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**The Importance of Real-world situations in developing students
ability to Use English Language : Case Study of First-Year
Bachelor EFL students**

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master* in
Didactics.

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Declaration of Originality

I hereby declare that the thesis submitted titled “ the Importance of Real-world Situations in Developing Students’ Ability to Use the English Language” is my original work. All the sources ,and the data that the researcher used while preparing this thesis have been properly acknowledged. I affirm that it has not been submitted before , in a whole or in a part, for any degree or diploma at any other university or institution.

Date :

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Signature :

Dedication

I proudly dedicate this work to myself for all the effort, resilience ,and commitment invested in this memorable journey to be achieved.

To my beloved parents for their endless love and unconditional support, without them i would never be able to be here and to realize this accomplishment.

To my lovely siblings Yousr and Abd el hai for their kind words and encourgment , and to my little cat simba.

To all my friends and colleagues who were there for me.

To all the students in Palestine who their souls left their bodies before they get the chance to be graduated.

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Abstract

Speaking English language has become very demanded internationally ,and as a response for that many learners around the world become more interested in developing this skill. In Algeria, the speaking ability represents one of the most critical yet undeveloped skill among EFL students, despite years of traditional instruction, those learners still find themselves struggling when it comes to communicating in English especially outside the classroom. Hence, experts and educators shifted to new teaching methods which focus on developing the EFL students communicative competence. The present study examines the importance of using real-life situations to enhance students' speaking ability. It aims to investigate how such situations can improve students' oral performance, what roles the teachers can take to implement real-life situations ,and what challenges may emerge during this process. The target population of this research was first year bachelor EFL students at the level of Saida University. In order to collect data from the sample the investigator followed a mixed method approach in which a classroom observation and interview with teachers were implemented. It was concluded that real-life situations are not just a supplementary strategy. However, they are more like a necessity in the EFL speaking development. The study findings reveals that using these tasks enhance students fluency , accuracy ,and vocabulary use in addition to the development of students affective side including self-confidence and motivation. The teachers plays a pivotal role during this process such as facilitator, guide ,and motivator. When it comes to the shortcomings, large class size , lack of authentic materials ,and students motivation are mainly concerned.

Key words : real-world situations, speaking ability, task-based language teaching, teaching practices.

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General Introduction

In the contemporary globalized world, speaking English language has become an indispensable ability. As English persists on this on going expansion, the pivotal objective of any EFL learner now, whether in academic or occupational environment, is to meet an effective speaking proficiency, being able to understand a spoken message ,and deliver another one successfully. Speaking stands for learners' ability to maintain the process in which they convey verbal messages to the audience effectively, where meaning and other aspects of language like grammar and fluency are highly considered. Despite its acknowledged value, speaking stays as one of the most challenging skills for students, especially in environments that lacks authentic communication.

For many years, teaching English language was mainly through the traditional methods which rely on rote memorization, repetitive drills ,and controlled tasks . This teacher-centered approach grant learners enhanced linguistic accuracy, however, learners due to traditional teaching system find themselves spending years on studying English language ,and yet they cannot even maintain a natural conversation outside the classroom. The recorded dilemma clearly sheds lights on the huge gap between what learners acquire inside the classroom and the real communication they face outside. Thus, in response to this challenge, many researchers, experts, educators ,and ESP practitioners decided to switch their focus from the traditional approach into more authentic one that integrates the real-world situations inside the classroom in order to learn the language effectively.

After the massive shift done by experts, the principles of several approaches was designed including the communicative language teaching (CLT) approach and the task-based language teaching (TBLT) approach. These approaches are the pillars of English teaching and learning nowadays ,since they use authentic tasks and simulate the genuine communicative situations that might be faced outside the classroom. Learners in this case are consistently exposed to language faced outside through real-life situations and this works even on their motivation and self-confidence ,which are necessities for the effective speaking.

As university students are required to speak a lot using English language, inside and outside the classroom, it is their teachers' role to facilitate their journey of learning ,and encourage them to develop their speaking ability, having an adequate fluency and accuracy.

levels ,in addition to strategies to carry on an authentic communication. With that being said, first year bachelor students at the university of Dr. MoulayTahar, Saida still lack some skills to maintain interactions successfully. Therefore, teachers have been working hard to overcome these deficiencies by implementing the right methods and techniques.

The mentioned shortcomings faced by EFL learners that includes : lack of confidence, motivation ,and poor pronunciation happened because of the way English language is taught, mainly in Algerian EFL classrooms which kept the speaking skills of learners undeveloped as a result of delivering instructions that are disconnected from the real world.

Therefore, the present research aims to investigate the impact of using real-world situations on developing students' speaking ability. Specifically, it seeks to find how these situations can improve the speaking skills of EFL learners ,and it explores method, techniques ,and strategies teachers adopt to create the best learning experience. In addition, this study examines the teacher's roles inside the classroom as facilitator, guide and motivator ,also it aims to identify the challenges faced by both teachers and learners during the use of real-life situations. Finally, it provides evidence-based recommendations for EFL teaching and learning process.

In the pursuit of the mentioned objectives, the research was guided by the following questions :

1. How do real-life situations enhance EFL students speaking ability ?
2. What roles does the teacher play when implementing real-world tasks ?
3. What are the challenges emerged during the use real-world speaking activities?

In order to answer the research questions, the investigator proposed the following hypotheses :

1. Real-world situations improve learners speaking ability by offering opportunities of real communication which promotes students fluency , build a solid self-confidence ,and their vocabulary use.

2. Teachers shifts from traditional controller into facilitator, guide and motivator , in addition to classroom manager and real-life tasks designer.

3. The integration of real-life tasks can create a certain shortcomings including : classroom large size, lack of materials ,and students lack of self-confidence.

The findings of this study are expected to generate both theoretical and practical contributions to the area of EFL education. Theoretically, the study adds to the existing body of knowledge in the field of foreign language learning ,and that is by examining the relationship between the use of real-world situations and students' oral production , in addition to the emphasis on several outstanding theories including the communicative language teaching, task-based language teaching, Krashen's input theory ,and Vygotsky's theory. As for the practical side, the study offers a valuable contribution for EFL teachers who seek to enhance the quality of the speaking instruction, it is important to shed lights that this research is also relevant for policy makers and curriculum designers in order to develop a communicative-based oriented syllabus, as for the students, it highlights the signifiacnce of creating the suitable atmosphere to practice real-life tasks freely, and if the findings confirm the positive side of the implementation of real-world situations, it will stress how this learner-centred approach can greatly improve learners' self-confidence and boost their intrinsic and extrinsic motivation, without forgetting the remarkable development of their own communicative competence.

To accomplish this study, the investigator adopts a mixed method approach in which she combines both qualitative and quantitative data. To assure the credibility of this research, the triangualtion approach is considered mainly through the use to two different data collection instruments. The first tool to be used is the classroom observation including its two subtools (checklist and field notes) to have a deep insights of both students and teachers behaviour and practices during the oral expression session, on the other hand, the second tool implemented in this investigation is the teachers' interview for gathering their perceptions about using real-world situations ,and examining the type of activities they use in the classroom. As for the target population which was not chosen randomly, it includes first-year bachelor EFL students

since they are still discovering and dealing with the real-life situations.

This dissertation is divided into three different chapters, the first part is devoted to the theoretical and empirical literature relevant to real-world situations and the speaking ability as it explores several definitions and theories that helps to understand and describe the target population better. The second chapter provides an insightful description of the research methodology including the research design followed, the participants, the data collection instruments and their description ,and the procedures. The last chapter presents the data collection analysis and its discussion and interpretation ,which was followed by a range of recommendations and suggestions for teacher, learners ,and policymakers in order to enhance the authentic and the real-life based teaching and learning process.

Chapter One : Literature Review

1.2. Introduction

In recent years, English has become a lingua franca; it has been used for many international communicative purposes and has become more important not only for its native speakers but also for foreigners. Students nowadays tend to learn English. However, they cannot use it out of the classroom effectively. Thus, a new approach in English language teaching and learning was created, shifting from the traditional methods to communicative-based and authentic ones. The primary aim of this chapter is to provide an overview of the real-world situations and their relationship to students' ability to use the English language. It mainly has two parts. Background and definitions of fundamental concepts as a first part; then, the second part sheds light on methods and theories that support the use of real-world situations, such as: Communicative Language Teaching, Task-Based Language Teaching, Computer-Assisted Language Learning, and the Input Theory.

1.3. Part One : Key Concepts and Definitions

1.2.1. *Real-world Situations in English Language Learning*

Language is learnt or acquired to communicate with people in our daily life and in diverse real-world situations by speaking it or by writing in this language. According to G.G. Brown, as cited in Deshmukh (2021, p. 2) “*Communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver.*”.

In the same way, Allen (2012, p. 1) shared the same point of view and conceptualizes communication as follows : “*Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening, and understanding.*”.

The value was not about the definition of communication, but rather how this communication can be realized, and even though scholars differ in their sayings, they all agree

on one thing, real-world situations are the key. Learning situations refers to the atmosphere of teaching activities created by teachers in the course of teaching (Wang Yanrong, 2023). Real world situations on the same path stand for contexts used in the classroom, which are the same faced outside, real, direct, and credible. Its aim is to introduce the learner into a real language and its use.

Moreover, Real-life situations are happenings in the real world rather than in a story; they are situations existing or occurring in reality, drawn from actual events or situations (Merriam, 2010).

Furthermore, Sarpparje(2015), as cited in Gnonlonfoun(2025), supported the idea that Learners can practice valuable language used in negotiation, argument, expressing opinion, compromise, agreement, and disagreement. These situations grant the learners the chance for a formal talk, determine an advertising message, and present their concept in a creative framework.

Additionally, Rafi and Hasibuan (2025) mentioned that this situation refers to a real life obstacles that any learner can face, it can be visualized in task or classroom exercise which can involve vacation planning, food ordering at a restaurant, or negotiating a business contract scenarios requiring the pragmatic and creative utilization of English by students

1.2.2. *Authenticity*

Authenticity is defined as a multidimensional approach, it is not related to materials or techniques only? but rather to students' relationship with the teacher and their interactions, and the classrooms' real-life based contexts as well (Breen, 2006).

Cambridge dictionary defines authenticity as "*the quality of being real or true*", while the Collins dictionary defines it as "*the quality or state of being authentic*". Thus, learners can acquire better and be more productive in an authentic atmosphere.

In the same way, Donna (2006, p. 1) agrees at this point and defines authenticity as "*Genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy are just some of the words that are used when we talk about authenticity*". Hence, authenticity

is all about implementing real tasks, situations ,and methods to ensure the effective use of the language inside and outside the classroom.

The concern was not about its definition but rather about its effect on students' learning skills and language use. According to Farcas (2025) implementing authenticity in the classroom is meant to prepare students for communicating in real-life situations and making the language teaching and learning journey as enjoyable as possible.

Additionally, she stated that integrating authentic materials into the language teaching and learning process boosts students' linguistic skills, increases cultural awareness ,and basically provides learners with adequate tools to communicate in an efficient manner due to their involvement in real-world relevant situations. There are four main types of authenticity as cited in Taylor (2026) :

1. Authenticity of the texts, which it can be used as input data for our learners. This texts' extent of real language, talked or written by real learners to convey a real message under the circumstances of real situations.
2. Authenticity of the learners' own interpretation of such texts. Their own point of view and ideas about the text used , and how they react to it.
3. Authenticity of the tasks conducive to language learning. The tasks implemented in the classroom must tackle a communicative objective that the learners need to meet by the end of the task.
4. Authenticity of the actual social situation of the language classroom. The situations practiced in the classroom have to demonstrate the realness faced beyond the walls of that learning space (Breen, 1985, p. 61)

1.2.3. *Authentic Materials*

When the talk is about materials, it is defined from different angles. For instance, Harmer

(1994) stated that learners can greatly benefit from authentic materials as these types of input help students improve their language production, acquire the language more easily, and increase their confidence when using the language in real-life situations. On the other hand, Gebhard (1996) categorized authentic materials into three groups: authentic listening-viewing materials, authentic visual materials, and authentic printed materials. □

First of all, Authentic listening-viewing materials. It includes TV commercials, quiz shows, cartoons, anime, news clips, comedy shows, movies, operas, professionally audio-taped short stories and novels, radio ads, songs, and documentaries.

Second of all, Authentic visual materials. It mainly contains slides, photographs, paintings, stick-figure drawings, street signs, pictures from a magazine, postcard pictures, picture books, stamps, and even X-rays.

Third of all, Authentic printed materials which include newspaper articles, movie advertisements, sports reports, lyrics of songs, restaurant menus, food wrappers, tourist information brochures, university catalogs, pins with messages, and bus schedules.

Furthermore, Schiffrin (1996) points out that traditional books often provide insufficient content of the target language and they fail to give students enough communicative input (as cited in Peacock, 1997).

Moreover, the author observes that incorporating authentic materials, such as the use of audio-visual material, will offer a richer contribution to learners, which can be exploited in different ways and levels to improve their communication skills.

In addition to the use of authentic materials in the classroom, Swaffar and Vlatten (1997) state that using video in the classroom exposes learners to authentic voices and different dialects, which provides them with cultural backgrounds (as cited in Salaberry, 2001).

1.2.4. *Authentic Learning*

It simply refers to learning new knowledge in real-world contexts, in this process, learners aim to generate and develop a useful and meaningful output that serves the situation. As the Great Schools Partnership (2013) stated, in education, the term authentic learning refers to a large variety of educational and instructional techniques and strategies that focus on connecting

what students are taught in school to real-world issues, problems, and applications.

Moreover, Ormrod (2018) claimed that authentic learning incorporate using knowledge and language skills in a peticular real life situation to produce a meaningful outcomes that can be beneficial beyond the classroom, unlike the traditional methods which aim to use the language in classroom only and give less important to the real world contexts since it is teacher centered and it aquires using only textbooks and worksheets.

In the same context, Constructivists believe that to promote learning, the classroom environment should incorporate real-world elements(Brown, Collins, & Duguid, 1989, as cited in Mims,2003).

1.2.5. *The Ability to Use the English Language*

When the focus is on students' ability to use language , it mainly refers to communicative competence. Canale and Swain (1980) viewed that communicative competence is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principle of discourse, communicative competence is structured on the basis of communicative functions (e.g. apologizing, describing, inviting, promising) that learner needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately.

In addition, Hymes (1972) confirmed that it can be said to a person that he or she has communicative competence when he or she acquires when to speak, or when to not, and what to talk about with whom, when, where, and in what manner.

1.2.5.1. Communicative Competence Components : According to the Canale and Swain Model



Figure 1.1. *Canale and Swain Communicative Competence Model*

Adopted from : <https://share.google/QLTBhEq1kFC4DJ7ET>

◆ Grammar Competence

This component is a pillar in any learners' communicative competence. Some scholars, like Chomsky, conversely stressed that communicative competence and grammar competence should be separated. In fact, a learners' grammar competence is a part of his/her own communicative competence. Hymes (1972) pointed out that there are rules of grammar that are just useless without rules of language use, as well as there are rules of language use that would be useless without rules of grammar.

Moreover, Canale and Swain (1980) strongly agreed that grammar competence is an essential element of communicative competence. This element is integrated into all the learning skills and even the subskills.

