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Developing students' oral production through improvised performances the case study: the third year students of department of English .Dr: Moulay Tahar Saida university

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material that has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

I would like to express my deep recognition to Allah for giving me the determination and strength to finish this work .

To the souls of my dearest parents.

To my elder sister and her husband .

To my two brothers.

To all my nieces and nephews.

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Abstract

Abstract

Improvisation is a key curricular concept in learning that requires a broad knowledge foundation. This knowledge is believed to assess the learners in his communication skills, especially his oral skills. Hence, this study scrutinizes the relationship between oral production in EFL classrooms and improvisation. More specifically, the main objective is to investigate the interrelation of improvisation and critical in developing students' oral production. Thus, this work adopts the triangulation method by using a questionnaire, an interview, and a classroom observation with the third-year students in the English department at Dr. Moulay Tahar University of Saida. The results of this study emphasize the effectiveness of critical thinking on improvisation and how students rely on both to engage in oral activities. Moreover, the findings reveal that improvisation in oral courses is highly dependent on various psychological, cognitive, and linguistic competencies. According to this study, some students are extroverts and easy-going, so they felt spontaneous during oral courses and engaged effectively in interaction. On the other hand, other students who lack confidence and face great anxiety and stress issues rarely communicate their ideas and feelings to their classmates and teachers. Finally, this research highlights the significance of motivation and self-confidence in developing students' oral performance and emphasizes that they are key elements in fostering interaction in EFL classrooms.

Keywords: critical thinking, EFL classroom, improvisation, motivation, oral production, self-confidence.

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List of Abbreviations and acronyms

EFL STUDENTS: English foreign Language

EFL CLASSROOM:English foreign Language Classroom

EFL: CONTEXT:English foreign Language context

ELT:English Language Teaching

L2:Second Language

CT:Critical Thinking

General Introduction

General Introduction

Learning a foreign language has always been challenging and the learning process needs to occur in a relaxed and suitable atmosphere that attracts students' attention to be involved. regarding related factors and aspects in the EFL context is believed to make the learning process smoother and more effective.

Teaching oral skills is a major task in language learning in general, and English in particular. Different aspects such as motivation, improvisation, and self-confidence are interrelated to develop oral production skills among learners. Thus, his research paper attempts to explain the role of improvisation in developing oral production and to allow the students to express themselves freely. To enhance improvisation, the teacher incorporates many stages that encourage learners to improvise and boost their oral production

Additionally, this research paper will explore how self-confidence, motivation and critical thinking correlate. Then, it highlights the relationship between critical thinking and improvisation as far as oral production is concerned. This work is worthy of acknowledgment for the implementation of various stages that boost improvisation in oral production, while previous studies showed that improvisation is used as a strategy in oral production. Unlike the previous studies where no research was conducted to spot the stages that push students to improvise, this work bridges the gap between improvisation and oral production through the use of L2 in EFL classroom.

In light of what has been mentioned earlier, this work aims to highlight the different stages that develop oral production through improvised performances. In order to achieve this aim, three research questions have been raised as follows:

1. What are the steps that students undergo to improvise in oral production?
2. What are the methods used by the teachers to help students to improvise in oral production?
3. What is the relationship between oral production and critical thinking as far as improvisation is concerned?

In light of these three research questions, this research proposes the following hypotheses:

1. It is possible that students undergo different stages before reaching improvisation in oral production. These stages may include self-confidence, motivation, and critical thinking.
2. This study suggests the possibility that the teachers rely on different methods to boost students' improvisation including building self-confidence, encouraging spontaneous speech, and setting up interactive topics and discussions.
3. It is hypothesized that critical thinking and oral performance are interdependent variables.

Further, this research methodology relies on a triangulation approach that consists of qualitative and quantitative approaches. We used a questionnaire that contained multiple choices, open-ended questions, and closed-ended questions for fifty EFL students in their third year at Moulay Taher Saida University. an interview was also used with teachers in charge of teaching oral production courses for the third-year students. Last but not least, a classroom observation took place for many sessions with different groups to analyze students' interactions in the classroom. and the interview will be delivered to the teacher who is in charge of teaching oral production for the third year.

This dissertation is divided into three chapters. The first chapter will be devoted to the literature review. It tries to give a glimpse of the definition of key terminologies. It will also explain the teacher's role in improvisation and in teaching oral production. In addition, this chapter highlights the relationship between improvisation and critical thinking and demonstrate the interrelation between all possible learning factors that encourage learners

The second chapter will explain the methodology used in this work. It highlights the tools, the target population, data collection procedures, and the framework used to analyze data.

The third chapter will delve into the results and findings of this study. It will then analyze and discuss all collected data in an attempt to answer the research questions and confirm or reject the research hypotheses.

Furthermore, the current work is a reflection of students' interactions in the EFL classroom to boost oral production and highlight the importance of learning hierarchy that leads students to improvisation.

To conclude, some recommendations are suggested that may be helpful for teachers and students to understand the teaching and learning mechanisms responsible for either reinforcing or hindering learner's oral skills.

Chapter one

1.1. introduction

In the present chapter, we attempt to explain the stages and the teacher's role that are implemented in EFL classrooms to develop the students' oral production in English. Proficiency is demanded by EFL students, and it is an objective to accomplish. Besides, learners' needs are to enhance their speaking and listening skills through different stages, such as self-confidence and motivation that encourage learners to communicate, hold improvised situations, and become critical thinkers who can initiate and interact in conversation.

1.2. Oral production:

Speaking about oral production means speaking about the use of language for communicative purposes in daily life. According to Worth (2004), "communication is a vital part of our daily routine" since people interact everywhere. It is defined by Hymes (1972) as "the capacity to communicate effectively within a particular speech community that wants to accomplish its purpose," Similarly, Chastain (1998) affirms that "speaking is a productive skill and it involves many components(pp. 330–258). Speaking is the way that permits people to produce speech to communicate

Oral production is crucial in EFL classrooms. Bilash (2009) declares that "speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development." In addition, oral production implies a learning process in an EFL classroom, taking into consideration learners' interactions. As a way to provide additional support for oral production which seeks to convey ideas to others. Indeed, it is clarified that oral production consists of conversations

in which speakers interact, communicate, and express their opinions while employing language that is appropriate for the listener.

Oral production is explained as the negotiation of meaning between people. Therefore, oral production is as crucial as reading and writing skills, and it is formed of two major language skills (speaking and listening skills).

Oral production is strictly linked to grammatical competence. However, linguistic competence should be shown when learning or interacting with others. Thus, to better understand oral production, it is necessary to handle its basic components: listening and speaking skills.

1.2.1. Definition of Listening skill

It is about the act of hearing. We spent the majority of our time listening.

Listening is an approach to understanding what is said by taking into account how it is said as well as the body language and gestures that accompany the speech. However, listening is a difficult skill for a person who manages his thoughts and listens carefully. Michael Purdy.(1997)

Listening is an effective skill according Thomlison (1984) characterized listening as “active listening, which is very important for effective communication”. Listening is a Furthermore, according to Boulmerka (2003), most of their communication time is spent listening in school, where they receive a large amount of information through listening and communicating with the teacher and others (p. 80). Likewise, listeners interpret what they hear and connect their previous knowledge with the new one they

receive. Listening is important in learning since it helps learners become good listeners by using conversations and audio-visual aids skill for productive communication.

In the beginning of ELT as Field (2008), declared listening was seen as introducing new grammar through conversation. In Britain, listening was involved in a regular way in the program, although the materials were in small amounts and also on tape rather than cassette (p. 13). Field (2008, p. 14), introduces the three traditional stages of listening.

- Pre-listening: the teacher explains new vocabulary terms to be understood and recorded by learners who are encouraged by the teacher to comprehend the new words by themselves. The main aim of these stages is that learners are motivated as they pay attention to the language used in a speech, which enables them to be autonomous learners, and they will use the new vocabulary in their real-life situations

- During listening, Field (2008) mentions the major purpose of extensive listening. There is no change in its recent shape, but its approach is rebuilt.

- Pre-set questions: Before listening to the record, the teacher gives some questions to the learners to point their attention to the target objectives, which may confuse them.

- Checking answers: the teacher gives his learners time to verify their answers since most of them don't respond rapidly and also lack confidence.

- Post-listening: It is hard to teach the functions of the language separately. So they are represented in dialogues that deal with human interaction, such as refusing, thanking, or apologizing. The teacher repeats the recorded dialogue many times to make students focus, manage, and guess the meaning of these new words from the context.

“Listening to someone talk is not at all like listening to their words.

Played over on a machine. What you hear when you have a face

before you is never what you hear when you have before you a winding tape'

Oriana Fallaci (p. 1930), an Italian writer and journalist,

the Egotists (as cited in Field, 2008, p58)

So listening is not about hearing words and how they are pronounced, but rather an art and the act of understanding others' words and the way they are interpreted to better understand the concept said.

