ahmed Aly Abd El-Rahman Mohammed
Senior Teacher of English Language

Advisors

Dr. Asmaa Ghanem Gheith

Professor of Curriculum and Instruction (TEFL)

Faculty of Education

Ain Shams University

Dr. Badr Abdel-Fattah Abdel- Kafi

Assistant Professor of Curriculum and Instruction (TEFL)

Faculty of Education

Ain Shams University

2024

Study Title: Using an Electronic Inquiry-Based Learning Context for Enhancing Secondary Stage Students' EFL Fluency

Author: Ahmed Aly Abd El-Rahman Mohammed

Source: Faculty of Education, Ain Shams University, Egypt Year: 2024

Advisors:

Dr. Asmaa Ghanem Gheith , Professor of Curriculum and Instruction (EFL), Faculty of Education, Ain Shams University, Egypt**.**

Dr.Badr Abdelfattah, Assistant professor of Curriculum and Instruction (EFL), Faculty of Education, Ain Shams University, Egypt.

ABSTRACT

The aim of the current study is to investigate how secondary stage students develop their EFL fluency through being exposed to an electronic program based on the inquiry-based learning context. The researcher used two social media means; Telegram and Skype. The participants were 15 secondary stage students in a governmental school for girls in Qena. An interview and a test were designed to measure the students' EFL fluency. An electronic program based on inquiry based learning was designed to develop the students' EFL fluency. The electronic program consisted of ten EFL fluency components. The obtained data was analyzed qualitatively and quantitatively. Wilcoxon test was used to calculate the effect size of the suggested program on promoting the study participants' EFL fluency. The findings revealed that the total mean scores of the participants on the post-administration of the test were higher than their total mean scores on the pre-administration of the test. In addition, the effect size of all EFL fluency components indicated that the program based on electronic inquiry based learning context had a very strong effect on enhancing secondary stage students' EFL fluency components.

Key words: Electronic inquiry-based learning, EFL fluency, Egyptian secondary stage students

Acknowledgements

Table of Contents

Arabic Summary

List of Tables

List of Figures

List of Figures (To be Continued)

List of Abbreviations

Electronic Inquiry Based Learning	**EIBL**
Inquiry Based Learning	**IBL**
High Order Thinking Skills	**HOTS**
Critical Thinking Questioning	**CTQ**
Social Media	**SM**
Social Network Sites	**SNS**
Instant Messaging	**IM**
Information and Communication Technologies	**ICTs**
Statistical Package for the Social Sciences	**SPSS**
English as a Foreign Language	**EFL**

CHAPTER ONE
BACKGROUND AND PROBLEM

CHAPTER ONE : BACKGROUND AND PROBLEM

1.1 Introduction:

Teachers and students confront new educational difficulties in the twenty-first century. EFL students are required to learn about such current needs. One of these criteria and obstacles is how to increase EFL fluency using technology and its many tools and equipment to allow students to communicate themselves, their ideas, opinions, and even feelings.

To develop fluency and offer many opportunities to practice, EFL students require a different learning style than conventional ones such as audio recordings, discussion, exchanging ideas, providing current alternatives, and communication of the 21st century technology.

Fluency is the ability to communicate effectively in a spoken and written language. According to the whole language approach, fluency covers and implies a wide variety of abilities, including critical thinking, communication, creativity, idea flow, deep thinking, and expressing oneself, whether in writing or verbally. Fluency affects the degree of interaction and perception with others. Most people feel disappointed when trying to express thoughts in a language that is not fluent (Shahini & Shahamirian , 2017). Fluency is the mental ability to develop a large number of ideas, recommendations, and alternatives in a short period of time. It may also refer to a person's ability to come up with a large number of options, solutions, responses, or replies to a certain stimulus.

Fluency in English allows students to express their ideas, share their thoughts with others, and persuade people with a clear and confident speech. According to Housen et al. (2012), the criteria for measuring language fluency for learners include utilizing a foreign language with ease and in a native-like manner. Fluency involves the

creation of ideas, the capture of mental representations of knowledge, and prior knowledge of subjects. According to Nation and Newton (2009), the focus of fluency exercises is often on message delivery rather than language forms, and motivating learners to carry out simple tasks quicker than normal. They identified the necessity for development efforts to be message-focused rather than error-focused. The researcher believes that acquiring language fluency is the most difficult activity for learners since fluency is vital in language output.

Albino (2017) declared that many EFL students have little fluency but sufficient grammatical understanding to pass an exam. In such a case, EFL students want fluency rather than greater grammatical understanding. As a result, in EFL teaching environments, EFL learners' fluency must be the center of attention.

Arauz (2013) declared that EFL Fluency learning is developed when teachers ask high-order questions and let learners provide long responses. Some common question stems for higher order inquiries are like: "What happened," "How did it occur," "What if," "How does it relate," or "What is the evidence?" Teachers can help students develop critical thinking by asking questions that are encouraging alternatives. Teachers may assist learners to learn independently and enhance their learning by demonstrating effective inquiry and motivating students to ask questions themselves.

One of the most common misunderstandings in language classrooms is that fluency exclusively refers to oral performance. Shahini and Shahamirian (2017) illustrated that according to the whole language approach, we can see that fluency involves and implies a wide range of processes and abilities, including critical thinking, communication, creativity, idea flow, deep thinking, reasoning, and expressing oneself in writing or verbally.

McNeil (2012, P. 104) pointed out the significant role of questioning to play in stimulating interest in new topics, ideas, and difficulties, as well as helping language learners to reflect on their own views, assumptions, and grasp of new issues. Furthermore, students regard questions as a beneficial method for improving their analytical and communicative abilities as well as developing their word power, which encourages them to expand their discussions. He declared that raising questions and eliciting learners' thoughts, reasoning, experiences, and views is at the basis of dialogic methods to learning.

Interaction between learners is influenced by questions. Students engage in conversation by asking questions which continues throughout the learning process. Students are encouraged to think and communicate with their peers and teachers when they are asked questions. As a result, while replying to such questions, students will use English properly. Toni and Parse (2013, P. 43) illustrated that teachers should encourage learners to question, increase their engagement, and develop their listening skills.

Challenging oral or written questions are seen as a powerful tool for eliciting argumentation, communication, and collaboration. Such questions encourage students to participate in their work with one another and to think aloud. This active communication helps facilitate learning and helps students feel confident in their thoughts. Cakmak (2009) declared that teachers' questions are the strongest instrument for guiding, extending, and controlling communication in the classroom, emphasizing the importance of asking in the process of enhancing and directing classroom debate."

Raising questions is a motivating technique that permits students to interact actively with the discussed topic, stimulating their thinking and creating issues for them to think about. For Xiao-Yan (2006), repeated questions can stimulate active

engagement and create chances for ongoing student involvement in the session. Because questioning creates a connection between the teacher and the students, it has the ability to motivate students to use the language. Students who know the answer will try to reply when a teacher asks them. Students may learn and apply how the language works directly by responding to questions. Responding to questions provides them with an excellent chance to think and provide an understandable output, as well as to adjust their production when receiving feedback. By answering questions, students may perform and engage in classroom activities.

Haron *et al. (*2012) declared that Inquiry implies more than just answering questions or finding the correct answer; it also involves research, investigation, and observation. It is supported by participation in a social interaction community of learners. Inquiry-based learning (IBL) encourages learners to work on their own in order to develop their capacity to think about their own ideas. It stimulates problem solving, exchanging ideas, and the collaborative creation of new ideas.

Suhartono *et al*. (2014) mentioned that IBL can help learners become more critical and creative, which makes it easier for them to work in any given environment than other ways. Inquiry learning needs an environment in which students are allowed to work, draw conclusions, and educated judgements about the learning process in the classroom.

Inquiry-based learning is a method of teaching that emphasizes the importance of students' questions, ideas, and observations in the learning process. Educators can help by creating a culture where ideas are challenged, tested, reinterpreted, and perceived as improvable, as well as leading students from a state of wonder to one of further inquiry. When this method is used, both teachers and students take responsibility for their learning. Pauli (2009) referred to this point, saying that if we

simply teach what we know, our students will only be as awful as we are, and this is the challenge we face - we must go above it.

The use of Web-based technology has grown in the twenty-first century, allowing students to communicate with their teachers using computer-based communication platforms. Individuals can connect with more people through online groups, especially those who have similar interests or opinions. Students who feel shy and do not interact with other students may profit from social networking since they can interact with both teachers and peers. Arroyo (2011) illustrated that online social networks are a fantastic communication tool for constructing knowledge based on social relationships, discourse, cooperation, and shared effort. As a result, the networks may be utilized to assist students in staying in touch with their teachers.

The past few years have seen a lot of innovation and improvements in English language teaching and learning due to the emergence of a new generation of education through social media. SM has had a big impact on the area of teaching English as a Second Language (ESL) since it has affected the field of education, both in elementary and higher education. (Ying et al. , 2021)

Social media (SM) usage in ESL classes has increased recently. Several initiatives have been delayed as a result of the Covid-19 pandemic, particularly educational ones. According to Adedoyin and Soykan (2020), most educational systems have developed alternatives to face-to-face teaching and learning, and many have shifted programs online to ensure that teaching continues even when classrooms are closed. Jaffar et al. (2019) declared that in recent years, many instructors have used social media as a teaching tool in both traditional and online classrooms, especially during the Covid-19 epidemic.

Ying et al. (2021) stated that during Covid-19, several interventions were used to teach English, such as video conferencing using social media platforms like WhatsApp and Facebook, among others. For Al-Jarf (2021), educators also used Facebook platforms to engage their students and organize class presentations and comments gathered from students on their work from one other on Facebook.

Fitria (2020) claimed that during the epidemic, 2.6% of learners worldwide used WhatsApp for learning reasons, like as sharing class notes and learning materials between themselves and their educators. Identically, Budianto and Yudhi (2021) also found in their study that during the epidemic, EFL learners regarded WhatsApp to be beneficial for their learning by exchanging messages of class work, conducting discussions, and presenting their work via WhatsApp among themselves and instructors. Briefly, social media as a teaching tool develops the learning process by allowing students and teachers to interact and take part in creative and interesting activities.

The researcher used Skype and Telegram Apps as platforms for the students to publish questions, tasks, assessments, notes, and activities. Students can use the message board to participate in online conversations, submit assignments, and see grades. It enables students to communicate more effectively with one another and with the teacher outside of the classroom. More interaction usually means less ambiguity, better productivity, and more time to interact and concentrate on higher-level questions.

1.2 Context of the problem:

Researchers are interested in using the Inquiry-Based Learning context to develop EFL fluency. There were little Egyptian or Arabic studies that searched this approach as an electronic context for improving EFL fluency. Consequently, there is an urgent need to try this new trend in Egypt.

Pilot study

The researcher conducted a pilot study. He interviewed 15 secondary students to assess their English language fluency. The students were required to discuss and generate additional ideas. For example, the researcher exposed the students to the following argument: *The city is a better environment for children to grow up in than the countryside.* Then, the researcher asked the students to explain the primary arguments for or against the preceding statement and asked them to present their justifications. Hence, the researcher encouraged them to consider and write down any comments they had on the topic to come up with appropriate written solutions and communicate them verbally without hesitation or pauses. It has been shown that one of the most common difficulties is their poor performance when compared to their knowledge. Those students were unable to adequately articulate their views and opinions.

The students made errors and mistakes. They talked slowly and less effectively. They had frequent pauses, and struggled to come up with appropriate or accurate phrases. When prompted to answer, they were frequently cautious and hesitant. They tried to avoid such situations as much as possible. They did not collaborate with the teacher or their classmates. They frequently used one-word responses, such as "Yes" or "No". They were sometimes hesitant to speak up in front of their classmates. Poor fluency was a major issue. Frustration and anxiety were raised as a result of these

difficulties . Such students lose interest in language learning and become discouraged to learn it.

Furthermore, because English is a foreign language in Egypt, most students, particularly those ones in secondary schools rarely use English outside of class and even inside. On the other hand, students have a limited time in class to study English and are still lacking motivation to communicate in English in order to enjoy studying the language and use it fluently. As a result, there are various problems that cause secondary school students to have difficulties communicating in English.

One of the reasons why students have difficulties using English fluently is that the education system does not encourage them to practice English regularly. Students lose confidence in their ability to develop their fluency. Because students do not want to be rejected by the others, they interact in their original language on a daily basis. As a result, students are usually unable to communicate fluently.

English is a global language. It is used in all aspects of life, including technology and business. Students are thought to succeed in the workplace, which is becoming more competitive. One of the requirements that students have to match is the ability to communicate successfully in English. This ability will be valuable when they enter the workforce field. So, students should work hard to overcome their challenges.

1.3 Statement of the Problem:

EFL secondary stage students lacked EFL fluency. They had difficulty of expressing their opinions, feelings, and thoughts fluently. Using an E Inquiry-based learning context could enhance EFL fluency. The present study was an attempt to use a proposed program based on an electronic Inquiry-based learning context for developing and enhancing these students' EFL fluency.

1.4 Questions of the Study:

The current study attempted to answer the following main question:

How can using electronic Inquiry-based learning context enhance secondary stage students' EFL fluency?

To answer this question, the researcher answered the following sub questions:

1-   What is the current level of the secondary stage students' EFL fluency?

2-   What are the underlying principles of the Electronic Inquiry-based learning (EIBL)?

3- What is the effect of a proposed program based on an Electronic Inquiry-based learning context on enhancing 2nd year secondary stage students' EFL fluency?

1.5 Hypotheses of the Study:

The study attempted to investigate the following hypotheses:

1-   There is a statically significant difference between the mean scores obtained by the study participants in the pre-post Test of EFL fluency with regard to the overall score in favor of the post test.

2- There is a statically significant difference between the mean scores obtained by the subjects in the pre-post Test of EFL fluency in each component separately in favor of the post test.

1.6 Delimitations of the Study:

This study is delimited to the following:

- Participants are 15 secondary stage students. They were volunteered on Abu-Tisht secondary school for girls.

- Time delimitation: the second semester of the school year 2020/2021
- Two social media means: Skype and Telegram
- A suggested electronic program based on inquiry based leaning context

1.7 Significance of the Study :

The current study could be important for the following individuals:

1- For secondary stage students:

a- Enhancing their EFL fluency by carrying out a suggested program based on an electronic Inquiry-based learning context.

b- Developing their ability to think deeply, discuss others' opinions, interact with each other and with their teachers, reveal and share ideas fluently, and design questions.

c- Motivating students to use the language confidently and fluently.

d- Exposing students to different types of problems through various questioning strategies.

e- Enhancing the students' analytical and communicative capacities.

f- Showing students how to overcome linguistic difficulties.

2- For secondary stage teachers:

a- Showing teachers how to enhance their students' EFL fluency, using an electronic inquiry-based learning context.

b- Providing teachers with a test and a rubric for correcting the test, which could be used for assessing their students' EFL fluency.

c- Providing teachers with a program based on an electronic Inquiry-based learning context after investigating EFL teachers' and students' attitudes towards the concerned context.

3- For the designers of EFL curricula of secondary stage:

Providing them with effective ways of applying E inquiry-based learning context for improving EFL fluency when applying the concerned context.

1.8 Instruments of the Study:

 (1) A pre-post test to assess EFL students' fluency.

(2) A rubric for judging the students' EFL fluency.

(3) In addition, the researcher designed an electronic program based on the Inquiry-based Learning environment to teach the experimental group students on the stated EFL fluency components.

1.9 Variables of the Study:

Independent variable: It is the proposed program based on the Electronic Inquiry-based learning context.

Dependent variable: It is the secondary stage students' EFL fluency.

1.10 Definition of Terms:

Inquiry-based learning (IBL):

  Irawan et al. (2018) defined IBL as follows: It is an approach in which teachers play an active role. They establish a culture where ideas are respectfully challenged, tested, redefined, and viewed as improvable, moving children from a position of wondering to position of enacted understanding and further questioning. Inquiry requires more than simply answering questions or getting answers but espouse investigation, exploration, search, quest, research, pursuit, and study. It is promoted

by involvement with a community of learners, each learning from the others in social interaction.

► Operationally, Electronic Inquiry-based learning context refers to an electronic context in which questioning techniques and dialogues extract secondary stage students' thoughts, reasoning, experiences, and opinions in order to inspire deep thinking and responses and make them critical and creative. It is a context which creates a nonthreatening supportive environment in which secondary stage students' EFL fluency can be enhanced.

Fluency:

According to Dictionary.com, fluency is defined as being able to speak and write quickly or easily in a given language.

De Jong (2018) defined fluency as the ability to talk at length with few pauses, the ability to fill time with talk, and also the rapid accurate translation of thoughts.

Nation (2014) defined fluency as the ability to process language receptively and productively at a reasonable speed.

► Operationally, Fluency refers to the ability of secondary stage students to practice English language appropriately and express communicatively their thoughts, experiences, opinions, and feelings orally and in writing spontaneously without hesitation or pauses through the interaction and discussion between the students and their teachers and between the students and their peers. Fluency refers to their ability to think critically and produce comprehensible output by carrying out an electronic Inquiry-based learning context.

CHATER TWO

REVIEW OF LITERATURE AND RELATED STUDIES

CHAPTER TWO

Review of literature and Related Studies

This chapter covers each research variable in detail. It explains all the concepts that support electronic inquiry-based learning and EFL fluency. It demonstrates the educational researchers' perspectives on implementing the inquiry for improving EFL fluency and how it might be implemented in an electronic context, which is regarded a prerequisite for the twenty-first century.

Fluency is usually linked with speaking naturally, smoothly, or like a native. Although people talk about reading and writing easily, listening fluency may be ignored. Similarly, researches have mostly concentrated on spoken language, followed by reading and writing fluency, and, to a lesser extent, listening (Muller et al., 2014). Despite the fact that fluency is multidimensional with crucial implications for complexity and accuracy, most academics have attempted to define and measure it using restricted, narrow construct definitions (Housen & Kuiken, 2009; Palloti, 2009; Skehan, 2009), as well as other key factors that may influence fluency development, such as learner variables like stress, mindset, and enthusiasm and learning variables like instruction and task complexity. (Brown & Muller, 2014). However, for most classroom teachers, a basic and concise definition that we can also apply with students is more pragmatic: "fluency can be described as the ability to process language receptively and productively at a reasonable speed." (Nation, 2014)

While fluency is built on communication, Rixon (2017) talked about the significance of communication in EFL classrooms and how teachers may utilize different tactics and attitudes in lessons, and how to assist our learners build the specific abilities necessary to communicate. According to Rixon (2017), there is an

agreement that becoming a competent communicator extends beyond the usual ways of practicing grammatical structures and vocabulary sets. Rixon assured that there are critical techniques in mastering fluency, such as listening attentively to someone, using the appropriate tone in your voice to persuade, offering the learners simple tasks which lead to the final tasks, and exposing the learners to an environment that allows them to practice the language authentically.

2.1. EFL Fluency as a prerequisite for the 21st Century

Teachers and students confront new educational difficulties as we are in the third decade of the twenty-first century. Our EFL students are required to learn about such current progressive needs nowadays. One of these needs is how to increase EFL fluency using technology and its many tools and equipment to allow students to express themselves, their ideas, opinions, and even feelings. (Arauz , 2013)

Interaction and communication among students are also influenced by questioning. In the classroom, debate is prompted by a series of questions. During the teaching and learning activities, there is a lot to discuss, so there will be a lot of discussion between the teacher and the learners. So, questioning motivates students to communicate. As a result, when answering questions, students may effectively practice English. Toni and Parse (2013, P. 43) said that teachers should encourage students to question, provide them opportunities to think critically, increase student engagement, and develop their listening skills.

Raising questions is a stimulating strategy that allows students to actively engage with the topic being discussed, challenge their thinking, and create additional problems for them to think about. Xiao-Yan (2006) declared that frequent questions can stimulate active engagement and create chances for ongoing student involvement in the course.

EFL Fluency in the 21st century has four dimensions as follows:

2.1.1. Questioning Role in developing EFL Fluency and Critical Thinking

Effective questioning is vital to learning. It can be more important than having answers, especially when the questions inspire students to reflect and think critically. Assisting learners in using self-questioning to track their progress is also required. This fact emphasizes both teacher and student self-inquiry. (Arroyo 2011)

Arauz (2013) declared that EFL Fluency learning is developed when teachers ask high-order questions and let learners provide long responses. Some common question stems for higher order inquiries are like: "What happened," "How did it occur," "What if," "How does it relate," or "What is the evidence?" Teachers can help students develop critical thinking by asking questions that are encouraging alternatives. Teachers may assist learners to learn independently and enhance their learning by demonstrating effective inquiry and motivating students to ask questions themselves. Here are some types of deep learning and thinking questions that teachers can give their students, such as: asking for evidence: How can you prove that …? What is the evidence for what you say? Also, extension questions such as, What is the correlation between what you say and ……?, hypothetical questions: What would happen if …….? , cause questions such as, What effect does... have? and summary questions: What are the most important points in this debate? What suggestions do you have for this subject?

2.1.2 Using Online Technology to Enhance EFL Fluency

Over the twenty-first century, use of Web-based learning technology has grown, enabling opportunities for learners to communicate with their teachers using computer-mediated communication technologies. People with common interests, values, views, or passions have more opportunities to connect with others in online groups. Shy students do not engage in class, so they may benefit from social

networking since they will be able to connect with their teachers and peers. Arroyo (2011) illustrated that online social networks are a fantastic communication tool for constructing knowledge based on social relationships, discourse, cooperation, and shared effort. As a result, the networks may be used to assist students in staying in touch with their teachers.

EFL students' Fluency is developed by online technology in a variety of ways, allowing them to take charge of their own learning. As a result, communicating, writing, observing, speaking, providing alternatives, meaning configuration, and engagement are all merged into one. Arauz (2013) said that the use of online technology in an EFL class could support the roles of both the teacher and students. Teachers educate students through a series of inquiry phases to develop deep knowledge and awareness of a topic and its cultural aspects, and students' language abilities gradually improve.

The electronic context has become an essential part of a variety of disciplines. Communication technologies, computers, and cellphones are now widely available, allowing for new learning and educational methodologies. Online courses are popular among students because they can be accessed at any time and require less time and effort than conventional courses. Yunkul and Cankaya (2017) illustrated that social networking sites and modern communication supplies are popular; such sites have radically transformed the ways in which people and communities interact with and share information. Social networking has grown over the world and broken down borders, allowing everyone to express himself or herself and access other people's thoughts at any time and under all conditions.

2.1.3 EFL Fluency and Successful Communication

The primary purpose of studying English as a foreign language (EFL) is not only to get a good comprehension of language grammar, but also to use it to communicate directly. When language learners are ready to apply it in a communicative setting, it becomes successful. The lack of language practice for learners is a common problem in schools in the EFL environment. It might be due to a variety of reasons, such as lack of English exposure, fear of communicating, or lack of opportunities for students to apply English in a communicative setting. Furthermore, some teachers place a greater emphasis on teaching grammar than on allowing students to actively practice the language. Consequently, many students are proficient in grammatical theory but they lack the ability to apply it properly and effectively in context. As a result, many learners become passive in their linguistic interactions. Albino (2017) declared that many EFL students have little fluency but sufficient grammatical understanding to pass an exam. In such a case, EFL students want fluency rather than greater grammatical understanding. As a result, in EFL teaching environments, EFL learners' fluency must be the center of attention.

Fluency is seen as a crucial dimension in the progress of the language since it reflects the speaker's capacity to communicate. The fundamental goal of communication is to ensure that the recipients comprehend what the person is attempting to convey. However, improving learners' communicative fluency is a difficult task for teachers. According to Shahini and Shahamirian (2017), fluency is a key attribute of communication competence. Fluency is seen as an essential measure of progress in language learning, and it has evolved into one of the requirements for communicative success.

However, in Egypt, where English is taught as a foreign language, emphasis is not given to helping learners know how to speak/write easily and successfully. At

secondary schools, the majority of students study English only because it was required by the curriculum, rather than because they are aware of the practical benefits of language study. Similarly, in the Republic of Angola, Albino (2017) claimed that English language was primarily taught for the purpose of exams. Although the students passed their tests, their fluency remained a major source of concern since they were unable to articulate their thoughts fluently. In addition, Noom-ura (2013) asserted that the learners were passive; they were afraid to speak English in front of their classmates. They lacked opportunities to apply English in everyday situations.

2.1.4 Meaning configuration in Fluency

Teachers should guide students through the process of brainstorming ideas, identifying connections between ideas, and organizing their creative ideas. Fluent thinking promotes the production of numerous ideas, options, and solutions. While fluency aids in the generation of numerous ideas, original thinking aids in the combination of existing ideas and the creation of novel and unexpected ones. We normally express a large number of common ideas before moving on to more unique ones. (Arauz, 2013)

Cakmak (2009) declared that when brainstorming ideas, flexible thinking helps learners move beyond what is apparent to create alternatives. Flexibility encourages the generation of new ideas and the exploration of various options. It is possible that unique ideas will be ignored. Teachers must ask clarifying questions to help their students develop their arguments. Students learn how to enhance a topic by adding details through effective discussion and communication on that issue. It promotes the creation of new interpretations and higher comprehension of topics. Students can use elaboration to help them extend their ideas, organize their thoughts, and to clarify and communicate their ideas.

2.2.   EFL Fluency of the Secondary Stage Students in the 21st Century

To learn what is required for fluency, EFL students need a progressive learning strategy different from the conventional one. They need fluency-improving strategies and continuous practice. Audio recordings, discussion, exchanging ideas, providing alternatives, and interaction, all of which are available in 21st-century technology, can help the strategies indicated later. Inquiry has a significant role to play in stimulating interest in new issues, thoughts, and situations, as well as helping English learners to reflect on their own views, beliefs, and knowledge of new issues. McNeil (2012) illustrated that raising questions and eliciting learners' thoughts, reasoning, experiences, and views is at the basis of dialogic strategies to learning.

Daif-Allah & Khan (2016) investigated the effect of open discussion sessions on enhancing the oral communicative abilities of Saudi English language majors at Buraydah Community College. The study aimed to determine the English language fluency skill needs of English language majors and to look into the impact of using open discussion sessions as extracurricular fluency activities on developing students' oral communicative abilities. The study's findings revealed a perceived need for Saudi EFL students to develop their English fluency abilities, as their oral communicative abilities significantly developed, their needs and interests were clearly defined, and the ways of meeting those requirements were more creative. Results revealed significant improvement in students' fluency abilities.

Challenging questions are seen as a powerful tool for eliciting argumentation, communication, and collaboration. Such questions encourage students to participate in their work with one another and to think aloud. This active communication helps to facilitate learning and helps students feel confident in their thoughts. Cakmak (2009) stated that teachers' questions are the most effective tool for guiding, extending, and controlling communication in the classroom, emphasizing the

importance of questioning in the process of developing and directing classroom arguments. It is necessary to understand how and why questioning develops secondary students' fluency. It is viewed as:

- An encouraging factor for students to think creatively and imaginatively by asking their opinions

- An allowing medium for students to express themselves and seek feedback from their classmates by providing a chance to share their thoughts and ideas.

- an encouraging way for imaginative thought and creative thinking

- An encouraging stimulus for exploration and formulation of ideas/opinions

2.3. Secondary Stage Students' Questioning For Argumentation

The basic goal of inquiry is to promote higher-order thinking and learning by encouraging imagination, prediction, and critical thinking. Teachers ask questions to involve learners and establish an active learning environment. In order to decide how they should properly arrange, organize, and offer original material, the teacher often employs questions for learning assessment. On the other hand, many teachers wait a short time before getting a reply. McNeil (2012) declared this point saying that developing questioning strategies demands a larger focus on the time given for students to think independently, collaboratively, and critically in order to generate and exchange better explanations. This will help them think more clearly and be more involved.