◆ Sociolinguistic Competence

Sociolinguistic competence is the ability of speakers to use language in varied social contexts in an appropriate way, taking into account factors such as the interlocutor's status, the setting, cultural norms, and the purpose of interaction. This type of competence is oriented by the level of formality, appropriateness and even the cultural expectations. It gives

importance to social and cultural contexts that the learner may face in real life.

In other words, it stands for using language appropriately across varying social contexts, as the Canale and Swain (1980) framework includes socio-cultural rules of use in the sociolinguistic component to highlight the importance of the context.

Furthermore, Hymes (1972) viewed sociolinguistic competence as the linguistic ability and its use among different social or cultural situation. This component, as it seems, it is notable mainly in speaking skills

◆ Strategic Competence

This component is regarded as the cornerstone of communicative competence, it stands for the correctness of delivering and receiving the meaning to or from the audience. Canale and Swain (1980) defined strategic competence as verbal and non-verbal communication strategies that may be used to compensate for breakdowns in communication due to performance problems or to insufficient competence.

In the same path, Tarone (1983), as cited in Alem (2020, p. 144) agreed and stated “*Strategic competence is the ability to convey information to a listener and correctly interpret information received; it includes the use of communication strategies to solve problems that arise in the process of conveying this information*”.

Hence, Strategic competence is regarded as an important part of all communicative language use by Bachman (1990). He includes three components in strategic competence: assessment, planning, and execution. These types of strategic competence could be utilized to compensate for the deficiencies in other competencies.

Therefore, strategic competence is considered a general ability for the individual to make the most effective use of available abilities to carry out verbal or non-verbal tasks.

◆ Discourse Competence

Celce-Murcia et al. (1995), as cited (Herdiawan, n.d.), elaborate a number of types of discourse competence, four of them are most important in relation to the current

model:

1. cohesion: conventions regarding the use of reference (anaphora/cataphora), substitution/ ellipsis, conjunction, and lexical chains (i.e. , Halliday and Hasan 1976).
2. deixis: situational grounding achieved through the use of personal pronouns, spatial terms (here/there; this/that), temporal terms (now/then; before/after), and textual reference (e.g. , the following table, the figure above).
3. coherence: expressing purpose/intent through appropriate content
4. schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means.
4. generic structure: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, or service encounter, report, lecture, sermon, etc.

Communicative Language Teaching

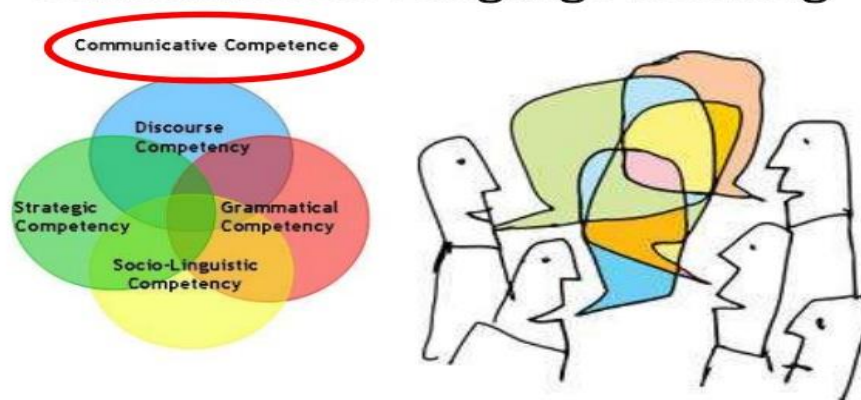


Figure 1.2. . communicative competence components

Adopted from: <https://share.google/yH4mpg8DPTUyP38HD>

1.2.5.2. *Communicative Competence .VS. Communicative Performance*

Competence refers to knowledge of grammar and of other aspects of language, while

performance refers to actual use.

It is fair to say that almost all researchers dealing with communicative competence do (at least implicitly) maintain this distinction, Canale and Swain (1980,p 5). It is important to say that due to communicative competence, communicative performance appears. Sometimes, learners have the communicative competence but lack the performance, it may be due to psychological or cognitive factors, but in normal cases, students have both.

1.2.6. *Speaking Ability*

Speaking English language ability tends to be a productive skill which most English learners pay attention to since this skill is daily used to convey oral messages, interact or simply communicate as the human nature indicates. Richard (2008, p. 16) states *“the mastery of speaking skill in English is a priority for many second language or foreign language learners”*.

According to Thornbury (2004, p. 2) , *“speaking is so much part of daily life that we take it for granted”*.

Additionally, Brown (2004) in the same vein strongly agrees and he defines the speaking ability as a productive skill which is directly and empirically observed almost everywhere around us, this observation may be influenced by their listening ability as well. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing speech sounds as the main instrument Brown (2007).

Furthermore, Harmer (1993) asserted that communication happens when the listener can give the response to the speaker after the listener understands the message given. As we know, there are four basic skills in English which any learner has to master. Among these skills there is speaking.

However, when examining the use of the English language for communicative purposes , here speaking is widely considered to be a principal skill among others. Nunan (1991, p. 225) views speaking skill as an art in English language learning and he states: *“To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in*

the language". According to his claim, it can be approved that the speaking process is successful and achieved when the learner is able to convey the meaning effectively and realize a conversation or an interaction smoothly.

Similarly, McDonough and Shaw (2012, p. 156) defined speaking as the following *"Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end"*.

However, it is important to know that speaking as a skill consists of certain subskills or systems that each speaker needs to acquire.

Thornbury (2005), as cited in Menggo (2018), defined speaking as much more complex ability than it looks like and it involves certain skills and several types of knowledge. Linguistic and non-linguistic knowledge should be performed equally by a speaker.

In the same vein, Lazaraton (2001) stated that speaking as an activity requires the integration of many subsystems of language. All these subsystems must be integrated and combined by the speaker while speaking the language; this task is considered quite challenging for EFL learners.

More specifically, Subsystems, which meant by Lazaraton, are simply as stated earlier the communicative competence components, including the linguistic competence, which is meant as the knowledge of the language code (phonology, morphology, syntax, and semantics); discourse competence, which highlights to the knowledge of how to produce oral texts in the modes of speaking respectively; sociolinguistic competence, where the knowledge of sociocultural rules of use, i.e., knowing how to use and respond to language appropriately, and strategic competence, which refers to the ability to recognise and repair communication breakdowns before, during, or after they occur.

Aditonally, Fromkin (2003) said that micro and macro components are the basis for any speaker in supporting communicative competence. micro components, which stands for the linguistic competence with all its pillars. Macro components, on the other hand, is described as the performance, how speaker's of language interacts with non-linguistic knowledge.

Many English language learners wonder how to master speaking as a skill, the latest is a

production skill that includes two main categories: accuracy and fluency.

At the outset, accuracy, which consists of using vocabulary, grammar, and pronunciation through some activities.

Subsequently, fluency takes into account “*the ability to keep going when speaking spontaneously*” (Gower, Philips, & Walter, 1995).

Speaking ability contains five main components. stated by Harmer (2007) in the same vein, which any learners needs to acquire in order to enhance their speaking ability , these components are :

1. Comprehension : It simply refers to students’ ability to understand a spoken language and speak it appropriately; in other words, comprehension is all about learners’ mastery of understanding the input and producing the output effectively.
2. Vocabulary : The diction used to communicate by students is what vocabulary stands for; it needs to be appropriate and adequate according to the situation or the context in order to avoid misunderstandings and misinterpretations and ensure that meaning can be conveyed correctly in any situation.
3. Grammar : Grammar is a set of rules and structures that are used to form correct sentences and words . It is part of accuracy, which stands for the appropriate use of grammar rules. Richards and Schmidt, as cited in Ilham and Nurwati (2024), stated that grammar is a description of the structure of a language and how language units, such as words and phrases ,are formed into sentences.
4. Pronunciation : this element is so crucial in English language speaking, it mainly refers to the way that speech sounds are produced, including several aspects like stress, intonation, and even rhythm. Pronunciation indicates how good the speakers’ language is and helps learners to understand ones’ speech and be understood while speaking as well .
5. Fluency : Speech fluency refers to the ease and flow with which a person speaks. It includes

various elements such as speed, effort, and the presence of interruptions like pauses or filler words. Jaros (2023) viewed fluency as the flow of one's speech. It is quite important to master this component to guarantee a smooth and successful interactions among a large or small group of speakers and listeners, it also helps them to enhance their confidence.

It is quite important and significant to know that speaking skill have several types, and learners can face any. These types according to Burton and Dimbleby(2002). are :

1. Intrapersonal speaking : It refers to once speaking to him/her self . Here, the learners is the one who produces and receives the speech at the same time, it could be reflecting on the events of a day, or working out a problem in our heads. Arguments about how we think, for instance , whether we use words or pictures when we think.

2. Interpersonal speaking : Also known as face-to-face speaking, it refers to a conversation between two people, one takes the role of the speaker (the one who produces knowledge) ,and the other represents the listener (receiver of the knowledge). It can be a phone conversation, an online meeting , an interview, a salesperson talking to a client , or a conversation between friends in a cafe.

3. Group speaking : it stands for groups of people speaking to others. In this case, it is convenient to make two more divisions: small groups and large groups. Small groups behave differently from pairs. But they still interact face to face . Large groups behave differently from small groups, not only because they are bigger, but because they are often brought together or come together for purposes that are rather different from those of small groups. Examples may include an audience at a concert and some kind of business organization or company.

4. Public speaking : Salim and Joy (2016). defined this type of speaking as the process or act of performing a presentation (a speech) focused on an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them. Public speaking is commonly understood as the formal, face-to-face talking of a single person to a group of listeners. It is closely allied to "presenting", although the latter is more often

associated with commercial activity. Most of the time, public speaking is to persuade the audience.

1.4. Part two : Theories and Approaches Supported the Use of Real-world Situations.

1.3.1. *Communicative Language Teaching Approach*

Communicative Language Teaching (CLT) emerged in the late 1960s and early 1970s, as a response to the limitations of earlier methods like the Grammar-Translation and Audio-Lingual methods . It can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

CLT is mainly seen as a philosophy of teaching based on communicative language use , Richards and Schmidt (2002, p. 90) defined it as “*an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities*”. It focuses on communication and enhancing communicative skills rather than the mastery of language forms.

In addition, Gor & Vatz (2009) stressed that the CLT emphasizes strongly on developing learners’ ability to express themselves and have a successful social interaction in which the meaning gets conveyed, in such an atmosphere learners mostly feel more confident and relaxed to speak or write in order to communicate.

Thus, the teacher must play a crucial role to create this type of classroom environments by being a facilitator, independent participant, a researcher and needs analyst, a counselor, and group process manager (Richards & Rodgers, 2001).

In a similar path, Jeyasala (2014), as cited in Vanessa (2018), asserts that teachers should encourage students’ communicative competence all the time, and provides them with enough

space to interact freely, and that by immersing them in activities that enhance their ability to use language. Teachers must integrate such real-world context based activities to guarantee that learners will be exposed more to language , which will create a varied linguistic input received , the latter is used in any situation in or outside the classroom.

1.4.1.1. Principles of communicative language teaching

● **Learner-centred Approach**

CLT as a method of teaching gives great importance to the learners in the classroom, their needs and interests and even experiences are always taken into consideration, and they create a pillar in course design and lesson planning. nikolaos (2022) stated that LCA focuses on tailoring teaching methodologies to individual student needs, learning styles, skills, and goals.

Learner centred approach basically shifted from teacher giving content to students and controlling it to learners searching for their own knowledge and riding their journey of language learning, this will make the studetns more responsible towards their learning process and aware most of the time of it , since their role in the classroom is oriented to be more active rather just passive this will enhance even their self esteem and motivation.

● **The Use of Authentic Materials**

Authentic materials, as stated earlier, refer to real-world texts or audios and videos; they help to expose the learner to language and its natural use. nikolaos (2022) addressed that these materials are chosen to connect classroom learning with real-life issues and applications and situations, so that students work with content that mirrors the situations, problems faced outside.

Additionally, Abe (2013) claims that group activities and individual development, discussions, and presentations are useful in classrooms where the CLT approach is applied. Furthermore , the author mentioned that the constant use of English among students improves their speaking, although it may result in stress for them. For this reason, it is necessary to find

effective ways to adapt English teaching using group work activities.

● Focus on Meaning

CLT emphasize comprehension and production over perfect grammar forms. At this point , Gaurs and Coppen (2016) clearly said that the meaning-focused instruction treats language primarily as a tool to communicate messages, often minimizing explicit grammar work.

Hence, Richard and Rodgers (2014), as cited in Vanessa (2018), reported that there are three main elements in CLT. The first element is the communication principle that relates to the activities focused on the use of real communication. The second is the task principle, which focuses on the use of language to carry out meaningful tasks. Finally, the third one is the meaningfulness principle, in which the language used must be meaningful to the learner.

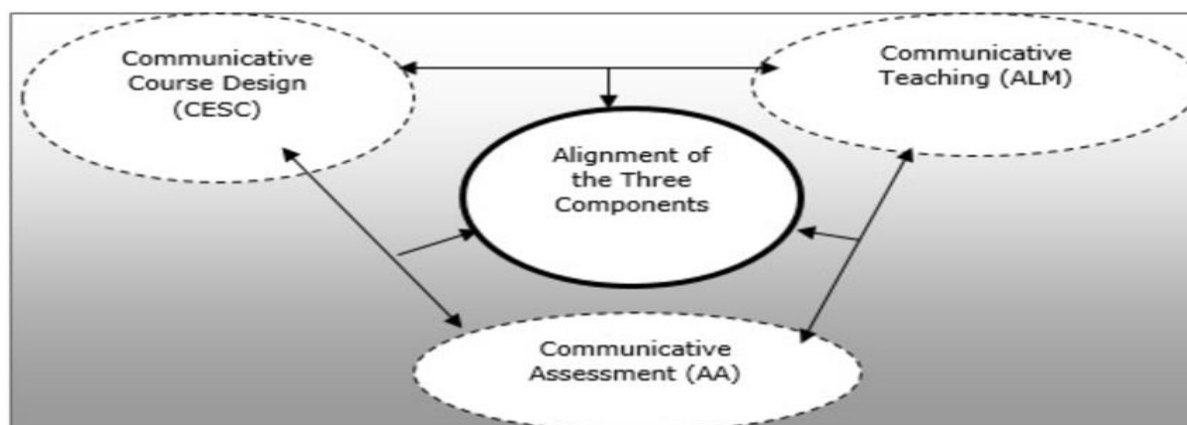


Figure 1.3 . CLT Main Elements.

Adopted from: <https://share.google/ZKPa6YWPdT9npMH3Z>

● Assessments and Feedback

Assessment and feedback in communicative teaching approach are very crucial processes; assessment refers to an ongoing process that measures learners' levels of acquiring the language. The results of the assessment and the feedback that teachers provide to those results are related to the students' learning, which is why, it is important to give appropriate feedback when assessing.

Furthermore, Lightbown and Spada (2006) state different ways to provide oral feedback.

The first one is explicit correction , which takes place when teachers provide the correct form by clearly indicating where the mistake was.