1.2.2 .Objectives of teaching listening skills:

"One of the main reasons for getting students to listen to the spoken English is to let them hear different varieties and accents rather than just the voice of the teacher's idiosyncrasies." (Hammer, 2001, p97) Exposing students to many accents and varieties helps them better understand the English language, and the teacher aims to inform students about the existence of a variety of English accents. Besides, provide them with the opportunity to understand them.

On the other hand, the major objective of oral production is based on the interaction of two or more persons as listeners and speakers and understanding the context of their conversations, since speaking involves producing, receiving, and processing information to get a constructive meaning.

1.2.3. Definition of speaking skill

The aim of using and learning language is to speak, to discuss, and to interact to express their ideas. communicate. Speaking is defined as the ability of people to use language to interact with others fluently. According to the Oxford Dictionary of Current English (2009), speaking is the action of conveying information or expressing one's feelings in speech (p. 414), so speaking is carrying someone's information or feelings. Additionally, Brown (1994) defines speaking as "an interactive process of constructing meaning that involves producing, receiving, and processing information" (p. 19). Thus, speaking is an interaction of meaning that aims to perform the speech by producing and receiving information. However, Boulmarka (2003) refers speaking to three areas of knowledge that learners need to recognize:

1. Mechanics: contains pronunciation, grammar, and vocabulary. It is about the use of appropriate words in the correct order with the right form of pronunciation.
2. functions: Transactions and interaction are crucial in speaking since they provide clarity of message.
3. Social and cultural rules and norms: it depends on understanding how to take into account who is speaking to whom, in which situation about what, and why, and also in consideration of the setting (when and where). (p.85).

1.2.4. Elements of speaking:

Speaking is not about only knowing the language areas. However, it is about the capacity and ability to execute language in a full way that aims to interact. According to Hammer (2001, p. 269.271), he distinguished speaking into two major components:

- Firstly, language features are the most important component to communicate in the following considerations, such as behavior and repeating them.
- Secondly, the process of information: the speaker should understand quickly what he receives since taking a long time to deal with it makes communication ineffective and unrelieved.

1.2.5. Objectives of teaching speaking:

The main aim of studying speaking skills is to speak fluently and, by some means, to know about language characteristics like grammar structures and pronunciation to communicate adequately. Students should know about the culture and norms of the spoken language.

Boulmarka(2003) affirms that three activities can be utilized by the teachers in their EFL classroom that encourage their students to develop their speaking effectively.

1. Language input: teachers let their students be exposed to listening activities, and they hear the language outside the classroom with materials to begin producing speech by themselves.
2. Structured output: providing students with the opportunity to feel comfortable communicating by using the modern language and letting them link the new terms of vocabulary with their prior words.
3. Speaking output: the students' dominant goal is to accomplish the activity by grasping information and utilizing the language of the teacher. They may also add their prior knowledge of speech, which is connected.

The speaker has better be able to produce connected phonemes without missing letters example: I should work harder than I work hard.

Expressive device: students ought to be attentive while they listen to native speakers' speech, but they can change some parts of language like stress, speed, and body gestures. Speaking emphasizes on:

1. Lexis and grammar: teachers had better supply students with rules and functions of language to be skilled in, such as joy and surprise.
2. Negotiation of language: students can demand clarification when they discuss.
3. Mental-social processing to be successful in the use of language is related to how quick the processing skills of the speaker are.
4. Producing language: students need to learn language mildly after they communicate in organized and comprehensible speech.
5. Interaction with people: to be a good listener when sharing ideas and discussing.

1.2.6. The interaction between listening and speaking

The relationship between listening and speaking is a compound procedure, the speech must convert the message. At the same time, the listener interprets the message, which is full of information. On the other hand, the speech can be characterized by an ungrammatical and incomplete structure. Whereas listening and speaking go hand in hand and are commonly used in EFL classrooms, speaking in the classroom is the interaction between the teacher and students based on the types of activities included there. Teachers who expose their learners to more interaction will have more opportunities to develop their oral production. according to Bygate (according to bygate(2007,p22)"good at saying what

they want to say in a way which the listener finds understandable" saying something in a good way it is well understood by the listener

1.2.7. strategies used in EFL classroom to enhance oral production:

It depends on the teacher to teach various strategies to help his students develop their learning process, by using a variety of strategies to attract students' interests. While the main aim of these strategies is to improve learning outcomes,

It depends on the teacher to teach various strategies to help his students develop their learning process, by using a variety of strategies to attract students' interests. The main aim of these strategies is to improve learning outcomes.

According to Stephen (2006, p. 173), "*strategy has the power to transform passive students into active learners, equipped with tools to promote strategic planning and*

independent reflection." Incorporating effective strategies by the teacher in the EFL classroom impacts the student's performance in oral production and enhances their autonomy.

1.2.8. the teacher's role in developing oral production:

A good teacher plays various roles in the classroom, and his main purpose is to help his students develop. However, to make students speak fluently, the teacher has three essential roles in the classroom, as Harmer (2001, p. 275–276) proposed:

1. Prompter: Sometimes, students forget what they want to say, so in this case, it is up to the teacher to provide them with some suggestions without disrupting the discussion.

2. Participant: The teacher can take part in conversation, discussion, or role-play with his students to provide them with some new information to help them interact actively, offer a creative atmosphere, and help students engage more often.

3. Feedback provider: during oral activities, the teacher gauges and assesses the content of the activity as well as the language used. Moreover, it is important to permit students to rate their performance and actions

1.3. Self-confidence

Self-confidence is defined as the trust in someone's capacities and the inner state of his or her thoughts and feelings. Self-confidence illustrates a psychological position that shapes what someone believes and perceives regarding his or her abilities to hold circumstances successfully. Al. Consequently, self-confidence integrates the abilities of cognition and body capacities as it manages them to achieve the perceived goal.

On the other hand, the level of a person's security and safety is described in his or her decision by the level of his or her self-confidence. Moreover, self-confidence allows students to be practical and more real in situations.

According to Welford (2013), "Self-confidence means being aware of when a person is struggling and having the strength and commitment to do something about it. Also, Rufus (2014) suggests that self-confidence involves self-respect and having the courage to tell the truth about what you are, what you like, and what you believe, Many definitions attempt to give a clear definition of self-confidence, but they agree that it refers to the individual's capacities and cognitive abilities that enable him to perform positively in situations.

To obtain the directed goal, in other words, students with high self-confidence perform successfully without being dependent on their teachers, and they have positive self-evaluation.

1.3 Motivation

Learning a second language occurs when students have the desire the ability, and the willingness to learn. Motivation is considered a vital matter in the process of learning a language.

Motivation is linked to the desire to learn, however, it implicates numerous items like energy, disposition, inspiration, and effort that differ from one student to another, as well as students varying in their interests, needs, and levels of motivation.

The term motivation is a Latin word. It has been discussed by many theorists and scholars, even though they share the same thought that there is a close relationship between learners' motivation and their behaviors. Instead, motivation can change due to factors and circumstances. According to Harmer (2001, p. 51), "motivation is some kind of internal drive which pushes someone to do something to achieve something." Further, motivation is concerned with something innate that encourages the individual to do something. Yet, Gardner (1985) provides a more detailed definition:

"Motivation is an internal state or condition that

activates behavior and gives its direction;... a desire and want

that energizes and directs goal-oriented behavior; an influence

of needs and desire on the intensity and direction of behavior."(120)

Motivation is seen as a designed objective, something intentionally conceptualized, and an inner want; indeed, it is about being aware of doing something voluntarily and deliberately.

Undoubtedly, motivation has a significant role in education. When learners achieve their intended goals, this means they are motivated. Learners' internal motivation and their aspiration and desire to learn encourage them to trust in their abilities, which stimulates and motivates them to set more objectives and goals in the future to achieve.

1.4.1. The relationship between self-confidence and motivation

Self-confidence and motivation are strongly related, and while students are motivated, their self-confidence increases. To be more clear, students with a high level of self-confidence and motivation perform better. If you can increase your motivation, you can automatically increase your self-confidence. Simply put, when motivation gets higher, self-confidence also expands. According to Abraham (2004, p. 90), "these attributes can positively or negatively affect self-confidence."

It should be noted that self-confidence impacts students' performance in oral production. Nevertheless, students with low self-confidence may face fear and become afraid of making mistakes that are connected to language barriers since all their classmates' attention is focused on who is speaking. This case affects student self-confidence for this purpose. Self-confidence is related to both emotional intelligence and cognitive capacity. Self-confidence is highly influenced by emotional intelligence, as students' performance is guided and empowered by emotional intelligence; rather, motivation is not measurable.

The term motivation is used mostly by psychologists to define processes that encourage and stimulate students, trusting in their capacities, to engage in oral production. Hence, both self-confidence and motivation participate in developing students' oral production.

Improvisation is a part of our daily lives, so we don't improvise only in school but also in our lives, such as in cooking or sports. Indeed, people improvise in speaking because it is a part of their routine, and they struggle to form correct and coherent speech by using the English language that helps them make their speech well understood, meaningful, and coherent.