Naz et al. (2013) conducted a research to see teacher's questioning effects on students' communication in classroom performance and how students react to inquiries in the classroom. The research also looks into question kinds that are more or less well accepted as well as their effects. The research was carried out at three

schools. The findings of the study revealed that questioning in the classroom is significantly related. The study suggested that teachers should be given training sessions and seminars, as well as practical courses on how to utilize effective questions in the classroom.

Irawan et al. (2018) conducted a research to investigate the effect of using inquiry based learning on students' fluency. This study used a sample of 30 students from a single lesson. The findings of this study revealed that students' fluency ability increased in the following areas: vocabulary, grammar, fluency, and pronunciation. The study's findings were as follows: first, the IBL method developed students' fluency abilities, with an average increase across all four elements (vocabulary, grammar, fluency, and pronunciation). Second, the IBL method had a significant impact on students' fluency abilities.

Posing students' questions is a good way for them to build knowledge gaps and solve challenges. They may express their present grasp of a topic, develop connections with other thoughts, and become aware of what they know and do not know through asking questions. Student-generated questions are an essential part of both self and peer evaluation in this regard. It also has the ability to help learners think more productively, develop creativity and higher-order thinking, and has a scientific perspective.

2.4.   Developing EFL Fluency

One of the most common misconceptions in language instruction is that fluency exclusively relates to verbal production and that it is judged by a language user's ability to communicate effectively in a spoken language. If we have a look at the whole language approach, Shahini and Shahamirian (2017) pointed out that we can see that fluency covers and implies a wide variety of abilities, including critical

thinking, communication, creativity, idea flow of ideas, deep thinking, and expressing oneself, whether in writing or verbally.

Therefore, the researcher believes that Fluency is a mental ability to develop a large number of ideas, recommendations, as well as alternatives in a short period. It may also refer to a person's ability to come up with a large number of options, solutions, responses, or replies in response to a certain stimulus.

Recently, Teachers should develop a community of learners by creating a specific online platform to exchange ideas, questions, and opinions available both during and after class time. Ajit et al, (2016) illustrated that according to current EFL Fluency trends, students can use web-based resources like Telegram, Edmodo, Google Classroom, or a learning tool like a platform to submit questions, seek replies, and create discussions about topics either in or out of classroom. Using online communications and message boards, the classmates may participate in group discussion and interaction at a level that is comfortable for each student

The use of digital technology strengthens EFL students' fluency in a variety of ways, allowing them to take charge of their own learning. Content is more focused on students' interests and needs, and real-time information is available to students everywhere, allowing them to collaborate with each other while conducting research, sharing results, reviewing, and addressing issues. As a result, students are exposed to the target language more frequently.

2.5. Electronic Inquiry Based Learning Context (EIBL)

Hakverdi-Can and Sonmez (2012) declare that inquiry learning and technology integration are major topics in our educational environment. It is significant because, educators are continuously looking for new methods to successfully incorporate

technology into classrooms in order to engage students in the learning process and better prepare them for success in the twenty-first century.

Although there are several approaches to apply IBL, the effective usage of EIBL has attracted the attention of pedagogical experts and organizations. Al-Abdali (2016) pointed out that many researchers highlight the significance of incorporating technology and advise that it could be used to do further inquiry. The advantages of using technologies into inquiry learning situations involve offering free inquiry resources to anybody with Internet access and allowing students to investigate more effectively. He illustrated that students can receive optimized support with record keeping, reflective writing, collaborative brainstorming, search development, and self-directed research by using technology and having access to a variety of resources.

When technology is applied to engage learners in meaningful and engaging education, they learn more. Electronics' variety, flexibility, and power make them useful tools for supporting inquiry-based learning. Rich data in the form of text, sound, photo, video, and other formats may be obtained through mobile devices. Students may record discussions, collect information, take down notes, communicate with partners, and then post their work using a single device. The enthusiasm of the students is sustained, and their engagement is enhanced. Instead of remembering, they learn by doing and experiencing. Arroyo (2011) declared that online social networks are a fantastic communication tool for constructing knowledge based on social relationships, discourse, cooperation, and shared effort. As a result, the networks may be used to assist students in staying in touch with their teachers.

On smart phones, there are a range of apps that support EIBL. Teachers and students may use these applications to develop inquiry questions, identify problems, collect data, share suggestions, and communicate with each other. In terms of

technology's contribution to IBL, Kilickaya (2009) suggested using it as a collaborative tool for learning because it has a positive effect on motivation and knowledge construction. Students employ it in order to better understand not only the topics but also the world around them through synchronous and asynchronous interactions with other students, teachers, and subject experts.

2.6.   The Importance of Electronic Inquiry Based Learning Context

Through inquiry-based learning, students may strengthen their relationships with their peers, enhance their communication skills, and gain confidence in their own ideas and capacity to participate in the classroom. Students have quite a subordinate role in several conventional education settings. They are , in an electronic medium, exposed to a topic, given content, and assigned exercises to complete before being assessed on what they have acquired. This method is challenged by EIBL,in which students become active members who benefit from a variety of benefits, including increased test performance, educational practices and engagement, and the development of higher-level thinking. Ajit et al. (2016) declared that the Inquiry accompanied with technology may help students acquire problem-solving, research, and management abilities. It has the potential to make learners more analytical and innovative. Furthermore, it supports student collaborative work.

Inquiry-based context is effective in promoting student engagement, sustaining their attention, and beginning classroom interaction in English learning activities. It may be accomplished by asking questions that are important for evaluation and providing feedback on the topic. IBL also develops learners' linguistic and communication abilities. Giving questions here is beneficial since it gives students an engaging learning experience that allows them to make discoveries, reflect, and be creative. Inquiry-based education is a learner-centered method to teaching and

learning that allows students to create at least some of their learning experiences based on their own interests and curiosity. (Saunders-Stewart et al., 2012)

Al-Abdali (2016) declared that Inquiry-based learning implies that students should ask questions rather than listen to and reproduce predictable responses. In today's world, students require more than just the ability to remember and recall facts and information. They are expected to seek and use data. Students are educated to be knowledge inquirers rather than knowledge recipients.

As well as building students' abilities to help them reach a high level of thinking, Ghaemi and Mirsaeed (2017) illustrated that inquiry-based learning has other benefits for students:

1. Encourage students' curiosity

Students can share their own thoughts and questions about a topic using inquiry-based learning context. This increases students' interest in the topic and provides them with skills they may use to continue researching issues they are interested in.

2. Allow students to take charge of their own learning

Students are given the option to investigate a topic, providing them with a greater sense of control over their learning. Students can study in a way that suits them rather than having the teacher tell them what they should know.

3. Increase engagement with the material

This strategy encourages students to completely participate in the learning process as an example of active learning. Students learn more efficiently when they are given the freedom to investigate topics, develop their own connections, and ask questions.

4. Enrich students' expertise of topics

Students develop their own connections regarding what they are learning rather than merely remembering information. This permits students to get a deeper grasp of a topic than just memorizing data. (Ghaemi & Mirsaeed, 2017)

2.7. Electronic Inquiry Based Learning Context and Traditional Strategies

Al-Abdali (2016) pointed out that the present educational system is teacher-centered, with a concentration on educating students about "what is known." The instructor is the transmitter of information, while the students are the recipients. The value of "one right response" is emphasized throughout much of the learner's assessment. Traditional education is more focused on preparing students for the next grade level and achieving academic achievement in school than helping them learn to learn for the rest of their lives. Traditional classrooms are often closed systems, with students' access to materials restricted to what is accessible in the classroom or at the institution. Learning about technology is more important than using it to increase learning.

EIBL emphasizes the use and study of content in e contexts as a means of improving information processing and problem-solving abilities through using e devices life mobiles. The system is more student-centered, with the instructor acting as a learning facilitator. More emphasis is on "how we come to know" rather than "what we know", as it provides various channels for learning. It is about preparing for lifelong learning. Students are encouraged to explore and use materials outside of the classroom and school in E inquiry classrooms because their contributions are related to their life components. In E Inquiry, teachers can utilize technology to connect students with relevant local and global communities, which are rich sources of learning and learning resources. Al-Abdali (2016) concluded that technology improved students abilities to communicate, because of their ability to express

themselves and connect with others every day. This technology engagement enabled students to develop their abilities in a more comfortable and focused environment.

The following is a good way to describe the key differences between traditional and inquiry learning: Traditional learning emphasizes learning about things, whereas inquiry learning emphasizes learning about things. Asking a learner what he/she wants to know is not all that inquiry-based learning involves. Furthermore, in electronic contexts, stimulating a student's curiosity is considerably more significant and difficult task than just providing facts. Despite its complexity, electronic inquiry-based learning may make teaching simpler and authentic, as it represents a part of their lives for teachers by transferring specific duties to students. (Saunders-Stewart et al., 2012)

2.8. Suggested Strategies for Enhancing Fluency through Electronic Inquiry Based Learning Context

Here are strategies suggested by Flores (2016) that can assist teachers and students in conducting a good e inquiry exercise. These strategies will also enable them to make use of the advantages of E inquiry-based learning.

1. On-Line Discussion

In the twenty-first century, technology has become an essential aspect of education. Teachers might begin talking with individuals or groups of students. Students can utilize audio recordings to communicate their views and alternatives in response to the questions provided. Furthermore, students can look back to previous class conversations and use them as a review aid. Social media may help with a flipped classroom since notes, links, presentations, and relevant videos can be shared with students quickly and efficiently. This is especially important if a student is

absent for an extended length of time due to illness or other reasons. (Guiller et al., 2008)

Learners may find that online discussions are better to overcome linguistic barriers and develop critical thinking abilities in the target language. Guiller et al. (2008) stated that because there is time for reflection and a longer chance for participation, online discussion has been demonstrated to enhance knowledge production even more effectively than face-to-face debate. However, the potential for learning will not be realized if the online conversation is not adequately structured or managed and does not result in meaningful engagement. Flores (2016) mentioned that online discussions in language learning courses give a time-and-place-independent interactive writing area where students can explore subjects and produce messages at their own speed.

1. Raising Questioning

Students' communication and engagement are also influenced by E questioning. Discussion will be encouraged by asking questions. During the teaching and learning process, talk will dominate, resulting in a dialogue between the teacher and learners. Questioning also encourages students to speak up because teachers are more likely to comment when asking E questions, but students are more likely to talk when giving E responses. As a result, students can appropriately practice English when answering questions. Toni and Parse (2013, P. 43) stated that teachers should encourage students to question, provide them opportunity to think critically, increase student engagement, and develop their listening abilities.

Xiao-Yan (2006) illustrated that Raising questions is a motivating technique that allows teachers to actively engage students in E lesson by challenging their thinking and offering difficulties to explore. A student may raise a question that captivates the

interest of classmates, but this is uncommon and teachers should not wait for it. Instead, allow them to pose the question in any manner they choose, one in which they may freely express their thoughts, ideas, and feelings. He stated that frequent questions can stimulate active engagement and create chances for ongoing student involvement.

2. Web-Quests

A Web Quest is an e inquiry-based activity that largely relies on using Internet as a source of information, and even medium for communication. Web quests are usually built around a theme. For example, students construct a theme that focuses on Christopher Columbus' period and tale, particularly his quest for India. The subject can also be used to compare Columbus' experiences to those of other previous and contemporary explorers. (Sharma & Barrett, 2008)

Individually or in small groups, Web Quests can be done. Students can role-play different roles or be given different themes within the overall theme if done in a group environment. Students are assigned roles such as the Queen, Columbus, ship reporters, and people in America, and they gather and report on their roles during that period. Students are given questions and tools to utilize in order to explore material in a Web Quest. The students then give a presentation and discuss their results. Sharma & Barrett (2008) stated that web-quests are a common way to use Web resources to explore a wide range of topics, and if used properly, they may provide the situations required to build both written and spoken communication abilities. A web-quest is a research activity in which the student uses the internet to gather knowledge about a subject.

4. Reflection

Teachers should give learners limited time to reflect and consider new ideas. You might give them enough time to come up with examples from their own lives or establish connections between the present issue and others. This is a fantastic opportunity for the students to express themselves in front of their classmates. After each class, all students, but especially shy students, should take a few moments of quiet reflection. Many learners require additional time to think or are too embarrassed to raise their hand and address questions aloud. (Flores, 2016)

Through reflection, students may realize the value of their own learning process. Students may determine what they did well, where they fell short, and what they need to develop. It allows students to discuss ideas with one another and come up with answers and tactics to help them study better. Students are motivated to study and like the process of learning when they reflect. They are motivated by their own reflections on their thoughts, feelings, and emotions. Larsen et al. (2016) argued that reflection may be used to affect students' learning from experience, raise their awareness of their thoughts and behaviors, and improve their perceived recall of events.

5. Participation

Flores (2016) asks teachers to consider showing students how to engage in an inquiry activity if they are unfamiliar with inquiry-based learning. They must learn to:
• share ideas with their peers.
• collaboratively question other group members.
• provide alternatives to the issue.
• provide their thoughts and recommendations.
• investigate their suggestions.

When you introduce a new topic, have students think about it and share what they really know about it. They can communicate remotely on a piece of paper or in small groups. Then urge them to speculate about the subject. Their ideas will prompt them to inquire further about the subject. This technique places students at the center of the learning process and allows them to feel included. People learn better when they are interested, so ask students questions to lead lessons, start where they show enthusiasm, and then lead them into a new subject. (Flores, 2016)

2.9. Electronic Inquiry Based Learning Context Effects on EFL Fluency and Communication

The need to process large amounts of data and connect with individuals from different cultures and languages has grown as a result of the social changes that have occurred in the twenty-first century. This shift had an influence on EFL learning contexts, as teachers are dealing with how to help students develop their target language while also developing other abilities necessary to comprehend a continuously changing environment components. As for learners they should have a more productive E academic media and non-academic life. They can acquire effective research abilities, to navigate, adapt and respond better to change, and they are equipped to build critical thinking abilities when they participate in practical situations.

Bunwirat's Study (2018) conducted a research to investigate the Effects of Inquiry-Based Mobile Learning (IBML) on university students' fluency and questioning. The objectives of this study were to 1) develop an instructional activity based on the integration of inquiry-based learning and mobile learning for improving undergraduate students' questioning skills and fluency, and 2) evaluate the effectiveness of the developed instructional activity. The findings of the study

revealed that the average score of the subjects' questioning skills and fluency in the post-experiment was significantly higher than that in the pre-experiment after the implementation. Furthermore, it revealed that after learning through IBML activities in each learning unit, the overall scores of both abilities were higher.

IBL is one of the most successful tactics for use in classroom activities. Arauz (2013) stated that it involves students in the teaching and learning process. Inquiry is more than just a learning methodology. It is a way of life that involves students' engagement in confronting and addressing problems, as well as the quest for genuine answers.

In order to arrive at real solutions, EIBL demands that learners reflect in a systematic manner using E devices. It also encourages student navigation, collaboration., and dialoging ideas. EIBL encourages critical thinking, allows students to actively participate in the acquisition of knowledge, guides learners to build and convey concepts through a set of questions, and permits more use of digital technologies to connect students to the local and global communities. According to Fielding-Wells and Makar (2012), teachers play an active role in IBL by establishing an environment in which ideas are respectfully challenged, tested, redefined, and viewed as improvable, moving learners from a position of wondering to a position of enacted understanding and further questioning. It indicates that one of the things that might have a big influence on students' fluency ability is the teacher.

Irawan et al. (2018) mentioned that according to IBL, teachers encourage learners to pursue the inquiry cycle as in Figure 1:

Figure (1) Inquiry Cycle
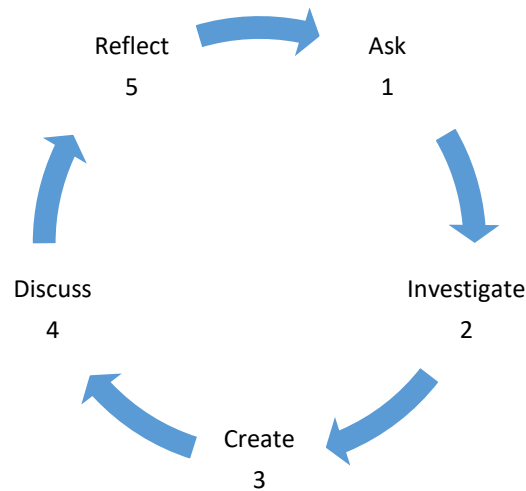
   In the first step, "Ask," students must formulate relevant questions regarding an issue or topic they must address as part of a unit of study. The second stage, "Investigate," is the information-gathering step. Students work in small groups to narrow down the issue. They begin gathering information, enquiring from various sources, studying and interviewing individuals, keeping a close eye on the situation and, if required, reformulating the question. Students begin to find connections in the third stage, "Create". They put what they have learnt together and form new ideas that are not based on their existing knowledge. In the fourth step, "Discuss", Students share their new discoveries with other members of their sub-group. They also learn about their classmates' findings and participate in a community-building process. In the last step, "Reflect", students gather once more to consider the subject or problem that has been addressed. They re-examine the whole study process as well as the results reached. They also create final written reports as well as oral group presentations. (Irawan et al., 2018).

2.10. Assessment of EFL Fluency in an Electronic Context

EFL assessment is critical and plays a significant part in the teaching process. Since the teaching style has altered in terms of communicative language aims, language teachers must modify the way they assess students' fluency, particularly when it is examined in an electronic setting.

As previously mentioned, technological advancements in the twenty-first century increased the rise of EFL fluency. As a result, measuring Fluency may be done by monitoring how students utilize mobile devices to collect rich data in the form of text, audio, images, video, and so on. Students may use one device to perform several tasks, such as recording interviews, collecting data, taking notes, interacting with classmates, and sharing their work. Fullan (2013) stated that teachers in the twenty-first century are urged to be technologically knowledgeable in order to stay up with their the students, who are likely to be as well. Teachers are increasingly integrating technology into their learning activities, such as the usage of computers, laptops, cellphones, the internet, and apps. Students must also be helped to acquire 21st-century abilities such as communication, cooperation, creativity, critical thinking, and innovation.

One of the most crucial aspects to evaluate is learners' ability to engage with others online. Web-based learning tools have become more popular in the twenty-first century, allowing students to communicate with their teachers using web-mediated communication technology. As a result, EFL fluency assessment must take into consideration students' communication, engagement, involvement, and how well they can convey their ideas, thoughts, and even feelings. (Bunwirat, 2018)

Boholano (2017) illustrated that when evaluating fluency, teachers must assess students' ability to articulate their thoughts, as well as their ability to brainstorm

ideas, find connections among their ideas, and organize their creative thoughts, as well as their ability to make connections between ideas and go beyond the obvious to create alternative situations or solutions. Teachers must assess students' capacity to combine existing ideas to generate novel and unexpected concepts.

Furthermore, assessment must include the students' use of 21st century technology and whether they were successful in making audio recordings, sharing their opinions and views, developing explanations, exchanging ideas, and giving alternatives online. Boholano (2017) mentioned that it is advised that the educational system be equipped with ICT resources, including hardware and software, and that curriculum be structured to encourage a collaborative learner-centered environment to which 21st century students would connect and respond.

Teachers should assess students' levels in a variety of processes and abilities, including critical thinking, communication, creativity, flow of ideas, deep thinking, reasoning, and expressing oneself in writing or verbally, to determine fluency. Fluency, according to the researcher, now refers to the mental ability to generate a great number of thoughts, answers, reactions, and alternatives. It refers to a person's capacity to generate a great number of ideas, alternatives, solutions, or reactions in response to a single stimulus. (Shahini & Shahamirian, 2017)

Another ability to assess is the ability to raise questions. Teachers should check to see if their students were able to pose the question, in whatever shape it took, in which they were free to express their thoughts, ideas, and feelings. The more students are able to participate actively in the class and ask questions when their thinking is challenged or difficulties are presented for them to consider, the more fluent they become.

One last aspect of the fluency assessment is the learners' capacity to reflect. Teachers must assess their students' ability to think of new concepts and examples in real-life circumstances, as well as their ability to relate the present issue to other topics and share their ideas with their classmates.

2.11. Social Media

Social media has become increasingly significant in all aspects of life, including the education field. Selwyn and Stirling (2016) described SM as the means via which many individuals communicate with their friends, relatives, and coworkers. SM has grown from a platform for just sharing social experiences and everyday lives of a person in the early days of generation to one that can be used by people all over the world to exchange educational experiences notes. According to the study, SM is no longer only a tool for sharing social experiences; it may also be used by learners to make learning simpler and more relevant to them. As a result, social media has provided a response to some of the most important and relevant demands of learners in the educational context, particularly for foreign students studying abroad.

Furthermore, Solidjonov (2021) explored the educational benefits of SM. One advantage is that the educational environment uses SM to extend unresolved classroom discussions online because some students are unwilling to discuss in classes. As a result, it allows students to better grasp the information. Furthermore, it has been discovered that using SM allows learners to discuss their classroom difficulties with other learners on an international level in order to broaden their scope of learning and improve learners' capacity to search for information on the internet. Ansari and Khan (2020) agreed stating that learners may speed up the development of their creativity, critical thinking, and effective communication in specific ways when they use social media due to the interactive context and open discussion it promotes, as well as the rapid information sharing it provides.

According to Hosen et al (2021), Social media has evolved into one of the most vital tools for teaching and learning, facilitating the virtual exchange of documents, information, and ease of contact between learners and educators. During the lockdown, online learning platforms such as Google Classroom, Zoom, MS Teams, YouTube, and others were available.

According to Blaschke (2014), a rising number of educators are embracing SM in their classrooms to engage students and improve their learning outcomes, whether electronically or in person. Learners may use SM in education to get more relevant information, participate with educational groups, and access numerous educational platforms, allowing for more successful learning.

In recent years, governments and educators have been drawn to technology and information and communication technologies (ICTs), as well as social media sites, as a new platform for language teaching and learning. (Yunus & Salehi, 2012). Several surveys have been undertaken in recent years by various academics, suggesting that SM may be used to aid and build learning practices, inspire learners, and link for educational objectives (Balakrishnan & Gan, 2016). Results revealed that social media aided interaction and information sharing, as well as having a good impact on their academic performance.

Social media usage in ESL classes has increased recently. Several initiatives have been delayed as a result of the Covid-19 pandemic, particularly educational ones. According to Adedoyin and Soykan (2020), most educational systems have developed alternatives to face-to-face teaching and learning, and many have shifted programs online to ensure that teaching continues even when classrooms are closed. Jaffar et al. (2019) illustrated that in recent years, many instructors have used SM as a teaching tool in both traditional and online classrooms, notably during the Covid-19 epidemic.

According to Ying et al. (2021), several interventions employed for English education during Covid-19 included the use of online technologies like as video conferencing and social media platforms such as WhatsApp and Facebook, among others. Al-Jarf (2021) revealed that instructors used Facebook platforms to engage their students and organize class presentations and comments acquired from students on their work from each other.

2.12. Social Media for Communication and Interaction

The Internet has become an integral part of a variety of disciplines. Communication technologies, computers, and cellphones are now widely available, allowing for new learning and educational methodologies. Online courses are popular among students because they can be accessed at any time. This requires less effort and less time than traditional lessons. According to Yunkul and Cankaya (2017), social networking sites and cutting-edge communication goods are popular; such sites have radically transformed the ways in which people and communities communicate and exchange information. Social networking has grown over the world and broken down borders, allowing everyone to express themselves and access other people's thoughts at any time and under all conditions.

Web 2.0 appears to affect learning through communication and information sharing as it spreads across educational institutions. Connolly (2011) discovered in a study on the educational benefits of social media that approximately 90% of college students visit a social networking site daily. He also claims that social media platforms encourage students to engage with one another and share innovative ideas. This argument demonstrates that learners may share and develop practical thinking while using social networks.

Learners' attitudes towards community are strengthened through social media, which makes them feel appreciated and important. Students build connections between their interests, education, and life experiences, allowing them to better comprehend the purpose of each activity and the course's main goal (Ying et al., 2021). Social media also allows users to provide comments on tasks and materials, as well as share their thoughts and experiences. Students' activities may be observed. It implies that teachers may look at how much time students spend on the learning process, how often they visit the platform, what they are interested in, and what comments or questions they submit. Students are less anxious and express themselves in an understandable manner.

2.13.   Social Media and Online Communities

The term "social media" refers to a recent phenomena that encompasses both mobile phone engagement and web-based communication with Internet users through websites. It is abundantly obvious that the global education sector is going through a revolution as a result of rapidly developing technologies like web 2.0 and the emergence of web 3.0, which enable students create content, discuss thoughts, and share data.

According to Aloraini (2012), as educational institutions embrace social media, there is a need to optimize the beneficial impact of such technologies in order to incorporate them into pedagogy and make instruction and learning dynamic and appropriate to the cyber environment of the new century. on recent years, an increasing number of educational institutions have established a presence on social media platforms such as blogs, Twitter, YouTube, and Facebook in order to develop efficient methods for the establishment of collaborative and interactive online learning systems.

In her study, Al-Saleem (2018) investigated the effect of Social Network Sites (SNS) activities on enhancing oral communication skills for EFL students in English Department at Yarmouk University, Jordan. She shared the activities on a Facebook account that was accessible to all of the study's participants. According to the findings, the suggested Facebook activities developed participants' spoken communication abilities. The study then suggested that SNS activities may be used to develop other abilities, including speaking and listening, as well as English language pronunciation.

In other words, learning should no longer be tied to a particular location and a particular time table. Basically, Social media sites extend far beyond their traditional purpose of communication and entertainment to promote students' self-reliance in learning through inquiry and sharing activities by means of online interaction.

2.14. Electronic Devices

The researcher used two electronic devices to implement the proposed program:

Skype:

Skype is a free web-based communication service that allows users to video conference, phone, and instant message (IM). Skype offers a wide range of educational alternatives for classes. Students can communicate with other students, expand their knowledge, and learn about different cultures. They can use Skype to discuss issues, improve their ability to communicate, and exchange knowledge about certain themes with students who read the same. Skype also allows students and instructors to contact with EFL experts and engage in dialogues with classes all around the world. Skype offers a straightforward platform for student development and success. (Lynch, 2018).

Communication, or the process of sharing our knowledge and information, should be one of the most vital aspects of human life. Every day, we communicate in many ways, sometimes via words, expressions, or actions. We are always in need of exchanging thoughts and ideas in some way or another. The New Digital Revolution has provided us new communication means/tools that allow us to communicate and see people all over the world for free, but only if we have access to the Internet. a lot of these technologies have evolved into learning resources that serve multiple purposes apart from their original one. Skype is one of them. Being both digitally literate and fluent usually involves the employment of several educational technologies in the classroom. (Hart, 2007)

Because today's students are digital natives, these technologies look natural to them, and they use them to control learning processes simply and effortlessly. Students may now become fluent in English in an interesting way by employing new types of technology and learning online from any place, and when they desire. Online education is now available to anybody with a Skype account in the twenty-first century. Skype provides highly trained native British instructors with experience of teaching at all levels, from young children to adults. Skype provides a choice of programs to all students who wish to prepare for an English exam. (Prensky, 2010)

Telegram:

Telegram is one of the technologies that may be employed to assist learners in learning other languages. Telegram is becoming one of the most popular online social networks among students at media universities. Using telegram groups in education has a substantial impact on students' reading comprehension abilities. Some study has already demonstrated the usefulness of using Telegram as a learning medium, and the majority of them report that Telegram helps them develop their

language abilities. Additionally, it makes it easier for teachers to present the content. (Naderi & Akrami, 2018).

Tabrizi and Onvani (2018) declared that teachers and students are able to use and control Telegram's features with ease. Furthermore, this application is amusing and engaging for sharing any information with an eye-catching look that can be modified to our preferences. Telegram is also a small program, thus it cannot take up much space on our device's internal storage. Telegram, on the other hand, is available from a wide range of devices and allows us to send a wider range of messages than WhatsApp. Furthermore, we do not have to worry about losing our Telegram file because we can re-download it whenever we need it.

