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Gauging the Gain in English Oral and Written Communication Skills by Using Authentic Materials of Arab College Students: A Case Study

Maha Omar Alhabbash

UAEU

جامعة الإمارات العربية المتحدة
United Arab Emirates University

United Arab Emirates University

College of Education

Department of Curriculum and Methods of Instruction

GAUGING THE GAIN IN ENGLISH ORAL AND WRITTEN COMMUNICATION SKILLS BY USING AUTHENTIC MATERIALS OF ARAB COLLEGE STUDENTS: A CASE STUDY

Maha Omar Alhabbash

This thesis is submitted in partial fulfilment of the requirements for the degree of Master of Education (Curriculum and Instruction)

Under the Supervision of Dr. Negmeldin Alsheikh

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Declaration of Original Work

I, Maha Omar Alhabbash, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled *"Gauging the Gain in English Oral and Written Communication Skills by using Authentic Materials of Arab College Students: A Case Study"*, hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Negmeldin Alsheikh, in the College of Education at UAEU. This work has not previously been presented or published, or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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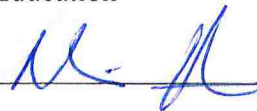
This Master Thesis is approved by the following Examining Committee Members:

1) Advisor (Committee Chair): Dr. Negmeldin Alsheikh

   Title: Associate Professor

   Department of Curriculum and Methods of Instruction

   College of Education
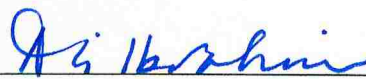
   Signature _____ Date Dec, 6, 2016

2) Member: Dr. Ali Ibrahim

   Title: Associate Professor

   Department of Foundation of Education

   College of Education

   Signature _____ Date 14/12/2016

3) Member: Dr. Abdul Rahman Al-Mekhlafi

   Title: Associate Professor

   Department of Curriculum and Methods of Instruction

   College of Education

   Signature _____ Date Dec. 6, 2016

This Master Thesis is accepted by:

Dean of the College of Education: Professor Bernard Oliver

Signature _____   Date 14/12/2016

Dean of the College of the Graduate Studies: Professor Nagi T. Wakim

Signature _____   Date 14/12/2016

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Abstract

This case study aimed at gauging the gain in oral and written communication skills for 5 Arab college students through using authentic materials in the United Arab Emirates. An explanatory mixed method design was adopted to achieve the purpose of this case study. At the beginning of the study general information about the participants was collected through using a background questionnaire and a diagnostic test that serves the construction of pre and post-test and the program's content design. In the first phase of the study quantitative means were used by conducting a pre and a posttest after implementation of an extensive program for two months. The second phase of the study featured a collection of qualitative data by means of oral and written documents analysis, video analysis and an anxiety self-report scale analysis, which were randomly selected from the participants' performances during the program. Moreover, along with other qualitative data, a semi-structured interview was conducted with the participants individually to obtain more in-depth rich data that serve in explaining the quantitative data. The results gleaned from the pre and post-test showed that there was a noticeable gain in the oral and written communication. However, the gain in oral communication was more than in the written communication. The qualitative results revealed that the use of authentic materials led to tangible gain in vocabulary, language structures and expressions, gradual decrease in anxiety level, practical and functional use of the language, and positive views towards the use of authentic materials in EFL learning context. The study addressed key issues related to EFL college learners' oral and written communication skills, and it gives some recommendations for EFL instructors, curriculum planning, instructional materials and suggest some implications for future research.

Keywords: Oral Communication, Written Communication, Authentic Materials, Authentic Activities, Anxiety Level, EFL Learners.

Title and Abstract (in Arabic)

قياس مكتسبات مهارات التواصل الشفوي والكتابي لطلاب عرب جامعين من خلال استخدام مواد أصيلة: دراسة حالة

الملخص

هدفت دراسة الحالة هذه إلى قياس مكتسبات مهارات التواصل الشفوي و الكتابي لخمسة طلاب عرب جامعيين في دولة الإمارات العربية المتحدة وذلك من خلال استخدام مواد أصيلة. و قد اعتمدت الدراسة على استخدام المنهج المختلط للحصول على نتائج واضحة و غنية توضح لنا المكتسبات الواقعية و العملية لمهارتي التواصل الشفوي و الكتابي وذلك من خلال استخدام مواد و أنشطة أصيلة . و قد بدأت الدراسة بتجميع بيانات عامة عن الطلبة من خلال استخدام استبيان عام و إجراء إختبار تشخيصي لتحديد مستوى الطلاب المشاركين و بالتالي أسهمت هذه البيانات في تصميم محتوى الإختبار القبلي و البعدي و البرنامج المستخدمين في الدراسة. وقد اشتملت الدراسة على مرحلتين حيث كانت المرحلة الأولى من الدراسة تتمثل في الجانب الكمي للدراسة و الذي يتعلق بإجراء الإختبار القبلي لقياس مستوى الطلاب في مهارتي التواصل الشفوي و الكتابي و من ثم تطبيق البرنامج القائم على استخدام مواد و أنشطة أصيلة لمدة مكثفة استمرت لشهرين و من ثم إجراء الإختبار البعدي لقياس المكتسبات للمهارتين. أما المرحلة الثانية من الدراسة تشتمل على النتائج الكيفية للدراسة و تتضمن تحليل الوثائق الشفوية و الكتابية لبعض الأنشطة التي تم ممارستها خلال البرنامج ، كما اشتملت على استخدام مقياس الذات لقياس مستوى التوتر خلال ممارسة بعض الانشطة لمهارتي التواصل الشفوي و الكتابي خلال البرنامج، بالإضافة الى إجراء مقابلات فردية مع المشاركين في الدراسة للحصول على نتائج ثرية تسهم في تفسير النتائج الكمية لدراسة. و قد اسفرت نتائج الإختبار القبلي مقارنة بنتائج الاختبار البعدي على وجود مكتسبات ملحوظة في أداء الطلاب لمهارتي التواصل الشفوي و الكتابي من خلال استخدام المواد و الأنشطة الأصيلة، و كانت هذه المكتسبات ملحوظة اكثر في مهارة التواصل الشفوي من مكتسبات مهارة التواصل الكتابي. كما اسفرت النتائج على ان استخدام مواد و أنشطة أصيلة و واقعية لمتعلمين يتعلمون اللغة الانجليزية كلغة اجنبية قد اسهم في زيادة المحصلة اللغوية في الكلمات و بناء الجمل و التعبيرات المستخدمة، اضافة الى انه قد قلل من مستوى التوتر لدى الطلاب عند ممارستهم للغة في مواقف واقعية، كما انه عزز الإستخدام العملي و الواقعي للغة من خلال توظيفها في مواقف من واقع الحياة. علاوة على ذلك فان استخدام المواد و الأنشطة الأصيلة

في البرنامج قد اسهم في ايجاد أراء ايجابية من قبل الطلبة على أهمية استخدام هذا النوع من المواد لتنمية كل من مهارتي التواصل الشفوي و الكتابي. فنرى أن الدراسة قد تناولت قضايا متعلقة بكيفية تطوير مهارتي التواصل الشفوي و الكتابي للغة الإنجليزية و التي انبثقت منها بعض التوصيات الموجهة للبرامج التأسيسية المستخدمة في الجامعات بدولة الامارات العربية المتحدة و للمدرسين المختصين في تعليم اللغة الانجليزية كلغة اجنبية لطلبة الجامعات و التركيز عليها مستقبلا عند إجراء ابحاث اخرى.

مفاهيم البحث الرئيسية: مهارة التواصل الشفوي، مهارة التواصل الكتابي، المواد الأصيلة، الأنشطة الواقعية، مستوى التوتر، متعلمين اللغة الإنجليزية كلغة اجنبية.

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Dedication

To my beloved parents and dear husband

My Child: Ahmad

My family and friends

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Chapter 1: Introduction

1.1 Introduction

This case study is designed to gauge the oral and written communication gain of English as a Foreign Language (EFL) college students in the United Arab Emirates (UAE) through using authentic materials. The study strives to show in-depth data that serves in nurturing the purpose of the study by focusing on the actual oral and written communication gains attained by using authentic materials and activities. This introductory chapter provides a brief description of the research topic's background, statement of the problem, purpose of the study, research questions, significance of the study, definitions of terms, and the study's limitations and delimitations.

1.2 Communication Skills and their Implications for English Language Learning

Learning a second language is not an easy process. It requires various and excessive efforts from different sides involving curriculum designers, instructional planners, learners and teachers, in addition to other contextual factors. Communication is one of the language skills which influences the shaping the image of English language learning. Hence, understanding the communicative utilization of the target language indicates the degree of how the language is being progressed. One common concept, which the English language learners and teachers became more focused on is communicative competence (Hymes, 1972). Hymes (1972) believed that the ability to know and apply the English language in communicative situations is the main attainable aim for English Language learners instead of dealing with the

English language as an isolated subject. Furthermore, Richards (2006) suggested that the importance of communicative competence is most affiliated with the second language fluency, accuracy, complexity, appropriateness, and capacity. Therefore, different language approaches emerged to support the notion of communicative competence, which tended to be interactive, communicative, and have various effective teaching styles in English language learning. Studying language through communication became the paramount priority of both learners and instructors, wherein the authentic use of the English language is the attainable goal. Since the realistic use of a language is the essence in language learning, the creation of authentic environments including the utilization of authentic activities and materials is at the heart of the practicality, applicability, and usability of the target language (Larsen-Freeman, 2000).

Learners need to improve and develop English communication skills because understanding the language in a communicative way leads to using the language confidently and effectively. For instance, Richards (2006) and Larsen-Freeman (2000) emphasized that second language learning is simplified through engaging students in real, interactive, and meaningful communicative tasks. Moreover, the clear recognition of English language practical use assists language learners easier and faster, which occurs because learners are merging within the language practice. The ability to use language in real situations needs to apply different techniques and approaches in order to motivate and push learners by engaging them in particular materials and activities and improving their communication skills (Larsen-Freeman, 2000; Richards, 2006). Moreover, Hennings (2002) pointed out that through practical and social interactions, where language is meaningfully constructed, oral, written, and visual language will be more effective and actual. For all intents and purposes,

oral and written communications are most focused on those phases which most EFL learners want to nurture and advance. The use of language, whether in oral or written communication, requires appropriate selection of materials; thereby, learners can access the language in a communicative and realistic way.

1.3 The Importance of Oral and Written Communication

Oral and written communication skills share some common features. Both of them are output-based skills. They are really productive and active processes. In addition to that, oral and written communications help in activating and gaining the procedural knowledge by putting the language into practical and real application. So, both of them provide learners authentic examples of the target language usage (Nation & Newton, 2009). This point was illustrated by Vygotsky (1962) when he revealed the difference between the spoken and written language in the following:

> In conversation, every sentence is prompted by a motive. Desire or need lead to request, question to answer, bewilderment to explanation. The changing motives of the interlocutors determine at every moment the turn oral speech will take. It does not have to be consciously directed; the dynamic situation takes care of that. The motives for writing are more abstract, more intellectualized, further removed from immediate needs. In written language we are obliged to create the situation, to represent it to ourselves. (p.99)

Oral communication in EFL learners' classrooms should not be limited to memorizing conversational speeches and exchanging drilled words and expressions. However, the real aspect is how to make their oral communication emanate naturally without any kind of hesitation and anxiety. This perception is further confirmed by one of Krashen's (1982) natural approach principles, where meaningful transmission

of thoughts and ideas in real social situations should occur. Therefore, the importance of oral communication in English language learning appears as a vital process, where developing and understanding of the meaning is at the core, via interactions. For example, a study was carried out in Sweden by Tornqvist (2008), which aimed to investigate English teachers' and students' attitudes toward the importance of oral communication in teaching English. Three teachers were interviewed, while 85 students answered a questionnaire. The results of the study concluded that most teachers' and students' attitudes confirmed that oral communication is very significant, because it shows the ability to express thoughts and ideas, which is considered a crucial aspect for EFL learners.

Written communication is also an essential skill for English language learners. Developing writing skills is considered a difficult stage in second language learning because it requires a solid background knowledge of the target language's functions, usages, and purposes. Moreover, building up writing skills depends on the efficient constructive repertoire of other skills including listening, speaking, and reading (Austin & Haley, 2004). The EFL learners' attitudes especially the Arab learners towards the importance of written communication is presented in a study which was conducted by Rushidi (2012) in Macedonia. Rushidi (2012) investigated the students' attitudes towards the importance of writing skills based on their needs. The study included fifty EFL college students. Data were collected from a questionnaire and document analysis of the students' written composition of different genres while attending English courses during one semester. The results revealed that most of the students' attitudes considered writing as an unimportant skill in contrast to the other skills, because it served their academic purposes only. However, their writing performances showed their improvement during the training course.

Oral and written communication in English language learning is strongly related to authentic usage of the language where practicality is the primary concentration. For EFL learners to use the language, instructors need to select and utilize different mastery techniques, strategies, and materials in order to pave the way for learners to acquire and learn the language authentically (Richards, 2006). Subsequently, the selection, implementation, and assessment of the authentic materials and activities for developing oral and written communications should be taken into account instead of dealing with the skills in a narrow way. For example, Pietila (2009) posited that the designated authentic materials can serve to design either authentic or non-authentic tasks in the classroom. So, the challenge here is how EFL instructors can use the materials to administer tasks that contribute to the realistic practical use of the English language. Accordingly, different EFL Arab and non-Arab researchers (see Asgarikia 2014; Biesenbach-Lucas & Wiesenforth, 2001; Erkaya, 2005; Gilmore, 2007; Hamzah, Ghorbani & Abdullah, 2009; Niazi & Pourgharib, 2013) showed in their studies the vital role that authentic materials and practices play in developing oral and written communication for EFL learners.

1.4 Issues related to EFL Learners' Oral and Written Communication Skills

The focal point in this study is that most EFL learners are still facing difficulties in their oral and written communication skills in different communicative situations. There are many factors that may influence EFl learners' development of oral and written communication. The fundamental one is strongly related to authentic exposure to the language. EFL learners generally, and Arab learners specifically suffer from a lack of opportunities for authentic exposure to the English language; which dramatically lessens their oral and written communication skills practice.

Indeed, Rabab'ah (2001) emphasized that the deficiency in exposure to the target language for Arabs is one of the constraints that obstructs the language learning process. Accordingly, the core aspect in foreign language learning, that must be focused on, is the kind of selected materials that serve the practical practice of the language and push students to communicate (Pietila, 2009). For example, an article written by Pathan, Alderis and Alsout (2014) investigated the major difficulties that Libyan EFL learners confront while communicating in English. The study referred to six basic difficulties that most EFL Libyan college students suffer from including: pronunciation, adjective usage, mistakes in grammatical and syntactic rules, errors related to the usage of prepositions, problems with idioms, and semantic errors. All of these difficulties originate from mother language interference in Arabic that most EFL learners face. The main sources and reasons for such problems, that the authors emphasized in this paper include: faulty teaching styles and strategies, the lack of the target language environment, the absence of language practice, the use of Arabic when learning and teaching English language, the loss of interest and feeling of anxiety, and the inadequate knowledge of the language.

There are other difficulties that relate to the writing skills of Arabic-speaking EFL learners. For instance, a study was administered by Javid and Umer (2014) aimed at exploring Saudi Arabian EFL learners' difficulties while practicing writing skills. A group of 194 Saudi EFL learners participated in the study, which utilized a questionnaire. The results found that the participants had serious weaknesses with regard to several aspects of language such as grammar, syntax, and organization of ideas because of the lack of any real practice in English. The results gained from the studies of Pathan, Alderis and Alsout (2014) and Javid and Umer (2014), have reached a common conclusion that minimal exposure to real practice in the target

language embodies a vast barrier between the learner and the development of the communicative language.

1.5 Statement of the Problem

Despite the overwhelming efforts in the foundation programs stressing the need for developing English oral and written communication skills, the UAE EFL students are still striving to achieve better levels in English communication skills, particularly, when they take standardized tests such as the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL). For example, IELTS is a communicative test that provides accurate measurements of the learners' performance levels in English language skills. In the United Arab Emirates, the learners' performances in oral and written communication are reflected through their scores which mostly range between a band of (4.5) and (5.5), regardless of the fact that the UAE colleges and universities offer preparation programs for IELTS during the foundation year, and the instructors are native speakers. According to the IELTS system in scoring the band score (4) represents limited users of the language skills whose basic competence is limited to familiar situations, they frequently show problems in using expressions and understanding of the language, and they don't have the ability to use complex language. While the band score (5) represents modest users of the language skills who cope with general meaning in most situations, they make many mistakes while practicing the language, but they can handle basic communication related to their fields.

The UAE college students' low performances actually appeared in the general results on the official website of IELTS in years 2012 and 2013 (IELTS, 2012, 2013), which revealed that the United Arab Emirates learners' scores compared

to other countries. Specifically, in speaking and writing tests, the UAE scores were the lowest among all respective countries. The overall average band score for the UAE compared to other countries in both the academic and the general IELTS achieved the minority by (4.9) and (4.3) respectively in the year 2012. In addition, reflecting on the mean band scores for the writing and speaking sections in the academic version, it is worth mentioning that the United Arab Emirates also had low mean band scores compared to other Arab countries with (4.7) in writing and (5.3) in speaking, and (4.3) in writing and (4.9) in speaking regarding the general version (IELTS, 2012).

Comparing 2012's results with the year 2013, there was not a drastic change in the overall average which remained constant by (4.9) for the academic version and slightly increased for the general version by (4.4). Furthermore, the latest report of test takers' performances in the IELTS in year 2015 demonstrated that there was no change in the mean band scores for the United Arab Emirates' college students. The total averages for both academic and general versions were (4.9) and (4.7) respectively. Equally important, both versions had the same mean band scores in writing (4.5) and in speaking (5.3) (IELTS, 2015).

Additionally, some learners in the UAE don't have the ability to pass the IELTS test and get a band score of 5 from the first attempt. This is evidenced by a study which was conducted by Aboudan (2011), which stated that 30% of the students fail the test the first time, and 99% of those who failed, fail it with minimal scores, which clearly reflects their underperformance in the IELTS. On the other hand, some of those who pass the test and get a score of 5 are incapable of communicating confidently and without hesitation, whether inside or outside the

classroom. For example, when they encounter social situations, such as shopping, ordering food, communicating with their native instructors in their colleges or reserving an appointment, etc. they encounter problems. Furthermore, as in personal experience, some students speak English comfortably with their friends; nevertheless, when they confront a native speaker, or have to carry on a face-to-face conversation, such as in the IELTS speaking test setting, they don't have enough confidence to speak without being anxious.

If we focus on the learners' perceptions towards the IELTS test in the United Arab Emirates, a study was carried out by Blake (2011) who examined both male and female secondary school learners' perceptions towards oral test-taking anxiety, like the OPI (Oral Proficiency Interview) and the IELTS. There were 25 Emirati participants aged between 15 and 17 years old, who were selected from two IGCSE ESL (International General Certificate in Secondary Education) classes. Data were collected through conducting a videotaped mock oral proficiency IGCSE interview, audiotaped semi-structured individual interviews, questionnaires, and an audio recorded semi-structured focus group discussion. The findings established that the participants showed different physical signs of anxiety when they did the interviews, and these signs resulted from language learning difficulties, lack of vocabulary and expressions, unfamiliarity with the interlocutor and their instructors' styles of teaching. Another study was conducted by Aboudan (2011) in the United Arab Emirates' university system, in which it investigated the students' perceptions of the IELTS exam and the reasons that led to their low performance. Students' perceptions of the IELTS exam were collected by a self-reporting instrument. The findings, based on students' perceptions, revealed that ineffective teaching techniques, poor resources, and class settings hindered the development of their performance in the

IELTS test. Some of the students' suggestions to improve their test-taking abilities were to be involved in real experiences where skills such as problem solving, communication, discussion, and negotiation could be nurtured, for their confidence levels to be increased.

However, another study reflecting on EFL learners, carried out by Hosseini and Roudbari (2013) explored Iranian candidates' attitudes towards the IELTS test. In this study 40 Iranians, who took the IELTS exam, were selected to answer a standardized attitude questionnaire. The findings illustrated that most of them had positive attitudes regarding the IELTS experience. Both studies were carried out about EFL learners, and focused on their attitudes towards the IELTS; however, the results were very contradictory, which confirmed that there are particular weaknesses which hindered the performance of the Emirati students.

In view of the above, it becomes clear that there are several factors that affect the efficiency of English language learning for EFL learners. In the case of teaching English communicatively as a foreign language, the kind of instructions, materials, teaching methods and tasks that are implemented in the classroom, must be efficient for learners to create a motivating atmosphere which pushes and encourages them to use the language in a communicative and authentic way. As a matter of fact, marginal consideration and attention of the previous studies were given for college students and their views regarding their oral and written communication gains through using authentic materials. It is readily observed that limited studies have been conducted regarding this matter in the context of the United Arab Emirates. Those who have addressed the issue including, Blake (2011) who focused on students' perceptions regarding the IELTS as a communicative test, Aboudan (2011) who tackled the issue related to the low performances of Emirati students' IELTS band scores, and finally,

Al Alami (2014) and Al-Mahrooqi and Tabakow (2015) who looked at the use of authentic activities including role play, the interview, and the debate activities to functionalize the authentic materials' use and how they affect learners' communicative competence development.

To warp up, the main problem in this case study is that EFL college students still don't have the ability to communicate authentically when they encounter real situations. The lack of authentic materials and activities exposure is an essential aspect that leads to this serious problem.

1.6 Purpose of the Study

The purpose of this case study is to gauge the actual gain in oral and written communication of EFL college students in the United Arab Emirates through using authentic materials. Different types of authentic communication activities and materials were collected from five college students to investigate the linguistic and non-linguistic gains relevant to oral and written communication skills through using authentic materials. Furthermore, the study focused on capturing the five participants' views towards the use of authentic materials and activities in developing their oral and written communication skills.

1.7 Research Questions

Based on the purpose of the study, the five research questions which guided the study are as follows:

1. Does the use of authentic materials make a difference in college students' English language oral and written communication skills?

2. Does the use of authentic documents (videos, audio-records, written documents) support the gain in oral and written communication?

3. Does the use of authentic materials make a difference in lessening the college students' levels of anxiety?

4. How do college students view the use of authentic materials in developing their English language oral and written communication?

5. What are the actual gains in English language oral and written communication through using authentic materials?

1.8 Significance of the Study

Learning English as a foreign language needs to provide opportunities for learners to be exposed to real language input through using authentic materials, which allows learners to deal with the language in a practical way. Some EFL learners do not have access to practically use the language in natural settings. Despite the previous studies which were conducted in the UAE context, followed both quantitative and qualitative designs, and included large numbers of participants, this current study addressed some gaps related to the authentic use of the English language. It employed an explanatory mixed method design to reach an in-depth analysis regarding the actual oral and written communication gains for five college students in the United Arab Emirates context by using well-selected authentic materials. Consequently, better understanding of the participants' views regarding this gain was obtained. Hence, EFL teachers' and learners' perspectives towards the use of authentic materials and activities are more directed and developed, particularly, in the foundation year when learners need to prepare for the IELTS test as one of the basic entry exam requirements to be accepted in colleges.   college.

Moreover, if we focus on the instructional and practical contribution of the paper, the study can serve to improve the way of teaching English (oral and written skills) as a foreign language to college students. For example, some of its contributions might include: the appropriate selection of authentic materials, activities and tasks to serve students' needs and interests, and ways of implementing these activities through different techniques and methods.

1.9 Delimitations of the Study

Due to the nature of the study, some delimitations were specified. They include the following: 1) the participants were selected according to particular criteria wherein they had to be college students who had attained a band score of between 4.5 and 5 on the IELTS; 2) they needed a strong potential to complete the two-month program; 3) they had not taken any type of English courses to develop their skills for at least one to two years. Additionally, this study targeted only the oral and written communication skills. So, it was directed by pre and post-tests and an extensive program for two months in which different authentic topics, materials and activities were applied to gauge the college students' gain in oral and written communication skills. Moreover, this study targeted the students' views towards the use of authentic materials and activities in developing oral and written communication skills, while the teachers' views are not taken into account.

1.10 Limitations of the Study

Every study has its limitations, and this one was no different. Perhaps the main limitation was that only five students were involved in the study, which could be considered a very small sample. Due to this small sample, the results extracted

from this study may not be generalizable to all college students in the UAE. In addition, carrying out interviews with the participants could have led to some bias. This is expected in qualitative research; however, it can be viewed as a limitation.

1.11 Definitions of Terms

Due to the large number of terms utilized in this study, some terms have been defined below for clarity.

Affective variables: Krashen (1982) identified three main affective factors that are strongly associated with the second language learning process including: motivation, self-confidence, and anxiety. The more positive a learning environment is, with high motivation, high self-confidence, and low anxiety (low affective filter), the more comprehensive input will be acquired for understanding the language.

Authentic materials: Nunan (1985) defined authentic materials as materials designed for serving real communicative purposes in language learning. Moreover, Rogers and Medley (1988) defined authentic materials as written or spoken materials produced by native speakers to serve real life situations. While, Harmer (1991) indicated that authentic materials are real materials which are created for native speakers, and are not specifically created for language learners.

Communicative competence: Hymes (1971) referred to this term as the learners' capabilities in what, when, and how to communicate

appropriately in real life situations. It refers to the practical use of the language in a meaningful context.

EFL: The acronym EFL stands for English as a Foreign Language in which learners (non-native speakers) are learning English in environments where English is not predominant (Gunderson, 2009). This would include countries where English is not used as an official language such as Japan, France, or Saudi Arabia (Brown, 2013).

IELTS: The acronym IELTS stands for International English Language Tests System which assesses language learners' abilities in using the English language including the four skills: listening, speaking, reading, and writing (IELTS Handbook, 2009).

Language acquisition: Krashen (1987) defined it as a natural process which requires a Meaningful, natural interaction in the target language without focusing explicitly on its linguistic forms.

Language learning: Krashen (1982) explained it as "the conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them" (p. 10).

Oral communication: It is the ability to communicate verbally through using the language functions fluently and accurately (Isabelli-Garcia, 2003). Additionally, Rahman (2010) defined oral communication as an active process that depends on interactions through exchanging ideas, feelings, thoughts, and information. It is the ability to deliver and receive verbal messages.

Written communication: Grabe and Kaplan (as cited in Al-Gharabally, 2015) defined writing as a means of self-reflection, communication, and information collection.

1.12 Organization of the Study

The study is composed of five chapters. Chapter one introduces the research topic, the statement of the problem, the purpose of the study, the research questions, and the significance of the study. Chapter two includes the theoretical framework and relevant studies that tackled the research topic, including the use of authentic materials and activities in oral and written communication skills. Chapter three identifies the research design as an explanatory mixed method design, clarifies the sampling size, describes the instruments, and finally discusses the data collection and data analysis procedures. Chapter four shows the main results in relation to the five research questions. This includes both the quantitative results, illustrated through graphs and the qualitative results, outlined through the major themes extracted from the interviews. Chapter five is the discussion chapter which reveals strong connections between the results and the relevant studies discussed in chapter two. Finally, recommendations and implications for future research are presented.

Chapter 2: Literature Review

2.1 Introduction

This chapter outlines theories and published studies in order to give a thorough background to enrich the purpose of this case study, the aim of which is to gauge the gain of oral and written communication of five EFL college students in the UAE through using authentic materials. This literature review includes the theoretical framework utilized for this study, by focusing on particular theories introduced by notable scholars such as Vygotsky (1978), Halliday (1975), and Krashen (1982), who considered language as a communicative, functional, and real tool. Also, it attempts to represent the conceptual framework of this study including oral communication, written communication, and authentic materials through connecting them to EFL learning. In addition, the chapter delves into previous research pertinent to the use of authentic materials in EFL learning, the gains that EFL learners obtain from the authentic use of the language in oral and written communication skills, and the learners' attitudes towards the use of these materials in English language learning.

2.2 Theoretical Framework

In this section of the literature review, theories related to the research topic are addressed in detail including: Vygotsky's sociocultural theory (1978), Halliday's systematic functional linguistic theory (1975), and Krashen's natural approach (1982). These theories are discussed in a way that is strongly relevant to the notion of learning language in a communicative style through practicing it in real life situations.

2.2.1 Vygotsky's Sociocultural Theory in Language Learning

Due to the implications that Vygotsky (1978) left on the act of learning, sociocultural theory focused on the development of language as being achieved by social and cultural practice. Accordingly, the learning process takes place through engaging learners in a conversational and dialogical context where the language is used in a communicative and real milieu. In that way, learners can construct their knowledge and skills of the language in a way that serves their understanding of the actual application of it. For example, Ormrod (2011) indicated that Vygotsky asserted that learners can obtain great benefit when socially and culturally sharing and exchanging their ideas and skills. The social and cultural sharing of the leaners' ideas serves in understanding, organizing, and expressing their ideas to others, posing questions to interact effectively with others, being exposed to many resources and input, expanding their knowledgeable and skillful repertoire, learning by mistakes, trying to improve their ways of thinking, considering cultural differences in the way of communicating, increasing their argumentation skills, and stimulating higher order thinking.

Vygotsky (1978) emphasized the importance of creating a supportive and motivated environment for learners in which their levels, needs, and interests must be taken into account to achieve development. The core point here is that identifying the kinds of experiences, materials, activities, and instructions should be based upon the learners' actual levels. These supportive sources must be well-selected, challenging and achievable at the same time to cause development. From this path, another influence of the sociocultural theory in learning was the ability to distinguish between the actual level and the potential level of the learners' development, which

is called the Zone of Proximal Development (ZPD). It was defined by Vygotsky (1978) as:

> It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving adult guidance or in collaboration with more capable peers. (p. 33)

Based on the ZPD concept, Vygotsky (1978) confirmed that what learners can achieve with external support or guidance today will help them to achieve it by themselves in the future. Furthermore, Vygotsky (1978) advocated the importance of determining the actual development level that reflects the future growth of the learners rather than measuring their potential levels. Moreover, Shayer (2003) asserted that the ZPD added a vital feature in the learning process in which the learners' abilities and skills shift from the interpersonal to the intrapersonal functioning. This process is defined by Vygotsky (1978) as the "internalization process" in which the interaction with different external sources is "reconstructed and begins to occur internally" (p. 57). Hence, interacting within the social and cultural context will lead to internal development for learners, and thus they become independent learners. This shows how the selection of activities and materials as types of external sources contribute to develop learners' ways of interactions and communication. Also, Shayer (2003) confirmed that the kind of instruction that precedes the development should be challenging and provide an opportunity for learners to elaborate different ways in order to achieve development. The aim here is not the development itself, but the functions used to reach that development.

The Zone of Proximal Development concept led to the Scaffolding concept, both of which revolve around the kind of help or support that is provided to the learners to assist them in moving towards the development of new levels (Ormrod,

2011). The Scaffolding concept was first advanced by Wood, Bruner and Ross (1976), who defined it as a kind of control over the targeted tasks' elements by an instructor, wherein students concentrate on completing the elements of the targeted tasks, which are within their levels, through their teacher's support. Therefore, Scaffolding reflected any kind of support supplied to the learners to help expand their knowledge and skills.

The role of Scaffolding in Vygotsky's theory is to operationalize and functionalize the Zone of Proximal Development concept in the learning process (Wells, 1999). Vygotsky (1978) specified particular features for the kind of Scaffolding supplied for learners including: the dialogical nature in which scaffolding took place in a social context where knowledge is co-constructed, the supportive kinds of activities, experiences and materials and how they fit the learners' levels, and the challengeable feature that leads to the actual progress. McKenzie (1999) indicated that there are many advantages for scaffolding which are: providing clear direction for learners, illuminating the tasks' purposes, keeping learners working on tasks, supporting and motivating learners, and providing learners with worthy sources. Hence, the internalization process appears when scaffolding is provided at which point learners start to take more responsible positions while practicing the tasks after getting benefits from the external supportive resources.

2.2.1.1 The Implications of Sociocultural Theory on Second Language Learning

In second language learning, learners need to understand the language application in real life situation in order to construct meanings. For example, Ellis (2000) asserted that the sociocultural theory contributes to make language learners become meaning-makers, not only through interaction style but also in the heart of

the interaction itself. In addition to that, Vygotsky's perspectives lead to a notable transition from the product approach to the process approach in language learning in which language is cognitively constructed within a social context (Turuk, 2008). Furthermore, Vygotsky's implications emerge in language learning. He connected the context where the language learning had occurred, and the ways of utilizing the language to serve this contextual situation. According to Halliday (1975) the functional aspects of the language can reflect the different uses of the language functions in different real contexts and cultures. Also, Ellis (2000) confirmed that Vygotsky's sociocultural theory is obviously founded in different language approaches in second language learning in which the interaction between learners and Scaffolding is the aim. Examples of this include: the task-based learning approach, communicative language teaching approach, and the natural approach.

The Zone Proximal Development and Scaffolding concepts contributed significantly to language skills development. Hammond and Gibbons (2001) pointed out that when providing language learners with support like materials, activities, or tasks according to their actual levels, these will enhance and boost students to perform and achieve great improvements in language learning. Additionally, Shayer (2003) assumed that collaborative interaction leads to a collective ZPD in language learning. Furthermore, Mohana's (2014) study in India showed how the Zone of Proximal Development contributed to the development of oral communication skills for ESL learners. Applying the ZPD by identifying the actual levels of the learners helped students become actively engaged, work collaboratively, and be familiar with other students' ZPD. Therefore, the students' communicative competence and their motivation, while they were practicing oral communication were developed. At the end of the study, the writer provides some recommendations outlining the role of the

teacher as a facilitator, assistant, and guider, in addition to showing how the construction and employment of such communicative activities according to the students' ZPD helped the learners absorb the language through interaction. Shayer (2003) argued that the ZPD is a challenge for language teachers because determining the actual levels of their learners and selecting the Scaffolding on the basis of their levels requires great effort and effective interaction between the teachers and learners. Moreover, Ellis (2000) identified how the selection of tasks and activities implemented in L2 classrooms should be based on the learners' actual levels of development.

Generally, Vygotsky's perspectives show the essential role of the authentic use of language learning and how it can be enhanced, particularly, in real life situations. This kind of construction will help learners deal with the language in a way that is based on the social context surrounding them. Consequently, connecting language usage with reality is essential, because language must first be viewed as a way of communication rather than being limited to a particular kind of knowledge or subject matter. Therefore, students can learn and build their new knowledge and skills in a meaningful way by accessing authentic materials and being involved in authentic tasks to improve and develop their linguistic skills in different content areas as one of the sociocultural theory's beliefs (Oliva, 2009). Therefore, their language skills will be functionalized and operationalized to serve different communicative purposes in different social situations.

2.2.2 Halliday's Systematic Functional Theory

Halliday's views on language learning were compatible with Vygotsky's viewpoints. Halliday (1975) believed that language is a part of our lives which

functions to serve different purposes in different contexts. Halliday (1975) defined language as a system that learners utilize to construct meaning in a particular situation. Hence, learners will functionalize language in different ways when they interact with assorted experiences. In other words, the functional approach focused on the ability of learners to choose the language that met a specific situation (Halliday, 1975). According to Ewing (2001) there are several main assumptions that the functional approach underpinned. Firstly, language is a social process which shapes learners' interactions. Secondly, it is a system of selecting the resources to convey meaning. Thirdly, any production of the language will be on the basis of the cultural aspect of the situation. Fourthly, different patterns of language can be used in different situations. Fifthly, the appropriateness of the language depends on the context. Finally, the language which individuals use may change according to contextual changes in their lives. Accordingly, Halliday (1994) advocated that language is constructed based on three main functional components including: an ideational component, an interpersonal component, and a textual component. The ideational component represents the understanding of the social environment surrounding the learners. The interpersonal component shows the ability to interact with the environment through using the pool of language. Finally, the textual component is the tangible resource which illustrates the functional utilization of the language, and it comes in different forms: spoken, written. or visual texts. Furthermore, Halliday (1975) outlined seven core functions of language: the instrumental function, the regulatory function, the representational function, the interactional function, the personal function, and heuristic function. The instrumental function refers to the use of the language as an instrument through manipulating the context to cause particular events. The regulatory function represents the control of

the event where the language is mostly used like in a setting rules and laws. The representational function is the use of the language to convey facts, knowledge, and reality. The interactional function is the social and communicative use of the language in which understanding the cultural and social aspects of the language is required. The personal function is the way of expressing feelings and emotions in which the interaction between the interpersonal and intrapersonal skills occurs. The heuristic function is the use of language to acquire knowledge and learn about the context; it is almost produced in the form of questions. Due to Halliday's (1975) systematic functional language theory, different perspectives emerged to support and expand the notion of this theory. For example, Hasan and Williams (1996) emphasized the functional use of the language needs well-selected tasks and resources that represent the application of the targeted language in real social context. These resources are called modalities, which assist in expanding the learners' understanding of the discourse production in certain contexts. The modalities are tools that represent ideas through different forms like images, sound, music, action, or others. Therefore, Halliday's focus was on "teaching the language in use and for use" (Christie, 2004, p. 17). Accordingly, learning through language which takes place when engaging learners in different conversational situations leads to learning language in which learners will construct the meaning (Wells, 1994).

It can be noted that both scholars, Vygotsky and Halliday, connect language with social and cultural activities to construct meaning. Both of them acknowledged that language is a social semiotic tool. Vygotsky defined it as a sign-based tool that minimizes the gap between humans and the environment. Halliday stated that language is a semiotic system in which language is interpreted within the social and cultural meaning construction (Wells, 1994). Accordingly, the significant

combination between the experiential and the interpersonal learning was the aim for both to build up meaning which serve in the authentic use of the language (Wells, 1994).

2.2.3 Krashen's Natural Approach

Krashen (1982) stated that the natural approach refers to acquiring language naturally through merging and combining learners in real communicative contexts which helps them produce language naturally, without focusing explicitly on the structured form of the language. Therefore, it can be indicated that acquiring the target language can be carried out through providing natural contexts for the learners' understanding, grasping, taking in, and thus, using the language. In this case, the main goal is focusing on the meaningful aspects of the language; however, the structural side of the language will be understood through utilizing the language in real situations. In the natural approach, Krashen (1982) identified four basic principles that contribute to acquiring and learning the targeted language. The principles are: classroom activities should be motivating, there is no direct correction of the speech errors, the use of the target language or the mother language or mixing them while responding is possible, grammar will be learnt through learners performing authentic activities like problem solving tasks. In addition, Terrell (as cited in Aksu & Gönül, 2014), who was the second founder of the natural approach, determined that the basis of this approach should focus on the communicative competence instead of the grammatical precision. For example, instruction should be designed for developing rather than being restricted by rules. Opportunities should be granted for learners naturally instead of a compulsory classroom environment. Affective factors such as motivation, self-confidence, and anxiety play significant

roles before the cognitive ones in language acquisition. Finally, Terrell (as cited in Aksu & Gönül, 2014) argued that acquiring vocabulary is the path for understanding and producing the target language.

Krashen (1982) believed that second language acquisition depends on five hypotheses which significantly contribute in EFL and ESL classrooms including: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. The acquisition -learning hypothesis states that there are two ways of developing language: through acquisition and learning. Acquisition is a subconscious process in which learners are acquiring the language accidently and implicitly. The learning process is a conscious process in which the knowledge needed for language production is learnt explicitly. The monitor hypothesis demonstrates that the acquisition is the sole indicator of the language which focuses on fluency, while the conscious knowledge of the target language functions as a monitor for the level of productive output after sufficient input of the target language. The natural order hypothesis indicates that acquiring the grammatical structure of the language occurs in a predictable order (Krashen, 1982). The input hypothesis is mainly concerned with the usage of authentic materials in order to acquire the target language. Learners exposed to comprehensive input such as listening and reading, will improve their acquisition of L2 (Gulzar, Gulnaz, & Ijaz, 2014). Hence, it means that understanding the target language functions precedes the productive stage in language acquisition. When learners understand the message through receiving comprehensive input, they will acquire the language in a natural order (Gulzar, Gulnaz, & Ijaz, 2014). Additionally, the use of authentic materials as comprehensible input in the natural approach is an area that is strongly related to the construction of real meaning. The authentic use of language through using authentic

materials helps learners connect language with reality. For example, using real life dialogue, role playing activities, games, songs, movies, and more are considered authentic tasks. Ormrod (2011) pointed out that "people create (rather than absorb) knowledge from their observation and experiences" (p. 181). So learners should understand the target language use through being exposed to comprehensible input related to real life, at that time producing the language will come. Halliday's and Vygotsky's influences have appeared in the natural approach in which the comprehensible input is an external scaffold which is provided for learners until they become strong enough to produce their own speech in a meaningful way. Krashen's (1982) input hypothesis has left its implications on many scholars' perspectives in second language learning. For example, Nation and Newton (2009) confirmed that the use of authentic materials excessively, as a meaning-focused input, will expand the learner's attention regarding the ideas and the messages conveyed by the language. Both Krashen and Nation and Newton ensure that receiving large quantities of meaningful and comprehensible authentic input through listening and reading will help learners to acquire the target language through a meaningful construction of it. Therefore, the large quantities of input featured in the natural approach will serve in understanding the language use till the learners feel ready to produce the language (Krashen, 1987). Accordingly, the notion of comprehensible input is completely connected with Swan's (2006) extensive input strand which supports the idea that English language learners need to be wide open to "quantities of spoken and written language, authentic, or not too tidied up, for their unconscious acquisition processes to work on" (p. 46). This will help learners to spontaneously produce the target language in different situations which are similar to which they have been exposed to before. However, receiving comprehensible input is not enough

for acquiring the target language; there are other factors that play a significant role in accepting or refusing the input. This is what Krashen (1987) clearly referred to in the Affective Filter Hypothesis which argues that there are three affective variables: motivation, self-confidence, and anxiety, where each act as filters that may enable or prevent the language acquirer from attaining and understanding the comprehensible input, this will influence their language competence. The affective elements are catalysts and advantageous factors, but are not causes for language acquisition (Gulzar, Gulnaz, & Ijaz, 2014). So the more positive a learning environment is, with high motivation, high self-confidence and low anxiety (low affective filter), the more comprehensive input will be acquired and vice versa (Abukhattala, 2013). In general, the natural approach in its nature is an indirect, implicit, and inductive approach in which acquiring or learning the target language occurs through exposure to experiential situations and authentic materials.

2.3 Oral Communication Skills in EFL Learning

Oral communication is the capability to communicate verbally with a good command of language functions, meaning, and context. It is the goal that most EFL learners look forward to. It is the most challenging aspect and, at the same time, the most rewarding one for many EFL learners (Austin & Haley, 2004). Richards and Renandya (2002) confirmed that most EFL learners believe that their proficiency in communication reflects their real target language learning. Actually, most EFL learners, especially Arab EFL learners, measure their proficiency in English on the basis of their communication abilities. As Austin and Haley (2004) pointed out, EFL learners want to see their identities as users of the language, they want to feel the practical side of the language, and they want to practice it in real time. For example,

Tornqvist (2008) investigated English teachers' and students' attitudes toward the importance of oral communication in teaching English in Sweden. Three teachers were interviewed, while 85 students answered a questionnaire. The results of the study revealed that most teachers' and students' attitudes confirmed that oral communication is very significant; because it shows the ability to express thoughts and ideas, which is considered as a crucial aspect for EFL learners.

However, there are many factors that influence the development of oral communication for EFL learners. As Jamshidnejad (2010) clarified in his study, there are three sources that may construct problems related to EFL oral communication. These include: problems related to the communicator's motivation, problems related to the ability of conveying meaning in communicative situations, and problems related to the context surrounding the learners. Another cause, added by Simon (2014), is the appropriateness of selecting suitable materials and approaches that serve in enhancing the learners' oral communication. Confirming that, a study was conducted in Thailand, by Khamkhien (2011), which aimed to investigate five variables that significantly affect the Thai students' oral communication development as EFL learners, which are: motivation, personality, attitudes towards English teachers, attitudes towards the English language, and the classroom environment. A total of 327 students, studying in the foundation academic year, responded to a questionnaire and semi-structured interviews. The findings concluded that most of the learners have extrinsic motivation for learning English with positive attitudes towards the English language; however, there are hang-ups that impeded the learners from developing their oral communication capabilities, including the textbooks used and classroom instruction.