The second one is recasts , which refers to the teachers' reformulation of all or part of a learner's utterance without repeating the error. The next one is a clarification request , which occurs when teachers ask students to repeat or reformulate an utterance because it was misunderstood or incorrect.

1.4.2. Task-based Learning Approach

Task-based language approach, also known as Task-Based Language Teaching, represents a teaching approach in which the learners seek to use the English language to complete purposeful and meaningful tasks rather than memorizing vocabulary or grammar rules by heart.

Task-based approach has attracted massive attention in the foreign language teaching field since the 1980s.

Thornbury (2006) claims that TBL has emerged from the strong form of CLT. Its significance when the talk is about language teaching has emerged as a response to some constraints of the traditional PPP approach, denoted by the process of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1991).

Hence, Hasimangolu (2011), points out that TBL has the significant meaning that language learning is a developmental process enhancing communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way.

Moreover, Lin (2009), as cited in Hasimangolu (2011), contributed that TBL is a learner-centered approach, which views language as a communicative tool. It aims at presenting opportunities for learners to master language both in speaking and writing via learning activities designed to engage learners in the natural, practical ,and functional use of language

for meaningful purposes.

Task-based approach in second language teaching was first performed by Prabhu, who published the Bangalore research report in 1982 and developed the concept of task-based approach.

Additionally, Task-Based Learning (TBL) highlights the execution of meaningful activities, enabling learners to enhance their language proficiency via active participation and problem-solving. This method correlates with the constructivist learning theory, which asserts that knowledge is more successfully gained through active involvement than through passive absorption.

Furthermore, TBL promotes collaborative learning situations, crucial for enhancing language proficiency and interpersonal skills. Collaborative activities augment student contact, facilitate meaning negotiation, and promote knowledge co-construction.

In the same vein, Nunan (2004) argues that such contact is essential for second language acquisition, as it offers learners opportunities for output, feedback, and correction. Collaborative exercises foster a supportive environment that enables learners to cultivate confidence and mitigate fear, which are prevalent obstacles in language acquisition.

Equally important, Skehan (1998) argues that task-based instruction connects language acquisition to practical use, allowing learners to participate comfortably in many contexts.

In fact, when mentioning TBL, it is quite important to know that the task is the core unit in instruction, it represents a real-world situation simulation, and a vehicle for language use in an authentic manner.

Similarly, Nunan (1989, p. 10) states that a task is *“a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form”*. Willis (1996, p. 3) shared the same point of view and defines task as *“a goal-oriented activity in which learners use language to achieve a real outcome”*.

In addition to that, Prabhu (1987, p. 3) as cited in Lume and Hasibullah (2022) views a task as *“an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process”*

In other words, all these researchers agree on defining task in TBL as a goal-oriented

activity in which learners use language to achieve a real outcome. Learners here seek to use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences

It is worth mentioning that Nunan (2004) analyzed tasks in terms of several components, such as:

goals (to be expressed as micro-behavioral outcomes, which mean that the task implemented needs to be specific and represent what the learner will actually be able to do),

input (it can differ in form, whether spoken, written, or visual; but also it can be in a range of input authenticity, as long as it stimulates language learning),

procedures (related to task types, which covers fluency versus accuracy, skill getting versus skill using, and procedural authenticity).

Other features of Nunan's (2004) analysis of tasks are teacher and learner roles and instructional settings in which tasks occur.

Furthermore, Prabhu identifies three task types: information gap activities, reasoning gap activities, and opinion gap activities.

According to Namaziandost et al. (2019), while discussing the contribution of Prabhu, information gap activities were defined as any task that should have a space or blank to be completed by the learner, through decoding or encoding information. For instance, a pair or a group of participants can be given a tabular representation to complete in the form of text.

While a reasoning gap information is regarded as a sort of activity that allows learners to infer, deduce, or identify the perception of relationship or patterns in a piece of information.

Lastly, opinion gap activities, as the name indicates, establish and articulate personal preferences, attitudes, or temperament to apply to a given experience. This may be attained through factual information or by stimulating an argument where an individual has to justify their opinion.

Similarly, Sri Mulyani (2023) defined these three types as follows:

First, the information gap task entails giving assignments that encourage students to fill in the missing information through understanding and interacting with their friends by means of

spoken language.

Second, the Reasoning Gap task requires students to analyse, identify, and infer relationships or patterns in the information presented.

Third, the opinion gap task, on the other hand, encourages students to provide views and take a stand on a problem.

Additionally, it is quite important for any teacher dealing with the TBL as a method of teaching to know the phases or the stages suggested by Willis (1996) that the task passes through to be considered as successful and effective.

First of all, the pre-task phase; it is the shortest stage in the cycle in which the teacher aims to introduce the topic to the students and to help learners define the topic area.

Depending on the topic, students need more or less clarification and support from the teacher at this stage. In addition to that, this stage may include other steps like activating prior or background knowledge and brainstorming.

At this point, Willis (1996) strongly agreed and stated that pre-task activities can be seen as a warming up for the task cycle sequence, which is why it is important that all learners are getting involved and instructions are made clear and understandable by the teacher. The pre-task gives the learner the chance to get interested in the topic and to understand the necessity of the pre-task in terms of the upcoming task cycle

the purpose of the pre-task phase is to prepare the students mentally and psychologically for the task, and inform them of what to do and what to avoid. However, it needs to be quick and effective to gain the learners' attention about the topic.

Second of all, the during task or as it is known the task cycle phase; it takes place after the pre test, here the learners perform a particular task usually in pairs or groups, it is crucial to note that at this moment teacher should wait until being asked for help rather than interrupting their work flow and even when helping learners the focus must be on meaning and communication and not just grammar rules.

This stage is divided into two main parts, planning and reporting. Planning part, according to Willis (1996), it is an opportunity for learners to prepare themselves for the challenges they may face when doing the task using the target language. That is why the instructor should give

any possible sources that help the learners to prepare like dictionaries, the internet or, literature in order to be able to find words or check meanings and spelling.

Then, the report part, which is the last part, is the task cycle; it is very short since it does not focus on any sort of linguistic accuracy, but rather their report or presentation of the results they come up with, and the aim here is that students achieve the task in their best psychological and communicative competencies with less anxiety and frustration.

Third of all, language focus phase or the post task stage, and according to Willis(1996) model this is the last stage in the task phases , here the teacher check quickly that all the previous steps were done properly .

Then, what happens next is a shift from focus on communication and meaning into focus on language form and linguistic accuracy; and that is by suggesting best answers, highlighting grammar structures and most importantly correcting common mistakes in a supportive way that boosts students' motivation and not damage it.

Some scholars suggest that there is another step could be added, which is formative assessments or short quizzes to check the understanding of the learners and avoid fossilized errors.

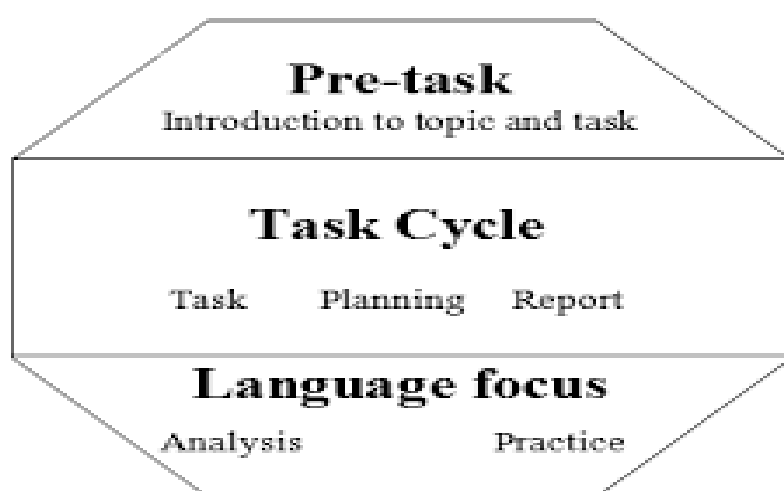


Figure 1.4 . Willis model task phases

adopted from : <https://share.google/4kHrhwm391Thlkz36>

1.4.2.1. Task-Based Language Teaching and Speaking Skills

Most of the researchers who applied the TBLT method in the classroom correctly noticed that it increasingly improves learners' participation and oral communication in the classroom, over time their speaking fluency and accuracy change incredibly to the better, not forgetting that even motivation and self confidence are concerned.

According to Mukherjee-Das and Bhattacharyya (2016), as cited in Chunliu and Guangshengs' (2025) study, undertaken in West Bengal, stimulated the advancement of speaking fluency among trainee teachers. The research also revealed that the application of TBLT enhanced classroom participation and speaking opportunities since speaking activities were oriented toward the learners. Nevertheless, the research also suggested that for TBLT to be effectively applied, there is a need for intensive training of teachers and support from institutions. If these approaches are lacking, TBLT cannot work effectively because teachers might be unable to adapt to the active, task-based approach, which is a departure from the more common, teacher-directed approach.

Furthermore, Waluyo (2019) also mentioned that the use of theme-based role-play in TBLT libraries improved the speaking ability of EFL learners quite considerably. The role-play activities offered students a chance to make use of the language in real life but in a controlled way, which increased their fluency and confidence in the language tasks. These activities not only promote active and spontaneous use of the language but also provides an opportunity to speak in non-controlled situations.

Additionally, Chunliu and Guangsheng (2025) tackle a crucial idea of the incorporation of technology, which gives learners extra opportunities to practice their speaking abilities, receive comments while speaking, and engage with fellow learners and instructors from any location of their choice. In this way, more practice opportunities are available, and more channels of communication are offered, which enhances the learning process.

Finally, it is significant to know that to achieve better outcomes when implementing the TBL

method, each person in the classroom should master his or her role. Hasimangolu (2011, p. 5) lists some of the teacher roles as follows : *‘‘The teacher aiming at implementing TBLT in the foreign language classroom should perform three main roles: (1) selector and sequencer of tasks; (2) preparing learners for tasks; and (3) consciousness-raising.’’*

The researcher also selected some of the learners’ roles in the classroom and said: *‘‘The language learner who is exposed to the implementation of task-based language teaching in the foreign language classroom should carry out three major roles: (1) group participant; (2) monitor; and (3) risk-taker and innovator.’’*

1.3.3. Computer-Assisted Language Learning Method

To begin with, CALL method, which stands for computer-assisted language learning , is a method that blends the instruction of the teacher with sources and tasks of technological devices. According to Levy (1997), as cited in Katinskaia (2025), CALL is defined as *“the search for and study of applications of the computer in language teaching and learning.”*

This method has been used since the early 1960s in language teaching and learning and since then it has been developed into three fundamental processes which are : behavioural CALL, communicative CALL, and integrative CALL.

Firstly, the behavioural or structural CALL, was conceived in the 1950s and implemented in the 1960s and 1970s. Informed by the behaviorist learning model, this stage of CALL is characterized by repetitive language drills, mainly referred to as drill-and-practice activities. One of the best-known tutorial systems, PLATO, which was based on special hardware consisting of a central computer and terminals, featured extensive drills, grammatical explanations, and translation tasks at various intervals (Ahmad, Corbett, Rogers, & Sussex, 1985) as cited in Yang (2010).

Secondly, the researcher mentioned that Communicative CALL emerged in the late 1970s and early 1980s, at the same time that behavioristic approaches to language teaching were being rejected at both the theoretical and pedagogical level, within the new creation of personal computers, greater possibilities for individual work has been offered. Communicative CALL stressed that computer-based activities should focus more on using forms than on the forms

themselves to convey meaning , teach grammar implicitly rather than explicitly, allow and encourage students to generate original utterances rather than just manipulate prefabricated language, and use the target language predominantly or even exclusively (Jones & Fortescue,1987; Phillips, 1987). Popular CALL software developed in this period included text reconstruction programs (which granted the chance for students working alone or in groups to rearrange words and texts to discover patterns of language and meaning) and simulations (which stimulated discussion and discovery among students working in pairs or groups).

Thirdly, Integrative CALL shifts to a perspective that seeks both to integrate various language skills (listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process. In integrative approaches, students learn to use a variety of technological tools as an ongoing process of language learning and use, rather than visiting the computer lab on a once a week basis for isolated exercises.

It is worth to mention that in the new era of CALL , the practitioners should master some basic conceptions and skills. Yang (2010) mentioned that , as facilitators, they are required to gain broader knowledge than when they simply do as transmitters of information only. They must be familiar with a wide range of materials that can support the development of learners' language skills, instead of relying on texts which are limited and insufficient for the learners' needs. In addition, they should also be able to guide and teach learners how to deal effectively with this type of resources, and most importantly, teachers, when taking the role of facilitators, are also expected to respond flexibly to students' needs, rather than strictly adhering to predetermined plans based on assumptions made by curriculum designers as the old methods used to induct.

Therefore, Practitioners are also expected to acquire a set of fundamental technical skills, including word processing and editing, electronic communication, basic webpage creation, online resource searching, as well as the adaptation and reuse of digital materials. They have to be capable of designing electronic tasks and assessments. The mastery of these skills enables facilitators of the language to effectively benefit from the advancements of CALL in the modern era.

Stage	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21 st century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching	Grammar-Translation & Audio Lingual	Communicative Language Teaching	Content-Based ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal use of Computes	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency

(Based on Kern & Warschaure, 2000 ; Warschaure, 1996)

Figure 1.5. Stages of CALL

It is quite important to mention that in all these stages of CALL , the computer is not seen as a substitute for a teacher, but as more flexible software that individual teachers will use as an addition to instruction or that will be placed in libraries as language references and resources would be more welcomed and practical. Language teachers could easily acquire this category of software, with hundreds of programs available.

According to Warschauer and Healey (1998), as cited in Yang (2010, p. 3), claimed ‘ ‘ *One of the great benefits of the growth of multimedia is that software vendors (and language teachers) no longer feel bound to grammar practice as the main goal of computer use in the language classroom. While the process has taken longer in the foreign language arena than in English language teaching, the movement toward communicative teaching with computers is clearly taking place* ’ ’.

Similarly, Zhang (2020), as cited in Chee (2024), agrees with this idea and mentioned that the interactive nature of CALL programs, when linked with immediate feedback and rewards, can

make learning more enjoyable and foster a sense of accomplishment. It can promote self-directed learning, a valuable skill that can benefit students throughout their academic careers (Zhang, 2020)

1.3.3.1. Computer-Assisted Language Learning and Speaking Skills

when relating CALL method to speaking ability many researchers delve into a branch of this method called MALL which stands for mobile assisted language learning; they found that the development of learners' speaking skills can foster self-regulated learning through the use of automatic speech recognition (ASR) technology (Ahn & Lee, 2016), in addition to enhancing interaction and personalization in collaborative learning environments (Lan & Lin, 2016).

Furthermore, it contributes to developing learners' affective outcomes in foreign language learning (Andujar & Salaberri-Ramiro, 2021; Ko & Lim, 2022), as cited in Li (2024). For instance, Chang and Lan (2021) implemented a quasi-experimental design to test the effect of a flipped foreign language classroom incorporating LINE (a chat mobile APP) on learner-related factors, namely, speaking performance and perceptions. Results showed that learners who used the outside of the classroom LINE had higher and better speaking performance, a positive impact on how learners perceived foreign language anxiety, and increased engagement in speaking activity, as cited in Li (2024).