1.4. Definition of improvisation:

The term improvisation is derived from the Latin word "improvisio," which means something that was not known before. Improvisation is explained by the free dictionary as inventing, composing, or performing with little or no preparation. Improvisation is defined as the strategy used for teaching in cases where students are asked to perform their speaking in dialogues and conversations. Students try to communicate by using their terminologies and relying on their repertoire. another explanation of improvisation is dramatic theoretic circumstances in which people communicate and interact without planning. In other words, it is acting on what they have in their minds. Additionally, improvisation gives learners the chance to communicate their thoughts and feelings and express their opinions. For this reason, it provides an effective classroom atmosphere. For this reason, students improvise with structure to develop their knowledge. (Sawyer,2011).

Improvisation in academia is a range of activities that stimulate students to interact spontaneously in an effective environment. Verra and Crossan (2005) state that "improvisation is seen as an attempt to get an objective in a novel approach, and learners are creative and spontaneous in communication." In contrast, Sawyer (2011, p. 78) defines "improvisation as a performance art where an ensemble collectively creates scenes and stories without scripts." Based on that, improvisation can be deduced as the ability to carry out a conversation or a scenario by using critical thinking and performing correct linguistic formulas.

1.5.1 Principles of improvisation:

To decrease stress and increase students' motivation for effective improvisation in oral production in the EFL classroom, there are a set of principles proposed by D. Sslakiz (2013) that are advocated to be taken into consideration to have a successful conversation, and debate, or dialogue during oral production class.

1. "Yes, and this principle allows the teacher to be tolerant and comprehensible and gives students the ability to continue to improvise. According to Beker (2012), the strategy lets students continue learning since the teacher accepts the students' participation and boosts their performance.

2. Providing students with the appropriate information about the topic and clarifying ambiguity by supplying information and ideas about the topic. Additionally, remaining thin in the moment means being aware of schedules and time in class.

3. Listen and answer means being conscious of what is said and what will be responded to.

4. Having judgments and opinions on how dialogues or conversations are presented in an oral production classroom.

5. Having the confidence and energy to accept things that happen during the oral production class.

6. Provide settings (what, where, and when) and participants to guide the activity.

These principles above are used to make improvisation easier in class during their performance, and getting used to them by students will help them to perform successfully in their everyday interactions.

Sever(2014) says that improvisation is crucial as it constructs an effective classroom that is full of active students who enjoy discussing their thoughts. He also affirmed that improvisation may help the teacher to accept the contribution and the participation of all students. Likewise, learners become good listeners and it fosters critical thinking skills. Furthermore, when you create something as a class or group for which no individual can take credit, you have created something very special indeed(ibid)

1.5.2. The teacher's role in improvisation

The teacher is the person who is responsible for the teaching process; he is the main figure, and he has the important role of activating improvisation. The following guidelines are crucial for teachers to activate improvisation:

1. It is crucial to understand how students improvise. According to Perkins (1998), improvisation is a dynamic stage for learners to perform their knowledge flexibly.

2. The importance of understanding the data system. The teacher's role is to provide students with cases to practice, and the teacher should be aware that all students have the capacities and abilities to solve different problems.

3. The implementation of tools and materials should be fair and humble. Selecting materials for improvisation should be according to the student's needs.

4. The teacher should not put students in situations where there is no possibility of improvisation. This includes paying attention to different factors, such as gender, age, religion, trauma, etc.

1.5.3 The role of students in improvisation:

a) Students are encouraged to think actively to better communicate. Thus, to achieve effective communication, their improvisation skills must be present. This is why students should take into consideration the following:

b) a) Improvisation helps students to be motivated and build self-confidence.

c) b) Improvisation helps students learn and receive information.

d) c) It develops students' ability to read, analyze, and understand. Furthermore, it encourages students to become good communicators and organize their knowledge.

e) Through improvisation, students' attention is developed and they are encouraged to interact actively.

1.6. critical thinking:

There are many strategies used in the development of oral production in EFL contexts. Among these stages, there is critical thinking, which is frequently less used.

The term critical thinking is defined by many scholars. It is a kind of conscious thinking that is crucial in actual educational systems and programs.

Fahim and Rezanjad (2014) define it as “the ability a person must have to think about their thinking. Consequently, the person recognizes their strengths and weaknesses, and he can thus consider, deduce, enumerate, decide, evaluate, and solve problems.”.

Critical thinking deals with the study of thoughts that are held up through evidence.

Richard and Elder (2008) define it as “a self-controlled process which is related to effective communication and problem-solving abilities.” Thanks to critical thinking, EFL students can communicate effectively and enhance their problem-solving capacities.

Similarly, Chaloffee (2014) says that critical thinking is our active, purposeful, and organized thoughts to make sense of our world by examining our and others' thinking. Thus, critical thinking may help students organize their ideas to inspect their environment for better understanding.

To develop students' critical thinking, three steps must be followed: teacher questioning, think-pair-share, and debates.

1. Teacher questioning is a crucial strategy that is used in EFL classrooms. It helps students to become active in class, conduct students' attention on the subject matter, and enhance their abilities for thinking and learning. At the same time, the teacher is checking whether his students comprehend or not. According to Shen (2012), teacher questioning is linked to the development of students' high order of thinking and therefore their language acquisition. Critical thinking helps students effectively analyze, evaluate, and build their thinking. But most importantly, it enables the teacher to examine his students' understanding of the currently discussed topic.

2. **Think-pair-share:** is also called a student-centered strategy. It was developed by Frank Lymnin in 1981. It emphasizes three steps:

- In the first step, the teacher provides students with a short time to think about the question.
- In the second stage, learners provide the teacher with the answer.
- In the third and last step, the pair of learners share their thoughts in the classroom (Roberston, 2006).

3. **Debates:** according to Alasmari and Salahuddin (2012), debates are used in the EFL classroom as tools to encourage students to practice the target language in real-life situations". Debates that take place in the EFL classroom encourage students to use their language outside the class. According to Krieger (2005), debates not only help students develop their linguistic skills but also their cognitive skills. While preparing for debates, students develop their critical thinking, which helps them perform better. Engaging students in debates is important in EFL classrooms because it allows them not only to enhance their language and linguistic skills but also to develop their mental abilities by developing their critical thinking.

On the other hand, critical thinking has a crucial impact on how people can think and how they are conscious of managing their thoughts, which helps learners develop a deeper understanding of their learning process. Therefore, teachers use strategies in critical thinking to obtain better results in teaching the English language and to achieve higher proficiency in oral production.

1.6.1. The relationship between oral production and critical thinking:

Critical thinking should be taught to learners during their learning processes. It can be taught alone or combined with other topics. Besides, teaching a second language should be linked with teaching CT skills. To achieve this aim, teachers should execute methods and strategies to help students develop their academic achievements. Also, providing students with proficiency in language skills may help them in their personal and professional careers.

Furthermore, it is a mental and intellectual device that learners use to manage the target language that allows them to share their thoughts freely and hold effective conversations.

Ellis(1990)says that it is a classroom condition that improves students' thinking skills by increasing their chances to speak. So the classroom is the favorite atmosphere that provides students with opportunities to interact and use their language skills.

So far, critical thinking is integrated into cognitive development, reflection, and analysis. The research advocates in EFL classrooms that critical thinking plays a major role in the teaching-learning process since it provides students with communicative competence and learners become active in the classroom while debating. They can also solve problems, make decisions, and be more autonomous. On the other hand, the teacher's role is to supply methods, activities, tasks, and strategies that encourage students to develop their L2 learning.

Smavi and Turighat (2014), investigated the relationship between oral production and CT in an EFL setting. The researchers assessed how critical thinking can be

taught implicitly and its impact on the proficiency of students in English language speaking. On the same line, another research was carried out only by Ramezani Larsari and Kiasi(2016)who confirm that students who are exposed to learning critical thinking explicitly perform in a better way in their oral expression. Hence, using critical thinking permits students to ameliorate their oral production when they speak. At the same time, their minds analyze the answers in their brains before speaking.

Strategies of critical thinking encourage students to increase their vocabulary by learning a substantial number of new words. As a result, vocabulary is the core component of speaking. Thus, effective use of critical thinking in an EFL classroom helps students to better improvise.

Different studies were carried on previously on developing student production in an EFL classroom. These studies have explored many techniques, methods, and strategies that aim to develop communication in an EFL environment. However, research emphasized the effect of improvisation performances or situations that occur in a class by the teacher. Incorporating strategies of critical thinking to achieve proficiency in the English language in EFL settings with the context and pinpointing this could offer valuable benefits of improvisation strategies to our research

Conclusion

Developing students' oral production is a major component of the EFL classroom. It is based on the teacher who motivates and makes his students critical thinkers by engaging them in debates through the implementation of some strategies that encourage them to improvise. Self-confident students are more motivated, and they communicate using critical thinking. Also, they hold effective conversations and participate in debates. Furthermore, they make decisions, solve problems, and use what they have learned in class in real-life scenarios. Ultimately, these students tend to be more independent and perform noticeably effective communication.