Arab EFL learners suffer from many difficulties that hinder the development of their oral communication skills. Some of these difficulties are related to the context surrounding the learners, while others are related to the instructional strategies and kinds of materials that Arab teachers adopt in their classrooms. For example, different scholars such as Ibrahim (1983), Mukattash (1983), Suleiman (1983), and Zughoul (1983) indicated that some of the main reasons that cause difficulties in English oral skills for Arab learners include: the lack of sufficient input of the target language, the instructional methods and materials used in teaching the English language, problems related to the language context, first language interference, feeling fear and anxious, no real practice of the language, and insufficient vocabulary and grammar knowledge. Pathan, Aldersi and Alsout (2014) in their study mentioned the difficulties that Libyan students encounter when they are practicing speaking skills. They stated that there are problems related to pronunciation, syntactic, and grammatical errors, problems related to the use of idioms, and finally semantic errors when trying to convey meaning. Additionally, Shteiwi and Hamuda (2016) confirmed in their study that the lack of exposure to the use of English is the essential reason for causing problems in oral communication skills for EFL Arab learners, which then leads to a similar deficiency with other components such as grammar, pronunciation, vocabulary, and word collocation.

One essential aspect that EFL learners lack is having a real opportunity to acquire and learn the language authentically in order to satisfy the communicative features of the language. The authentic use of the language is an important component in English language learning, in particular, for EFL learners. For example, Rahman (2010) described in his study how the task-based approach, as an authentic approach, contributed to boost engineering and technology students' oral

communication in an Indian school, and how it motivated students to engage in different activities and discussion sessions to develop their communication skills. According to Richards (2006), authentic activities and materials are employed to serve real practice in language learning, and some of these activities can be applied in such a manner that students are forced to speak in real communicative situations. Generally, oral communication for EFL learners is the main skill that reflects the learners' language proficiency. Different factors should be taken into account in order to develop oral communication, specifically: the settings, materials, and instructions.

2.4 Written Communication Skills in EFL Learning

Written communication is the ability to use the language in a written form. According to Austin and Haley (2004) it is one of the most highly-valued language learning outcomes. Moreover, its development totally depends on mastering other skills such as, reading, listening, and speaking (Cook, 2001). Additionally, Ellis (1999) clarified how reading comprehension and conversational ability are both needed in order to help learners succeed in expressing their thoughts in a written mode. Halliday (1975) has another view point on this subject, and distinguished between the written and spoken language wherein the written language is a conscious and conservative process, while the spoken language is more spontaneous and innovative. Both oral and written communication are considered as the most important prerequisites in EFL learners' academic, personal, social, and professional life (Morreale, Osborn, & Pearson, 2000). However, Nacira (2010) indicated that written communication needs more effort, time, practice, and proficiency than oral communication in order to be mastered. Moreover, Nunan (1989) stated that "it is

easier to learn to speak than to write no matter if it is a first or second language" (p. 12). On the other hand, Ozawa (2006) asserted that learners are more self-directed in written communication rather than oral communication. As with other skills, there are many factors that affect the ways that EFL learners build up their written communication skills. For example, Nacira (2010) identified some factors that affect the development of written communication. Motivation is the first factor. Often many EFL learners are not interested in writing skills because of the kinds of activities and techniques applied to practice written communication skill. Therefore, teachers should build-up their learners' self-confidence through addressing real and interesting topics and activities. The lack of reading as an input resource is the second factor. The more input the students have, the more production of the language they will achieve. Reading helps in building up vocabulary, expressions, and structures needed in writing through demonstrating real examples for EFL learners. The third factor is first language interference, which influences the ways of producing written communication. This is a particular problem for Arab learners, as they often think in Arabic when they write (Nacira, 2010). Moreover, Mourtaga (2004) confirmed that Arab learners have many challenges in writing, and are thus prone to commit linguistic errors. Also, Al-Gharabally (2015) argued that most Arab learners have seen writing as a frustrating and unrewarding skill, instead of dealing with it as a mode of self-expression and communication in second language learning. The logical order, spelling, punctuation, and cohesive errors are just few challenges that Arab learners encounter while they are practicing written communication. Similarly, Gomaa (2010) identified five major problems related to writing skills for Arab learners which are: 1) run-on sentences; 2) redundancy; 3) arabish (Arabic language interference); 4) punctuation; and 5) writing organization (pp.1-2). Therefore, this is

appeared in the EFL learners' attitudes toward the writing skills. For example, study carried out by Mohammad & Hazarika (2016) in KSA in Najran University where fifty students from the preparatory year program participated in the study to explore their opinions regarding the writing skill and the issues encountered during practicing it. Data were brought from a questionnaire and writing samples from the students' first and second year students. The findings illustrated that the students' written sample reflected their ways of dealing with writing as an academic and abstract skill in which they memorize what they want to write instead of producing their thoughts authentically just in order to pass the writing course. the learners' attitudes showed the writing as not an important skill.

Developing written communication in an authentic way is one of the main challenges in language learning, and it requires a lot of effort from both the instructor and the learner. The selection of materials, techniques, and activities play a significant role in building written communication skills. Hence, creating an environment that enhances written communication skills will help students improve their writing. For example, Niazi and Pourgharib (2013) carried out a study whose purpose was to explore the impact of using emails on students' writing skills. The participants in this study were 40 female students whose ages were between 15 and 17 years old, and who were randomly selected. The experimental group (20 participants) used email in their writing class, while the control group (20 participants) utilized paper writing classes. The study, carried out in an English language institute in Gonbad in Iran, lasted three weeks. Data were collected through conducting a pre and post-test for the students' writing. The outcomes of the post-test revealed better writing in the experimental group than the control group. It is noteworthy to reflect that improving written communication through utilizing such

electronic communication applications such as email, as a kind of authentic source, will help to create an authentic environment for learners, where they can practice the language in realistic communicative situations. Accordingly, EFL teachers should create a supportive context to develop EFL learners' authentic use of the language instead of teaching the language as a subject (Gomaa, 2010).

2.5 The Importance of using Authentic Materials

Many opinions have evolved about the use of authentic materials for educational aims generally and for language learning specifically. Rogers and Medley (1988), for example, defined   authentic materials as any written or spoken materials that are produced by native speakers related to their real life situations. While Harmer (1991) indicated that authentic materials are real materials, which are created for native speakers and   are not specifically created for language learners. Furthermore, Krashen (1987) emphasized that the use of authentic materials in language learning makes learners understand how the target language works and the ways of producing it naturally. Furthermore, MacDonald, Badger and Dasli (2006) determined three kinds of authenticity in language learning including, authenticity of text, which involves the illustration of the authentic use of the language through particular materials designed to serve target language learning. Authenticity of competence means that the performance of leaners should be   as parallel as possible to the native speakers' performances. And finally, there is the authenticity of the learner, wherein the learner should interact realistically with the language as a real user of it in different communicative situations. The usage of authentic materials shows EFL learners a realistic image of the language as used by native speakers, and helps them to understand the function, the culture, and the context of the target

language. For example, TV programs, comic books movies, stories, magazines, or newspaper articles, menus, advertisements, brochures, music, documentaries and more are all considered types of authentic materials (Oguz & Bahar, 2008). Therefore, learners who are exposed to real speech, discourses, and written texts, will increase their understanding of the language, and there will be more chances to develop their real language experiences when actually practicing the language. Additionally, employing authentic materials in language learning will motivate students to engage with the learning process efficiently and effectively. Relating to the previous views, a study was carried out by Erkaya (2005) in Turkey showing the use of authentic materials such as television commercials in teaching communication, culture, and critical thinking for EFL learners. In this study EFL teachers played a significant role in facilitating the learning of the foreign language and its culture through asking students to compare local Turkish commercials to the ones in the target language. It was concluded that using such authentic materials, such as television commercials, contributed to the students' understanding of the culture of the target language. Students were encouraged to think critically through expressing their ideas, and thus led to improving their communication skills. Another study, conducted by Al Azri and Al-Rashdi (2014), investigated the impact of authentic materials as a tool to motivate EFL learners and encourage more realistic usage of the target language. Similarly, Gilmore (2007), investigated how the use of authentic materials develops college students' communicative competence. The study design used a mixed method research approach in which 92 second year college Japanese students participated. These students were assigned to two groups: the experimental and the control group. The authentic materials used in the study were films, documentaries, television comedies, web-based sources, reality shows,

videos, songs, novels, and newspapers. The quantitative mean in this study appeared in pre and post-test which depended on different strategies and skills in this study, such as, listening, pronunciation, grammar, vocabulary, discourse completion tasks, IELTS oral interviews, and students' role play. While the qualitative mean in this study appeared in using students' diaries case study interviews. The results showed that the experimental group outperformed the control group; this resulted in the findings that the learners showed their preferences in using authentic materials instead of the academic textbooks.

Developing vocabularies and structures is considered an essential part of oral and written communication learning. EFL learners need to increase their vocabulary repertoire to assist them in understanding and conveying meaning. The use of authentic materials is very crucial in this area in which EFL learners can develop their authentic use of expressions and vocabularies in different context when they communicate with others. A study was executed by Ghanbari, Esmaili and Shamsaddini (2015) in Iran focusing on the effectiveness of using authentic materials on Iranian EFL learner's vocabulary acquisition. Eighty female learners aged 17 to 20 took the Oxford Proficiency Test (OPT). Based on the scoring system of OPT, those students who scored between 105 and 119 were selected to take part in the study. Following the test, 66 participants were chosen. The participants were divided into two equal groups   in which the experimental group attended English courses three times a week for one month, and the use of authentic material was the main feature in this course. The control group, on the other hand, was taught by textbook. During the course the experimental group had to read and talk about the topics. The authentic material that was used in the program was a daily newspaper called *The New Straits Time Online*. Data were collected from the pre and post-test results. The

findings revealed that vocabulary development was achieved in both the control and experimental groups; however, the experimental group significantly outperformed the other participants. Another study was done by Zoghi, Moradiyan and Kazemi (2015) aimed at investigating the effect of authentic materials on vocabulary acquisition among IELTS students in Iran. The participants were fifty IELTS students, who were randomly selected. The instruments used in this study were IELTS classroom observations and self-reporting questionnaires. The authentic materials used in this study were songs, news, and movies. In addition, the researchers used non-authentic materials including CDs, bilingual dictionary and reading texts. The results showed that the students were really interested in using authentic material to develop their vocabulary. In addition, the use of authentic materials helped students practice the language using the acquired vocabulary in real life situations, as well as helping them understand the culture attached to the language. Accordingly, Berardo (2006) listed the most common positive characteristics for using authentic materials: they positively influence   students' motivation, they represent the real usage of the target language, they help learners understand the culture of the language, and finally they are related to the students' needs and interests.

Based on the studies provided in this chapter, it becomes evident that the use of authentic materials in the EFL classroom is important. These studies have revealed that using authentic materials for activities or tasks will bridge the gap between the   language of the classroom and the language in real life situations. Additionally, selecting and using authentic materials must depend on the classroom context, the students' levels, and the curriculums that are used. Based on these, we can see that authentic materials have some features that make them unique from other

kinds of instructional materials. According to Spelleri (2002) authentic materials have three main areas of learning entranced within them including: the language, the culture, and the practicality. This reveals that the use of authentic materials, to create an environment for EFL learners, may be a good stage for preparing and helping the learners to acquire the language contextually. As Oguz and Bahar (2008) clarified, "authentic material is a way to contextualize language learning" (p. 331). Teachers should be aware of their students' needs, perceptions, and interests regarding the materials and tasks that they will implement in the classroom. For instance, Rogers and Medley (1988) stressed the appropriateness of the activities and tasks contributes to operationalize the authentic materials employment. Accordingly, creating an authentic learning environment for EFL learners is not only about focusing on authentic materials, but also on implementing activities, techniques, and strategies to develop EFL learners' skills in constructing meaningful context (Terhart, 2003).

2.5.1 Authentic Materials vs. Non-Authentic Materials

EFL learners who learn the target language using non-authentic materials cannot use the language in a realistic way. Without the use of authentic materials, there is not a realistic representation of the target language. Therefore, learners may experience difficulty in understanding the meaning of the language, if they encounter it in real communicative situations. For example, Alijani, Maghsoudi, and Madani (2014) indicated that authentic materials are considered as day-to-day examples of language practices. In teaching communication skills, authentic materials are the best choice to reflect the real utilization of the language in social contexts and experiences. In view of that, using non-authentic materials such as, dictionaries, grammar books, workbooks and CDs, will not be as appropriate in helping achieve

the authentic use of the language in communication. As Rogers and Medley (1988) indicated, the use of authentic materials serves the learners' needs and interests and makes learners close to real communication. Many notable scholars, such as Richard (2006), Krashen (1982), Larsen-Freeman (2000), Spada (2007), Nation and Newton (2009), Halliday (1975), Rogers and Medley (1988), and Cook (2001) have argued for the authentic use of language through using effective authentic materials in language learning, as they provide opportunities for learners to construct the meaning of the language through in-depth understanding of the actual application of it. On the other hand, authentic materials sometimes cannot serve the learners' needs in a particular context. For example, learners who live in Arab countries like in Jordan, where the opportunity to communicate in English is rare, will study English in an academic subject (Kassem, 2014). In that case, the purposive use of non-authentic materials will be to increase their vocabulary and language knowledge instead of focusing on the communicative features of the language.

To show the degree of the effectiveness of authentic materials versus non-authentic ones, different studies have been conducted to compare between the two, on the basis of the influences that lead to language development and according to the teachers' and students' attitudes toward both types of materials in language learning. For example, a study was carried out in Iran by Mousavi and Iravani (2011), which aims to present the influence of authentic materials versus non-authentic ones on listening comprehension. Eighty upper-intermediate students were put into two experimental groups; one group was exposed to authentic radio-recordings, and the other to non-authentic listening materials. The findings showed that those participants, who were taught by authentic radio- recordings, achieved more development in listening comprehension than those who were taught with non-

authentic materials. Another study was carried out by Al Darwish (2014) in Kuwait, which explored teachers' perspectives regarding the use of authentic materials in teaching compared to the traditional (non-authentic) ones. Data were collected by observations, artifacts, and face-to-face interviews with 64 English language teachers from six public elementary schools. The results showed positive attitudes regarding the use of authentic materials in teaching EFL learners. The use of authentic materials promoted them to apply language in their personal experiences. Based on the previous studies, the positive impact of the use of authentic materials on EFL learners is apparent. Another study was conducted in Indonesia by Firmansyah (2015) that aimed to discover senior high school students' perceptions regarding the use of authentic and non-authentic materials in their classrooms. The representative sample was ten first-grader from a senior high school using a quota sampling method. The participants were taught using both authentic and non-authentic materials. Data were collected through using Likert-scale type questions on a survey. The results revealed that both the authentic and non-authentic materials benefited the students in this particular study. However, students showed more positive attitudes towards the use of authentic materials than the non-authentic ones.

However, using authentic materials to enhance learners' capabilities in actual communication will be determined by the context that surrounds the learners themselves. For example, in the UAE the use of authentic materials may facilitate real communication because of the multiculturalism and multilingualism which is inherent in the country and which forces learners to use English as a means of communication. Conversely, other contexts cannot provide this same type of opportunity for their learners to improve their communicative abilities, so the role of non-authentic materials would be proper in that case.

The learners' levels and interests should be taken into consideration when instructors select and implement authentic materials in their classrooms. For example, Kilickaya (2004) stated that using authentic materials is suitable mainly for advanced or intermediate learners, because using authentic materials for weak students may lessen their motivation and discourage them. Hence, in his opinion, using non-authentic materials will be more appropriate for weak students to build up their basic knowledge in a constructive way. However, Miller (2005) contradicted Kilickaya's view when he stated that authentic materials can also be used for weak learners, and it depends on the teacher's ability to identify and choose the accurate authentic materials that fit the learners' levels. In this case, it becomes clear that both authentic and non-authentic materials have an impact on EFL classrooms. The non-authentic materials provide learners with a clear basic knowledge of the language in a formal and academic way, while authentic ones put the language into practice through exposing learners to the actual usage of the foreign language.

2.5.2 Authentic Materials and Activities: Gains in Oral Communication

The use of authentic materials in language learning has great implications for oral and written communication as productive skills, as real and functional applications in the language are nurtured. Many studies have supported the preceding notion by revealing the effectiveness of using authentic materials in oral and written communication. Different improvements could be acquired from the use of authentic materials to enhance both the oral and written communication of the second language.

The use of authentic materials has contributed to helping EFL learners improve their oral communication skills. For instance, a study was carried out at

Central Texas College by Volle (2005), which investigated the oral gains of nineteen Spanish learners through using an online education course including voice emails and online interviews. The activities used in this study were reading passages aloud, grammar-drill completion activities, and internet-mediated oral conversations. Several criteria were used to assess the students. The main criterion used to measure the students' performance was articulation, and it included three components: pronunciation, stress, and intonation. The accuracy score was the second criterion, which was adapted from Weir's Communicative Language Testing. And the final criterion was proficiency score, which was adapted from the ACTFL Proficiency Guidelines. The findings showed that there was a significant gain in learners' proficiency scores when using authentic materials; however, the scores for articulation and accuracy did not show any significant improvement. A study implemented by Fabio (2014) in Spain investigated how the use of drama techniques enhances EFL students' speaking. The participants were second year students from two different classes.: 2nd A consisted of 21 students and 2nd B made up 28 students in which 13 from both were the experimental group. Data were collected by conducting pre and post questionnaires to identify the students' levels of motivation and oral pre and post-tests to measure their speaking levels. The materials used included: worksheets, videos, a poem, a map, a song, a play script, and some newspapers. The dramatic activities were: role play, mime, simulation, and improvisation. The course took place over nine sessions. The results revealed that the use of drama activities enhanced the learners' motivation, by challenging them to develop their speaking skills and to be more interactive and communicative in the classroom. The skills that visibly improved among the students were their ability to manage a conversation, the ability to understand the written and spoken texts, the

development of grammatical skills, and the increase in a new vocabulary repertoire. The significant differences between the pre and post-tests appeared in fluency, vocabulary, pronunciation, and grammar. Another study carried out by Sunaratn (2013) in Thailand aimed at developing oral communication abilities for marketing courses through using a project-based learning approach and investigating the students' opinions toward the application of this approach. The participants were 20 third year marketing students. Data were collected through a questionnaire, structured interviews, oral communication tests, opinion surveys, and teacher's notes. The findings concluded that the areas which showed noticeable developments in oral communication were comprehension, fluency, functional competence, vocabulary, and grammar. Pronunciation however, did not show any significant improvement. Furthermore, the students' opinions were positive toward the used approach. Moreover, a study by Rasheed (2014) added other types of authentic materials to scrutinize the impact of authentic materials on the use of English tenses among Arab international secondary school learners in Malaysia, and the students' and teachers' perceptions regarding the use of authentic materials for EFL learners. A quasi-experimental design was adopted in this study. The control group consisted of 25 students, while the experimental group contained 35 students. There were four types of authentic materials used in the study including: films, videos, newspapers, and photos. The experimental teaching took place over 18 hours. Data were collected from the pre and post-test results and the structured interviews. The findings discovered that the teachers' and students' perspectives of the authentic materials were positive in that they helped students practice the language in real life. Supporting the previous finding, the experimental group outperformed the control group in which their use of tenses and grammatical structure in speaking were

developed. The study revealed how the use of authentic material enhanced and enriched the real experiences of the language use. Another study, carried out by Al Diyyab, Abdel-Haq and Aly (2013) in Egypt showed other linguistic gains came from using additional kinds of authentic materials. The study investigated the effectiveness of using a multi-media based program in developing EFL oral fluency skills. Different instructional materials were used in the program including: graphics, audios, and videos. The duration of the program was two weeks in which 30 second year students were selected randomly to participate in the study. Data were collected from the pre and post-test's results. The results revealed that the multimedia-based program was effective in developing speaking fluency skills. Moreover, the students showed their development in hesitation, pauses, backtracking and correction while they were practicing the language.

The effective use of authentic materials is strongly relevant to the selection of activities that serve in functionalizing these materials. The type and the quality of the activities and techniques are significant to the development and improvement in oral communication. Different studies have shown the effectiveness of some oral activities that enhance the authentic use of the language. Some of these include: the *Disappearing Dialogue* activity, *Just one Minute* activity, *Role Play* activity, and the *Debate activity*. For example, a study was carried out in Iran by Kheyrkhah and Ghaemi (2012), which revealed how the effectiveness of the *Disappearing Dialogue* activity contributed to building EFL learners' vocabulary learning and retention. Another study was conducted by Rahimy and Safarpour (2012), which investigating the effect of role play activities in developing speaking skills. The study adopted quasi-experimental research in which 60 Iranian intermediate level learners were selected randomly. A pre and post-test was used to measure the level of participants'

speaking skills after five sessions of treatments. The criteria used to measure their levels were: pronunciation, grammar, vocabulary, fluency, and comprehension. The results revealed that the experimental group's performance in the speaking skill was higher than the control group. In addition, Holt and Kysilka (2006) emphasized that using role play activity influences the learners' ways of behaving based on the context and the situation which they practiced. Therefore, their ways of behaving and expressing will change to serve the situation that they role play in. Moreover, the effectiveness of the *Debate* activity has appeared in Fauzan (2016) by implementing it throughout a period consisting of two cycles to improve the college learners' speaking skills. The study targeted the English Department of IAIN Samarinda, using its third semester students as participants. The study used different instruments to collect data including: observation, field notes, score sheets, and a questionnaire. The results concluded that there was an improvement in the learners' speaking skills, when they have the opportunity to express their ideas and thoughts while practicing the *Debate* activity. The participants were motivated to use the language and explore its function, their fluency was enhanced and the ways of interaction and argumentation were developed. Another study conducted in Thailand by Somjai and Jansem (2015) investigated the effectiveness of using the *Debate* activity in developing students' speaking skills and their attitudes towards the use of this technique. Data were collected from pre and post-test results, in addition to a questionnaire. The course took place over 18 lessons. Forty-six tenth grade students were selected purposively on the basis of their GPA. The results concluded that there is a significant difference between the pre-test and post-test in which the participants attained higher mean scores in the post-test. Their social and conversational skills developed in a way that made them less anxious and more motivated when they

speak. Their observations regarding the use of debate were clearly positive, and they viewed the *Debate* activity as having provided them with opportunities to use the language realistically and communicatively. In addition, Junaidi (2011) revealed in his study that linguistic developments that come from the application of the *Debate* activity for EFL learners could gradually build up in a constructive way through the authentic use of the language via debates.

2.5.3 Authentic Materials and Activities: Gains in Written Communication

The use of authentic materials in written communication has left its implications for it. EFL learners' gains in their written communication skills through using authentic materials have been presented in different studies. For example, a study was carried out in Taiwan by Shang (2007) examining the effect of using email communication on EFL learners' writing performances in terms of syntactic complexity, grammatical accuracy, and lexical language components. The researcher used a mixed method design in which a pre and post-test was conducted to measure the students' performances in addition to a self-reporting tool to measure students' attitudes toward the use of email activity in their written communication skills. Forty university students were selected to participate in this study. The findings revealed that students' development occurred in syntactic complexity and grammatical accuracy, while the lexical aspects did not show any notable improvement. Moreover, the self-reported results demonstrated positive attitudes towards the use of email activity in writing. Another study was done by Hamzah, Ghorbani, and Abdullah (2009) who examined the effect of electronic communication in developing written language. They began with 100 emails and 50 SMS that had been randomly selected by international students in University Putra Malaysia. That content was

analyzed to show the following results: most of the students' written production tends to be in a spoken form of language more than in a written form, and there is no consideration of grammar, punctuation and sentence organization. However, their creativity in writing was obvious and the reason for the unfocused syntactical and lexical forms was to lessen time, effort, and space. While, another study by Masood (2013) in Pakistan aimed at examining the efficacy of authentic materials use for enhancing writing skills. The participants were ten students from tenth grade who were selected randomly. As an experimental study, data were collected by using a questionnaire for eight English teachers and classroom observations, in which two textbook lessons were taught with the help of authentic materials which included: cartoons, advertisements, weather reports, television programs, horoscopes, and television and radio news. The duration of the course was for one month. The results showed that there was a tremendous development in the students' writing skills after using the authentic material due to the use of different vocabulary and structures acquired from authentic materials, and reflecting on topics addressed in the authentic materials. Most of the teachers' responses in the questionnaire showed positive attitudes towards the importance of the authentic materials in the EFL classroom. Another study conducted by Adas and Bakir (2013) in Palestine investigated the benefits of using blended learning for developing writing skills. The study used an experimental design in which two sections (60 students) of English as a foreign language from the second and third year undergraduates were selected to participate in this study. The participants were divided into two groups. Thirty of them were in the experimental group, in which the blended learning was applied while the others were in the control group who were taught by the traditional style. The blended learning used the online MOODLE system in which students share their writing with

each other. The authentic materials used in this course were posts, photographs, and videos. Students were then asked to reflect on them through writing different paragraphs. The results revealed that there is a significant difference in the students' written performances between the pre-test and post-test results in favor of the post-test. The experimental group performed dramatically better than the control group, revealing the effectiveness of blended learning through using online authentic materials and allowing students to reflect on their real lived experiences to develop their written communication skills. The areas of development appeared significantly in the sequence and logical orders of the details and ideas written in paragraph level. Moreover, the online collaborative work with the instructors developed the students' attention to the cohesive ties like transition words, conjunctions, and grammatical structure, in addition to the visible development in punctuation, spelling, and capitalization. Another study was carried out in the UAE by Al Alami (2014) introducing a literature-based course for EFL learners, which contained authentic materials such as, novels and stories to promote learners' communicative reading and writing competencies. In addition to that, other authentic activities were applied in the course involving: interviews, role play, and debate in order to operationalize the materials in nurturing the oral communication. The design of the study used thirty-four undergraduate students studying at a private university in Dubai. All the participants were selected purposively from different majors other than English language. The duration of the study was four months during which time the experimental group was taught a literature course, while the control group was taught a general English course. Pre and post-tests were used to measure the learners' communicative competences. The findings showed that the experimental group achieved more significant progress than the control group. Endorsing Al Alami's

study, was a comparative study between Oman and Dubai, conducted by Al-Mahrooqi and Tabakow (2015) investigating the effectiveness of "in-class" debate in Arabian Gulf ESL and EFL learners in developing reading and writing skills. The sample was selected from two student populations including first and second year university students from Sultan Qaboos University (SQU) and the American University in Dubai (AUD). Sixty-two students were involved, at SQU the course was on skills-integrated effected reading, while at AUS the course was advanced composition and research in AUD. Data were collected via a questionnaire and an interview. The results revealed that two-thirds of both sets of students believed that debates helped in improving English in academic and real-life situations. Moreover, debate activities help students practice the language through encouraging students to read more and interact to express their ideas and thoughts in a critical way.

The use of authentic activities as seen in Al Alami's (2014) and Al-Mahrooqi's and Tabakow's (2015) studies has showed how the use of particular types of activities serve in operationalizing the authentic materials employed to serve developing oral and written communication skills.

2.5.4 Authentic Materials and Anxiety Levels in Communication

The use of authentic materials has its implications to the non-linguistic aspects in the language learning such as the anxiety level. These implications have appeared in different studies in relation to the practical use of English communication skills. The use of authentic materials and activities has positively influenced EFL learners' levels of anxiety in a way that allows them to produce the language without any hesitation. For example, a study conducted by Grant, Huang and Pasfield-Neofitou (2014) in Australia focused on foreign language anxiety for Chinese

language learners (undergraduate students). It compared face-to-face communication in classrooms and online 3D virtual simulation environments. Sixty-two students completed pre-lesson questionnaires relating to foreign language anxiety in the face-to-face classrooms, while 55 of them completed post-lesson questionnaires concerning the foreign language anxiety in virtual classrooms. One of the most important findings was that students were less anxious and stressful in the virtual environment when using the language than in the face-to-face classrooms. The creation of a virtual environment reflected the authentic creation of the language in order to be practiced. Another similar study was carried out in Taiwan by Wu, Yen and Marek (2011), which investigated how the use of online interaction like video conferences with native speakers increased the EFL students' confidence, motivation, and communicative ability. Over 200 learners from the business school of a technical university participated in this study. A questionnaire was used to analyze the learners' perceptions relating to motivation, confidence, and ability when using the online interaction as an authentic material. The findings concluded that this kind of interaction made students feel comfortable, less anxious, and confident when they communicated with other native speakers through video conferences. Consequently, their ability to communicate and interact with others improved. Additionally, Pinkman (2005) explored how important it is to create authentic contexts, wherein the opportunity for real language practice contributed to an increase in learners' interest and motivation. It further helps learners to engage and interact using the language without being anxious, which can help them become more independent learners. These results reveal the relationship between learners' levels of anxiety and their communication skills development. For instance, Azizifar, Faryadian and Gowhary (2014) investigated the relationship between anxiety and

EFL learners' speaking skills. Their study included 80 EFL Iranian college students. Data were collected using Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS), which has been developed to measure anxiety, an interview, and a questionnaire. The main finding extracted from this study was that the higher the anxiety score, the lower the speaking skill is. Choi's (2014) study is in agreement with Azizifar et al.'s (2014) findings, and it further confirmed that there is also a relationship between anxiety levels and students' writing skills in which the higher the anxiety is, the lower the skill is due to the ineffective ways and techniques implemented for learners. Furthermore, Kara (2013) confirmed that the lack of activities that enhance the EFL learners' organization skills in writing, gathering, and combining ideas and thoughts, and reflecting on their real experiences caused learners to feel anxious when practicing writing skills.

2.5.5 EFL Learners' Views Towards the Use of Authentic Materials

Students' perceptions regarding the materials used in the classroom are a very fundamental trend in language learning which must be taken into consideration. Different scholars have stressed   the importance of considering learners' needs and interests when selecting authentic materials (see for example, Ellis, 2000; Halliday, 1975; Krashen, 1982; Larsen-Freeman, 2000; Miller, 2003; Richard, 2006; Rogers & Medley, 1988). , and For example, a study was conducted by Hampel and Hauck (2004) in the United Kingdom that addressed the effectiveness of using audio-conferencing as a kind of authentic material in distance language courses for European college students. One of the major findings in this study was that the students showed highly positive attitudes in the use of audio-conferencing for tutor training sessions. Also, Firmansyah's (2015) study in Indonesia compared the use of

authentic materials and non-authentic materials in which the learners showed more positive attitudes towards the use of authentic materials in their classes over the non-authentic materials. Moreover, Rasheed (2014) revealed in his study how the use of authentic materials such as, films, videos, newspapers, and photographs support both teachers and students, as both showed positive and supportive attitudes towards the use of authentic materials to enhance their oral communication skills.

An additional piece of research exploring both teachers' and students' perceptions regarding authentic materials was done by Abdul Hussein (2014) at Misan University in Iraq, where a questionnaire was piloted to investigate students' attitudes. The conclusion found that teachers preferred to use different texts, from both authentic materials and non-authentic ones (textbooks), while students had positive perceptions regarding the use of authentic reading materials. Al-Musallam's (2009) study in Saudi Arabia is compatible with Abdul Hussein's study as EFL Saudi learners showed strong positive attitudes towards using reading authentic materials, and they indicated that there should be a combination of both authentic material texts and academic textbooks. Another study was carried out by Khan (2016) in the UAE. It aimed at identifying the role of using literature, such as poems, novels, short stories, and plays as real resources in EFL classrooms through investigating the teachers' and students' perceptions regarding the use of these resources. Data were collected through a teacher survey in which 23 EFL teachers participated. In addition, a student survey responded to by 150 EFL students, was used as an instrument in the study. The findings illustrated positive and supportive perceptions from both teachers and students regarding the use of literature in EFL classrooms. The findings revealed that the participants felt it enhanced the learners' proficiency. Also, the students' perceptions regarding the use of authentic activities in EFL classrooms are something

pivotal. For example, a study was carried out in Malaysia by Zare and Othman (2015) investigating the students' perceptions regarding applying debate activity to develop their critical thinking and oral communication skills. Sixteen undergraduate students were randomly selected to participate in debates for nine sessions throughout the whole semester. Data were collected by a questionnaire and semi-structured interviews. The results showed that the students' attitudes towards the debate were positive in that they believed it was a very effective and constructive learning device. It assisted them in building up their argumentation and communication skills. It contributed to improving their ways of thinking and expressing their ideas. It taught them how to use evidence and data in their conversations in order to support their arguments, and finally it promoted teamwork and decision-making skills.

On the other hand, a study which was conducted by Baniabdelrahman, Bataineh and Bataineh (2007) contradicted the previous studies. It investigated EFL Jordanian college students' perceptions of the use of the internet for both language learning purposes and personal purposes, such as chatting, browsing, or playing games through the use of a questionnaire. The major finding was that most of the students reported never or rarely using the internet for language learning aims, while some of them indicated that they may use the internet for developing oral communication by chatting or by accessing some authentic texts.

Overall, it can be concluded that studies mentioned in this literature review confirmed both Abdul Hussein's (2013) and Khan's (2016) studies. For instance, Bakir and Adas, 2013; Fabio, 2014; Masood, 2013; Rasheed, 2014; Somjai and Jansem, 2015; Sunaratn, 2013. all asserted that EFL learners showed positive, constructive, and advantageous attitudes towards the use of authentic materials and activities. And furthermore, learners revealed that authentic materials provide them

with a wonderful opportunity to use the language in a realistic, authentic context through interacting with the language.

2.6 Summary

This chapter reviewed the theoretical framework and the practical studies relevant to this case study. The chapter started with the theoretical framework, which focused on Vygotsky's sociocultural theory, Halliday's systematic functional theory, and Krashen's natural approach, and then went on to discuss how each of these left their traces and implications on language learning generally, and on oral and written communication skills specifically. The authentic use of language was their focus, specifically in terms of how learners can interact with the surrounding environment and functionalize the language to construct and convey meaning. Moreover, using authentic materials facilitates the language learning process due to a clear and real application of the language. Therefore, several positive points can be gained from the use of authentic materials in both oral and written communication, these may include: motivating students, exposing them to the natural language, and making them understand the usage of the language. On the other hand, selecting authentic materials is not an easy process, and the teacher is responsible for that task, depending on the actual levels of the EFL learners. Comparing authentic materials use with non-authentic ones was another core point that was addressed in this chapter, and the importance of authentic materials in language learning was clarified. In addition, recognizing the EFL learners' perceptions regarding the use of authentic materials in their classrooms is a significant point that shows the effectiveness of using authentic materials in EFL classrooms, and how important it is for the UAE learners of English.

Chapter 3: Methodology

3.1 Introduction

This chapter addresses the methods and procedures used for gauging the oral and written communication gain of five EFL college students in the UAE through using authentic materials. It includes a detailed description of the research design, the participants and sampling selection technique, the instrumentation, data collection procedures by which both quantitative and qualitative means were used. In addition to that, it describes the data analysis techniques, validity and reliability of the instruments, and the ethical considerations. The five guided research questions are as follows:

1. Does the use of authentic materials make a difference in college students' English language oral and written communication?

2. Does the use of authentic documents (videos, audio-records, written documents) support the gain in oral and written communication?

3. Does the use of authentic materials make a difference in lessening the college students' levels of anxiety?

4. How do college students view the use of authentic materials in developing their English language oral and written communication?

5. What are the actual gains in English language oral and written communication through using authentic materials?

3.2 The Research Design

In this study, a mixed method is employed in which both quantitative and qualitative instruments were used. The rationale for using the mixed method design

is to support and explain the quantitative data through providing in-depth qualitative information for more rich understanding of the quantitative results in this case study. This type of research method is called ***explanatory sequential design*** which was identified by Creswell & Clark (2011) as a design in which its framework consists of two phases. The first phase starts with the collection and analysis of quantitative data, then subsequently followed by the second phase which is the collection and analysis of qualitative data. This design tries to demonstrate and qualify how the qualitative results assist in explaining the initial quantitative results.

In the first phase of the study, the researcher conducted the pre-test then applied the designed program for two months and finally retested the participants by using a post-test. The results collected from the pre and the post-test were analyzed. During the second phase of the study, the researcher started to analyze some oral and written documents collected from the participants' performances during the program. Furthermore, a self-report scale was used for tracking the participants' anxiety levels while they were practicing the activities included in the program to see whether the use of authentic materials helped in lessening the anxiety level or not. In addition to that, the researcher carried out interviews with the participants. The data gleaned from interviews, documents' analysis and self-report scale contributed to explain the quantitative data collected in the first phase.

3.3 The Participants

The participants in this study were conveniently and purposively selected. Mainly, the criteria for selecting the participants were their availability and willingness to participate in this study as one of the main features of the convenience sampling (Bryman, 2012). Accordingly, the participants in this study were selected

purposively to fit the research design as a case study and to answer the research questions. In this case study five female college students were selected based on specific criteria. As Creswell (2012) indicated that a case study is a profound exploration of a bounded system in which it is detached for the research's purpose in terms of such boundaries. Therefore, this case study was bounded by the participants' IELTS band score which ranged between 4.5 and 5, their internal purposes of English language usage, they are all college students, and the long period during which they didn't have real exposure to real communicative practices of English language. Due to the nature of this case study, only five participants were included because of the length of time of the program implementation, the commitment to stay for two months, the use of different and multiple authentic materials and activities in which the focus was upon five participants to reach an in-depth understanding of the study.

Due to the nature of the study in which communication is the aim, the selection of female college students was also purposive in which communication went through the participants in a smooth, comfortable and interactive way. Therefore, the main justification for choosing the female students in this study is the cultural barriers in the UAE context; in which it is difficult to engage and mix small numbers (as a case study) of male and female learners where communication and interaction was at the core in this study. Hence, the emphasis was in-depth investigation which provided rich data to answer the research questions; which exactly show the essence of purposeful sampling.

3.3.1 Descriptive Profiles of the Five Participants

General information was collected by the participants through filling a background questionnaire adapted from Thanajaro (2000), (see Appendix A). Based

on the information extracted from the background questionnaire, the common characteristics shared among the five participants were the following: All of them are Arabic native speakers and they use Arabic in most communicative social situations. All of them didn't have formal instruction for practicing English communication skills for a long period of time ranged from one to two years. All of them wanted to improve their English communication skills for the purpose of future career opportunities and real life communicative situations. The obstacles that they faced when communicating in English were mostly relevant to the lack of vocabulary repertoire, feeling anxious and hesitant when they communicated with others, the fear of making grammatical mistakes, the long time that they had not practiced the language communicatively, and the inability to understand the native speakers' accents. The most interesting topics that they wanted to see in the program were fashion and makeup, health and fitness, social media and social life. In the following a descriptive profile of each participant was addressed as follows:

Hanan: Hanan is 25 years old. She is Jordanian. She is a graduate student, and she had double majors in graphic design and public relations from one of the major colleges in the UAE. She had the IELTS test two years earlier in which her overall band score for the whole test was 5. Her first language is Arabic and she mostly uses it in her real life situations of communicating with her family, friends and people surrounding her. Her second language is English in which the period spent in learning English language was around 12 years.

Zainab: Zainab is 26 years old. She is Palestinian. She is a graduate student. She graduated from one of the major universities in Palestine. Her focused major is public relations and advertising. She had the IELTS test one year previously in which her overall band score for the whole test was 5. Her first language is Arabic and she mostly uses it in her real life situations of

communicating with her family and friends. Her second language is English in which the period spent in learning English language was around 16 years.

Nour: Nour is 19 years old. She is Emirati. She is a second year college student in one of the major colleges in the UAE. Her major is political sciences. She had the IELTS test one year before in which her overall band score for the whole test was 5. Her first language is Arabic and she mostly uses it in her real life situations of daily life communication. Her second language is English in which the period spent in learning English language was around 14 years.

Sara: Sara is 39 years old. She is Emirati. She is a first year college student in one of the major colleges in the UAE. She is studying in business college. She had the IELTS test two years before in which her overall band score for the whole test was 4.5. Her first language is Arabic and she mostly uses it in her real life situations of daily life communication and study. Her second language is English in which the period spent in learning English language was 10 years.

Salama: Salama is 29 years old. She is Emirati. She is a graduate student from one of the major colleges in the UAE. Her major is in accounting. She had the IELTS test two years before in which her overall band score for the whole test was 4.5. Her first language is Arabic and she mostly uses it in her real life situations of daily life communication and study. Her second language is English in which the period spent in learning English language was 13 years.

3.4 Instrumentation

The nature of the study directed the researcher to use four instruments to serve in collecting both quantitative and qualitative data and thus to enrich the study with clear in-depth interpretation of the results. The instruments were sequenced by their functions in this study to represent the explanatory mixed method design as the following: A) Pre and Post-test; B) Authentic oral and written communication

documents included in the program; C) Self-Report Scale and; D) Semi-Structured Interview.

An initial step helped in building up the content of the pre and post-test and the program through using the background questionnaire (see Appendix A) and implementing a diagnostic test (see Appendix B). The diagnostic test was used to identify the readability levels of the participants which were determined by Flesch – Kincaid Reading Grade Levels which can be accessed by Microsoft Word Office Program. As a result, the participants' readability levels ranged between the 6 and 7 grade level in which it indicated also the Flesch Reading Ease which was between 50% and 60% of the reading understanding. Both the background questionnaire and the diagnostic test are considered as criteria served in the selection of the content materials contained in the pre & post-test and the program.

3.4.1 The Pre and the Post Tests

The pre and post-test as a quantitative tool was essential in this case study in which it was used to gauge the oral and written communication gain of the five participants before and after using authentic materials in the program. The general features of the oral and written pre and post-test were adapted following the Test of English for International Communication (TOEIC). The TOEIC is one of the standardized tests which gauge the taker's proficiency level in English communication skills, specifically, when they are in a daily life context or workplace. The TOEIC speaking section consists of 11 tasks which must be completed in 20 minutes, whereas the TOEIC writing section is composed of 8 tasks which are to be completed in one hour (TOEIC, 2016). The nature of the test fits the purpose of this study which is aimed at gauging the oral and written communication gain of five EFL

college students. The structure of the test remained the same, nevertheless, the number of the tasks were minimized (see Appendix C).

Following the main structure of the TOEIC test, the pre and post-tests in this case study were divided into two parts which were oral and written communication. The oral test consisted of four tasks which were: 1) Reflect on a Picture; 2) Respond to Questions; 3) Propose a Solution; and 4) Express your Opinion. The time needed to compete the oral test was six minutes. While in the written test, the tasks were three tasks including: 1) Reflect on a Picture; 2) Respond to an Email; and 3) Write an Opinion Essay. The time needed to complete the three tasks was one hour (see Appendix C).

In addition to that, there were other modifications which were made in the pre and post-test pertinent to the content and evaluation criteria. The content of the test was based on the participants' initial levels which were determined by their IELTS band scores, the background questionnaire responses and the diagnostic test. Subsequently, the original contents of the test were replaced with more authentic topics to match the context of the participants' background and cultural relevancy. Moreover, specific criteria were specified and geared towards general oral and written components. These criteria were adapted and taken from popular standardized tests including the TOEIC (2016) and the IELTS (2016) rubrics for speaking and writing; besides the use of the English proficiency teachers' handbook issued by Cambridge English Language Assessment (2015) and the language proficiency handbook written by Gottlieb (1999) to reach to the general consensus of the most common criteria that measured both the oral and written communication skills were used.

3.4.1.1 Description of the Rubric

There were two rubrics for the oral and written communication parts in which particular assessment criteria were measured to check for the actual levels of the participants' oral and written communicative skills. The oral rubric included three main criteria; Fluency, Vocabulary & Grammar, and Content which in turn composed of 10 components. The components of Fluency criterion are: Pronunciation, Lapses and Pauses, Hesitation and First Language Interference. The components of Vocabulary and Grammar criterion are: Words or Phrases Repetition, Isolated Words or Phrases, Grammatical Errors and Self-correction. The components of the Content criterion are: Short Responses and Digression (see Appendix C.1). While, the written communication rubric had four criteria; Content, Organization, Cohesion, Language and Mechanics, and Vocabulary that were branched also into 10 components. The components of Content criterion are: Repetition, L1 Literal Translation, Digression and Ideas Support. The Organization criterion had only one component which is the Logical Order. The Cohesion Criterion included two components; the Meaningless Structure and the Use of Transitional Words. The Language and Mechanics criterion composed of two components; Grammatical Errors and Mechanical Errors. The Vocabulary criterion had only one component which is the Word Choice (See Appendix C.2). For both the oral and written assessments, the evaluation were based on 10 components. Each component was graded out of 10 points in which the total for the ten components was 100.