Using social media (SM) and instant messaging (IM) has a significant influence on the use of a readily available educational tool, such as Telegram. It indicates that the learning process and all aspects of educational administration should be technology and communication-based. Based on that scenario, the internet's function is critical. The purpose of this systematic study is to investigate how telegram is used as a learning medium in English instruction. Furthermore, these researchers attempted to investigate the impact of using Telegram as a learning media in English education, with the hope of one day assisting teachers and learners in increasing their learning activity using social media platforms such as Telegram. (Naderi & Akrami, 2018)

Abu-Ayfah (2019) illustrated that Telegram is a social network that has evolved to become the perfect educational tool. That quick development and remarkable advancement in computer technology has had an impact on many parts of life. She stated that Telegram is a free cloud-based communicator that allows users to view messages from a variety of devices in a variety of formats. Telegram users may engage and send messages using a variety of media, including images, text, voice,

and video. Another feature of Telegram is offline messaging, which occurs when all messages have been transferred but the device is turned off. When network coverage is restored or the device is turned on, data is automatically saved and retrievable. Telegram uses the same internet data plan as browsing and email, and there is no additional (low-cost) payment for communicating and staying in touch with others.

Among media students, Telegram is currently one of the most popular online social networking tools. Nowadays, the widespread use of social networking services such as Telegram has given new chances for English language learners and can help to build an informal learning environment. Telegram is a well-known mobile technology tool that might help with learning activities nowadays. Telegram may be used to transmit messages in any form to any device. Teachers and students can participate in learning activities by forming a group, sending files, and preserving them so that the files are not lost. (Kaviani & Heidar, 2016).

2.15. Commentary:

EIBL is a student-centered teaching style that encourages students to ask questions and do online research on real-world challenges. Students are actively involved in the learning process and have the chance to explore their natural interests in this sort of learning context. This style of learning is practical and allows students to apply what they learn in the classroom to real-world situations. Critical thinking, problem-solving, and creativity have all been found to be developed with EIBL.

EIBL helps learners to consider the information they are given critically. They are encouraged to challenge the material and come up with their own ideas. This sort of learning assists students in developing problem-solving and critical-thinking abilities.

EIBL assists students in developing problem-solving abilities. When given the opportunity to investigate real-world issues, students are compelled to think outside the box and create their own answers. This is a valuable ability that will serve them well in their future employment.

EIBL promotes creativity. When students are given the opportunity to investigate an issue on their own, they frequently come up with innovative solutions. This is because they are not limited by any certain style of thinking. This learning idea can also assist students in comprehending complicated concepts. They can learn about these things more effectively if they are permitted to explore them in a real life environment.

It also aids students in developing their communication abilities. They have to explain their thoughts and ideas to others when working on an issue. This teaches them how to properly communicate with others. EIBL assists in connecting learning to the actual world. When students are permitted to investigate real-world situations, they may realize how what they are learning in the classroom is applicable. This also assists in their development of a deeper knowledge of the content. Finally, EIBL promotes active learning. Students are more likely to remember information when they are actively participating in the learning process. This is because they are involved in what they are doing.

As shown before in review of literature and related studies, effective interaction, orally and in writing, is vital to learning and questioning can be more important than having answers, especially when the questions inspire students to reflect and think critically. Assisting learners in using self-questioning to track their progress is also critical. This fact emphasizes both teacher and student self-inquiry.

EFL Fluency learning is developed when teachers ask high-order questions and let learners provide long responses. Some common question stems for higher order inquiries are like: "What happened," "How did it occur," "What if," "How does it relate," or "What is the evidence?" Teachers can help students develop critical thinking by asking higher-order questions and encouraging alternatives. Teachers may assist learners to learn independently and enhance their learning by demonstrating effective inquiry and motivating students to ask questions themselves.

Today, in the third decade of the 21st century, Teachers may develop a community of learners by creating a specific online platform to exchange ideas, questions, and opinions available both during and after class time. According to current EFL Fluency trends, students can use web-based resources like Telegram, Edmodo, Google Classroom, or a learning tool like a platform to submit questions, seek replies, and create discussions about topics either in or out of classroom. Using online communications and message boards, the classmates may participate in group discussion and interaction at a level that is comfortable for each student. Al-Abdali, A. (2016) stated, "Technology increased the students' communication abilities largely in part because they could communicate and have regular interactions with others. This technological interaction allowed students to develop their abilities in a more relaxed and purposeful setting."

The use of digital technology strengthens EFL students' fluency in a variety of ways, allowing them to take charge of their own learning. Content is more focused on students' interests and needs, and real-time information is available to students everywhere, allowing them to collaborate with each other while conducting research, sharing results, reviewing, and addressing issues. As a result, students are exposed to the target language more frequently.

Conclusion:

This chapter addressed each research variable in depth. It provided an explanation of the principles underlying electronic inquiry-based learning and EFL fluency. It showed the educational researchers' views in implementing the inquiry for enhancing EFL fluency and how it can be used in electronic context which is considered one of the 21st century requirements. The next chapter is going to cover the study methodology.

Chapter Three
Methodology

Chapter 3

Methodology

This chapter presented the study design, participants, and instruments. It also provided a detailed description of the proposed program.

3.1 Study Design

- The researcher used the one group pre-posttest design.

- The researcher used a mixed-methods design. Both the quantitative and qualitative analyses of the data were used to evaluate how the learners performed during the application of the program to test its effect on the target students' EFL fluency.

3.2 Participants

Participants were15 secondary stage female students. All of them were in 2nd year secondary. They were a voluntary group from Abu-Tisht secondary school for girls, Qena governate. Their ages ranged between 16 to 17 years old.

3.3 A List of EFL Fluency Components

   To serve as an outline for the pre/posttest and the rubric, the researcher specified EFL fluency components in a list. After reviewing the previous studies and related literature, as well as the students' needs. The researcher came up with a list of EFL fluency components to create the pre/post EFL fluency test and the EFL fluency rubric, that were employed in the study. The program sessions were created based on the list with the purpose of enhancing students' EFL fluency. Fluency included the following components:

giving opinion and reason, critical questioning, discussing context, making connections between topics, using different types of texts, preparing argumentation,

assessing argumentation, high-order thinking, developing critical mindset, and describing pictures

3.4. Instruments

3.4.1. The pre/post EFL fluency test (Appendix A):

Aim:

The researcher designed the pre-post test to measure 2nd secondary stage students' EFL fluency. By administering this test, the researcher could assess to what extent the participants have developed their EFL fluency.

Description

The pre/post test consists of 10 questions. Each question was given 5 marks each. The total test score is 50 marks. The allotted five marks for each component were distributed according to each question's complexity, the effort required for each one, and the time provided for each item.

The test design was determined to reflect the program sessions' effect. Thus, each question allows students to create their final products and construct innovative solutions to express their original thoughts freely without regard to grammar. The test was conducted through the E context.

The test was designed based on the following:

● The previous studies and related literature

●The list of EFL Fluency components needed for the 2nd secondary stage students

● The electronic program of inquiry based learning context with its EFL fluency components

● The comments that the advisors had on the initial form of the test

Test Piloting :

The test was piloted on March 5th, 2021 to 10th Aril, 2021 on a group of 15 EFL secondary stage students.

A- Determining the Test Time

The test time was determined through calculating the time which each student took to answer the test. Therefore, the time average of the whole group was calculated by (90) minutes.

B- Calculating the Internal Consistency

In order to establish the internal consistency, correlation coefficient between each component and the total score of the test was calculated after excluding the score of each component from the total score. Table (1) shows the correlation coefficient:

Table (1) The correlation coefficient of the total score and each component

Language Fluency Components	Correlation
Giving Opinion and Reason	0.75**
Critical Questioning	0.74**
Discussing Context	0.76**
Making Connections Between Topics	0.70**
Using different Types of Texts	0.68**
Preparing Argumentation	0.73**
Assessing Argumentation	0.71**
High-Order Thinking	0.74**
Developing Critical Mindset	0.69**
Describing Pictures	0.74**

*Significant at 0,01   N=15   R>0.63

The table showed the correlation between the test components and the total score statistically. This referred to the internal consistency of the test.

C. Test Reliability

Alpha- Cronbach:

- Alpha–Cronbach of the test was calculated (0.90) which indicated the accuracy and reliability of the test as a measurement mean.

- External Assessor: Dr. Yousry Ahmed[1]

3.4.2. Rubric for Secondary Stage Students' EFL Fluency Test (Appendix B)

Aim:

The researcher created a rubric for assessing the participants' EFL fluency.

Content:

The researcher created the rubric that consisted of ten fluency components. A rating scale with a range of 1 to 5 was used to score each of the 10 components. The numbers "1" and "5" indicate poor performance and excellence, respectively.

3.4.3 The Study Program (Appendix E)

In addition to the previously mentioned instruments, the researcher designed a program based on EIBL.

Aim:

The current electronic program is based on Inquiry based leaning context to enhance secondary stage students' EFl fluency.

Performance objectives of the program

By the end of the current program, the participants are expected to:

1- provide logical reasons and clear detailed explanations

2- support arguments with real-life instances and give sufficient evidence

3- create novel ideas when offering reasoning

---

[1]The external Assessor   Name : Yousri Ahmed   Career: Assistant Professor   University: Ain Shams – Faculty of Education

4-   create cause-and-effect relationships properly

5-   express viewpoints in considerably longer and more detailed opinions

6-   use formal expressions with informal ones

7-   rephrase and summarize topics

8-   Introduce and conclude the argumentation successfully

9-   effectively provide feedback on their peers' presentations

10- effectively employ language and expressions

Content of the program

The proposed program consisted of 10 sessions. The program began with some specific points concerning the atmosphere of the program context, and how the researcher motivated the students to share their feelings, views, ideas, likes, and dislikes with their classmates. Then, it showed the role of the teacher in conducting the program, and some considerations for processing the sessions. After that, the program dealt with the way by which the process of feedback operated.

Through the first session, the students identified the nature of the program and its procedures. Throughout the sessions, the researcher displayed different prompts, phrases, views, and arguments to the students to use their reasoning skills while expressing their innovative ideas. The program provided the students with the variety of vocabulary, in which they felt free to adjust the topic.

Duration of the program

The program lasted for five weeks in the second semester of the school year 2020/2021. Each session lasted for 1 hour with a total of 10 hours.

3.5. Statistical Analyses:

SPSS V25 was used for the analysis of statistical data

1-   Wilcoxon Test was used to examine the difference between the students' means of scores in the pre-post test of EFL fluency with regard to the overall score and with regard to each component separately.

2-   Calculating the effectiveness of the proposed program on enhancing 2nd secondary stage students' EFL fluency with regard to the overall score and with regard to its components separately

3-   Calculating corrected Ezzat[1] Gain Ratio to identify the effectiveness of the proposed program on enhancing 2nd secondary stage students' EFL fluency.

4-   Calculating the correlation coefficient between the score of each component and the overall score of the test to identify the internal consistency of the EFL fluency test.

5-   Calculating the correlation coefficient between the two raters' scores to identify the reliability of the EFL fluency test.

6-   Calculating the reliability of the EFL fluency test by using **Alpha- Cronbach.**

Conclusion:

This chapter presented the study design, participants, and instruments. It also provided a detailed description of the proposed program and statistical analyses. The next chapter is going to tackle analysis and discussion of the study results.

Chapter Four
Analysis and Discussion of Results

Chapter Four

Analysis and Discussion of Results

This chapter tackled the results of the study. It started with the statistical treatments conducted on the pre/posttest results to find out the significant difference between the pre/posttest scores to determine the effectiveness of the proposed program in enhancing 2nd secondary stage students' EFL fluency. This depicted the quantitative analysis of the pre/posttest results followed by a discussion of the results. Then, the researcher conducted a qualitative analysis of the results.

4.1. Results of the Study

4.1.1. Testing the first hypothesis:

The first hypothesis stated that there is no statically significant difference between the mean scores obtained by the participants in the pre-post Test of EFL fluency with regard to the overall score. In order to test the validity of this hypothesis, the researcher compared the participants' mean scores before implementing the program with the same participants' mean scores after applying the program on the EFL fluency pre-post test with regard to the overall score. Wilcoxon Test was used to find out the significant difference between the pre-test scores.

Table (2)

Significance of the differences between the participants' mean scores on the pre-post EFL fluency test with regard to the overall score. **N=15**

Overall of EFl fluency	Ranks	Number (N)	Mean Rank	Sum of Ranks	Mean		Std. Deviation		Z	Sig.	Effect size
					PRE	POST	PRE	POST			
	Positive Ranks	15	8.00	120.00							1.00 Very strong
	Negative Ranks	0	0.00	0.00	17	44.07	1.13	0.96	3.437	0.001	

Ties	0	0.00	0.00							
Total	15									

Table (2) showed that the positive ranks are 15, the Ties were zero, and the negative ranks were zero. This means that all the 15 participants' scores increased (not decreased or equal) in the post-test scores in comparison with the pre-test scores. It showed that the total mean scores of the study participants on the post-administration of the test (M.44.07, SD.0.96) were higher than their total mean scores on the pre-administration of the test (M.17, SD. 1.13).

In addition, the table showed that the significance level (Sig) was 0.001 which was less than 0.01. This indicated to the difference between the pre-post scores with regard to the overall score at the significance level 0.01 in favor of the post test scores. Therefore, the zero hypothesis was refused, and the alternative hypothesis was accepted. Thus, it was concluded that there was a significant difference between the students' mean scores in the pre-post test of EFL fluency with regard to the overall score in favor of the post test.

When using Wilcoxon test to calculate the effect size of the suggested program on enhancing the study participants' EFL fluency, Matched-Pairs Rank Biserial Correlation was used to identify if there would be a statistically significant difference between the mean scores of the pre and post administration of the test (Abd al-Hamid, 2016) in the light of the following equation:

$R = (4 (T1)/n(n+1))-1\ldots\ldots\ldots(1)$

Table (3) Letters and Their Indications:

r = correlation (Matched-Pairs Rank Biserial Correlation Coefficient)
T1= positive ranks
n= Pairs Rank numbers

Table (4) Effect Size Values

Effect Size	Interpretation
(r) is < 0.4	Low effect size
$0.4 \leq$ (r) < 0.7	Medium effect size
$0.7 \leq$ (r) < 0.9	Strong effect size
(r) ≥ 0.9	Very strong effect size

The result of the effect size using the previous equation was equal to (0.01). This revealed that the suggested program based on E inquiry based learning context had a very strong effect on enhancing 2nd secondary stage students' EFL fluency with regard to the overall score.

4.1.2. Testing the second hypothesis:

The second hypothesis stated that there is no statically significant difference between the means of scores obtained by the subjects in the pre-post Test of EFL fluency in each component separately. To validate this hypothesis, the researcher compared the mean rank scores of the study group in each EFL fluency component before the administration of the proposed program with the mean rank scores of the

same study group in each EFL fluency component after the administration of the proposed program on the Pre-Post Test.

Wilcoxon Test was used to reveal the significance of differences between the pre-post administrations of the test. Table (5) showed the findings in this respect:

Table (5)

Significance of differences between the mean scores of the participants in each EFL fluency component on the pre-post test   (N=15)

Language fluency components	Ranks	Number (N)	Mean Rank	Sum of Ranks	Mean		Std. Deviation		Z	Sig.	Effect size
					PRE	POST	PRE	POST			
Giving Opinion and Reason	Positive Ranks	15	8.00	120.00	1.4	4.6	0.51	0.45	3.535	0.000	1.00 Very strong
	Negative Ranks	0	0.00	0.00							
	Ties	0	0.00	0.00							
	Total	15									
Critical Questioning	Positive Ranks	15	8.00	120.00	1.93	4.33	0.59	0.62			1.00 Very strong
	Negative Ranks	0	0.00	0.00							
	Ties	0	0.00	0.00							
	Total	15									
Discussing Context	Positive Ranks	15	8.00	120.00	2	4.4	0.65	0.74	3.483	0.000	1.00 Very strong
	Negative Ranks	0	0	0.00							
	Ties	0	0.00	0.00							
	Total	15									
Making Connections Between Topics	Positive Ranks	15	8.00	120.00	1.73	4.07	0.89	0.80	3.529	0.000	1.00 Very strong
	Negative Ranks	0	0	0.00							
	Ties	0	0.00	0.00							
	Total	15									
Using Different Types of Texts	Positive Ranks	15	8.00	120.00	1.73	4.53	0.73	0.64	3.460	0.000	1.00 Very Strong
	Negative Ranks	0	00	0.00							
	Ties	0	0.00	0.00							

	Total	**15**									
Preparing Argumentatio	**Positive Ranks**	**15**	**8.00**	**120.00**	1.73	<mark>4.27</mark>	0.7	0.75	3.453	0.001	<mark>**1.00**</mark> <mark>**Very Strong**</mark>
	Negative Ranks	**0**	**0**	**0.00**							
	Ties	**0**	**0.00**	**0.00**							
	TOTAL	**15**									
Assessing Argumentatio	**Positive Ranks**	**15**	**8.00**	**120.00**	1.53	4.4	0.64	0.51	3.464	0.001	1.00 Very strong
	Negative Ranks	**0**	**0.00**	**0.00**							
	Ties	**0**	**0.00**	**0.00**							
	TOTAL	**15**									
High-Order Thinking	**Positive Ranks**	**15**	**8.00**	**120.00**	1.47	4.33	0.82	0.74	3.446	0.001	1.00 Very Strong
	Negative Ranks	**0**	**0.00**	**0.00**							
	Ties	**0**	**0.00**	**0.00**							
	TOTAL	**15**									
Developing Critical Mindset	**Positive Ranks**	**15**	**8.00**	**120.00**	1.08	4.47	0.69	0.78	3.329	0.001	1.00 Very Strong
	Negative Ranks	**0**	**0.00**	**0.00**							
	Ties	**0**	**0.00**	**0.00**							
	TOTAL	**15**									
Describing Pictures	**Positive Ranks**	**15**	**8.00**	**120.00**	1.67	4.67	0.62	0.49	3.461	0.001	1.00 Very strong
	Negative Ranks	**0**	**0.00**	**0.00**							
	Ties	**0**	**0.00**	**0.00**							
	TOTAL	**15**									

Table (**5**) showed that the results of EFL components as follows: positive ranks = **15**, the Ties = **zero** and the negative ranks = **zero**. This means that all the **15** participants' scores on EFL fluency components increased (not decreased or equal) on the post administration of the test compared to the pre-administration of the test with regard to each component separately.

The level of significance in EFL fluency with regard to each component separately was (o.oo1) which is lower than (0.01). This indicated that there was a statically significant difference between the means of scores obtained by the subjects in the pre-post Test of EFL fluency in each component separately at the significance level (0.01) in favor of the post administration of the test. Therefore, the null hypothesis

was refused, and the alternative hypothesis was accepted. Thus, it was concluded that there was a statically significant difference between the means of scores obtained by the subjects in the pre-post Test of EFL fluency with regard to each component separately in favor of the post administration of the test.

The effect size of all EFL fluency components was 1.00. This indicated that the suggested program based on electronic inquiry learning context had a very strong effect on enhancing secondary stag students' EFL fluency components.

4.1.3 Measuring the effect of the proposed program on enhancing EFL fluency:

(The Third Question):

The effect size in the above table was very strong and this indicated that using electronic inquiry based learning context has a very strong effect on enhancing 2nd secondary stage students' EFL fluency with regard to the overall score and in each component separately. This effect was confirmed by calculating Corrected Ezzat Gain Ratio. It is calculated by the following equation:

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

Table (6) letters and what they represent

CEG ratio= Corrected Ezzat Gain Ratio
M1= Pre-test mean sores
M2= Posttest mean scores
P= Great test score (Full mark)

Table (7) illustrates the values of Corrected Ezzat Gain Ratio

corrected Gain Ratio is < 1.5	Ineffective.
1.5 ≤ corrected Gain Ratio <1.8	Medium effectiveness
corrected Gain Ratio is ≥ 1.2	Effective /Accepted

Table (8) The mean scores of the research group on the pre and post administration of the EFL Fluency Test and Corrected Ezzat Gain Ratio

Performance	Full Mark	Mean scores		Corrected Ezzat Gain Ratio	Significance
		Pre M_1	Post M_2		
EFL Fluency	**50**	17	44.07	**1.97**	**Effective**

Table (8) showed that corrected Ezzat[1] Gain Ratio in enhancing EFL Fluency is equal to 1.97 which is higher than 1.8. This indicated that the suggested program of using electronic inquiry based learning context was effective in enhancing 2nd year secondary stage students' EFL fluency. Therefore, the third question of the study which stated "What is the effect of a proposed program based on electronic Inquiry-based learning context on enhancing 2nd year secondary stage students' EFL fluency?" has been answered.

4. 2. Qualitative analysis of data

The researcher offered an analysis of how the participants' perceptions of the electronic inquiry-based learning context were presented, as well as insights on the experience of conducting the program.

Participants' responses and reflections towards EFL fluency components

The program sessions significantly developed 2nd secondary stage students' EFL fluency. Students engaged in a variety of guided inquiry activities and collaborative tasks throughout the study program to enhance EFL fluency components. The researcher showed some of the participants' responses and reflections on theses components and how they have developed their EFL fluency throughout program .

Many of the activities in the proposed programs were adapted to the needs of students. They shared their feelings, views, ideas, likes, and dislikes with their classmates. They assessed the ideas of others and to allow others to interview them.

To avoid any embarrassment, the teacher should state that anyone may decline to answer a personal question without giving a reason or explanation. This refusal must be accepted without debate or criticism by the class.

Giving Opinion and Reason

The aim of this task was to develop the students' capacity to support a point of view with evidence. Students were supposed to use opinion phrases and the conjunction 'because' to give arguments for their opinions. The researcher performed the pre administration of the test. The first question was about providing opinions with supporting reasons as follows:

I agree that exercise is important for you because.................

I'm not sure that living in the country is better than the city because ….........

I think that politicians are under-paid because ………

I'm not sure that travel broadens the mind because ………

The results of the pre administration of the test showed that the students struggled with supplying reasons that support their opinion as shown in figure (2).

Figure (2)   Samples of some participants' responses on the **Pre** administration of the test
(Giving Opinion and Reason)

Aya, 10:19 PM

Giving opinion and reason

I think that exercising is good to your health because you feel better

I'm not sure that living in the country is preferable to living in the city because I like living in the city

Politicians, in my opinion, are underpaid because they have a lot of money

I'm not sure that travel helps to broaden the mind because you can do everything inside your country. You don't need to travel

As shown from the students' responses, they did not use reasoning appropriately. Reasons were too short and without innovative ideas. They did not use imagination to express their thoughts. There was lack of using deeper and reasoned thoughts. Limited comprehensive evidence was presented. The ideas were very restricted in a way that is inconsistent with the expected level of these EFL learners in this age stage.

When the researcher performed the post administration of the test, the results developed significantly. Their reasoning was completely different in comparison with the results of the pre administration of the test. This development appears clearly as shown in figure (3):

Figure (3) Samples of some participants' responses on the **post** administration of the test

(Giving opinion and reason)

The Program of EFL Fluency
16 members

Faten 3
I agree that exercise is important for you because it helps you control your body weight and make you feel fit. You can protect your self
I'm not sure that living in the country is better than the city you can communicate with your friends and people in the cities. There is cinema, clubs, and big shops.
I think that politicians are under-paid because the country is corrupt . the politician should take less money than they take.

ص 01:42

AUD-20230613-WA0000.opus
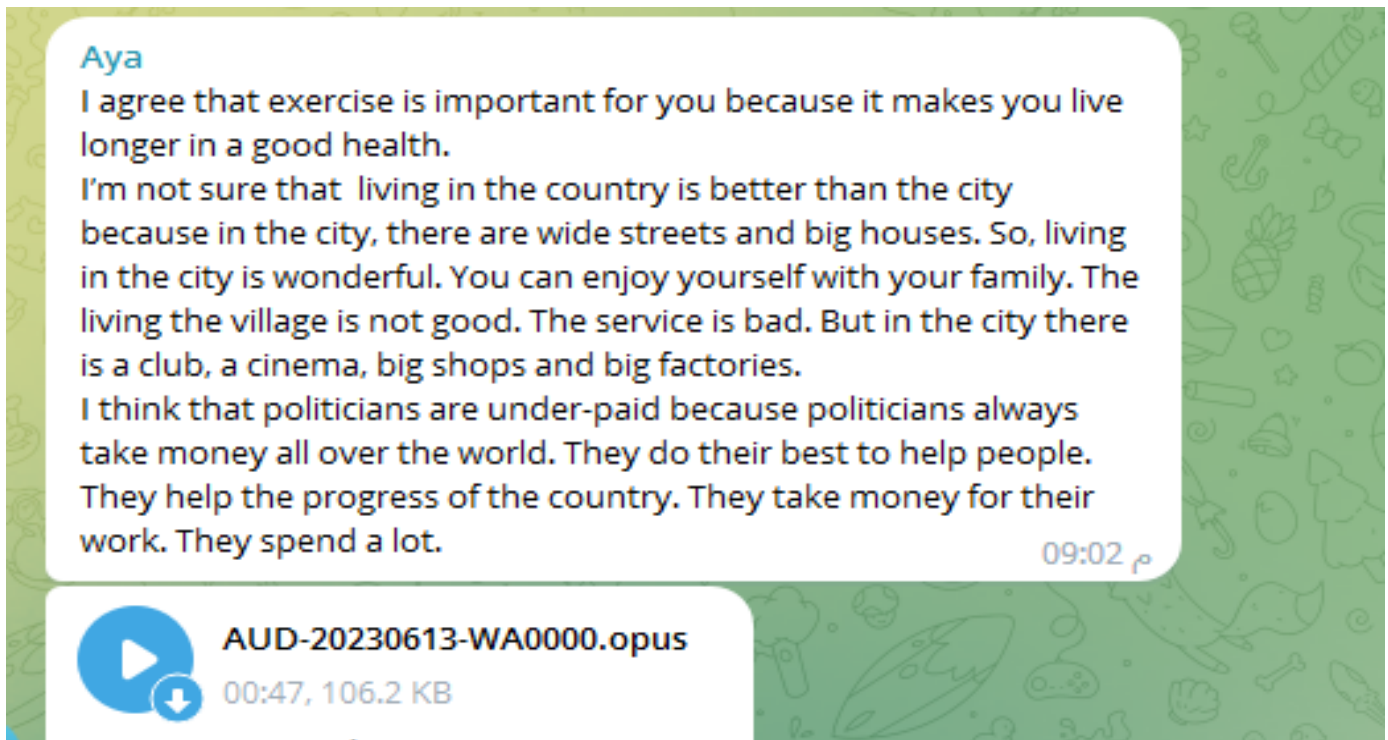00:44, 98.1 KB

F3 مقطع صوتي من Soali ص 01:43

Hala Mohammed abdelshafi Reply
I agree that exercise is important for you because it helps in your thinking and learning. You can study your lessons well.
I'm not sure that living in the country is better than the city because there are many places in the city like clubs, cinema, big shops and restaurants . Also, you can enjoy yourself by walking on the nile and buy everything. There are banks. The village is poor in its service.
I think that politicians are under-paid because they deserve this money for their work. They trave and take planes. They leaves their homes. They help the country to be improved. They must wear expensive clothes and expensive cars. This cost much money.