Chapter Two

2.1.Introduction

This chapter includes the practical part rather than the first one, which is theoretical. The purpose of explaining the research methodology that is used in this work is to emphasize analyzing the collected data. This part of this research highlights the various types of research tools that are incorporated. Furthermore, the research methodology contains research instruments and a sample of the target population of the study using triangulation.

The questionnaire is for students in their third year and classroom observation. However, the interview is incorporated for the teacher who is in charge of teaching oral production. To hypothesize the research questions, each instrument has its purpose. We used the questionnaire to explain the students' role in managing their self-confidence, motivation, and critical thinking to improvise. Classroom observation is used to observe classroom students' interactions in oral production. The interview is implemented to point out the effectiveness of the teacher's role in improving his students' improvisation.

The main aim of this part is to investigate the impact of improvisation among EFL students on developing their oral production.

2.2. Case study

This research work is based on students who were EFL students from Saida University, and this sample contains fifty students, so the sample of the target population is not specific in terms of gender and age, but it is specific on the level. Also, the use of three research tools is included to accomplish this current work: firstly, a questionnaire is addressed to the third-year students of Dr. Moulay Tahar. At Saida University, this instrument aimed to demonstrate how participants are engaged in improvisation through self-confidence, motivation, and critical thinking. secondly, classroom observation, in which the observer is in class to observe the students' interaction, their affective profile, and their cognitive, linguistic, and cultural competencies during the oral class, and finally, the interview is addressed to the teacher who is in charge of teaching and encouraging them to improvise in the classroom by enhancing their self-confidence, motivation, and critical thinking through directing their improvisation.

2.3. Research Instruments

The research instruments are tools that the researchers use to gather information systematically and reliably to give credibility to the work. However, selecting tools for data collection depends on the nature of the topic, the research questions, and the case study.

2.3.1 Questionnaire

A questionnaire contains a collection of questions based on the wants, needs, and research questions of the researcher for his study. The questionnaire is the most commonly used instrument to gather information as a quantitative method. As the process of collecting information is standardized to gather with compatible. Moreover, it is a quick

way to give information and gives more exact information; it also makes the process of collecting information easier (Krosnick,2018, Malhotra,2006).

This common instrument can be a simple process, although the answers are different, unpredictable, and variable, which can challenge the process.

Moreover, the design of the questionnaire impacts the amount and quantity of the collected data, and as a result, it affects the result. indeed, a bad design can lead to biases and errors in gathering data.

On the other hand, a well-designed questionnaire motivates and provides as much correct and worthy data as possible. as well as that how the questions are asked can overshadow the result (Brace, 2018).

The questionnaire adopted for this study is a combination of open-ended and closed-ended questions. Questions are classified into three sections with twenty questions since this provides the informants with the opportunity to feel free to answer and increases flexibility and accessibility for the participants. The sample contains fifty students from both genders and different age groups

2.3.2Class room Observation:

To give more transparency and credibility, the researcher uses another research tool to collect more qualitative data. Classroom observation is defined as an instrument for observing the teaching process in the classroom in action as it happens at the current time. This instrument relies on the observer's attention to detail as he takes notes and observes in the classroom atmosphere (Hora&Ferore2003). Subsequently; classroom observation in this study is arranged into six sessions of oral production class for the third-year EFL

students at Saida University during 2023/2024. This method aims to observe the student's interaction by noticing their affective profile, spontaneous characters, and cognitive, linguistic, and cultural competencies during improvisation through the implementation of critical thinking; under the guidance of the teacher, which encourages them to develop their oral production.

limitations in classroom observation

- ❖ stress and anxiety: students feel anxious and stressed when they speak.
- ❖ Time: Sometimes students need time to organize their ideas before sharing them.
- ❖ Students need a dynamic atmosphere to interact freely.
- ❖ Students rely on cooperation in class.
- ❖ Rely on their class mate who help them to create the situation.
- ❖ Students prefer answering questions rather than creating scenarios

2.3.3. Interview;

The interview is a kind of formal conversation to gather data. This instrument revolves around asking questions verbally to gain both qualitative and quantitative information. Moreover, in quantitative questions, interviewees choose their choices from a limited set of answers provided by the researcher. Qualitative The question's purpose is to respond to the interviewee's specific questions, even though there are various methods for gathering qualitative information.

It should be noted that the interview is the most implemented instrument for first-hand sources of information since it provides a comfortable and natural environment for the informants (Taher, 2021). Consequently, the purpose of the interview in this thesis is to get deep information about the participants' experiences through interpreting and analyzing

data. Furthermore, the interview interpretation provides the chance to register everything (Doody, 2013; Bolderston, 2012).

Additionally, the interviewer listens carefully to the interviewees' stories and records his or her answers to obtain their attitudes. Therefore, the major benefit is that informants can share their points of view privately and without limitations.

The interviewees must point out an exact range of questions that aim to get the principal aim of the research paper.

In contrast, the interviewees tend to depend on interpersonal techniques that encourage others to undergo the process efficiently.

The interviews in this thesis are structured interviews that include sixteen questions addressed to the teachers of oral expression courses.

Conclusion

In this chapter, we tried to provide and describe the methods followed. The researcher mentioned the tools used to collect data, including a questionnaire with students, an interview with teachers, and a classroom observation. Furthermore, this chapter analyzes the target population of the sample that was under scrutiny. Last but not least, we have explained how the data analysis will be accomplished. Hence, the upcoming chapter will present a thorough analysis and interpretation of the results gained through the tools and procedures mentioned in this chapter.

Chapter Three

3.1. Introduction

After the description of the methodology used in this research to fulfill the study, the current chapter aims to analyze and interpret the data gathered from the sample through the students 'questionnaire, the teacher's interview, and the classroom observation.

3.2. Findings

The findings of this research will be discussed qualitatively and quantitatively to emphasize the importance of examining the different stages and the detailed analysis of the collected data. This is done to get accurate results that may help students manage and develop their oral production through improvised performances, for this reason, the description of data is represented in the form of tables, pie charts, and bar charts.

3.2.1. students' questionnaire

The students' questionnaire requires answering closed questions and open questions

by giving opinions and justifying some choices. This questionnaire is divided into three sections; it aims to explain the students' attitudes for oral production.

Question one: please specify your gender

Male	Female
15	25

Table 3.1 students' gender

The table above shows the gender of the participant students in this research. The findings show that 25 of the informants are females. On the other hand, the rest of the

participants are 15 male students. Further discussion will highlight if there are any disparities between males and females as far as oral production is concerned.

Question two: how old are you?

Age	20-23	23-25	More than25	Total
Number	34	02	04	40
Percentage	85%	5%	10%	100%

Table3.2 students' age

The table above demonstrates the diversity of the age of the informant learners in this sample. The gathered information represents that 85% of the participants are 20-23 years old and are the dominant. Besides, only 5% are aged 23-25. On the other hand, 10% are more than 25 years old. This suggests that all students have the advantage of learning the language easily and the young learners have the time and energy to learn a foreign language.

Question three: How is your level in the English language?