3.4.2 Authentic Oral and Written Communication Documents in the Program

The oral documents selected from the program were the *Disappearing Dialogue* activity, the *Just One Minute Activities* as audial document analysis. In

addition, two videos were selected in which the participants practiced the *Role Play* and *Debate* activities. While the written documents analysis were the reflective essays and email writing activities. These activities were practiced throughout intervals in which the participants' performances were monitored.

3.4.2.1 The Nature of the Program

The communication enrichment training program focused on oral and written communication as a means for developing five UAE EFL college students' communication skills. The program was carried out in one of the major UAE universities where five college students participated. Therefore, the researcher's pedagogical approach passed through four main stages in this program in order to make it more achievable, applicable and measurable. The first stage featured a construction of a pre and post-test in which the instructor adapted the Test of English for International Communication (TOIEC), and constructed specific rubrics that fit each section in the test, thus it meets the purpose of the study which was gauging the participants' actual levels in oral and written communication.

The second stage was the selection of the themes contents and materials which were used in the program. The instructor was keen to focus on the participants' interests and needs. Therefore, the instructor conducted a background questionnaire asking about the reasons they wanted to study English, what were the things that they enjoyed and needed in learning English as a second language, and their most interesting topics that they needed to practice to improve their oral and written communication skills. Based on that, five themes were designed in the program to serve the participants' interests and needs. The topics of the themes included in the program were: 1) Self-Introduction and Social Life (see Appendix D); 2) Fashion

and Makeup (see Appendix E); 3) Food and Fitness (see Appendix F); 4) Entertainment and Social Media (see Appendix G); 5) Customs and Traditions (see Appendix H).

The third stage was the selection of authentic materials which were based on the participants' results in the diagnostic test in which their readability levels estimated by Flesch-Kincaid Grade Level and their interests and needs which gleaned from the background questionnaire. The instructor was keen on choosing materials that reflected the participants' real life and at a level that was challenging, but achievable to make them more engaged in learning. The selected materials were supportive, diverse and communicative. However, some materials were structured in a way that resonated with the participants' culture, mundane life and real life situations to avoid artificiality and secure the authentic use of oral and written communication skills. Accordingly, a lot of effort was extended to make these resources authentic through designing communicative and authentic activities.

The fourth stage was the activities implemented in the program. The instructor exerted a lot of effort and time in preparing the activities that suited the participants' levels, the themes covered in the program served the main purpose of the study. Some of these activities were selected from international communicative practice books, while other activities were developed by the instructor.

3.4.2.2 The Purposes of the Program

This program aimed at gauging the oral and written communication skills gain for five UAE EFL college students through using authentic materials and activities. Four main purposes were based on the focal aim which were: 1) Identifying UAE EFL college students' oral communication gain by using authentic materials;

2) identifying UAE EFL college students' written communication gain through using authentic materials; 3) identifying which of the two skills has more gain than the other after implementing the program; 4) identifying the change of anxiety levels in oral and written communication real practices through using authentic materials.

3.4.2.3 The Learning Outcomes of the Program

The participants in this program were expected to achieve some outcomes such as follows: 1) produce oral and written responses pertinent to different authentic topics; 2) demonstrate the ability to speak fluently with less pauses and repetitions when they engage in communicative situations; 3) demonstrate the ability to speak confidently with no hesitation and with no first language interference; 4) create a communicative situation in an interactive way; 5) produce the targeted vocabularies accurately in oral and written forms; 6) extract the main ideas and specific information in oral and written forms from the provided authentic reading and listening materials; 7) write personal written documents in an organized form through connecting them with real experiences; 8) create coherent logical written forms with less repetitive ideas; 9) critically reflect on the addressed oral or written authentic topics; 10) respond relevantly and appropriately to the created communicative content whether in oral or written form; 11) produce accurate structures in oral and written forms.

3.4.2.4 Settings and Procedures

The setting of the program included in and out of classrooms activities. The in-classroom activities were implemented in one of the major universities in the UAE, which is the United Arab Emirates University. To assure the likelihood of conducive results, the classroom context was well-equipped, and the pedagogical

activities and materials were carefully selected and prepared. Participants could freely move and participate in the class based on the activities they engaged in. The researcher took the role of the instructor by selecting the authentic materials, preparing the activities, developing assessment tools, and interacting with the participants directly using authentic materials such as: worksheets, activities notes, observation notes, flash cards, audio records, and voice notes. Additionally, the out of classroom activities featured an online communication by means of WhatsApp smartphone application as a kind of casual conversation between the participants and the researcher to discuss some proposed videos or ideas pertinent to the themes. Moreover, the oral communication activities which were practiced in or out of the classroom were taped-recorded, while the written production were submitted as documents

3.4.2.5 Time Line and Program Duration

This program was held over a period of two months where the participants attended classes for five days and for three hours per day. So, on a weekly basis, there were 15 contact hours in which the concentration was upon the authentic practice of oral and written communication. Therefore, the participants had an extensive exposure to the authentic materials and real practices of English language oral and written communication skills. During the program different authentic materials and activities were employed to serve each addressed theme. Each theme took about 8-10 classes to cover the assigned materials and activities. The following table showed the exact division of the materials and activities besides the number of classes spent to cover each theme.

Table 1: Themes, Authentic Materials, and Activities

Theme	No. of classes	Authentic Materials	Activities/ Strategies
Self-Introduction & Social Life	Eight	Anecdotes and Authentic conversations	Prediction; Information Completion; Substitution Conversation; Group Discussion; Reflective Paragraphs; Mind Mapping; Classification; Grammar Hint; Disappearing Dialogue; Say it with Feeling; Explicit Introduction of Main Vocabularies; Chain Game; Idioms Activity; Interviews
Fashion & Makeup	Eight	Advertisements; Videos; Magazine's Articles; WhatsApp Application.	Mind Mapping; Picture Illustration; Information Completion; Group Discussion; WhatsApp Communication; Retelling Activity; Running Dictation; Comparing Activity; Role Play
Food & Fitness	Ten	Periodicals; Videos; Magazines; Authentic Conversation; Menus; WhatsApp application	Listing Activity; Classification; Information Completion; Picture Illustration; Word Search; Retelling Activity; Reading Race; Disappearing Dialogue; Role Play, Group Discussion; Running Dictation; Grammar Hint; Idioms Activity; Reflective Paragraph; Reflective Essay.
Entertainment & Social Media	Ten	Magazines; Caricature; Videos, Authentic Conversations; Movies; WhatsApp Application	Classification; Substitution Conversation; Just One Minute Activity; Grammar Hint; Disappearing Dialogue; Question Exchange; WhatsApp Communication; Information Completion; Pass the Paper; Reflective

			Paragraph; Debate; Reflective Essay.
Customs & Traditions	Ten	Magazines; Websites; Videos; WhatsApp Application; Authentic Conversation	Say it with Feeling; Group Discussion, Writing Email; Picture Illustration; Grammar Hint; Information Completion; Mind Mapping; Comparing Activity; Restating your Ideas; WhatsApp Communication.

3.4.2.6 The Theoretical and Practical Base of the Program

The five themes were designed in a way that communicative knowledge could be built up constructively. The design of the content in this program was based on theoretical and practical frameworks. The theoretical base in the program design was the role of identifying the actual levels of the five participants by using the diagnostic test and the pre-test, in which the selection of materials and activities was based upon the participants' ZPDs (Vygotsky, 1978). Therefore, the materials and activities included in each theme was structured in a way to facilitate the growth of topics as a kind of scaffolding from the easy activities and materials use to the more challenging ones. Vygotsky (1978) asserted that the kind of scaffolding provided for learners must be supportive and challenging in which development can be attained. These applicable strategies used in the program helped in activating the participants' prior knowledge and pave the way to subsequent topics which would be elaborated on during the week. Hence, the participants could connect what they knew about the theme with what they wanted to know and what they learnt to fill in the missing gaps. Consequently, authentic materials and communicative activities as comprehensible input (Krashen, 1982) were selected and designed to bridge the gap between the knowledge base (actual level) and the post de facto knowledge (potential level).Therefore, the designed activities included in each theme had a gradual flow

that launched with the actual level of the participants, their prior knowledge activation, provided appropriate input and culminated with practicing language communicative activities.

The practical base in the program design illustrated in the quality and the types of activities structured in each theme in which certain patterns were followed. These patterns were based upon particular principles in communicative language instructions which were: ensuring that the instructions assist in developing both rich repertoire expression and linguistic competence. Ensuring that the predominant focus of instructions must be on meaning. Instruction must focus on developing the implicit knowledge, however, not neglecting the explicit knowledge. The use of extensive language input included in the instructions and materials. The inclusion of output instructions must be deployed as opportunities for using the language. The essence of interaction must be found in the designed instructions (Ellis, 2005).

Based on that, the researcher tried to follow a constructive and hierarchal order of the pedagogical strategies in each theme. The activation of the participants' background was the initial head start in each class. The vocabulary and expressions building for each theme was the next step. The frequent exposition of the language usage in different authentic materials was the subsequent step. After that, the authentic application of the language in a communicative way was the goal whether inside or outside of the classroom by using multiple authentic activities. According to Nunan (2004) there are different types of activities including: "real-life activities, pedagogical activities, input-based activities, output-based activities, closed activities, open activities, and consciousness raising activities" (p. 56-63). The kinds of activities in the themes were various and structured to enhance the program objectives and learning outcomes. For example, WhatsApp communication, written

reflections, role playing, group discussion, interviews, emails, debate and just one-minute were real-life, open, output activities. Information completion activities, picture illustration, reading activities and conversational activities were input, pedagogic and closed activities. The structure of the themes begins by an input, closed, and pedagogic activities to end with real-life, open, output activities. At the end of some themes, some light will be shed on grammatical structures and expressions through using consciousness raising activities to raise the participants' awareness regarding the use of those structures in their oral and written communication. As Ellis (2009) advised that consciousness raising activity's technique directs the learners to the explicit knowledge, targeted grammatical structure, through performing a task. Therefore, the implicit knowledge is used to nurture the explicit one.

Generally, the themes' construction in the program was diversified, constructive and interrelated. In the program designation, the authentic materials and activities were put into real contested usage to enable the participants a real gain in their oral and written communication skills.

3.4.2.7 Authentic Materials used in the Program

In this case study, assorted authentic materials were employed from different genres addressing the core themes in the program whether in written, visual or oral forms. They were selected based on the participants' IELTS band scores, their Flesch-Kincaid Readability Grade Levels which ranged between 6 and 7 grade level and their actual level as identified by conducting the pre-test. The used materials were prepared to be challenging but achievable. Those materials were chosen from different authentic resources that could be used to advance the participants' oral and

written communication skills. Additionally, according to the measurement criteria selected in the pre and post-test, authentic materials like articles, personal experiences, anecdotes, movies and advertisements were singled out from different sources such as, Yoga Life Magazine, Emirates Women Magazine, Oasis living Magazine, Abu Dhabi Week Magazine and The Source Magazine. In addition to that, some articles, snapshots and anecdotes were taken from different websites to address many ideas related to the themes such as, Timeoutdubai.com, Faces.AUS.Edu.com, Palestinianembroider.Tripod.com, Traditions customs.com, listverse.com, and Examiner.com. Additionally, caricatures, videos, movies and menu in the program were carefully picked from the Internet. The videos were entertaining, relevant and realistic in which the participants could authentically interact with them. Furthermore, some conversation practices, snapshots, pedagogical strategies, and idioms activities were adopted from instructional books such as, Interchange book by Jack Richards (2011), Let's Talk book by Leo Jones (2008), and English Idiom in Use by Michael McCarthy & Felicity O'Dell (2008).

3.4.2.8 Activities and Pedagogical Strategies Used in the Program

Different activities and strategies were used to serve the authentic practice of oral and written communication described as follows:

Chain Game: This strategy helps the participants in reviewing and using the main vocabulary covered in the theme in a communicative way. In this activity, the participants sit in a circle in which the first participant starts to say a sentence using one of the learnt vocabulary or expressions. The second participant should repeat the previous sentence adding more information to it and the circle continues in so doing

(Richards, 2011). The purpose of this strategy is to build up the new vocabulary in which participants can apply them orally or in a written form in real situations.

Classification: This strategy increases the participants' recognition of the targeted vocabulary included in the theme and how they work when they use them in any communicative situation. The participants can classify the targeted vocabulary based on a particular domain, usage, or meaning.

Comparing: This strategy increases the participants' awareness of the language usage. It pushes them to think in depth and generate new ideas when, for example, comparing two advertisements. Then they have the ability to write or speak about them in a constructive way.

Debate: This strategy grants an opportunity for the participants to engage in a negotiated situation. For example, the participants are divided into two teams in which each one selects an event or an opinion. They have to debate which of these events or opinions is more significant than the other. The participants are provided a time to think with partners and prepare their arguments to foster their oral skills.

Disappearing Dialogue: The aim of this strategy is to help in practicing conversation without any support from the instructor. The aimed conversation is shown on the board for the participants, and they practice it. Then the instructor erases some words from each line in the conversation and asks the participants to practice. The instructor continues to erase some words until the participants can practice it without looking up at the conversation (Richards, 2011). In that case fluency will be improved in which participants can practice the conversation confidently without hesitation.

Explicit Introduction of Main Vocabulary: In this strategy, the instructor explicitly introduces the main targeted vocabulary and discusses with the participants their

meanings. Then the participants use them orally or in a written form based on the activity provided for them.

Grammar Hint: in this activity a particular grammatical rule is addressed to serve the use of expressions and vocabulary in an accurate way.

Group Discussion: This Strategy contributes to create a communicative atmosphere in the classroom in which the participants share their ideas, vocabulary and responses with each other regarding a particular area in the theme.

Idioms: In this strategy the participants are provided with a text which is theme related and enriched with idiomatic expressions where they have to locate and interpret the phrases which include idioms and guess what they mean based on context clues. Then they will orally or in a written form produce sentences using the idiomatic language. This strategy is designed to nurture the vocabulary repertoire of the participants and its usage based on the situation.

Information Completion: This strategy benefits in focusing on specific information in which bottom up skills can be enhanced. The participants complete some information through listening to an audio program or they practice a particular grammatical structure (Jones, 2008).

Interview: This strategy creates a communicative atmosphere in the class when the participants are interviewing each other and exchanging different questions. The participants are going to ask follow up questions in pairs talking about one of the aimed themes. Hence the participants will improve their fluency, their vocabulary and grammar structure utilization and their responses to a particular situational content.

Just One Minute: This strategy provides a chance for the participants to speak fluently about any proposed theme without repeating ideas, hesitation and or digression. The instructor writes the aimed theme on the board and the participant starts speaking, then after one minute the instructor says "Stop!" and provides an instantaneous feedback (Richards, 2011). If there is no repetition, hesitation or digression, the participant gets a point, and so on.

Listing: In this strategy, the participants try to list items they need or they like. It activates the participants' prior knowledge regarding the provided themes and makes them learn more new vocabulary.

Mind Mapping: This strategy makes the participants think and connect different ideas related to the theme. The instructor writes the main theme in a circle in the middle of the board. The participants start to think about other ideas and words relevant to the main theme. The instructor jots them down in circles on the board (Richards, 2011). The participants can use them in practicing oral communication, brainstorming their knowledge to write reflection sheet or understanding any kind of input provided in the class through building up new vocabulary.

Pass the Paper: This strategy pushes the participants to generate and prepare ideas for writing reflection sheets. In this activity the participants work in groups. The instructor gives them a blank sheet. The first participant writes the first question or idea that comes to her mind, and then passes it to the second participant to write her ideas (Richards, 2011). They continue passing until there are enough ideas or questions related to the theme that they are going to talk or write about, thus the coherent flow in the participants writing will be improved.

Picture Illustration: It is a strategy in which the content is provided visually for the participants to brainstorm their ideas regarding what they know about a particular theme. Some pictures are given for the participants to reflect on them whether in oral or written form. This kind of technique both the oral and written communication skills in which the participants start to build their new concepts and vocabularies regarding the aimed themes.

Prediction: This strategy is applied to activate the participants' prior knowledge and ways of thinking regarding the input utilized in the program. The participants are informed about the topic of the provided video, ads, or reading text. The participants predict the content words; expressions and ideas related to the topic and write down what comes to their minds in the cards. The participants read or listen to the input and circle the words or ideas written in the card that correspond to its content. Those who have the most number of circled words and ideas take points (Jones, 2008).

Question Exchange: This Strategy pushes the participants to exchange follow up questions to open a continuous conversation, thus their conversational skills will be boosted. The instructor prepares cards that include different questions. Two participants are going to select cards. The first participant will ask the question written in the card. The second one will answer and ask the question in her card (Richards, 2011). The participants should ask more follow up questions to keep the conversation continuous.

Reading Race: This strategy helps the participants to understand the reading text in a communicative way and builds up their vocabulary repertoire. The reading text will be divided into paragraphs and posted around the classroom walls. The handouts are distributed among participants containing questions. The participants should go

around the posted papers and scan them to find the answers (Richards, 2011). Then the participants with the instructor are going to discuss the answers.

Reflective Essays: This strategy is a chance for the participants to connect their real personal experiences with the addressed themes learnt in the program. Also, it is deemed to be as a formative assessment tool in which the participants are going to write their own reflections through picking up one of the learnt themes and write about any personal experiences related to the selected theme.

Reflective Paragraph: In this strategy the participants reflected on a video, advertisement or excerpts taken form magazines through writing one paragraph and trying to connect that to their real experiences.

Retelling Actions: This strategy is applied through showing a video to the participants. After viewing participants retell the actions or events included in the video in their own words (Jones, 2008). It is adapted to practice fluency and to understand new vocabulary utilization.

Role Playing: This strategy provides an opportunity for the participants to create an authentic situation that helps them practice the language communicatively. The instructor supports the participants to create an act with all its elements including characters, expressions, vocabulary and idioms to be used when acting out the scene (Richards, 2011). The participants play the role authentically to practice the aimed language.

Running Dictation: In this strategy the participants work in pairs. Text handouts will be posted around the classroom walls. One participant has to go read and scan through the text then after allocated time she comes back to her partner and dictates

the main idea of what she has read. When the instructor calls out "change", the other participant has to go for scanning and dictating (Richards, 2011). This technique fosters the participants' ways of organization for the essential information in their writing.

Say it with Feeling: It is a communicative strategy that stimulates the participants to consider the emotional aspects of the provided audio taped materials (Richards, 2011). The participants listen to these materials focusing on the speakers' intonation, stress and emotions. The participants should repeat some of the phrases they hear and try to practice them, thus fluency will be promoted and developed.

Substitution Conversation: This strategy helps the participants to practice the conversation by using their personal information. The participants will replace some information in the conversational text with their own ideas to practice it freely (Richards, 2011). As a result, the participant will build up their content according to their personal responses.

WhatsApp Communication: This strategy keeps the participants in touch with each other and with the addressed themes. The instructor uploads videos relevant to the themes. The participants are going to discuss these videos in a written form through chatting with each other. It is structured to boost the participants' written communication in reality.

Word Search: This strategy helps in learning the new vocabulary related to a particular theme. The participants search for a list of words, therefore, those new terms will stick in the participants' minds in order to be used later in the coming tasks.

Writing an E-mail: in this strategy, the participants were required to write an email as a real reflection on their cultures and traditions through introducing them with full details. The participants had the chance to use the targeted language in real communicative practice.

3.4.2.9 Assessment Tools for Progress Check

The formative assessment took place throughout the program. Weekly authentic assessment tools were implemented in the classroom, including writing a reflection sheet on one of the themes by connecting what the participants had learnt in the class with their personal experiences in real life. Other oral authentic activities such as *Disappearing Dialogue*, *Role Play, Debate, Interviews* or *Just One Minute* activity were frequently used to make the students adopt them in the program. Therefore, their performances were tracked by the instructor through taking observation notes. The researcher was used to send daily feedback to the participants through sending Voice Notes via WhatsApp communication. During the program, the participants' performances were taped-recorded and documented to gauge the gain of both written and oral communication upon the completion of the program. To quantify the results which were extracted form oral and written documents, the researcher adapted the pre and post-test measurement criteria to gauge the five participants' oral and written communication progress and gain while they were practicing in the program.

3.4.3 Self-Report Scale

The self-Report Scale as a qualitative tool was designed in the program as a tool for monitoring the participants' levels of anxiety while they were practicing oral and written communicative activities. During the program, the participants were used

to track their levels of anxiety after each practice in which the scale is ranked from 1 which represents a low level of anxiety to 10 which demonstrates a high level of anxiety (See Appendix I).

3.4.4 Interviews

Semi structured interviews as a qualitative tool was used in this research because it provided the study with more details about the participants' views regarding their gain in oral and written communication skills through using the authentic materials. Moreover, the use of a semi-structured interview, where respondents can express their thoughts in details and reveal their inner perspectives related to the research topic is convenient to achieve the purpose of the study. Therefore, the results related to the real gain of oral and written communication of the five participants were elicited and interpreted from the participants' views and experiences expressed in the interviews. Huberman & Miles (2002) indicated that the semi structure interview provides the quality of uniqueness of each participant's outlook and experiences where rich data can be obtained. In this case study, the interview contains seven main questions in which sub-questions were derived from the main ones (see Appendix J).

Whilst conducting the interview, the researcher followed Kvale's (2007) seven stages in planning the interview. The first step was thematizing the interview study which refers to identifying the main purpose of the investigation and obtaining the core knowledge related to the investigated concepts in the study which served in structuring the interview. The second step was designing the interview study which involved planning the main procedural techniques to show how the study would be conducted. Depending on the nature of the study, the research should select suitable

techniques, and identify how many participants would participate in the study. This would be on the basis of the purpose of the study to obtain the intended data (Kvale, 2007). The third step was conducting the interview study based on the guided design, the obtainable knowledge and the interpersonal relation of the interview. In this stage, the participants should know the main purpose of carrying out the interview. Moreover, it included the interview setting in which the role of the interviewer was to promote new knowledge production through effective interaction with the interviewees. It also included the scripting interview step in which there should be a guide contained the sequence of questions that are going to be discussed (Kvale, 2007). The fourth step was transcribing the interview in order to be ready for analyzing. In this stage different steps were tackled including: recording for documentation using audiotape recording or videotape recording or note-taking considering it as a fact recorded source. Then the researcher transcribed the oral speech to written texts, and the amount of transcribed materials depending on the purpose of the investigation. After that ensuring the validity and reliability of transcribing through using inter raters who shared in the transcribing and analyzing process (Kvale, 2007). The fifth stage was analyzing through integrating the analysis with the main purpose of the investigation and the nature of the interview. The interview analysis must be focused on meaning which includes meaning coding and content analysis to interpret meaning. The meaning coding refers to the attaching process of the one key word to another to form particular meaning. The content analysis involves the categorization of the meaning coding to form meaningful themes (Kvale, 2007). The sixth stage was verifying, involving the assertion of validity of the knowledge produced from the interview. This provides the degree of accuracy of the interview as a tool for investigating the intended purpose (Kvale,

2007). The seventh step was reporting interview knowledge through communicating the main findings in the study, the main method and techniques used and the design of the study. It provided a clear image of the quality and transferability of the major findings (Kvale, 2007).

3.5 Data Collection

This section introduces the data collection steps which were applied in this case study to collect data served in answering the research questions. The data collection continued for two months during the academic year 2015-2016. In this case study, data collection passed through three phases.

The first phase involved the initial collection of the main information about the participants through using a background questionnaire and a diagnostic test. The intended information collected from the background questionnaire and the diagnostic test were the participants' main features, their intentional purposes of their participation in the program, their most interesting authentic topics they like to communicate, their obstacles when they encountered any real communicative situation and their readability levels.

The second phase in the data collection processing was the collection of the quantitative data through implementing the pre and post-test to measure the five participants' levels before and after conducting the program. The data, which was collected from the pre and post-test, was based upon specific measurement criteria used to gauge the oral and written communication gain. This data was illustrated in grades reported in the designed rubric (see Appendix K).

The third phase of data collection was the collection of the qualitative data including documents' analysis and interviews. First, the collection of documents took place during conducting the program in which different oral performances were audiotaped and videotaped for documentation during practicing in the program. Additionally, the written activities were delivered as written artifacts. The oral documented activities that were randomly selected from the program were: The *Disappearing Dialogue* and the *Just One Minute* activities as audial resources in which the participants had practiced them in three to four phases with timed intervals. Data related to the oral activities was collected in 3-4 occasions to track the gain from one occasion to another. Additionally, the audiovisual, oral documents were: The *Debate* and the *Role Play* activities which were videotaped and recorded. While, the written documents in this case study were: The *Reflective Essays* which were collected on four occasions throughout the program implementation, and the *Reflective E-mails* activities which were collected three times during the program. Moreover, the anxiety levels of the five participants for each selected activity were collected based on the number of practicing times of these activities in the program. A self-report scale for level of anxiety was filled directly by the participants after each practice.

Secondly, the interview data collection was conducted after the post-test. As Kvale (2007) advised that the researcher must have a clear image regarding the structure of the interview and its purpose. In this case study, the selection of the semi-structured interview was based on the purpose of the study which was deliberately carried out in the same setting where the participants practiced the program, in a natural setting. The interaction and contact were effective in which the intended knowledge was obtained from the participants in an interactive and communicative

way. As Kvale (2007) suggested that the participants should be familiarized with the purpose of the interview study. They also must be motivated by the interviewer through the interviewer showing active listening to them, giving chances for them to provide clear in-depth answers for the questions, checking their responses by summarizing the main points to ensure the validity of the responses. Accordingly, the five participants were interviewed individually in which each interviewee took forty minutes to complete the interview. The interviews were audio-recorded, transcribed and coded to serve the purpose of the study. During the interview, the researcher listened to the participants carefully and elaborated more according to related questions to gain more accurate data from their responses as one of the main characteristic of the semi-structured interview (Gray, Geoffrey & Airasian, 2011).

3.6 Data Analysis

Both quantitative and qualitative data was collected to serve the purpose of this case study. The first phase of the study featured quantitative data which followed by qualitative data in the second phase of the study. This section describes the steps of data analysis for both phases.

3.6.1 Analysis of the Pre-Test and the Post-Test Grades

In the pre and post-test analysis, the quantification of the data was based on two rubrics, one for gauging the oral communication gain while the other for the written communication gain in which the participant's error were assigned for 1 point and was counted out of 100. To calculate the errors, each component was assigned 10 points to get the total of the right answers. The oral errors for each component were summed and divided by 4 which represents the number of oral communication

tasks in the test, while the written errors for each component were summed and divided by 3 which represents the number of written communication tasks in the test. Then the totals were deducted from the 100 in which the total grades of the five participants were gathered and represented in the general collected data. Finally, the pre and post-test data included the final grades of the five participants in oral and written communication tests illustrated in the tables of rubrics (see Appendix K). The counting of the errors for the oral test was based on transcribing the records into written forms and listening with two other raters to count the errors by putting some signs on the transcripts while listening. The signs used in counting errors demonstrates the components included in the rubric. Also in writing, the researcher and the two raters put signs while they were reading the written documents of the participants (see Appendix L). After that, the pre and post-test's final grades were analyzed using basic descriptive statistics including the mean scores and the standard deviations which were extracted from the Statistical Package of Social Science (SPSS), in which the mean scores and standard deviations of the pre-test were compared to the mean scores and standard deviations of the post-test. The main justification for using basic descriptive statistics is that it is a case study in which few participants ($n = 5$) participated. Therefore, to provide a clear distinction between their performances in the pre-test as compared to the post-test, the use of the mean score was suitable. Moreover, the use of the mean scores provided a clear ranking of the gain among the measurement criteria. While, the use of standard deviation was to ensure the reliability of the test and the program through showing the dispersion of the values among the five participants based on the measurement criteria used in oral and written tests. The researcher statistically described the total averages of the five participants in the pre and post-tests for both written and oral. Then, for more

accurate analysis, the main criteria were analyzed through calculating the mean score for each criterion and its components among the five participants for the pre-test as compared to the post-tests. The data analysis of the pre and post-test was illustrated in graphs designed using EXCEL sheets.

3.6.2 Documents Analysis (Oral, Written and Videos)

Data analysis in the qualitative research starts when the initial contact with the participants takes place, and continues during the implementation of the study (Gray, Mills and Airasian, 2011). Document analysis was used in this case study to provide clear understanding of the practices occurred during the program. For example, Coffey (2014) defined documents as "a sedimentation of social practices" (p. 368). The documents are like artifacts created to serve the purpose of the research through providing enriched information which existed in different communicative practices (Coffey, 2014). In this case study the researcher adopted the analytical strategies suggested by Coffey (2014) to analyze the documents including the process of production, the linguistic features and the contained content through dealing with documents as products and processes for particular purposes. The process of production represents the number of practices of the activities throughout the program. The linguistic features analysis was based on the oral and written criteria in the pre and post-test rubrics. While the contained content occurred through focusing on extracting the meaningful themes which reflect the real performances of the five participants.

Hence, the analytical strategies used in this case study focused on both the process and the product of the documents by using two kinds of strategies: the quantitative measures and the thematic analysis (Coffey 2014). The quantitative

measures were used for the *Disappearing Dialogue* and *Just-One Minute* (oral documents), and for *Reflective Essays and Emails* (written documents). These documents were assessed using the pre and post-test criteria in oral and written rubric. To quantify the documents, descriptive analysis was extracted through identifying the mean scores and comparing them form one trial to another for each activity which demonstrates the process of production. Then the results were illustrated in line graphs using EXCEL sheets.

The video analysis was based on thematic analysis in which the focus was in the product and the linguistic features. The activities, which were videotaped and recorded, were the *Debate* and the *Role Play* activities. As Knoblauch, Tuma and Schnettler (2014) advised that the video analysis is useful for studying ways of communication and interaction in which richness in details is perceived like the use of the language, the gestures, facial and body expressions, the turn-taking and other aspects. In addition to that, the video analysis has two main advantageous features which provides sound and image data records where density and permanence in information can be achieved. The researcher in video analysis depended on the sequential analysis of the events included in the videos. The sequential analysis depends on analyzing the recorded actions and interactions based on the temporal order structure of them in which it is not only serve the audiovisual analysis data but also the audio data including the conversations that took place between the participants. the main advantages of using sequential order is to provide clear understanding of the interaction and help the observer to make inferences to what the performers had done while they were practicing (Knoblauch, Tuma and Schnettler, 2014). Beside the sequential analysis, the researcher used reflexivity as a methodological principle suggested by Knoblauch, Tuma and Schnettler (2014)

which represent the way the participants indicate, frame and contextualize what they are performing. Therefore, validation in interpretation is achieved by a combination between the sequentially and reflexivity in which each new turn interpretation in the video entails the prior one to reflect on. So, in this study, the sequentially and reflexivity appeared in the analysis. The researcher uploaded the videos in the Nvivo in which the videos were watched and observed sequentially, scene by scene, based on their temporal order by the researcher and two other observers. During the observation, the researcher and the two observers took notes using memos included in the Nvivo tools to analyze the videos through reflecting on the ways the participants perform. Moreover, in transcribing the speech, the researcher adapted from Jefferson's (as cited in Bernard and Ryan, 2010) techniques for transcribing the conversations (see Appendix M) to illustrate a detailed image regarding how the conversations were taking place between the participants. Accordingly, five themes were extracted including: Repair Tactics, Evidence Support, Response, Dominance and Control, and Language Features. Then the themes were checked by two highly-qualified researchers to be modified as the following: Repair Tactics, Supporting Evidence, Response Reaction, Turn-Taking, Communicative Language Miscues. Each theme has its own sub-themes to provide in-depth understanding of the participants' performances. The thematic analysis of the videos was illustrated in mind mapping figure designed by using the Nvivo.

3.6.3 Self-Report Scale Analysis

Throughout the program, the researcher asked the five participants to record their levels of anxiety using the self-report scale which was prepared by the researcher. The anxiety level for each participant was recorded after each practice of

the selected activities within timed intervals. Then the levels of anxiety were illustrated in figures using EXCEL sheet. The elicited levels of anxiety were compared to the participants' performances of the selected activities.

3.6.4 Interview Analysis

In the interview analysis, the researcher followed Kvale's (2007) six steps of analysis. The first step was where the participants spontaneously described their experiences and interpretations related to the interview topic. The second step was where the participants started to discover new related meanings when they reflected on their lived experiences during the interview without any interpretation from the interviewer's side. The third step was when the interviewer recapped and interpreted more of what the participants had described to ensure the meaning. Therefore, the participants replied by providing more examples and expanded on information or self-corrected some of the provided information. The fourth step was the transcribing and analyzing of the recorded interview by the researcher and the other two raters. In the analysis, the researcher and the other two raters transcribed and typed the recoded interviews. Next, the Nvivo was used for counting the frequency of words (see Appendix N). Then, the meaning coding process was the next stage to generate the intended themes through categorizing the meaning coding in terms of the participants' views. Accordingly, there were seven main themes elicited from the analysis which were: 1) Positive Views Towards Experiential Learning Through the Use of Authentic Materials; 2) Real Gain knowledge in Oral and Written Communication Skills; 3) Generating meaningful and Effective Communication Through Using Authentic Activities; 4) The practicality and Involvement of Authentic Materials Use; 5) Preference of the Use of Authentic materials

Deliverables; 6) Progressing on Oral Over Written Communication; 7) Gaining Self-Confidence and Overcoming Anxiety. The fifth step was re-interviewing the participants through giving them back the interpretation to ensure the accuracy of the provided data. The sixth step was to extend the description on the basis of the data gained from the re-interview. Based on step five and six and the raters' notes, the themes were simply modified to represent a clearer interpretation of the participants' views and they became as the following: 1) Positive Views Towards Experiential Learning Through the Use of Authentic Materials; 2) Knowledge Expansion in Oral and Written Communication Skills; 3) Generating Meaningful and Effective Communication Through Using Authentic Activities; 4) The Practicality and Involvement of Authentic Material Use; 5) Preference of The Use of Authentic Materials Deliverables; 6) More progress on Oral Communication Over Written Communication; 7) Gaining Self-Confidence and Overcoming Anxiety.

3.7 Validity

Due to the nature of the study in which both quantitative and qualitative data were collected and analyzed, different types of validity were checked and tackled in this case study. The validation process in this case study passed through three phases as the following:

The first phase was the validity of the background questionnaire and the diagnostic test which they were considered as the foundation of the main four instruments' design in this case study. Content validity was checked for both the questionnaire and the diagnostic test by presenting them to a panel composed of two faculty members from the College of Education at the UAEU in order to revise and check the content of the background questionnaire and the diagnostic test.

The second phase was ensuring the validity for the quantitative instrument which was the pre and post-test. Since the pre and post-test was adapted from one of the standardized test, TOEIC, and the measurement criteria were structured on the basis of the most common oral and written criteria taken from IELTS (2016) speaking and writing rubric, TOEIC (2016) speaking and writing rubric, the English proficiency teachers' handbook issued by Cambridge English Language Assessment (2015) and the language proficiency handbook written by Gottlieb (1999), the construct validity of the pre and post-test was ensured. As Gray, Mills & Airasian (2011) identified the construct validity as "the degree to which a test measures the intended construct" (p. 163). The intended constructs in this case study were the oral and written communication skills. So, Gray, Mills & Airasian (2011) suggested that the determination of construct validity could be achieved by collecting evidence to demonstrate validity. Also, construct validity was defined by Popham (2014) as the construct-related evidence of validity. To establish construct validity in the pre and post-test, the researcher used an intervention study which is defined by Popham (2014) as students will respond differently to the assessment instrument after having received some type of treatment (or intervention) (p. 114). The intervention in this case study was the designed program. In this case study the participants' scores in the post-test were higher than their scores in the pre-test after implementing the program which showed the different responses that participants had to the post-test after implementing the program. Hence, one part of the construct-related-evidence of validity was constituted

The third phase related to the qualitative instruments use to collect and analyze the qualitative data. The construct validity of the oral and written activities practiced during the program was tackled in the same way as in the pre and post-test.

The use of construct-related-evidence validity has appeared in the way through tracking the five participants' performances while they were practicing the activities and through using the same measurement criteria used in the pre and post-test to assess the oral and written communication. Each activity was practiced three to four times. The intervention here is the types of strategies and content materials employed for each activity. The results showed in this case study that the last trial for each activity showed a higher score as compared to the first trial and thus the construct validity was attained.

The construct validity for the self-scale report for measuring the anxiety levels of the participants was also tackled in this case study. As Popham (2014) stated that the construct-related evidence of validity was originally used by psychologists to measure constructs such as anxiety. Therefore, the use of this kind of validity fits the purpose of the study. To insure the construct-related evidence of validity of the self-report scale, some evidences were illustrated in the participants' scores in the oral and written activities and its relation to their levels of anxiety which was directly recorded after each practice of each activity. Based on that, the high scores in their oral and written activities showed their low levels of anxiety and vice versa. Therefore, the construct-related evidence of validity was checked.

Regarding the videos' analysis as one part of the document analysis instruments, the validity of the data extracted from this analysis was based on the adoption of the sequentially reflexivity analysis in which it sustained the validity in videos analysis. As (Knoblauch, Tuma and Schnettler (2014) advised that "the combination between the sequentially and reflexivity facilitates the validation of the interpretations" (p. 442). Moreover, to ensure the descriptive validity for videos'

analysis, the videotaping of the *Debate* and *Role Play* activities were considered as raw tangible data contributed to increase the validation of the data came from the videos in which it provided a real factual descriptive of the data which nurture the descriptive validity of the data elicited from the videos (Gray, Mills & Airasian, 2011).

To ensure the content validity for the pre and post-test and the designed program including document analysis and self-report scale, the identification of the initial and readability levels of the five participants by using the background questionnaire and the diagnostic test contributed to the selection of the content materials and activities that accurately measure their actual levels before, during and after conducting the program. In addition to this, a panel of experts checked the content of the pre and post-test and the program. As Young, So, & Ockey (2013) stated that "The composition of such a panel should include individuals who represent different stakeholder groups, including test-takers and decision makers, to ensure that the design and content of the assessment is not biased in favor of any identifiable group of test-takers" (p. 6). Accordingly, the pre and post-tests and the designed program were presented to a panel composed of three faculty members from the College of Education in the UAEU, as well as three expert EFL teachers in order to check the degree of relevance between the content of the pre and post-test and the content of the program. The comments and the feedback gained from the panel were adopted by the researcher to modify the structure and the content of the pre and post-test and the designed program. The constructive modifications provided by the panel focused on the following: modifying some criteria in the pre and post-tests rubrics, minimizing the time and the tasks included in the pre and post-tests, modifying some of the provided instruction included in the pre and post-tests and the designed

program to be clearer and more understandable for the participants, rewriting some sentences structures to be more comprehensible, deleting some repetitive activities and materials that hold the same target, modifying some of the learning outcomes included in the program, revising and checking the quality of the conversational scripts, videos and reading materials.

The content validity of the interview questions was established through a panel from the College of Education in the UAEU who revised the quality of the interview questions. For example, one of the modifications was to add extra branched questions in the first part of the interview which were "Can you tell me about your experiences during this program? How is it different from other ways of teaching and learning?" Also, some questions were added in the third part of the interview which were "What are the activities or strategies that you like most? What are the ones that stick in your mind? Why?" Moreover, they added an extra question in part seven of the interview which was "Which type of communicative activities (oral or written) do you find or feel more challenging in terms of anxiety?"

By following the quality of criteria for an interview suggested by Kvale (2007), the validity of the interview question was achieved through adopting the criteria as follows: The degree of providing clear, accurate and relevant answers from the participants, the degree of clarifying the meaning of the questions for the participants, the extent of interpretations made by the researcher, the interview questions in their nature were self-reported in which participants were required to provide more explanation. So the interview questions were really clear, direct and understandable in which the participants provided relevant and rich answers. The interview questions were short in which there is a main question and different short questions branch off it and develop the same area due to the nature of the semi-

structured interview. During the interview, the researcher clarified and interpreted the meaning for the participants, and thus the interpretive validity of the data was ensured which was defined by Gray, Mills & Airasian (2011) as "It refers to the meaning attributed to the behaviors or words of the participants" (p. 392). Furthermore, the re-interview insured the accuracy of the interpreted data obtained from the participants which ensure the interpretive validity of the data.

Generally, due to the nature of the study in which four instruments were used, the validity of the instruments was established through triangulating the data collected from the four instruments including: the pre and the post-tests, the document analysis, the self-report-scale and the interview. The technique of triangulation validity was defined by Yeasmin & Rahman (2012) as "a process of verification that increases validity by incorporating several viewpoints and methods" (p. 156). Moreover, Creswell (2014) asserted that the use of both quantitative and qualitative data increases the validity in which one of the database assist in checking the accuracy of the other database through examining the evidences extracted from both means and provide a coherent explanation for the findings.

3.8 The Pilot Study

Conducting a pilot study contributed in the enhancement of the validity of the instruments used in this case study. As Woken (2013) asserted that the pilot study is a pre-study that provides a clear image of your research and it may be limited by using a small number of samples that represent the real sample of the research. It provides the researcher with clues and thoughts that may lead to change, modify, improve and enhance the ways of conducting the research. In addition to that, it reveals the obstacles, problems or difficulties that may be encountered while

conducting the real research, thus ways of overcoming and dealing with these difficulties can be emanated from the pilot study experience.

To pilot the pre and post-test, the researcher tested two college students who featured in the same characteristics of the five participants of the study. They were college students, and their IELTS band scores was 5. After conducting the pre-test, the researcher asked the two participants to comment on the way of testing, the instructions provided in the test and the time limited in the test and the quality of questions and topics included in the test. The comments of the participants were that the instructions were very clear and direct, the time for completing the oral and written tasks was suitable, and the quality of questions was good and obvious. However, the topics were unexpected in which the pre and post-test addressed real life situations and Arabic cultural aspects. Moreover, they focused the researcher's attention to bold the time for each task and the number of words required in the writing section. To test the accuracy of the selected measurement criteria in the pre and post-tests, the researcher calculated the grades of the two participants in the pilot study through counting the errors and deducted them form 100.

To pilot the program, the same two participants spent eight days tackling some activities and materials from two themes adopted in the program. After teaching them and using these authentic materials and strategies, the researcher asked the participants to write their views regarding the instructional themes. Their comments were that the topics were really interesting and reflected real situations like shopping and cooking. The themes contained a lot of new words some of them were difficult, but they helped in increasing the vocabulary repertoire. The instructions were very clear and direct. The activities were very communicative and interactive in which

they facilitated the understanding of the reading and listening materials. The materials were various some of them were understandable and others to some extent were difficult and needed efforts to be understood. Hence, the aim of the pilot study to check the validity of the instruments used in this case study, in particular the accuracy of the measurement criteria used in the pre and post-test. Also, to check the appropriateness of the materials and activities selected and designed in the program to fit the participants' actual levels.

3.9 Reliability

The degree of reliability was also established in this study. Due to the nature of the study in which a single test was administered for five participants, the researcher checked the internal consistency reliability which is defined by Popham (2014) as "the extent to which items in the assessment instrument are functioning in a consistent fashion" (p. 82). Based on the structure of the instruments (pre and post-tests, oral and written documents and self-report scale) in which the participants were required to answer by giving different numbers of ideas and points, the use of Cronbach's coefficient alpha was suitable as the most common internal consistency approach (Miller, Linn & Gronlund, 2013). Cronbach's alpha reliability coefficient measure is between 0 and 1. "The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale" (Gliem & Gliem, 2003, p. 87). In this study, the Cronbach's alpha coefficient using SPSS for the pre and post-tests, the oral and written document and self- report scale as illustrated in the following table:

Table 2: Cronbach's Alpha Reliability

Instrument	Cronbach's Alpha	Number of Items
Oral Communication Test	.887	14
Written Communication Test	.902	16
Oral Document: Disappearing Dialogue	.807	3
Oral Document: Just one Minute Activity	.624	4
Written Document: Reflective Essays	.844	4
Written Document: Writing E-mails	.767	3
Self-Report Scale of Anxiety Level	.849	13

Based on the table the internal reliability for the pre and post-tests, the oral and written document and self- report scale was high which showed the acceptable values of the Cronbach's alpha in which they are closer to 1.0. the main justification of the questionable value of the Cronbach's alpha for the *Just One Minute* activity was due to the time limited in which the task should be completed within one minute and it is free output activity.