01:36 م

01:01, 143.4 KB ●

> **Aya**
> I agree that exercise is important for you because it makes you live longer in a good health.
> I'm not sure that living in the country is better than the city because in the city, there are wide streets and big houses. So, living in the city is wonderful. You can enjoy yourself with your family. The living the village is not good. The service is bad. But in the city there is a club, a cinema, big shops and big factories.
> I think that politicians are under-paid because politicians always take money all over the world. They do their best to help people. They help the progress of the country. They take money for their work. They spend a lot.
> 09:02 م
>
> ▶ AUD-20230613-WA0000.opus
> 00:47, 106.2 KB

It is so obvious that the students' ability of giving opinion and reason has been developed. They created innovative ideas efficiently. They operated their imagination to create appropriate justifications. They used expressions to provide much deeper thoughts with comprehensive evidence and longer sentences. They succeeded to publish audio files via Telegram and felt interested to do that, especially when they were informed that their peers would see such files. This encouraged them a lot to do their best in creating more and more thoughts. It was a challenge. The students felt free to write what they think of and feel. The evidence they presented was longer than the one in the pre test. A comparison between students' responses on the pre and post administration of the test was <u>as follows</u>:

Faten's response in the pre test was very short (ex. *I think that exercising is good to your health because **it is useful**.) while her response in the post test was longer. She*

*provided the opinion with a logical comprehensive reason (I agree that exercising is important for you **because it helps you control your body weight and make you feel fit, you can protect yourself.**) she provided much deeper and reasoned evidence and thoughts. The same occurred when she wrote in the pre test, *I'm not sure that living in the country is preferable to living in the city because **wide***. She just used the word "wide" to express reasoning. On the other hand, she used a long detailed reason in the post test as follows; (***I'm not sure that living in the country is better than the city. You can communicate with your friends and people in cities. There is cinema, clubs, and big shops.***). She developed her thoughts, and gave a logical reasoning. She reflected her ideas freely to create appropriate justification.

Hala's response in the pre test was very short comprehensive evidence and almost was absent (ex, *I'm not sure that living in the country is preferable to living in the city because it is good.*) she only added it is good to express reasoning. On the other hand, her response in the post test was logical and detailed. she gave evidences such as (***I'm not sure that living in the country is better than the city because there are many places in the city like clubs, cinema, big shops and restaurants. Also, you can enjoy yourself by walking on the Nile and buy everything. There are banks. The village is poor in its service.***). Her response in the pre test in another topic was as follows; (**Politician, in my opinion, are underpaid because they are bad**.). The short complement **they are bad** was enough for her to express reasoning. However, her response to the same topic was much better. It supported her answer with a detailed evidence in the post test as follows; (**I think that politicians are underpaid because they deserve this money for their work. They travel and take planes. They leave their homes. They help the country to be developed. They must wear expensive clothes and expensive cars. This cost much money.)** She provided a

long answer with logical reason. She attempted to be fluent to make a full detailed reasoning. The same improvement happened in Aya's response.

Hence, there was a difference between their responses in the pre and post administration of the test and. All the participants passed the procedures of the session Giving opinion and reason an learned how to think and express fluently without regard to grammar, and support their opinions with a detailed evidence with deeper and longer sentences.

Critical Questioning

The aim of this task was to determine the ability of the participant to ask open questions, which provoked comprehensive, long, unexpected, and imaginative responses. The researcher, in the pre test, settled some closed questions and ask the participant to turn them into open ones, and then to respond to the transferred questions with innovative arguments with much longer and more reasoned explanations to provide a complete opinion with evidence. These closed questions were:

- *Do you think meat is unhealthy?*

- *Do you believe that exercise is beneficial to your health?*

- *Do you think young children watch too much television?*

- *Is the world a worse place now than it was fifty years ago?*

- *Should people recycle more than they do now?*

- *Are politicians capable of making a change in the world?*

- *Is conventional family life disappearing?*

Figure (4) refers to the results of some participants in the pre administration of the test which showed their low level in creating critical questions:

Figure (4) Samples of some participants' responses on the **Pre** administration of the test
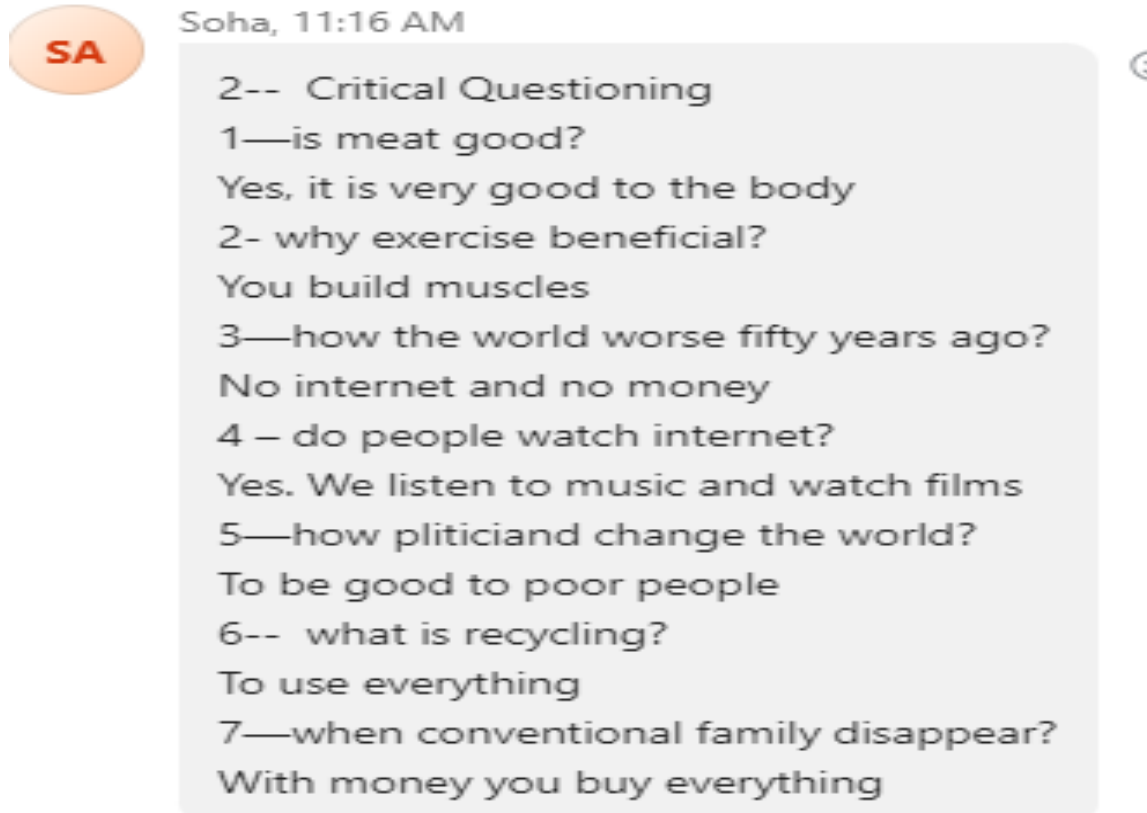
(Critical Questioning)

RH — Rania, 9:18 PM

> 2-- Critical Questioning
> 1- why is food important?
> It is healthy and you should eat vegetables
> 2- why Is exercise beneficial?
> It is good for the body and make you feel fresh
> 3- How was the world fifty years ago?
> No technology, no internet, no factories

FM — Faten, 9:47 PM

> 2-- Critical Questioning
> 1—is meat imortant?
> yes, it is very important
> 2- is exercise beneficial?
> Yes. It is very beneficial to your body
> 3—was the world different in the past?
> Yes it was very different
> 4 – why is the internet useful?
> Because it is important in your life
> 5—how can politicians change the world?
> They are bad people, they can't change the world

Soha, 11:16 AM

> 2-- Critical Questioning
> 1—is meat good?
> Yes, it is very good to the body
> 2- why exercise beneficial?
> You build muscles
> 3—how the world worse fifty years ago?
> No internet and no money
> 4 – do people watch internet?
> Yes. We listen to music and watch films
> 5—how pliticiand change the world?
> To be good to poor people
> 6-- what is recycling?
> To use everything
> 7—when conventional family disappear?
> With money you buy everything

It is so obvious to the researcher that the participants' ability to ask critical questions was very poor. They did not succeed to create critical questions derived from the closed ones efficiently, and even the answers of the closed questions were very short and limited. Some students just turned 3 questions into open ones that required limited answer. They failed to create critical questions. When the researcher performed the post administration of the test, he was astonished to find the surprising outcomes which refereed to the participants' development in creating critical questions and answering them elaborately as shown in figure (5)

Figure (5) Samples of some participants' responses on the **Post** administration of the test

(Critical Questioning)

Faten 3
S 13
Do you believe meat is harmful to your health?
Why do you think meat is harmful to your heath?
I think that eating too much meat is very harmful to your health.
Many diseases appear because of meat. Although it is full of protein
but it affects your health badly. You mustn't eat more than 100 gm.
If you eat more, the body will not benefit from it. Eating too much
meat makes you fat and your body full of fats.   03:56 م

AUD-20230619-WA0014.opus
00:54, 122.8 KB

مقطع صوتي من Soali   03:57 م

F3

Rania Abdelfatah   Reply

S1
1 Do you believe meat is harmful to your health?
Why do you think meat is harmful to your health?
I think that it is harmful because it is full of protein which is harmful
for kidney. so , if necessary, you should eat a small piece of meat. It
must not be more than 100g.

2 Do you think that exercise is beneficial to your health?
How can exercise be beneficial to your health?
It is very important to your health. The more you exercise, the more
your health is better. Exercise improves your ability of thinking. It
makes our muscles better. You should exercise daily.
3 Do you think young children watch too much television?
Why do you think children watch too much television?
I think that children watch too much television because they like
children programs and cartoon. They spend their free time watching
TV. They don't have hard work. They find tv funny.

4 Is the world a worse place now than it was fifty years ago?
Why is the world worse now than it was fifty years ago?
I think that it is now worse than before because the life was simple.
The people loved each other. Now the internet is responsible for
many problems especially for children. The climate was without
pollution. The life was not complex. There were fewer people.

03:36 م

Soha Ashraf

S3
Do you believe meat is harmful to your health?

Why do you think meat is harmful to your health?
Sure it is harmful because it raises the cholesterol levels in the blood. So there is a danger on your health and heart. The red meat is very bad and affects badly on your health.

Do you think that exercise is beneficial to your health?

Why is exercise beneficial to your health?
Exercise is very important for your health because it makes our health better. I can build stronger body. Exercising make you avoid diseases.

How is watching TV affecting the development of the children?
Watching tv is funny to the children. It affects on their language progress and their writing skills. They can not study well. Watching too much tv has problems on their sleep because the child spends a lot of time watching tv at night.

How essential are celebrities in our lives?
Why are we interested in celebrities?
Celebrities are important in our lives because they cause happiness to us. The children always feel happy when there is a celebration. The life is full of pressure. So , in celebrities, all the family and friends meet each other and have a fun day.

02:51

The researcher observed the big difference between the students' responses in the pre and post test. They wrote short traditional questions which can never provoke detailed responses. The critical sense was completely absent. A comparison between students' responses in the pre and post administration of the test was as follows:

In the pre test, Rania's response lacked the sense of critical questions completely except for the third question ***How was the world fifty years ago?*** Her other two

questions were as follows: ***Why Is exercise beneficial. Why is food important?*** Such questions can never allow receiving different points of view or more derived questions. The same happened in Faten's response .She asked traditional questions which were very short and limited. The critical sense is absent. The questions she formed can never pave the way for more derived questions or innovative detailed responses. Analyzing the students' responses on the post test, clarified that they expressed well organized questions, which provoked other questions. They settled critical questions. In addition, they replied to the their questions considerably deeper with more reasoned explanations. The use of social media (Telegram) and recording audio files helped them to raise better thoughts to ask a critical question and respond creatively in a detailed and comprehensive answer, especially when they watched one another's responses. This process of exchanging thoughts encouraged all the participants to do their best and create critical questions. Their questions were much deeper which required different points of view, not only one correct answer.

Discussing Context

The aim of this task is to investigate the participants' ability to notice things from various perspectives and to speculate a photograph in various circumstances. They are required to argue and express their different views. The researcher's question was as follows:

Did the person who created or took this photograph intend to send a specific message? Discuss

The results of the pre administration of the test showed the participants' limited ability of discussing and manipulating with a specific context as shown in figure (6) :

Figure (6) Samples of some participants' responses on the **Pre** administration of the test

(Discussing Context)

The responses clarified the participants' ability to introduce the image or express it effectively and fluently. Their thoughts were limited and they did not operate their imagination properly to manipulate with the photo. The students just wrote two to three short sentences to express their thoughts. After performing the post

administration of the test, the researcher found different high level of discussing context as shown in figure (7) :

Figure (7) Samples of some participants' responses on the **Post** administration of the test

(Discussing Context)

Haneen Mahmoud Ali

S 11

It is a picture of a dog and a boy. They are friends. I like dogs. The dog always helps and likes children. It can a poster of a film. The film will talk about the friendship between dogs and people. If it were a cover of a book, the book will be very interesting and it will be about the dogs. There are many dogs in our streets. Most of them are funny. They like people and always ask for help.   01:57 م

▶ ‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖

00:27, 62.7 KB

**Sally**   Reply

I like this picture. It is about the dog and children, if it were a poster of a film, it will be about how dogs and children can be friends. If it were a commercial, it will be about food. I feed my dog nice food and meat. We send happy time playing at home.my dog is very small. It is white. I like it and it helps me a lot.it is very intelligent. I take my dog to the street when I buy things from the supermarket.   02:37 م

▶ AUD-20230621-WA0004.opus

00:54, 119.9 KB

مقطع صوتي من Soali   02:37 م
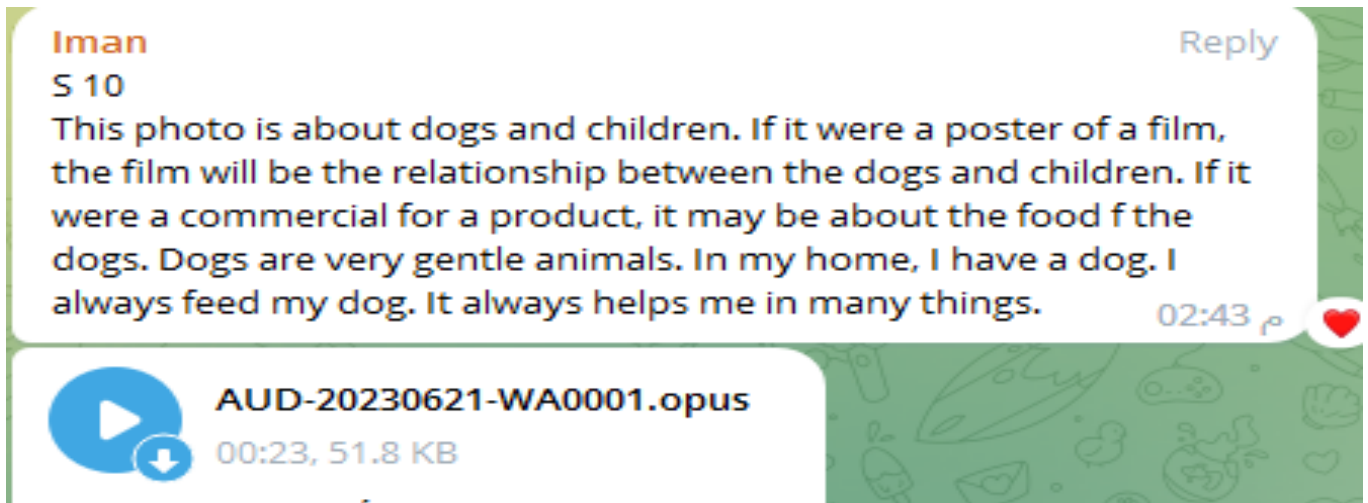
The results showed the big difference between the participants' results of the pre and post administration. In the post test, they used their deep thinking when they created innovative ideas. They produced much longer and more reasoned responses. They gave a detailed reflection on the image, using their own expressions and words. The question of the post test was about an image of a dog and a child. A look to Sally's response illustrated the well-qualified new outcome. She wrote 11 sentences using her expressions and words. She imagined if she had a dog at home to express that in detailed long sentences. She supposed that if it were a poster of a film, it would be about how dogs and children can be friends. She even described the dog efficiently. She tried to present a beautiful fantasy about it. She operated her deep thinking when responding to the question, expressing her innovative ideas and responding with much longer and more reasoned responses, as well as a detailed opinion supported by evidence. On the contrary, her response on the pre test was short, without any details. The researcher may remind the reader of her response in the pre test: *It is a group of lions big and small. They play together. It can be a film.* The same difference between the pre and post results appeared in Iman and Haneen's responses. Their development of discussing a context increased after employing the proposed electronic program.

Making Connections Between Topics

The aim of this task was to measure the participants' ability to draw connection between a topic and prior knowledge of other topics. The researcher settled the topic **Energy and Environment**, and asked the participants to suggest other 3 topics and operate their creative ideas to draw connections between the above mentioned topic and the ones they suggested. Their responses were as shown in figure (8):

Figure (8)   Samples of some participants' responses on the **Pre** administration of the test (Making Connections Between Topics)

The results showed that their ability of connecting topic was weak. They could not find a link between the topic and the proposed topics they suggested. They failed to find innovative ideas to draw such connection. After employing the proposed program, the researcher performed the post administration of the test whose results as shown in figure (9) were completely different and higher in efficiency than the pre test results.

Figure (9) Samples of some participants' responses on the **Post** administration of the test (Making Connections Between Topics)

The researcher observed the big difference between both of the two types of results in the pre and post administration of the test. In the post results, the participants' responses were creative. They created novel ideas to connect between different topics in long detailed sentences. Najwa's response was distinctive and well organized when she said: ***watching television is a good habit, but it needs a lot of electricity. In the same time, it teaches us things about how to make our environment clean***. She knew how to connect between the different topics successfully. She thought deeply while attempting to draw such connection. She operated her imagination to express her perspective. In Hala and Sally's responses, the same development occurred. They all drew such connection, and each one of them used different ideas to connect topics in longer sentences than the pre test responses. The abundance of details characterized their connection that was more reasoned. On the contrary, it is found that their results, in the pre administration of the test disappeared. There were

short phrases with weak connection between the topics. The participants failed to draw this link between the proposed topics. There were not any innovative ideas. Their outcomes lack verbosity, as they did not provide any details.

Using different Types of Texts

The aim of this task was to measure the participants' ability to use a different text format for the same issue. The question was about an informal text entitled, "Online Shopping". The researcher asked the participants to turn it into a formal one using the given information.

Dear Maha

I'm writing to express my gratitude for the gift you gave me for my birthday. I must admit that I was worried about purchasing something on the internet, but I have already downloaded three books in only two days! It's so much easier to buy things online than it is to leave the house! It's quite helpful.

All my love

Grandmother

When the researcher performed the pre administration of the test, he found the participants' results as shown in figure (10):

Figure (10) Samples of some participants' responses on the **Pre** administration of the test

(Using different Types of Texts)

PT **Pre Test Group** ⚙
18 participants

IS Iman, 1:08 AM

> 5 Using Different Types of Texts
>
> Maha
>
> Thank you that you bought something for birthday. I can say that I was angry about purchasing something on the internet, but I have downloaded 3 books in only 2 days! It is so much easier to buy things online than it is to leave the home! It is quite helpful.
>
> My love
>
> Your Grandmother

SA Soha, 6:35 PM

> 5 Using Different Types of Texts
>
> My friend Maha
>
> Thanks for gift for birthday. I can say that I was angry about purchasing something on the internet, but I have downloaded 3 books in only 2 days! It is so much easier to buy things online than it is to leave the home! It is quite helpful.
>
> Your Grandmother

Faten, 12:43 AM

FM

5   Using Different Types of Texts

تحويل القطعة

My friend Maha

thanks for your gift for my birthday. I should say that I was angry about buying something by the internet,

but I have downloaded three books in only two days! It's so much easier to buy things online than it is to

leave the home! It's quite helpful.

  Grandmother
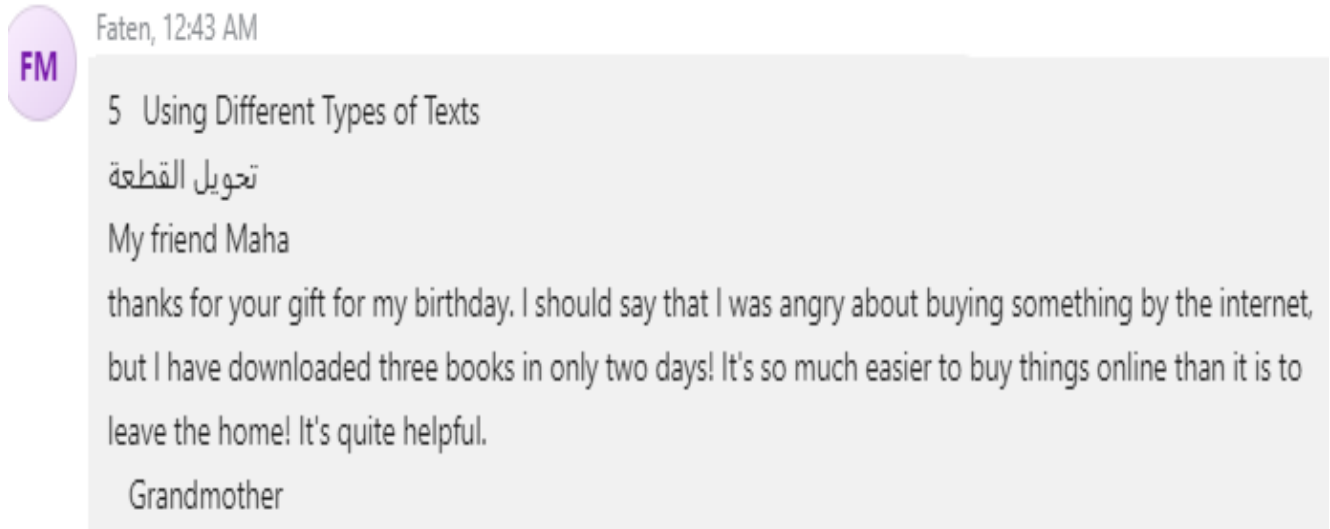
Then, the researcher employed the proposed program to enhance the participants' ability of using different types of texts. Later, he performed the post administration of the test to see their development in discussing different types of texts. The results were as shown in figure (11).

Figure (11)   Samples of some participants' responses on the **Post** administration of the test

(Using different Types of Texts)

Faten 3

I am writing to let you know how much I appreciate the birthday present you decided to give me. Although I have to admit that I had some doubts about buying something through the internet, in just the past two days I have already downloaded three books! Online shopping is so much better and easier than going out and doing it. It is extremely useful.

07:04 م

AUD-20230624-WA0007.opus

00:40, 88.9 KB
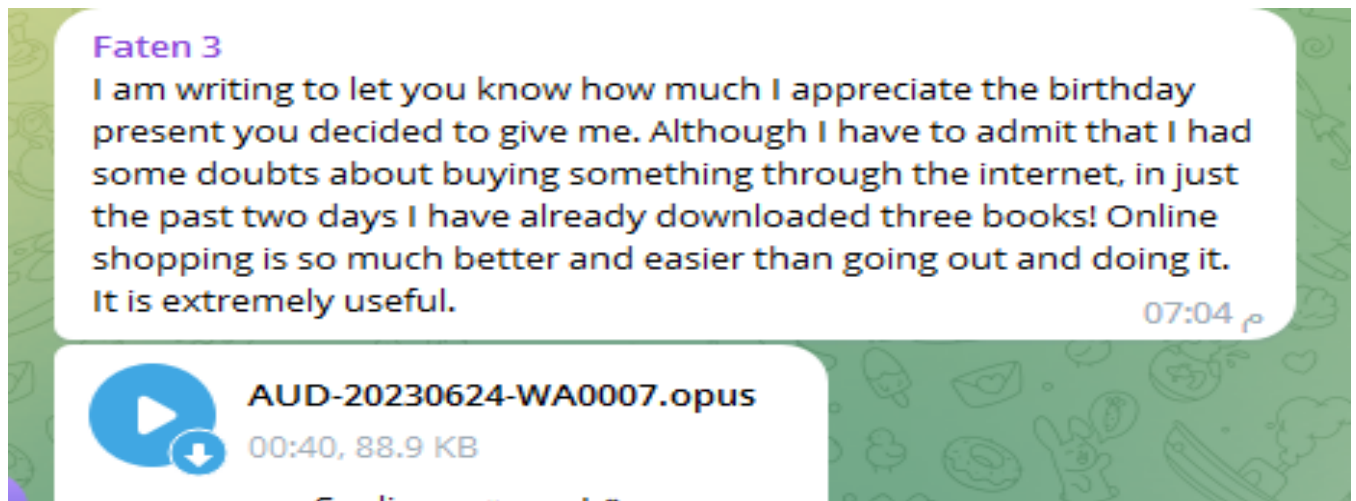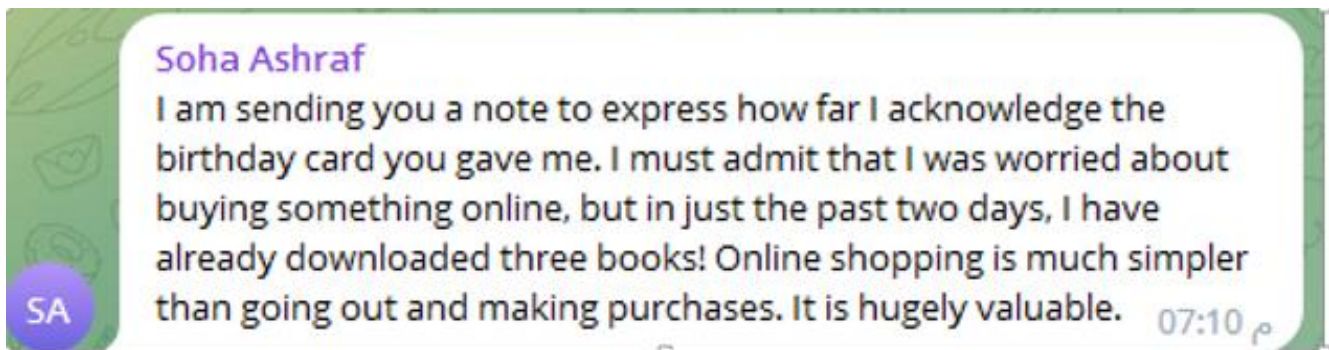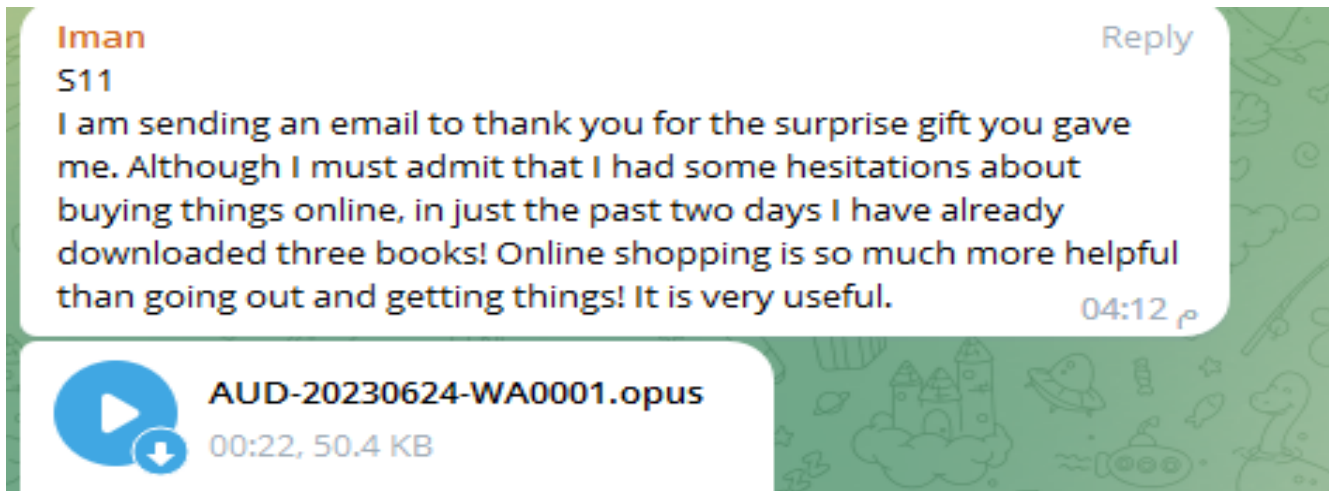
The researcher, after checking the results of the post administration of the test, observed the success of participants in using different types of texts impressively. They converted the formal language in the original text into an informal one by using their own simple words. According to the researcher directions while employing the proposed program, the participants used different online sources on network, which helped them a lot identify the difference between the informal and formal languages used in texts. They used different expressions to start their text:

Soha : ***"I'm sending you a note to express how far I acknowledge the birthday card you gave me."***

Faten: *"I'm writing to let you know how much I appreciate the birthday present you decided to give me."*

Iman: *"I'm sending an email to thank you for the surprise gift you gave me."*

   In addition, they replaced some expressions with others; Faten and Iman replaced the expression **"was worried about"** with **" doubts, reservations, and hesitations".** Some participants used **" through the internet"** while others used **"online".** The word **"easier"** was replaced by **" convenient, better, helpful, practical and simpler".** So, the participants tried to manipulate with the text to change its format. The were pleased to do that, especially when starting their first experience to change the phrases of a text without changing its content. It was concluded that performing the proposed program affected their ability of discussing an issue in a different text type.