Options	Average	Good	Excellent	Bad
Numbers	6	22	12	0
Percentage	15%	55%	30%	0%

Table3.3 students' level in English

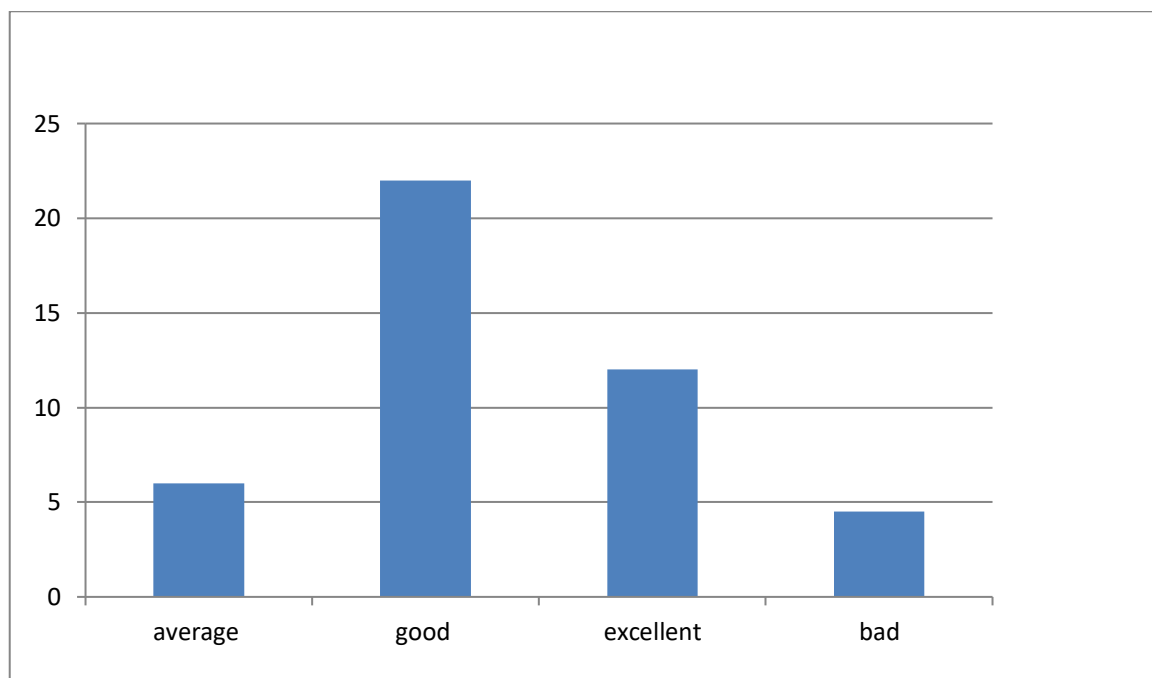


Figure1: students' level in English

The table above reveals that six participants making up 15% of the respondents consider their level to be average. However, the majority of the participants 22 making up 55% argue that their level in English is good, while 12 students representing 30 states that they have an excellent level in English. Yet, no participant says that his or her level is bad. This means that the different levels of students in English facilitate the role of the teacher to carry out different tasks and activities that may fit levels. This is to say, the teacher can move from average activities to difficult ones without facing problems with students' understanding. Besides, the teacher and his students may discuss many topics in the classroom that shall boost the latter's oral performance. As a result, the teacher is expected to use a range verity of exercises and activities in his classroom according to their different levels to enhance oral production skills.

Question four: why do you study English? Please explain.

Option	Personal choice	Parents' choice	Other
Number	29	06	05
Percentage	72.5%	15%	12.5%

Table3.4 why students study English

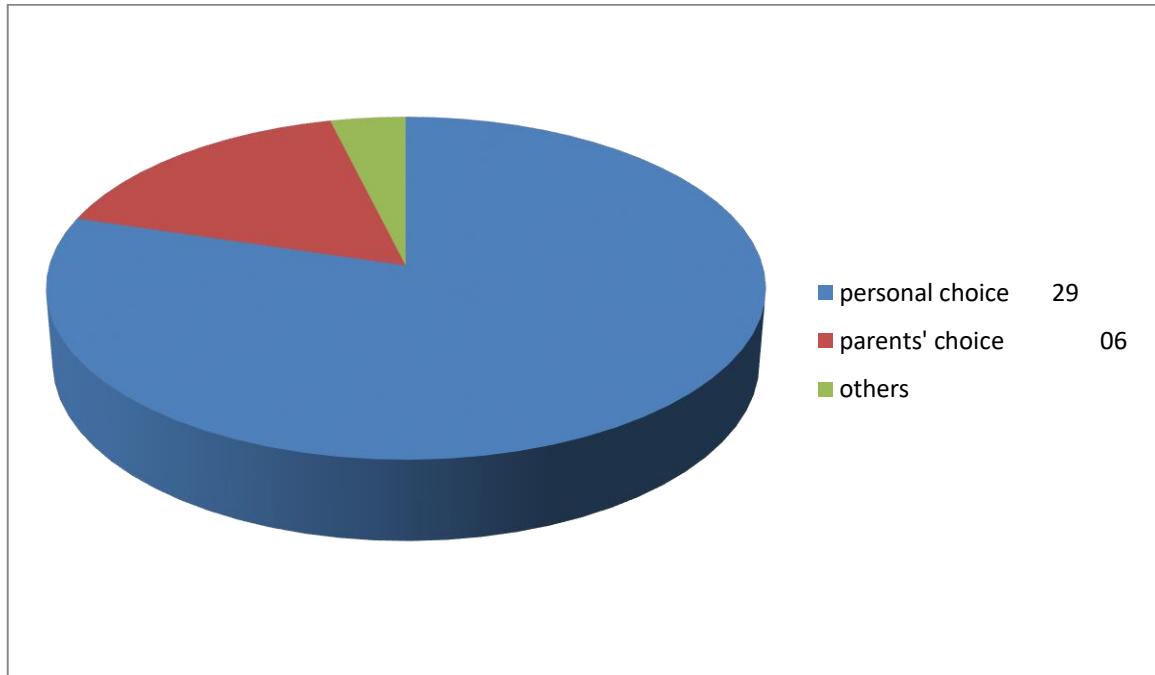


Figure2: the students' choice of learning English

The question is designed to investigate how the students choose to learn English. Therefore, 29 students making up 72.5% have chosen to learn English to demonstrate their freedom of choice or their love for the English language. However, 6 students were obliged by their parents to study this language. Nevertheless, only 05 learners 12.5% decided to study the English language for other reasons. The majority prefer studying English since it is a universal language and it can help them in their future personal and professional endeavors.

Question 5: do you enjoy speaking English? Please explain

Option	Yes	No
Number	39	01

Percentage	97.5	2.5
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Table3.5 enjoying speaking English

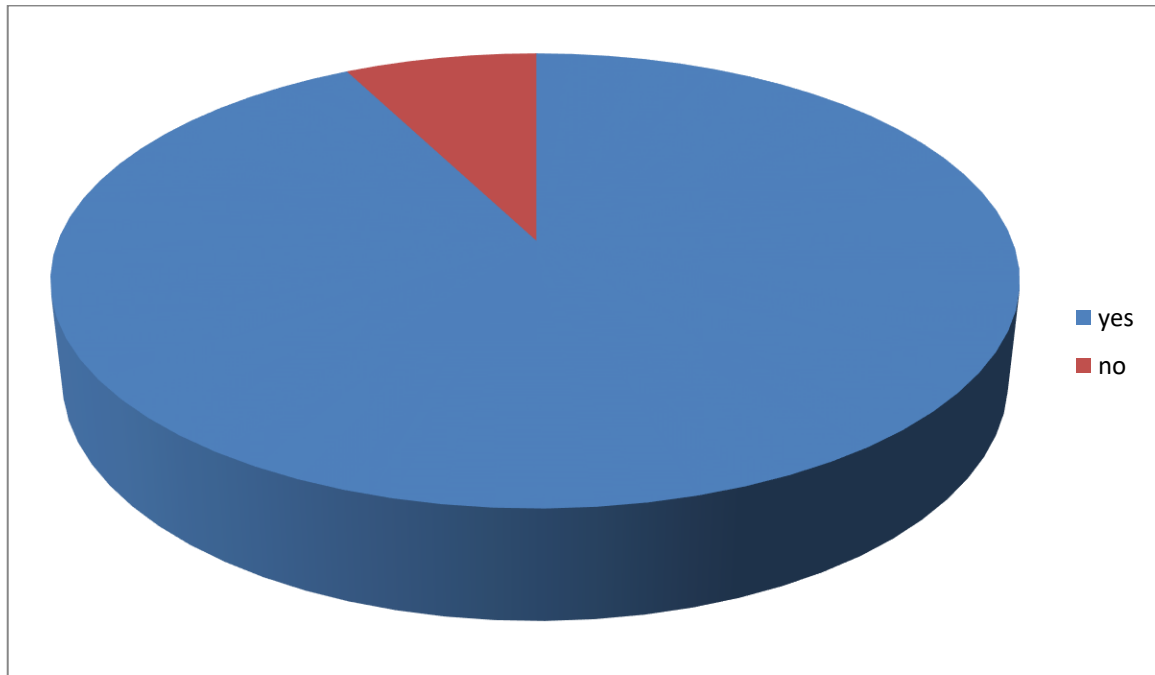


Figure3: enjoying speaking English

The table above shows the student’s enjoyment of learning the English language. Consequently, 39 participants making up 97.5% enjoy speaking English because it is their pleasure and feel comfortable communicating. On the other hand, only one student doesn’t like speaking English and finds difficulties and hardly ever participates in class.

The students who answered with no argued that they have problems with listening and speaking skills and they don’t feel happy in the oral production session.

Question 6: do you enjoy oral production classes?