Additionally, the reliability of the scoring in the test and the documents was achieved by the researcher and the other two raters. This kind of reliability is called scorer or rater reliability (Gray, Mills and Airasian, 2011). In this case study, the reliability of the scoring in the pre and post-test and the activities were obtained through carrying out interrater reliability, which means that the participants' performances in the test were scored by the researcher and the other two experts

raters who shared in counting the errors and then compared their scoring with each other to achieve the consistency of the scores and avoid researcher bias (Creswell, 2012) (see Appendix O). Moreover, extracting the standard deviations for the results of the pre and post-test and the activities served in sustaining the reliability of the instruments used to measure the participants' oral and written communication. The decrease in the standard deviation in the post-test compared to the pre-test proved how the test and the designed program were reliable. In addition to that, the standard deviations in oral and written activities showed a gradual decrease from one trial to another in each activity (see Appendix P).

According to Kvale (2007) the reliability of the interview focused on the reliability of the interview knowledge, which is called "objectivity" in the thematic analysis. Kvale advised that objectivity can be notched by using other raters to check the knowledge gained form the interviews. Accordingly, the thematic analysis process for both videos as a document analysis tool and the interviews was operated by the researcher and other two raters. In the video analysis, the researcher and the two raters took notes while they were watching the videos. These extracted notes were compared to show the degree of similarities and differences among the three raters. Moreover, the conversation carried out in the videos were transcribed by the researcher and the two raters to analyze the oral production of the videos and avoid the researcher bias. Also, the same panel shared in listening to the interview records and transcribing with the researcher to avoid researcher's bias. Another interesting point that enhances the reliability of the interview data is the conducting of individual interviews in which more accurate, objective, condense and enriched data were obtained through reflecting on personal real experiences and through the researcher's

paraphrasing and summarizing the points covered by the participants to ensure the objectivity of the data produced from the participants' views (Kvale, 2007).

Based on that, to further ensure the objectivity of the thematic analysis, the researcher and the other two experts form the college of education in the UAEU who checked the elicited themes from the videos' analysis and interviews. A slight difference was found among them, not in the meaningful aspects that the theme held, but in the linguistic formation of them.

3.10 Data Collection Procedures

The data collection procedures included two phases. The first phase is that the researcher obtained a formal permission from the college of education to implement the program in one of the major buildings of the UAEU. Then the researcher contacted the service department in the UAEU for booking suitable and well-equipped classrooms for the participants throughout a period of two months (see Appendix Q).

The second phase of the data collection procedure was the individual conduct of the pre-test. Then, the implementation of the program within two months during the year 2015-2016 there were direct daily meetings between the researcher and the participants. After the conduction of the post-test meetings were after two weeks of the program ending. Moreover, the interview setting was in the same place where the participants practiced the program, in a natural setting.

3.11 Ethical Considerations

Actually, ethical considerations appeared from the way of selecting the participants; in which they were selected based on their willingness to participate in

this study. Therefore, participants were informed about the purpose of the study, and the research procedures; in which they were involved in. Consequentially, the informed consent form was signed by the participants (See Appendix R) to ensure confidentiality and privacy. Moreover, privacy was achieved through using pseudonyms for the five participants instead of their real names. Moreover, participants were aware of the ways the researcher would use the study's results and based on that the participants decided to participate in this case study (Creswell, 2012). In addition to that, their rights of voluntary participation and freedom to withdraw from the study with no negative effects made the participants felt comfortable and relax during the conducting of the research. For more ethical consideration, participants reviewed their answers and information related to the interview in order to avoid any kind of problem related to confidentiality. As a consequence, bias was avoided in the data interpretation. Adding to that, confidentiality of data was taken into account through keeping and saving all relevant documents related to the participants from any external use and it will be damaged at a later date.

3.12 Summary

The study is aimed at gauging oral and written communication skills for five EFL college students through using authentic materials and activities. To achieve the aim of the study, the researcher adopted an explanatory mixed method design in which both quantitative and qualitative means were used. Five college students were selected purposively based on specific criteria that fit the purpose of the study including their IELTS band scores, their potentials to share in this experience and

their long period during which they didn't have real exposure to real communicative practices of English language. Data collection passed through two phases. The

quantitative phase was the first phase through conducting the pre and post-test, then the implementation of the program and followed by the post-test. The qualitative phase was the second phase in this study through documents' analysis in which different activities are selected randomly to track the students' performances. In addition to that individual interviews were conducted.

Chapter 4: Results

4.1 Introduction

This case study is aimed at gauging the gain in oral and written communication by using authentic materials of five EFL college students in the UAE. The study featured an oral and written communication program through using authentic materials and activities. This chapter reports the major findings of this case study. The study employed quantitative and qualitative means to capture the intricacies of the five UAE college students' oral and written communication gain. Hence the data in this case study came from different sources including: quantitative data (pre-test and post-test's results) and qualitative data (oral and written document analysis and semi-structured interviews). The qualitative findings were used to explain the quantitative results in which a more thorough grasp of the real oral and written gains were attained. The study tried to answer the following research questions:

1. Does the use of authentic materials make a difference in college students' English language oral and written communication?

2. Does the use of authentic documents (videos, audio-records, written documents) support the gain in oral and written communication?

3. Does the use of authentic materials make a difference in lessening the college students' levels of anxiety?

4. How do college students view the use of authentic materials in developing their English language oral and written communication?

5. What are the actual gains in English language oral and written communication through using authentic materials?

4.2 Results

**Q1: Does the use of authentic materials make a difference in college students'
English language oral and written communication?**

To answer this question descriptive statistics were used. The manifestation of
the difference between the pre-test and the post-test results were based on comparing
the mean scores for each test criteria and its components as an instrument to gauge
the gain of both oral and written communication. The oral assessment criteria were
three: Fluency, Vocabulary & Grammar and Content which in turn composed of 10
components. Fluency consisted of four components including: Pronunciation, Lapses
and Pauses, Hesitation and L1 Interference, while Vocabulary & Grammar had three
components which were: Isolated Words & Phrases, Words or Phrase Repetition and
Grammatical Errors. As for Content Criterion, it had two main components: Short
Responses and Digression. The written communication pre and post-tests that were
used to measure the actual levels of the participants had four main criteria including:
Content, Organization, Cohesion, Language & Mechanics and Vocabulary which
were in turn composed of 10 components. Content consisted of four components
including: Repetition, L1 Literal Translation, Digression and Ideas Support.
Organization criterion had only one component which was Logical Oder. Cohesion
criterion had two main components which were: Meaningless Structure and Use of
Transitional Words; whereas, Language and Mechanics included Grammatical and
Mechanical errors. Finally, Vocabulary criterion had only a Word Choice
component. Based on that, the results are illustrated in figures that provide a clear
difference between the participants' levels in oral and written communication before
and after conducting the program.

Figure 1:Total Average of the 5 Participants' Pre-Post Tests in Oral Communication
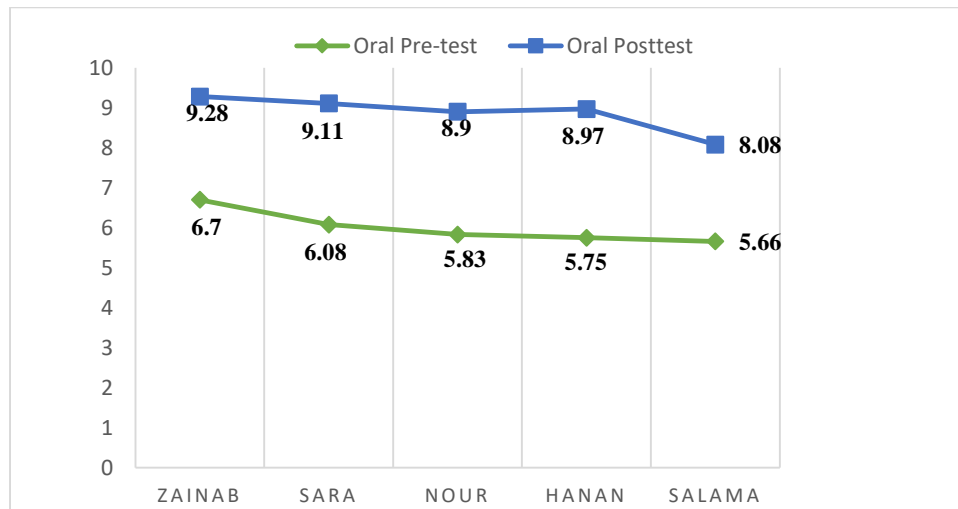
As shown in Figure 1, it is noted that there is a noticeable general gain in the participants' total scores between the oral communication pre and post-test with a mean difference around ($M = 3$). As per individual cases, Hanan, Nour and Salama had very close mean in the oral pretest total scores: ($M = 5.75$), ($M = 5.83$), ($M = 5.66$), respectively as for the gain in the posttest their general mean scores are as follows: ($M= 8.97$), ($M = 8.9$), and ($M = 8.08$). Additionally, Sara and Zainab, who scored higher in the pre-test as compared to the other three participants with initial scores of ($M = 6.08$) and ($M = 6.7$), kept in maintaining these higher scores in the posttest: ($M = 9.11$) and ($M = 9.28$), respectively.

Figure 2: The Mean of the Three Major Oral Communication Criteria

	Fluency	Vocab & Grammar	Content	Total Mean
Mean of Pre-test	5.55	5.49	7.95	6
Mean of Posttest	8.25	8.94	9.95	8.87
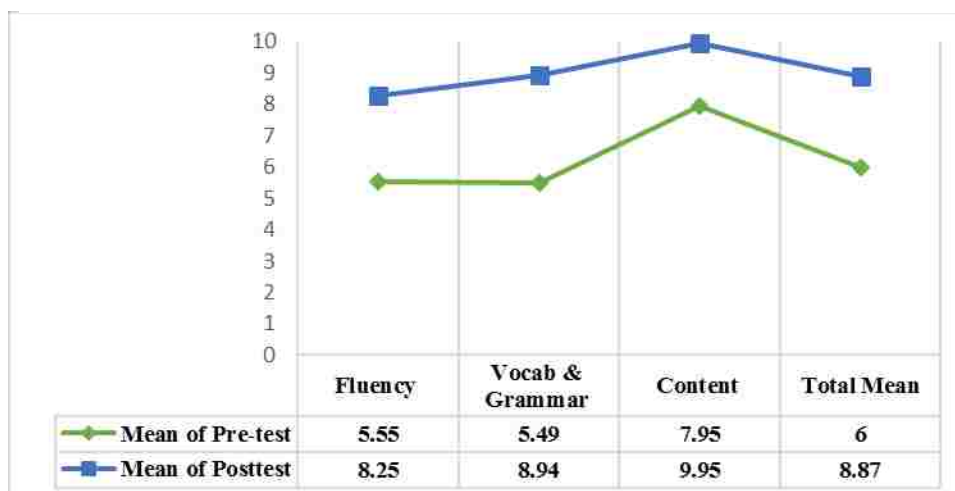
As we can see in Figure 2, a noticeable difference between the pre and post-tests in the three major criteria: Fluency, Vocabulary & Grammar and Content, in which the gain was perceived. Inclusively, all the criteria gain reflected on the total mean score which had undergone an increase from an average of ($M = 6$) in the pre-test to an average of ($M = 8.87$) in the post-test. To start with the vocabulary and grammar criterion, it showed a higher gain with a mean score of ($M= 5.49$) in the pre-test, and rises to ($M= 8.94$) in the post-test. Second, Fluency, was noted that the mean in the pre-test was ($M= 5.55$), and increased in the post-test to ($M= 8.25$). Finally, the Content criterion mean showed a slight gain from ($M= 7.95$) in the pre-test to ($M= 9.95$) in the post-test. Additionally, the standard deviation was a tool used to indicate the amount of dispersion in a set of data, as the value decreased; it indicated a better outcome in the results. Hence, it is noteworthy to mention that the values lessened in the post-test than they were in the pre-test. The standard deviations for Fluency, Vocabulary & Grammar and the Content criteria in the pre-test were ($SD = 4.69$), ($SD = 3.79$) and ($SD = 3.42$), respectively. Whereas in the post-test, the standard deviations were ($SD = 2.47$), ($SD = 2.22$) and ($SD = 0.16$), respectively.

Figure 3: The Mean of Oral Communication Components
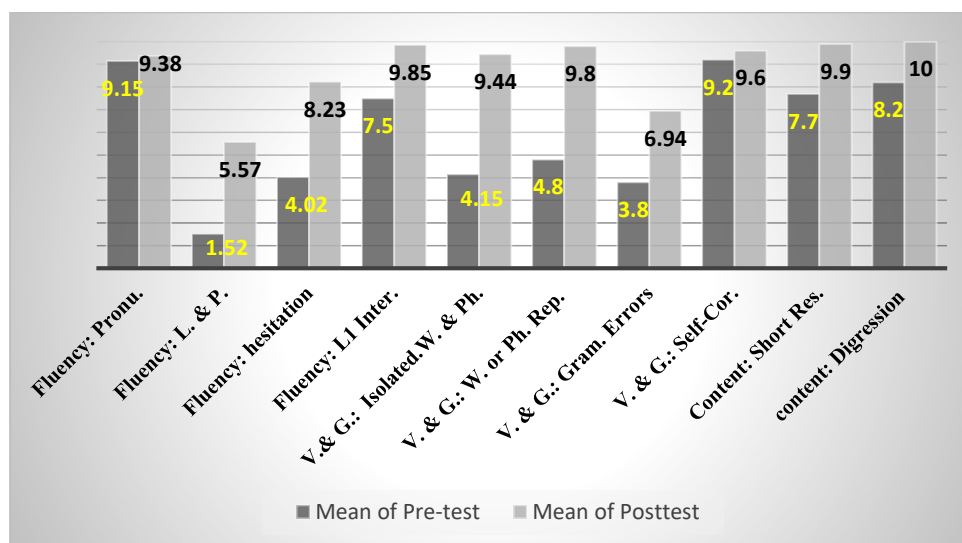
Figure 3 compares the means of the components of the main criteria in the oral pre- and post-test for the five participants. Generally, there was a clear difference in the mean scores in the pre-test as compared to the post-test among components. The highest gain was noted in the "Isolated Words & Phrases" component and the "Word or Phrase Repetition" component of the Vocabulary and Grammar criterion where the pre-test, the mean scores were ($M = 4.15$) and ($M = 4.8$), and rises up to ($M = 9.44$) and ($M = 9.8$), respectively. The "Hesitation" component of the Fluency criterion and the "Grammatical errors" component of the Vocabulary & Grammar criterion witnessed a double increase. The mean scores of the "Hesitation" component rises from ($M = 4.02$) in the pre-test to ($M = 8.23$) in the post-test, and those of the "Grammatical Errors component" increased from ($M = 3.8$) to ($M = 6.94$). A visible gain was depicted in the "Lapses & Pauses" component of the Fluency criterion as well as in the "Short Responses" component and the "Digression" component of the Content criteria. The mean scores of these criteria were in the pre-test were ($M = 1.52$), ($M = 7.7$), ($M = 8.2$), and increased to ($M =$

5.57), ($M = 9.9$) and ($M = 10$) respectively in the post-test. Finally, a slight increase was noticed in the "Pronunciation" component of the Fluency criterion from a mean score of ($M = 9.15$) in the pre-test to ($M = 9.38$) in the post-test. Similar was the case of the "Self-Correction" component of Vocabulary and Grammar criterion with a mean score of ($M = 9.2$) in the pretest to ($M = 9.6$) in the post-test.

Figure 4: Total Average of the 5 Participants' Pre-Post Tests for Written Communication
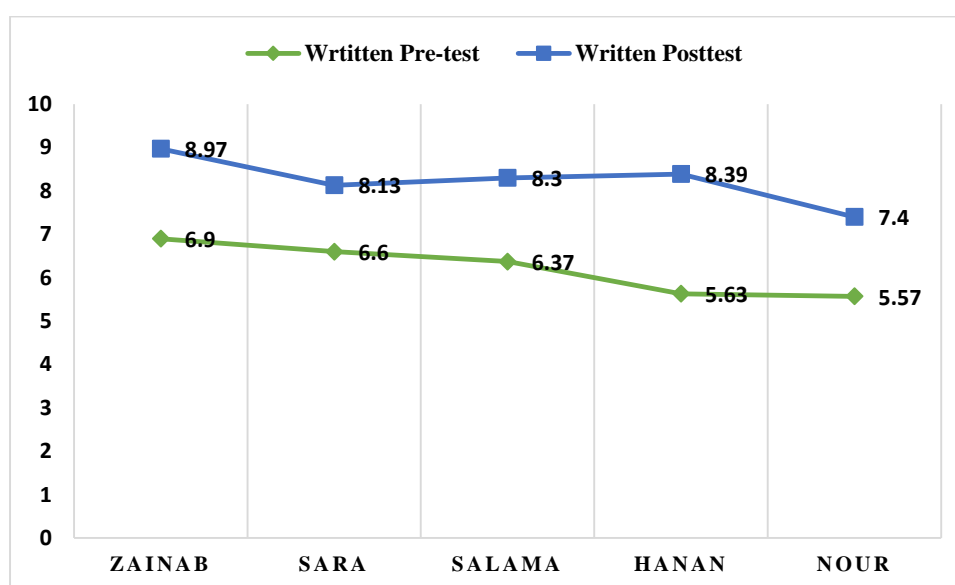
Figure 2 illustrates the difference in the total averages of the written communication in the pre-test compared to the post-test among the five participants. Overall, all the participants showed visible gain in the post-test compared to the pre-test. As per individual cases, Hanan and Nour had close initial levels of ($M = 5.63$) and ($M = 5.57$) respectively. Yet, Hanan had a higher mean ($M = 8.39$) in the post-test whereas Nour's score was ($M = 7.4$). On the other hand, the other three participants' initial means were around ($M = 6$) to approximately ($M = 7$), and all improved to ($M = 8$) to ($M = 9$) in the post-test. Based on Figures 1 and 4, it is

noteworthy to mention that development was more apparent and evident in the participants' oral communication skills than in the written communication skills.

Figure 5: The Mean of the Major Written Communication Criteria

	Content	Organization	Cohesion	Language & Mechanics	Vocabulary	Total Mean
Mean of Pre-test	7.72	4.2	7.47	2.1	7.93	6.21
Mean of Posttest	9.4	9.53	9.11	4.09	8.79	8.24
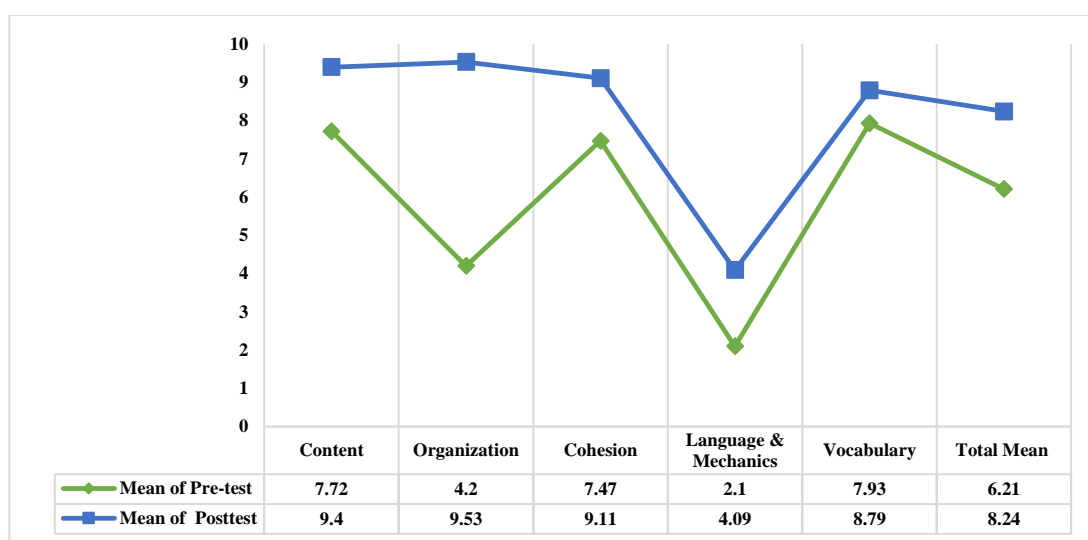
As it shown in Figure 4, the total mean for the five major criteria: Content, Organization, Cohesion, Language and Mechanics and Vocabulary had increased from a ($M = 6.21$) in the pre-test to ($M = 8.24$) in the post-test, which demonstrated a real gain in the participants' written communication levels. In more details, the most upsurge was observable in the Organization criterion, in which the mean difference between the pre and post-test was ($M = 5.51$). Evident gain was perceived in the Content, Cohesion, and Vocabulary criteria; where the pre-tests means were similar and fell to around ($M = 7$), yet soared to reach about ($M = 9$) in the post-test. For the Language and Mechanics criterion, the mean score showed a double trend from ($M = 2.1$) in the pretest to ($M = 4.09$) in the post-test. The standard deviation of the five criteria showed an inverse trend, particularly, between the content and the Language & Mechanics criteria, where the standard deviation of the latest increased from ($SD = 1.46$) to ($SD = 3.12$); whereas that of the former decreased from ($SD =$

3.54) to (*SD* = 1.83) in the post-test. The remaining criteria displayed an analogous

decrease where the values in the pre-test were about (*SD* = 1), while in the post-test

they almost reached (*SD* = 0).

Figure 6: The Mean of Written Communication Components
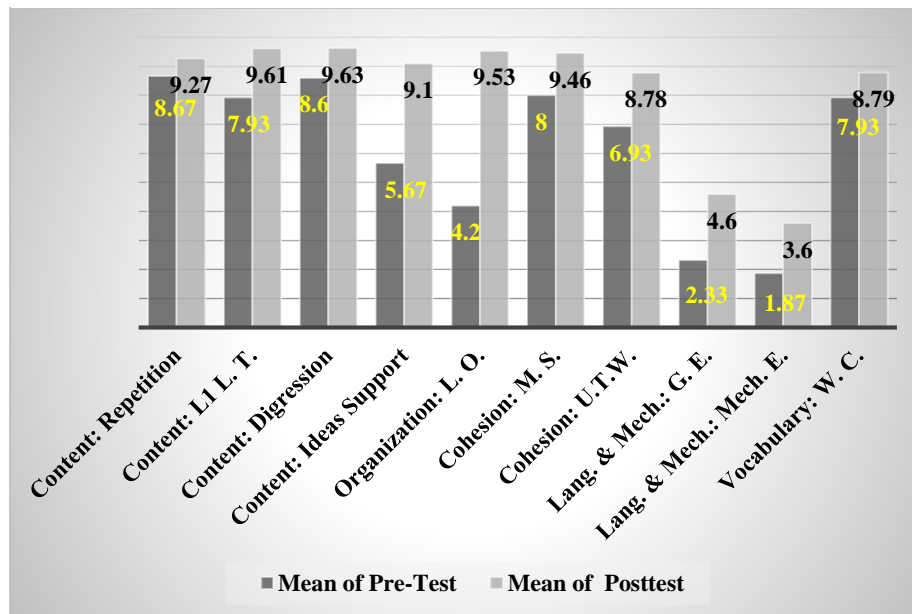
As we noticed from Figure 6, it is remarkable to mention that an achievable

gain was noted in the whole components in which the differences of the mean scores

between the pre and post-test were visible. The largest increase happened in both

components "Ideas Support" of the Content criterion and the "Logical Order" of the

Organization criterion. The mean scores increased for the "Ideas Support" from (*M*

= 5.67) to (*M* = 9.1), and for the "Logical Order" from (*M* = 4.2) to (*M* = 9.53).

Interestingly, both components of the Language and Mechanics criterion indicated a

doubling inclination between the two tests. The rest of the components resembled a

parallel trend where the mean scores ranged from (*M* = 6) to (*M* = 8) in the pre-test,

and reached almost (*M* = 9) in the post-test.

Q2: Does the use of authentic documents analysis (videos, audio-records, written documents) support the gain in oral and written communication?

To answer this question, some documents were chosen randomly from the program to further consolidate the data and to reach an in-depth understanding of the results. The documents were randomly selected for both oral and written communication. The selected documents were: *Disappearing Dialogue*, *Just One-Minute*, *Debate* and *Role Play* activities which represented the audio visual documents to reflect the participants' gain in oral communication, while the written ones were *Reflective E-mails* and *Reflective Essays*. These activities were used more frequently during the program. The program consisted of five themes. Each theme was covered for two weeks. The topics of the themes included in the program were: 1) Self-Introduction and Social Life (see Appendix D); 2) Fashion and Makeup (see Appendix E); 3) Food and Fitness (see Appendix F); 4) Entertainment and Social Media (see Appendix G); 5) and Customs and Traditions (see Appendix H). For example, the *Disappearing Dialogue* was practiced towards the end of the beginning of the first theme, in the middle of theme three and at the beginning of theme four. The *Just One Minute*, *Debate* and *Role Play* activities were practically used in theme four and five in which the participants were ready to talk without preparation. The written tasks were diverse in which the *Reflective Essay* and *Emails* included topics related to theme three, four and five. Documents were assessed using the measurement criteria in the pre and post-test in which the resulted mean scores were rounded. The following figures provide a clear presentation of the participants' acts in these activities through tracking their performances from one activity to another.

Figure 7: Thematic Analysis for Videos (Debate and Role Play Activities)
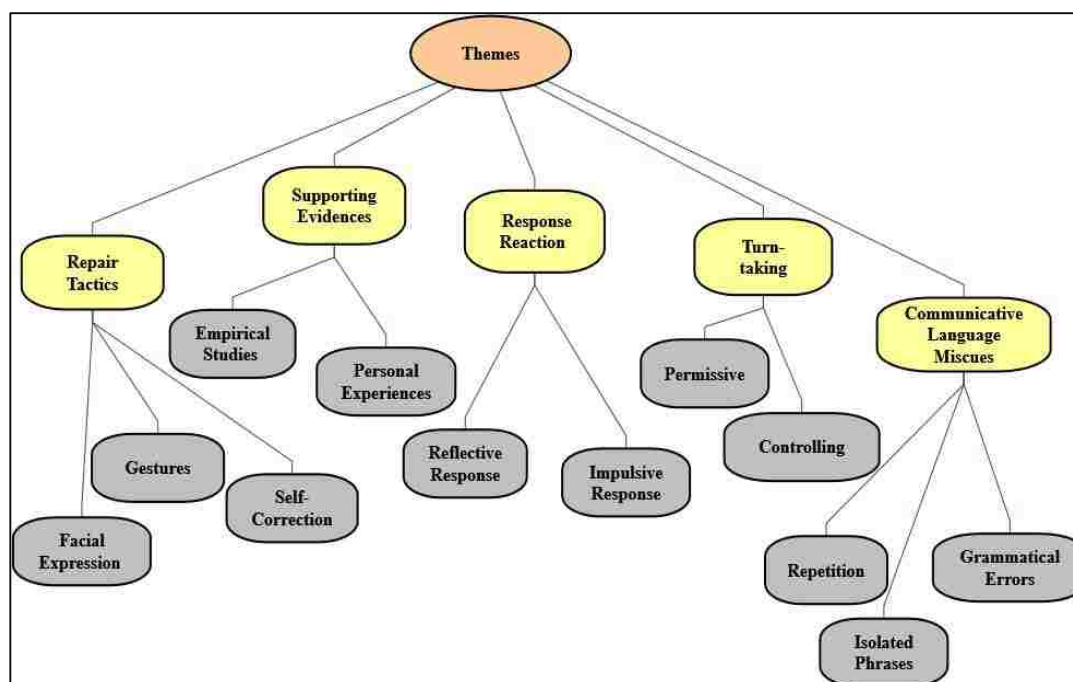
Figure 7 demonstrates the thematic analysis for some of the videos that reflected the participants' performances while practicing the *Role Play* and *Debate* activities. The actual practice of the *Role Play* activity was focused on ordering meals from a menu in a restaurant, while the *Debate* was featured in an argument between those who were with children's use of the I-Pad and those who were against. There were five themes elicited from videos' analysis including: Repair Tactics, Supporting Evidence, Response Reaction, Turn-Taking, and Language Features. Each theme had its own sub-themes that precisely clarify what the themes contained and addressed. Moreover, some transcripts were provided to resemble each theme as an illustration of participants' performances. Therefore, to transcribe the conversations through showing the spoken features in details, the researcher used a system developed by Jefferson (as cited in Bernard |& Ryan, 2010, p. 226) including symbols for transcribing the conversations. The following table shows these symbols:

Table 3: Jefferson's Symbols for Transcribing the Conversations

>Text<	It refers that the produced speech is faster than the normal one.
(1)	It symbolizes the pauses in seconds
(.)	It represents quick and untimed pause.
((Text))	It includes comments written by the researcher about people's body language
[	The left square refers to the interruption of the speech
]	The right square indicates the end of the overlap or interruption
__	It represents a sudden end in the middle of the word
=	It indicates quick turn taking in the conversation.
˙Text˙	It indicates that the speech is quieter than the others surrounding it.
TEXT	It indicates that the speech is louder than the others surrounding it.
<u>Text</u>	It refers to some words being overemphasized within speech.

Repair Tactics

The Repair Tactics was one of the techniques that most of the participants used during practicing the conversational and communicative activities. It shows how the participants tried to deal with some mistakes that may be committed while they were engaged in such communicative situations. Repair tactics existed in the form of facial expressions, gestures or self-correction. For example, the self-correction is a kind of repair tactics related to how participants could correct themselves instantly when they recognized that this mistake may influence the

intended meaning. This can be illustrated when Zainab directly self-corrected her mistakes while she was presenting her views in the debate regarding the use of the I-pad for children.

> **Zainab:** Something else (.) I think it is a <u>more effective learning style</u> when the child uses an I-pad or any other technological devices because (.) when (.) when you see (.) Oh! Sorry (.) <u>when the child sees the information and sees the photos and pictures</u> of what he studies or read (.) <u>this will (.) effect</u> ….

The use of the *"Oh! Sorry"* expression is considered as a kind of repair tactics supported by the instant self-correction when she said "*when the child sees*" instead of "*when you see*". Hanan and Sara also showed their repair tactics when they played the role of customers in a restaurant, and they ordered meals from a menu. Their tactics were presented by their self-correction and at the same time uttering some expressions spontaneously while they were conversing such as "*No No No!*" and "*Sorry!*". This is an example for what they did in the role paly activity:

> **Waiter:** Yes. Madam.
>
> **Sara:** Can you tell me what those people (5) Uh! There (6) No. No. No.! (.) what <u>they are having</u>?
>
> **Waiter:** That's a local specialty. It's fried chicken served with biriani and spicy suace.
>
> **Hanan:** And (.) what are those people are having (1) Sorry (1) those people having?

From the above examples, we noticed that the participants were immersed in self-correction by adding some expressions that showed how they tried to convey an exact meaning with clear structures while the conversation was carried out in order to make their talk more comprehensible. Salama, in contrast, had a completely different repair tactic while she was engaged in the debate activity. Salama was

interrupted by Zainab and could not take her turn to present her views regarding the use of the I-pad for children. However, when she had the chance to take her turn in speaking, she provided this chance for the opposed side, Sara, by asking her in order to create a crossfire argumentation:

> **Salama:** WHAT ABOUT YOU? ((Pointing to Sara with her finger))
> ●   ●
> **Sara:** [What I see (.) it is very dangerous for our family. (2) It is spending their times for … ((interrupted by Salama))
>
> **Salama:** [AS ZAINAB SAID, there is a balance for playing and learning (2) the <u>parents is responsible</u> for doing that.

Salama in these techniques took her turn to speak through interrupting Sara, and at the same time she used a loud speech tone to make Zainab pay attention to what she wanted to say before she was interrupted by her. The response of Zainab to her was smiling only. Zainab and Nour utilized other repairing tactics when they conversed in the debate. For instance, Zainab, was interrupted by Nour when she impulsively said:

> **Nour:** = OK (.) BUT AFTER MY RESEARCH.

Zainab's response was just a gaze. She only starred at her just smiling. However, this technique didn't show its effectiveness because Nour continued her speaking without any consideration to Zainab's facial expression. Accordingly, this made Zainab try to think about another direct and impressive tactic. When she was interrupted for the second time by Salama, she said:

> **Zainab:** [OK… <u>this thing depends on the parents</u>…
> **Salama:** [YES… Uh…
> **Zainab:** [They must control ….
> **Salama:** [YES…

Zainab: [Control the using of this DEVICES….

Salama: [YES (.) TO MAKE A BALANCE…

Zainab: WAIT SALAMA (.) and make hours (.) Some hours for playing and some hours for studying] ((pointing her hand and looking at Nour))

So, by using gesture like gazing or pointing hands or even verbal expressions like "*Wait!",* the message was received in which Nour, after receiving the gestures. didn't interrupt her and was patient until the other participants finished making their arguments. As a consequence, Nour applied Zainab's technique when she entered into a discussion with Salama and used the same verbal expression "*Wait*".

Supporting Evidence

Supporting the ideas through using tangible evidence whether personal or empirical ones was another feature found in the participants' ways of communication, when they were involved in the debate activity. Providing them authentic materials like articles form magazines and letting them read before the actual practice of the debate assisted in opening the students' minds when they engaged in a discussion to express their opinions. They tried to extract some studies mentioned in the articles to confirm their points of view. Hanan and Salama used empirical studies to support their ideas, while Sara expressed her personal experiences in the debate. Zainab and Nour, in contrast, applied both in the debate to assure their position while they were discussing. For example, when Salama tried to support Zainab's perspectives regarding how I-pad helps in developing children's skills she mentioned:

Salama: A research was done by John in which seven workshops were made (2) and he found that I-pad <u>improves children's vocabulary and math</u> (.) <u>math skills.</u>

On the other hand, Nour expanded her knowledge not only through using the provided authentic materials, but also through searching on the internet to find other supportive evidences in the debate practice. She stated some studies from different resources, such as the internet and magazines to specifically clarify her views. For instance, when she responded instantly to Zainab and said:

Nour: = OK (.) BUT AFTER MY RESEARCH (.) I noticed that children (2) not all children use this for like (.) study or those things because most of children use the I-pad or technology just for playing and unuseful things and they didn't use their time in doing exercises (.) exercises which improve their skills and their creative skills > as well as it affects them in negative ways< because of a study that make it in the United States (2) they noticed that the radiation that comes out from (.) those devices cause cancer (.) so it will harm children in turns of health as well as another study that psychologists made between using I-pad and aggressive behaviors and they found that peo-ple no! children who play with I-pad or those devices, they have more aggressive behaviors (2) than others who didn't (.) don't play it.

Concentrated on Nour's perspectives, Hanan Also mentioned some evidence that she found from the magazine articles when she said:

Hanan: Different (.) studies confirmed how it makes (.) children nervous (.) and naughty (.) and isolated … and also it is harmful for their eyes and health.

Zainab used an empirical evidence to consolidate her views as counter evidences. When Nour mentioned that people must go to other alternatives rather than using the I-pad like books and stories, Zainab's response was:

Zainab: I WANT TO SAY SOMETHING (.) the studies say that the person when – when see and listen to the information, it will be recorded in his mind more (2) more strongly sorry! STONGER THAN when he read it just from books.

On the other side, Nour, Zainab and Sara used their personal experiences as real resources to express the reality of their perspectives through reflecting on some

situations encountered in their real life. This happened when they replied to each other about how parents could have the ability to control the use of I-pads for their children by mentioning the following:

Nour: = But actually my Mum and Dad (.) they are busy (.) they can't control me all the time.

Zainab: = <u>I have a baby and I can control</u> her through <u>limiting the hours of using her I-pad</u>. Even children (.) if they use the I-pad in the right way it (.) will affect their minds very well. My baby using the mobile to open YouTube, songs, stories (.) so she (.) are very clever and at the same time we must control the use of I-pad.

Sara: = But (2) you can't control the children themselves, when they see the I-pad (2) they want it. <u>My children are crying until they take it</u>.

Hence, the use of evidence support was very common among the students in which they tried to connect what they read with real life whether by mentioning studies or by reflecting on their individual experiences. Most of this evidence was given in instant responses to empower and scaffold their position in the debate directly.

Response Reaction

There were two kinds of response reaction produced from the participants while they were practicing in the *Debate* and *Role Play* activities including: impulsive and reflective responses. The impulsive responses represent instant and quick responses with critical thinking, while the reflective responses involve a pensive, deep syntheses of ideas. Some of the participants didn't need to think for a time in order to respond and present their opinions. For example, Zainab and Nour were highly impulsive responders in which they thought and produced promptly. While Sara was mostly a reflective responder in which she took a long time in order to think and organize her reflective thoughts to produce her ideas when she engaged

in a communicative situation. Salama and Hanan were moderate in that sometimes they respond immediately and sometimes they needed time to speak and present their beliefs. For example, when Nour talked about the side effects of the I-pad and how it could lead to aggressive, Zainab responded instantly:

Zainab: = >It depends on the parents< THEY MUST CONTROL using these devices and allocate some hours for playing and some hours for studying. ((responding promptly with high speed of speech)).

Nour: = But rather than limit those kinds, they can spend their time in more effective ways. They can find other alternatives. ((Responded instantaneously to Zainab))

Zainab and Salama: = SUCH AS WHAT? ((Asked promptly))

Nour: = LIKE BOOKS, STORIES OR PLAYING SOME GAMES. ((clasping her hands and responding instantly))

While Sara was different in her case in that she needed more time in order to express her ideas and thoughts. Hence, she could be interrupted with other participants easily. For instance, she tried to repeat her thoughts when she had a chance to talk in the debate, to complete what she aimed to convey in a meaningful way.

Sara: [What I see (2) is dangerous for our family. they spend (2) their times for… ((interrupted by Salama))

Salama: PARENTS ARE RESPONSIBLE FOR THAT.

Sara: [NO (5) its (2) the (2) يعني (.) more time playing and …. ((interrupted by Salama))

Salama: [It should be two hours …. ((interrupted by Sara))

Sara: If they touch the I pad (.) you don't know (.) if they play or (.) do something ((started to raise her speed volume))

Even in the role play activity, Sara took a long time to think what she wanted to say when she played the role, particularly, the structural aspects. For example, when she tried to open a conversation with Hanan while she was waiting her order, she was confused and paused a lot as in the following:

Hanan: I wonder what (2) that one (2) have?

Sara: Where (3) uh (3) there (2) those (3) uh…Sorry those people over there?

As the debate continued, the participants felt at ease and started responding instantaneously in the last part of the debate. They were communicative, realistic and instant responders as in the following:

Sara: <u>You must don't give the I-pad for children because (.) it is too dangerous for them</u>.

Zainab: = If they use it for a long time.

Salama: = Yes (.) we speak about controlling the time.

Sara: = <u>You can't control </u>the baby themselves.

Zainab: = It depends on the parents' style.

Sara: = NO (.) parents give them the I-pad.

Salama: = Yes, <u>to silence them and not make noise</u> (.) THIS IS WRONG.

Zainab: = Yes, it is wrong.

Nour: = But the use of I-pad will increase the level of stress for children.

Hanan: = Yes (.) technological devices harm children (.) it caused isolation and made the child separated away from his family.

Sara: = OK, you can take it out of the room when you sleep.

Salama: = I SAID FOR CHILDREN.

Sara: = OK AND FOR YOU ALSO.

Hanan: = Yes, it is harmful for eyes and health also.

Nour: = We are talking about I-pad and its effects SARA.

Zainab: = It is not only the I-pad (.) if you want to decrease the level of stress at your home, <u>you must remove everything</u> (.) mobiles, T.V, Radio, I-pad… everything (.) not just the I-pad.

Salama: = You can live without your phone?

Nour: = It is true.

Salama: = You are just saying that (.) but you can't do it in reality.

Nour: = You said about CONTROLLING ((smiling))

Salama: = YES, this is for CHILDREN (.) <u>parents should control their children.</u>

Sara: = HOW THEY CONTROL THEM OUTSIDE THE HOME.

Nour: = Let me see you, Salama when you have children, how you can control them (.) I SWEAR that you can't do that.

Accordingly, the participants at the last shot of the debate were very interactive and communicative. For example, Sara at the beginning of the debate was very pensive in her responses. However, the frequent interruptions, caused by other participants, forced her to speak. She started to respond instantly with short meaningful responses. Hanan, in contrast, was very moderate in her responses. Nour, Salama and Zainab showed that they had prepared very well, and they had the ability to think and produce impulsively in a meaningful way. Therefore, the way of responding was different from one participant to another in which it reflected their abilities to engage in a conversation and how they performed in a communicative way when they were forced to converse with others in such authentic situations.

Turn-Taking

Turn-taking demonstrates the ability of the participants in presenting their views and how they took their turns while they were conversing in communicative activities whether in a permissive or controlling way. Moreover, it represents the ways of interruption caused by participants whether in positive or negative ways. For example, at the beginning of the debate Zainab and Salama were permissive in their

turn-taking order even if there was an interruption between them. The interruption caused by them was supportive and showed positivity during the conversation. As illustrated in the following quotes:

> **Zainab:** Using the I-pad is very effective (2) effective <u>in learning especially the independent learning</u> ((pointing with her hand for Salama as a gesture to start speaking)).
>
> **Salama:** Ok, Research by ……. ((She provided a supportive gesture by pointing her hand for Zainab as a sign for continuing)).

Salama provided many chances for Sara to take a turn and to speak because Nour didn't give her the chance to speak out and express her views. This showed Salama's ability to control the conversation and insist in expressing her views. So, Salama interrupted Nour as an indication that she had finished, and asked Sara about her opinion by saying:

> **Salama:** Let's see Sara (.) what is your opinion?

The permissive turn taking, which was found only between Salama and Zainab, was as a kind of support and confirmation of their views regarding the use of I-pads while they were debating. While Nour was controlling in turn-taking through her frequent negative interruptions in communication. For instance, when Zainab replied to Nour's negative interruption, Salma used the word "YES" to confirm and assure to that which Zainab concurred to:

> **Zainab:** [Now they start to enter the I-pad in (.) classes and schools… ((interrupted by Salama))
>
> **Salama:** YES
>
> **Zainab:** [Use the I-pad during their studying…. ((interrupted by Salama))
>
> **Salama:** YES
>
> **Zainab:** Because it is very effective]

Generally, it can be noted that Nour was highly- controlling in the debate and the role play activities. While, Zainab and Salama were both controlling and permissive in their turn -taking depending on the purpose of the communicative situation, whether they need to insist in expressing, or to support their views. They were the most communicative, interactive and confident while they were practicing those activities. Hanan was a good controller in her speaking in which she took turns without any interruption, and in some situations she was permissive in turn-taking when exchanging or moving from one point to another whether in debate or in the role play. However, based on the aforementioned communicative situations, Sara encountered a lot of interruptions whether positively or negatively as a result of her pensive responses in which she took a long time to think and speak while the others had different ideas which they wanted to say before moving to another point particularly in the debate. Both Hanan and Sara didn't use interruptions while they were practicing the activities. They tried to listen and think carefully before speaking.

Creativity in building up conversations and add new things was one of the features found in most practices that was taken place between Nour, Zainab and sometimes Salama. Here in the following example, Zainab tried to expand the conversation with Nour. She was very self-confident in practicing the conversation and Nour helped her to complete the flow of the communication spontaneously and without any kind of hesitation.

Nour: Hi ladies welcome to our restaurant.