Preparing Argumentation

The aim of this task was to measure the participants' ability to discuss a topic with details. In the pre administration of the test, the researcher exposed the participants to an argument. He asked them to discuss the argument, sum it up and conclude it. Their responses were as follows:

Figure (12) Samples of some participants' responses on the **Pre** administration of the test

(Preparing Argumentation)

NN Nagwa, 4:42 PM

Rural life is difficult. You cannot find what you need. Urban life is beautiful. There are gardens and cinema. The village is poor without hospitals.

SA saly, 4:46 PM

The life in cities is beautiful. There are many big houses. But the rural life is bad and there isn't a big hospital or police station.
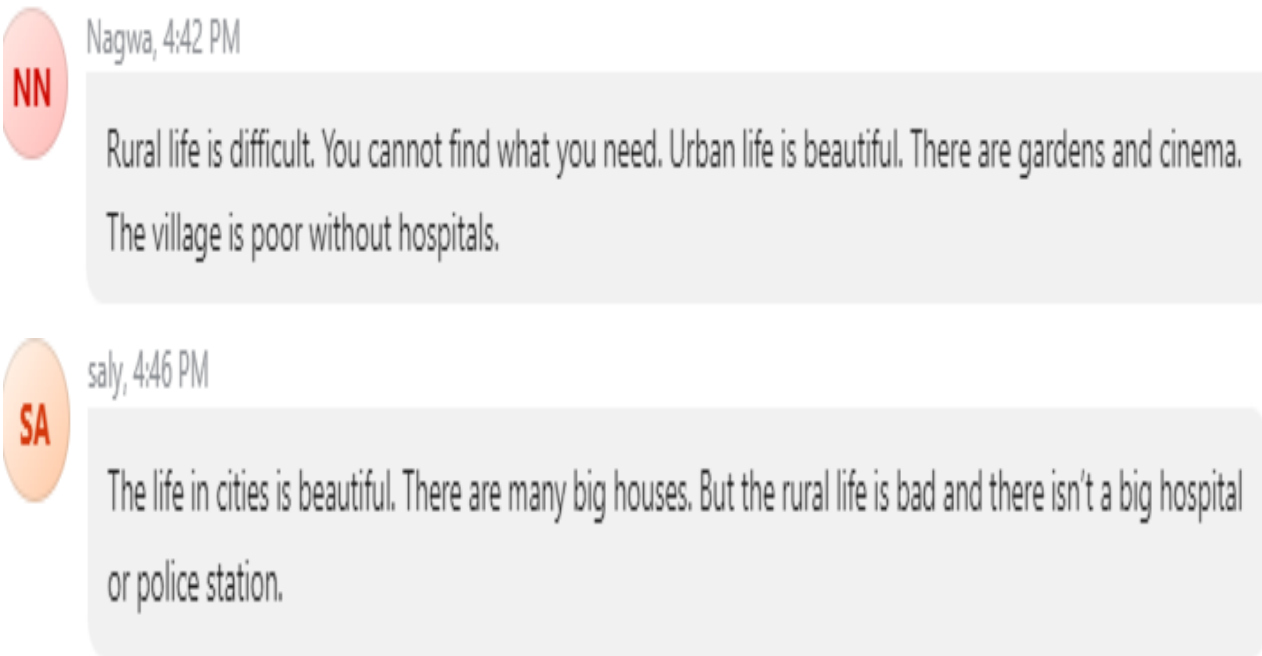
The researcher observed that the responses were not satisfying. The participants could not discuss the argument efficiently. They could not sum it up or conclude it professionally. He employed the proposed program to enhance the participants' ability to prepare a well-organized text using their own expressions and details, and identify the steps they must carry out to discuss, sum up and conclude an argument. The researcher performed the post administration of the test. The results were as shown in figure (13):

Figure (13) Samples of some participants' responses on the **Post** administration of the test

(Preparing Argumentation)

Sally

Good morning, my dear friends. Today's topic is the difference between living in the city and living in the country. Both ways of life have numerous advantages. There are numerous advantages to living in a city, including transportation, shopping, parks, and modern schools. However, living in a city causes constant anxiety. The streets are crowded. Furthermore, the presence of factories significantly contributes to pollution. On the other hand, we discover that life in the country is simpler, clearer, and less stressful. The villagers are all connected and visit one another frequently. Pollution is almost non-existent. People there are always ready to assist others, but there are some issues, such as a lack of transportation. There is only one school in the village. Shopping is limited due to the small number of stores. To summarise, there are some advantages to living in both cities and rural areas. However, there are issues that people face in cities that do not exist in rural areas. Thank you for giving me the opportunity to speak. Do you have any additional questions?

03:20 م

AUD-20230625-WA0001.opus

01:31, 212.9 KB

مقطع صوتي من Soali   03:21 م

The results showed that a vast development in their ability to prepare argumentation occurred. They organized their arguments in a logical and obvious manner. They followed the language of presenting arguments, which the researcher sent via Telegram to make sure that their argumentation has a clear framework. The participants' steps were as following:

<u>Sally</u>

She introduced the argument:

She said: "Good morning, my dear friends. Today's topic is ………".

structure of Argumentation

she used some phrases to move from one point to another:

Furthermore ……., On the other hand…… .

Balancing pro and con arguments

There are numerous advantages …….

But there are some issues……

On the other hand, ……

However, …..

Summing up and concluding:

She used: To summarize, there are some ……..... In conclusion, there are ……

Ending the argumentation and inviting questions:

She said: thank you for giving me the opportunity to speak. Do you have any additional question?

Najwa

She introduced the argument:

She said:

Hello, my dearest friends. Today's conversation is about the …………..

structure of Argumentation

Additionally, …….. but, …… . on the other hand, ……

Balancing pro and con arguments

On the other hand, ……

There is hardly any ….. .

Both ways of living have several advantages

Summing up and concluding:

In conclusion, …………

Ending the argumentation and inviting questions:

She said: I appreciate the opportunity you've given me. Do you have any further queries?

In addition, the participants created innovative ideas. They operated their deep thinking to mention both the pros and cons of the two lifestyles. They provided the text with comprehensive details to enrich it. They supported the text with long sentences using their own words and expressions. They did not only give their views but presented evidence to prove it. On the contrary, their results in the pre administration of the test lack almost all the necessities of preparing and organizing argumentation. Their responses were so short with no details. Therefore, it is concluded that the proposed program had a great effect on the participants' ability of preparing argumentation.

Assessing Argumentation:

The aim of this task was to measure the participants' ability to assess their peers' main argumentation to provide feedback. The researcher performed the post administration of the test. The results were as shown in figure (14):

Figure (14) Samples of some participants' responses on the **Pre** administration of the test

(Assessing Argumentation)

PT Pre Test Group
18 participants

SA saly, 7:53 PM

7-- Assessing a argumentation

قطعة يارا هاني

Yara wrote good topic. She began well and ended well. Her vocabulary was simple. Her grammar is very good.

Faten, 8:09 PM

> 7   Assessing a argumentation
>
> تقييم قطعة نجوي ناجي
>
> Your words are good. You summary the paragraph. You said everything. It was great. The words were wonderful. But it is short and very simple words.

Iman, 8:19 PM
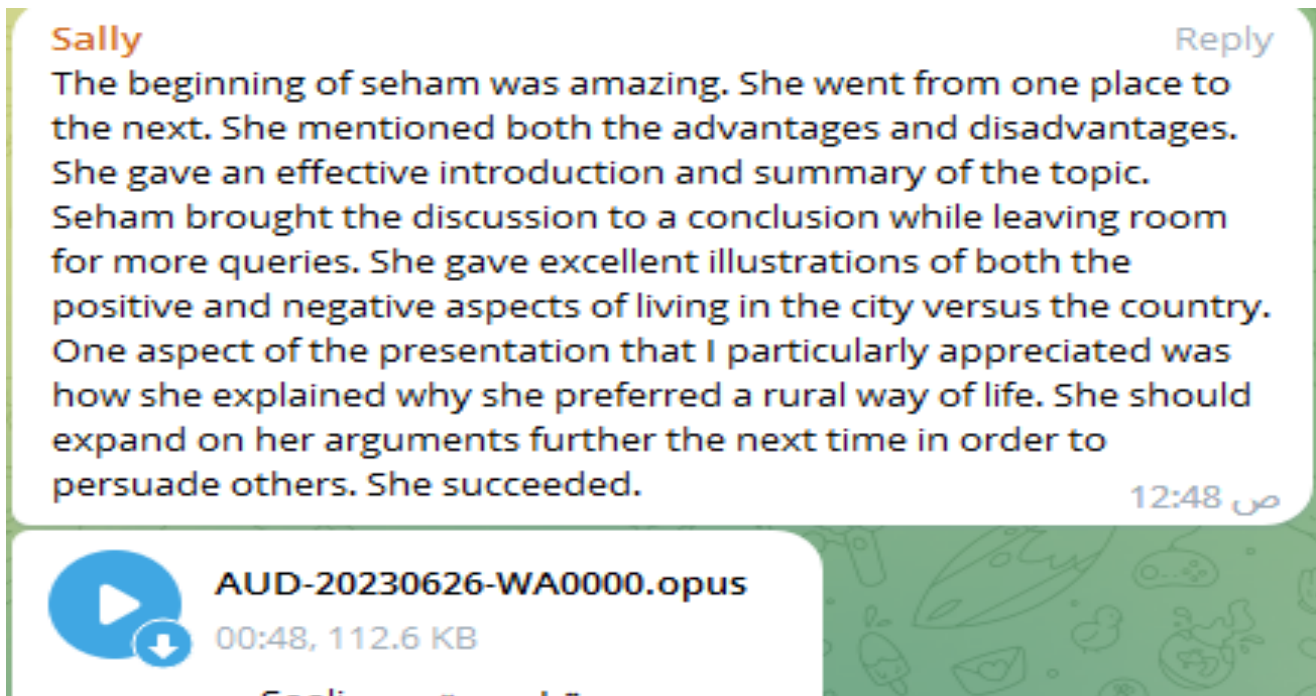
> 7-- Assessing a argumentation
>
> قطعة شهد
>
> She is a good writer. Her words are good. She wrote in exciting way. I understand her words.

The researcher observed that the participants could not assess their peers' arguments successfully. It was so clear to the researcher that they almost know a little about the procedures that must be followed to perform the process of assessment. The researcher employed the program which enhances their ability of assessment. Then, he ran the post administration of the test. The results were as shown in figure (15):

Figure (15) Samples of some participants' responses on the **Post** administration of the test

(Assessing Argumentation)

Sally   Reply

The beginning of seham was amazing. She went from one place to the next. She mentioned both the advantages and disadvantages. She gave an effective introduction and summary of the topic. Seham brought the discussion to a conclusion while leaving room for more queries. She gave excellent illustrations of both the positive and negative aspects of living in the city versus the country. One aspect of the presentation that I particularly appreciated was how she explained why she preferred a rural way of life. She should expand on her arguments further the next time in order to persuade others. She succeeded.

12:48 ص

AUD-20230626-WA0000.opus

00:48, 112.6 KB

Faten 3

Najwa's Argumentation
The start of Najwa was wonderful. She moved from a particular spot to another. She discussed both the benefits and drawbacks. She did a good job of introducing the subject and summarising it. Najwa concluded the conversation while leaving open for other questions. She provided good examples of both the advantages and disadvantages of city vs rural living. I found her explanation of why she chose a rural way of life to be one piece of the presentation that I truly liked. The next time, she should elaborate more on her points to persuade others. She accomplished a great success.

10:18 AM

▶ AUD-20230626-WA0001.opus
1:01

Iman

Sally's argumentation
The start was fantastic for sally. She moved from one location to another. She discussed the benefits and drawbacks. She did a fantastic job at describing and summarising the subject. Sally ended the presentation by making space for further questions. She provided clear examples of the advantages and drawbacks of living in a big town vs a rural region. I particularly liked how she articulated why she decided to live a rural lifestyle in her presentation. The next time, if she wants to persuade others, she should be more explicit with her reasoning. She achieved great success.

01:01 ص
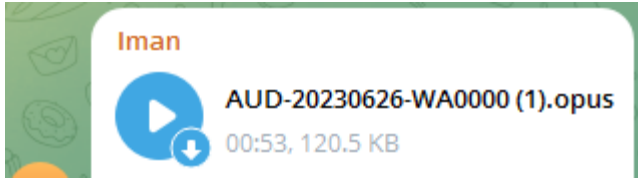
Checking the results declares that the program affected their level of assessing others' argumentation. They followed the procedures of assessment that the researcher sent via Telegram. Their responses were full of details and techniques necessary to the process of assessment. The process of their development was as follows:

Sally

The structure of argumentation

She introduced the structure of the argument by saying: the beginning of Seham was amazing.

She transferred from one point to the next.

She provided both pros and cons of the argument:

She said: one aspect of the presentation that I particularly appreciated was how she explained why she preferred a rural way of life. (pros)

She said: She (Seham) should expand on her agruments further the next time in order to persuade others. (cons)

Summing up: She said: she succeeded

She concluded her assessment. (but not par excellence)

The content of the argumentation:

She gave some advice to the writer about what she should do next time.

She supported her assessment with details.

She used some expressions such as: one aspect of the presentation …........./ you should ……..

Checking **Faten's** assessment show that she followed the language of assessing argumentation, too. She introduced the structure of the argument efficiently, and she moved from one point to the following one easily. *She provided both pros and cons of the argument:*

She said: Najwa provided good examples of both the advantages and disadvantages of city vs rural living.(pros)

She said: the next time, Najwa should elaborate more on her points to persuade others. (cons).

She summarized her assessment when she said: I found her explanation of why she chose a rural way of life to be one piece of the presentation that I truly liked. She concluded her assessment when she said: she accomplished a great success.

In addition, Iman expanded her assessment with instances and details to perform the process of assessment successfully. Therefore, it can be said that the proposed program effectively enhanced the participants' ability of assessing argumentation.

High-Order Thinking (HOTS)

The aim of this task was to measure the participants' ability to express their ideas, opinions and beliefs, and how they perceive things from a different perspective. So, the researcher set two groups (A - B) of queries and let the participant free to select

A

- What is the ideal and worst career to have? Discuss.

- How would your practical life be if you were a graduate?

- What effect would your dream career have on your life?

OR B:

Which one of school rule is the hardest to follow? What causes you to believe that?

How would you spend 1.000.000 pound if you had a year to do so?

The researcher performed the pre administration of the test. The participants' results declared that they have a little portion of high order thinking (HOTs). They expressed their ideas in very short sentences without any details. They did not even operate their imagination to give novel ideas. Their responses were as shown in figure (16):

Figure (16)   Samples of some participants' responses on the **Pre** administration of the test

(High-Order Thinking)

saly, 9:30 PM

8-- High-Order Thinking
The best career is a doctor
I love to be a doctor.
I will be a big doctor and help ill people

Faten, 12:33 PM

8   High-Order Thinking
I want to be engineer
I bulid houses
I build my house my self.
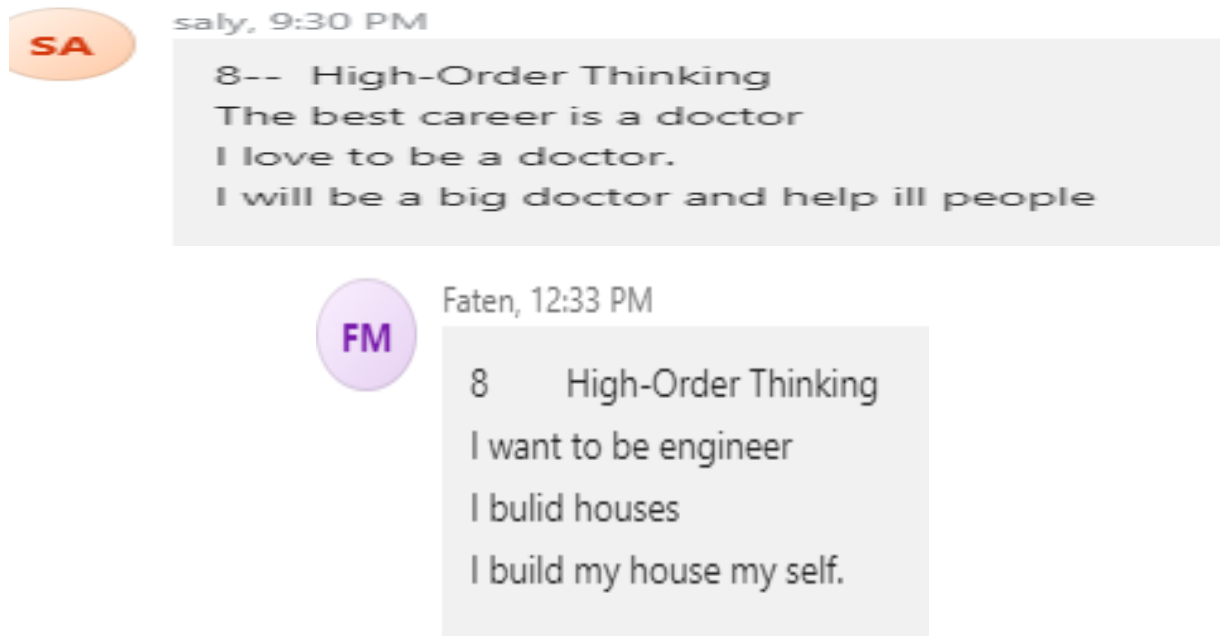
After the researcher employed the proposed program to enhance their ability of high order thinking, he performed the post administration of the test. The results changed in content and form as shown in figure (17):

Figure (17)   Samples of some participants' responses on the **Post** administration of the test (High-Order Thinking)

Seham   Reply
How would you spend 1,000,000 pound if you had a year to do so?
If I had 1 million pounds, I would do many things. The first thing I do is buying a big house. My family and I live in a small flat which my father pays a salary for it. I will buy a house with a garden and plant many trees. The second thing I will do is that I will buy a car to my father. He always goes to work in transportation. He always comes home tired. At the same time we can go anywhere by the car and spend holidays in the far places we like every summer. The third thing I will di is buying a bike to my little brother who always borrow his friend's bike to play with.
09:28

01:04, 148.7 KB

Sally

S

Which one of school rules is the hardest to follow? What causes you to believe that?

The hardest rule is the portion of absence. The student is obligated not to be absent for more than 15 days. This is the hardest rule. I always face circumstances which require to be at home. The school management always send warnings to my mother who is ill. The say that they will let me out of the school if I missed any other days. This is a bad rule and it must be changed. We all have circumstances which ask us to be at home or travel somewhere.

11:22 م

00:51, 120.0 KB ●

edited 11:23 م

Faten 3

If you could pick three persons to attend your birthday celebration, alive or not, who might you invite? What would you say or do?

If I could pick three persons to my birthday party, I could invite my grandfather who is dead now. He was a kind man. I remember him well. He loved me too much. He was always buying me sweets when I was a child. The second person I could invite is my aunt who is still alive but she is in Canada. I love her very much and always send her messages by Facebook. She attended my birthday two years ago when she was in Egypt. The third person I could invite to my birthday is my father's friend uncle Sayed. For sorry, he is dead now. He was always encouraging me to study well. He was always attending my birthdays and buying me gifts. He loved me and my brothers. I really miss them all.

11:25 م

01:33, 213.3 KB ●

11:25 م

F3

The researcher observed that the participants developed impressively when he checked their results in the post administration of the test. They thought deeply to

convey their creative ideas. They responded with much longer and more reasoned sentences. Their responses were based on evidence and previous experience. So, prove their claims with logical and reasonable arguments. They organized their thoughts clearly.

<u>Seham</u> thought of many details. She divided her discussion into many stages. She used the logical order to organize her thoughts; as she said **the first thing I do is …….. , the second thing I will do is** …… **, at the same time we can ………., the third thing I will do is ……..** . Her discussion was full of details. She imagined that in the case her father will come home, he will feel tired. So, she decided to buy a car to make him comfortable. She really succeeded in making the text exciting. Her explanation was really incentive.

<u>Sally</u>, too, expressed her thoughts interestingly. She presented more than one reason to persuade the reader that her view was right. Her justification was convenient. When she was asked about the hardest rule in school, she said **"We all have circumstances which ask us to be at home or travel somewhere."** She explained the situation she will be in in the case of her absence. Her reasoning was acceptable. All of these details confirms her success in implementing the procedures of high order thinking. The same development happened in Faten's response. It is concluded that the proposed inquiry program was effective in improving the participants' high order thinking.

Developing Critical Mindset

The aim of this task was to measure the participants' ability of criticizing a comprehensive, detailed perspective with proof to express their situation towards a statement. The researcher, in the pre administration of the test, showed the following statement :

 The Internet is reducing young people's attention and making them less intelligent

The results showed that the participants have little awareness of how to criticize a statement. The results were as shown in figure (18):

Figure (18)   Samples of some participants' responses on the **Pre** administration of the test
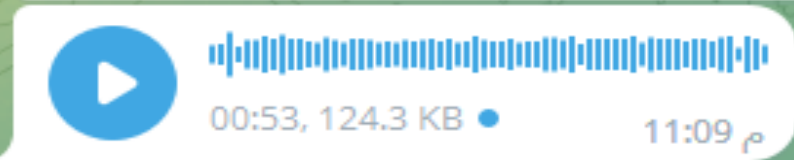
(Developing Critical Mindset)

The researcher was not satisfied with these results. Their responses were very short and not detailed. They did not provide a complete view based on evidence. There were not any creative ideas. Reasoning is almost absent. The researcher employed the proposed program. After a while, he performed the post administration of the test, and the results were as shown in figure (19):

Figure (19) Samples of some participants' responses on the **Post** administration of the test

(Developing Critical Mindset)
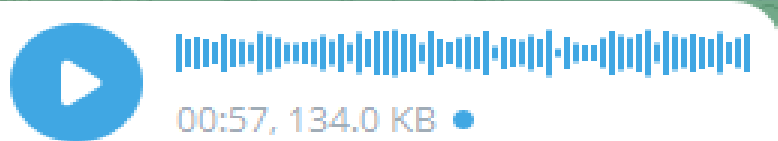
Sally   Reply

I agree with that. Although the Internet is beneficial to us, it harms us a lot. Now, we spend a lot of time playing games or watch YouTube videos. The Internet made the people don't connect with each other like in the past. The attention of the people became weak. Everyone is busy with watching ideas on the Mobile. They ;do not care of their families or children. At the same time, people don't think too much because they only watch and feel pleased to watch the videos, but they don't interact or do something useful. They only feel joyful and are interested in that. Their interaction with each other is not perfect. They only send messages to each other to get news. This makes their attention and thinking very weak.   11:09 م

00:53, 124.3 KB ●   11:09 م

Najwa   Reply

ساره 4 S

I agree in part but disagree in others. I agree that the internet makes people less intelligent. They depend primarily on the internet to get their information. It is very easy to solve any problem by watching videos about its solution, so you do not need to think too much to find a solution. On the other hand, I disagree that the Internet reduces people's attention. It increases their attention. The internet makes you always aware of the events surrounding you. You know much about everything happening. You know daily what is happening in Africa or Europe. Your attention is always focused on the different events and experiences.   02:29 م

00:57, 134.0 KB ●

> **Seham**   *Reply*
>
> I agree in part and disagree in others. The internet can never reduce people's attention because it enable them to see everything happening in the environment. The Internet makes the people get experience about agriculture or different industries. I can seek for a job by the Internet. it makes the world a young village. However, I agree that it makes us less intelligent because we depend on the internet to get information about anything. It is very easy. So, the people almost don't operate their mind and do efforts to get the information. This makes them forget the information easily because they got it easily.
>
> 07:39

The results of the participants showed that they were affected by the proposed program. They traced the steps of implementing High order thinking in their thoughts in writings. They criticized the statement efficiently when they creatively thought of ideas and instances prove their situation. Their reasoning was logical. They expressed their justifications impressively on their own expressions. They even mentioned the merits and demerits of the statement in a way made their criticism acceptable, interesting and logical. Sally's situation was clear and strict. She provided a complete view based on evidence using her own vocabulary. She responded with much longer and more reasoned sentences. Her situation appeared in an innovative style. She thought of the status quo of society. Sally thought critically while attempting to explain her view and reasoning.

On the other hand, Najwa's criticism was completely logical as she presented more than one evidence to support her viewpoint. Najwa agreed with some views but rejected others. In both situations, she gave a logical justification that proved her awareness of high order thinking. She realized through the proposed program that the

individual should deal with a topic in its different perspectives. She even used the phrase which was the transition point in her situation "**on the other hand**" to pay the reader's attention that she is going to present the opposite. Her responses were much longer and more reasoned. The same development happened in Seham's response. It is concluded that the participants' results were higher on the post administration of the test in comparison with the pre one.

Describing Pictures

The aim of this task was to measure the participants' ability of describing pictures with innovative ideas. Three images were attached to the main question. Every image is paired with a question for the participant to answer. The researcher performed the pre administration of the test, and the results were shown in figure (20):

Figure (20) Samples of some participants' responses on the **Pre** administration of the test

(Describing Pictures)

Checking the results of the participants on the re administration of the test shows that their process of description lacks many issues related to description. Their responses even were much short without any details. The researcher employed the proposed program. After a while, he performed the post administration of the test. The results changed for a high level of description as shown in figure (21):

Figure (21) Samples of some participants' responses on the **Post** administration of the test
(Describing Pictures)

Najwa
S 7
My favorite department in a sportswear shop is the basketball department. Basketball is my hobby. I like it very much. I always buy the basketball wear and balls from the shop. I go to the club with my friends to practice it. We send a beautiful day playing basketball I think it is not easy to buy something from a shop. Most of things are expensive so I always go to many shops to buy something. I try to buy the cheapest. So, it is difficult to buy something from the first time.
I always try something on when I buy it from a shop. I look at the mirror to check if it is fit or not. If I bought something without trying it on, I may have to come back again to replace it with another one. So, it is better to try clothes on before buying them.

Reply

10:25 م

00:54, 126.4 KB ●

Noora Yousef
In shopping, I go to basketball department. I like it very much. Last month, I bought a ball to play with my friends in the club. We go to the club and lay basketball every week. I bought three balls before. Sometimes my friends and I share the same ball when we buy a one.

It is easy to buy what I need from the shop without the help of anyone of my friends or brothers. However, sometimes I ask my friend about her opinion when she comes with me to the shop.
I always try on the dresses I buy from the shop to see if it is suitable or not. Once I bought a jacket from the shop and I didn't try it on, and when I went home, I found it small. I came back again to the shop to take a bigger one. I learned it is important to try things on before buying them.

Reply

01:37 م

Deep analysis of the participants' results of the post-test confirmed their development in the process of describing images. They responded to the three questions in long sentences. They gave details to their replies and presented logical justifications. Soha's responses were very distinctive; as she dealt with the three topics impressively. In the first response, she gave instances, reasons, and much illustration. In the second response, she presented two points of view with giving a promise. In the third reason, she presented more than one reason to convince others why, the mirror is important. Her responses were really logical with this amount of details.