However, the researcher also stated that other studies found that MALL for FL learners' speaking skill development produced limited pedagogical advantages in terms of speaking outcomes. For instance, Lan and Lin (2016) investigated the effects of a mobile seamless learning platform (MOSE) on learners' Chinese-as-a-second-language speaking performance. The results indicate that there exists no giant difference in learners' speaking performance between traditional classroom learning and mobile learning. Likewise, in a critical review of 28 empirical studies published between 2010 and 2019, Hsu and Liu (2021) also posited that if learners lack self-direction or sustained motivation in MALL use, their speaking outcomes might not be improved.

1.3.4. The Input Theory

The input theory was developed by the American linguist Krashen in 1989. However, the researcher suggested several second language acquisition hypotheses before reaching the final theory. He explained that learners can never learn a language by infinite repetition, in fact, it is quite the opposite, language can be learned due to internal factors like mental processing of linguistic features based on the input that learners received.

1.3.4.1. Krashen's Four Theories of Language Acquisition

➤ The Monitor Hypothesis

To begin with, this theory proposes that language learning and acquisition have distinct processes. The pure language ability is the language acquisition system, which can be seen as subconscious language knowledge.

However, the language learning system (which is conscious language knowledge) only monitors and adjusts the use of the second language. This monitoring activity may take place prior to or following language output, such as speaking. Three requirements must be found in order to be effective: sufficient time, attention to the language form, and knowing the rules. Krashen contends that language learners' use of "monitor" varies depending on the individual differences.

➤ The Natural Order Hypothesis

According to Krashen (1989), as cited in Luo (2024), the Natural Order Hypothesis claims that language structures are acquired in a predetermined and predictable sequence. Drawing on morpheme studies, it maintains that learners internalize grammatical forms in a "natural order" that is not shaped by factors such as age, the mother tongue (L1), or environmental conditions. Luo (2024) gave an example of that and said, for instance, learners of English as a second

language tend to acquire plural forms before possessive structures, and the present continuous tense before the past tense.

However, Stephen Krashen argues that this hypothesis does not require instructional syllabi to follow this sequence. In fact, organizing teaching strictly according to grammatical order may not effectively support learners in achieving overall language proficiency.

Furthermore, the Natural Order Hypothesis provides a deep explanation for learners' errors. Such errors may be considered as developmental and occur when learners' mastery of certain linguistic features is not yet met. At this point, learners rely on the knowledge they have already acquired to produce and adjust their utterances. Consequently, errors are an inevitable part of the language acquisition process. Rather than attempting to eliminate them entirely, effective instruction should focus on providing richer input that includes the targeted structures, thereby facilitating gradual development.

➤ **The Affective Filter Theory**

According to this theory, learning a second language is influenced by a variety of emotional and environmental elements as well, which suggests that even though learners are regularly exposed to a large amount of input, they can not learn language effectively due to what is called the affective filter. Moreover, Luo (2024) explained that Linguistic "intake" requires the emotional filtering of linguistic input before it can be considered language. Krashen believes that motivation is on top of the affective elements influencing language acquisition.

Furthermore, the learning effect is directly impacted by whether or not the students' learning purpose is obvious. Students who have a specific goal in mind can advance more quickly; otherwise, there is minimal impact. In addition to character. Students who are outgoing, self-assured, and open to learning in a new environment grow academically better than any others. The last one, the state of mind, which stands for anxiety and relaxation. People with greater emotional reactivity or anxiety receive less input.

It is worth mentioning that, depending on learners' mood, the affective filter opens or closes. In other words, if learners are relaxed and in a pleasant learning environment, more input will reach the language acquisition device (LAD), whereas learners' efforts to provide input will be

unsuccessful if they are tense or in a terrible circumstance. This is why it's crucial to create a conducive learning environment in the classroom, removing any worry, and motivating pupils so they feel like they can actually learn the language.

➤ The Input Theory

According to Alahmdi (2019), Krashen (1989) asserted that input must be as comprehensive as possible in order for language learning to occur. In his input hypothesis, he claimed that the language that is acquired subconsciously, especially when it is received in a non-anxiety environment, can be effortlessly used in spontaneous conversation due to the availability of linguistic elements to L2 learners.

Krashen's 'Input Hypothesis' claims that learners acquire language only by being exposed to comprehensible language input and understanding the received message from their environment. However, the linguist stressed that in order for this process to be realized, there must be a period of time that grants learners the chance to digest the input faced with no pressure to produce the output.

Similarly, Luo(2024, p. 6) defined this theory based on Krashen's view as the following “*acquisition only happens when a student is exposed to “comprehensible input” or input that is just a bit above his current level of language proficiency and is able to concentrate on understanding meaning or information rather than understanding form*”.

Furthermore, the famous $i + 1$ concept proposed by Stephen Krashen indicates that when learners receive comprehensible input in adequate amounts, they can acquire language and language forms just beyond their current competence level ($i + 1$) without conscious effort.

Additionally, this type of input is strongly related to a critical period named “silent period”. It is a period of time that takes place between the input received and the output produced, during which learners can not make any original statements. If the latest happened this may cause negative outcomes and damage the learning process.

1.3.4.2. Criticism of the Input Theory

A large number of researchers and scholars disagree with the thought that input only is what makes language learning improved. Additionally, despite the great success Krashen made he totally neglects the role of output focusing only on the “comprehensive input” even though there was not any a detailed definition of the term mentioned by the researcher, Luo (2024, p. 5) clarified at this point there are various definitions of the word “comprehensible” in it self *“In many explanations, the terms “comprehensible” and “comprehended” are used in opposition to each other; as the former refers to a potential or a process, whilst the latter refers to reality or the outcome of an action”*.

Equally important, researchers argue with Krashen’s theory that ‘processing of comprehension is different from processing of production. And the ability to understand meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning’ (Zhang, 2009, p.92).

However, McLaughlin (1987) expresses major concerns regarding the effectiveness of the input hypothesis. He claims that it is not an easy task to identify the ‘concept of a learner’s level’.

In fact, other factors, such as individual differences, should also be considered, as the application of rules in any language classroom will be limited due to these differences. In other words, determining the accurate level of every L2 language learner and providing the right input accordingly is a challenging task to fulfil, if not impossible. As cited in Alahmdi (2019), it is crucial to note that Krashen’s theory create a significant value to the input. But the latest alone is not enough to shape learners’ language learning.

1.5. Conclusion

This overview provided clear insights into the concept of real-world situations and learners’ English language speaking ability. The first part was devoted to main concepts like authenticity, communicative competence, and speaking ability. Whereas the second part of the literature review was concerned with giving a background of several teaching methods and theories, including CLT, TBLT, CALL, and the Input Theory. The following chapter will describe the practical part of this research to deeply investigate the connection between real-

world situations and learners' speaking ability.

Chapter Two : Research Methodology and Design

2.1. Introduction

The current investigation seeks to explore the anticipated impact of real-world situations on enhancing EFL learners' ability to use the English language, particularly their speaking ability.

The present chapter attempts to provide an overall description of the practical side of this academic study, highlighting the data collected from students (first-year bachelor's EFL students) and teachers by using a descriptive approach where a classroom observation and an interview with teachers were employed. Thus, in order to measure the attitudes of both the teachers and the learners. Then, the data will be analysed according to the research methods, the sample, and the data collection instruments. And finally, it sheds light on the research limitations.

2.2. Research Methodology

Research is considered as an important project for students which they surely do at a certain period of time in their academic life. This paper is not only important for students, but also for the targeted community as a whole.

Research does not stand for a set of papers only, it is more likely a way of thinking, which critically investigates various aspects of a particular problem, formulating guiding principles and procedures, in addition to, developing and testing new theories, for the common good.

Research is defined as the creation of new knowledge or the use of already existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. Western Sydney University (2021). Moreover, it entails the use of observation, comparison, and experimentation Kothari (2006).

Research is documented prose work, which means organised analysis of the subject based on borrowed materials with suitable acknowledgement and consultation in the main body of the paper, Bahttacharyya (2003).

Therefore, it is quite crucial to know that the effectiveness of the study is related to the correct choice of the research methodology.

2.2.1 *Mixed-method Approach*

With the aim of examining the impact of real-world situations on enhancing the speaking ability of bachelor's one English students, a mixed-method approach was adopted.

The researcher of the present study chose this approach to ensure the authenticity this research .

Mixed-method research uses both numerical and narrative data in a single study to give a more complete understanding of a complex question or set of questions.

It is a work where quantitative and qualitative methods are blended Östlund et al (2020).

When qualitative and quantitative methods are mixed, usually one method is given priority over the other. In that case, the aim of the study , and the importance given to each of the methods combined, needs to be clarified.

Quantitative research methods deals with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict, and control a phenomenon [Leedy, 1993] as cited in Mohajan (2020) , the researcher clarified also that In quantitative research, researchers decide what to study, ask specific and narrow questions, collect quantifiable data from participants, analyze these numbers using statistics, and conducts the examination in an unbiased and objective manner.

According to Abdullah (2015), the quantitative research method is a research approach that uses objective measurement and mathematical analysis (statistics) to data obtained from questionnaires, checklists, tests, or other research instruments as cited in Barella (2024).

It is worth mentioning that by studying quantitative research methods, researchers can design valid and reliable studies in data collection and analysis to answer research questions or test hypotheses.

On the other hand, in qualitative research methods, researchers usually gain competence and

skills in data collection, data analysis, and interpretation of research findings through non-numerical data. However, it is somehow difficult to define this type of research because it differs from one to another, and it can be defined through different angles, but, the common thing among all what the experts claimed is that it is a type of research where data are gathered through opinion and points of view of people, how they see certain things and why, based on their own understandings, perceptions, and experiences.

In the same path, Aspers and Corte (2019) in their work stated that qualitative approach study things in their natural environment, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Additionally, (Denzin and Lincoln (2005), as cited in Aspers and Corte (2019), believe that, this type of research involves the use of evidence-based instruments to collect data, such as case studies, interview, and personal experiences, which describe the meaning of certain problematic situations that people actually face.

2.3. Procedures

The current study was conducted with first-year bachelor students at the Department of English and Literature at the University of Saida (Dr. MoulayTahar). This research was executed in a module where speaking was entailed massively and learners' ability to speak English was the subject to be investigated. It took place in the second semester of the academic year (2025/2026) through attending eight sessions.

The first phase of the practical side of this research was concerned with conducting a classroom observation, and as a last step, an oral interview was conducted with oral English speaking teachers, and a written one for teacher who could not manage to deal with it orally.

2.4. Context of the Study

In brief, the current study aims to emphasise the importance of real-world situations on bachelor's one English learners speaking ability, which is why oral sessions at the level of the department of English literature at DrMoualyTahar University of Saida were the right place to

conduct this research. However, the fact that those oral sessions only occur in one module meant that the researcher had to attend twice a week for the progress of this research.

2.5. Participants

According to Salminen (2022) the study participant as real users that are drawn from a particular target population, the latter represents the entire group of people that the research is interested about when it comes to studying and analyzing which is usually related to a certain phenomenon.

To accomplish the present study the researcher selected a group of sixty-eight (68) bachelor one English language participants including fifty-two (52) females and sixteen (16) males who belong to Dr Moulay Taher University of Saida. In addition to eight (08) teachers divided into two (02) males and six (06) females who covered the subject of oral expression.

The target sample was not chosen randomly, since there was a need to highlight the relationship between the use of real-world situations and learners' speaking ability. It is important to note that, the target participants were selected according to their availability and willingness to be a part of this research, hence, there was a variety of groups of learners, and a wide range of teachers as well differing in their teaching experiences and the levels they teach.

2.6.1. Description of the Learner's Profile

The purpose behind choosing this population was because they are still developing their speaking skills, and they need communicative tasks and real-life practice; in addition, to their ability to receive and interact with new teaching methods better than any other level. Most of these participants are between eighteen (18) and twenty-two (22) years old. The classroom size was small during all sessions with a number of students between seven-teen (17) and thirty (30).

2.6.2. Description of the Teachers' Profile

The investigator of this study had the opportunity to interview eight teachers from the department of English literature; all of the participant hold either the degree of 'doctorate' or work as professors. The common criterion among them all is teaching oral expression as a module for LMD students. The six (06) females and the two (02) males chosen interviewees were selected due to their considerable and rich experience ,in addition to their adoption of methods like TBLT and CLT in which they implemented real-life situations with different levels of EFL learners.

2.7. Data Collection Instruments

The researcher of this study implemented a variety of data collection tools to ensure credibility and validity for the current research, the later's tools include : classroom observation and note taking ,and interview with EFL teachers.

2.7.1. Classroom Observation

Observation stands for a way used in a particular environment to watch or view phenomena based on a specific purpose, mainly for a certain research or teachers' evaluation process. Anguera (2010) viewed observation as an effective method for collecting, processing, and analyzing information that cannot be examined in a simulated setting of a laboratory.

It permits a largely unbiased analysis of everyday behaviours and interactions that occur naturally.

Similarly, Gorman and Clayton define Observation as "*the study of phenomena that can be commonly observed in a natural setting*" (2005, p. 40).

In the current study, the researcher implemented classroom observation as the very first step to collect data, mainly non-participant observation, Busetto et al (2020) mentioned that In non-participant observations, the observer is "*on the outside looking in*" which means s/he is present in the target environment but not part of the situation, in order not to influence the setting or the learners behaviour by his/her presence.

2.7.1.1. Description of the Classroom Observation

The researcher of this study started the classroom observation within the first week of the second semester, in other words, she started observing the target population for eight different sessions, in which each session lasted for one hour and a half. The use of this data collection instrument was for the sake of examining EFL learners' speaking behaviour in a real-world context inside the classroom. The process consisted of a structured observation checklist, which aims to gather a quantitative data that deals with several items and variables related to both learners and teachers, such as the teacher's role inside the classroom, interaction patterns, students' speaking behaviour, and the use of technology.

Additionally, the researcher implemented field notes to record qualitative data that can not be caught through the checklist, including the tasks used, students' reactions, and the challenges observed.

The Teacher's Role Inside the Classroom

The main focus here is to know how the teacher acts inside the classroom, whether s/he was a guide and facilitator or a controller, and whether they encourage communication over accuracy or not.

Student- student Interaction

The purpose here is to notice how the students interact with each other and if they ask questions when they face ambiguities.

Student-teacher Interaction

The researcher here focuses on how students interact with their teacher, whether they find

expressing opinions to him/her easy or difficult due to some hindrances.

Students' Collaborative Work

The primary purpose of observing learners at this level is to see if they prefer working in groups or alone and if they help each other when they face difficulties understanding new situations.

Students' Speaking Behaviour

In this case, the researcher focused on multiple criteria to observe, including : participation fluency, accuracy ,and pronunciation, to capture as much as data as possible that enable her to understand the learners' speaking skills better.

The Use of Technology

The aim of observing whether technology tools where used or not is to find out if they can be usefull to real-world situations and help students grasp those situations better, or quite the opposite.