Salama: [Hi ((interrupted by Zainab as an anticipation that Salama would not add something))

Zainab: = WE RESERVED a table ((out of the provided script. Zainab spoke with brisk walk)).

Nour: = Yes (.) you can sit here ((out of the provided script)).

Zainab: = This is our table?! ((out of the provided script))

Nour: = Yeah with your names (.) <u>Zainab and Salama</u> ((out of the provided script)).

Communicative language miscues

The language features in the debate and the role play activities were assessed on the basis of three main criteria including: the frequency of ideas repetition, isolated phrases and grammatical errors. Regarding the ideas repetition, it can be indicated that, Zainab and Hanan tried to avoid ideas repetition in which in each turn-taking they presented a new idea. Salma, Sara and Nour, in contrast, extremely repeated some of their ideas in the debate, thus they received strong and direct responses from other participants to change and move to another new point. For example, when Salama mentioned repetitively about limiting hours for children using of the I-pad, Nour's response was like:

Salama: Parents are responsible (.) they should limit the hours… ((First Repetition))

Salama: The parents should monitor… ((Second Repetition))

Salama: It <u>should be two hours</u> ((Third Repetition))

Salama: [as <u>I said parents should limit hours</u> (2) uh <u>Two hours</u> for children …. ((Fourth Repetition interrupted by Nour)

Nour: CAN YOU MOVE FROM THIS POINT BECAUSE YOU SAID A LOT ABOUT LIMITING A TIME.

Also, Nour repeated a lot of ideas, particularly, when she was talking about how the excessive use of I-pad could harm children health. When she repeated this idea for the fourth time, Zainab didn't let her to complete it.

Nour: The <u>radiation</u> that comes out from (.) th<u>ose devices cause cancer </u>((First Repetition)).

Nour: … expose to those <u>radiations</u> that come from the I-pad… ((Second Repetition)).

Nour: And that's why <u>the CANCER is increasing</u>… ((Third Repetition)).

Nour: Ok I will tell you something (.) do you want to children after ten years who playing with I-pad go to hospital ((Fourth Repetition)).

Zainab: I KNOW (.) YOU WANT TO TALK ABOUT CANCER but there are other reasons for causing cancer.

In Sara's way of communication, the existence of isolated phrases in her way of communicating was too much. Sara needed more time to produce what she wanted to say in which the frequent existence of the isolated phrases in her communication was the result. For example, when Sara tried to respond for Salma's view regarding making balance between playing and learning on the I-pad she said:

Sara: [No (3) uh its (5) the (5) more time they are playing and ….

Another isolated phrase was produced by Sara when she replied for Zainab:

Zainab: WE SPEAK about the I-pad itself.

Sara: It gives some (5) [but teenagers… ((interrupted by Nour))

Commonly, the isolated phrases were produced by other participants, however, they were found because of interruptions. Interruptions didn't provide a chance for some participants to complete what they intended to say, thus the isolated phrases and words appeared in their communications.

Regarding the grammatical errors, there were a lot of grammatical errors in the participants' ways of communication. The grammatical errors were found more in the debate activity in which the participants produced the language spontaneously according to the encountered communicative situation. Most of the grammatical errors existed in the participants' talking were subject verb agreement, article use, connectors and tense use. However, in the role play, there was a structured conversation in which the participants practiced it more than one time. So there were

no grammatical errors, and if they committed some mistakes they self-corrected them automatically. Here are some examples of the grammatical errors caused by the participants:

Nour: CAN YOU MOVE FROM THIS POINT BECAUSE YOU SAID A LOT ABOUT LIMITING A TIME.

Hanan: Different (.) studies confirmed how it makes (.) children <u>nervous</u> (.) and <u>naughty</u> (.) and <u>isolated</u> …

Zainab: … so she are (.) uh she is very clever and at the same time we must control the use of I-pad.

Salama: WE SPEAK about the I-PAD ITSELF; we didn't speak about how parents are busy in their jobs.

Generally, Nour and Salama were the most grammatical errors committers in which they focused on producing their speech urgently but the meaning can be easily understood. Hanan, Zainab and Sara committed grammatical mistakes while they were conversing, but in some cases when they recognized their mistakes, they self-corrected them automatically as it is mentioned in the repair tactics theme.

Figure 8: The Disappearing Dialogue Oral Communication Activity
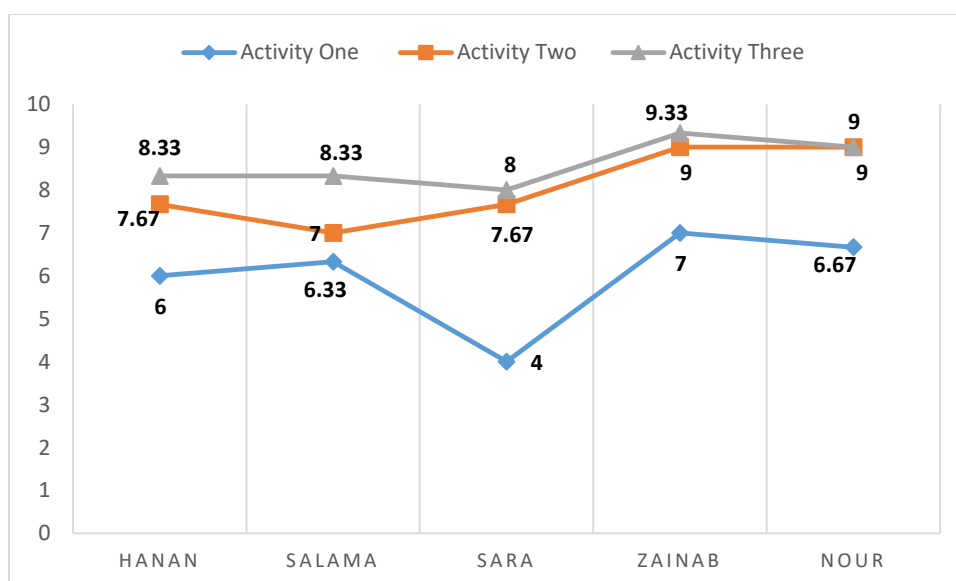
The *Disappearing Dialogue* is one of the implemented activities in the program, adapted from Richards's interchange book (2011). Three different activities were practiced, and they covered topics from the five themes. The participants had to practice narrating conversations in four steps. First, they were given a full conversational text to read and practice. In the second and third steps, some sentence structures and vocabulary were omitted so the participants were urged to recall the missing information. Finally, the participants were asked to speak out the conversation spontaneously and independently without any text to read from. Based on Figure 8, there was a general gain noticed from the gradual increase of the three trends from one activity to another. As per individual cases, Hanan and Salama's gain among the three activities was analogous to each other, similar is the case with Zainab and Nour. Although Sara's performance was in trouble throughout the three activities as she scored the least among the participants, nonetheless, she was the one who benefited most from this task. This can be concluded from the fact that her score doubled from ($M = 4$) in the first activity to ($M = 8$) in the last. On the other hand, Zainab and Nour did not show much gain by the activity, and their gain was barely visible as they notched high scores of around ($M = 9$) in all activities.

Figure 9: The Just One Minute Oral Communication Activity
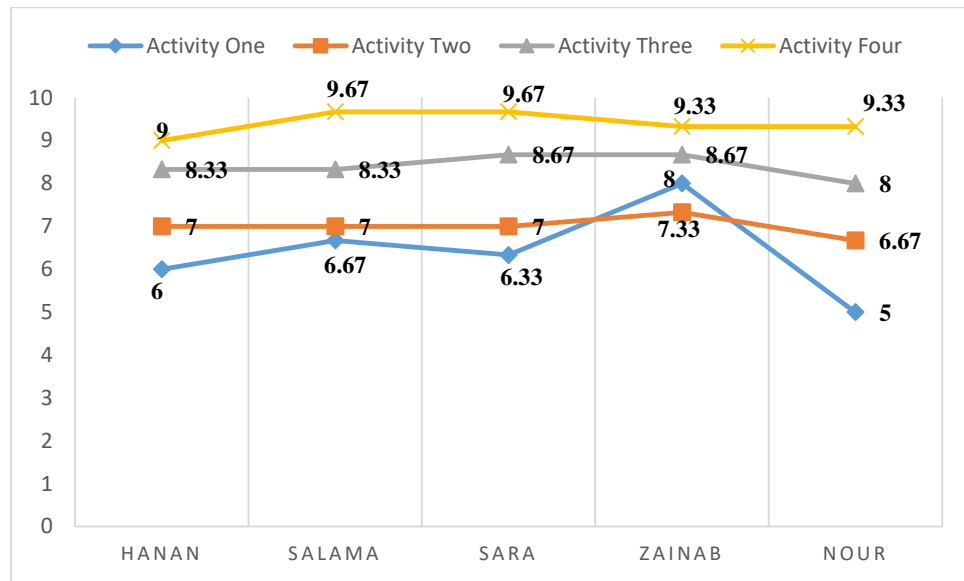
The *Just One-Minute* activity revolved around confining the participants in a limited time frame of one minute, where they had to reflect on and talk about a single idea, a caricature picture or a short video. This activity represented a challenge in which the participants had to think and talk within one minute. Overall, the participants showed some gain demonstrated in figure 9. As per individual cases, Zainab kicked off the task with a good start in the first activity by scoring an ($M =$ 8), then suffered from a slight decrease in her score in the second activity by ($M =$ 7.33), but compensated in the last two activities and scored a high score of ($M = 8.67$) for activity three and ($M = 9.33$). In contrast, Nour's performance in the first activity was the weakest among the participants, however, she had a high jump in the fourth activity and reached ($M = 9.33$) from ($M = 5$). Hanan, Salama and Sara underwent a gradual increase in their performances along the three activities.

Figure 10: The Writing Reflective Essays Activity

	Hanan	Salama	Sara	Zainab	Nour
Essay 1	3.6	4.2	4.2	5.7	3.7
Essay 2	6	5.9	4.8	6.7	4.8
Essay 3	6.6	5.4	5.6	6.8	5.5
Essay 4	6.2	6.6	6.4	7.1	6.4
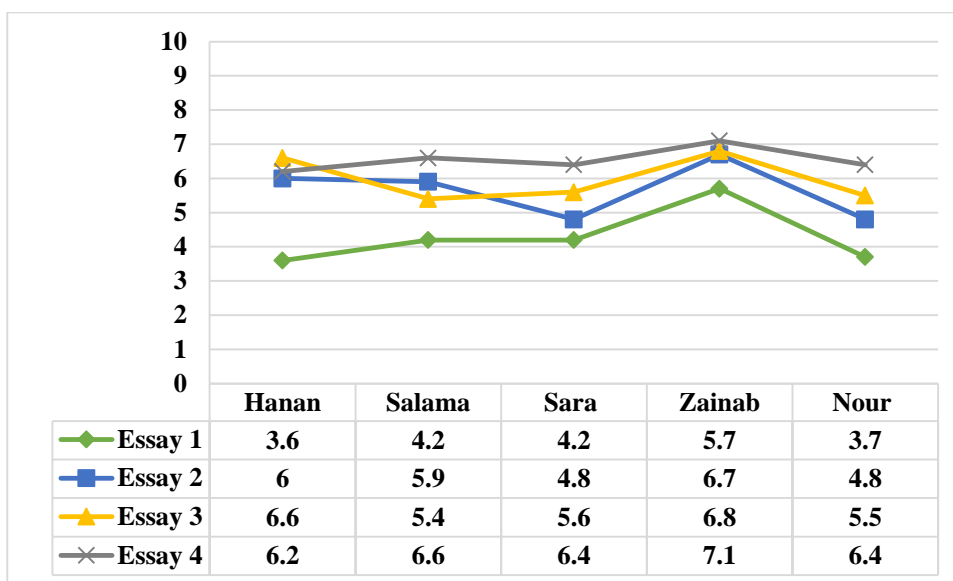
The *Reflective Essay* was one of the activities in which participants were provided some authentic materials related to a targeted theme and they were requested to write about it. The participants wrote four reflective essays. The first one was written in the pre-test, while two others were included in the middle of the program and the last one was written in the post-test. As shown in figure 10, good results were achieved in the five participants' scores throughout the four activities in written communication, in which the participants showed a slow piecemeal increase from one activity to another. As per individual cases, Sara and Salama's gain among the four activities was analogous to each other. Hanan and Nour had the same initial scores in essay one by ($M = 3.6$) and ($M = 3.7$) respectively, however the development path changed in the other three activities in which Hanan showed a doubling trend, Nour moved gradually to notch almost the same level in the last activity around ($M = 6$). Zainab's case reflected a progressive improvement started from ($M = 5.7$) to ($M = 7.1$) which indicated the highest level of gain among the five participants.

Figure 11: The Writing E-mails Activity

	Hanan	Salama	Sara	Zainab	Nour
E-mail 1	6.8	6	6.1	6.9	4.9
E-mail 2	8.4	7	8.4	8	7.5
E-mail 3	8	7.8	7.8	8.7	7.5
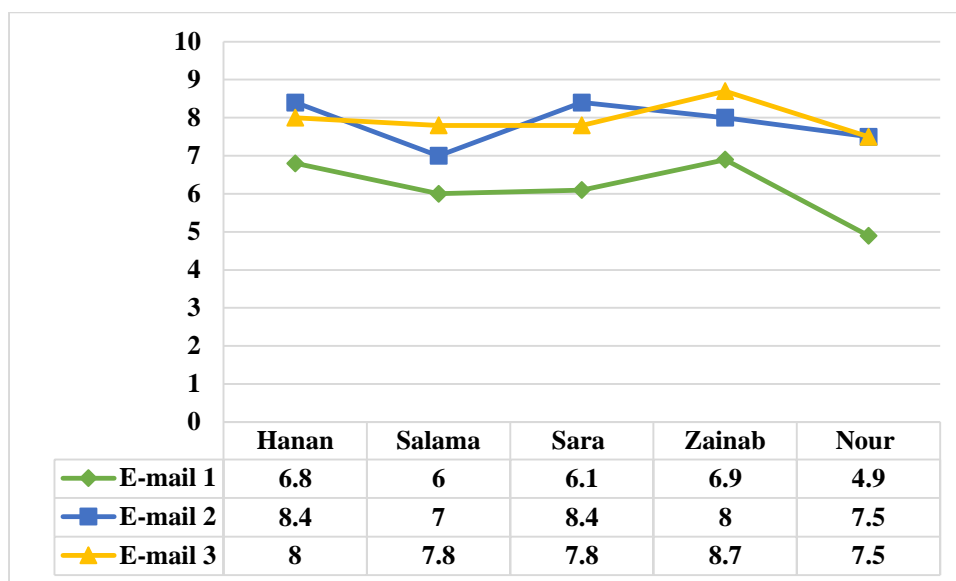
Writing an E-email is another authentic activity which was practiced before, while and after conducting the program. The participants were required to write an e-mail reflecting on cultural and traditional aspects. As we see in figure 11, a general noticeable gain was obtained from practicing this activity in which there was a moderate increase in the participants' scores throughout the three trials of the activity. As per individual cases, Hanan and Zainab's progress among the three activities was analogous to each other, similar is the case with Salama and Sara in which the slight difference between both of them caused in activity two by ($M = 7$) and ($M = 8.4$) respectively. Although Nour's performance was the lowest one throughout the three activities as she scored the least among the participants, nonetheless, she gained from this activity by rising from ($M = 4.9$) in activity one to ($M = 7.5$) in activity two and three.

Q3: Does the use of authentic materials make a difference in lessening the college students' levels of anxiety?

To answer this question, a self-report scale was directly used after the completion of every activity. The participants had to identify the levels of their anxiety from a provided Likert scale numbered from (1) to (10) in which (1) represents a low level of anxiety and (10) represents a high level of anxiety. Anxiety levels are inversely proportional to the willingness of the participants' performance in any given activity. So, as the level of anxiety decreases, a higher score is easier to be obtained, and vice versa. The following figures show what the participants' levels of anxiety were while they were practicing the *Disappearing Dialogue* and the *Just One Minute* oral communication activities compared to the *Reflective Essay* and *Writing E-mails* written communication activities.

Figure 12: Levels of Anxiety during Practicing the Disappearing Dialogue Activities
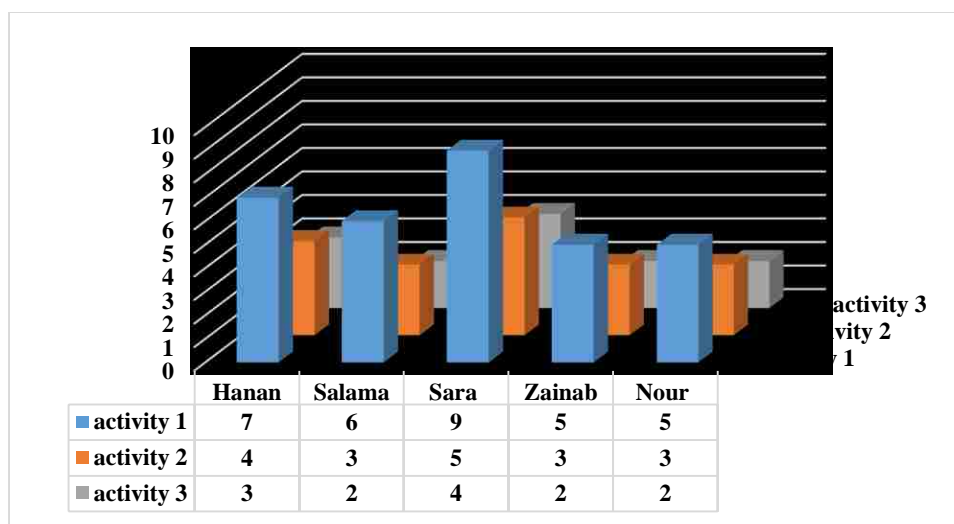
As shown in figure 12, in the Disappearing Dialogue activities, the levels of anxiety among the five participants started to gradually decrease throughout the frequent practices of the three activities. As per individual cases, Sara is an interesting case which showed harmony in the parallelism. Her level of anxiety decreased from

(9) in the first activity, to (5) in the second, and to (4) in the last. Accordingly; her performance in the three activities increased from ($M = 4$) to ($M = 7.67$) to ($M = 8$). On the other hand, Nour and Zainab, who performed best in this activity, showed low levels of anxiety ranging from (5) to (2), this indicates comfort and ease which was reflected by the good performance. As for Hanan and Salama, although their performance improvement was parallel, they had different levels of anxiety. Generally, all participants' levels of anxiety had fallen to below (5) by the 3rd activity, hence why the scores of the five was highest in this activity.

Figure 13: Levels of Anxiety during Practicing the Just One Minute Activities

	Hanan	Salama	Sara	Zainab	Nour
■ Activity 1	7	7	7	6	6
■ Activity 2	5	8	5	8	4
■ Activity 3	2	3	3	3	2
■ Activity 4	1	2	2	2	1
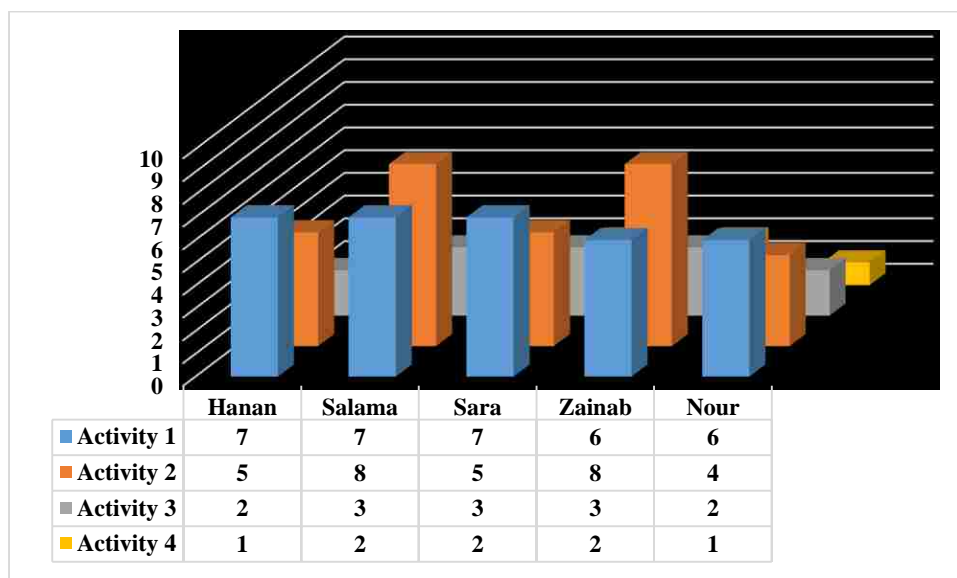
As illustrated in figure 13, the levels of anxiety in *Just One Minute* activity showed a downward trend among the five participants, however, there was a fluctuation in some cases when practicing activity 2 as compared to activity 1. To start with Zainab, whose performance was not stable, as shown in the indicated level of anxiety. In the first activity it was (6), then increased to (8), and then decreased to (3) and to (2) in the fourth activity. Henceforth, her scores fluctuated from ($M = 8$) in the first activity, to ($M = 7.33$) in the second and then increased to ($M = 8.67$) in

the third activity and to (m = 9.33). As for Nour, Sara and Hanan, their reported levels

of anxiety were relative to their scores and performance. Finally, Salama's level of

anxiety did not follow the trend and fluctuated from (7), to (8), to (3) and then to (2)

in the last activity. Overall, the participants' levels of anxiety had fallen to (3) and

below by the 3rd activity, hence why the scores of the five ranged from ($M = 8$) to (M

$= 9$) in this activity.

Figure 14: Levels of Anxiety during Practicing Reflective Essays

	Hanan	Salama	Sara	Zainab	Nour
Essay 1	6	8	6	5	5
Essay 2	3	6	5	3	3
Essay 3	2	4	4	2	2
Essay 4	4	5	3	1	1
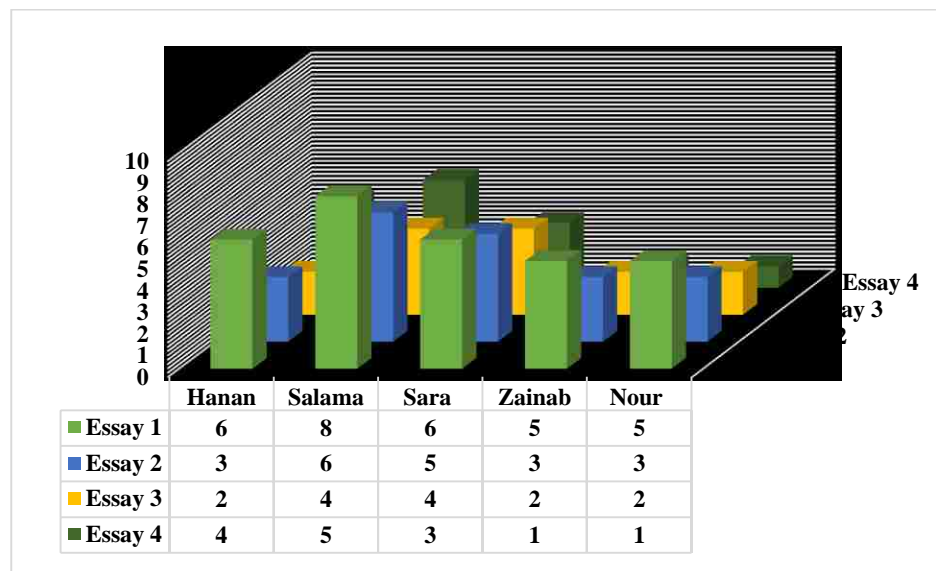
As demonstrated in figure 14, in the *Reflective Essay* activities, the levels of

anxiety ran short among the five participants while they were practicing them. As

Zainab, Sara, Nour and Salama showed harmony in their levels of anxiety. Their

levels of anxiety decreased, thus their performances in the four activities increased.

As for Hanan, her level of anxiety throughout the first three activities was in a

harmonic path in which in the first activity it was (6), then decreased to (3) in activity

two and to (2) in activity three, but it increased in activity four to (4). Henceforth, her

scores fluctuated from ($M = 3.6$) in the first activity, and then increased to ($M = 6$) in

the second activity and to ($M = 6.6$) in the third activity then slightly decreased to ($M = 6.2$) in the fourth activity. Generally, all participants' levels of anxiety had fallen to below (5) by the 4th activity, hence why the scores of the five participants ranged from ($M = 6$) to ($M = 7$) in this activity.

Figure 15: Levels of Anxiety during Practicing E-mails

	Hanan	Salama	Sara	Zainab	Nour
■ E-mail 1	6	5	6	5	5
■ E-mail 2	3	2	3	2	2
■ E-mail 3	4	3	4	1	1
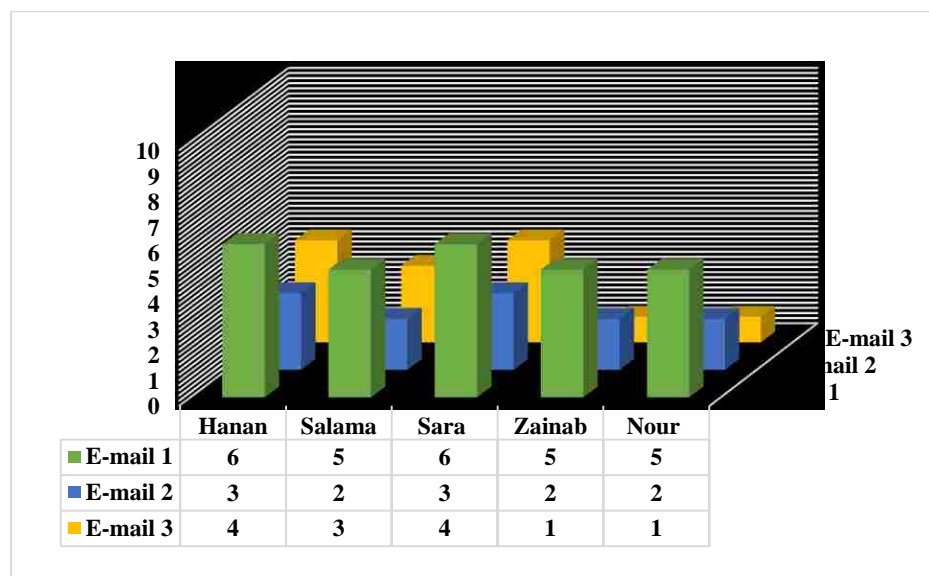
In the e-mail activities, the five participants represented congruence between their performances in the three activities and their levels of anxiety. Their levels of anxiety went down, thus their performances in the three activities improved. In general, all participants' levels of anxiety had almost started from (5) in the first activity that indicated comfort and ease while they were practicing the activities, and they had fallen to below (4) by the third activity hence why the scores of the five participants were highest ranged from ($M= 7$) to ($M = 8$) in the third activity.

Q 4: How do students view the use of authentic materials in developing their English language oral and written abilities?

To answer this question, an interview was conducted with the five participants to share their views regarding the use of authentic materials in developing oral and written communication skills through reflecting on their experiences in the program (See Appendix J). The researcher interviewed the five participants separately to have an in-depth understanding of the actual oral and written communication gain through using authentic materials and activities. Based on the interviews' analysis, seven themes were extrapolated from the participants' answers. The seven themes were: 1) Positive Views Towards Experiential Learning Through the Use of Authentic Materials; 2) Knowledge Expansion in Oral and Written Communication Skills; 3) Generating Meaningful and Effective Communication Through Using Authentic Activities; 4) The Practicality of Authentic Material Use; 5) Preference of The Use of Authentic Materials Deliverables; 6) More Progress on Oral Communication Over Written Communication; 7) Gaining Self-Confidence and Overcoming Anxiety.

Theme # 1: Positive Views towards Experiential Learning Through the Use of Authentic Materials

The experiential and practical learning through using authentic materials represents the actual and real usage for oral and written communication skills. The well-selected authentic materials in the program made the oral and written communication learning more interesting for the five participants. The participants' responses showed positive views towards this experience in which the use of authentic materials assisted them in learning the language in an enjoyable, entertaining and practical context. They considered this experience as a real learning of the language when they were practically exposed to the authentic utilization of the language in which it was illustrated in the authentic materials, topics and methods

used in the program. For example, when Hanan, Salama and Nour were asked about how their experiences during the program were different from other teaching and learning experiences, their views were:

Hanan: It was an interesting experience …. We enjoyed the sessions due to various learning and teaching methods and the authentic materials which were used…. The program was smooth, entertaining and not bothering and demanding.

Salama: The program had practical applications and the topics that were covered were relevant to our lives. Such topics included the social media and the health and fitness…. The program was authentic and practical. It was nice, I didn't feel like studying, it was not demanding as a study course and light-weight.

Nour: The difference between this program and other language learning experiences is that it focused on the main things which we use in our daily life practices…. Even back in school we never touched on these authentic topics or use multiple authentic materials in English language learning.

Theme # 2: Knowledge Expansion in Oral and Written Communication Skills

The authentic and practical use of the language helped the participants gain different knowledge in oral and written communication. These gains depended on the participants' interests, levels and focuses in English language learning. The knowledge expansion here means the actual gain of the oral and written communication that took place after the program. Commonly, most of the participants' real gains were the expanding of their vocabulary repertoire, structures and expressions that were relevant to authentic topics and situations in their daily life. Moreover, their understanding of the authentic use of the language whether in oral or written texts was expanded through practicing this language in real life situations. In addition, most of them became less hesitant in their ways of communication and the number of first language interference, lapses and pauses decreased while they were practicing in the program. Their weaknesses in their

performances in the pre-test was based on the lack of basic knowledge of the topics that were addressed in the test. While in the post-test, they were very comfortable and less anxious because they already possessed what they needed to complete the test and even to engage in different communicative situations. The participants stated how their oral and written communication had improved and there was a big difference in their levels before and after conducting the program. For instance, when Zainab, Nour, Hanan and Salama were asked about how they viewed their progress before and after the program, their responses were:

Zainab: I learned new vocabulary that is relevant and available to our day-to-day life such as hospitals, restaurants and shopping situations…. I overcome my fear of public speaking, I can now speak somehow fluently with people and I can carry out conversations without any kind of hesitation…. My listening skills were developed which will help me in speaking. I can now focus and comprehend the meaning and the content of audible speech. In writing, I learned how to organize paragraphs and link them together coherently

Nour: Before the program I had many language deficiencies and gaps, but throughout the progress of the program I started to overcome them. For example, my usage of sentences structure and syntax and the mechanical issues such as spelling errors in writing…. The idioms were very useful and I'll use them in casual conversations… the use of idioms in speaking adds a flavor on oral communication.

Hanan: I am less anxious and hesitant now, and I'm now in control of my talk and don't permit my Arabic language to interfere in my English oral communication as much as before… I learned a big amount of vocabulary and expressions.

Salama: When I go to the supermarket or to the restaurant, I remember the words and expressions which I've learnt and try to use them…. I feel my writing skill has improved. Also, I have noticeably less lapses and pauses in my oral communication, as compared to before.

When they were asked about their performance in the post-test, as compared to the pre-test and if they could perform better in the IELTS after this program, Sara's, Salama's and Nour's views were:

Sara: There is a significant difference after the program. I now have a good background about the taught topics and I see progress in my level. I can

now converse in a better way and even when I go shopping, for example, I can handle situations better…. I now have a larger vocabulary and more expressions to use in a variety of topics due to the real authentic use of the language in the program…. Both the speaking and the writing skills have improved which will help me in the IELTS, but I need more practice.

Salama: The pre-test was hard. I lacked the knowledge and the skills of writing and didn't even have enough vocabulary to express my thoughts. I was anxious. However, I learned a lot that I found the post-test really easy and I was comfortable…. Regarding the IELTS, I hope to perform better in it so previously I scored a 4.5, but now I think I can score 5.5 or more, easily.

Nour: The program qualified me for passing the speaking and the writing sections in IELTS. I will need more practice generally. The program was beneficial in that most of the activities such as the Retelling activity and Just One-Minute activity were timed, hence that'd help in the IELTS. Also, it helped me that we had to think, process and produce the speech fast and meaningfully.

Theme # 3: Generating Meaningful and Effective Communication Through Using Authentic Activities

The selection and ways of implementation of the authentic activities played a significant role in developing the participants' oral and written communication. The activities were selected and designed to serve the authentic use of the language when the participants encounter any communicative situation in their real life. Accordingly, most of the participants' responses focused on the effectiveness of the *Disappearing Dialogue*, *Just One Minute, Retelling, Role Play* and *Debate* activities for developing oral communication, in which they learned a lot of structures and expressions and expressed their thoughts accidentally and instantaneously. The essays and emails activities were the most effective ones in improving written communication besides the WhatsApp communication. The most essential aspect in their views was that the authentic application of the English language by using these authentic activities contributed to attain real gains in oral and written communication. When the participants were asked about how those authentic activities added to their

communicative abilities and what were the most effective ones, they viewed the following:

> **Sara:** These activities helped us speak more and become more interactive, not only within the class confines but also in public…... the Disappearing Dialogue was very effective in which we had to carry on the conversations spontaneously without any help, hence we sometimes had to use our own knowledge and previously known expressions… it has many standard structures and expressions which can be used in any authentic situations……. The Debate helped me to express my own thoughts which also helped me in my writing…The Just One-Minute activity forced me to get out of my comfort zone and convey my ideas… how to write essay and emails were also beneficial, although I don't like writing.

> **Zainab:** The activities which affected me were the ones which required me to speak without preparing like the Just One-Minute, the Debate and the Role Play activities. They helped me in developing how to reply instantaneously and automatically during the conversations…. It is worth mentioning that personally gained much benefits from Writing E-mail activity as I need it in my professional and casual life.

> **Hanan:** The activities helped retrieve my prior knowledge and old vocabulary which I haven't used in a long while. Also, they added new knowledge to me. The activities helped improve my writing as well as my speaking abilities…. The Just One Minute and Disappearing Dialogue were very effective in which learning new vocabulary and structures and used them to produce something were very beneficial… the essays activity forced me to write although I had some mistakes but definitely I developed. Also the ideas discussed in the Debate activity helped me to write about technology.

Theme # 4: The Practicality and Involvement of Authentic Material Use

The practicality of oral and written communication had developed from the kinds of materials employed in the program. The use of authentic materials provided an opportunity for the participants to see, hear and read how the language was utilized authentically in such communicative situations. The use of authentic materials in the program facilitated oral and written communication development. It made the

learning process more fun and less boring. The variety of the authentic materials used was beneficial in that the participants built up their communication skills through a realistic exposure and use of these materials. The participants confirmed how these materials helped in understanding how the language works communicatively through being exposed to different structures, expressions and vocabulary. The authentic materials supplied the participants with the knowledge needed to communicate easily and convey meaning in different real situations. Therefore, the participants gave views on whether they were exposed to authentic materials in their previous experiences, how they found these materials effective in the program, and the benefits that they gained from the utilization of authentic materials were as the following:

> **Sara:** In the foundation year in my college, some of my instructors used videos and emails. They were used quite a lot. I found the videos and magazines' articles to be the most effective real materials…. My perspectives towards the usage of authentic materials has changed as I now believe they motivate learners to continue leaning as they make you feel enthusiastic towards the variation of the materials…. The advertisements as materials helped in increasing my shopping and grocery related vocabulary.

> **Zainab:** It was my first opportunity to be exposed to such authentic materials where the materials were not academic, but rather real authentic and related to our lives.

> **Nour:** I think these authentic materials make studying more fun and interesting in that they were diverse and relevant to real life…. I feel I gained a bigger pool of vocabulary …. Before I misused words and expressions and mispronounced them, but now for this exposure to the authentic materials I use them more efficiently…. I find it easier to communicate, I convey the meanings… I'm less anxious when dealing with the public.

> **Hanan:** Authentic materials were treated as a spice up in our learning routine every now and then, but never were the basic learning materials for us. In my school, the caricature would readily come with its comment on it. But in the program, we had to comment and comprehend it on our own for a one-minute time frame.

Theme # 5: Preference of The Use of Authentic Materials Deliverables

The exposure to the practical use of the targeted language through using authentic materials was preferred by the participants. The deliverables of the authentic materials use showed in the participants' real gains when they really interacted with these realistic materials. Based on the participants' needs, interests and views, the effectiveness of authentic materials was different based on these differences. The participants overemphasized the importance of audiovisual authentic materials such as videos, advertisements, movies and WhatsApp which helped in understanding how the language is produced and expressed whether visually or audibly. The general deliverables from the use of authentic materials were building up strong knowledge and background before starting to use the language, exposure to the real practicality of the language, and activating the participants in an interactive way to use the language. So, when the participants were asked about the types of authentic materials that they found more useful in the program, their answers were:

Salama: We collected information and expanded our knowledge and background in the topics which we want to speak or write about. We read about depression, technology, cellphones radiation, colors, coffee. All of these were integrated in what we wrote and spoke…... before I used to skip videos and not even bother to understand them, whereas now, I insist on understanding any videos and I focus on that. Even today I prepared pizza for my family, I looked up some videos on YouTube in English language and I followed the instructions.

Hanan: The movies, videos and WhatsApp conversation were particularly useful because I learnt from my colleagues' mistakes, also the discussion about what we have done in the class were useful and were like reinforcement of what we studied… the videos helped because they're audiovisual. I benefited from the body language movements and the speaking tone.

Nour: Videos, advertisements and movies were the most effective why? Because they're audiovisual. The audio alongside with the visual effect made us activate senses at once, hence the knowledge better

stuck in our heads… WhatsApp communication kept us in touch, even if we didn't meet.

Theme # 6: More progress on Oral Communication Over Written Communication

Both oral and written communication skills showed real gain after the program. However, the participants' needs and interests identify which was more important than the other, and which skill needed to be developed more than the other. The five participants agreed on that the progress in oral communication was more than in written communication. This appeared in their responses in which their interests tended to be in developing their oral skills based on their real needs in their day-to-day situations. The participants' views regarding this point were the following:

Sara: I developed in both. To me personally, I cared more about developing my oral communication skills, as my circumstances and purposes require me to speak and to interact instead of write.

Zainab: I developed in both, the oral and written. But I feel the enhancement is more in my oral skills, and I am very satisfied because that is what I needed to improve.

Nour: Oral communication is more important for me because I communicate with people orally and not in a written form.

Hanan: Actually, I developed in both, but more in oral. I cared about developing my oral skills more because that is what I need in my day-to-day life interactions…. Although I now know very well how to write emails which is the most important aspect of writing to me.

Salama: I didn't care much about improving my writing skills. That's because in our daily life we need speaking to communicate and not writing.

Theme # 7: Gaining Self-Confidence and Overcoming Anxiety

The level of anxiety and self-confidence while practicing authentic activities have influenced the participants' development in oral and written communication. The types of activities and materials that were employed in the program assisted in

overcoming anxiety and gaining self-confidence while practicing the language authentically. The participants gained self-confidence in that they had the ability to communicate in authentic communicative situations. They referred to the importance of the activities and materials used in the program to overcome their anxiety levels and easily apply the language in their day-to day situations. They were more anxious in oral communication than in written communication. Hence, they indicated the quality of the oral communication activities and materials to tackle this issue. These are some examples of the participants' views regarding this point:

Salama: I'm now more confident. For example, I can now order what I want precisely, like a kilo of zucchini or a pack of raspberries. Before I would use sign language or I asked someone who can speak Arabic…. The debate made me anxious because it required us to have a strong background in the topic, however, it taught me how to control and overcome anxiety in reality.

Hanan: Regarding the Disappearing Dialogue and Just One-Minute activity, I used to be anxious because I had to produce speech instantly, but through more than one practice, I overcame the anxiety and became more confident…. In writing, the first time I was anxious, but after practicing I feel more self-confident when I write.

Zainab: My self-confidence has increased significantly throughout the program. I can go shopping and interact with high self-confidence. The program also focused on decreasing our anxiety, hence our self-confidence increased. The fact that you gave us trials for each activity helped to tackle this issue…. We had to do the same activity many times with different themes and in each one we used to jot down our anxiety levels and see the development. I'm now more self-confident in writing.

Q 5: What are the actual gains in English language oral and written communication through using authentic materials?

In this question, the researcher tried to tab the whole experience that the participants went through in the program. The quantitative results showed that there was a noticeable gain for the five participants' oral and written communication skills represented in their mean scores in the pre-test as compared to the post-test. Then it was followed up with the qualitative results to provide more explanation on how this

gain had been achieved. The consistency and variation between the QUAN and QAUL results is illustrated in figure 16.

The consistency between the quantitative and qualitative results existed in different points. The first consistency is that the pre and post-test results revealed that the gain was found in both oral and written communication through using authentic materials and activities in the program. The total mean score of the oral communication in the pre-test was ($M = 6$) and it reached ($M = 9$) in the post-test. While in written communication, it was ($M = 6$) in the pre-test and increased to ($M = 8$) in the post-test. The documents analysis also revealed how this gain has been obtained through tracking the participants' performances throughout a frequent practice of the activities in which they showed piecemeal development in both skills. For example, the *Disappearing Dialogue* and *Just One Minute*, developed skills to reach ($M = 9$) in the last trials of them. While in the written activities including the *Reflective Essays* and *E-mails* the participants' scores ranged from ($M = 7$) to ($M = 8$) in the last trials of the activities. During the interviews, the participants showed positive attitudes towards their oral and written communication skills. Moreover, during the interview, the participants confirmed how the types of authentic materials used and activities led to different tangible gains in oral and written communication through the practical and functional use of the language in real life situations.

The second consistency is that the gain in oral communication was more than in written communication. The total mean score in the oral communication post-test was (M=9), while in the written communication post-test, it was (M = 8). Moreover, the participants' performances in the oral communication activities were higher than written communication activities. These results are in line with the participants'

views in the interview. The majority of the participants' views reported that they cared more about developing oral communication skills based on their interests and needs in which they dominantly communicate in their real life orally and not in written forms. Moreover, they viewed oral authentic materials and activities more interesting and enjoyable than the written ones; in which they were forced to produce the language communicatively and authentically. They preferred the audiovisual materials like videos, movies, advertisements more than the written materials like article magazines.

The third consistency is found between the quantitative and qualitative results is that the gain in oral communication has mostly been noticed in the Vocabulary and Grammar criterion in which the mean score in the pre-test was ($M = 5$) and increased in the post-test to ($M = 9$). While, the gain in written communication was predominantly found in Organization criterion in which the mean score in the pre-test was ($M = 4$) and rose to ($M = 9.5$) in the post-test. The video analysis provided tangible evidences regarding the participants' performances and their ways of expanding knowledge. For instance, the participants in the *Debate* and *Role Play* activities were able to use tactics that serve in communicating in a meaningful way. Moreover, they were able to use different supporting evidences extracted from the used authentic materials and form their personal experiences with low number of errors related to the linguistic features of the produced language. These results are in tandem with the participants' views during the interviews regarding their knowledge expansion in which it occurred in their vocabulary repertoire, structures, expressions that helps in expressing thoughts and ideas. Also During the interviews, the participants' views enhanced the quantitative results in which they confirmed how the authentic materials and activities helped them to organize their ideas when they

write paragraphs in which a coherent flow was achieved. The ways of linking between paragraphs in a logical order was one of the most essential knowledge gained in their written communication skills.

The last consistency showed that in the Fluency criterion, which was related to the oral communication, some components showed perceptible gain such as, Lapses & Pauses in which the mean score in the pre-test ($M = 2$) and developed to ($M = 6$) in the post-test, Hesitation with ($M = 4$) in the pre-test and increased to ($M = 8$) in the post-test. Since the participants' levels of anxiety were low, their results in the post-test showed an actual gain in their oral and written communication skills. This was supported by the participants' views regarding how the authentic materials and activities used contributed to lessen their level of anxiety through practice of the language in real, practical situations. They also asserted that they were anxious in the pre-test in which they didn't have enough knowledge to talk or even write. However, in the post-test, their feelings were completely different in that they were less anxious and had self-confidence to speak and write about the topics included in the test. Moreover, this was also revealed from tracking their levels of anxiety after a completion of each activity through using a self-report scale. The results showed a gradual decrease in the five participants' levels of anxiety based on the frequent practices of each activities throughout the addressed themes in the program. Furthermore, they viewed how they become less hesitant in their communication with less lapses and pauses. The videos' analysis results strongly supported the interview, pre and post-tests findings in which the participants' ways of communicating developed while they were practicing a debate and a role play activity. These appeared in their expressions used as repair tactics in their communication, their responses' reaction in which most of them were very impulsive

in their communication which showed how hesitation had mostly disappeared. It was also seen in the way of turn-taking in their conversations, they ways of supporting their ideas and the linguistic features.