Najwa's description was impressive, too. She was aware of making her description was full of ideas. Her first response to the first question consisted of six sentences, which refers to the big details she wants to convey in comparison to her response to the pre-test. In her second response. She gave a clear opinion with reasoning, and her justifications were logical. She described the image effectively, and tried successfully to present her situation in reality. On her third response, Najwa told us her personal experience with mirrors and the problem she may face if she did not try cloths on when buying them. Noora's response was impressive, too. She answered the three questions effectively with interesting details and reasoning. It is concluded that the participants' results were higher and more innovative on the post administration of the test.

Conclusion:

This chapter tackled the results of the study. It started with the statistical treatments conducted on the pre/posttest results to find out the significant difference between the pre/posttest scores to determine the effectiveness of the proposed

program in enhancing 2nd secondary stage students' EFL fluency. This depicted the quantitative analysis of the pre/posttest results followed by a discussion of the results. Then, the researcher conducted a qualitative analysis of the results in which the researcher offered an analysis of how the participants' perceptions of the electronic inquiry-based learning context were presented, as well as insights on the experience of conducting the program. The next chapter is going to present a brief overview of the current study along with the key findings and conclusions . Additionally, recommendations and suggestions for further research will be provided.

Chapter Five

Summary, Conclusions and Recommendations

Chapter Five: Summary, Conclusions and Recommendations

This chapter presents a brief overview of the current study along with the key findings and conclusions . Additionally, recommendations and suggestions for further research are provided.

5. 1. Summary

Teachers and students confront new educational difficulties as we are in the third decade of the twenty-first century. EFL students are required to learn about such current progressive needs nowadays. One of these needs is how to increase EFL fluency using technology and its many tools and equipments to allow students to express themselves, their ideas, opinions, and even feelings.

To develop fluency and offer many opportunities to practice, EFL students require a different learning style than conventional ones. Audio recordings, discussion, exchanging ideas, providing current alternatives, and communication of the 21st century technology.

Interaction and communication among students are also influenced by questioning. In the classroom, debate is prompted by a series of questions. During the teaching and learning activities, there is a lot to discuss, so there will be a lot of discussion between the teacher and the learners. So, questioning motivates students to communicate. As a result, when answering questions, students may effectively practice English.

5.2 Statement of the Problem:

EFL secondary stage students almost lack EFL fluency. They have difficulty of expressing their opinions, feelings, and thoughts fluently. Using an E Inquiry-based learning context can enhance EFL fluency. The present study is an attempt to use a

proposed program based on an electronic Inquiry-based learning context for developing and enhancing students' EFL fluency.

Furthermore, Secondary stage students are inexperienced with English language. They use English less frequently outside of class and even in class. On the other hand, students have a limited time in class to study English and lack motivation to communicate in English outside class in order to get comfortable with the language and use it fluently. As a result, there are various problems that cause secondary stage students to have difficulties communicating in English.

5.3 Questions of the Study:

The current study attempted to answer the following main question:

How can using electronic Inquiry-based learning context enhance the secondary stage students' EFL fluency?

To answer this question, the searcher should answer the following sub questions:

1. What is the current level of the secondary stage students' EFL fluency?
2. What are the underlying principles of the Electronic Inquiry-based learning (EIBL)?
3. What is the effect of a proposed program based on an Electronic Inquiry-based learning context on enhancing 2nd year secondary stage students' EFL fluency?

Moreover, the following hypotheses were validated:

1- There is a statistically significant difference between the mean scores obtained by the participants in the pre-post Test of EFL fluency with regard to the overall score in favor of the post test.

2-   There is a statistically significant difference between the mean scores obtained by the participants in the pre-post Test of EFL fluency in each component separately in favor of the post test.

In the process of validating the study hypotheses, an electronic inquiry based learning program was designed and implemented, where participants comprised the intact group of 15 EFL female participants in Abu-Tisht secondary school for girls, Qena governate. Their ages ranged between 16 to 17 years old.

5.4 Instruments of the Study:

 (1) A pre-post test to assess EFL students' fluency.

(2) A rubric for judging the students' EFL fluency.

In addition, the researcher designed an electronic program based on the Inquiry-based Learning environment to teach the experimental group students on the stated EFL fluency components.

5. 5. Findings:

The following findings were derived from the current study:

•   The EIBL context was effective in enhancing the students' EFL fluency

•   The effect size of the EFL fluency components was significant.

•   Participants expressed their satisfaction about the training they received throughout the electronic inquiry based learning program.

•   As a result of the application, the students developed their abilities to think deeply, discuss others' opinions, interact with each other and with their teachers, reveal and share ideas fluently, and pose questions.

- The students developed their analytical and communicative capacities and become able to extend their discussion.

- The students used the language confidently by virtue of the electronic program.

5.6 Limitations of the Study

1- Due to the circumstances of the Covid-19 pandemic and the students' preoccupation with the academic subjects assigned to them, the researcher found it difficult to receive students' responses at the specified times for each session of the program.

2- The researcher faced some technological problems because the students were required to have both Skype and Telegram accounts.

3- The students' responses were poor at the beginning because of the lack of motivation.

5.7. Conclusions

To the researcher's best knowledge, there was little Egyptian or Arabic research that looked at the Inquiry context in its electronic form as a technique for improving EFL fluency. The current study attempted to investigate the effect of electronic inquiry based learning context on enhancing the secondary stage students' EFL fluency. Numerous instruments were implemented to collect data. Results of the study indicated that the implemented training program was effective in developing secondary stage students' EFL fluency. Furthermore, Participants also acknowledged their pleasure with the suggested training program and their commitment to use the ideas and techniques that they learned in the course in their upcoming EFL classes. According to the results discussed above, the electronic inquiry-based learning setting has been shown to be beneficial in fostering EFL fluency.

5.8. Recommendations

- Teachers should employ a variety of e inquiry-based activities to aid students improve their EFL fluency.

- More time should be given so that students may put their information into practice, think about it, and applying it to different real-world situations.

- Teachers should encourage students to activate their own learning strategies, encourage teamwork, and have students reflect on their learning.

- The inquiry based learning activities must be used broadly in teaching English as a foreign language.

- EFL teachers must get training on employing the inquiry based learning in the teaching/learning process.

- The challenges that EFL teachers could encounter while using e inquiry-based learning in the classroom must be addressed early.

- Promoting and creating an atmosphere of collaboration in the classroom allows students to enjoy excitement in the EFL learning process.

5.9. Suggestions for further research

- An investigation of the effect of new strategies on improving EFL fluency.

- Examining the effect of inquiry based learning on enhancing EFL reading fluency.

- Replicating the current study on various educational levels.
- Investigating how the Life-wide Learning approach can enhance EFL fluency.

- Increasing instructors' awareness about the value of assisting students to be fluent in English by using various offline and online resources.

- Exploring the effect of the project based learning on improving EFL fluency.

References

Abu-Ayfah, Z. (2019). Telegram App in Learning English: EFL Students' Perceptions. English Language Teaching, 13(1), 51. https://doi.org/10.5539/elt.v13n1p51

Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. Interactive learning environments, 1-13. DOI: https://doi.org/10.1080/10494820.2020.1813180

Ajit, I., Ramesh, M., & Arun, J. (2016). Higher Order Thinking Skills through Online Discount Coupons. *Journal of Recent Research and Applied Studies*, 3(5), 18.

Al-Abdali, A. (2016). The Role of Online Internet-Cam Chat in Providing EFL Freshmen's With Opportunities to Interact with the The Tareget Language Community As an Authentic Environment to Develop Communicative Language Skills. *British Journal of English Linguistics*, 4(4), 46-59.

Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. *Sage open*, 7(2), 2158244017691077.

Al-Jarf, R. S. (2021). ESL Teachers' Professional Development on Facebook During the Covid19 Pandemic. European Journal of Education and Pedagogy, 2(6), 75-81. DOI https://doi.org/10.24018/ejedu.2021.2.6.220

AlSaleem, B. I. (2018). The Effect of Facebook Activities on Enhancing Oral Communication Skills for EFL Learners. *International Education Studies*, *11*(5), 144-153.

Arauz, P. E. (2013). Inquiry-based learning in an English as a foreign language class: A proposal. *Revista de lenguas modernas*, (19).

Arroyo, C. G. (2011). On-line social networks: innovative ways towards the boost of collaborative language learning. *Ict for language learning*.

Balakrishnan, V., & Gan, C. L. (2016). Students' learning styles and their effects on the use of social media technology for learning. Telematics and Informatics, 33(3), 808-821. DOI: https://doi.org/10.1016/j.tele.2015.12.004

Blaschke, L. M. (2014). Using social media to engage and develop the online learner in selfdetermined learning. Research in Learning Technology, 22. DOI: https://doi.org/10.3402/rlt.v22.21635

Boholano, H. (2017). Smart social networking: 21st century teaching and learning skills. *Research in Pedagogy*, 7(1), 21-29.

Brown, P. S. & Muller, T. (2014). An introduction to Exploring EFL fluency in Asia. In T. Muller, J. Adamson, P. S. Brown, & S. Herder (Eds.), Exploring EFL fluency in Asia (pp. 1–7). Basingstoke: Palgrave Macmillan.

Budianto, L., & Yudhi, A. (2021). Utilizing WhatsApp-driven learning during COVID-19 outbreak: EFL users' perceptions and practices. Computer-Assisted Language Learning Electronic Journal (CALL-EJ), 22(1), 264-281.

Bunwirat, N., Chuaychoowong, M., & Boonsathorn, S. (2018). Effects of Inquiry-Based Mobile Learning (IBML) on University Students' Questioning and Public Speaking Skills. *FEU Academic Review*, 12(1), 283-283.

Cakmak, M. (2009). Pre-service teachers' thoughts about teachers' questions in effective teaching process. *Elementary Education Online*, 8(3), 666-675.

Connolly, M. (2011). Benefits and drawbacks of social media in education. *WCER Research Highlights*, 22(4), 1-2.

Daif-Allah, A. S., & Khan, M. I. (2016). The Impact of Open Discussion Sessions on Enhancing the Oral Communicative Abilities of Saudi English Language Majors at Buraydah Community College. *English Language Teaching*, 9(6), 108-122.

De Jong, N. H. (2018) Fluency in second language testing: Insights from different disciplines. *Language Assessment Quarterly, 15*(3), 237-254.

Fielding-Wells, J., & Makar, K. (2012). Developing primary students' argumentation skills in inquiry-based mathematics classrooms.

Fitria, T. N. (2020). Teaching English through an online learning system during Covid-19 pandemic. Pedagogy: Journal of English Language Teaching, 8(2). DOI: 10.32332/pedagogy.v8i2. 2266

Flores, M. A. (2016). Teacher education curriculum. In *International handbook of teacher education* (pp. 187-230). Springer, Singapore.

Fullan, M. (2013). Great to excellent: Launching the next stage of Ontario's education agenda. Toronto: Ontario Ministry of Education. https://michaelfullan.ca/wp-content/uploads/2016/06/13599974110.

Ghaemi, F., & Mirsaeed, S. J. G. (2017). The impact of inquiry-based learning approach on critical thinking skill of EFL students. *Efl Journal, 2*(2), 89-102.

Guiller, J., Durndell, A., & Ross, A. (2008). Peer interaction and critical thinking: Face-to-face or online discussion?. *Learning and instruction,* 18(2), 187-200.

Hakverdi-Can, M., & Sonmez, D. (2012). Learning how to design a technology supported inquiry-based learning environment. *Science Education International,* 23(4), 338-352.

Haron, S. C., Ahmad, I. S., Mamat, A., & Mohamed, I. H. A. (2012). Strategies to develop speaking skills among Malay learners of Arabic. *International Journal of Humanities and Social Science*, 2(17), 303-310.

Hart, J. (2007). Top 200 Tools for Learning 2016: Overview. Preuzeto November 2016 iz http://c4lpt.co.uk/top100tools/

Hosen, M., Ogbeibu, S., Giridharan, B., Cham, T. H., Lim, W. M., & Paul, J. (2021). Individual motivation and social media influence on student knowledge sharing and learning performance: Evidence from an emerging economy. Computers & Education, 172, 104262. DOI:https://doi.org/10.1016/j.compedu.2021.104262

Housen, A. & Kuiken, F. (2009). Complexity, accuracy, and fluency in second language acquisition. Applied Linguistics, 30(4). 461–473

Housen, A., Kuiken, F., & Vedder, I. (2012). Complexity, accuracy and fluency. *Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA, 32*, 1-20.

Irawan, Y., Syahrial, S., & Sofyan, D. (2018). The effect of using Inquiry based learning strategy on students speaking ability (A case study at SMAN 7 Bengkulu Selatan). *JOALL (Journal of Applied Linguistics and Literature*), 3(2), 59-79.

Jaffar, B. A., Riaz, S., & Mushtaq, A. (2019). Living in a Moment: Impact of Tik Tok on Influencing Younger Generation into Micro-Fame. Journal of content, community and communication, 10, 187-194. DOI: 10.31620/JCCC.12.19/19

Kaviani, M. & Heidar, D. (2016). The Social impact of Telegram as a social network on teaching English vocabulary among Iranian intermediate EFL learners (Payam Noor Center). Sociological Studies of Youth, 7(23), 65-76.

Kilickaya, F. (2009). Tips for Teaching with CALL: Practical Approaches to Computer-assisted Language Learning.

Larsen, D. P., London, D. A., & Emke, A. R. (2016). Using reflection to influence practice: student perceptions of daily reflection in clinical education. *Perspectives on medical education*, 5(5), 285-291.

Lynch, M. (2018). The essential guide to the use of Skype in education. Retrieved September 9, 2018 from The Tech edvocate: https://www.thetechedvocate.org/the-essential-guide-to-the-use-of-skype-in-education/

McNeil, L. (2012). Using talk to scaffold referential questions for English language learners. *Teaching and Teacher Education*, 28(3), 396-404.

Muller, T., Adamson, J., Brown, P. S., & Herder, S. (Eds.). (2014). Exploring EFL fluency in Asia. Basingstoke: Palgrave Macmillan. doi:10.1057/9781137449405

Naderi, S., & Akrami, A. (2018). EFL Learners' Comprehension Development though MALL: Telegram Groups in Focus. International Journal of Instruction, 11(2)

Nation, P. (2014). Developing fluency. In T. Muller, J. Adamson, P. S. Brown, & S. Herder (Eds.), Exploring EFL Fluency in Asia (pp. 11–25). Basingstoke: Palgrave Macmillan.

Naz, A., Khan, W., Khan, Q., Daraz, U., & Mujtaba, B. G. (2013). Teacher's questioning effects on students communication in classroom performance. *Journal of Education and Practice"[Pakistan]*, 4(7).

Noom-Ura, S. (2013). English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs. *English Language Teaching*, 6(11), 139-147.

Pauli, G. (2009). How can we use finite resources to propel ourselves in the future.

Pallotti, G. (2009). CAF: Defining, refining and differentiating constructs. Applied Linguistics, 30(4), 590–601

Prensky, M. (2010). Teaching Digital Natives. London:Corwin Sage Company.

Rixon, S. (2017). The role of early language learning teacher education in turning policy into practice. In Wilden, E. & Porsch, R. (Eds.), The Professional Development of Primary EFL Teachers: National and International Research (pp. 79-93). Germany: Waxman

Saunders-Stewart, K. S., Gyles, P. D., & Shore, B. M. (2012). Student outcomes in inquiry instruction: A literature-derived inventory. *Journal of advanced academics*, 23(1), 5-31.

Selwyn, N., & Sterling, E. (2016). Social media and education: Now the dust has settled. Learning, media and technology, 41(1), 1-5. https://doi.org/10.1080/17439884.2015.1115769

Shahini, G., & Shahamirian, F. (2017). Improving English speaking fluency: The role of six factors. *Advances in Language and Literary Studies*, 8(6), 100-104.

Sharma, P., & Barrett, B. (2008). Blended learning: *Using technology in and beyond the language classroom*. Macmillan.

Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. Applied Linguistics, 30(4), 510–532.

Solidjonov, D. Z. (2021). The impact of social media on education: advantage and disadvantage. Экономика и социум, (3-1), 284-288.

Suhartono, et.al. (2014). The influence of learning method of student team's achievement divisions (STAD), inquiry-based learning (IBL), an expository

(conventional), and reading interests toward writing competence. *Asian Journal of Science and Technology*, 5 (9), Pp. 600-605.

Tabrizi, H. H., & Onvani, N. (2018). Applied research on English language the impact of employing Telegram app on Iranian EFL beginners' vocabulary teaching and learning. Applied Research on English Language, 7, 1–18. Retrieved from doi: http://dx.doi.org/10.22108/are.2017.103310.1087%0A.

Toni, A., & Parse, F. (2013). The Status of Teacher's Questions and Students' Responses: The Case of an EFL Class. *Journal of Language Teaching & Research*, 4(3).

Xiao-Yan, M. A. (2006). Teacher talk and EFL in university classrooms. *Unpublished master's thesis, Chongqing Normal University & Yangtze Normal University, China*, 5-13.

Ying, Y. H., Siang, W. E. W., & Mohamad, M. (2021). The challenges of learning English skills and the integration of social media and video conferencing tools to help ESL learners coping with the challenges during COVID-19 pandemic: A literature review. Creative Education, 12(7), 1503-1516. doi: 10.4236/ce.2021.127115.

Yunkul, E., & Cankaya, S. (2017). Students' attitudes towards Edmodo, a social learning network: A scale development study. Turkish Online Journal of Distance Education, 18(2), 16–29. https://doi.org/10.17718/tojde.306554

Yunus, M. M., & Salehi, H. (2012). The effectiveness of Facebook groups on teaching and improving writing: Students' perceptions. International journal of education and information Technologies, 1(6), 87-96.

المراجع العربية

عزت عبد الحميد حسن : الإحصاء النفسي والتربوي: تطبيقات باستخدام برنامج SPSS 18 سنة النشر: 2016م ـ دار النشر: دار الفكر العربي ـ مكان النشر: القاهرة

عزت عبد الحميد حسن (2013): تصحيح نسبة الكسب المعدلة ل بلاك (نسبة الكسب المصححة ل عزت، المجلة المصرية للدراسات النفسية، مجلد(23)، العدد(79)، ص ص 21 – 37.

Appendix A

Pre-Post Test

Tips

Use your innovative ideas that should be unrestricted

Respond with much longer and more reasoned responses

Give a detailed view based on evidence

Use your imagination to convey your explanations

Use your own words and expressions

Do not care about grammar

1 Giving Opinion and Reason

Read the following viewpoints and provide them with supporting reasons.

I think that exercising is beneficial to your health because…………... .

I'm not sure that living in the country is preferable to living in the city because …………..... .

Politicians, in my opinion, are underpaid because ……………. .

I'm not sure that travel helps to broaden the mind because............. .

2   Critical Questioning

Here are some closed-questions. Turn each closed question into an open one and then respond to your transferred questions with innovative arguments and much longer and more reasoned explanations to provide a complete opinion with evidence.

- *Do you think meat is unhealthy?*

- *Do you believe that exercise is beneficial to your health?*

- *Do you think young children watch too much television?*

- *Is the world a worse place now than it was fifty years ago?*

- *Should people recycle more than they do now?*

- *Are politicians capable of making a change in the world?s*

- *Is conventional family life disappearing?*

3   Discussing Context

Did the person who created or took this photograph intend to send a specific message? Discuss

4   Making Connections between Topics

Here is a topic **(Energy and Environment)**. Suggest other 3 topics and operate your creative ideas to draw connections between the above mentioned topic and the ones you suggested.

5   Using Different Types of Texts

Here is an informal text. It is all about shopping on the internet. Turn this informal text into a formal one using the existed information.

Dear Maha

I'm writing to express my gratitude for the gift you gave me for my birthday. I must admit that I was worried about purchasing something on the internet, but I have already downloaded three books in only two days! It's so much easier to buy things online than it is to leave the house! It's quite helpful.

All my love

Grandmother

6   Preparing Argumentation

Discuss the following argument. Then, sum it up and conclude it.

Rural and Urban lifestyles are Different

7 Assessing Argumentation

Assess and Provide feedback to your peer's main arguments mentioned in the previous question to provide feedback using your own vocabulary and expressions according to the Assessment criteria.

8 High-Order Thinking (HOTs)

Here are two groups of questions. Answer (A) OR (B) to express your ideas, opinions, and beliefs.

(A):

- What is the ideal and worst career to have? Discuss.

- How would your practical life be if you were graduated?

- What effect would your dream career have on your life?

(B):

Which one of the school rules is the hardest to follow? What causes you to believe that?

How would you spend 1.000.000 pound if you had a year to do so?

9 Developing Critical Mindset

Criticize the following statement and give a comprehensive, detailed perspective with proof to express your situation:

 The Internet is reducing young people's attention and making them less intelligent

10   Describing Pictures

Here are 3 shopping photographs accompanied with related questions. Describe them expressing your opinions and innovative ideas freely.

What's your favorite department ?

Is it difficult for you to choose what to buy? Why?

Why do you try on the things you buy?

Appendix B

Rubric of EFL Fluency Test

Scores   **5= Excellent**   **4= very good**   **3= good**   **2=Average**   **1= weak**

Question 1: Giving Opinions and Reasons   ☐ **5** ☐ **4** ☐ **3** ☐ **2** ☐ **1**☐

- successfully provided logical reasons and clear detailed explanations

- supported arguments with real-life instances and gave sufficient evidence

- presented a proper relationship between the Test opinions and their own justifications

- created new ideas when offering reasoning .

Question 2: Critical Questioning   ☐ **5** ☐ **4** ☐ **3** ☐ **2** ☐ **1**☐

- able to turn closed questions into open questions

- creatively and efficiently found significant connections between their recommended familiar topics and their teacher's unfamiliar topic

- able to generate novel ideas while connecting the topics

- created cause-and-effect relationships properly

- provided clear explanations and logical reasons

- evidence and real-life examples were used to justify the relationships

 - expressed such relationships in considerably longer and more detailed opinions

Question 3: Discussing Context   ☐ **5** ☐ **4** ☐ **3** ☐ **2** ☐ **1**☐

- able to see things from a different perspective and express it effectively

- able to speculate about the image and its indicated message

- came up with novel ideas when discussing arguments

- used much longer and more detailed personal views and examples

- talked and wrote in full, complete phrases so people could understand their views without being confused

Question 4: Making Connections between Topics   ■ 5 ■ 4■ 3■ 2 ■ 1■

- able to find significant relationships between the familiar topics they suggested and their teacher's unfamiliar topic creatively and effectively

- able to generate new ideas when connecting the topics

- created cause-and-effect relationships properly

- gave logical reasons and clear explanations

- spoke and wrote in long, comprehensive phrases so others could understand them

Question 5: Using Different Types of Texts   ■ 5 ■ 4■ 3■ 2 ■ 1■

- effectively exchanged formal expressions with informal ones

- came up with new, relevant ideas

- Used full, comprehensive phrases

- gave a clear explanation

- used real-life examples to back up their new text

- kept responding without pausing

Question 6 : Preparing Argumentation   ■ 5 ■ 4■ 3■ 2 ■ 1■

- adequately rephrased and summarized the topic

- Outlined the main points

- Successfully introduced the argument

- balanced of pro and con arguments

- concluded the argumentation successfully

- used full and comprehensive sentences so others could understand the content

- kept responding without pausing

Question 7 : Assessing Argumentation   ■ **5** ■ **4**■ **3**■ **2** ■ **1**■

- effectively provided feedback on their peers' presentations

- mentioned the main pro and con points effectively

- moved from one point to the next with proper phrases

- effectively summarized and concluded the argument

- used assessment phrases properly

- gave logical reasoning with clear explanations

- assessed the argument with deeper **details**

Question 8 -High-Order Thinking (HOTs)   ■ **5** ■ **4**■ **3**■ **2** ■ **1**■

- supported points of view with evidence and real-life instances

- effectively presented their thoughts followed by justifications

- innovated unique ideas

- presented detailed opinions with logical and clear explanation

- continued to respond without pausing

- effectively employed their own language and expressions

Question 9 : Developing Critical Mindset　　　☐ **5** ☐ **4**☐ **3**☐ **2** ☐ **1**☐

- agreed or disagreed with the argument with detailed opinions

- provided sufficient and appropriate evidence

- came up with new creative ideas to support their points of view

- gave justifications with more reasoned details

- provided real-life instances

- talked and wrote in long, comprehensive phrases so others could understand the content

Question 10: Describing Pictures　　　　　☐ **5** ☐ **4**☐ **3**☐ **2** ☐ **1**☐

- used the questions accompanied with the images effectively to describe the images

- came up with novel ideas and

- cited real-life instances

- provided logical justification and a clear explanation with more details

- talked and wrote in long, comprehensive sentences so others could comprehend the description without confusion

Appendix C
Distribution of Test scores

Fluency Components	Overall score	Item
Giving Opinion and Reason	5	Question 1
Critical Questioning	5	Question 2
Discussing Context	5	Question 3
Making Connections Between Topic	5	Question 4
Using different Types of Texts	5	Question 5
Preparing Argumentation	5	Question 6
Assessing Argumentation	5	Question 7
High-Order Thinking	5	Question 8
Developing Critical Mindset	5	Question 9
Describing Pictures	5	Question 10
Sum	50	

Appendix D

Research Paper Checklist

Here are some items for the students to guide them while responding to the questions:

The student was able to:

- create new ideas when offering reasoning .

- provide logical reasons and clear detailed explanations

- use evidence and real-life examples to justify the relationships

- see things from a different perspective and express it effectively

- use much longer and more detailed personal views and examples

- create cause-and-effect relationships properly

- mention the main pro and con points effectively

- move from one point to the next with proper phrases

Appendix E

A Proposed Electronic Program

The researcher is going to use Telegram app as a device to employ the proposed electronic program. Two aspects should be addressed before using Telegram. Teachers who want to use Telegram should first tell parents about the program and obtain their approval before allowing their students to use it. Following that, it is crucial to establish some basic rules for your session. Because one of the goals of Telegram is for learners to practice their language abilities, one rule could be that posts should use whole sentences and words should be written in their completeness.

Atmosphere

Many of the activities here are adapted to the needs of students. They are urged to share their feelings, views, ideas, likes, and dislikes with their classmates. They are also expected to assess the ideas of others and to allow others to interview them. Self-expression is not something that everyone is confident with. Even the most enthusiastic student will find it difficult if the group mood is unfriendly and the learner is worried about being ridiculed or criticized. The first and most important requirement for using learner-centered activities is that the group be calm and sociable in order to fulfil the goals of the activities.

It is best to avoid activities that deal with very personal issues. Even in a class when all of the learners know each other very well, certain activities can be unpleasant to some students. To avoid any embarrassment, the teacher should state that anyone may decline to answer a personal question without giving a reason or explanation. This refusal must be accepted without debate or criticism by the class. Teachers should, in any case, be able to choose activities that their learners will enjoy.

The Teacher's Role

Many of the activities will run themselves once they get started. The teacher must then determine whether to participate in the activity on an equal footing or to stay in the background to assist and watch. The first option has a number of advantages. For example, when students know their teacher better, the psychological distance between them may be eliminated. Of course, the teacher must avoid constantly correcting the mistakes or using his superior command of the foreign language. If the teacher participates in the activity, s/he will lose the ability to judge independently and provide advice and assistance to other groups, which is the teacher's primary job when he or she does not engage. Another benefit of non-participation is that the teacher can watch the language performance of various students and identify frequent errors for later revision. A few tasks demand the teacher's total absence from the scene.

Whatever strategy is used, the teacher should avoid correcting learners' mistakes too often. When students are interrupted and criticized, they become cautious and nervous when they should be practising communication. It indicates that it is preferable for the teacher to assist students only when they want it. They should be encouraged to overcome their challenges by finding different ways of expressing what they have.