2.7.2. Interview

The interview is seen as a systematic way of having a conversation between the interviewer and the interviewee about a particular topic , usually the research uses open ended questions to gather more views and opinions which are regarded later as data. Kvale (1996,p.14), defined interviews as “ ... *an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.* ”

Similarly, Monday (2020) clarified that an interview is seen as the verbal interaction between two people with the purpose of gathering accurate and relevant information for the

aim of research. Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer could undertake comprehensive information around the topic. Additionally, (Hamza, 2014) as cited in Monday (2020), mentioned that interviewing is expected to make the scope of understanding an examined phenomenon larger, which it represents a more naturalistic and less structured data collection tool. It is important to know that an interview has a certain form, which is a qualitative semi-structured one, Hancock et al (2007), as cited in Elhami and Khoshnevisan (2022) stated that semi-structured or loosely structured forms of interviewing. This type of interview stands for a number of open-ended sets of questions related to the objectives of the study, as well as follow-up questions to clarify the interviewees' opinions and the ideas discussed during the interview. Duranti (2011), as cited in Elhami and Khoshnevisan (2022), also claimed that Semi-structured interviews are regarded as a sort of natural conversations than written questionnaires, in which the interviewer uses open-ended questions to discuss some topics in more detail.

Based on what was mentioned before, the present research conducted a qualitative semi-structured interview with different teachers, in which they gave valuable and rich data to ensure the credibility of this study.

2.7.2.1. The Description of the Teachers' Interview

The teachers' interview was implemented to gather different perceptions and experiences from experts that is related to the use of real-world situations in teaching speaking skills. The interview was conducted at the level of DrMoulayTahar University of Saida at the department of English literature, with eight skilled and expert teachers and professors, it was composed of eleven questions, each question was designed to the purpose of investigating the teaching strategies and the real-world situations adopted in the oral sessions. For instance, the first question was used to determine the teaching experience of the teacher and break the ice for the upcoming questions, while the second one sought to identify the levels that each teacher is currently dealing with.

When it comes to the third question, the researcher aimed to investigate the methods and the strategies used to teach speaking skills. Additionally, the fourth question intended to discover

if the teachers are familiar with the real-life situations and if they use them when teaching speaking

Moreover, the investigator opted for the fifth question to explore how these situations can improve speaking ,and gathered the teachers' perceptions of the effectiveness the real-world situations. The following question attempted to discover students' attitudes and engagement towards real-world situations. Furthermore, question seven examined the role of technology and its use according to each teacher. Another question related to technology aimed to study the impact of those technology tools on the enhancement of learners' speaking.

Furthermore, question nine tended to detect the challenges and difficulties encountered by the teacher while conducting real-life situations. In addition, question ten investigated the solutions that can be used to overcome those challenges.

Finally, the last question sought to open the door for teachers to give their final judgment and opinion about the use of real-world situations.

2.8. Difficulties and Limitations Encountered in this Study

The researcher faced several limitations while conducting this research, including : time constraints and the target population.

The biggest limitation for this study was related to time, most learners was absent for the first month of the second semester since it was the holly month of Ramadan, it was followed later by a break for 15 days, without forgetting that studies for this year were addressed to be finished earlier than the usual due to the mayors' anticipation which led the researcher of this investigation change the data collection instruments and adapt other alternative to realize her research.

Moreover, a part of the target population , as stated earlier, showed a sort of apathy when it comes to classrooms attendance and collaboration. The teachers represented a challenge as well since most of them were busy with their teaching schedules so they could not do a face-to-face interview or even a written one. However, these difficulties did not stop the researcher from pursuing and undertaking this work ,and meeting its objectives.

2.9. Conclusion

This chapter outlined the methodological paradigm implemented to investigate the importance of real-world situations on students' speaking skills. The carefully chosen population played a great part in the study by providing the researcher with rich data. The latter was collected several data collection instruments, both qualitative and quantitative, such as structured classroom observation with field notes, and qualitative interviews with teachers. This combination of tools stands under the umbrella of the triangulation framework which permitted obtaining a variety of data.

Hence, the upcoming chapter will be devoted to data analysis, discussion of the results and findings and final recommendation.

Chapter Three : Data Analysis and Discussion

3.1. Introduction

Since the previous chapters were devoted to literature review and the methodology conducted in this research, the present chapter deals with a vital part in the research, which is divided into two main parts: data analysis, findings discussion and interpretation as the first part. Then, the second one covers the final recommendations with some suggestions to EFL teachers, institutions, and even learners.

3.2. Data Analysis

As stated earlier in the second chapter, this research was realized through a mixed method approach. The investigator carried out her study using a qualitative approach, including teachers' interviews and note field as a part of the classroom observation, and quantitative approach through the implementation of a structured classroom observation checklist. The fulfillment of this process is analyzed and discussed in this chapter in order to validate or reject the research hypotheses.

3.2.1. *Analysis of Classroom Observation*

The researcher opted for a non-participant classroom observation. In which she follows two main tools: a structured checklist and note-taking.

Classroom observation checklist:

The first instrument of observation was a structured checklist designed by the researcher for the purpose of measuring several variables, the latter were listed as follows: the teacher's use of real-world situations, activities used to reflect real-life communication, and students active participation, students interaction with each other using the English language. Also, this checklist reflected students' confidence while speaking, and showed to what levels teachers

encourage communication over accuracy , in addition to the importance of technology integration.

Field notes :

The second instrument of observation was field note taking, focusing on several variables including : students behaviour ,teacher roles , the nature of the tasks, learners speaking ability , teacher's feedback ,and challenges observed as well.

3.2.1.1. *Teacher's Role Inside the Classroom*

According to the researcher's observation, the teacher's role inside the classroom as an aspect to cover is related to several variables; however, the focus was on the learners and how this aspect impacted their performance ,also their participation among all the eight (08) sessions attended.

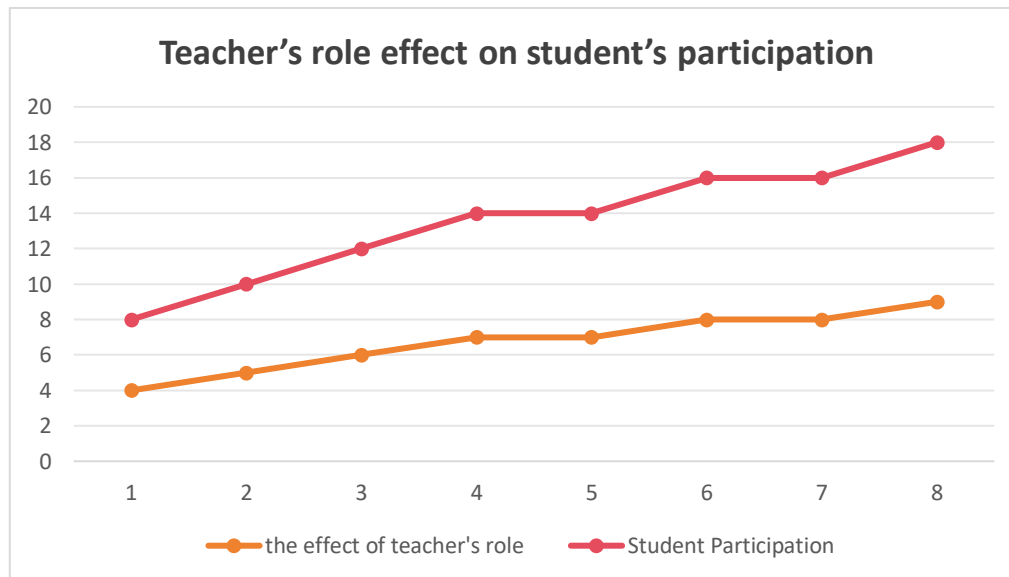


Figure 3.6. Teacher's Role Effect on Students' Participation

According to the line graph above, teacher's role inside the classroom is tightly related to learners' participation; the more positive it is, the better their participation can be. Among all the sessions, the observer noticed that the teacher had a crucial role inside the classroom, all the student were impacted by that.

In most of the classes, teachers acted as a guide and assistant which helped the learner a lot to be motivated to the level that they speak with no pressure, they even made jokes with each other and with the teacher as well, for instance, one of the students kept forgetting basic words and then he said *“god! I wake up late and i think i forgot my english at home”* .

In a similar situation, when students were dealing with a real-life situation about being at the gym, some of the male students start sharing their experience and the teacher added *“ well you may think i am a weak old lady ,but i go to gym, yes i do, and i lift those heavy dumbbells. yesterday, i just trained my back and shoulders ”* . in another context, the teacher said by the end of the session *“ and now we can start”* they all looked at each other then he said *“ we can start leaving”* then they laughed.

At the beginning teachers welcomed everyone then they started with a warm-up which differs from one to another, some of them ask questions about learners daily life, others about the last lesson, after that they started to explain how the session will be done including : roles plays, situations ,and presentations, they introduce the real-life situations and then they give learners enough time to be prepared, others prefer to start improvising directly.

The researcher also observed that only about 6.67% of all the students used their phones during the sessions. Most of them enjoyed having conversations with their teacher about several topics as when the teachers used real-world situations, it opened the door for real-world conversations, sharing experiences, giving pieces of advice ,and life morals , which is why 93.33% of learners were fully and completely engaged. This showed that teachers are flexible when it comes to using these situations, their focus is on getting them to speak rather than just being oriented by a pre-planned set of structured situations and that is why learners felt free when expressing their ideas without being afraid or anxious.

Though some of them preferred to interact more with active students ,especially when introducing new situations to them.

Furthermore, one of the common repeated statements that all the teachers said was telling students how much their level in speaking enhanced since the very first oral expression session, at the end of each session, teachers usually sum up the main points that had been tackled, appreciating their hard work and one of them advised them speak more about the topic tackled in the classroom's online chat group.

3.2.1.2. Student-teacher Interaction

As the figure below reveals, during all the eight sessions observed, the researcher witnessed that most of the students were engaged ,hence the interaction level with their teacher was high eventhough most of the time the learners were talking.

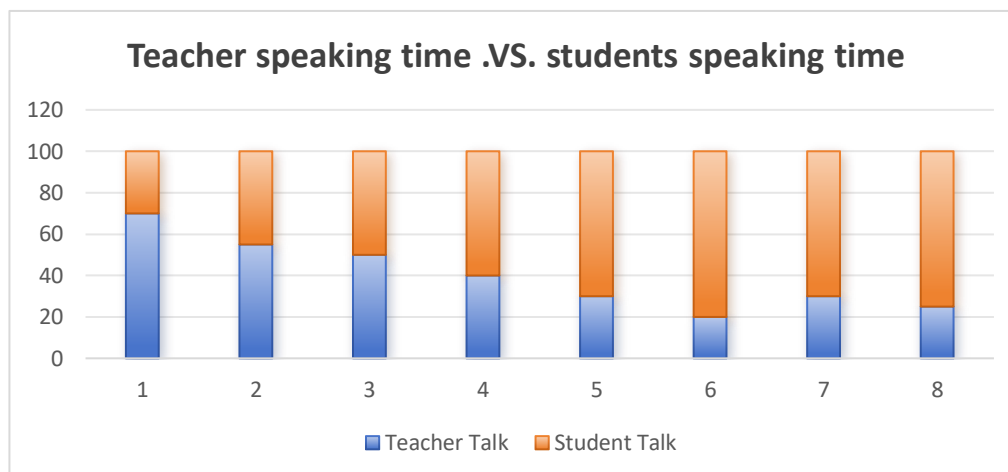


Figure 3.7 . teacher’s speaking time .vs. Students speaking time.

Teachers preferred to give the chance to students to be able to express them selves rather than being dominant and cutting their thinking flow. In most of the cases, the facilitator ued to ask open-ended questions for his/her learnrs to give the floor for more opinions and ideas to be occured such as : ‘ *what do you think the answer of the mayor will be ?*’, ‘ *if you were in her shoes, how would you act with that noisy neighbour ?*’, these type of questions led to various and funny answers and created intresting discussions atmosphere, some of these answer were: ‘ *i will definitely fire the worker*’, ‘ *i may give him warning or deduct money from his salary*’, ‘ *i will the caps to shush that neighbour*’, ‘ *well if he insist on making noise that late, then i would make noise too until he stops*’.

In other cases, teachers used closed-ended questions with a follow-up questions to assure peserving the interactive environment. adopting this way of questionning learners guranteed the absence of the long silence or any confusion that signals a breakdown in the interaction.

Furthermore, the feedback given by the instractors played a crucial role in theflow of interaction, usually, the teachers give a specific positive feedback like ‘ *it is good how A improvised and tackled these points*’ and encourages the good behaviours inside the classroom

like when students helped each other or used their phones to find words meaning instead of relying on it completely. Later on they gave the negative feedback generally without mentioning names for instance one of the teachers said “ *i heard earlier the word ‘conséquence’ like in french, do we pronounce it like that ? no, we say consequene* ” . however, among all the teachers, one only who gave direct feedback naming the student and asking her why she said that in a high pitch, this behaviour made the students uncomfortable and minimize the interaction for a while ,and when learners spoke later they seemed more anxious than the usual.

The observer noticed another major aspect during the interaction which is the mutual respect between teachers and their students, teachers happily welcomed different opinions even if it is out of the expected which was the same for the students' case, while participating, it was rarely to observe one interrupting another, learners waited for their turn to express their ideas and give the chance to another one to do the same, it is important to mention that during the whole session, not all of the students were participating consistently .

Participation differ from the beginning till the end of the sessions from 30% to 92% , about 10 to 20 student were participating for the whole sessions , other participated as well but usually they waited for their turn or until they were asked by the teacher.

3.2.1.3. Student-student Interaction

As the figure below demonstrates, the researcher of this study observed that students interact with each other several times during the sessions.

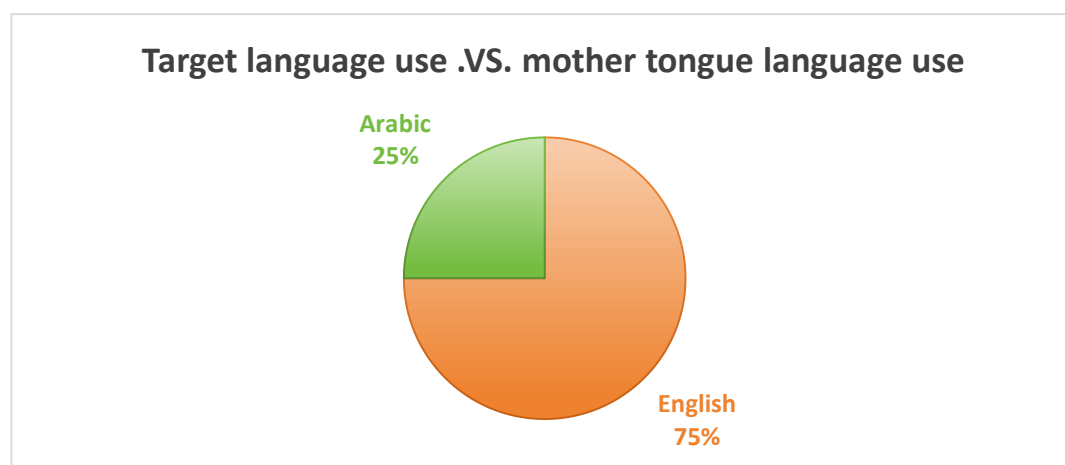


Figure 3.8. . Languages Used During Student-student Interaction

All of the teachers welcomed that behaviour and some of them even encouraged that by setting the students in groups or pairs to solve a particular problem or to attain real-life task. In fact, learners performance was much better when they worked in pairs or groups, they seemed more confident while speaking and they could express their ideas much clearly, their problem solving skills increased in a significant way.