In contrast, the variation between the quantitative and qualitative results was visible in written communication. The mean score of Language and Mechanics in the pre-test was ($M = 2$) and rose only to ($M = 4$) which showed a slight increase compared to the other criteria for gauging the written communication gain. This is contradicting the participants' views in which they viewed how they overcame the issues related to sentence structure, spelling and other mechanics. In fact, most of their written communication products while they were practicing the *Reflective Essays* and *E-mails* activities tended to have a spoken feature when they reflected on their ideas, thus errors related to sentence structure, spelling and other mechanics were committed. Hence this shows how the preference of oral communication gain has influenced the written communication gain (see Appendix R).

Figure 16: Mixed Method Interpretation

Quantitative Results

- There is a general gain in oral and written communication. However, the gain of oral communication was more than the gain of written communication.

Oral Communication Gains

- The gain in oral communication was mostly perceived in vocabulary and grammar criteria.
- The gain in fluency criterion was noticeable in lapses & pauses and hesitation components.

Written Communication Gains

- The gain in written communication was mostly perceived in organization criterion.
- The gain in content criterion was evident in ideas support component.
- In contrast, language and mechanics in written communication gain was slight.

Level of Anxiety

There is a general trend in the anxiety level where the participants' results revealed a decrease in the anxiety level for both oral and written communication. However, the level of anxiety of oral com. Was higher than the written at the beginning. But with frequent practice, the level anxiety in oral com. reached the same level as the written com.

Follow up with Qualitative Results

Documents Analysis

The document analysis revealed a general increase in oral and written activities. However, the oral performance was higher than the written one.

Interview

- Authentic materials use led to practical and functional use of the language.
- Authentic materials use led to a tangible gain in language structure, vocabulary and expressions.
- Authentic materials led to more oral communication gain than the written communication.
- The participants inclined to develop more gain in oral communication than in written
- The use of authentic materials led to gradual decrease in anxiety level.

Variation

While the participants viewed that they make a gain in Language and Mechanics, the post-test didn't support that.

Consistency

The preference of oral communication over the written communication manifested in oral gain rather than the written gain, as supported by the quantitative and qualitative data.

There was a positive view of the authentic materials use which contributed to reducing anxiety level, expanding vocabulary, language structure and expression and giving a functional practice of the oral and written communication.

4.3 Summary

Chapter four demonstrated the major findings of the study. Through employing the explanatory mixed method, the researcher used the qualitative data to explain the quantitative data. The pre and post -test, the oral and written document analysis, the self-report scale and the interview were used in this case study in which major rich findings emerged.

The first major finding was that the authentic materials used led to a general gain in oral and written communication, however the gain in oral communication was more than in written communication. The second major finding was that the authentic materials used led to a tangible gain in language structure, vocabulary, expression, fluency and organization of thoughts and ideas. The third major finding was that the use of authentic materials led to a gradual decrease in anxiety levels while practicing oral and written communication in real communicative situations. The fourth major finding was that the authentic use in oral and written communication skills showed positive and supportive attitudes from EFL college students. The fifth major finding was that the participants' viewed that the authentic use of the language led to practical and functional use of the language.

Chapter 5: Discussion, Recommendations and Implications

5.1 Introduction

This case study is aimed at gauging the oral and written communication gain of five UAE college students through using authentic materials. The study employed the explanatory mixed method design in which both quantitative and qualitative results were extracted. The instruments used in this case study were: a pre and post-test, authentic oral and written documents analysis, self-report scale and semi-structured interviews. This chapter outlines the major discussed findings, the recommendations and the implications of the study.

5.2 Discussion

Q1. Does the use of authentic materials make a difference in college students' English language oral and written communication?

The major finding related to this question is that there was a noticeable general gain in the participants' oral and written communication skills. This gain appeared from the participants' results in the pre-test as compared to the post-test. The total mean scores of the five participants for the oral and written communication post-test increased. This reflects how the use of authentic materials led to develop oral and written communication skills. This result supports other arguments discussed by (Erkaya, 2005; Harmer, 1991; Krashen, 1987; MacDonald, Badger & Dasli, 2006; Roger & Medley, 1988) who pointed out that the use of authentic materials contributes to understand the target language usage in real and practical situations. The results revealed that gain was apparent in the oral communication more than in the written communication. This result supports other arguments made by (Austin & Haley, 2004; Cook, 2001, Halliday, 1975; Nacira, 2010; Nunan, 1989)

who indicated that written communication needs more effort and time than the oral communication in order to be mastered. Also, the results of the study reflect the value of the authentic materials and activities used in developing oral and written communication skills by which the participants are exposed to the functional and practical use of the language in order to understand it. As, Spelleri (2002) who indicated that authentic materials have three main areas of learning extracted within them including the language, the culture and the practicality. Furthermore, the results are in line with Vygotsky (1978) who believed that the use of authentic materials and activities created a supportive environment as a kind of scaffolding which took place within social and interactive context. Moreover, the essence of the achieved gain in this case study was based upon identifying the actual level of the participants and thus authentic materials and activities were selected to serve both their oral and written communication skills based on Vygotsky's (1978) Zone Proximal Development which is used to identify the learners' levels and reflects their future growth. Another essential aspect related to the noticeable gain showed in the study results is the extensive use of the authentic materials and activities as a kind of comprehensible input which helped in increasing the gain in oral and written communication through understanding the actual and practical use of the language. This result is in line with one of the Krashen's natural approach principles (1982) that is the more comprehensible input is provided for learners, the more understanding of the language use is.

The gain in oral communication has mostly been noticed in the Vocabulary and Grammar criterion. The second perceptible gain was in the Fluency criterion. While the Content criterion showed a slight increase This reveals that the participants lacked skills in the areas of fluency, vocabulary and grammar more than in the

content, hence the improvement was more evident. As Pathan, Aldersi & Alsout (2014) and Shteiwi and Hamuda (2016) found in their studies that most EFL leaners' difficulties while practicing oral communication are related to fluency, the syntactic and grammatical errors besides the semantic errors when they are trying to convey meaning. Based on the study results, the components related to the Vocabulary and Grammar criterion in which their gain was noticeable, were: "Isolated Words and Phrases" and "Words or Phrases Repetition", and for the Fluency, the gain was obvious in "Hesitation" and "Lapses and Pauses" components. These results support the findings of Sumatran's study (2013) who revealed that the use project-based approach containing authentic materials and activities led to a noticeable development in fluency, functional competence, vocabulary and grammar for EFL marketing students. Another study which is in tandem with the results of this study was by Rasheed (2014) who found that the use of authentic materials like films, videos, newspaper and photos caused development in EFL learners' use of tenses, grammatical structures and expressions. Additionally, the perceived gain in vocabulary which was evident in this study is strongly relevant to the results concluded by Moradiyan and Kazemi (2015) who confirmed that the use of authentic materials such as songs, news and movies helped in developing the EFl learner' vocabulary acquisition. Also, Al Diyyab's, Abdel-Haq's and Aly's (2013) study support the current results showed in this study, in which they revealed that using the multimedia-based program, as an authentic material, served in developing EFL speaking fluency, particularly, in areas related to hesitation, pauses, backtracking and correction. However, the results of the study are in the contrary to Volle's (2005) results who detected that the use of authentic materials such as voice mails and online interviews contributed in develop areas related to the proficient use of the language,

while accuracy didn't show any significant improvement. The reason for this contradictory results could be attributed on the type of strategies and activities used to functionalize the use of authentic materials besides the level of the participants and the context where the study was conducted.

The gain in written communication was predominantly showed in the Organization criterion. Moreover, the Language and Mechanics criterion is ranked as second among other criteria which showed a slight increase. This reveals that the participants showed deficiencies in the logical order organization in their writing besides the language and mechanics issues. Then the Content criteria came in the third rank, followed by Cohesion criterion and finally Vocabulary criterion. As different scholars such as, Mourtaga (2004), Al-Gharabally (2015), and Gomaa (2010) pointed out that the main problems related to Arab EFL learners' writing skills are writing organization, punctuation, grammar, Arabic language influence and redundancy. According to the results obtained from this study, the "Logical Order" component came in the first rank among the other components, then the "Ideas Support" component followed by "Grammatical and Mechanical Errors" components. The results prop Adas' and Bakir's (2013) study who found that the use of authentic materials such as MOODLE online application, where posts, videos and photos were used, contributed to develop their sequence and logical order of their ideas, the students' use of the cohesive ties and the grammatical structures, and the reflection on their real experiences as a kind of ideas support, in addition to a visible improvement in punctuation, spelling and capitalization. Further, other studies such as Masood (2013), Al Alami (2014), and Al-Mahrooqi and Tabakow (2015) supported the written communication results of this study when they indicated in their studies that the use of authentic activities besides the authentic materials serve

in functionalizing the writing skills in a way that leads to develop their vocabulary, expressions, and real ideas support. However, the results of this study don't support Shang's (2007) study who found that the use of email communication, as an authentic practice, served in developing the grammatical accuracy and syntactic features in the students' writing performances, however, there is no significant improvement in the lexical language components. This may be due to the quality of the provided input used in Shang's study including reading authentic materials which didn't serve too much in the lexical language components of the students' writing

Q.2 Does the use of authentic documents (videos, audio-records, written documents) support the gain in oral and written communication?

The major finding related to this question is that there was a gradual increase in the five participants' performances while they were frequently practicing the oral communication activities including the *Disappearing Dialogue* activity and the *Just One Minute* activity, and written communication activities containing the *Reflective Essay* and *Email* activities. The result reveals that the accurate selection of the activities serves in operationalizing and functionalizing the authentic materials used for nurturing the oral and written communication skills. This result supports different arguments made by (Krashen, 1982; Hasan & Williams, 1996; Halliday, 1975; Nunan, 1989; Ellis, 2000; Hammond & Gibbons, 2001; Christie, 2004) who overemphasized the importance of the selective activities on the basis of the learners' actual levels which serve in causing development in the practical and functional use of the language.

The obtained gain from oral communication activities used in the program reflected on the participants' high mean scores in the post-test. This results elaborates Kheyrkhah's and Ghaemi's (2012) findings showed that the frequent practice of the

Disappearing Dialogue activities served in developing the learners' fluency through building their vocabulary, expressions and retention. Moreover, the idea of the *Disappearing Dialogue* and *Just One Minute* activities were based on the scaffolding theory by Vygotsky (1978) in which providing support for each trial of the activities being practiced was in a gradual decreasing trend. Starting with a high degree of support at the beginning of the practice, then reducing it in the last trial the participants were able to produce the targeted content without any kind of support. This is illustrated in the five participants' gradual increase throughout the activities' trials.

The total mean score among the five participants' in the *Reflective Essay* activity and *Reflective Email* activity showed an increase throughout the activities' trials. This result supports different EFL scholars such as, Hamzah, Ghorbani & Abdullah, (2009), Niazi & Pourgharib (2013) and Adas & Bakir (2013) who confirmed the effectiveness of emails and electronic communication in developing the EFL students' writing skills besides the development of their reflective writing through connecting their writing with real life experiences.

The results which were extracted from the videos' analysis were based on the five participants' performances in the *Debate* and *Role Play* activities. Generally, the participants showed a noticeable gain while they were practicing the *Debate* and the *Role Play* activities which appeared in the thematic analysis in which they used repair tactics as strategies to modify and clarify meaning while the conversations were being carried out. They also used different supporting evidences whether empirical evidences extracted from the authentic material or personal ones reflected their real life situations. In addition to that, the thematic analysis of the videos showed the

differences in the participants' responses in which they were reflective and impulsive based on the situations where communication and argumentation occurred. These results are in tandem with Vygotsky's (1978) "internalization process" and Ellis (2000) who asserted that the creation of an environment where interaction and communication is at the core, pushes the language learners to become meaning-makers not only within the context, but also within their internal interaction with the language itself. Furthermore, the repair tactics, the supporting evidences and the responses reactions which were extracted from the thematic analysis of the videos are strongly in line with Halliday's (1994) and Well's (1994) beliefs in which language learning is functionalized based on the social environment surrounded the learners, the ways of the interaction, and the types of tangible materials and activities provided for learners. Another result extracted from the videos' analysis was the noticeable gain that the participants had in their way of conversing and turn taking and the decrease of their communicative language miscues. These results support Fabio's (2014) study which revealed that the use of authentic materials and activities improved the students' abilities to manage conversation, to develop the grammatical skills and to increase the vocabulary repertoire.

Generally, the results showed how the role of *Debate* and *Role Play* activities highlighted in the participants' ways of interaction and functionalize the language to serve the context. This reflects the type of activities that were employed in this study in which they pushed the participants to communicate effectively and authentically in real situations. This general finding strongly elaborates other studies such as (Fauzan, 2016; Holt & Kysilka, 2006; Junaidi, 2011; Safarpour, 2012; Somjai & Jansem, 2015) who tackled the effectiveness of *Debate* and *Role Play* activities in developing oral communication skills, particularly, the EFL learners. All of them

concluded that the *Debate* and *Role Play* activities contributed to improve the learners' fluency and accuracy, their ways of interactions and argumentations, their realistic and authentic use of the language, and their ways of behaving and conversing.

Q. 3 Does the use of authentic materials make a difference in lessening the college students' levels of anxiety?

The major finding related to this question is that the anxiety levels of the five participants, which were reported from a self-report scale, showed a gradual decrease due to the frequent practice of the oral and written communication activities. This makes it evident that the use of authentic materials with well-selected activities influenced the participants' levels of anxiety in which the more exposure of the authentic materials and activities, the more decrease in the level of anxiety while the participants produce the language. This result is strongly relevant to Krashen's (1982) affective filter hypothesis who advised that the more positive a learning environment is with high motivation, high self-confidence and low level of anxiety (low affective filter), the more understanding of the language usage will be and vice versa. Moreover, other relevant studies such as, (Azizifar, Faryadian & Gowhary, 2014; Choi, 2014; Grant, Huang and Pasfield-Neofitou, 2014; Kara, 2013; Pinkman, 2005; Wu, Yen & Marek, 2011) who confirmed how the use of authentic materials and activities in oral and written communication caused learners to feel less anxious when practicing these skills in different communicative situations.

Q. 4 How do college students view the use of authentic materials in developing their English language oral and written communication?

The results of the interviews with the five participants showed that there were positive attitudes towards the use of authentic materials and activities in oral and written communication skills during the program. This result reflects the

opportunities that the authentic materials provide the use of language in an experiential, practical and realistic way. Moreover, the results of the interviews showed the gain that the participants perceived in their expansion of the knowledge in oral and written communication, in their ways of generating meaningful communication and in the overcoming of their anxiety levels while communicating. These results advocate (Adas & Bakir, 2013; Al Darwish, 2014; Fabio, 2014; Hampel & Hauck, 2004; Khan, 2016; Masood, 2013; Rasheed, 2014; Somjai & Jansem, 2015; Sunaratn, 2013; Zare & Othman, 2015) who found in their studies that EFL learners showed positive and strong supportive attitudes towards the use of authentic materials and activities in which they serve in building communication skills, improving their proficiency levels in the language, becoming more interested, supported and confident in ways of communication and building their language knowledge. However, the results of the interviews in this case study are in the contrary to Baniabdelrahman, Bataineh and Bataineh (2007) who concluded in their study that most of the students reported never or rarely using the internet as an authentic material for language learning aims. While some of them showed slight positive attitudes when they informed that they may use it for developing oral communication by chatting or access to some authentic texts. The reason for these attitudes may be attributed on the type of activities that are used to operationalize the authentic materials. As Ellis (2000) asserted that the accurate choice of the activities serves in highlighting the useful side of the authentic materials. So, some instructors are using authentic materials, but they don't perceive the beneficial gain from them and this is due to the wrong way of functionalizing and operationalizing the materials through the used activities.

Another major finding of the interview is that the participants showed more progress in oral communication over written communication. This reveals that the participants focused on their oral communication more than their written communication due to the more authentic use of the oral communication more than the written communication in their real life situations. This result supports Tornqvist's (2008) study who concluded that most students' attitudes asserted that oral communication is very significant; because it shows the ability to express thoughts and ideas in a practical way in which it is considered as a crucial aim for EFL learners. While Mohammad and Hazarika (2016) revealed in their study that the students' samples of their reflective writing showed their academic way of dealing with this skill, in which they memorized some particular structures to use them in writing instead of their producing their own thoughts. Also, the students' attitudes in this study showed that writing is not an important skill compared to other skills especially the skill of speaking.

Q. 5 What are the actual gains in English Language oral and written communication through using authentic materials?

A consistency between the quantitative and qualitative results was noted in this study. The first consistency demonstrated in the participants' oral and written communication general gain through using authentic materials in which the results of the post-test as compared to the pre-test showed that there was a noticeable gain, which is consistent to the document analysis' and the interviews' results. The data gleaned from the document analysis revealed that the participants' performances in the oral and written communication activities increased gradually throughout a frequent practice of the activities that serve in nurturing both the oral and written communication skills. Moreover, the interview results explained more regarding the obtained gain in which the participants showed a positive attitude towards the gain

that they obtained from the authentic and functional use of oral and written communication. For example, some of these participants' responses were as follows: "I now have a good gained background in the taught topics and I see progress in my level"; and "I feel I gained a lot from the program through the authentic and practical use of the language". These consistent results support MacDonald's, Badger's & Dasli's (2006) beliefs who determined three kinds of authenticity in language learning which are: authenticity of text which involves the illustration of the authentic use of the language through particular materials designed to serve target language learning. Authenticity of competence means that the performances of leaners on the basis of the authentic activities used. Authenticity of learner in which the leaner should interact realistically with the language as a real user of it in different communicative situations.

The second consistency between the quantitative and qualitative results was that the gained progress in oral communication was over the written communication. This is revealed from the post-test results for both the oral and written communication in which the total mean score among the five participants for oral communication (M = 9) was higher than the total mean score of written communication (M = 8). The results from the documents' analysis also revealed that the participants' performances in oral communication activities were higher than the written activities. The total mean scores among the five participants in the last trial of the *Disappearing Dialogue* and the *Just One Minute* activities, which serve the oral communication, reached (M = 9), while the total mean scores for the *Reflective Essay* in the last trial was (M =7). Since the *Reflective E-mail* activity is closely relevant to the participants' day-to-day practices, the total mean score for the last trial of it increased to (M =8). These results were evident through some of the participants' responses in

the interview regarding the most interesting and effective activities they were practicing in the program as the following: " The activities which affected me were the ones which required me to speak without preparing like the *Just One Minute*, the *Debate* and the *Role Play* activities"; " It is worth mentioning that I personally gained many benefits from the *Writing E-mail* activity as I need it in my professional and casual life"; and " The essay activity forced me to write, although I had some mistakes, but definitely I developed". Moreover, the participants' views in the interviews revealed that their oral and audiovisual authentic materials are more preferable than the written authentic materials such as the following: "Videos, advertisement and movies were the most effective. why? Because they're audiovisual"; and "Before I used to skip videos and not even bother to understand them, whereas now, I insist on understanding any video and I focus on that". In addition to that, the participants' views regarding which of the skills showed more noticeable gain than the other were as the following: "I feel the enhancement is more in my oral skills, and I am very satisfied because that is what I needed to improve"; and "Oral communication is more important for me because I communicate with people orally and not in a written form". These results could be justified due to the EFL learners' attitudes that they hold, in which oral communication is more important than written communication. This was supported by Tornqvist's (2008) study who revealed that EFL learners' attitudes confirmed the significance of oral communication as compared to Mohammad's and Hazarika's (2016) study who found that most of the students' attitudes showed that writing as not an important skill and they deal with it in an academic way. Moreover, Nacira (2010) identified one of the factors that affect the EFL learners' writing skill improvement is that many of them are not interested in the writing skill. Therefore, the preference of oral

communication over the written communication in this study led the participants to use the spoken language even in their written documents. This result is in line with Abdullah's (2009) study who found that most of the students tend to use the spoken form of the language rather than the written one in which little consideration of grammar, punctuation and sentence organization is found when writing emails.

The third consistency was the expansion in knowledge which mostly appeared in vocabulary, language structures, and expressions. The results of the post-test as compared to the pre-test revealed that a perceptible gain was noted in the Vocabulary and Grammar criterion for the oral communication skill. While in the written communication the highest gain was in the Organization criterion. The results evidence in the videos' analysis which showed tangible evidences of the gained knowledge that the participants obtained in oral communication. In videos the participants were good meaning-makers through using repair tactics to convey clear meaning, they used different personal and empirical evidences to support their communication, they showed their effective reaction responses while they were conversing and their language miscues decreased while they were practicing the *Role Play* and the *Debate* activities. All of these practices pushed the participants to expand their knowledge through an extensive exposure to the authentic materials and activities. This is evident from the participants' responses in the interview as the following: "I feel I gained a bigger pool of vocabulary… before I misused words and expressions… but now, for this exposure to the authentic materials, I have started to use them more efficiently"; and "In writing, I have learned how to organize paragraphs and link them together".

The last consistency that was found between the quantitative and qualitative results was related to the participants' levels of anxiety while they were practicing oral and written communication skills. Their results of the pre-test as compared to the post-test reflected their low levels of anxiety in the post-test. The results elicited form the self-report scale revealed that the frequent practices of the oral and written activities and the frequent exposure to the authentic materials led to a gradual decrease of the participants' levels of anxiety. Based on the oral and written activities which were practiced throughout intervals in the program, the levels of anxiety in oral communication in the first trials of the activities were higher than the levels of anxiety in written communication. However, in the last trials of the activities both oral and written communication decreased and became levelled. In addition to that, the videos' analysis revealed how the participants were less anxious when they practiced the *Debate* and *Role Play* activity in an interactive, responsive way while they were conversing. During the activities, some of the participants were impulsive in their reactions and showed controlling in their turn taking, while some of them were permissive in their turn taking and showed reflective responses which reflected their low levels of anxiety while they were conversing. Moreover, it is noteworthy to mention that the results gleaned from the pre and post-test revealed that there were noticeable gains in the "Hesitation" and "Lapses & Pauses" components. Hence, these results significantly demonstrated that the participants' levels of anxiety decreased due to the extensive exposure of the authentic materials, the quality and the frequent practices of the activities used to functionalize the materials. These results supported by the participants' views in the interview as the following: "The debate made me a little bit anxious because it required us to have a strong background in the topic. However, it taught me how to control and overcome anxiety in reality";

"Regarding the *Disappearing Dialogue* and the *Just One Minute* activities, I used to be anxious because I had to produce speech instantly, but through more than one practice, I overcame the anxiety and became more confident"; "I'm less anxious and hesitant now"; and "I'm now more self-confident in writing". The expanding knowledge and the lessening of anxiety levels of the participants are considered as good indicators of the appropriateness of the authentic materials and activities used in this case study. Different scholars supported this result such as Rogers & Medley (1988), Krashen (1982), Ellis (2000), Terhart (2003), Richards (2006) who overemphasized the appropriate selection of the authentic materials based on the learners' interests, actual level and the context. The use of authentic materials in a functional way is completely related to the types of activities and strategies which are employed in EFL classrooms in which the benefits of the authentic material exist and thus the actual gain is notched.

Generally, the four consistencies generated form the findings support Berardo's (2006) beliefs in the main characteristics of authentic material use in language learning wherein it influences positively on the students' attitudes, represents the real and practical use of the language, helps in understanding of language culture and is related to the students' needs and interests.

Despite the overall consistencies between the quantitative and the qualitative results, a variation between both results was apparent in one aspect of the study. While the participants viewed themselves as gaining in the Language and Mechanic criterion in the written communication, the actual post-test results didn't support that. The participants' responses regarding this area was the following: "I started to overcome many gaps. For example, my usage of sentences structure and syntax and

the mechanical issues such as spelling errors in writing". Since writing is a conscious and conservative process, it needs more effort and time to be progressed (Halliday, 1975). The main justification for this is that most Arab learners think in Arabic when they write English. The language and mechanics they use in thinking will be completely different in the written text, however, they don't recognize that when they start writing (Nacira, 2010).

5.3 Recommendations

This study has some recommendations for teachers, instruction and curriculum planners and research as the following:

1. EFL teachers should consider the use of authentic materials to develop their students' oral and written communication skills in a practical way.

2. Instruction and curriculum planners should consider a life language use in the EFL learners' classroom in which various materials and activities can serve the functional use of the language and lessen the anxiety levels of the students.

 3. Curriculum designers in the foundation programs in colleges should include more communicative and natural feature of the content which serves the EFL learners' needs in the UAE context.

4. The selection of topics in the foundation program should be culturally relevant which provide an opportunity for EFL to expand the practical use of the language in real life situation and not be limited in the classroom.

5. EFl instructors should adopted strategies and techniques serving to build positive attitudes towards the written communication skills. For example, the extensive and various use of authentic reading materials and activities will help EFL learners to

build their vocabulary, grammatical structures, mechanics and expressions in their writing, and the writing skill will be more entertaining, rather than bothering and demanding.

6. A future research should consider a longitudinal mixed method study where more participants will participate for a length of time.

5.4 Implications for Future Research

As the authentic use of the language in the EFL context becomes the core of EFL college learners, the ways of implementing this kind of language learning in the UAE should draw more attention. Therefore, EFL researchers and scholars should conduct studies similar to the nature of this study, but with a large number of sampling employed in different schools or universities in the UAE context within a longitudinal mixed method design. Moreover, other studies can be conducted to draw a comparison between the UAE context and other EFL contexts from different countries. Researchers can also carry out studies similar to the current study's design, explanatory mixed method design, to explore the gains of listening and reading skills through using authentic materials. It is clear that there is still much to be investigated and learned about the authentic use of English language especially in the EFL context.

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Appendices

Appendix A

Background Information
_____

1. Age: ___
2. Nationality: _____
3. Years studying English _____
4. Current major in college: _____
5. Rank in College: (1st Year ___2nd Year __3rd Year ___4th Year__ Graduated)
6. IELTS Score in English at admission _____
7. Which language is your first or native language(s)? _____
8. Which language is your foreign or second language? _____
9. What language you use most: English or Arabic? _____
10. For how long you didn't have formal instructions for practicing English communication skills? _____
11. Why do you like to improve your English communication skills? Please rank the following purposes from the most to the least important (1-5)?
    - Need it in real life communication situations _____
    - Need it for academic purposes _____
    - Need it for social interaction with friends and others_____
    - Preparing me for future careers opportunities_____
12. Like to understand English language and culture for other purposes (i.e. Social media, movies, news) _____
13. What types of obstacles that you face when communicating in English?

    _____

    _____

14. What Topics do you want to see in the program?

_____

_____

Appendix B

Diagnostic Test

Part One:

Read the following three paragraphs, then write two sentences reflecting on each paragraph based on your understanding.

████████████

██
██
██
██
██ he source, 2016,
January 7, p. 8)

Jot Down your notes:

████████████

██
██
██
██
(Yoga Life, 2015, October, p. 12█

Jot Down Your Notes Here:

-- ████

Jot Down Your Notes Here:

Part Two:

Finally, identify which of the three paragraphs was easy for you to understand.

Paragraph A – Paragraph B – Paragraph C

Appendix C

Oral and Written Communication Pre and Post-Test

Oral Communication Test

Section One: Reflect on a Picture

Directions*:* In this part of the test, you will describe the following picture in as much details as you can. You will have **30 seconds** to prepare your thoughts. Then you will have **45 seconds** to speak about the picture.

(Wallengren, 2015)

Note Taking Card
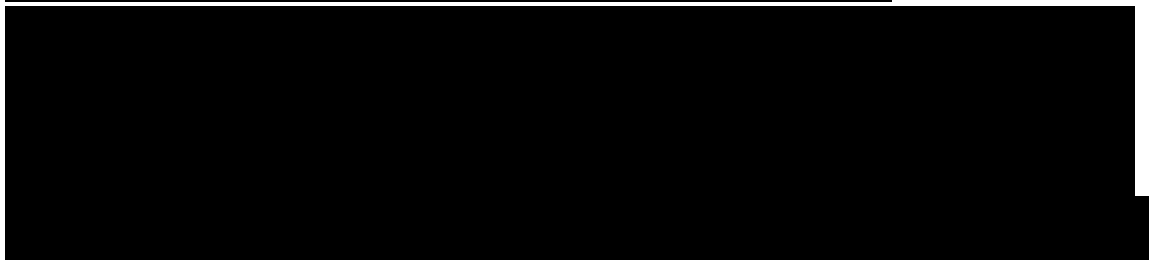
Section Two: Respond to Questions

Directions: In this part of the test, the examiner will ask you three questions and you will respond immediately with providing full detailed answers with real examples. No preparation time is provided. You will have **30 seconds to respond to question A and B**, and **45 seconds to respond to question C**.

A. What kinds of food do you like to eat at home?

B. Do you like home-made food or food from restaurant? Why?

C. Tell the recipe of your favorite dish.

Section Three: Propose a Solution

Directions: In this part of the test, you will listen to a problem. Then you will propose a solution for it. You will have **30 seconds to prepare**. Then **one minute to speak**.

Audio Script

A: so how do you spend your day?

B: well, I am currently addicted to all the hyped up social media sites. I usually spend my time on my smart phone surfing all my accounts, catching up on latest news, communicating with friends and keeping up to date with the trends. I am amused on how even the kids nowadays spend hours and hours daily on those virtual websites, it is becoming a viral fast-spread sickness that is invading our societies.

Adapted from (Jones, 2008)
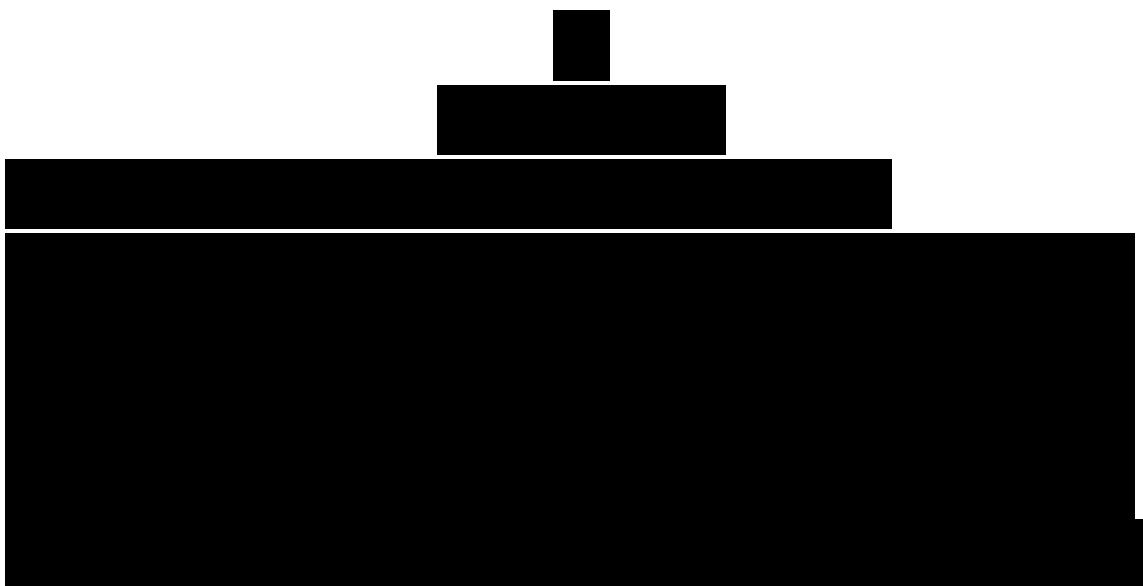
Section Four: Express Your Opinion

Directions: In this part of the test, you will express your opinion about your healthy lifestyle. You have **30 seconds to prepare**. Then you have **one minute to speak**.

Read the following question:

If you were to spend a healthy day following a unique life style, in your opinion, what is the best way to spend that day? Express how your day would be divided and what tasks and activities you would do, stating the reason why.

Written Communication Test

Section One: Write a Sentence Reflecting on a Picture

Directions: In this part of the test, you will write a sentence reflecting on the following picture. You will be given two words and you have to use them in your sentence. You will have **five minutes to complete the task**.

(1001consejos, 2016)

design, wardrobe

Section Two: Respond to an E-mail

Directions: in this part of the test, you will write your response to an e-mail. You will need **15 minutes to read and answer** the following e-mail.

Write at least 150 words

From: Mohammad Ali.

To: enrolled students.

Title: New Sports Facility

Sent: Mon. Nov 2, 8:30 a.m.

Dear students,

We are planning to open a new sports facility within university's campus, we already have an initial plans on what and how the facility will be operated. We are looking forward to receive your suggestions, recommendations, and opinions on what facilities you would like to see established.

Reply as soon as possible.

Regards,

Mr. Mohammad Ali.

Sports Manager.

United Arab Emirates University.

Section Three: Write an Opinion Essay

Directions: in this part of the test, you need to express your opinion regarding the social media. **You need to write at least 300 words during (30 minutes).**

Social media has left its impacts on the ways people interact with each other.

In what ways does the social media affect people's relationships? Do you think that social media has a positive or negative influence on people's interactions?

(Write your essay here.)

Appendix C.1

Oral Communication Rubric

Criteria	Components	Participants' Error count (--/10)				
		Haya	Nour	Sara	Salama	Zainab
Fluency	Pronunciation					
	Lapses and Pauses					
	Hesitation					
	First Language Interference					
Vocabulary & Grammar	Isolated Words and Phrases					
	Word and phrase Repetition					
	Grammatical Errors					
	Self-Correction					
Content	Short Responses					
	Digression					
Total Average (100 – Number of Errors)						

Appendix C.2

Written Communication Rubric

Criteria	Components	Participants' Error Count (--/10)				
		Haya	Nour	Sara	Salama	Zainab
Content	Repetition of ideas					
	L1 Literal Translation					
	Digression					
	Ideas Support					
Organization	Logical Order					
Cohesion	Meaningless Structure					
	Use of Transitional Words					
Language Use & Mechanics	Grammatical Errors					
	Mechanical Errors					
Vocabulary	Word Choice					
Total Average (100 – Number of Errors)						

Appendix D

Theme One: Self-Introduction and Social Life

The First Theme: Self -Introduction and Social life

Substitution Conversation Activity

Conversation / Part 1: Where are you from?

Listening

> *Pair work: Students are going to listen to the following conversation. Then they will practice it by using their own information.*

Ahmad: Hello, I'm Ahmad. I'm a new student here in Abu Dhabi University.

 Salma: Hi. My name is Salma Ibrahim.

Ahmad: OK. Where are you from, Salma?

Salma: Jordan. How about you?

Ahmad: I'm from Qatar.

Salma: Oh, I love Qatar! It's really beautiful.

Ahmad: Thanks. So is Jordan!

Salma: Oh, good. Alia is here.

Ahmad: Who's Alia?

Salma: She's my classmate. We're in the same math class.

Ahmad: Where's she from?

Salma: United Arab Emirates. Let's go and say hello! Sorry, what's your last name Ahmad?

Ahmad: Actually, it's Al-Rashdi

Salma: How do you spell that?

Ahmad: A-L-R-A-S-H-D-I.

<div align="right">Adapted from (Richards, 2011)</div>

Conversation/ Part 2: What's Al Ain like?

Listening

> *Pair work: Students are going to listen and practice using their own information.*

Salma: Alia, this is Ahmad Al-Rashdi. He's a new club member from Qatar.

Alia: Nice to meet you, Ahmad. I'm Alia Shamsi.

Ahmad: Hi, so you're from the United Arab Emirates?

Alia: That's right. I'm from Al-Ain.

Ahmad: That's cool. What's Al-Ain like?

Alia: It's really nice. It's attractive and very exciting.

Adapted from (Richards, 2011)

Worksheet

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Substitution Conversation Activity

Low Level of Anxiety ⟵ ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Error Counting Cards for Substitution Conversation Activity

Student *H.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student N. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trail			

Student *S.B.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *S.M.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student Z. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Group Discussion Activity

Group work: Students will read the following snapshot, then they will add their descriptions for each color. Each group will present its description.

WHAT DO THESE COLORS SAY ABOUT YOUR PERSONALITY?

Blue   You like fresh air, the outdoors, and cold weather.

White   You love things to be neat and clean, and you always plan ahead.

Yellow   You are happy and friendly, and you love being in the sun.

Red   You have a quick temper and strong feelings.

Purple   You like to be alone and "do your own thing."

Pink   You love to laugh and don't take things too seriously.

Green   You care about the environment and love animals.

Brown   You like to tell people what to do and be in charge.

Black   You love to discuss serious things and are very intelligent.

(Jones, 2008, p.5)

Worksheet:

Group: A. / B.

| Blue | --- |

| White | --- |

| Yellow | --- |

| Red | --- |

| Purple | --- |

| Pink | --- |

| Green | --- |

| Brown | --- |

| Black | --- |

Adapted from (Jones, 2008)

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Group Discussion Activity

Low Level of Anxiety ⟵   ⟶ High Level of Anxiety

1	2	3	4	5	6	7	8	9	10

Reflective Paragraph Activity

Part one:

> *Group work: Students will access the AUS website and will read some anecdotes as examples of ways to introduce themselves. Then they will write one sentence for each person reflecting on something they are interested in.*

http://faces.aus.edu/dana-2/

http://faces.aus.edu/saumya/

http://faces.aus.edu/afaf/

Worksheet:

Group A / B

Write one sentence about each person reflecting on something you are interested in.

1. ---

2. ---

3. ---

Part Two:

Work alone: Students will write a paragraph introducing their personalities within Ten minutes.

Worksheet:

Student: H. / N. / S.B. / S.M. / Z.

Tell us about yourself

```
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
      ---------------------------------------------------------------------------------
```

Tell us about things you like about your major

```
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
      ---------------------------------------------------------------------------------------
```

Tell us about your future goals

```
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
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---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
```

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Reflective Paragraph Activity
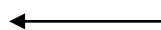
Low Level of Anxiety ⟵——— ———⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Classification Activity

Pair work: Students will classify the following words whether into immediate family members or extended family members

Other Family Members

Stepmother, stepfather, half-sister, half-brother, foster mother, foster father, foster sister, foster brother, granddaughter, grandson, mother-in-law, father-in-law, daughter-in-law, son-in-law, sister-in-law, brother-in-law, spouse, orphan, siblings, twins, triplets.

Immediate Family Members	Extended Family Members

Disappearing Dialogue Activity

Conversation: Asking About Families

Listening

> *Pair work: Students will listen to the conversation and will gradually practice it without looking up at the conversation.*

Stage One:

Alia: Tell me about your brother and sister, Salma.

Salma: Well, my sister works for the MBC Channel.

Alia: Oh, what does she do?

Salma: She's a graphic designer. She is working on a very huge project right now.

Alia: Wow! And what about your brother?

Salma: He's a wildlife photographer.

Alia: What an interesting family! Can I meet them?

Salma: Uh, no. My sister's away. She's not working in the United Arab Emirates this month. She is in Qatar.

Alia: What about your brother?

Salma: He's traveling to Australia.

Adapted from (Richards, 2011)

Stage Two:

Alia: ----------------------- brother and sister, Salma.

Salma: Well, my sister ---------------------- the MBC Channel.

Alia: Oh, --------------------------------?

Salma: She's a -----------------------------. She is working on ----------------------------- right now.

Alia: Wow! And ------------------------- your brother?

Salma: He's a wildlife --------------------------------.

Alia: ----------------------------- family! Can I meet them?

Salma: Uh, no. My -------------------------. She's not working in the United Arab Emirates this month. ----------------------------.

Alia: What about your brother?

Salma: he' ------------------------- to Australia.

Stage Three:

Alia: ---, Salma.

Salma: Well, --.

Alia: Oh, --------------------------------?

Salma: She's ----------------------------, --- right now.

Alia: Wow! -----------------------------------?

Salma: He's ---.

Alia: What --------------------------------! -----------------------------?

Salma: Uh, no. My sister's away. --. She is in Qatar.

Alia: --?

Salma: --.

Stage Four:

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Disappearing Dialogue Activity

Low Level of Anxiety ⟵   ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Error Counting Cards for Disappearing Dialogue Activity

Student *H.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *N.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trail			

Student *S.B.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *S.M.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student Z. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Saying It with Feeling Activity

Listening

> ***Students will listen to the following conversation focusing on the intonation, stress and emotions of the speakers. Then the instructor will model it. After that, students will practice it five times counting the number of errors for each time they practice the conversation.***

Mariam: How many brothers and sisters do you have, Mei-li?

Mei-li: Actually, I'm an only child.

Mariam: Really?

Mei-Li: Yeah, most families in China have only one child nowadays.

Mariam: I didn't know that.

Mei-Li: What about you, Mariam?

Mariam: I come from a big family. I have three brothers and five sisters.

Mei-Li: Wow! Is that typical in the United Arab Emirates?

Mariam: Actually, yes. A lot of families are bigger than my family. But big families are great because you get lots of birthday presents!

Adapted from (Richards, 2011*)*

Self-Report Scale:

Identify Your Anxiety Level after Practicing Activity

Low Level of Anxiety ← → **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Error Counting Cards for Saying it with Feeling Activity

Student *H.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *N.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trail			

Student *S.B.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *S.M.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *Z.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Explicit Introduction of the Main Vocabulary Activity

> *Work alone: Students will be explicitly introduced to the following adjectives. Then they will select the five most essential qualities for their best friends.*

Work alone: **What are the five most essential qualities for your best friend?**

Committed – Humorous – Loyal – Tolerant– Generous – Kind – Sensitive – Trustful – Honest - Lovely – Sincere – Understanding – Shy – Practical – Serious – Respectful – Bold – Athletic Independent – Adventurous - Friendly.

Adapted from (Jones, 2008)

Worksheet:

> *Student H./ N./ S.B./ S.M./ Z.*
>
> *Underline the most five essential qualities. Then present them in front of your classmates.*
>
> Committed – Humorous – Loyal – Tolerant– Generous
>
> Kind – Sensitive – Trustful – Honest - Lovely – Sincere
>
> Understanding – Shy – Practical – Serious – Respectful
>
> Bold – Athletic Independent – Adventurous - Friendly

Information Completion Activity

Listening

> ***Work alone: students will listen to four people talking about their best friends. Where did they meet? How are they alike? What do they do together? Then, they will complete the table.***

Audio Script

Mariam: How about you, Ahmed? Do you have a special best friend?

Ahmad: Uh…. Yeah, I do.

Mariam: So where did you first meet?

Ahmad: Well, we used to work in the same company. That's where we met. Unfortunately, I got transferred to a different branch.

Mariam: And how are you alike?

Ahmad: Uh! Well, we hit it off right away. We like the same kind of things, like eating pizza, having car races in the desert, and watching movies. And we both love to discuss different issues all the time. It's really cool

Mariam: Really? So what do you do together?

Ahmad: Actually, we're both interested in car racing, so we go to the desert on weekends. How about you, Mariam, who's your best friend?

Mariam: Well. Her name is Fatima and I have known her for about 15 years.

Ahmad: Wow! It is a long period. And did you remember where you met?

Mariam: Oh, in junior high school. We were classmates.

Ahmad: So, how are the two of you alike?

Mariam: Uh, well, we're the same age, but what we have in common is that we both love to be outdoors and visit different places.

Ahmad: Oh…. That sounds interesting. So what do you do together?

Mariam: Well, we both like shopping! But most of all, we like to do outdoor activities together like doing exercise, walking or sometimes having a picnic.

Ahmad: Cool!

Maitha: How about you, Sultan? Who's your best friend, and where did you meet?

Sultan: I guess my best friend is Ali. He's my brother-in-law. He's married to my sister, and we first met at their wedding. Mm, that was about eight years ago.

Maitha: How are you alike?

Sultan: Well, he's a few years older than me, but we have a lot in common. We both like camel racing, riding four-wheel cars in the desert and doing funny things.

Maitha: So, what do you do together?