Basic considerations for processing the sessions

When you are willing to work with your students on the tasks listed below, you should follow the following steps:

1 Make sure you have enough materials and resources on hand.

2 Read the 'process' section and write down the major stages if necessary. Consider how you will present the activity and whether your learners will require any further assistance.

3 Choose a part to play (joining, assisting, or observing) throughout the activity.

4 Allow children to provide feedback on the activity once it is completed.

5 Make a list of any problems that arise, as well as your own and your students' remarks. When you perform the activity once more, you can change it.

How to give feedback

When students post information, that information should be checked and corrected. The teacher does not correct every single mistake and does not always say who made the mistake. At the end of each session, the teacher reads over the students' posts to see if there are any common mistakes. At this point, the teacher should emphasize taking notes of excellent use of language to encourage and praise others. The teacher types the comments from their blogs and presents them to the students to examine and self-correct in the following session. The teacher allows students to self-correct in groups to make the session more engaging. After that, the teacher offers feedback and explanations.

SESSION 1   Giving Opinion and Reason

The aim of this session is to develop the students' capacity to support a point of view with evidence. Students practice using opinion phrases and the conjunction 'because' to give arguments for their opinions. This easy task introduces students to the need of presenting arguments to support their opinions, as well as the vocabulary they will need to do so.

Procedure

- Send them some opinions via Telegram such as: *I agree that exercise is important for you because.......... , I'm not sure that living in the country is better than the city because ……... , I think that politicians are under-paid because ……, I'm not sure that travel broadens the mind because ……* and ask them to create their own sentences using 'because' to provide a supporting reason.

- Instruct them to use their reasoning abilities while expressing their innovative ideas without regard to grammar.

- Inform them that their justifications must be imaginative. (Their ideas should be unrestricted.)

- Then, using their own expressions and words, ask them to provide much deeper and more reasoned thoughts with comprehensive evidence.

- Finally, Show them the following examples with explanation:

I am not sure that travel broadens the mind because I have seen people who returned from other nations and disliked many of the things they had seen.

Politicians, in my opinion, are underpaid because bankers make more money but have fewer duties.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 2   Critical Questioning

   The aim of this session is to make our students able to practice asking open questions. If students want to become successful critical thinkers, they must have the ability to ask search questions. This activity demonstrates how closed questions with

only Yes/No answers do not assist critical thinking and how open questions are more productive.

Procedure

Send the student 7-8 closed questions:

1 Do you believe meat is harmful to your health?

2 Do you think that exercise is beneficial to your health?

3 Do you think young children watch too much television?

4 How essential are celebrations in our lives?

5 Is the world a worse place now than it was fifty years ago?

6 Should the majority of people recycle more than they now do?

7 Is it possible for politicians to make a change in life?

8 Is it true that simple, traditional family life disappears?

- After the students have answered the questions above, ask them to turn each closed question into an open question by using one of the question terms (What, Why, Where, When, Who, and How). The students are then supposed to reply with considerably deeper and more reasoned explanations. As a result, their dialogue can begin as follows:

T: 1 Do you believe meat is harmful to your health?
S: Yes, I do.

T: Why?
S: Because I've read about how meat affects badly on our health and I'm not happy with that.

- Students complete all eight questions in the same order until they reach the finish line, ensuring that everyone has an adequate chance to ask and respond to the questions.

- Instruct them to reflect deeply when answering questions, express their creative thoughts freely without regard to grammar, and be creative in their responses. (Their ideas should be unrestricted.)

- Next, ask them to respond with much deeper and more reasoned replies, as well as a detailed view based on evidence, using their own words and expressions.

Variation

You can design the open questions around the types of critical thinking questions (CTQ) that might be posed, such as: What evidence is there indicating...? - What makes you think that...? How did you discover that ...? - When did people begin to believe that...? - Where did you get that information...?

So, if you use these types of inquiry phrases in a conversation, it might sound like this:

- Do you believe meat is harmful to your health?
- Yes, I do.
- What evidence do you have?
- Well, in the press, there are a lot of incidents involving eating processed beef now. Horse meat has even been found in hamburgers.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 3 Discussing context

Here, the session aims to develop the ability to notice things from various perspectives and to speculate about a photograph in various circumstances. Students must have the ability to see an argument from all sides as part of their fluency and critical attitude development. The following simple exercise will help students understand how the context of an image or text can influence how we perceive or interpret something.

Procedure

1 Select an exciting image. It could be a photo, a cartoon, or any other type of graphic. Show it to the class and ask, "What do you see?" "Where do you think you could see this scene"? For instance, show them a photo from a magazine accompanied by the question, "Did the person who created or took this photograph intend to send a specific message"?

2 Discuss the image in several ways. a) If it were a photo from a movie poster, what was the name of the film and what was it about? b) If it is the front cover of a book, what is the title of the book and what is it about? c) If it were a product or service commercial, what would it be and what advertising logo would be on it? Then, challenge your students to come up with another novel way to use the image. Where would we be able to see it? What would you do with it?

- Encourage students to use their deep thinking when responding to the questions, expressing their innovative ideas without regard to grammar.

- Emphasize the importance of creativity in their responses. (Their creativity should be unrestricted.)

- Kindly ask that they respond with much longer and more reasoned responses, as well as a detailed opinion supported by evidence, using their own words and expressions.

3 Finally, the students submit their suggestions for how the image could be used. Finish the task by stating that this activity demonstrates how the meaning of an image or phrase may change depending on the situation.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 4   Making connections between topics

The aim of this session is to draw connections between a topic and prior knowledge, as well as to discuss the topic and its terminology.

   Students are occasionally asked to talk about a topic with which they are unfamiliar with. In an exam environment, they may be required to discuss a topic and offer their opinion on it. This can be challenging for some learners because the issue they are discussing may appear unrelated to their own life experiences. Use this activity to show how to connect a new topic to a student's personal experience.

Procedure

- Choose a topic that you believe students will be unfamiliar with or about which you believe they will have nothing to say and post it on Telegram.

- Ask them to come up with five or six topics on which they are knowledgeable and could speak or write about. For example, sports and free time, friends and school, television and media, travel, and family. After they have made recommendations, show your unknown subject (e.g. Energy and Environment).

- Tell students that you want them to think of one link between your topic and the topics they have proposed. Encourage them to think deeply while attempting to draw such connections, expressing their creative ideas freely without regard to grammar (the phrase can be simple or imaginative; there should be no restrictions on their ideas in this activity).

- Then, using their own expressions and words, invite them to think of longer and more reasoned connections and to provide a full response regarding this connection with proof.

- To get the students started, show them an example. For instance, while sports like tennis and football are good for the environment, motor sports use a lot of gas and are thus not so good.

- Now allow students to express their ideas about connections between the topics in the classroom. Explain to students that when taking speaking or writing tests and they are required to express their perspectives on specific issues, the strategy of finding connections is very valuable in creating new ideas. It is also a great strategy to get students to establish connections between different ideas when they are reading or listening to a text.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 5   Using different types of texts

The aim of this session is to detect and use various text formats on the same issue, as well as to choose relevant material and synthesize it.

Students must develop their ability to research a topic. They will get their knowledge from a variety of sources, and they will have to judge whether certain types of text are reliable. They must be able to detect the text type from its style in order to do so.

Procedure

1. Send your students three texts about the same topic, written in three different styles. Assign them the task of determining what type of text each is. Here are three examples of possible texts for this task. They are all about the same thing: online shopping. Assign them the task of identifying the text type and describing what about the language in the text conveyed this to them. Was it formal or informal? Was it addressed to a single individual or a group of people?

Text A

Online shopping is a type of electronic trade that allows customers to buy items or services directly from a website using a computer browser. An online shop provides the same experience as purchasing products or services from a shopping mall or shopkeeper on the high street, but without the buyer having to leave the house.

Text B

Dear Sally

I'm writing to express my gratitude for the gift you gave me for my birthday. I must admit that I was concerned about purchasing something over the internet, but I have already downloaded three books in only two days! It's so much easier to buy things online than it is to leave the house! It's quite easy.

All my love

Grandmother

Text C

Safe online shopping advice:

- Make sure your computer's antivirus software is up to date for safe online shopping.

- Trusted websites include details on how your private data will be used.

- Find out what other clients say about a shop.

- Look for the letter "s" after *http* in the web URL when paying by credit card.

Answers to Texts A-C are as follows: Because Text A is based on Wikipedia, the language is completely informative. Text B is a friendly and conversational short discussion between two people. Text C is an extract from a text that offers tips and cautions regarding online shopping.

2 Have students imagine themselves debating the pros and cons of the following topic:

Some people prefer to shop online instead of going to a store

- Students must present reasons for and against this point of view.

- Urge them to use their thinking to freely communicate their creative ideas without regard to grammar.

- Emphasize the importance of their ideas being imaginative. (Their ideas should be unrestricted.)

- Next, ask them to respond with much deeper and more reasoned responses, as well as a detailed view based on evidence, using their own words and terms.

- Finally, ask them what they thought about it.

- If you want to change the above-mentioned topic, select one about which you believe they have prior knowledge.

In reality, the three styles are believed to provide the students with helpful ideas and information on this topic. They all give guidance for how students can address the matter. Text A may well provide them with a basic overview of the matter. Text B discusses the benefits of online shopping. Text C highlights some of the disadvantages of online shopping.

Variation

Students could research and select relevant material and ideas from various texts and sources on this topic.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 6   Preparing Argumentation

The aim of this session is for students to integrate relevant ideas to an argument. Students can implement their new knowledge and comprehension by producing argumentation after they have been introduced to a text on a topic and have discussed the relevant points with their teacher.

Procedure

Expose your students to the following argument:

The countryside is a better environment for children to grow up in than the city.

- Next, have students explain the primary arguments for or against the preceding statement, or have some students present justifications for one point of view while others present arguments against it.

- Students can present it on their own, but collaborative work is also a beneficial learning experience. As a result, working in a group is strongly encouraged.

- Before telling their essential points, make sure they outline them. Students take time to organize their arguments in a logical and obvious manner.

- You should provide some language for presenting arguments to ensure that their argumentation has a clear framework. This list of useful terms for students could be sent to them through Telegram. Students will ensure that their argumentation is properly prepared by including some of the expressions from each part.

Introductions

Good morning/afternoon everyone

Today we're going to discuss .... / We're going to talk about ……....….

structure of Argumentation

First we'll talk about … …….….....

Then, we're going to present … ……….….….

Next, we'll look at … …….……….

And finally ,… …….……....

The argumentation will last about …… minutes.

At the end, there will be an opportunity for questions and comments.

Moving from one point to the next

Point one is about…………………….

So, let's start by looking at……. ……………

This leads us to the conclusion of the first part.

Moving on to the next point… ……………

That is everything I want to talk about… ………………

And now for the last section of our presentation...................

Balancing pro and con arguments

First, there are some of the reasons for… ………….

After that, we would like to give some of the points against...........

One argument for…….. is that……….

However, the argument against is that………………….

Summing up and concluding

To summarize, we have gone through three major points.

We have given the pro and con points………

Finally, we believe that....................

Ending the argumentation and inviting questions

This concludes our presentation.

Thank you for taking the time to listen. Do you have any questions?

I would be delighted to answer your questions.

- Urge them to use their reasoning skills when addressing the topic, expressing their creative ideas without regard to grammar.

- Emphasize the importance of their ideas being imaginative. (Their ideas should be unrestricted.)

- Then, using their own expressions and words, ask them to give you deeper and more reasoned responses, as well as a complete opinion with evidence.

- Finally, ask them to share their thoughts in the classroom.

If you want to adjust the above-mentioned topic, pick one about which you believe they have prior knowledge.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 7   Assessing argumentation

The aim of this session is to make students evaluate the arguments and viewpoints given.

Teachers want other students to actively participate as an audience and analyze the effectiveness of the argumentation when students present their ideas. Giving students a feedback form to fill in is a good technique to do this.

Procedure

Send a copy of the feedback form to other students. (or modify it to fit their needs and circumstances).

The structure of argumentation

The group used language to:

properly introduce themselves.

introduce the structure of the argument.

transfer from one point to the next.

provide both pro and con reasons.

summarize and conclude.

put an end to the argument and open the field for questions.

The content of the argumentation

Students give instances of how each was or was not achieved based on the argumentation.

Did the group consider all of the major pro and con arguments?

Did they provide evidence to back up their claims?

Was their conclusion rational and obvious?

Using some expressions such as:

One aspect of your presentation that I really enjoyed was...

One thing you should do better next time is..................

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 8   High-Order Thinking (HOTs

To begin, explain to students what high-order thinking is. Tell them what it is and why they require it. Assist them in recognizing their own strengths and weaknesses. You can do so by training them how to ask effective questions for themselves.

Procedure

Begin with a question

The simplest way to get into the subject is to start with a question. The teacher should look for interesting themes for the students to discuss and investigate. It should not be a question to which students can respond with a simple "Yes" or "No." You want to create crucial questions here, ones that elicit a desire to learn and solve problems. They will be ideal for encouraging the development of critical thinking abilities.

Encourage brainstorming when you ask your learners a question. As a student guide, make a list of possible replies. In solution fluency, having open discussions with students is an important component of defining the problem. In my class, for example, the workplace was the context of the textbook section. So I asked, "What is the ideal and worst job to have?" Post an open-ended question to get the most out of your students. Students should also be encouraged to provide comments on each other's posts.

Encourage Questioning

A classroom where students can express questions without fear of unfavorable reactions from their peers or teachers is a classroom where students can be creative. Students should be encouraged to ask questions. You may demonstrate how students can respond to it on their own.

Open Ended Questions

One answer to a question is usually correct in grammar class, but giving these types of replies often requires nothing more than memorization and recall. You can challenge your students to think at a higher level by asking questions that don't have a "correct" answer. Questions like, "*What is the ideal and worst job to have?" "What would your practical life be like after graduation?" "What effect would your dream job have on your life?"* are open-ended and will enable your students to think more critically. Encourage your learners to think and express themselves in this way, and they will learn in more dimensions than one.

- Give them a link to an article and ask them to leave a reply. In my lesson, I chose a link to an article about government innovations in Egypt and urged the students to think deeply before attempting to convey their creative ideas freely and without regard to grammar. Emphasize that their explanations should be imaginative. (Their ideas should be unrestricted.)

- Remind them to respond with much longer and more reasoned answers, as well as to provide a complete view based on evidence using their own vocabulary.

-Post a video with comprehension questions. For homework, the students were asked to complete the questions. This activity could easily be carried out in class as well. Students can work in groups in the classroom and post their answers together. Students could also arise extra questions for other groups to provide a new depth. Later, the answers can be displayed on a screen in your classroom for review and criticism.

- Each week, select some learners to post questions or comments to which the others respond. It is a good idea because the program was set up for them. Because it is their group, they are able to have control and manage it. Giving the student a broad

topic and allowing them to come up with a question for the rest of the class to answer is a smart option here. We were considering the top jobs in my class. The following question was posted by a student: "How can you like your job?"

Encourage Argument: Encourage the students to prove their claims with logical and reasonable arguments. This will assist them in thinking critically by helping them think analytically. Students will naturally learn to defend their arguments if you ask them to give explanations or instances to support their opinions.

Give students enough time: An essential role of the teacher's responsibility to make them think critically is involved in providing them with enough time and inspiration to do so. Give your students the opportunity to consider the question before responding. Allow them the time they need to organize their thoughts and words.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 9   Developing a critical mindset

The aim of this session is to introduce essential critical thinking awareness. This exercise can be used to introduce students to the concept of critical thinking. It also introduces some of the phrases they will use in class discussions later in the course to convey their thoughts.

Procedure

1 Send them a statement that is effective in eliciting a response as well as an opinion supporting or opposing the statement. You may, for example, send them the following statement:

'The internet is decreasing young people's attention and making them less clever.'

2 Ask your students to do some independent work and think about their own personal reactions to this statement. The learners start expressing their agreement or disagreement with it and express their thoughts on the matter. Ask them to think critically while attempting to explain their views and reasoning, expressing their creative ideas freely without regard to grammar, and that their arguments should be innovative; there should be no limitations to their ideas.

3 Next, ask them to respond with much longer and more reasoned responses, as well as to provide a complete view based on evidence using their own vocabulary.

4 Send them this variety of suggested phrases to use. They must select the response from the selection that best describes themselves (1-I'm not interested in this subject. 2-I agree. It is true. 3-I disagree with that. It's not true. 4- I'm not sure. 5- I agree in part but disagree in others. 6- I agree / disagree because..... 7- For a variety of reasons, I agree / disagree, but I'd like to see more evidence.)

5 After they have selected their appropriate response, show them the following key to the meaning of their response. If their reply corresponds to number 3 on this list, for example, they have a strong viewpoint but must follow that up with reasoning and proof to think critically:

1 You don't have to be interested in order to express an opinion.

2 and 3 You have a clear opinion, but it should be supported with evidence

4 and 5 are safe responses. However, critical thinkers must participate actively in the discussion.

6 Nice. You have a good justification for your viewpoint.

7 Excellent! You have arguments for your viewpoint and would like to know more.

Variation

Allow students a few minutes after stage 2 to work in pairs and exchange ideas with their teammates to increase fluency.

Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

SESSION 10   Describing Pictures

The aim of this session is to make our learners practice the language. This practice includes expressing an opinion and giving a description. Shopping is an excellent topic for English learners because it is something that everyone can do. The use of images with some questions adds context and enables the learners to effectively express their opinions.

Procedure

1 Use Telegram to send your students some shopping images. Each picture should be paired with a question that your learners have to attempt to answer.

2 Encourage your learners to express themselves freely, even with short replies, without regard to grammar.

1 How do you get from floor to floor?

2. Why do you read the labels on products ?

3 Do you like window shopping? Why?

4. What's your favorite department ?

5. Is it difficult for you to choose what to buy? Why?

6. Why do you try on the things you buy?

Variation: Students have the chance to send other pictures accompanied with questions in different topics such as; ride, equipment, transportation or food.
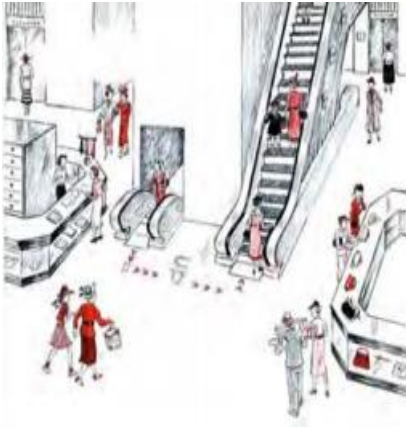
Note: The researcher recorded an educational video and shared it with the students on Telegram, explaining all the details and steps of the session.

Conclusion:

The researcher believes that Teens Class is the best group to use Social media. Blogging was one of the features that attracted their enthusiasm; they composed their own comments in groups. They were delighted and engaged in deep discussions on Telegram and Skype. To the researcher's surprise, students are still posting messages and issues three months after the course has ended.

Social media has made my lessons more interesting, creative, and relevant. Students are more motivated and fully involved because the new technology allows them to leave comments and interact with one another. I recommend teachers use varied social media and see how it can benefit EFL learners.

Appendix F

List of EFL Fluency Components

1-   Giving Opinion and Reason

2-   Critical Questioning

3-   Discussing Context

4-   Making Connections Between Topics

5-   Using different Types of Texts

6-   Preparing Argumentation

7-   Assessing Argumentation

8-   High-Order Thinking

9-   Developing Critical Mindset

10-   Describing Pictures

كلية التربية ــ جامعة عين شمس

قسم المناهج وطرق التدريس

استخدام مدخل التعلم القائم على الاستقصاء الإليكتروني لتنمية الطلاقة اللغوية باللغة الإنجليزية لدي طلاب المرحلة الثانوية

رسالة مقدمة للحصول على درجة الدكتوراه في الفلسفة

كلية التربية ــ جامعة عين شمس

قسم المناهج وطرق التدريس ــ اللغة الإنجليزية

مقدمة من الباحث

احمد علي عبد الرحمن محمد

معلم أول أ اللغة الانجليزية

تحت اشراف

ا.م. د بدر عبد الفتاح عبد الكافي   ا .د أسماء محمود غانم غيث

أستاذ مساعد مناهج وطرق تدريس اللغة الإنجليزية   أستاذ مناهج وطرق تدريس اللغة الإنجليزية

كلية التربية ــ جامعة عين شمس   كلية التربية ــ جامعة عين شمس

2024

كلية التربية ــ جامعة عين شمس

قسم المناهج وطرق التدريس

عنوان الرسالة : استخدام مدخل التعلم القائم على الاستقصاء الاليكتروني لتنمية الطلاقة اللغوية باللغة الإنجليزية لدي طلاب المرحلة الثانوية

اسم الباحث : احمد علي عبد الرحمن محمد

لجنة الاشراف :

ا .د أسماء محمود غانم غيث   أستاذ مناهج وطرق تدريس اللغة الإنجليزية ـ كلية التربية ــ جامعة عين شمس

ا.م. د بدر عبد الفتاح عبد الكافي أستاذ مساعد مناهج وطرق تدريس اللغة الإنجليزية ـ كلية التربية ــ جامعة عين شمس

لجنة المناقشة و الحكم

1-   ا.د. زينب علي النجار أستاذ المناهج و طرق تدريس اللغة الإنجليزية بكلية التربية ـ جامعة عين شمس (رئيسا و مناقشا)

2- ا. د. أسماء محمود غانم غيث   أستاذ المناهج و طرق تدريس اللغة الإنجليزية بكلية التربية ـ جامعة عين شمس   (مشرفا)

3- ا .د. عطية عبد القادر الطناني   أستاذ المناهج و طرق تدريس اللغة الإنجليزية بكلية التربية ـ جامعة الأزهر (مناقشا)

تقييم اللجنة :

الدراسات العليا :

ختم الاجازة   اجيزت الرسالة بتاريخ   /   /   م

موافقة مجلس الكلية   /   /   م   موافقة مجلس الجامعة   /   /   م

مستخلص البحث

الهدف من الدراسة الحالية بعنوان استخدام مدخل التعلم القائم على الاستقصاء الاليكتروني لتنمية الطلاقة اللغوية باللغة الإنجليزية لدي طلاب المرحلة الثانوية هو معرفة كيف يقوم طلاب المرحلة الثانوية بتحسين طلاقتهم في اللغة الإنجليزية بعد تعرضهم لبرنامج إلكتروني يعتمد على منهج التعلم القائم على الاستقصاء. استخدم الباحث وسيلتين من وسائل التواصل الاجتماعي؛ تيليجرام وسكايب. وكان المشاركون الذين اختارهم الباحث 15 طالبة من طالبات المرحلة الثانوية بإحدى المدارس الحكومية بمحافظة قنا. وقد أجرى الباحث دراسة تجريبية في شكل مقابلة واختبار لقياس قدرتهم على طلاقة اللغة الإنجليزية. ويحتوي البرنامج الإلكتروني على 10 أبعاد لطلاقة اللغة الإنجليزية. وقد تم تحليل البيانات نوعيا وكميا. تم استخدام اختبار ويلكوكسون لحساب حجم تأثير البرنامج المقترح في تنمية طلاقة اللغة الإنجليزية لدى المشاركين في الدراسة. كشفت النتائج أن مجموع متوسط درجات المشاركين في الدراسة في التطبيق البعدي للاختبار أعلى من مجموع متوسط درجاتهم في التطبيق القبلي للاختبار. وبالإضافة إلى ذلك، فقد أوضحت الدراسة أن حجم تأثير أبعاد الطلاقة باللغة الإنجليزية أشارت الي ان البرنامج المقترح القائم علي التعلم بالاستقصاء الاليكتروني كان له تأثير قوي جداً في تنمية أبعاد طلاقة اللغة الإنجليزية لدى طلاب المرحلة الثانوية.

الكلمات المفتاحية: التعلم المبني على الاستقصاء الاليكتروني ، طلاقة اللغة الإنجليزية كلغة أجنبية ، طالبات مصريات في المرحلة لثانوية

ملخص الدراسة باللغة العربية

ملخص الدراسة باللغة العربية

المقدمة :

لفهم ما تنطوي عليه الطلاقة، وطرق تحسين الطلاقة، والعديد من فرص الممارسة، يحتاج طلاب اللغة الإنجليزية كلغة أجنبية إلى أسلوب تعلم مختلف عن الطلاب التقليديين. فالتسجيلات الصوتية والمناقشة وتبادل الأفكار وتوفير البدائل والتواصل، وكلها متاحة من خلال تكنولوجيا القرن الحادي والعشرين، يمكن أن تكمل الاستراتيجيات المبينة لاحقا.

الطلاقة هي القدرة العقلية على تطوير عدد كبير من الأفكار والتوصيات والبدائل في فترة زمنية قصيرة. وقد يشير أيضًا إلى قدرة الشخص على التوصل إلى عدد كبير من الخيارات أو الحلول أو الاستجابات أو الردود استجابةً لمحفز معين

يلعب طرح الأسئلة دورًا مهمًا في تحفيز الاهتمام بالموضوعات والأفكار والصعوبات الجديدة، فضلاً عن مساعدة متعلمي اللغة على التفكير في وجهات نظرهم وافتراضاتهم وفهمهم للقضايا الجديدة. علاوة على ذلك، يعتبر الطلاب الأسئلة وسيلة مفيدة لتحسين قدراتهم التحليلية والتواصلية بالإضافة إلى تطوير قوة الكلمات لديهم، مما يشجعهم على توسيع مناقشاتهم. وقد ذكر .McNeil, L (2012، ص 104) أن "استخلاص أفكار المتعلمين وتجاربهم وآرائهم، وإثارة الأسئلة هو جوهر الأساليب الحوارية في التعلم".

ولأن طرح الأسئلة يخلق صلة بين المعلم والطلاب، فإن لديه القدرة على تحفيز الطلاب على استخدام اللغة. سيحاول الطلاب الذين يعرفون الإجابة الرد عندما يسألهم المعلم. يمكن للطلاب تعلم اللغة وتطبيقها مباشرةً من خلال الرد على الأسئلة. إن الرد على الأسئلة يوفر لهم فرصة ممتازة للتفكير وتقديم مخرجات مفهومة، بالإضافة إلى ضبط استجاباتهم عند تلقي ردود الفعل. Haron, S. C وآخرون. (2012) ذكر أنه "يمكن للطلاب أداء أنشطة الفصل الدراسي والمشاركة فيها من خلال الإجابة على الأسئلة".