It was also noticed that students did not interact only using English language; however, they tended to use their mother tongue in several situations like explaining scientific terms related to the gastric system or dealing with new situations including law and criminal justice or investigations, using Arabic language was mainly related to looking for the equivalence in the target language or seeking clarification either for the sake of their own benefit or for the others, for instance, while one of the student were sharing his experience about the good eating habit, he stated some terms like esophagus and intestines, after that his classmates asked for a clarification of these terms then he stated after the teacher's allowance "*teacher do you mind if i say it in arabic, well it means ...*" , however other teachers prohibited the use of mother tongue and preferred showing pictures or videos instead.

It is worth to mention that, when students interact with each other whether in small groups or big ones they all helped one another consistently, students with good speaking skills always provided assistance when it comes to clarifications or developing ideas and opinions, their help was not dedicated to the groups they belonged to, but to the class as a whole. For instance, one of the student was presenting about freedom fighters around the world and then she forgot a particular words, after a while she started to stutter, thus, students from different groups started instantly offering help, and even the teacher did the same until she continued speaking.

Another important behaviour occurred, when working in groups, some students were depending on others to do the given work, though it was rare, yet the researcher observed that.

In some cases, teachers used to give each member of the group time to speak or to be asked about something, but other asked the group as a whole.

3.2.1.4. Students' Collaborative Work

While observing, during the eight sessions, the researchers observed that teachers used real-

life situations that required working mostly in pairs or groups. After the clear instruction, students naturally started doing tasks in which the roles were not pre-determined. Most of the pairs discussed the roles they would take and then, they followed the instruction. However, no one of the observed participants worked independently; students helped each other since the nature of the task required their need for each other's help. A vivid examples of that, playing the roles of complaining about a bad experience at the hotel to the manager, convincing client to buy products ,and patient describing symptoms to a doctor.

The time given in such situations varied between 15 to 25 minutes , including the teacher's support when learners face ambiguities, even though, many teachers preferred that learners find the answers by themselves before that they intervened as the bar chart shows below.

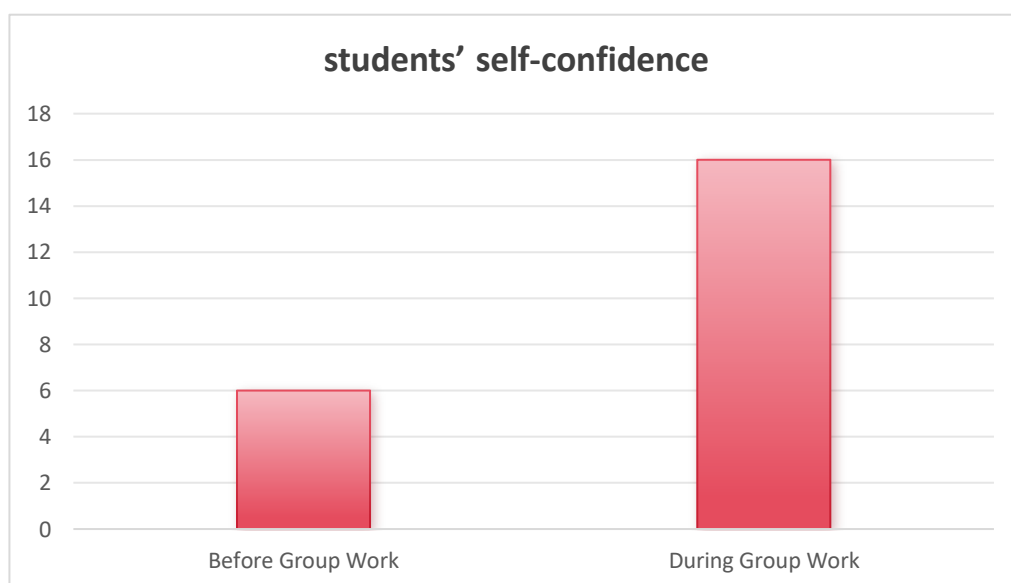


Figure 3.9 . Students' Self confidence before and after Working in Groups

The analysis indicates that learners' self-confidence was highly increased after working in groups or pairs. It was observed that they participated more and spoke better including all students with no exceptions, even their problem solving skills were enhanced.

The mixed levels groups led learners to correct each other's mistakes before presenting their works which helped them to perform better with less anxiety.

In addition, the feedback given by teachers and also by classmates played a significant role. Teachers waited until students finished their performance and then start commenting on

positive and negative things. Then they gave the chance to other students to give their opinions and pieces of advice to their classmates in a welcoming atmosphere. For instance one OF the professors stated “ *Come on ! there must be something negative you want to say , let it out ,they won’t shoot you, you know that* ” , the positive thing is that the presenter handled the negative feedback professionally which demonstrated their willingness to improve their speaking abilities.

3.2.1.5. Students’ Speaking Behaviour

As the table below reveals, several speaking behaviours were observed depending on the type of tasks implemented inside the classroom.

<i>Task type</i>	<i>Role-play simulations</i>	<i>Monologue presentations</i>	<i>Problem solving situations</i>	<i>Pair conversations</i>
Speaking behaviour observed	- Students spoke freely and confidently	- Some students rely on notes/phones - Answers were limited	- grammatical mistakes - participation differences among groups	-students negotiated meaning and practiced turn-taking

Table 3.1 . Students’ Speaking Behaviour According to the Task Type

Students’ overall fluency was good , most of the learners produced coherent speech with no enormous breakdowns. several students spoke continuously using a few speech gap fillers like “ *well , um* ” or short pauses mainly in tasks like role-playing or problem solving situations and even pair conversations. However, in monologue presentations, students showed less confidence and more gap fillers and pauses.

In addition to the highly observed differences in their body language, the sample used to show confidence through high speaking tone, eye contact with the others, walking here and there and using hands to explain or to show particular items on the digital boards, on the other hand, anxious students mostly stayed at the same place, speaking in a low tone, rarely doing an eye contact with classmates ,and often touching their head and crossing their arms.

Over 50% of the participants used to correct their mistakes while speaking automatically like saying “ *the salesperson .. I mean the costumer was rude*”, “ *she go ... she went there...*”.

They also used discourse markers often to maintain communication such as : “ *i think that*” “ *well*” “*in my opinion*”.

The researcher observed that the greater part of learners have a varied and rich vocabulary since the first session and it is enhanced through time including their proper choice of words related to particular context and the level of formality.

It is worth to mention ,that some participants code-switch to Arabic and sometimes French when they forget words or they face new ones, in addition to using gestures, they tended to use their mother tongue many times . For instance, when dealing with a situation about trial in a court, one of the students used the term ‘مطرقة’ to refer to the judges gavel.

It was also observed that learners made several grammatical mistakes concerning verb tenses, especially past simple tense like “ *seed*” instead of saw and “ *goed*” instead of went in addition to the wrong subject reference such as : saying she to a particular object instead of it. When it comes to teachers, some of them preferred to correct this type of mistakes immediately instead of letting it until the end ,while others did the opposite ,but in bot cases these type of mistakes was clearly corrected.

It is worth noting that students who negotiated meaning and asked their classmates or the teacher to clarify and explain difficult terms or instructions, preformed better and provided a richer vocabulary and correct grammar use compared to others who prefer to check their phones or just stay quite, the first type of learners in fact explained their ideas clearly and tackled various aspects of the given topic, even self-esteem was included in such diffirences.

3.2.1.6. The Use of Technology

To start with, it is important to know that the observer attended sessions with teachers who preferred the use of technology inside the classroom and with few others who did not and prefer to go without the use of any technology tool unless the students want to share something related to their presentation.

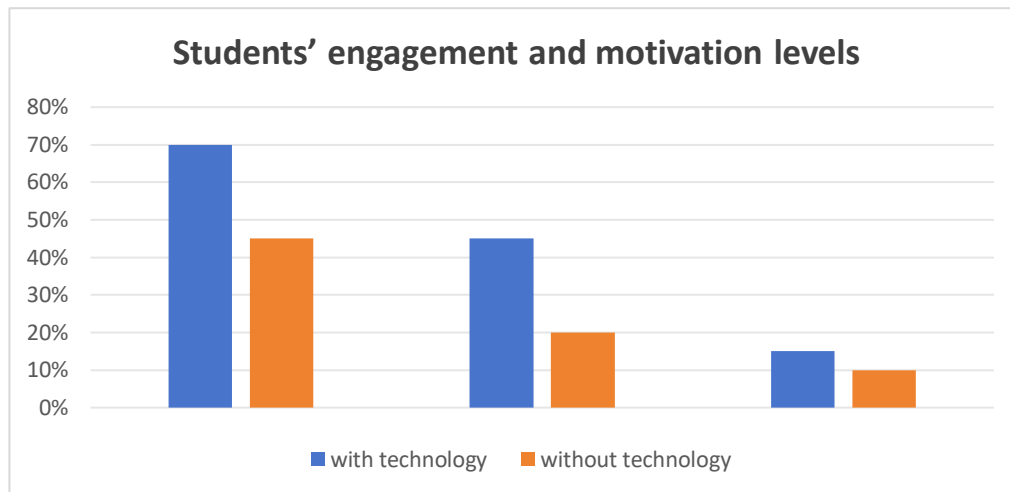


Figure 3.10. students' engagement and motivation with and without technology tools

When it comes to the use of technology inside the classroom, teachers used tools like digital boards or projectors and PCs (personal computers) to demonstrate and reveal new situations, or as one of the teachers did, show situations and let the students comments on how to solve it , or to introduce new vocabulary of a given task, also one teacher used to count voices during the debate to facilitate and organize the process for both teacher and students.

On the other hand, in the non-technology use group teachers adopted alternatives including pictures, flash cards, handouts ,and the white boards in order to grasp the instruction with ease and help learners when facing new words.

The observer detected that learners' motivation and engagment is tightly related to the use of these tools, when teachers use technology tools, learners showed more positive attitudes towards that, they listened carefully and did not have any sort of side talks when the teacher was presenting something using that type of instruments, in addition to that they all were motivated to use it as well whenever they want to present a work or play certain roles, like using sounds and videos to guarantee that other students lived the situation.

However, in the other group in which the teacher did not use any technology tools, some learners acted naturally and reacted positively towards that process, others about 23% of the praticipants were a bit passive using either their phones or having side talks and barely listening to the teacher's instruction.

3.2.2. Analysis of the Teachers' Interview

The first two questions in the interview were regarded as opening questions through which the researcher gathered an introductory background information about the participant. The very first question was related to the teaching experience of each teacher, it varied between three and thirty-one years (3-31) as the following table indicates :

Teacher	Four teachers	Two teachers	Two teachers
Teaching experience	from three to ten years (3-10)	from ten to twenty years (10-20)	from twenty to thirty-one (20-31)

Table 3. 2. Teaching Experience of Oral Expression Teachers.

The second question ,on the other hand, dealt with the current levels that each teacher is teaching. Though the levels varied from undergraduate students (bachelor one,and two) to master one learners, yet they all have something in common, the interviewees ,with no exception, teach the oral module to these levels.

Question three (03) : What methods, techniques or strategies do you use to teach speaking skills?

Teacher (A) said : “ *I generally use task-based language teaching, because students are asked to use language in tasks*”.

Additionally, Teacher (B) uses the same method as teacher (A), he claimed that : “ *I usually use tasks based on task-based language learning. These tasks are built around the pre-task, task, and post-task stages, and they often involve problem-solving activities from different perspectives*”.

Moreover, Teacher (C) confirmed : “ *I use problem-solving tasks, real-world projects, improvising real-world scenarios, and real instructions*”.

In a similar path, Teacher (D) mentioned : “ *I generally use communicative language teaching*

strategies such as : cooperative learning, structured discussions ,and oral presentations ”.

Furthermore, Teacher (E) stressed that : *“I focus on task-based approach in which I focus on giving students tasks that have a link, a deep link with real world situations so that they can use current vocabulary that allow them to speak when they get their bachelor degree ”.*

However, teacher (F) said : *“ I use traditional methods. I focus on getting students to speak while using vocabulary and appropriate grammar according to the topic. I usually present the topic, let them guess it, and stimulate their background through pictures or other prompts before continuing ”.*

In addition, Teacher (G) asserted that : *“ when i teach speaking i use challenging face-to-face interactions or debates (for and against) , games like story telling ;and one-to-one or group-to-group discussions ”.*

Finally, Teacher (H) claimed that : *“ I use a variety of communicative approaches such as role-plays, group discussions ,debates, presentations, and problem-solving tasks. I also urge them to pair and group work to encourage students ’ participation and reduce anxiety ”.*

Question four (04) : Do you use real-world situations when teaching speaking skills?

All the teachers answers were positive concerning this question, they all use real-life situations. However, the examples varied from one teacher to another.

Teacher (A) elaborated : *“ When you use task-based language teaching, you are required to use authentic materials, and most of the time these are real-life situations. For example, I ask students to complain about a deceptive advertisement. They role-play the situation and use the language functions of complaining. The focus is on the use of language rather than the form ”.*

In addition, Teacher (B) stated that : *“ I use role-play activities. For example, I let students act out a restaurant situation, with clients and a waiter. I also use an airport simulation where students play roles such as passengers and customs officers ”.*

Similarly, Teacher (C) added : *“ service encounters practice is a good example that help students learn how to order ,complain, request or suggest in shops, restaurants or hotels ”.*

In the same path, Teacher (D) claimed that : *“For example being in the restaurant, finding something inadequate in the meal. I give them scenarios that boost their thinking skills,*

scenarios that have problems, they need to think about problems. For example, problems of neighborhood, and they try to find solutions to the problems. So, these kinds of scenarios”.

Moreover, Teacher (E) confirmed the following : “ *I use effective real-world situations like role playing and problem solving such as booking the wrong hotel or buying the wrong football game ticket”.*

Additionally,Teacher (F) stressed : “ *I do role plays a lot. For example, we had a lesson about communication and personalities. I provided real-life communication scenarios, and we decided who would do role A and who would do role B, so they could speak and react. ”*

Furthermore, Teacher (G) believed that : “ *We tackle real-life issue then we organise peer or group work, for and against the issue or through games like having the most unbelievable phone call”.*

Teacher (H) claimed : “*I simulate everyday scenarios such as job interviews, complaints, interviews with celebrities, expressing their likes and pet hates”.*

Question five (05) : In your opinion, how does these situations improve students speaking ability?