Sultan: Actually we always watch camel racing together because my sister hates that.

Maitha: Oh!

Sultan: Um, so, how about you, Maitha, where did you meet your best friend?

Maitha: Oh, well, we studied at the same university and had the same major. We attended most of our classes with each other. She was really helpful and made me feel comfortable.

Sultan: And how are you alike?

Maitha: Alike? Actually, we are not very alike. I mean, because she's pretty tall unlike me, and I'm kind short. She likes sports, but I don't. She's a good cook, but I'm not.

Sultan: So, what do you do together?

Maitha: Oh, Alia loves watching romantic movies. I do too.

Sultan: Nice!

<div align="right">Adapted from (Jones, 2008)</div>

Worksheet:

Student: H. / N. / S.B. / S.M. / Z.

Names	Where did they meet?	How are they alike?	What do they do together?
Ahmed			
Mariam			
Sultan			
Maitha			

Classification Activity

Work in pairs. Students will sort the following qualities whether positive or negative in the provided table.

Opinionated, Talkative, Diligent, Cool, Active, Assertive, Kind-Hearted, Funny, Forgetful, Hard-Working, Bright, Sociable, Supportive, Empathic, Weird, Ambitious, Confident, Calm, Naïve, Generous, Vain, Cruel, Well-Behaved, Careless, Rude, Quick-Witted, Boastful, Boring, Bossy, Narrow-Minded, Old-Fashioned, Cowardly, Greedy, Harsh, Impatient, Optimistic, Inflexible, Energetic, Jealous, Selfish, Self-Centered, Vulgar- Cold-Hearted, Level-Headed, Well-Educated, Open-Minded, Highly-Respected.

Worksheet:

Positive Qualities	Negative Qualities

Grammar Hint

Students will use relative pronouns and adverbial clauses to describe what they like or don't like about friends.

Relative pronouns

I lik friends who /tha aren't greedy.

I lik friends who/tha have a sense of humor.

I'd prefe someone whom/tha I can share my secrets.

I'd prefe someone who/tha I have a fun time with.

I remembe the time whe your/ my best friend was helpful.

Being generous i something whic I need to find in my best friend.

A school is   place whe   I met my first best friend.

Clauses with it+ Adverbial clauses with when

I don't mind it when my friend supports me to be hard-working.

I can't stand it when my friend is opinionated in something wrong.

It bothers me when--.

It upsets me when --.

Adapted from (Richards, 2011) & (Jones, 2008)

Chain Game Activity

Group Work: Students will use the following adjectives to orally practice and describe what they like and don't like about friends using the abovementioned structures. They will create a chain description.

Worksheet:

Use the above adjectives and express your perspectives regarding what you would like and what you don't like about friends.

Committed, Humorous, Loyal, Tolerant, Generous, Kind, Sensitive, Trustful, Honest, Lovely, Sincere, Understanding, Shy, Practical, Serious, Respectful, Bold, Independent, Adventurous, Friendly, Athletic, Opinionated, Talkative, Diligent, Cool, Active, Assertive, , Funny, Forgetful, Hard-Working, Bright, Sociable, Supportive, Empathic, Weird, Ambitious, , Confident, Calm, Naïve, Generous, Vain, Cruel, Careless, Rude, Boastful, Boring, Bossy, Cowardly, Greedy, Harsh, Impatient, Optimistic, Inflexible, Energetic Jealous, Selfish, Self-Centered, Vulgar.

Worksheets

Adapted from (Richards, 2011)

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Chain Game Activity

Low Level of Anxiety ⟵⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Chain Game Activity

Students	*Target vocabularies used in their description*	*Number of errors*		
		R.1	*R.2*	*R.3*
Student H.				
Student N.				
Student S.B.				
Student S.M.				
Student Z.				

Idioms Activity

> *Work Alone: Students will describe their friends by using animal names.*

A person who….	Is ….
Is a dark horse	Clever and skillful
Is alone wolf	Unsociable
Is a cold fish	Not friendly, doesn't show feelings
Is a party animal	Someone who loves parties and socializing
Is a fly on the wall	Someone who interferes in other people's business
Wouldn't hurt a fly	Totally harmless.
Has got the travel bug	A strong desire to travel
Has butterflies in my stomach	Feel very nervous

(McCarthy & O'Dell, 2002, p.8)

Worksheet:

Student: H. / N. / S.B. / S.M. / Z.
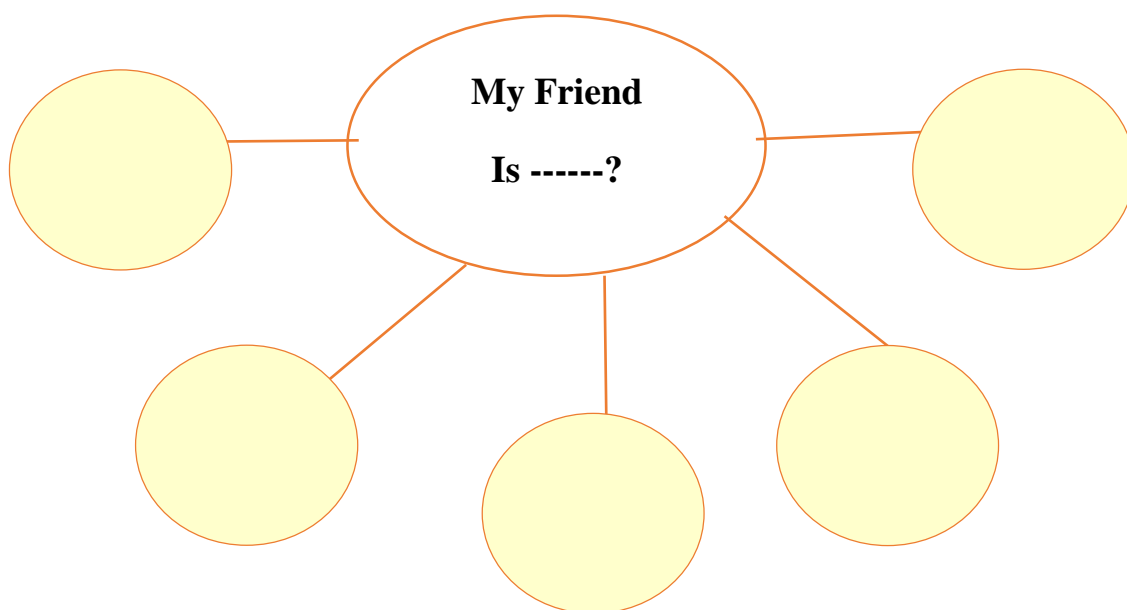
Mind Mapping Activity

Work alone: Students will use all the above mentioned qualities to describe people they know.

Student: H. / N. / S.B. / S.M. / Z.

Reflective Paragraph Activity

Part Two:

Write a paragraph describing people you know within eight minutes

Student: H. / N. / S.B. / S.M. / Z.

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Reflective Paragraph Activity

Low Level of Anxiety ←—— ——→ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10
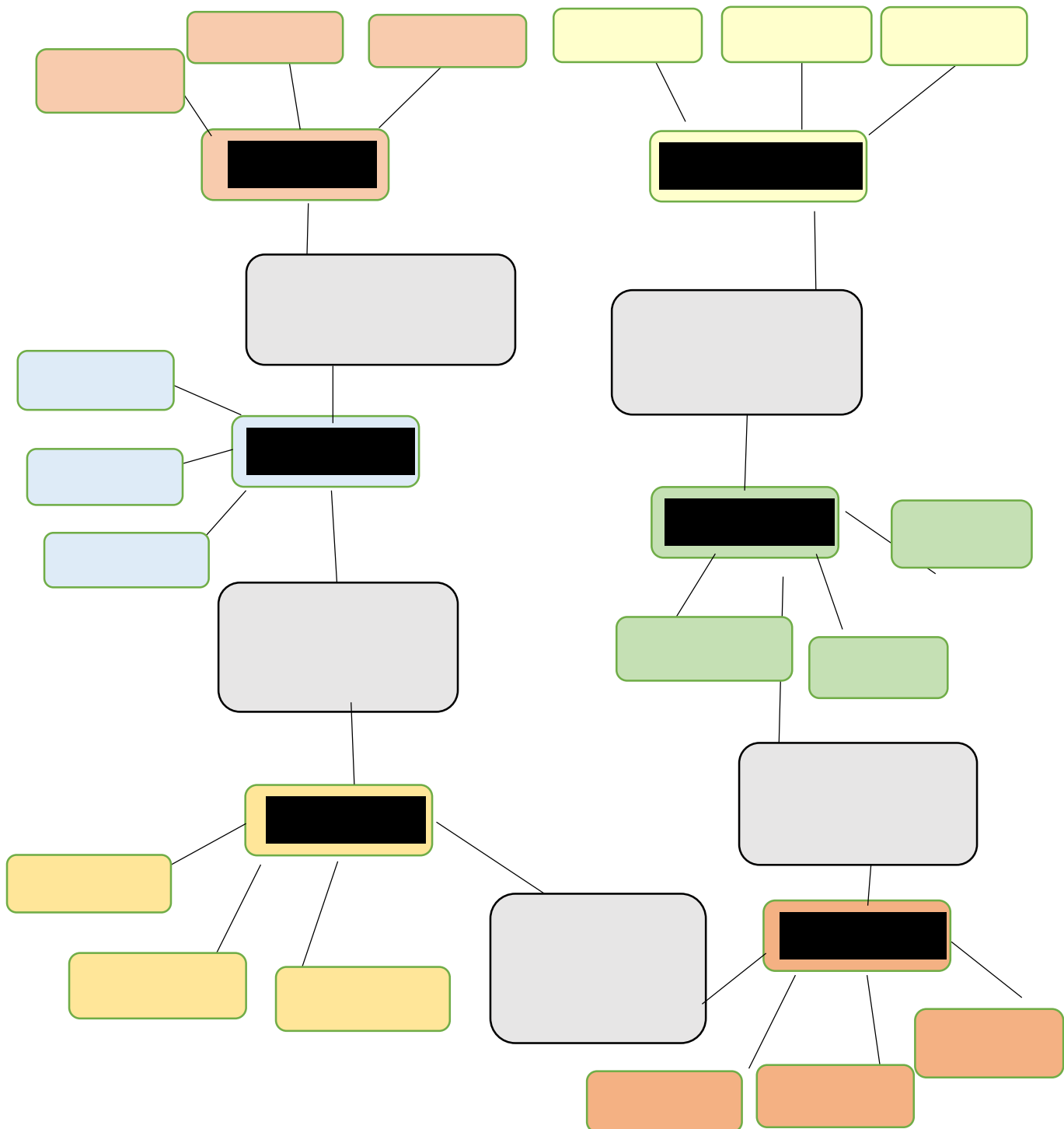
Making Interviews Activity

Pair work: students will interview each other using Wh-questions with the verb to be and do. The interview will be recorded.

Worksheet:

Adapted from (Richards, 2011) & (Jones, 2008)

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Interview Activity

Low Level of Anxiety ← → **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Counting Errors Cards for the Interview Activity

Student	Number of Errors		
	R.1	*R.2*	*R.3*
Student H.			
Student N.			
Student S.B.			
Student S.M.			
Student Z.			

Appendix E

Theme Two: Fashion and Makeup

Theme Two: Fashion and Makeup

Mind Mapping Activity

> *Pair work: Students will write what kinds of clothes and accessories they like to wear? Which materials they like to use?*

Worksheet:
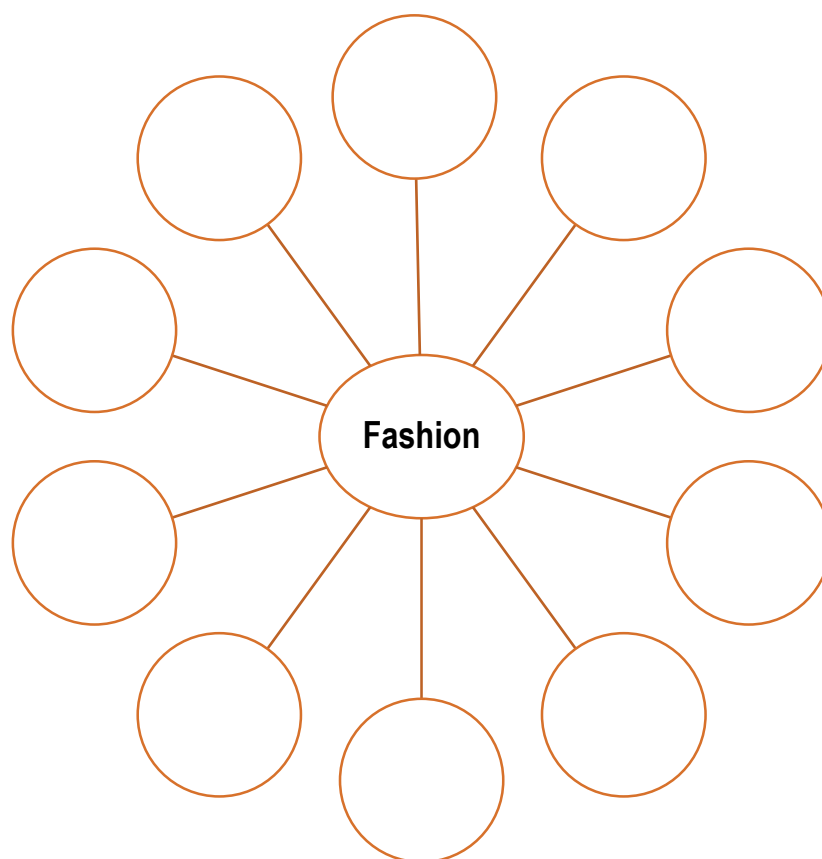
Some expected words to learn:

Jacket, shirt, shorts, sweater, business suit, jeans, sandals, skirt, sweatshirt, dress, sneakers, T-shirt, hat, wallet, purse, boots, accessories, pants, wool, leather, cotton, silk, vest, scarf, coat, mittens, gloves, earmuffs, nightgown, pajamas, bathrobe, Abaya, Kandura, stockings, pantyhose, high heels, necklace, balaclava, sunglasses, slippers, brooch, bracelet, belt, ring, earrings, blouse, trainers, braces, hoodie, trousers.

Picture Illustration Activity

> *Classroom work: Students will learn vocabulary related to clothing through picture illustration*

(Pinterest, n.d.)

Information Completion Activity

Work alone: Students will write the names of clothes for each picture based on what they have previously seen illustrated.

Worksheet:

Grading Card for Information Completion Activity

Students	Number of correct answers
Student H.	
Student N.	
Student S.B.	
Student S.M.	
Student Z.	

WhatsApp Communication Activity

> *Group work: Students will watch the following videos and reflect orally or in a written form on them by connecting to their clothes styles through*

Videos

Style solutions to body problems!

https://www.youtube.com/watch?v=WcsQDWdWud8

How to look thinner!

https://www.youtube.com/watch?v=OKHRsDdZaDQ

POINTS THAT YOU FIND USEFUL FOR YOUR STYLE

POINTS THAT DON'T FIT YOUR STYLE

Picture Illustration Activity + Reflective Paragraph Activity

Work alone: Students will look at the following fashionable quirky products. Which products do they want to buy? Why?

(Emirates Women, 2015, October, p.67)

Reflective Paragraph Activity

Write a small paragraph about which product you would like to buy from the advertisment and why you like it. You need five minutes to complete this Activity

Worksheet:

Student: H. / N. / S.B. / S.M. / Z.

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Reflective Paragraph Activity

Low Level of Anxiety ← → **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Retelling Activity

> *Group work: Students will watch this video about Hijab Tutorial. Then they will act the steps in front of the class.*

https://www.youtube.com/watch?v=CB-sD1evxnI

Observation Card for Retelling Activity

Students	Target vocabularies used in their description			Number of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student H.						
Student N.						
Student S.B.						
Student S.M.						
Student Z.						

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Retelling Activity

Low Level of Anxiety ←—————— ——————→ High Level of Anxiety

1	2	3	4	5	6	7	8	9	10

Running Dictation Activity

Text Handouts

Pair work: Students will collect information from the following text handouts posted on the classroom's walls. Then they will present it in front of the class.

[REDACTED]

Part One:

[REDACTED]
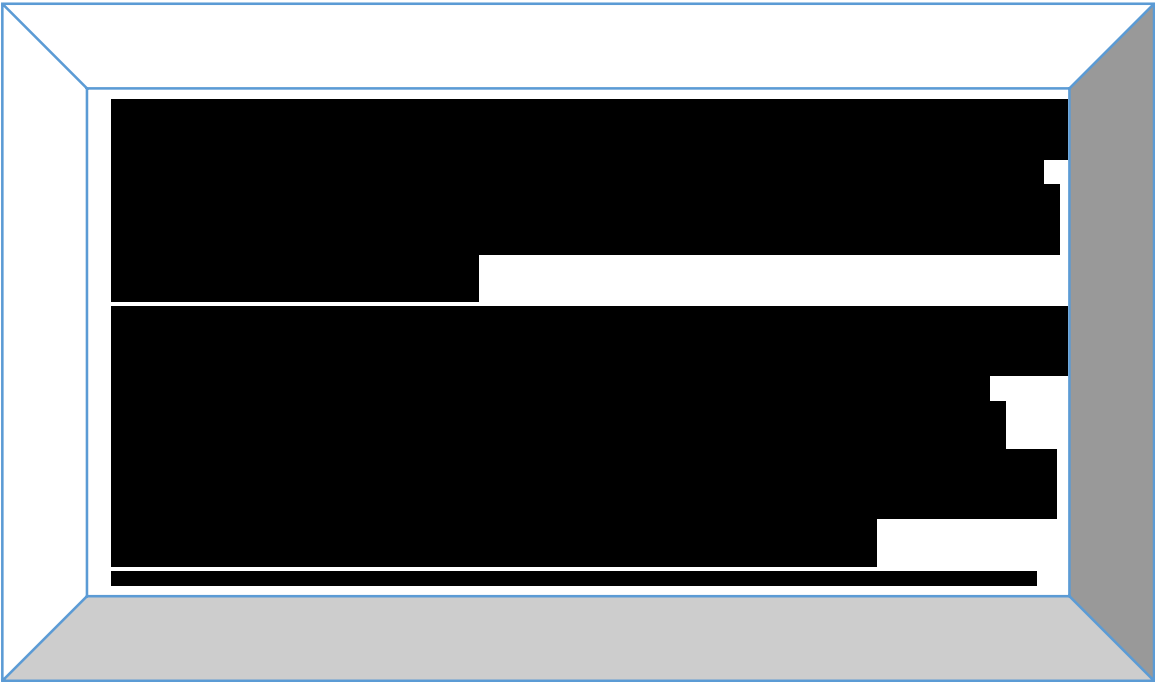
Worksheet 1:

Group A / B

Write your collective information

Picture Illustartion Activity:

> *Classroom work: Student will learn vocabulary about face parts through picture illustration.*
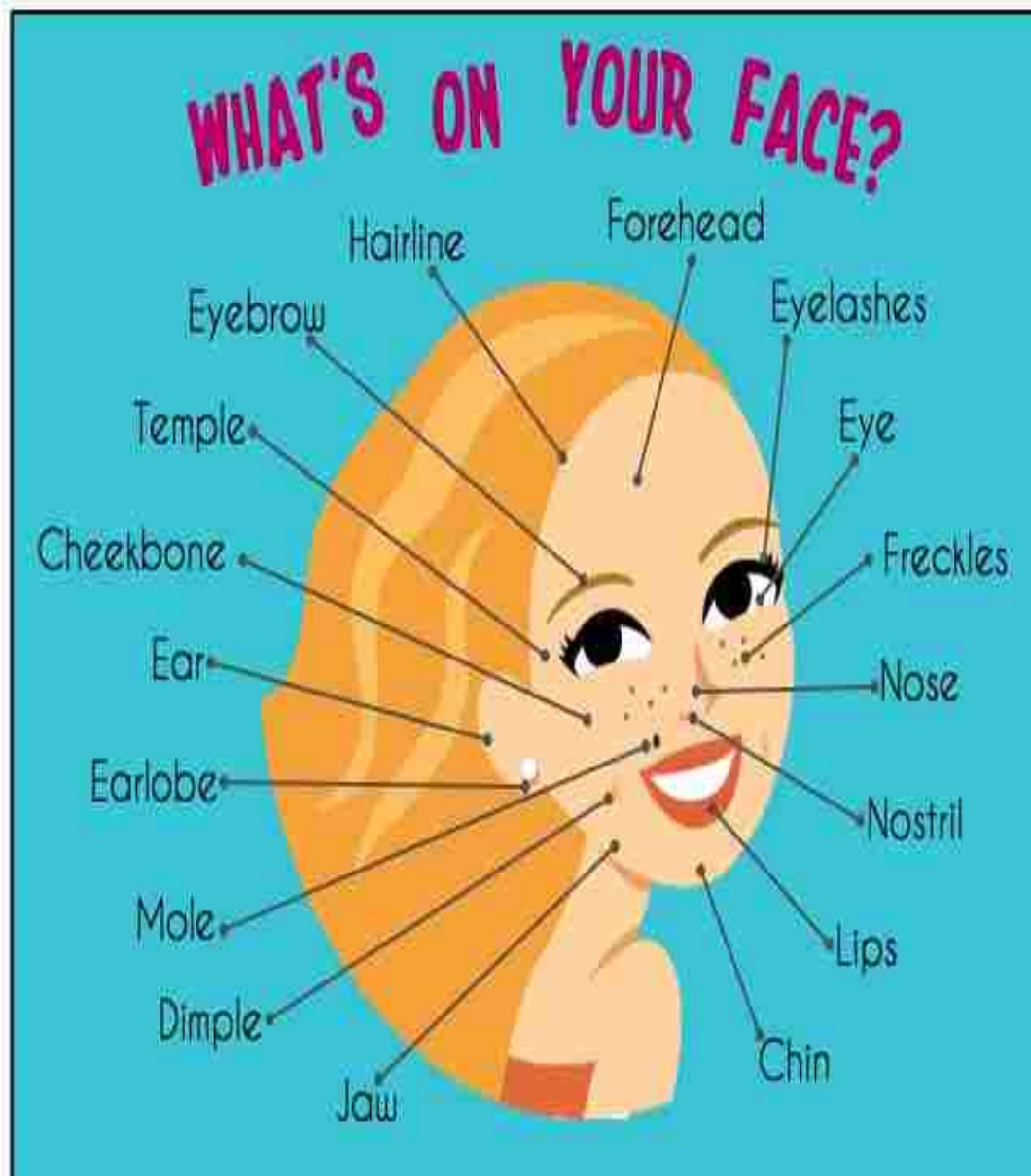
Information Completion Activity

> *Work alone: Students will complete the diagram on the following picture.*

Grading Card for Information Completion Activity

Students	*Number of correct answers*
Student H.	
Student N.	
Student S.B.	
Student S.M.	
Student Z.	

Retelling Activity through WhatsApp Application

> *Group work: Each group will select a video about makeup. Then they are going to retell the steps through sending voice notes via WhatsApp.*

Videos

Group A: https://www.youtube.com/watch?v=GYSSl338_qc

Group B: https://www.youtube.com/watch?v=hZlWRGyspXI

Group C: https://www.youtube.com/watch?v=r39m0Mh7Q3Q

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Retelling Paragraph Activity

Low Level of Anxiety ⟵⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Retelling Activity

Students	Target vocabularies used in their description			Number of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student H.						
Student N.						
Student S.B.						
Student S.M.						
Student Z.						

Comparing Activity

> *Group Work: Student will compare two advertisements using Venn diagrams. Then, they will present their views orally.*

https://www.youtube.com/watch?v=tPRa7X5yDTg

https://www.youtube.com/watch?v=3D7Ivo1GfEk

Group A / B

Similarities

Differences   Differences
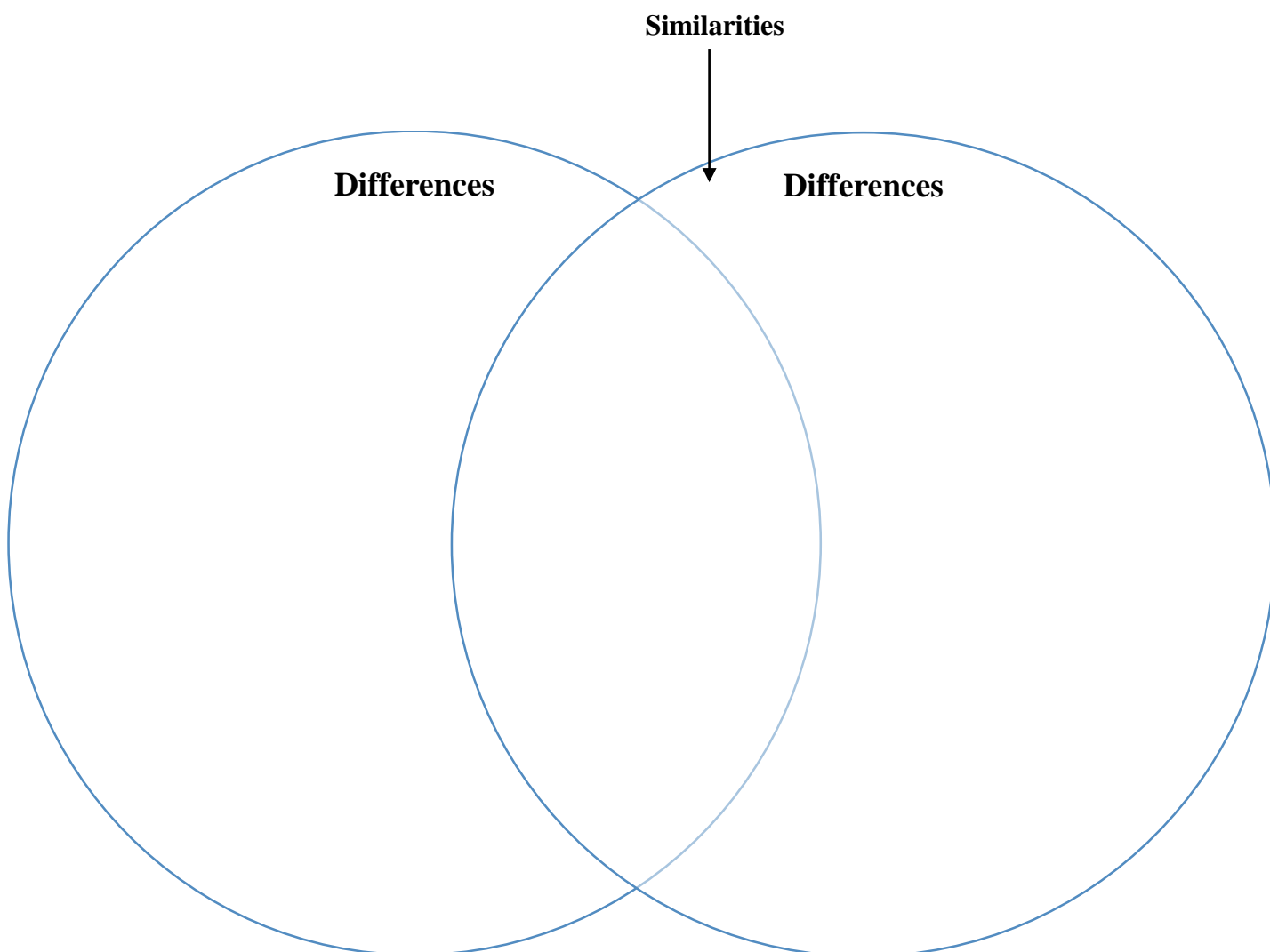
Role play Activity

> *Students will play the role of makeup artist and will do something live in front of the class.*

Observation Card for Role Play Activity

Students	Target vocabularies used in their description			Numbers of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student H.						
Student N.						
Student S.B.						
Student S.M.						
Student Z.						

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Role Play Activity

Low Level of Anxiety ← → **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Appendix F

Theme Three: Food and Fitness

Theme Three: Food and Fitness

Listing Activity

> ***Pair work: Students will list what kinds of food they like to eat by using the following lists.***

Fruits lists

(Blog Spot, 2013)

Worksheet:

Student: H. / N. / S.B. / S.M. / Z.

Meat	*Seafood*	*Fruits*	*Vegetables*	*Drinks*

Classification Activity

> *Individual Task: Students will classify their favorite food list according to the cooking methods they prefer. Then they are going to write sentences.*

Student: H. / N. / S.B. / S.M. / Z.
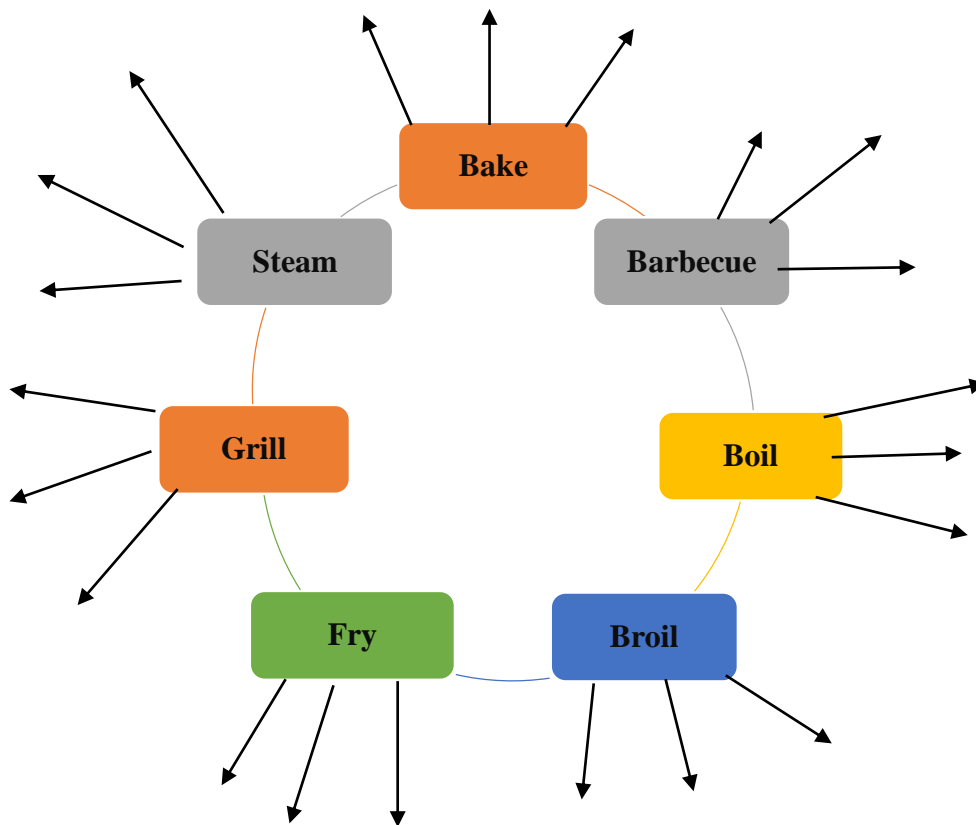
Adapted from (Jones, 2008)

Picture Illustration Activity

Kitchen Verbs

> *Work alone: Students will learn kitchen verbs through picture illustration.*

peel

pour

whisk

level

grate

grill

boil

bake

stir

simmer

slice

melt

pinch

fry

steam

scramble

layer

roast

dip

(Pinterest, n.d.)

roll

poach

spread

carve

serve

crack

add

bread

broil

chop

cut

blend

beat

taste

(Zipper Mowers, n.d.)

Information Completion Activity

Listing Action Verbs for Cooking

Grading Sheet for Information Completion Activity

Student	Numbers of Correct Answers
H.	
N.	
S.B.	
S.M.	
Z.	

Food Classification Activity

> *Pair Work: Students will classify the following kinds of food based on food pyramids.*

Pasta, yogurt, beef, lettuce, kiwis, crackers, beans, chicken, bread, potatoes, eggs, cheese, noodles, bananas, beef, onions, lamb, rice, milk, fish, blueberries, cereal

(Daily Mail, 2011)

Worksheet:

- ---------------

- ---------------

Fruits **Grains**

Vegetables **Protein**

- ---------------

- ---------------
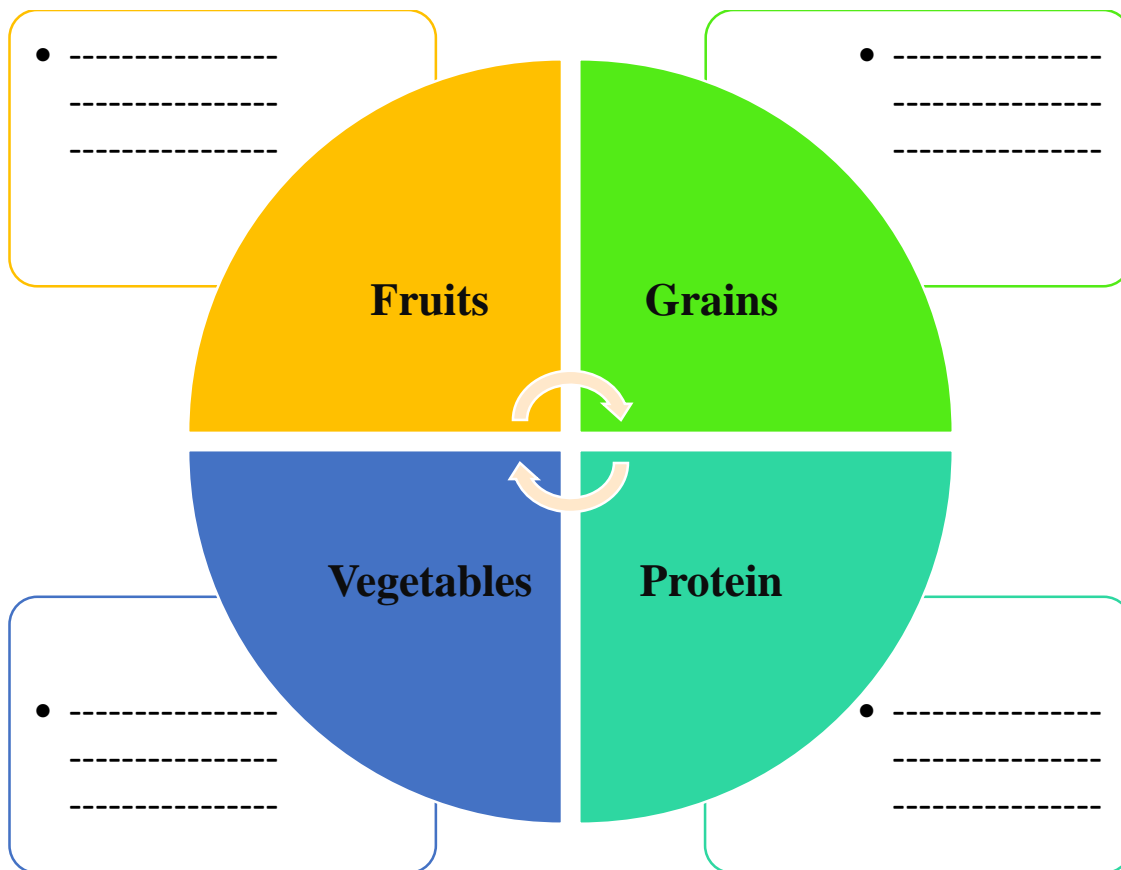
Dairy

1.

2.

3.

Adapted from (Richards, 2011)

Retelling Activity

Work alone: Students will read the following recipe of how to make Honey Bunny Pancakes. Then they will orally retell the steps in front of the class.

HONEY BUNNY PANCAKES

INGREDIENTS
150g self-raising flour
1 tsp baking powder
2 eggs
150ml milk
25g caster sugar
20g butter
1 tbsp sunflower oil
125ml double cream
3 bananas, sliced
Honey or maple syrup

METHOD
Measure the flour, baking powder, caster sugar, eggs and milk into a mixing bowl. Whisk until you have a smooth batter.

Heat a little butter and oil in a frying pan . Spoon tablespoons of batter into the pan to make fairly large round pancakes for the body.

When bubbles appear, flip the pancakes over and cook on the other side for a few minutes.

In the same way, make smaller pancakes for the face and the paws of the rabbit. Continue to cook the pancakes until all the batter is used up, adding more butter and oil to the pan as and when necessary.

Arrange the pancakes on plates to make the shape of a bunny, decorating with slices of banana for the ears and the feet.

Whip the cream until soft peaks form, then pipe a tail onto each of the bunnies.

Drizzle with a little honey or maple syrup.

INFORMATION
Makes 6 pancakes
For a healthier option, substitute half the flour with spelt flour

KIDS WILL LOVE THE WHIPPED CREAM TAILS

AUTUMN/WINTER 2015 EMIRATES WOMAN MINI **41**

(Emirates Women, 2015, October, p.41)

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Retelling Activity

Low Level of Anxiety ⟵———— ————⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Retelling Activity

Students	*Target vocabularies used in their description*			*Number of errors*		
	R.1	*R.2*	*R.3*	*R.1*	*R.2*	*R.3*
Student H.						
Student N.						
Student S.B.						
Student S.M.						
Student Z.						

Reading Race Activity

Reading Time

> *Group work: Students will read the article. Then they will match the headings with their appropriate paragraphs. The headings will be posted on the class wall.*

Text handouts

Coffee
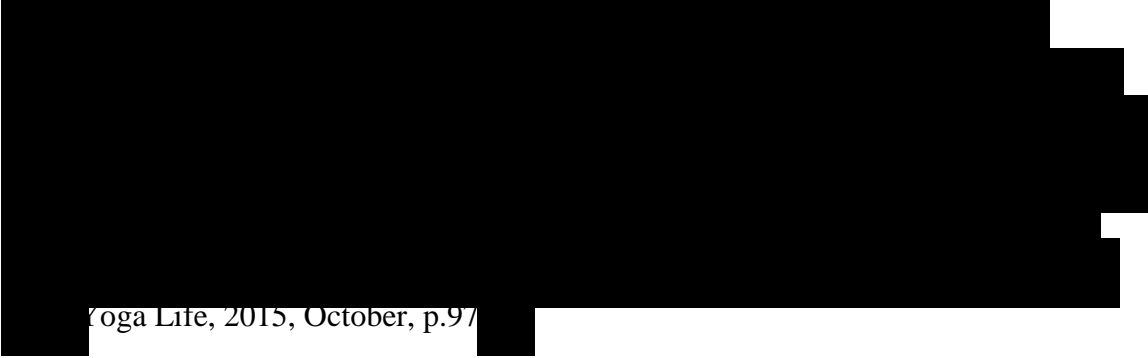
Yoga Life, 2015, October, p.97

Worksheet:

Group: A / B

Wood Repairing

Fertilizing

Deodorizing

Sink & Pipes

Dishwashing

Handwashing

Flea Repellent for Animals

Coffee

Yoga Life, 2015, October,97).

Disappearing Dialogue Activity

Listening

> *Pair work: Students will listen to the conversation and gradually will practice it without looking up to the conversation.*

GOING OUT TO EAT

Stage One:

Waiter: Good afternoon ladies. Welocme to our restaurant.

Jamila & **Alia**: Hello!

Waiter: Well, would you like something to drink?

Jamila: Yes, please. I'd like a mineral water.

Alia: And I'd like an iced tea, please.

Waiter: A mineral water and an iced tea. Certainly.

Alia: I wonder what those people are having.

Jamila: Who? Oh…uh those people over there?

Alia: Yeah. It looks really good and delicious.

Jamila: Well, let's ask the waiter, then. Excuse me!

Waiter: Yes Madam.

Jamila: Could you tell us what this is, please?

Waiter: That's a local speciality. It's fried chicken served with Briani and spicy suace.

Jamila: I see. Thanks.

Alia: And what are those people having?

Waiter: They're having today's special. It's grilled salamon with steamed vegetables.

Alia: Grilled Salamon, that sounds deleicous.

Jamila: Ok, we are going to have today's special.

Waiter: Ok. It will take fifteen minutes to be prepared.

Jamila: it's Ok.   Adapted from (Jones, 2008)

Stage Two:

Waiter: Good afternoon ladies. ………………………..

Jamila & **Alia**: Hello!

Waiter: Well, …………………… something to drink?

Jamila: Yes, please. ………………… a mineral water.

Alia: And I'd like ………………….., please.

Waiter: A mineral water and an iced tea. ………………...

Alia: …………………………those people are having.

Jamila: Who? Oh…uh …………………………?

Alia: Yeah. It looks really ……………………………….

Jamila: Well, ………………………….., then. Excuse me!

Waiter: Yes Madam.

Jamila: ……………………… what this is, please?

Waiter: That's a …………………. It's ……………. served with Briani and ……………..

Jamila: I see. Thanks.

Alia: And ……………… those people …………?

Waiter: They're having …………………. It's ………………….. with steamed vegetables.

Alia: Grilled Salamon, ………………………

Jamila: Ok, we are going to ……………………………..

Waiter: Ok……………………….. fifteen minutes to be prepared.

Jamila: it's Ok.

Stage Three:

Waiter: --------------------------- ladies. ------------------------------------.

Jamila & **Alia**: Hello!

Waiter: Well, ---?

Jamila: Yes, please. --.

Alia: And ---------------------------------------, please.

Waiter: --. Certainly.

Alia: I wonder ---.

Jamila: Who? Oh…uh-------------------------------------?

Alia: Yeah. --.

Jamila: Well, ---------------------------------------, -------. Excuse me!

Waiter: ---------------------------.

Jamila: Could you tell us what this is, please?

Waiter: That's ------------------------------. It's ---

Jamila: ----------------. Thanks.

Alia: And --?

Waiter: They're---. --------------------------------------

Alia: ------------------------, ------------------------------deleicous.

Jamila: Ok, ---.

Waiter: Ok. ---.

Jamila: it's Ok.

Stage Four:

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Disappearing Dialogue Activity

Low Level of Anxiety ⟵ ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Error Counting Cards for Disappearing Dialogue Activity

Student *H*. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student N. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trail			

Student *S.B.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *S.M.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student Z. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Role Play Activity

> *Group Work: Students will play roles as customers and waiters using La Brioche menu. They will practice the language in the previous conversation.*

You have a La Brioche menu. Two classmates are going to be the customers. The third one will be the waitress. You are going to order appetizers, main dishes, desserts and drinks.
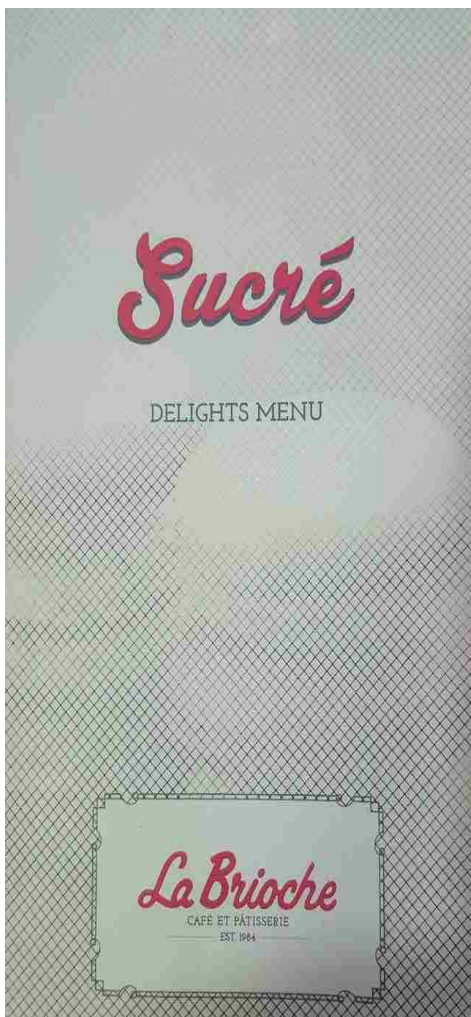
Self-Report Scale:

Identify Your Anxiety Level after Practicing the Role Play Activity

Low Level of Anxiety ⟵   ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card For Role Playing Activity

Students	Target vocabularies used in their description			Number of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student H.						
Student N.						
Student S.B.						
Student S.M.						
Student Z.						