Option	Yes	No
Number	36	04
Percentage	90%	10%

Table3.6 enjoying oral production classes

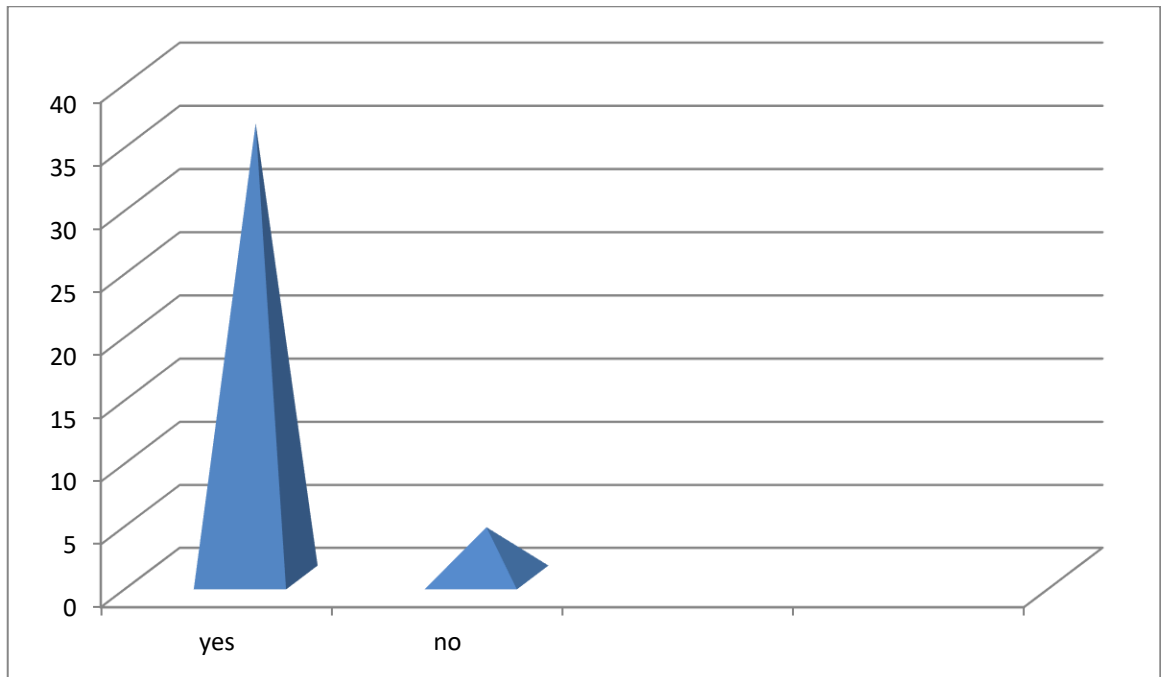


Figure4: enjoying oral production classes

The question is addressed to demonstrate the students' enjoyment of oral production class. 36 correspondents (90%) affirmed they liked attending oral production classes and were motivated to interact. Whereas only 04 students making up 10% dislike oral production class explaining they lack interest and sometimes they just feel unmotivated.

Question7: how comfortable do you feel in oral production sessions?

Option	Very comfortable	Comfortable	Neutral	Uncomfortable
Number	17	14	08	01
Percentage	42%	35%	20%	03%

Table3.7: feeling comfortable in oral production session

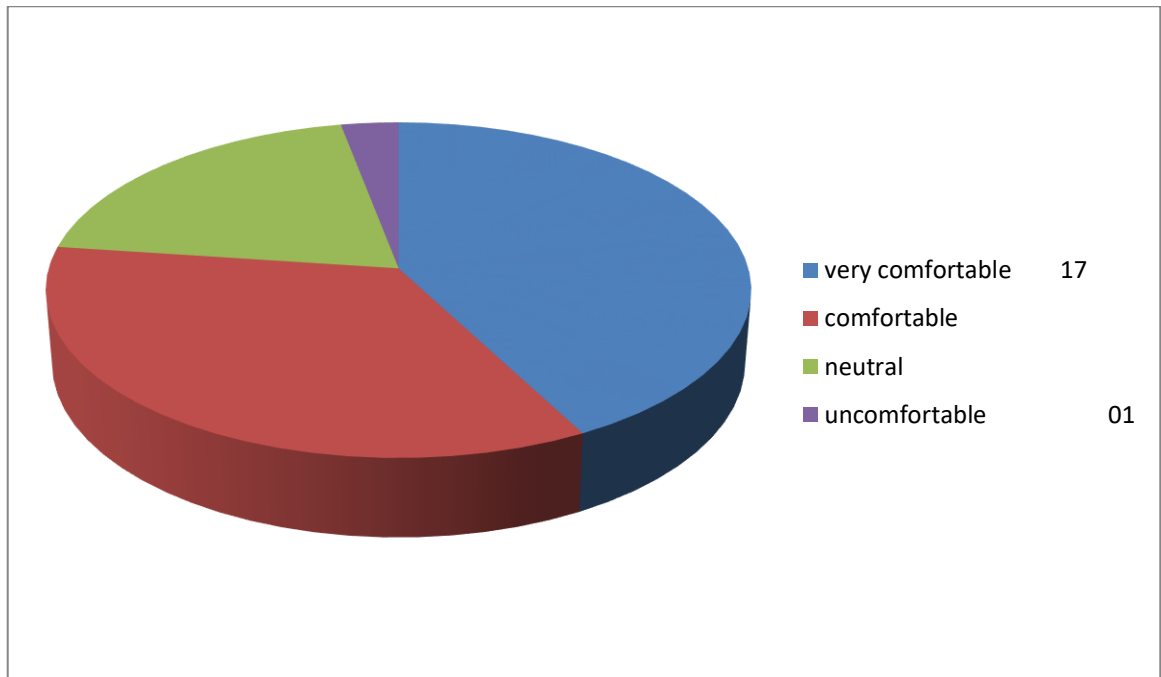


Figure4:studentsfeeling comfortable in oral production

The result above represents that 17 learners making up 42% of the sample affirmed that they feel very comfortable when they attend oral production sessions. This indicates that they are motivated to interact in class, while 14 or 35% of the students declared that they feel comfortable in oral production class and they are interested in it. Unlike, 08 participants who said that it is neutral for them to attend oral production sessions and it doesn't matter to them. However, only 01 student answered that he feels uncomfortable because of some psychological and social reasons that may hinder his potential to speak inside the classroom.

Question8:how is your self-confidence during oral production lessons?

Option	High	Moderate	Low
Number	19	10	05
percentage	47.5%	25%	12.5%

Table3.8the students' self-confidence during oral production lesson

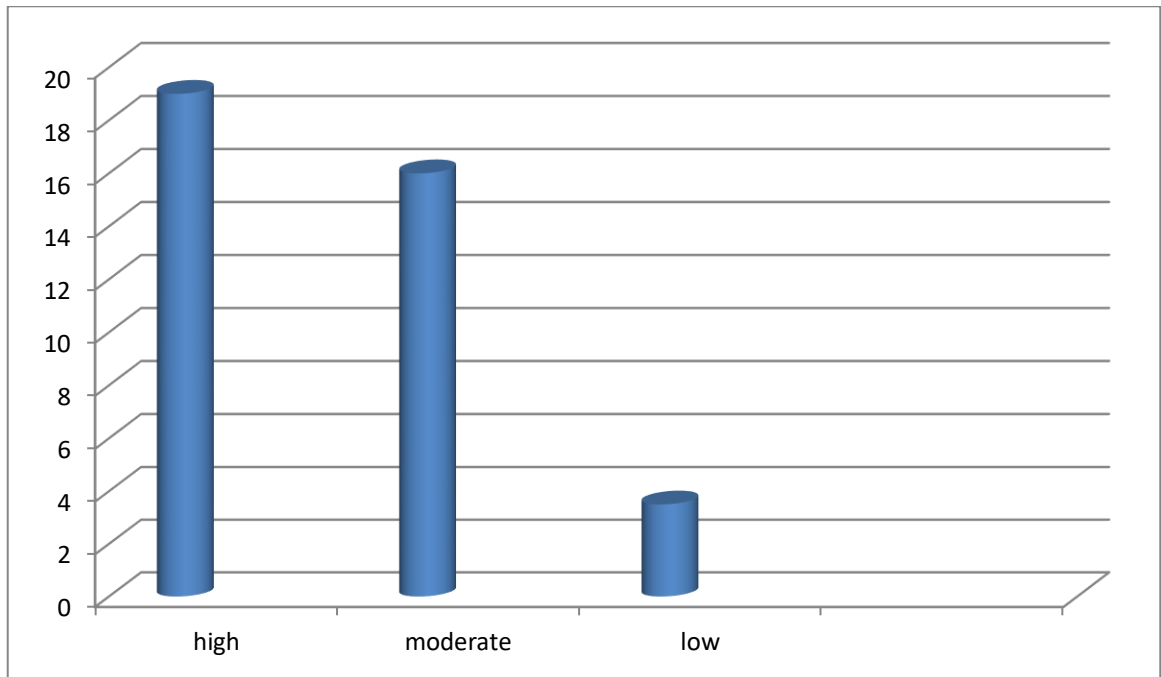


Figure5: the students' self-confidence during the oral production lesson

The result above the majority of the informants 19 students making up 47.5% felt confident in the classroom room and they could participate inside feeling at ease. However, 10 learners declared that they have moderate self-confidence. Whereas 05informants affirmed that they didn't like to speak in class because they felt afraid and anxious to speak in public.

Question9:do you feel self-confident when you speak?