Teacher (A) stressed that : “*As long as the activity is interesting, it motivates learners, and motivated learners produce more. The goal of speaking classes is to maximize student talking time and minimize teacher talking time. It also helps when students feel at ease, anxiety is reduced, and the classroom is comfortable with meaningful activities. Authentic materials such as videos, native speakers, or guest speakers can also help”.*

It is worth to mention that,Teacher (B) confirmed the following : “ *They increase self-confidence because students rehearse before performing. They also improve linguistic ability because students look for difficult words, meanings, and definitions before speaking. Both emotional confidence and language ability are important in speaking”.*

Moreover, Teacher (C) mentioned that : “ *It is a means that helps students to use English spontaneously, rather than relying on memorizing. They will adopt to unexpected responses. This builds fluency, reduces reliance ,and develop pragmatic skills like politeness and tone adjustment”.*

In addition, Teacher (D) highlighted the following : “ *Students feel really immersed and involved in the lesson. Besides, when you give them a scenario that is linked with the real world situation or context, they have already knowledge background about it. It means that they do not feel perplexed or confused, or they already have ideas, so they start negotiating meaning, negotiating ideas. Especially if you assign a task and give them a task on the basis of real world situations and you assign it in a group work, so they speak freely without feeling anxiety*”.

Teacher (E) said : “ *Real-world situations help students use language in practice. They help them express ideas and handle real conversations which builds true communicative skills*”.

However teacher (F) shared a bit different point of view and claimed : “ *It is a bit tricky. Some students like it, especially those who are spontaneous and open to speaking, but others just want to finish and leave. The main struggle is not speaking itself, but getting them to speak without feeling ashamed or shy*”.

Furthermore, Teacher (G) confirmed that : “ *Students learn more from real-life situations than from traditional methods*”.

Additionally, Teacher (H) stated : “*It makes learning more meaningful and practical because it helps students develop fluency, improve their confidence, and learn how to use appropriate language in different contexts*”.

Question six (06) : How do students react to these situations ?

Teacher (A) stressed that : “*Most of them enjoy them. I recently used an activity called the challenging story chain, where students had to focus on grammar, fluency, and accuracy. If they made mistakes, paused too long, or were not fluent, they were excluded from the game. It was funny, and the whole class was involved*”.

Smilarly, Teacher (B) claimed : “ *They feel happy and motivated. They enjoy the activities because they feel they are in a real situation, and they are not embarrassed. Some students even try to show off, and they speak freely without fear of mistakes*”.

On the other hand, Teacher (C) mentioned that : “*at first they seem not familiar with such tasks ,but with improvisation they are forced to use English in a proficienal and confident way.*

You will notice that they engage themselves before public performance, some of them become more willing to take risks, make errors with no fear, and gradually develop great self-awareness”.

Moreover, Teacher (D) claimed the following : *“ Most of my students react positively towards tasks. They interact, they participate, they become fully engaged. Fully engaged, this is the term”.*

In addition, Teacher (E) said about this question the following : *“ I notice that students may hesitate at first, but they quickly become engaged and motivated, making the sessions more active and interactive”.*

Furthermore, Teacher (F) highlighted that : *“ Some students enjoy role playing and being put in a real situation, but others do not like it and would prefer not to do it at all”.*

Teacher (G) confirmed : *“ During the first sessions they were a bit anxious and less confident since they were not familiar with it, but when I see now they are quite different, they are motivated, challenging and self confident most of the time”.*

Finally, Teacher (H) mentioned that : *“ Most students respond positively and tend to be more engaged and motivated because the tasks feel relevant to their lives. However, this varies from group to group”.*

Question seven (07) : Do you use technology tools to simulate real-life situations? Provide examples ?

Concerning this question teachers divided into two groups, some of them reacted positively about merging technology tools, other preferred handling the real-life situations without these type of tools.

Teacher (A) stated : *“ Yes, frequently. I use videos, and in the past I used a data show, my computer, and speakers. I also used a smart board yesterday, and it was very useful and more interesting than the projector”.*

In a similar way, Teacher (E) also mentioned that : *“Technology is very essential for bringing the outside world into the classroom like using youtube videos or data-show presentations”.*

Furthermore, Teacher (F) confirmed : *“ Yes, I use it frequently. For example, when we do*

debates, I use a website where students vote, agree, or disagree. We try to use IT as much as we can, and it makes the lesson more interactive”.

Similarly, Teacher (G) stressed : “ *i use technology tool , it is a need these days. I mainly use it in listening comprehension through the pc and the speaker”.*

In addition, Teacher (H) said : “ *Yes. I use my pc and DataShow to show the videos and let them listen to certain situations. I also ask them to record themselves and upload it to MOODLE as an online task”.*

However, Teacher (B) asserted that : “*Not really. The lack of equipment and materials is a major obstacle, but the tasks can still be done without technology. Sometimes smart boards can help by making the learning process more vivid and easier”.*

Additionally, Teacher (C) mentioned that : “ *To be honest with you, no technology tools are used in real-world situations only projects or improvised tasks”.*

Moreover, Teacher (D) stated : “ *No, except when I assign project-based, so they bring data-show. Though TBLT is linked with technology. Some teachers use it. Especially when providing feedback when the classroom is oversized. So the teacher here cannot provide feedback to each student. So some teachers depend or rely on ChatGPT when it comes to fluency, accuracy, grammar, so that it gives feedback to all the students”.*

Question eight (08) : From your perspective, how does technology improve students’ speaking ability when using real-life situations?

Teacher (A) confirmed that : “ *It can improve speaking in many ways, but only if used appropriately. Technology and AI should be used inside the classroom to guide students. If students depend too much on it and only listen without producing, it does not help. But if it is guided properly, it can be effective”.*

In addition, Teacher (c) mentioned : “ *I believe that this era is related to technology and entertainment, and it is necessary to integrate it in learning tasks since they get bored with the traditional teaching, but as teacher of oral expression, i think we should include all means to attract students’ attention and keep them engaged in learning”.*

Furthermore, Teacher (D) stated that : “*Actually, I don't believe in that approach, but students nowadays feel more at ease when they communicate with AI platforms. Compared to*

teachers they feel more at ease and AI will give them suitable feedback”.

In the same path, Teacher (E) asserted that :” *Technology exposes students to authentic language, improving their listening skill and pronunciation, while enabling flexible practice through recording and self-correction”.*

Moreover, Teacher (F) highlighted the following : “ *I think it helps the lesson more than it helps them directly. I use technology to make oral sessions more interesting, and it helps me count votes and keep students engaged”.*

Teacher (G) stressed : “*Technology helps learners mainly through listening or watching natives speaking ,and it also helps them to practice their language”.*

Finally, Teacher (H) claimed that : “ *It makes learning more interactive and engaging. Learners nowadays are using tools like AI to practice their english with, or they listen to podcasts”.*

Question nine (09) : What challenges do you face when using real-world situations ? provide an example.

Teacher (A) claimed that : “ *The only challenge is the affective state of the students, especially nerves and bad mood. This often happens after exams, when students receive bad marks and come to class with low motivation. In that state, even motivating activities do not work well”.*

Additionally, Teacher (B) asserted that : “ *The main challenge is the materials. Students need instructions and a script, then they rehearse repeatedly before performing”.*

It is worth noting that, Teacher (C) claimed : “ *anxiety and frustration because students are not familiar with these tasks, classroom management especially with large classes differences since some scenarios do not fit students’ cultural background, in addition to students’ passivity, they reject being responsible and some of them prefer teacher’s guidance”.*

However, Teacher (D) confirmed the following : “ *There is no challenge when I use real-world situations. On the contrary, it is a plus, it is something that is trendy as an approach.*

It engages the students, it immerses the students into the lesson, it motivates them and this is the main objective of the teacher. I mean to engage and motivate the students. So the students feel really motivated when you provide them with tasks that are really engaging”.

In addition, Teacher (E) stressed that : “ *the primary challenge is large class sizes, which limit speaking opportunities for each student, sometimes the lack of teaching materials*”.

Equally important, Teacher (F) pointed out that : “ *The biggest challenge is getting students to speak. They are not very confident speaking about themselves, and this is really a psychological issue. They are self-conscious and worry about who is looking at them*”.

Teacher (G) stated : “ *students are not able to speak fluently because of the lack of vocabulary, weak pronunciation and intonation*”.

In addition, Teacher (H) claimed that : “ *The first challenge, of course, is the large class size, which makes it difficult to manage speaking activities effectively. And also students’ lack of confidence or fear of making mistakes, which limits their participation*”.

Question ten (10) : How do you think these challenges can overcome ?

Teacher (A) mentioned that : “ *These challenges are mental and affective, so we have to change the way students think, motivate them, and use frequent positive talk.*

Teachers should encourage students, tell them they have potential, invite them to work hard, give them opportunities, be reachable, and listen to their problems. Students also need support to become autonomous learners and not rely too much on one learning pattern”.

Equally important, Teacher (B) stated the following : “ *The administration can provide the materials and equipment in collaboration with the Department of Arts. Students can also prepare the materials themselves if needed*”.

In addition, Teacher (C) asserted that : “ *we should provide more techniques and materials for students. Learners need to show more positive attitudes towards new tasks*”.

Moreover, Teacher (E) highlighted that : “*these challenges can be addressed with small supervised groups, peer evaluation ,and clear rules encouraging only English language use ,and better access to teaching materials*”.

In a similar way, Teacher (F) claimed : “ *Teachers should break the ice, be direct with students, and correct them clearly. Students should also understand that university is a place to learn and make mistakes, and that it is okay to improvise*”.

Teacher (G) pointed that : “ *the only way is through practice “practice makes perfect”*”.

It is worth to note that, Teacher (H) asserted the following : “ *I believe that these challenges can be overcome, first, by organizing students into small groups, which helps create a supportive classroom environment, and would encourage them to practice without fear of making mistakes. Secondly, by making sure to provide students with clear and understandable instructions that would not let students feel lost and unable to figure out exactly what is expected from him/her*”.

Question eleven (11) : do you recommend using real-world situations ? why ?

All teachers confirmed positively and agreed on the use of real-life situation for teaching speaking skills . However, their reasons varied from one to another as the following :

Teacher (A) stated that : “ *When you ask someone to speak about a language they know, the first thing is usually spoken production, which is already a real-life context. Real-life situations and authentic material are very important because we learn a language to use it in real life. The final objective is to use the language outside the classroom, and students should adopt an acquisition process so they can use it spontaneously without fear of mistakes*”.

Similarly, Teacher (B) stressed that : “ *They are more motivational and make students perform as if they are living the situation. It is learning by doing*”.

Furthermore, Teacher (C) pointed the following : “ *real-life situations are an opportunity to bridge the gap between learning English and using it naturally. They increase motivation and reduce fear and anxiety ,and most importantly they develop real skills like problem solving, decision making, negotiating and adapting to different speakers*”.

Equally important, Teacher (D) confirmed : “ *I do recommend them in oral expression and in written expression because they boost the student's thinking skills, because students feel more at ease when they deal with such tasks, because real-world situation tasks enable students to negotiate meaning, to debate.They focus on meaning rather than grammar or accuracy*”.

In addition, Teacher (E) asserted that : “ *English is a communication tool. Real-world situations help students use it naturally and confidently in their future careers*”.

In a similar path, Teacher (F) said : “ *people find it more interesting to speak about*

themselves and hear about each other's experiences. It is also a shortcut because students already have ideas, and they only need to translate them into English".

Likewise, Teacher (G) stated that : *" it is crucial to improve one's language from real-life environment according to real needs".*

Finally, Teacher (H) highlighted that : *" they make learning more practical, engaging, and effective and mainly help students to develop real communication skills that might be used outside the classroom".*

3.3. Discussion and Interpretation

It has been stated previously that the current research aims to identify the connection between using real-life situations and students speaking ability enhancement. At the level of first-year bachelor students at Saida University.

Once the data had been analyzed, the researcher finally gets the chance to answer the research questions :

1. How do real-life situations enhance EFL students speaking ability ?
2. In what ways do teachers contribute to the effectiveness of real-world tasks ?
3. What challenges emerge during the use of real-world tasks?

As the preceding chapter mentioned, the first tool implemented in this study was observation, the later could answer the first research question and some parts of the second and the third ones as well.

It is worth noting that the classroom observation enabled the researcher, first, to find how real-life tasks improve students speaking ability and oral preformance ,and second to identify the teacher's roles inside the classroom which helped to complete the tasks processes, including teacher as facilitator, guide, advisor ,and corrector.

The results of these instrument confirmed that using tasks based on real-life situations grant the students the chance to expand their own vocabulary and pronunciation, and improve their speaking performance , the latter enhanced due to the constant and active participation during

sessions which gave the opportunity to them to test their speaking level and use the new vocabulary learned, the results indicated that the learners who barely participated had a insufficient speaking level since they never had the chance to activate their own ZPD (Zone of Proximal Development) .

However , all the students who had participated in real-world tasks including role-plays and problem solving tasks showed a good to great speaking preformance, because they preformed just beyond their independent level of speaking, both teacher and classmates represented a scaffolding through vocabulary prompts and meaning negotiation, this enabled them to produce language which they would never produce it alone Vygotsky (1978).

when it comes to pronunciation, the researcher saw that the majority of learners have a great levels of pronunciation because of the excessive listening to videos and audios of native speakers, this operation was not only done inside the classroom , but also outside it as well as a sort of assignments, they used to listen to varied accents all over the world including : British , American , and Australian, in addition to listening, students used to see a lot of pictures and short videos about any topic discussed or situation to be preformed, the use of such authentic materials assured that learners are being exposed constantly to new words and expressions that are faced inside and outside the learning environment, these materials are strongly related with their language comprehension and production at the same time since it makes these processes much easier Harmer (1994).

Additionally, when the researcher compared students performance from the first till the last session, she noticed that students naturally developed their way of linking ideas and structuring speech and even adjusting tone throughout the use of real-life situations mainly in role plays ,which indecates their discourse competence enhancement, besides, their use of verbal strategies when facing difficulties while production like restating words or using gap filler and non-verbal strategies like avoiding eye contact and moving using hands proved that their strategic competence was developed as well. In addition to choosing the right level of formality and polite expression, all of this reflects that using tasks that simulate real-life events rose their communicative competence in a natural way as it was contributed by Canale and Swain (1980). all of the tackled aspects proves that real-world situations have a positive effect on students speaking skills which confirms the first hypothesis of this research.

Furthermore, through observation the research also could notice the great roles that the teachers had played during oral sessions.

First, as a facilitator and a guide, students could not proceed in their presentation with ease without the teacher help in explaining instruction with an interesting and easy to understand way and providing the needed vocabulary, guiding interactions instead of controlling them, these steps led to creating a comfortable atmosphere to learn for students which pushed them to be more productive and less anxious ,hence improving their preformance day by day.

Second, as a classroom manager, all of the observed teachers played a significant part in managing classrooms and handling the small sized ones successfully. Tutors provided an equal participation chances for learners and listened to everyones' ideas and points of view showing them how this behaviour matters until the learners themselves acquired that and become able to listen respectfully and take turns correctly, in addition, teachers knew how to implement real-life tasks that suits the mixed leveled classes, using situations that is not extremely hard for beginners or so easy for intermediate so that every student in the classroom used to try to solve the given problem or act the role play. It is worth to mention that the classroom managers made the right choices in choosing the suitable learning strategies that made the environment more engaging and interactive, including the pair work like satisfying an angry customer ,and small group work such as finding the thief ,and even the whole group work like the story telling chain, using this strategies helped learners to act more naturally and utilized their problem solving and critical thinking skills ,which led them to switch their focus from being anxious or stressed into how they do the task correctly ,hence the overall self-esteem was highly increased.