يتضمن الاستقصاء أكثر من مجرد الإجابة على الأسئلة أو العثور على الإجابة الصحيحة؛ كما أنه ينطوي على البحث والتحقيق والملاحظة ويتم دعمه من خلال مشاركة المتعلمين في مجتمع به تفاعلي الاجتماعي. يشجع التعلم القائم على الاستقصاء اليكترونيا المتعلمين على العمل بمفردهم من أجل تطوير قدرتهم على التفكير في أفكارهم الخاصة. إنه يحفز حل المشكلات وتبادل الأفكار والإبداع التعاوني لأفكار جديدة. Suhartono وآخرون. (2014) ذكر أن "التعلم القائم علي الاستقصاء يمكن أن يجعل المتعلمين أكثر انتقادًا وإبداعًا مما يسهل عليهم العمل

في أي موقف معين أكثر من أي نهج آخر. يتطلب التعلم الاستقصائي بيئة يشعر فيها الطلاب بالحرية في العمل، واستخلاص الاستنتاجات، وإجراء التخمينات المدروسة فيما يتعلق بعملية التعلم في الفصل الدراسي. "

التعلم المبني على الاستقصاء الاليكتروني هو أسلوب تدريس يؤكد على أهمية أسئلة الطلاب وأفكارهم وملاحظاتهم في عملية التعلم. يمكن للمعلمين المساعدة من خلال خلق ثقافة يتم فيها تحدي الأفكار واختبارها وإعادة تفسيرها وتصورها على أنها قابلة للتحسين، بالإضافة إلى قيادة الطلاب من حالة التعجب إلى حالة المزيد من الاستفسار. عند استخدام هذه الطريقة، يتحمل كل من المعلمين والطلاب مسؤولية تعلمهم. أشار Pauli, G. (2009) إلى هذه النقطة قائلاً: "إذا كنا نقوم بتدريس ما نعرفه فقط، فلن يتمكن طلابنا من القيام إلا بالسوء الذي نفعله، وهذا هو التحدي الذي نواجهه ـ علينا أن نذهب إلى أبعد من ذلك "

لقد ازداد استخدام التكنولوجيا القائمة على الويب في القرن الحادي والعشرين، مما يسمح للطلاب بالتواصل مع معلميهم باستخدام منصات الاتصال القائمة على الكمبيوتر. يمكن للأفراد التواصل مع عدد أكبر من الأشخاص من خلال المجموعات عبر الإنترنت، وخاصة أولئك الذين لديهم اهتمامات أو آراء مماثلة. الطلاب الذين يشعرون بالخجل ولا يتفاعلون مع الطلاب الآخرين قد يستفيدون من الشبكات الاجتماعية حيث يمكنهم التفاعل مع كل من المعلمين والأقران. صرح Arroyo, C. (2011) بأن ''الشبكات الاجتماعية عبر الإنترنت هي أداة اتصال ممتازة لبناء المعرفة بناءً على العلاقات الاجتماعية والمحادثة والتعاون والعمل المشترك. ولذلك، يمكن استخدام الشبكات لمساعدة الطلاب على البقاء على اتصال مع معلميهم.

إتقان اللغة الإنجليزية كمتطلب أساسي في القرن الحادي والعشرين

يواجه المعلمون والطلاب صعوبات تعليمية جديدة ونحن في العقد الثالث من القرن الحادي والعشرين. يُطلب من طلاب اللغة الإنجليزية كلغة أجنبية التعرف على هذه الصعوبات الحالية في الوقت الحاضر. إحدى هذه الاحتياجات والعقبات هي كيفية زيادة طلاقة اللغة الإنجليزية كلغة أجنبية باستخدام التكنولوجيا وأدواتها العديدة للسماح للطلاب بالتعبير عن أنفسهم وأفكارهم وآرائهم وحتى مشاعرهم.

كما يتأثر التفاعل والتواصل بين الطلاب بالتساؤل. ففي الفصل المدرسي ستتم مناقشة العديد من الأسئلة. خلال أنشطة التدريس والتعلم، سيكون هناك الكثير مما يجب مناقشته، لذلك سيكون هناك الكثير من النقاش بين المعلم والمتعلمين. يتحدث المعلمون بشكل متكرر في الأسئلة أكثر من الإجابات، لذا فإن طرح الأسئلة يحفز الطلاب على التواصل. ونتيجة لذلك، عند الإجابة على الأسئلة، يمكن للطلاب ممارسة اللغة الإنجليزية بشكل فعال. ويشير

إلى أنه "يجب على المعلمين توجيه الطلاب إلى طرح الأسئلة، Toni, A. and Parse, F. (2013, P. 43) وتزويدهم بفرصة للتفكير على مستوى عالٍ، وتعزيز مشاركة الطلاب، وتحسين قدرتهم على الاستماع".

دور الاستقصاء في تطوير طلاقة اللغة الإنجليزية والتفكير النقدي

إن طرح الأسئلة الفعالة أمر حيوي للتعلم ويمكن أن يكون أكثر أهمية من الحصول على إجابات، خاصة عندما تثير الأسئلة الطلاب تفكيرهم النقدي. تعد مساعدة المتعلمين في توظيف الأسئلة لتتبع تقدمهم أمرًا بالغ الأهمية أيضًا. وهذه الحقيقة تؤكد على أهمية البحث عند كلا من المعلم والطالب.

يتم تحسين تعلم طلاقة اللغة الإنجليزية كلغة أجنبية عندما يطرح المعلمون أسئلة نقدية عالية المستوى ويسمحون للمتعلمين بتقديم إجابات طويلة. بعض الأسئلة الشائعة التي تنبع من الاستفسارات ذات المستوى الأعلى هي مثل: "ماذا حدث"، "كيف حدث"، "ماذا لو"، "كيف يرتبط الأمر"، أو "ما هو الدليل؟" يمكن للمدرسين مساعدة الطلاب على تحسين التفكير النقدي من خلال طرح أسئلة ذات ترتيب أعلى وتشجيع البدائل. يمكن للمدرسين مساعدة المتعلمين على التعلم بشكل مستقل وتعزيز تعلمهم من خلال إظهار الاستفسار الفعال وتحفيز الطلاب على طرح الأسئلة بأنفسهم.

استخدام التكنولوجيا عبر الإنترنت لتعزيز طلاقة اللغة الإنجليزية كلغة أجنبية

على مدار القرن الحادي والعشرين، زاد استخدام تكنولوجيا التعلم عبر الإنترنت، مما أتاح الفرص للمتعلمين للتواصل مع معلميهم باستخدام تقنيات الاتصال عبر الكمبيوتر. يتمتع الأشخاص الذين لديهم اهتمامات أو قيم أو وجهات نظر مشتركة بمزيد من الفرص للتواصل مع الآخرين في مجموعات عبر الإنترنت. ويستفيد الطلاب الخجولون الذين لا يشاركون في الفصل من الشبكات الاجتماعية حيث سيكونون قادرين على التواصل مع معلميهم وأقرانهم. صرح Arroyo, C (2011) بأن ''الشبكات الاجتماعية عبر الإنترنت هي أداة اتصال ممتازة لبناء المعرفة بناءً على العلاقات الاجتماعية والمحادثة والتعاون والعمل المشترك. ولذلك، يمكن استخدام الشبكات لمساعدة الطلاب على البقاء على اتصال مع معلميهم.

Ying وآخرون (2021) قد ذكر "أن هناك بعض الأساليب المستخدمة لتدريس اللغة الإنجليزية خلال كوفيد-19 مثل استخدام الأدوات عبر الإنترنت كمؤتمرات الفيديو ومنصات التواصل الاجتماعي مثل WhatsApp وFacebook وغيرها''. وقد اضاف Al-Jarf, R. S. (2021) قائلا " لقد استفاد المعلمون من منصات الفيسبوك

لإشراك المتعلمين وتنسيق العروض التقديمية الصفية والملاحظات التي تم الحصول عليها من المتعلمين حول العمل من بعضهم البعض على الفيسبوك".

الطلاقة كوسيلة تواصل ناجحة

الغرض الأساسي من دراسة اللغة الإنجليزية كلغة أجنبية (EFL) ليس فقط الحصول على فهم جيد لقواعد اللغة، ولكن أيضًا استخدامها للتواصل المباشر. عندما يكون متعلمو اللغة مستعدين لتطبيقها في بيئة تواصلية، فإنهم يعتبرون ناجحين. يعد الافتقار إلى ممارسة اللغة لدى المتعلمين مشكلة شائعة في المدارس في بيئة اللغة الإنجليزية كلغة أجنبية. وقد يكون ذلك نتيجة لمجموعة متنوعة من الأسباب، مثل عدم التعرض للغة الإنجليزية، أو الخوف من التواصل، أو عدم وجود فرص للطلاب لممارسة اللغة الإنجليزية في بيئة تواصلية. علاوة على ذلك، يركز بعض المعلمين بشكل أكبر على تدريس القواعد أكثر من التركيز على السماح للطلاب بممارسة اللغة بنشاط. وبالتالي، فإن العديد من الطلاب يتقنون النظرية النحوية ولكنهم يفتقرون إلى القدرة على تطبيقها بشكل صحيح وفعال في السياق. ونتيجة لذلك، يصبح العديد من المتعلمين سلبيين في تفاعلاتهم اللغوية. يقول Albino, G (2017) "ويتمتع العديد من طلاب اللغة الإنجليزية كلغة أجنبية بالقليل من الطلاقة، ولكن لديهم معرفة نحوية كبيرة لإجراء الاختبار. في هذه الحالة، لا يحتاج طلاب اللغة الإنجليزية كلغة أجنبية إلى المزيد من المعرفة النحوية ولكن الطلاقة. ولذلك، فإن طلاقة متعلمي اللغة الإنجليزية كلغة أجنبية يجب أن تكون محور الاهتمام في سياقات تدريس اللغة الإنجليزية كلغة أجنبية."

تكوين المعنى في الطلاقة

يجب على المعلمين توجيه الطلاب خلال عملية العصف الذهني للأفكار، وتحديد الروابط بين الأفكار، وتنظيم أفكارهم الإبداعية. يشجع التفكير الصحيح على إنتاج العديد من الأفكار والخيارات والحلول. في حين أن الطلاقة تساعد في توليد العديد من الأفكار، فإن التفكير الصحيح يساعد في الجمع بين الأفكار الموجودة وإنشاء أفكار جديدة وغير متوقعة. فعادة ما يعبر الشخص عن عدد كبير من الأفكار المشتركة قبل الانتقال إلى أفكار أكثر تميزًا.

عند تبادل الأفكار، يساعد التفكير المرن المتعلمين على تجاوز الافكار التقليدية و تقديم بدائل وحلول جديدة. فالمرونة تشجع على توليد أفكار جديدة واستكشاف خيارات مختلفة. و لذا يجب على المعلمين طرح أسئلة توضيحية استكشافية لمساعدة طلابهم على تزويد وتحسين افكارهم.

يتعلم الطلاب كيفية تحسين موضوع ما عن طريق إضافة بعض التفاصيل من خلال المناقشة والتواصل الفعالين حول هذا الموضوع. تلك التفاصيل تشجع على إنشاء تفسيرات جديدة وفهم أعلى للموضوعات. ويمكن للطلاب استخدام هذه التفاصيل لمساعدتهم على زيادة أفكارهم وتنظيمها وتوضيحها وتوصيلها.

طلاقة اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية في القرن الحادي والعشرين

لمعرفة متطلبات الطلاقة اللغوية، يحتاج طلاب اللغة الإنجليزية كلغة أجنبية إلى استراتيجية تعلم تقدمية تختلف عن الاستراتيجية التقليدية. إنهم بحاجة إلى استراتيجيات تحسين الطلاقة والممارسة المستمرة. التسجيلات الصوتية، والمناقشة، وتبادل الأفكار، وتوفير البدائل، والتفاعل، وكلها متاحة في تكنولوجيا القرن الحادي والعشرين، يمكن أن تساعد في الاستراتيجيات المشار إليها لاحقا.

إن لطرح الأسئلة دوراً هاماً في تحفيز الاهتمام بالقضايا والأفكار والمواقف الجديدة، فضلاً عن مساعدة متعلمي اللغة الإنجليزية على التفكير في آرائهم ومعتقداتهم ومعرفتهم بالقضايا الجديدة. علاوة على ذلك، يعتبر الطلاب الأسئلة وسيلة مفيدة لتحسين قدراتهم التحليلية واللغوية، وكذلك تطوير قدرتهم اللفظية، مما يدفعهم إلى توسيع مناقشاتهم ومواصلتها. وقد ذكر McNeil, L. (2012) أن "استخلاص أفكار المتعلمين وخبراتهم وآرائهم، وطرح الأسئلة هو جوهر الأساليب الحوارية في التعلم".

تطور طلاقة اللغة الإنجليزية كلغة أجنبية

أحد أكثر المفاهيم الخاطئة شيوعًا في تعليم اللغة هو أن الطلاقة تتعلق حصريًا بالإنتاج اللفظي ويتم الحكم عليها من خلال قدرة مستخدم اللغة على التواصل بفعالية باللغة المنطوقة. وإذا نظرنا الي منهج اللغة بأكمله، يمكننا أن نرى أن الطلاقة تغطي وتنطوي على مجموعة واسعة من القدرات، بما في ذلك التفكير النقدي والتواصل والإبداع وتدفق الأفكار والتفكير العميق والتعبير عن الذات، سواء كتابيًا أو شفهيًا.

وفي العقد الثالث من القرن الحادي والعشرين، يمكن للمدرسين تطوير مجتمع من المتعلمين من خلال إنشاء منصة محددة عبر الإنترنت لتبادل الأفكار والأسئلة والآراء المتاحة أثناء وبعد وقت الفصل الدراسي. وفقًا لاتجاهات طلاقة اللغة الإنجليزية كلغة أجنبية ، يمكن للطلاب استخدام ادوات تعتمد علي الويب مثل Telegram أو Edmodo أو Google Classroom أو أداة تعليمية مثل النظام الأساسي لإرسال الأسئلة والبحث عن إجابات وإنشاء مناقشات حول موضوعات سواء داخل الفصل الدراسي أو خارجه. باستخدام الاتصالات ولوحات الرسائل عبر الإنترنت، يمكن لزملاء الفصل المشاركة في مناقشة جماعية وتفاعل بمستوى مريح لكل طالب. وقد ذكر Al-

.A ,Abdali (2016)، ‏‏''لقد أدت التكنولوجيا إلى زيادة مهارات التواصل لدى الطلاب إلى حد كبير، ويرجع ذلك جزئيًا إلى قدرتهم على التواصل والتفاعل المنتظم مع الآخرين. وقد سمح هذا التفاعل التكنولوجي للطلاب بتطوير قدراتهم في بيئة أكثر استرخاءً وهادفة.

مشكلة البحث:

بناءً على ما تم ذكره ، يبدو أن الباحثين كانوا مهتمين جدًا باستخدام نهج التعلم القائم على الاستقصاء لتحسين طلاقة اللغة الإنجليزية كلغة أجنبية. كان هناك القليل من الأبحاث التي تناولت مدخل الاستقصاء في شكله الإلكتروني كأسلوب لتحسين طلاقة اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك، فإن غالبية الأبحاث حول استراتيجيات طرح الأسئلة تم إجراؤها في الخارج. ونتيجة لذلك، هناك حاجة ملحة لتجربة هذا الاتجاه الجديد في مصر.

يستخدم طلاب المرحلة الثانوية اللغة الإنجليزية استخداما قليلا و بسيطا والتي لا تتناسب مع مستوى اكتسابهم الإجمالي. وكثيرًا ما يرتكبون الأخطاء والزلات، ويتحدثون ببطء وبفعالية أقل، ويتوقفون بشكل متكرر، ويكافحون من أجل التوصل إلى عبارات مناسبة أو دقيقة. عندما يُطلب منهم الإجابة، غالبًا ما يكونون حذرين ومترددين ويحاولون تجنب مثل هذه المواقف قدر الإمكان، ولا يتعاونون مع المعلم أو زملائهم في الفصل، وكثيرًا ما يستخدمون إجابات مكونة من كلمة واحدة، مثل "نعم" أو "لا". انهم يترددون أحيانًا في التحدث أمام زملائهم في الفصل. لذا يعد ضعف الطلاقة مشكلة رئيسة لأن هذا الضعف يحد من قدرة الطلاب على استخدام اللغة لوظيفتها الأساسية وتبادل المعلومات وينشأ الإحباط والقلق. نتيجة لذلك يفقد هؤلاء الطلاب الاهتمام باللغة ويشعرون بالإحباط من الاستمرار في تعلمها.

أسئلة البحث:

تسعى الدراسة الحالية إلى التعرف على إجابة السؤال الرئيس التالي

ما أثر استخدام سياق التعلم القائم على الاستقصاء الاليكتروني في تحسين طلاقة اللغة الإنجليزية لدى طلاب المرحلة الثانوية؟

وتشمل الأسئلة الفرعية الأخرى ما يلي:

1 - ما المستويات الفعلية لطلاقة طلاب المرحلة الثانوية في اللغة الإنجليزية؟

2 - ما هي أسس مدخل التعلم القائم على الاستقصاء الاليكتروني ؟

فرضيات البحث:

حاولت الدراسة التحقق من الفرضيات التالية:

1- يوجد فرق ذو دلالة إحصائية بين متوسطات درجات أفراد العينة في الاختبار القبلي والاختبار البعدي لطلاقة اللغة الإنجليزية فيما يتعلق بالدرجة الكلية لصالح الاختبار البعدي.

2- يوجد فرق ذو دلالة إحصائية بين متوسطات درجات أفراد العينة في الاختبار القبلي و الاختبار البعدي لطلاقة اللغة الإنجليزية في كل بعد على حدة لصالح الاختبار البعدي.

عينة البحث:

تقتصر هذه الدراسة على ما يلي:

المشاركون هم عينة مكونة من 15 طالبا من طلاب المرحلة الثانوية تم اختيارهم بطريقة عشوائية من مدرسة أبوتشت الثانوية للبنات.

أهداف الدراسة

لطلاب المرحلة الثانوية:

أ- تعزيز طلاقتهم في اللغة الإنجليزية كلغة أجنبية من خلال تطبيق برنامج مقترح يعتمد على سياق التعلم القائم على الاستقصاء الإلكتروني.

ب- تحسين قدراتهم على التفكير العميق، ومناقشة آراء الآخرين، والتفاعل مع بعضهم البعض ومع معلميهم، وطرح الأفكار ومشاركتها بطلاقة، وتصميم الأسئلة.

ج- تحفيزهم على استخدام اللغة بثقة.

د- تعريض الطلاب لأنواع مختلفة من المشاكل من خلال تطبيق استراتيجيات طرح الأسئلة.

هـ- تعزيز قدراتهم التحليلية والتواصلية.

و- تشجيعهم على توسيع نطاق مناقشاتهم.

ز- توضيح كيفية تجنب العوائق التي تمنعهم من الحصول على مستوى عالٍ من طلاقة اللغة الإنجليزية كلغة أجنبية.

ادوات البحث

(1)إعداد قائمة بأبعاد طلاقة اللغة الإنجليزية المطلوبة لطلاب المرحلة الثانوية

(2)اختبار قبلي بعدي لقياس طلاقة الطلاب في اللغة الإنجليزية بأبعادها المختلفة: مناقشة المواضيع وآراء الآخرين، وتوليد المزيد من الأفكار الأصيلة، والتفاعل مع أقرانهم ومعلميهم، والإجابة على الأسئلة، وإظهار القدرات التحليلية والتواصلية، وتوسيع المحادثات، واستخدام اللغة بحرية دون قيود نحوية

(3)البرنامج الإلكتروني المقترح القائم على مدخل التعلم القائم على الاستقصاء الاليكتروني والذي صممه الباحث لتدريب طلاب المجموعة التجريبية على أبعاد طلاقة اللغة الإنجليزية المحددة

(4) نموذج لتقييم الاختبار القبلي و الاختبار البعدي لأبعاد طلاقة اللغة الإنجليزية كلغة أجنبية.

المنهج البحثي

استخدم الباحث تصميم المجموعة الواحدة للاختبار القبلي والاختبار البعدي للأسباب التالية:

-قبل تعريف المشاركين بالبرنامج المقترح، حاول الباحث تحديد الوضع الراهن للمشاركين فيما يتعلق بقدراتهم في طلاقة اللغة الإنجليزية في أبعاد مختلفة. بعد إجراء التجربة، أراد الباحث تقييم أثر استخدام سياق التعلم القائم على الاستقصاء الإلكتروني في تعزيز طلاقة اللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الثاني الثانوي ومقارنة نتائج الاختبار القبلي و الاختبار البعدي.

-تعرضت مجموعة الدراسة لأدوات جمع البيانات القبلية والبعدية؛ نموذج التقييم واختبار قبلي و اختبار بعدي في طلاقة اللغة الإنجليزية كلغة أجنبية.

- استخدم الباحث تصميم الأساليب المختلطة. تم استخدام كل من التحليلات الكمية والنوعية للبيانات لتقييم مدى جودة أداء المتعلمين خلال فترة الدراسة. وهذا يعطي البرنامج مصداقية أكبر.

تجريب الدراسة:

-تم تجربة الاختبار في 5 مارس 2021 على مجموعة من متعلمي اللغة الإنجليزية (15 طالبة) بمدرسة أبو تشت الثانوية بنات بمحافظة قنا.

تم استخدام برنامج SPSS V25 لتحليل البيانات الإحصائية

1- تم استخدام اختبار ويلكوكسون لفحص الفرق بين متوسطات درجات الطلاب في الاختبار القبلي و الاختبار البعدي لطلاقة اللغة الإنجليزية كلغة أجنبية فيما يتعلق بالدرجة الكلية وفيما يتعلق بكل بعد على حدة.

2- حساب فاعلية البرنامج المقترح في تعزيز طلاقة اللغة الإنجليزية لدى طلاب المرحلة الثانوية فيما يتعلق بالدرجة الكلية و فيما يتعلق بكل بعد على حدة.

3- حساب نسبة كسب عزت المصححة للتعرف على فاعلية البرنامج المقترح في تحسين طلاقة اللغة الإنجليزية لدى طلاب المرحلة الثانوية.

4- معامل الارتباط بين درجة كل بعد والدرجة الكلية للاختبار للتعرف على الاتساق الداخلي لاختبار الطلاقة في اللغة الإنجليزية.

5- حساب معامل الارتباط بين درجات المقيّمين للتعرف على ثبات اختبار الطلاقة في اللغة الإنجليزية.

5- حساب ثبات اختبار الطلاقة في اللغة الإنجليزية باستخدام ألفا كرونباخ.

نتائج الدراسة

وقد تم بيان نتائج هذه الدراسة من حيث فرضيات الدراسة.

1.اختبار صحة الفرضية الأولى:

نص الفرض الأول على عدم وجود فرق ذو دلالة إحصائية بين متوسطات الدرجات التي حصل عليها أفراد العينة في الاختبار القبلي البعدي لطلاقة اللغة الإنجليزية فيما يتعلق بالدرجة الإجمالية. ومن أجل اختبار صحة هذه الفرضية قام الباحث بمقارنة متوسطات درجات المشاركين قبل تطبيق البرنامج المقترح مع متوسط درجات المشاركين بعد تطبيق البرنامج على الاختبار القبلي والبعدي في طلاقة اللغة الإنجليزية فيما يتعلق بالدرجة الكلية. تم استخدام اختبار ويلكوكسون لمعرفة الفرق بين درجات الاختبار القبلي.

و تبين النتائج أن الرتب الموجبة هي 15، والروابط صفر، والرتب السالبة صفر. وهذا يعني أن درجات جميع الطلاب الخمسة عشر زادت (لم تنقص أو تتساوي) في درجات الاختبار البعدي مقارنة بدرجات الاختبار القبلي. ويبين أن مجموع متوسط درجات المشاركين في الدراسة في التطبيق البعدي للاختبار (M.44.07، SD.0.96) أعلى من مجموع متوسط درجاتهم في التطبيق القبلي للاختبار (M.17)، 1.13 .(SD.0.96).

وبالإضافة إلى ذلك، توضح النتائج أن مستوى الدلالة (Sig) هو 0.001 وهو أقل من 0.01. وهذا يدل على وجود فرق بين درجات الاختبار القبلي والبعدي في الدرجة الكلية عند مستوى دلالة 0.01 لصالح درجات الاختبار البعدي. وعليه يتم رفض الفرضية الصفرية وقبول الفرضية البديلة. وبالتالي، نستنتج أن هناك فرقا كبيرا بين متوسط درجات الطلاب في الاختبار القبلي البعدي لطلاقة اللغة الإنجليزية فيما يتعلق بالدرجة الإجمالية لصالح الاختبار البعدي.

ونتيجة حجم التأثير باستخدام المعادلة السابقة تساوي (0.01). وهذا يكشف أن البرنامج المقترح المبني على سياق التعلم القائم على الاستقصاء الاليكتروني له تأثير قوي جدًا على تحسين طلاقة طلاب المرحلة الثانوية في اللغة الإنجليزية كلغة أجنبية فيما يتعلق بالنتيجة الإجمالية.

2. اختبار صحة الفرض الثاني:

وينص الفرض الثاني على عدم وجود فرق ذو دلالة إحصائية بين متوسطات الدرجات التي حصل عليها أفراد العينة في الاختبار القبلي-البعدي لطلاقة اللغة الإنجليزية في كل بعد على حدة. للتحقق من صحة هذه الفرضية، قام الباحث بمقارنة متوسط درجات مجموعة الدراسة في كل بعد من أبعاد طلاقة اللغة الإنجليزية قبل تطبيق البرنامج المقترح مع متوسط درجات مجموعة الدراسة نفسها في كل بعد من أبعاد طلاقة اللغة الإنجليزية بعد تطبيق البرنامج المقترح في الاختبار القبلي.

وتبين النتائج أن أبعاد اللغة الإنجليزية هي كما يلي: الرتب الموجبة = 15، والتعادل = صفر والرتب السالبة = صفر. وهذا يعني أن درجات جميع المشاركين الخمسة عشر في أبعاد طلاقة اللغة الإنجليزية كلغة أجنبية زادت (لم تنخفض أو تتساوى) على التطبيق البعدي للاختبار مقارنة بالتطبيق القبلي للاختبار فيما يتعلق بكل بعد على حدة.

أما مستوى الدلالة في طلاقة اللغة الإنجليزية كلغة أجنبية فيما يتعلق بكل بعد على حدة فهو (o.oo1) وهو أقل من (0.01). ويشير ذلك إلى وجود فرق ذو دلالة إحصائية بين متوسطات الدرجات التي حصل عليها أفراد العينة في الاختبار القبلي لطلاقة اللغة الإنجليزية في كل بعد على حدة عند مستوى الدلالة (0.01) لصالح التطبيق البعدي للاختبار. ولذلك تم رفض الفرض الصفري وقبول الفرض البديل. وبذلك نستنتج أن هناك فرق ذو دلالة إحصائية بين متوسطات الدرجات التي حصل عليها أفراد العينة في الاختبار القبلي-البعدي لطلاقة اللغة الإنجليزية فيما يتعلق بكل بعد على حدة لصالح التطبيق البعدي للاختبار.

حجم التأثير لجميع أبعاد طلاقة اللغة الإنجليزية كلغة أجنبية هو 1.00. يشير هذا إلى أن سياق التعلم القائم على الاستقصاء الإلكتروني القائم على البرنامج المقترح له تأثير قوي جدًا على تعزيز أبعاد طلاقة اللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الثانوي بالمرحلة الثانوية.

خاتمة

حاولت الدراسة الحالية معرفة أثر سياق التعلم المبني على الاستقصاء الإلكتروني في تعزيز طلاقة اللغة الإنجليزية لدى طلاب المرحلة الثانوية. تم تطبيق العديد من الأدوات لجمع البيانات. أشارت نتائج الدراسة إلى أن البرنامج التدريبي المطبق فعال في تنمية طلاقة اللغة الإنجليزية لدى طلاب المرحلة الثانوية. علاوة على ذلك، أعرب المشاركون أيضًا عن سعادتهم بالبرنامج التدريبي المقترح والتزامهم باستخدام الأفكار والتقنيات التي تعلموها في البرنامج في دروس اللغة الإنجليزية كلغة أجنبية. وفقا للنتائج التي تمت مناقشتها أعلاه، فقد ثبت أن التعلم القائم على الاستقصاء في اطار اليكتروني مفيد في تعزيز طلاقة اللغة الإنجليزية كلغة أجنبية.

التوصيات والاقتراحات

•يجب على المعلمين توظيف مجموعة متنوعة من الأنشطة القائمة على الاستقصاء لمساعدة الطلاب في تحسين طلاقتهم في اللغة الإنجليزية كلغة أجنبية.

•ينبغي منح المزيد من الوقت حتى يتمكن الطلاب من وضع معلوماتهم موضع التنفيذ والتفكير فيها وتطبيقها على مواقف مختلفة في الحياة

•دراسة تأثير الاستراتيجيات الجديدة في تحسين طلاقة اللغة الإنجليزية كلغة أجنبية.

•دراسة تأثير التعلم المبني على الاستقصاء في تعزيز طلاقة القراءة في اللغة الإنجليزية كلغة أجنبية.

• اختيار طلاب من مراحل تعليمية متنوعة وتوظيف نفس الدراسة الحالية لهم.