Option	Yes	No
Number	29	11
Percentage	72.5%	27.5%

Table3.9.feeling confident when speaking

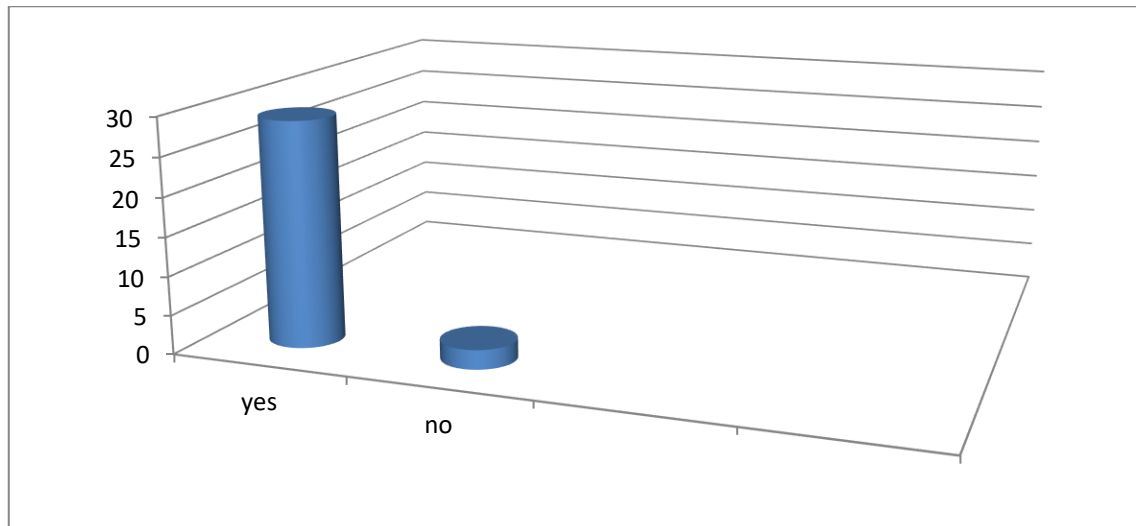


Figure6:feeling confidentwhilespeaking

If not, why?

Option	Lack of self-confidence	Lack of motivation	Being afraid of making mistakes
Number	01	03	07

Table3.9.2 explaining why not feeling self-confidence

The table above shows that the majority of the sample 29 students (72.5%) feel confident when they speak in class as they receive positive feedback or positive self-talk. The rest 27.5% of the sample (11) students affirmed that they lacked self-confidence for the upcoming seasons

If not, why?

The major reason behind the lack of self-confidence among students in oral production classes is being afraid of making mistakes. This is because speaking is based on a spectrum that depends on many aspects such as pronunciation (phonetics & phonology), grammar, meaning (semantics) vocabulary, and structure (syntax).

Question 10: what increases your self-confidence?

Students provide many reasons that increase their self-confidence. Some students say that their knowledge of the topic discussed is as important as the teacher's

motivation; when the teacher is motivated, he or she motivates her or his students. Besides, students and the teacher’s comments when they say positive comments increase the self-confidence of students implicitly and they feel proud encouraging them to speak freely.

Furthermore, a few students think that engaging in reallife discussions about themes they find relatable is another way that speaking clearly and cooperating with others might inspire them.

Question11: does self-confidence develop speaking skill?

Option	Agree	Strongly agree	Disagree	Strongly disagree
Number	22	14	02	02
Percentage	55%	35%	05%	05%

Table3.10 the role self-confidence in developing speaking skill

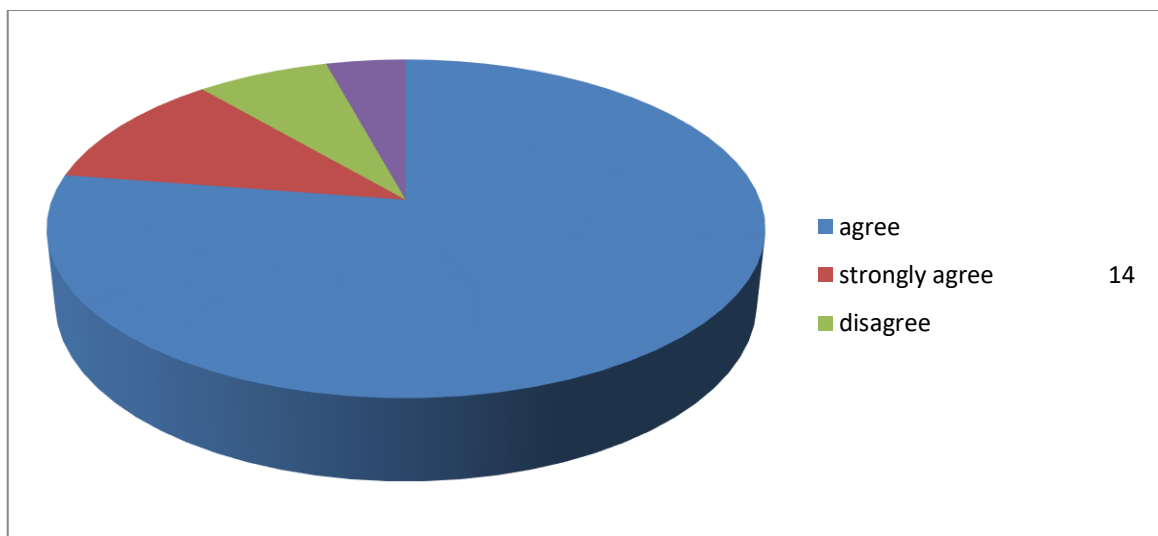


Figure7: the role of self-confidence in developing speaking skill

The collected data from the table above reveals that 22 students making up 55% agree that self-confidence develops speaking skills since students don’t feel shy and they share their ideas and interact freely in class. On the other hand, 14 students making up 35% strongly agree that self-confidence has a crucial role in

developing students' self-confidence. In contrast, 02 students making up 05% who affirmed that they do disagree that self-confidence develops speaking skills.

Question 12: what motivates you to speak English?

Students of the sample provided reasons that motivate them to speak English such as traveling abroad for tourism or work, academic achievement, social interaction, and watching movies or series. These reasons indicate that the motivation for speaking English does not follow one stream, but is rather based on personal, social, academic, and professional considerations.

Question13: are you motivated to develop your oral production?

Option	Yes	No
Number	38	02
Percentage	95%	05%

Table3.11 the role of motivation in developing oral production

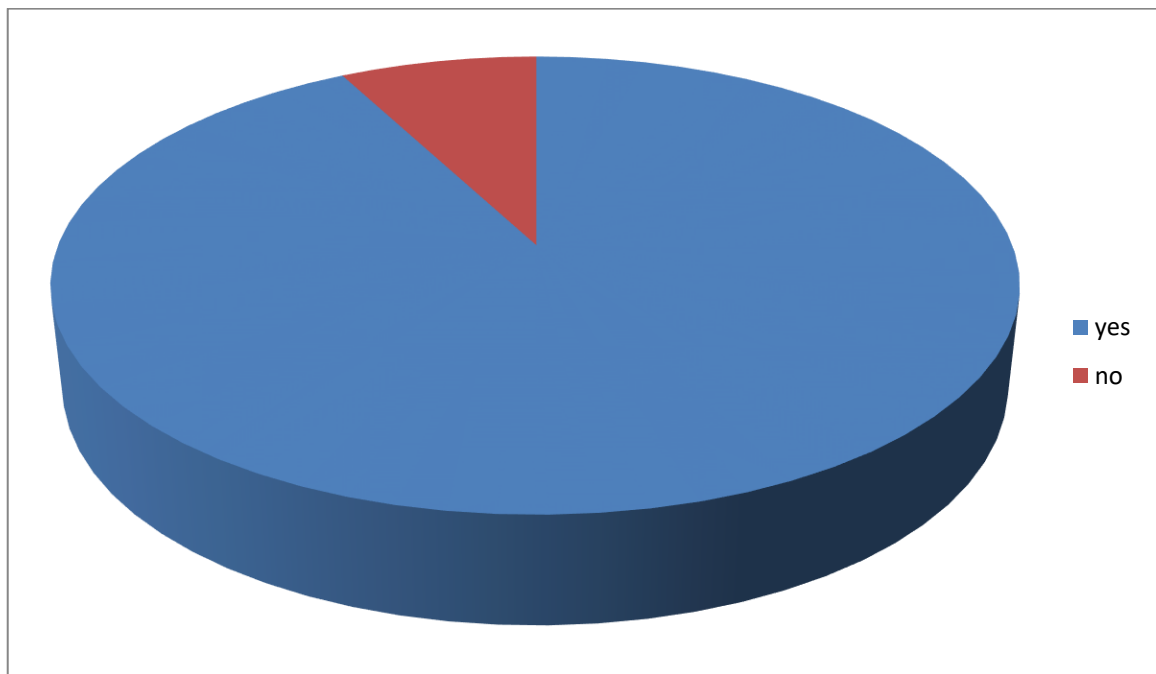


Figure8:the role of motivation in developing oral production

The table above demonstrates the role of motivation in developing oral

production. The majority of the informants, 38 students making up 95% answered that they

are indeed motivated to develop their oral production since English is a global language and to satisfy their personal or social needs. Unlike, 02 students making up 05% are not motivated to develop their oral production.