Third, as a feedback provider, most of the teachers observed more likely gave a constructive feedback which is mainly related to grammar mistakes, pronunciation ones, fluency ,and sometimes body language, some teachers preferred giving feedback during task, others waited until the end, additionally, they even gave the chance to students to provide feedback to each other, which helped the learners to measure their current level and know what they need to work on to improve.

All of the roles played by tutors worked under the same umbrella which is creating a communicative atmosphere and encouraging autonomous learning Brown (2007). and This

confirms the second research hypothesis.

As already stated earlier, the interview with teachers was the second research tool, the later gave a solid data to the researcher which enabled her to answer her research questions, the interviewees provided a profound answers for the third research question, and parts of the first and the second ones.

It is important to mention that, the vast majority of interviewees when answering the fifth question of the interview that says : in your opinion, how do real-life situations improves speaking ability? , they all focus was on the affective side of the learners, teachers claimed that using real-world tasks make learners feel more relaxed and less anxious since it motivates them, another teacher mentioned that learners when dealing with such situations , they already have background about it which will help them to be more productive and feel more comfortable than the usual, other interviewee stressed that task-based learning in which we implement real-life tasks includes three main phases : pre-task, during- task, and post-task, and he makes it clear that learners have time during the first stage of the task to rehearse before preforming which will develop their linguistic competence since they will look for new words and expression right before the second phase ,and this will make them feel more confident. The pre-task gives the chance to learners to get interested in the topic and be prepared in terms of new words and even ideas for the upcoming phase Willis (1996).

The reason why most of the teachers emphasized on the affective side of learners and how much it was enhanced when using real-life situation is due the affective filter of the learners them selves, when learners feel more relaxed and comfortable in the learning environment their affective filter opens, this operation allows them to acquire language effectively including new vocabulary and pronunciation ,and to develop their cognitive skills such as problem solving and critical thinking skills. However, the process goes in the opposite direction when this filter is closed, which happens due to the high levels of stress and anxiety. Learners linguistic intake requires the opening of the linguistic input affective filter in orreder to be recieved Krashen (1989). and this answers the first research question and confirms the second part of the first hypothhesis.

Furthermore, teachers performed multiple roles that went beyond the traditional teacher role

as a knowledge transmitter and controller, they designed the right tasks that goes hand in hand with their learners levels, one of the interviewees mentionned that the teacher have to minimize his own talk and maximize students talk which it proves that tutors act as a guide and facilitators, he also mentionned hosting guests such as native speakers or experts during sessions, that helps srudents to find a vivid model to learn from. In addition, all the interviewees stated the role of motivator and affective manager, many students do not feel motivated or confident sometimes like after posting the grades or doing exams, so they show a sort of passivity and apathy during sessions, hence, it is related to teachers to implement the right strageties to gain their attention again and open their affective filter.

The discussed points of view of the interviewees grant the researchers to answer the second question and confirm parts of the second hypothesis.

It is worth mentioning that the interviewees adressed several challenges faced during teaching which made the teaching and learning process hard for both teacher and learners. The biggest challenge for teachers was the unstable affective state of learners, many teachers faced difficulties to keep the whole learners motivated all the time, struggling with their high levels of anxiety and fraustration, one of the teachers interviewed claimed that he struggled with that challenge whenever students deal with exams or marks, post exams or getting marks phase created a source of stress for students which closed their affective filter and make the language learning hard to be realized, in a similar way, other teachers mentioned that students have ideas and words but cannot access them due to stress.

The challenge dealt with mainly occured due to learners misunderstanding of the learning process, as it was said by teachers, they study in order to get marks and pass to the next grade or level and not for of the sake of developing learning itself , this also sheds lights that the assessment system adopted works against the teaching objectives which is based on communication and language development rather on reaching grades.

The second obstacle faced by teachers was tied to the teaching materials and equipments used in the classroom, several teachers could not have access to teaching equipments including digital ones like computers and projectors or others like clothes and objects which decreases the quality of tasks and effected the learning process. In some classes, the English Department

provided digital boards which facilitated the work for both teachers and learners, however, when taking into account the population of learners, only very few of them experienced that beneficial tool, one of the teachers mentioned that, other departments like the art department have a particular authentic materials that might be usefull in that context like clothes, maps, food items, and school objects, and sheds lights on the need of having collaborations with such departments to enhance learners speaking preformance and give them the best learning experience.

Moreover, large class size had been a tough challenge to deal with, in some sessions teachers mentioned that somtimes it goes over thirty-five student in one class which was hard for teachers to give contstructive feedback to all of them ,and have the enough time to assess each student's speaking behaviour profoundly , it is difficult for the sake of learners as well, since many of them will not have the enough time or the chance to speak and to express their ideas and opinions freely, in addition to the affective side, even students with excellent speaking ability can have stage fright and fear of public speaking ,and large classes open the doors for that.

All of the aspects tackled are out of the teachers' controll, they can find strategies to overcome such difficulties like students' behaviour and affective side, but some cases including large class size and lack of materials are hard to find the suitable alternatives that gives the exact same learning quality, and this showed the gap between the pedagogical vision and the institutional reality. This results conclusively proved that implementing real-life situations does not only require the pedagogical skill but also the institutional support, and to assure the absolute benefit of such tasks, both teachers and learners and even the institution it self need to work hand in hand to minimize as much as possible challenges that hinder the teaching and learning process and attack its effectivness.

With that said, the findings of the teachers' interview directly answers the last question of this study and positively confirmed the third hypothesis.

3.4. Recommendations

Based on the research finding adopted from the classroom observation and the teachers'

interview , in additon to the speaking sessions challenges identified earlier, the investigator finally get the chance to present recommondations for students , teachers ,and policymakers.

3.4.1. For Students

According to the study findings, using real-world situations in oral expression sessions is very beneficial for learners in order to develop their own speaking ability. As a result, students need to show more positive attitude towards these situations, and be able to controll their affective side in an effective way.

Additionally, learners must change their focus from chasing marks and grades into giving much care to the learning process it self, enjoying the learning journey ,and pursuing the goal of developing speaking ability for the sake of using it outside the classroom.

When it comes to language practice, the researcher advise learners to speak English language outside the classroom, try to use it daily by interacting with family members, friends or even with native speakers via online appications, this will help them a bunch to train temselves and become more fluent.

3.4.2. For Teachers

Encouraging Learners to Minimize the Negative Affective Impact

It is advisable for teachers to show high levels of patience when it comes the stress and the anxiety that learners may show during their speaking preformane, they may be facing difficulties to reduce this effect which is why teachers need to calm them down and find strategies to distract students from their affective state, this will grantee a short way to the learners brain in which learning can be stored easily.

Improve their Teaching Strategies

A small mistakes in using the right strategy can ruin all the session, as teachers it is quite

important to know implementing the exact right teaching strategy is a game changer, since it will catch the attention of learners and make them more motivated to do the task, using the right techniques and strategies is beneficial to manage the classroom successfully, the latter will help learners to be in their high levels of focus and production which will incredibly improve their speaking skills.

Updating English language

EFL teachers who use task-based language teaching mainly through real-world situations need always to be updated about the trends and the events going around the world, and that is to be able to update the learners as well about new situations maybe faced outside in which they use new vocabulary or even pronunciation, and this is regarded as an ongoing process in which the teachers themselves keep learning from the world they are living in so that they can be able to realize that inside the classroom.

3.4.3. For Policymakers

Provide the Needed Equipments

According to the interview findings, many teachers struggle with the lack of authentic materials, which is why this study advises policymakers to provide new materials with the sufficient amount for all the groups, it is also beneficial to have some collaborations with other departments like Art Department in which teachers can have the needed materials.

Additionally, it is advisable to create speaking and listening laboratories where learners can experience listening and speaking in a profound way.

Minimize the Number of Students in Speaking Sessions

Policymakers should seriously consider reducing the number of students during oral expression

sessions and that is by dividing the large groups into two other small groups of 10 to 15 student per group, this is the best solution to encourage students discussion and that is by giving the chance to learners to have their enough time to speak, share ideas and points of views and even have debates.

3.5. Conclusion

The current study offered detailed answers for the research questions through the analysis and the discussion of the results collected by the two different research tools (classroom observation and interview with teachers). With that to be said, results have shown that using real-life situations do enhance learners speaking ability. Moreover, it was concluded that the teacher plays different significant role mainly as a guide , facilitator, motivator ,and classroom manager. Furthermore, the results shedded lights on the common challenges faced by teachers when using real-world tasks. Finally, a range of possible recommondations were suggested in order to overcome the mentioned challenges and make the communicative environment more engaging , more interactive, and successful.

General Conclusion

In the field of teaching English as a foreign language for university students, many educators came-up with the result that developing speaking skills ability is closely related to the use of tasks and situations that simulate the real-life context, since university students and mainly bachelor one EFL ones are still struggling to meet the desired speaking proficiency, having pronunciation problems, stage fright, and most importantly the lack of self-confidence and motivation.

The present study covers a set of objectives in order to investigate the importance of implementing real-world situations. First, the main goal is to examine the impact of real-world tasks on enhancing students speaking skills. The second aim is related to the multiple roles that the teachers can take during this type of tasks and what methods and techniques they usually adopt. As for the third objective, it focuses on tackling several challenges faced by both teachers and learners.

The first chapter of this study covers the theoretical background of the research topic. The first part mentioned the key concepts and definitions that is related to both real-life situations and the speaking ability including : real-world situation, authenticity, authentic materials, communicative competence ,and the speaking ability. However, the second part tackled the most related theories and hypotheses such as : communicative language teaching, task-based language teaching, the input theory ,and the computer-assisted language learning.

On the other hand, the second chapter was devoted for the methodology followed to accomplish this study. A mixed method approach was chosen to collect both qualitative and quantitative data from the target population who included first year bachelor students from the University of Saida. In addition, it is so important to know that the researcher used the triangulation approach to progress during this research by combining two different tools. First, the classroom observation, which was divided into two subtools, structured checklist and field notes, it investigated both teachers and students behaviour during the oral expression sessions, and the type of tasks used inside the classroom, and the use of technology tools. Second, in order to get more data that is related to teachers' perceptions and the way they manage their classroom, the interview was used with a very skilled and talented university teachers, also their contributions helped the researchers to the limitations and the shortcomings

commonly faced.

The third and the last chapter, was concerned with data analysis and interpretation, as a first step, the researcher analyzed the classroom observation considering both checklist and field notes data, then the feedback provided by the teachers through the use of interview was carefully analyzed as well. After that, she finally get the chance to discuss and interpret the data which was followed by a set of proposed recommendations that is related to the use of real-life tasks in oral expression sessions.

The findings gathered through this study highlighted that the teacher has a significant role inside the classroom that the students cannot proceed without it, first as a facilitator and a guide. All the teachers showed a high levels of responsibility during the use of real-life tasks, their good skills in delivering the instruction in a comprehensible way and giving learners the chance to express themselves, in addition to the creation of the suitable learner-centred approach grant the students the best opportunity to benefit from such situations. Second, as feedback provider, motivator and scaffolder. The constructive feedback provided by teacher during the task cycle (pre-task, during task, post task) helped the students to be more open to their mistakes, and not only embrace them but also become less afraid of making such mistakes; stating positive and supportive feedback frequently and changing the lessons plans when needed is what the teacher do to motivate their learner and open their affective filter; in addition to designing purposeful tasks that led the learners to get in their ZPD and helped them to interact better.

Students are exposed to authentic tasks that reflects the real-life context, they showed a measurable development in fluency, accuracy, and vocabulary use, even the overall self-confidence while speaking was highly improved. However, the implementation of these tasks cannot be without challenges, large class size, time constraints, lack of materials, and students affective and productive side were big difficulties that lowers the quality of the sessions. Nevertheless, these challenges can be overcome and controlled within the presence of the good preparations and the effective management.

Therefore, the previously stated hypotheses has been proved. It was assumed that real-world situations enhance students fluency, accuracy, vocabulary use, and build their self-confidence when speaking. It was also hypothesized that teachers play crucial roles in

real-life based environments such as facilitator, guide ,and motivator. Additionally, it was predicted the this process may face some challenges including large class size, lack of materials and time constrains.

It important to note that there are some limitations encountered this study that should be taken into consideration. First, time limitations, the research find difficulties to pursue the study since most of the students hesitated to attend at the beggining of the second semster. Second, the limited sample of participant also created a limitation since it restricts generalizability of the results in other contexts.

Hence, due to the limitations discussed above and the limited number of research questions , the conductor of this investigation suggested some reccomondations for future studies. First , expand the target population in which the researcher relays on diverse EFL learners from different regions. Second, conducting the study in a long period of time to discover the long-term effect of real-life situations. Third, examining a specific real-world tasks and their effect on a specific speaking ability aspects.

Eventually, this study strives to prove the importance of using real-world situations on developing students speaking ability and raises the awareness towards this topic. It is hoped that the research findings inspire teachers, educator and even students to work hard inorder the create the best atmosphere of English language speakin. It is advisable to take into account the mentioned recommendations to realize more fruitful studies in the future.

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Appendix A : classroom observation checklist and field notes

- **Date:**
- **Time:**
- **Class level:** 1st Year Bachelor (EFL)
- **Number of students:**
- **Teacher:**

Part one : Structured checklist

Aspect Observed	Always	often	sometimes	never
Teacher uses real-world situations (role-play, simulations)	☐	☐	☐	☐
Activities reflect real-life communication	☐	☐	☐	☐
Students participate actively	☐	☐	☐	☐
Students interact with each other	☐	☐	☐	☐
Students use English	☐	☐	☐	☐
Students show confidence while speaking	☐	☐	☐	☐
Teacher encourages communication over accuracy	☐	☐	☐	☐
Use of technology	☐	☐	☐	☐

Part 2: Field Notes

1. Description of the Lesson:

(What type of activity? What did the teacher do?)

.....
.....

2. Students' Speaking Behavior:

(Participation, fluency, interaction, use of English)

.....
.....
.....

3. Use of Real-World Situations:

(Examples of tasks, role-plays, simulations)

.....
.....

☐ **4. Students' Reactions:**

(Motivation, engagement, interest)

.....
.....

☐ **5. Challenges Observed:**

(Difficulties, lack of participation, errors)

.....
.....

☐ **6. Additional Comments:**

.....
.....

Appendix B teachers' interview

The Questions :

1. How long have you been teaching english language?

.....
.....

2. What levels do you currently teach ?

.....
.....

3. What strategies or techniques do you use to teach speaking skill ?

.....
.....

4. Do you use real-world situations when teaching speaking ? provide an example.

.....

5. In you opinion , How does these situations improve students speaking ability ?

.....
.....

6. How do students react to these situations ?

.....
.....

7. Do you use technology tools to simulate real-life situations ? provide examples.

.....
.....

8. From your perspective, how does technology improve students' speaking ability ?

.....
.....
.....

9.What challenges do you face when using real-world situations? Provide an example.

.....
.....
.....

10. How do you think these challenges can overcome ?

.....

.....

.....

11. Do you recommend using real-world situations ? why?

.....

.....

.....