Retelling Actions Activity

> ***Group work: Each group will watch a video about a particular food recipe. Then they are going to retell the steps.***

Videos

Group A: https://www.youtube.com/watch?v=Ff8jgnUH3hw

Group B: https://www.youtube.com/watch?v=2p_h3s1CPoc

Group C: https://www.youtube.com/watch?v=k-Xteeh9bT4

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Retelling Activity

Low Level of Anxiety ←—————— ——————→ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Retelling Activity

Students	Target vocabularies used in their description			Number of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student H.						
Student N.						
Student S.B.						
Student S.M.						
Student Z.						

Idioms Activity

Classroom Activity: Students will learn idioms used to express concerns related to health issues.

Ali had been feeling **under the weather** for weeks. One day he came into work **looking like death warmed up** and so we told him to go away for a few days to **recharge his batteries**. After one day besides the sea, he no longer **felt off-color** and by the second day he knew he was **on the road to recovery**. He sent a postcard and we were all glad to learn that he was **on the mend**. By the end of the week, he returned to work **as fit as a fiddle**. And he's been **as right as rain** ever since.

(McCarthy & O'Dell, 2002, p. 10)

Guess the meaning

1. Under the weather	getting better
2. Looking like death warmed up enthusiasm	do something to gain fresh energy &
3. Recharge his batteries	perfectly well
4. Felt off-color	not very well
5. On the road to recovery	perfectly well
6. On the mend	getting better
7. As fit as a fiddle.	felt unwell
8. As right as rain	looking extremely ill

Adapted from (McCarthy & O'Dell, 2002)

Idiom Based on Medical Images

Idiom	Meaning
A sore point/ spot	A subject which someone would prefer not to talk about because it makes them angry or embarrassed.
Give someone a taste/ dose of their own medicine	Do the same bad thing to someone that they have done to you in order to show them how unpleasant it is.
A bitter pill to swallow	Unpleasant, but has to be accepted
Sugar the pill	Do something to make something unpleasant more acceptable
Have itchy feet	Want to travel or move on

(McCarthy & O'Dell, 2002, p. 10)

What is the suitable response?

1. I have got itchy feet.	Oh dear, I hope he's OK tomorrow.
2. He's as right as rain now.	Yes, but she'll soon get over it.
3. He's not right in the head.	Where would you like to go?
4. I'm going to tell him what I think of him.	That is a relief!
5. Dad's a bit off-color today.	Good. Give him a dose of his own medicine.
6. Failing the exam was a bitter pill to swallow.	I know, Jane told me he was off his rocker.

(McCarthy & O'Dell, 2002, p. 11)

Reflective Paragraph Activity

Group Work: Students will create and write a situation using the abovementioned idioms. Then they will present it in front of the class. You need ten minutes to complete this activity.

Worksheet:

Group A / B

Write your situation

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Reflective Paragraph Activity

Low Level of Anxiety ←—— ——→ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Reflective Essay Activity

You are going to write an essay reflecting on the materials that you have studied during this theme. Try to write at least **250 words** and don't forget to use personal experiences and examples.

In some countries the average weight of people is increasing and their levels of health and fitness are decreasing. What do you think are the causes of these problem and what measures could be taken to solve them? (IELTS8, 2011, p.102).

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Reflective Essay Activity

Low Level of Anxiety ⟵   ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Appendix G

Theme Four: Entertainment and Social Life
_____

Theme Four: Entertainment and Social Media

Classification Activity

> *Work Alone: Classify the following words based on the provided diagram.*

Comedies, Classical, Thrillers, Mysteries, Documentaries, Soap Operas, Animation, Science Fiction, Yola, Romance, Action and Adventure, Opera, Game Show, Dabkeh, Eastern, Drama, Horror, News, Fantasy, History, Razfa.

Student: H. / N. / S.B. / S.M. / Z.

TV Programs

Entertainment

Movies

Music

Adapted from (Richards, 2011)

Substitution Conversation Activity

Listening

> *Pair work: Students will listen to the following conversation. Then they will practice it using their own information.*

Fatima: Do you want to watch a movie tonight?

Alia: OK. Let me think. It depends on the kind of the film.

Fatima: How about the animated one (Minion!). I've heard it's really interesting and exciting.

Alia: Actually, I don't like animation. It is boring.

Fatima: So, what about Korean drama?

Alia: Wow, it is fascinating. I'm really interested in watching Korean drama.

Fatima: Which one do you want to watch?

Alia: You know, *Kill Me Heal Me*. It is fabulous.

Fatima: That's fine with me. I've heard about it.

Adapted from (Richards, 2011)

Worksheet

Identify Your Anxiety Level after Practicing the Substitution Conversation Activity

Low Level of Anxiety ⟵——————   ——————⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Error Counting Cards for Substitution Conversation Activity

	Number of Errors		
Student *H*. Trials	**R.1**	**R.2**	**R.3**
First Trial			
Second Trial			
Third Trial			

	Number of Errors		
Student N. Trials	**R.1**	**R.2**	**R.3**
First Trial			
Second Trial			
Third Trail			

	Number of Errors		
Student *S.B*. Trials	**R.1**	**R.2**	**R.3**
First Trial			
Second Trial			
Third Trial			

	Number of Errors		
Student *S.M*. Trials	**R.1**	**R.2**	**R.3**
First Trial			
Second Trial			
Third Trial			

	Number of Errors		
Student Z. Trials	**R.1**	**R.2**	**R.3**
First Trial			
Second Trial			
Third Trial			

Just One Minute Activity

> **Work alone: You have one minute to describe one film you like and another one you dislike through using the listed adjectives in the following chart.**

Absurd, bizarre, romantic, scary, exciting, interesting, dreadful, odd, outstanding, educational, terrible, fabulous, disgusting, violent, funny, ridiculous, marvelous, horrible, thought-provoking, fantastic, unusual, moving, sad, weird, dumb, awful, strange, mysterious, wonderful, boring, amazing.

Adapted from (Richards, 2011)

Worksheet:

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Just One Minute Activity

Low Level of Anxiety ⟵   ⟶ High Level of Anxiety

1	2	3	4	5	6	7	8	9	10

Observation Card for Just One Minute Activity

Students	Target vocabularies used in their description			Number of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student N.						
Student H.						
Student S.B.						
Student S.M.						
Student Z.						

Disappearing Dialogue Activity

Listening

> *Pair work: Students will listen to the conversation and will gradually practice it without looking up at the conversation.*

Stage One:

Maha: Oh, I had a great time. I went to a birthday party for my friend, and we danced and sang with some friends,

Mona: That sounds like fun. Was it held in special place?

Maha: Yeah. It was held in Rotana Hotel. How about you? Did you go anywhere?

Mona: No, I didn't go anywhere all weekend. I just stayed home and studied for today's linguistics test.

Maha: Our linguistics test is today? I forgot all about that.

Mona: Don't worry. You always get an A. So, Maha, what did you do on Saturday?

Maha: I stayed home. I just watched animation films.

Mona: That sounds interesting.

Maha: Yeah, but unfortunately, I have a test today, uh.

Adapted from (Richards, 2011)

Stage Two:

Mona: So, ------------------- last weekend, Maha?

Maha: Oh, I had a great time. I ------------------------for my friend, and we --------
and --------- with some friends,

Mona: That ----------------------. -------------------- in a special place?

Maha: Yeah. It was held in ----------------. How about you? Did --------------------?

Mona: No, I didn't ---------------------- all weekend. I just ---------------- and studied
for today's linguistics test.

Maha: Our linguistics test is --------? I ---------------- about that.

Mona: Don't worry. You always get an A. So, Maha, --------------------------------?

Maha: I stayed home. I just watched -----------------------.

Mona: that sounds ----------------------.

Maha: yeah, but ----------------------, I have a test today, uh.

Stage Three:

Mona: So, ---------------------------------------, Maha?

Maha: Oh, ---------------------------------------. I ------------------------for my friend,
and we -------- and -------------------------------,

Mona: That ----------------------. -------------------- in a special place?

Maha: Yeah. It was held in ----------------. -------------------------? Did ----------------?

Mona: No, I didn't ---------------------- all ----------------. I just ---------------- and
studied for --------------------------------.

Maha: Our ------------------------- is --------? I ---------------- about that.

Mona: Don't worry. --------------------------------. So, Maha, --------------------------?

Maha: I ----------------------. I just watched ----------------------.

Mona: that sounds ----------------------.

Maha: yeah, but ----------------------, I have a test today, uh.

Stage Four:

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Disappearing Dialogue Activity

Low Level of Anxiety ⟵⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Error Counting Cards for Disappearing Dialogue Activity

Student *H.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *N.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trail			

Student *S.B.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *S.M.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student Z. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Question Exchange Activity

Pair work: You are going to see a short video about a movie. Then you will exchange the following questions about it. You need to add other questions.

https://www.youtube.com/watch?v=9LhLjpsstPY

What was the movie about?

What did you like about it?

What did you not like about it?

How was the acting?

How would you rate it?

Adapted from (Richards, 2011)

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Question Exchange Activity

Low Level of Anxiety ←————— —————→ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Question Exchange Activity

	Target vocabularies used in their description			Number of errors		
Students	**R.1**	**R.2**	**R.3**	**R.1**	**R.2**	**R.3**
Student N.						
Student H.						
Student S.B.						
Student S.M.						
Student Z.						

Pass the Paper Activity

Reading Time

> **Group work: Students are divided into two teams. Each team member is going to write an idea that comes to their mind, and the others will add more after reading the following article. Then they are going to write another paragraph reflecting on their ideas.**

Depressed?

Your phone can tell!

According to a Northwestren Medicine study, depression and its symptoms can be detected by your smartphone through the sensor data. It tracks amount of time a person has used their phone, along with their daily geographcal locations. The study states that the more time one spends on their phone, the more likely they are to be depressed. On average, the daily usage for someone who is depressed, or showing signs of depression, is about 68 minutes, while for non-depressed people it's 17 minutes. The research, which has shown to be 87% accurate, could ultimately lead to monitoring people at risk of depression and enabling health care providers to intervene more quickly (Yoga Life, 2015, October, p. 10).

Passing Paper Activity Worksheet:

Try to exchange your ideas between each other

Group A / B

Reflective Paragraph Activity

Worksheet: Write within five minutes

Group A / B

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Reflective Paragraph Activity

Low Level of Anxiety							High Level of Anxiety		
1	2	3	4	5	6	7	8	9	10

Debate Activity

> *Group Work: Students will be divided into two teams. Both teams will read the following snapshot. Team A will be with the provided issue while team B will be against.*

Text Handouts

SHOULD YOU LET YOUR TODDLER USE AN IPAD?

Is the iPad a fun way to help children learn, or should we let our toddlers enjoy simpler toys before technology takes over? Two mothers share their thoughts.
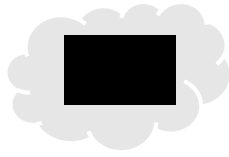
(Emirates Women, 2015, October, p. 20)

Worksheet:

Student 1 ideas from Group A (one minute): -----------------------
----

Student 1 ideas from Group B (one minute): -----------------------
----

Crossfire shots time (one minute):

Who was more satisfied?

Student A

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Debate Activity

Low Level of Anxiety ←—————— ——————→ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Just One Minute Activity

Work Alone: Students will need one minute to talk about these caricature pictures without providing them time for preparation.

(Plus.Google, 2014)
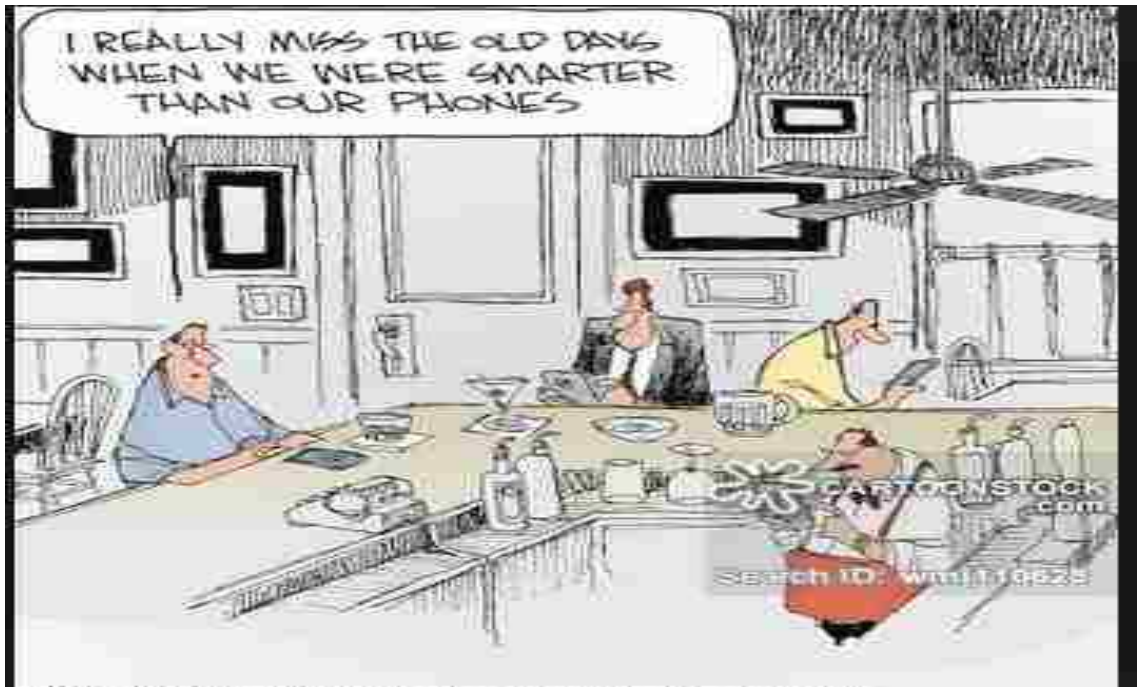
(Pinterest, n.d.)

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Just One Minute Activity

Low Level of Anxiety ⟵⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Just One Minute Activity

Students	Target vocabularies used in their description			Number of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student N.						
Student H.						
Student S.B.						
Student S.M.						
Student Z.						

Reflective Essay Activity

You are going to write an essay reflecting on the materials that you have studied during this theme. Try to write at least **250 words** and don't forget to use personal experiences and examples. You need **40 minutes** to complete this activity.

Nowadays, the way many people interact with each other has changed because of technology. In what ways has technology affected the types of relationships people have? Has this become a negative or positive development? (IELTS8, 2011, p.54).

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Reflective Essay Activity

Low Level of Anxiety ⟵ ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Just One Minute Activity

> *Work Alone: Students will need one minute to describe their electronic device without providing them time for preparation.*

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Just One Minute Activity
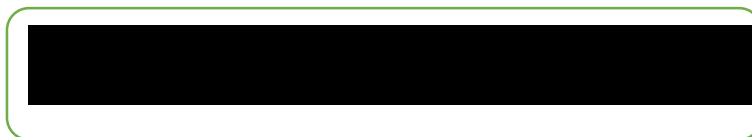
Low Level of Anxiety ⟵   ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Just One Minute Activity

Students	Target vocabularies used in their description			Number of errors		
	R.1	R.2	R.3	R.1	R.2	R.3
Student N.						
Student H.						
Student S.B.						
Student S.M.						
Student Z.						

Appendix H

Theme Five: Customs and Traditions

Theme Five: Customs and Traditions

Listening

Say It with Feeling Activity

Listen and practice the following conversation

Maha: Guess what! I just got invited to my teacher's house for dinner. She is an Emirati.

Maitha: Oh, how nice!

Maha: Yes, but what do you do here in the United Arab Emirates when you're invited to someone's house?

Maitha: Well, it's the custom to bring a small gift.

Maha: Really? Like what?

Maitha: Oh, maybe some flowers or chocolates.

Maha: And is it all right to bring a friend along?

Maitha: Well, if you want to bring someone, you're expected to call first and ask if it's OK or not.

Maha: Ok, is there anything that I have to know about Emirati customs of hospitality?

Maitha: Yeah. When somebody comes to us. As a kind of hospitality, incense and Oud must be served to the guest.

Maha: That sounds interesting!

<div align="right">Adapted from (Richards, 2011)</div>

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Saying it with feeling Activity

Low Level of Anxiety ⟵⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Error Counting Cards for Saying it with Feeling Activity

Student *H.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student N. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trail			

Student *S.B.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student *S.M.* Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Student Z. Trials	Number of Errors		
	R.1	R.2	R.3
First Trial			
Second Trial			
Third Trial			

Group Discussion Activity

> *Group Work: Students will use the following vocabulary to express their views and feelings*.

If you moved to a foreign country, how would you feel? What are the difficulties that you may encounter?

Use the following descriptive words to express about your opinion

Adapted from (Richards, 2011)

Group A: Z., H. & S.M.

Group B: S.B. & N.

Self-Report Scale:

Identify Your Anxiety Level after Practicing the Group Discussion Activity

Low Level of Anxiety ⟵   ⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Observation Card for Group Discussion Activity

Students	Target vocabularies used in their description		
	R.1	R.2	R.3
Student H.			
Student N.			
Student S.B.			
Student S.M.			
Student Z.			

Grammar Hint: Making Expectations

> *Pair work: Student will learn how to make expectations based on their*

Create your own expectations based on your customs.

If you have been invited to your friend's wedding party, ----------------------------------

----

When you meet someone for the first time, --

When a relative has a birthday, --

When you are in the first day of Ramadan, --

If your friend is in a hospital, ---

When somebody you know passes away, --

When someone in your family is going to have a baby, ------------------------------------

----

Adapted from (Richards, 2011)

Reflective E-mail Activity

Reading Time

> *Work Alone: Students will read the following snapshot. Then they will write an-E-mail responding to a friend who wants to visit the UAE.*

So imagine my delight to land in Al-Ain in 1988 and find myself in a city with a history dating back over 5.000 years with ancient tombs, old oases and a trading history involving camels, frankincense, carpets, and silver amongst many other things. I remember walking into some of the houses of expatriates who had already been here a considerable time by the time I arrived, and jealously looking at their Middle Eastern house decorations. Beautiful Persian carpets, Mandoos wedding chests and antique silver jewellery often adorn the spaces
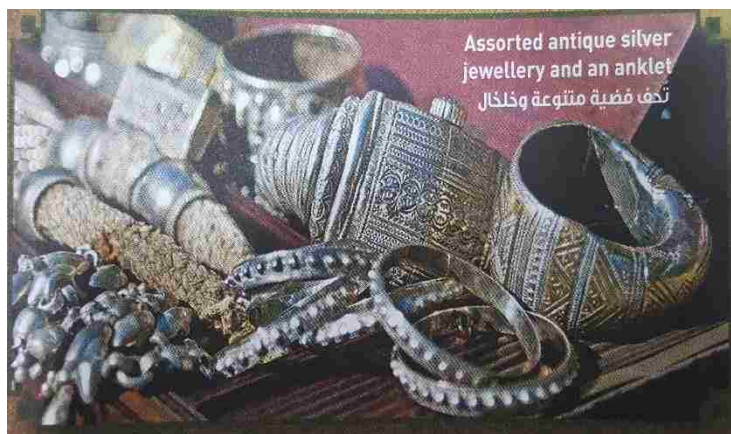

of the large villas and I was always drawn to examine them and where they might be found. One of my earliest items of interest was a heavy silver anklet. I was told that it had been purchased for a mere Dh 100 about five years earlier and similar pieces could still be found in the souqs of Abu Dhabi or Al-Ain if I was lucky.
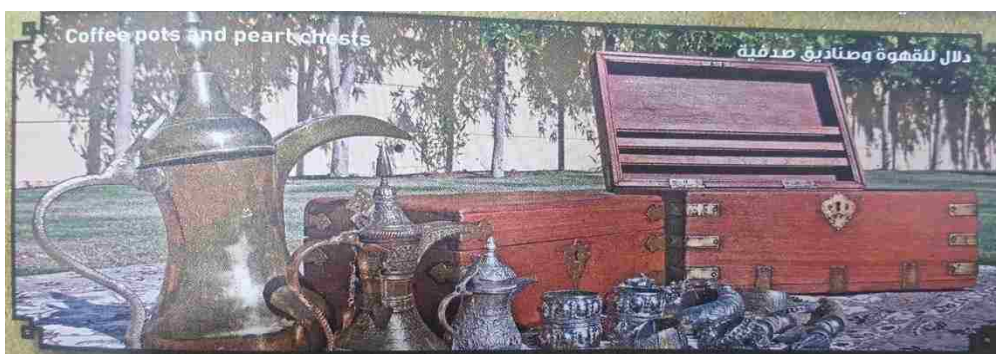
(Oasis Living, 2015, November, p. 35)

Reflective E-mail Activity
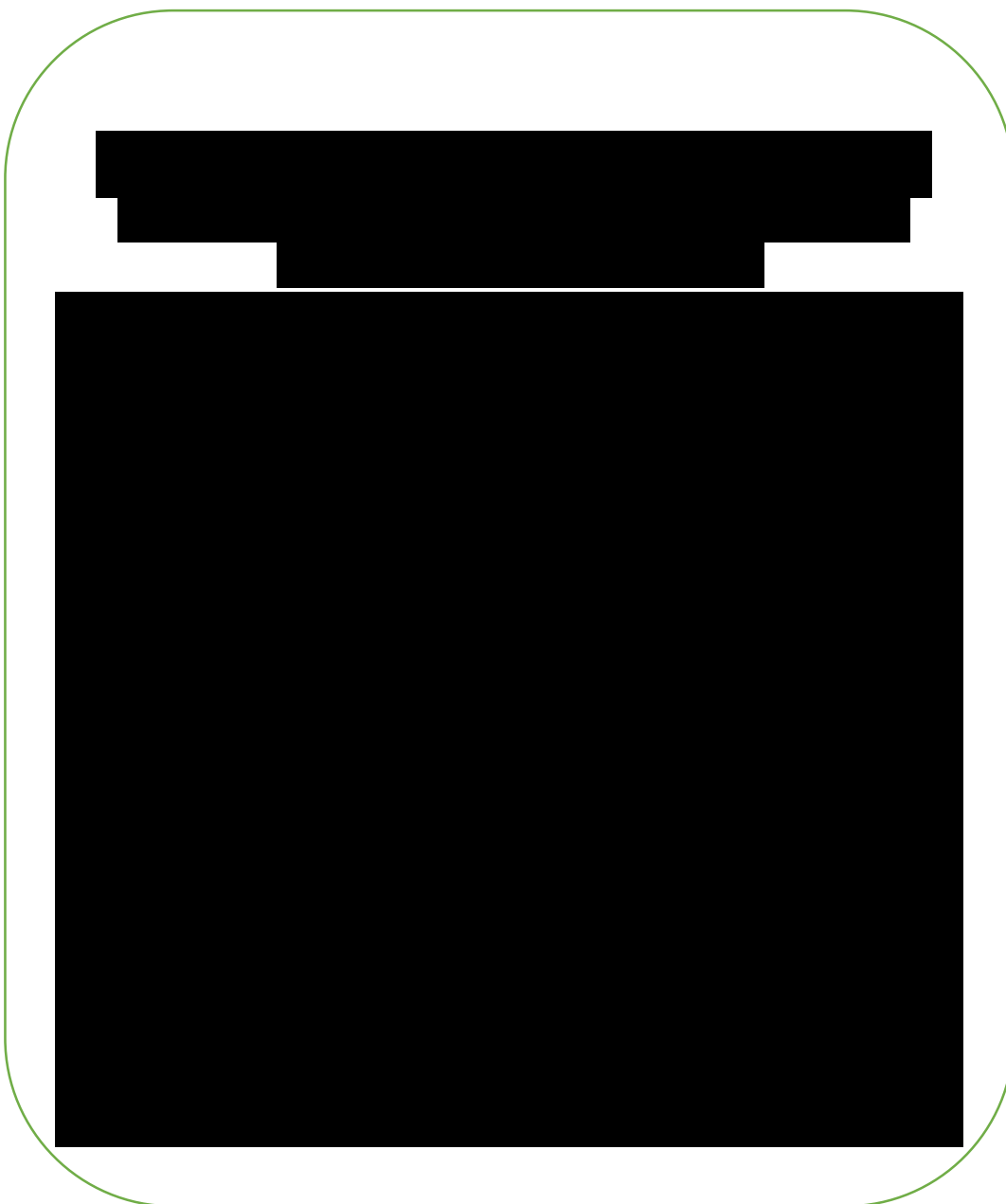
Self-Report Scale:

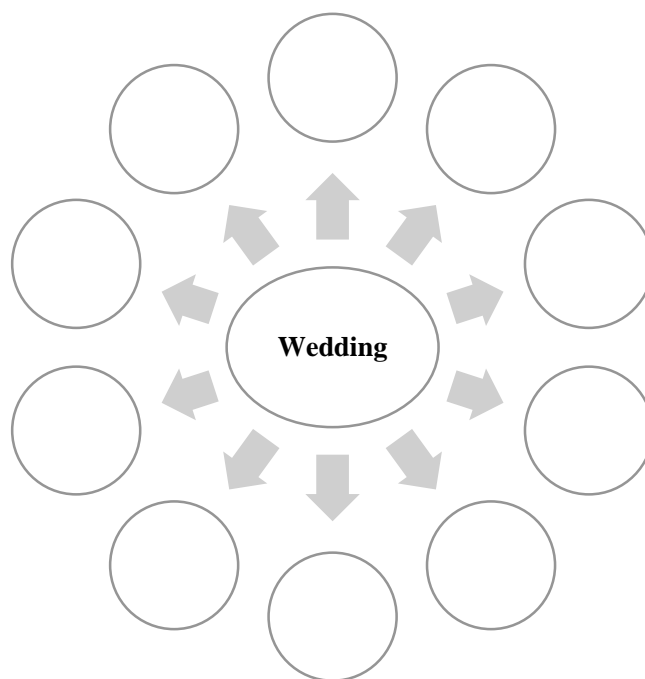**Identify Your Anxiety Level after Practicing the Reflective E-mail Activity**

Low Level of Anxiety ⟵⟶ **High Level of Anxiety**

1	2	3	4	5	6	7	8	9	10

Mind Mapping Activity

> *Class Activity: Student, with the instructor, will start to generate the main vocabulary related to a wedding event.*

Wedding Vocabulary

Expected words to be learned:

Bride, Groom, Wedding Ceremony, Feast, Wedding Procession, Dowry, Rings, Marriage Certificate, engagement, kinships, witness, wedding dress, honeymoon, Henna Party, Laws, fiancée, fiancé, bridesmaids, a flower girl, bouquet, wedding cake, dancing, groomsmen, Bridal Champers, newlyweds, vows.

Comparing Activity: Crossing Cultures in Wedding

Group Work: Each Group will read about a particular cultural wedding ceremony and will write the main events. Then, the three groups will present their information and try to find the similarities and differences between these wedding ceremonies.

Emirati Wedding Ceremony

Morrocon Wedding Ceremony

Palestinian Wedding Ceremony
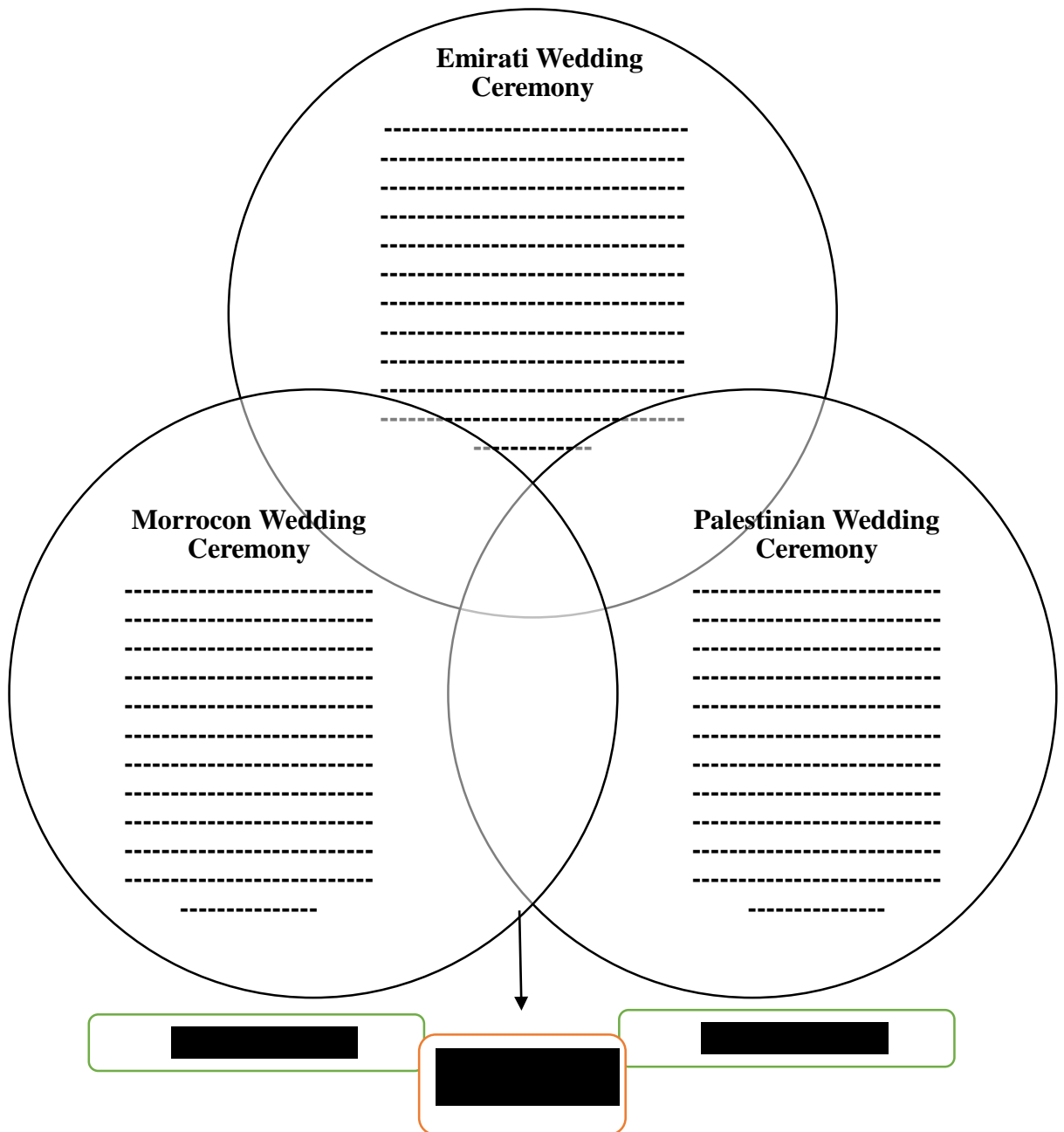
WhatsApp Communication Activity

> **Outside Class Activity: Students will watch the following video and will discuss their opinions with each other through WhatsApp communication.**

My Abaya Never Held Me Back!

https://www.youtube.com/watch?v=cev0LwgRNVI&list=PLUR84KR14h nepbFYFaBs748SZAhr5uozI&index=27

Appendix I

Self-Report Scale

Self-Report Scale:

Identify Your Anxiety Level after Practicing the *(Kind of Activity)* **Activity**

Low Level of Anxiety ⟵———— ————⟶ **High Level of Anxiety**
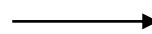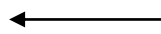
1	2	3	4	5	6	7	8	9	10

Appendix J

Interview Questions

_____

1. Can you tell me about your experiences during this program? How is different from other ways of teaching and learning?

2. How do you see your progress before and after the program? How do you see your performance in the posttest as compared to the pretest? Do you think that you can perform better in the IELTS after this program? Why? Or why not?

3. How do authentic communicative activities used in the program add to your communicative abilities? What kinds of activities that you found most effective in developing your oral and written communication skills during the program? Why? What are the activities or strategies that you like most? What are the ones that stick in your mind? Why?

4. Have you ever been exposed to use authentic materials in your English language learning? Does your participation in the program change your mind toward using authentic communicates materials in English learning to communicate in real life situations? Are you going to consider them in your future teaching? Do you benefit from them in your daily life activities? How?

5. What types of authentic materials that you found more effective and useful than others for your communicative abilities during the program?

6. Do you see yourself make more progress in oral or written? Or both? Which one does it seem more important to you? Why?

7. During and after the program do you feel that you gain self-confidence when you communicate in English? Which type of communicative activities (oral or written) do you find or feel more challenging in terms of anxiety?

Appendix K

Final Grades of Oral and Written Communication

_____

Oral Communication Grades

Criteria	Components	Participants' Error count (--/10)									
		Hanan		Nour		Sara		Salama		Zainab	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Fluency	Pronunciation	8.75	9.25	9.50	10	9.50	9.50	8.75	8.75	9.25	9.38
	Lapses and Pauses	1.58	5.46	.25	6.15	2.96	7.13	1	2.95	1.79	6.17
	Hesitation	4.17	8	4.25	8.13	5.83	8.13	1.58	7.50	4.25	9.38
	L1 Interference	1.00	9.75	10	9.75	8.75	10	8	9.75	9.75	10
Vocabulary & Grammar	Isolated Words and Phrases	3.25	9.75	3.25	9.25	3	9.31	2	8.88	9.25	10
	Word and phrase Repetition	4.00	9.75	3.25	9.75	6.25	9.63	7	9.88	3.50	10
	Grammatical Errors	5.50	8	1.50	6.50	5.25	7.69	2.25	4.13	4.50	8.38
	Self-Correction	9.75	9.75	8.75	9.63	8.75	9.75	9	9.38	9.75	9.50
Content	Short Responses	9.50	10	7.50	9.88	5.75	10	8.75	9.63	7	10
	Digression	10	10	10	10	4.75	10	8.25	10	8	10
Total Average (100 – Number of Errors)		**57.5**	**89.71**	**58.25**	**89.02**	**60.79**	**91.13**	**56.58**	**80.83**	**67.04**	**92.79**

Written Communication Grades

Criteria	Components	Participants' Error count (--/10)									
		Hanan		Nour		Sara		Salama		Zainab	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Content	Repetition of Ideas	7	9.33	8.67	8.33	9.67	9.50	9	9.67	9	9.50
	L1 Literal Translation	8.67	9.89	7.33	9.33	7.33	9.33	7.33	9.50	9	10
	Digression	7	10	8.33	8.67	8.33	9.50	9.33	10	10	10
	Ideas Support	3.33	9.50	4.33	8.33	6.67	8.67	7	9.50	7	9.50
Organization	Logical order	3	10	7.33	9.33	4.33	9	3.33	9.67	3	9.67
Cohesion	Meaningless Structure	8	9.50	7.33	9	8	8.89	7	9.89	9.67	10
	Use of Transitional Words	6.33	8.67	5.33	8.33	7.67	9	7.67	8.89	7.67	9
Language Use & Mechanics	Grammatical Errors	2.33	5.50	1	2.67	4.67	5	2.67	3.50	1	6.33
	Mechanical Errors	2	2.50	1	2	1	3.33	1	3.33	4.33	6.83
Vocabulary	Word Choice	8.67	9	5	8	8.33	9.10	9.33	9	8.33	8.83
Total Average (100 – Number of Errors)		56.33	83.89	55.65	73.99	66	81.32	63.66	82.95	69	89.66

Appendix L

Counting Errors Samples for Oral and Written Documents

Appendix M

Jefferson's Techniques in Transcribing Conversations

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>Text<	It refers that the produced speech is faster than the normal one.
(1)	It symbolizes the pauses in seconds
(.)	It represents quick and untimed pause.
((Text))	It includes comments was written by the researcher about people's body language
[	The left square refers to the interruption of the speech
]	The right square indicates the end of the overlap or interruption
__	It represents a sudden end in the middle of the word
=	It indicates quick turn taking in the conversation.
• Text •	It indicates that the speech is quieter than the others surrounding it.
TEXT	It indicates that the speech is louder than the others surrounding it.
<u>Text</u>	It refers that some words are overemphasized within speech.

Appendix N

Word Frequency Analysis

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Appendix O

Samples of Scorer/ Rater Reliability
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Interrater for Oral Communication Test.

Participants	Rater 1		Rater 2		Rater 3	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
Zainab	67	92.75	67	92.75	67.125	92.875
Hanan	57.625	89.75	57.5	89.75	57.375	89.625
Sara	60.625	91.125	61	91.125	60.75	91.125
Salama	56.625	80.813	56.5	80.813	56.75	80.875
Nour	58	89	58.5	89	58	89

Interrater for Written Communication Test

Participants	Rater 1		Rater 2		Rater 3	
	Pre-test	Posttest	Pre-test	Posttest	Pre-test	Posttest
Zainab	68	89.5	68.8	89	68.8	89.5
Hanan	56.1	83	56.1	83.7	56.1	83.7
Sara	65.6	81.1	65.6	81.1	65.6	81.1
Salama	63.4	82.6	63.4	82.6	63.4	82.6
Nour	55.4	73.7	55.4	73	55.4	73.7

Appendix P

Standard Deviation Results

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Oral and Written Criteria	Standard Deviations	
	Pre-Test	**Post-Test**
Fluency	4.68612	2.47328
Vocabulary & Grammar	3.78896	2.22451
Content (Oral)	3.41687	.16298
Content (Written)	2.99864	3.36121
Organization	2.51135	1.62810
Cohesion	2.43174	3.01147
Language & Mechanics	1.83595	4.05784
Vocabulary	3.16101	2.18814

Disappearing Dialogue	Std. Deviation
DisActivity1	2.03697
DisActivity2	.66500
DisActivity3	.72396

Email activity	Std. Deviation
emailActivity1	.80187
emailActivity2	.60663
emailActivity3	.45056

Reflective Essay	Std. Deviation
RefActivity1	.84083
Refactivity2	.82644
Refactivity3	.66483
Refactivty4	.34351

Just One Minute	Std. Deviation
Activity1	1.09062
Activity2	.23335
Activity3	.28089
Activity4	.28089

Appendix Q

Permission and booking classrooms for implementation
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Dear Hajar,

Please note that your room booking is confirmed and the details are below : **(Please note that we have booked till 18-05-2016 for the rest of the booking kindly contact us in the first of May in order to proceed with your request).**

Booking Id: 81050
Booked by: Hajar Nasser Saeed Suwaider
Meeting Title: Applying the Master thesis
Number of students: 6

Date	Day	Time	Finish	Length	Site	Room	No. of Attendees	Booked by	Status	Note
04-04-2016-16-05-2016	Monday (M)	17:30	19:30	02:00	F3	043	6	Hajar Nasser Saeed Suwaider	Confirm	Applying the Master thesis
06-04-2016-11-05-2016	Wednesday (W)	17:30	19:30	02:00	F3	043	6	Hajar Nasser Saeed Suwaider	Confirm	Applying the Master thesis
18-05-2016	Wednesday (W)	17:30	19:30	02:00	F3	040	6	Hajar Nasser Saeed Suwaider	Confirm	Applying the Master thesis
07-04-2016-12-05-2016	Thursday (R)	13:00	15:00	02:00	F3	022	6	Hajar Nasser Saeed Suwaider	Confirm	Applying the Master thesis
19-05-2016	Thursday (R)	13:00	15:00	02:00	F3	022	6	Hajar Nasser Saeed Suwaider	Confirm	Applying the Master thesis

Please Note the following:

1. For furniture related needs in Female campus, please contact Mr. Mohammed Warraq at m.warraq@uaeu.ac.ae or call 03 7136696
2. For furniture related needs in Male campus, please contact Salah Omar Bin Salim at S.Omar@uaeu.ac.ae or call 03 7134488
3. For any AV related needs for Events / classroom technology, please contact helpdesk@uaeu.ac.ae or call 03 713 6111
4. If this booking is for a catered event, Khadamat regrets that it is unable to assist with set-up, or post event clean-up.
   We would please request you ensure that this is arranged with the catering company directly.
5. Please refer to the Booking ID number 81050 when contacting our office regarding this room booking.

For any further assistance regarding the event you are organizing, you can download the Events / Activity Notification Form from the link http://www.khadamat.ae/service-desk-21.aspx.

Kindly send the completed form to servicedesk@khadamat.ae who will contact you regarding the same.

Thank you for contacting Khadamat Timetabling team for this booking.

If you require any further assistance regarding timetabling please do not hesitate to contact the Khadamat Timetabling Team at timetable@khadamat.ae

Regards,
Randa

Dear Hajar,

As discussed over the phone, kindly be informed that the event has been booked in F3-236 from 01-05-2016 - 19-05-2016, and in E1-1028 from 25-05-2016 - 01-06-2016.

Please note that your room booking is confirmed and the details are below:

Booking Id: 81547
Booked by: Hajar Nasser Saeed Suwaider
Meeting Title: Implementing a Thesis study
Number of students: 40

Date	Day	Time	Finish	Length	Site	Room	Capacity of room	No. of Attendees	Booked by	Status	Note
01-05-2016-15-05-2016	Sunday (U)	17:30	19:00	01:30	F3	236	108	40	Hajar Nasser Saeed Suwaider	Confirm	Impleminting a Thesis study
02-05-2016-16-05-2016	Monday (M)	17:30	19:00	01:30	F3	236	108	40	Hajar Nasser Saeed Suwaider	Confirm	Impleminting a Thesis study
03-05-2016-17-05-2016	Tuesday (T)	17:30	19:00	01:30	F3	236	108	40	Hajar Nasser Saeed Suwaider	Confirm	Impleminting a Thesis study
04-05-2016-18-05-2016	Wednesday (W)	17:30	19:00	01:30	F3	236	108	40	Hajar Nasser Saeed Suwaider	Confirm	Impleminting a Thesis study
05-05-2016-19-05-2016	Thursday (R)	17:30	19:00	01:30	F3	236	108	40	Hajar Nasser Saeed Suwaider	Confirm	Impleminting a Thesis study
22-05-2016-29-05-2016	Sunday (U)	17:30	19:00	01:30	E1	1028	105	40	Suwaider, Hajar N.	Confirm	Impleminting a Thesis study
23-05-2016-30-05-2016	Monday (M)	17:30	19:00	01:30	E1	1028	105	40	Suwaider, Hajar N.	Confirm	Impleminting a Thesis study
24-05-2016-31-05-2016	Tuesday (T)	17:30	19:00	01:30	E1	1028	105	40	Suwaider, Hajar N.	Confirm	Impleminting a Thesis study
25-05-2016-01-06-2016	Wednesday (W)	17:30	19:00	01:30	E1	1028	105	40	Suwaider, Hajar N.	Confirm	Impleminting a Thesis study
26-05-2016	Thursday (R)	17:30	19:00	01:30	E1	1028	105	40	Suwaider, Hajar N.	Confirm	Impleminting a Thesis study

Please Note the following:

1. For furniture related needs in Female campus, please contact Mr. Mohammed Warraq at m.warraq@uaeu.ac.ae or call 03 7136696
2. For furniture related needs in Male campus, please contact Salah Omar Bin Salim at S.Omar@uaeu.ac.ae or call 03 7134488
3. For any AV related needs for Events / classroom technology, please contact helpdesk@uaeu.ac.ae or call 03 713 6111
4. If this booking is for a catered event, Khadamat regrets that it is unable to assist with set-up, or post event clean-up.

Appendix R

Informed Consent Form

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Informed Consent Form

Title of the study: gauging the gain in English oral and written communication of Arab college students through using authentic materials. A case study

This form will provide you the following information in order to help you to take your decision whether you want to participate or not in the current study. You should know that you are free in your decision to participate in the study without any kind of negative effects on you. The purpose of the study is to gauge oral and written communication gain through using authentic materials. Data will be collected through conducting a pre and posttest, oral and written documents analysis, semi-structured interviews to investigate your views regarding the obtained gain and through analyzing such documents that you are going to produce during the treatment program including reflections, and recorded tapes of such oral communicative activities. Don't hesitate to ask any question related to the study whether before or while conducting it. Another important aspect that I will be happy if I share with you the findings in order to check the accurate and realistic descriptions of the findings related to your experiences and views. Moreover, your real names will not be mentioned in the study in which pseudonyms will be used. There will be no kinds of risks during conducting the study. Furthermore, a lot of expected benefits will be gained in this researcher whether for you as learners or for the research itself. Please sign this consent form taking into account that you are signing it with full knowledge about the study and a copy form this consent will be given to you.

Signatur:------------------------------------   date: -------------------------------------