Question 14: does the teacher boost your improvisation?

Option	Yes	No
Number	27	13
Percentage	67.5	32.5

Table3.12 the teacher boosts the improvisation

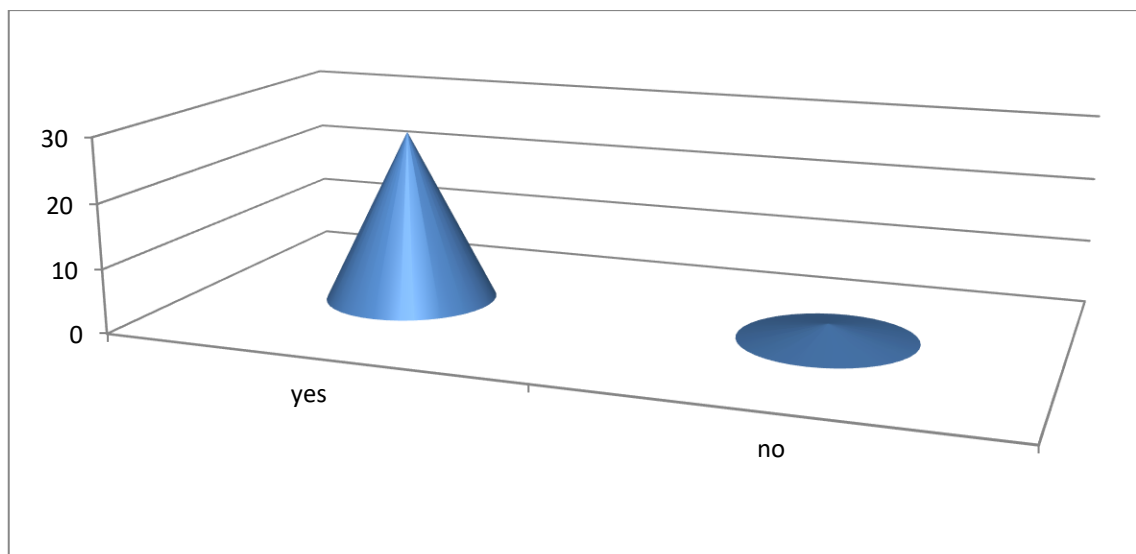


Figure9:the teacher boosting the improvisation.

The data from the table above indicates that most of the participants, 27 students (67.5%) affirmed that the teacher boosts the improvisation through activities and his or her guidance during the session. However, 11 students making up 32.5% answered by no and the teacher didn't boost their improvisation in class hence they couldn't improvise.

How?

The students gave reasons and the majority say that the teacher helps them by giving them pieces of advice, asking them questions, and guiding them. Others say that the teacher allows them to speak freely by selecting interesting topics from real life to discuss.

Question 15: do you think improvisation is hard?

Option	Strongly agree	Agree	Disagree	Strongly disagree
Number	05	15	17	03
Percentage	12.5%	37.5	42.5	7.5

Table3.13isimprovisation hard?

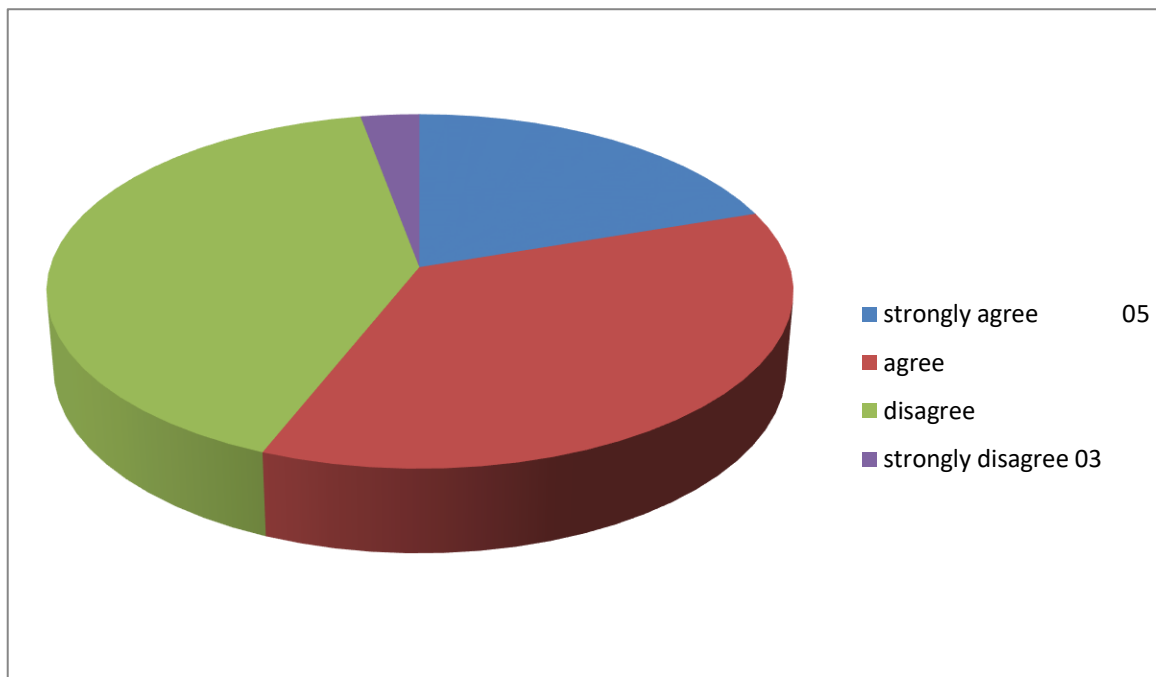


Figure10:is improvisation hard?

The results above indicate that it is clear that a significant majority of respondents 17 students making up 42.5% strongly disagree that improvisation is hard since it will open the door for thoughts, concepts, and innovation. On the other hand, 15 informants making up 37.5% agree that improvisation is hard because they can't manage and control their thoughts. However, 5 students making up 12.5% strongly agree that improvisation is not easy because they face difficulties in the English language. In contrast, only 3 students argued that they strongly disagree and it's easy to improvise.

Question16:how do you feel when you improvise?

Option	comfortable	Neutral	Uncomfortable
Number	17	16	07
Percentage	42.5	40	17.5

Table3.14students' feeling during improvisation

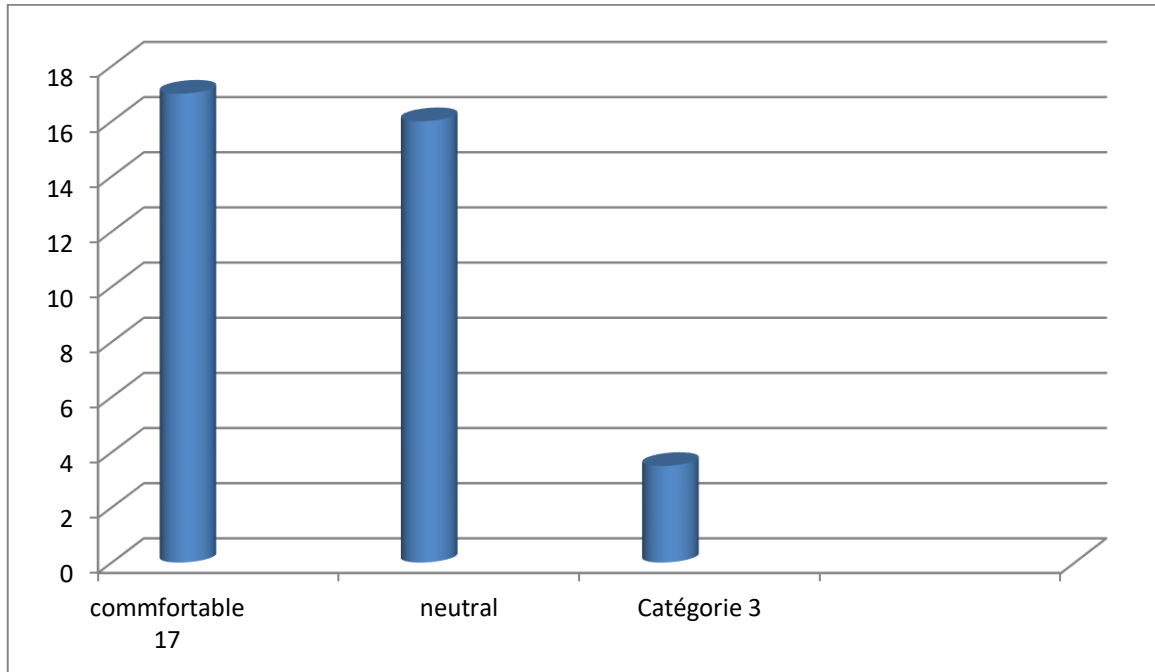


Figure11:students' feeling during improvisation

The table above reveals the data about students' feelings during improvisation the large number of the sample 17 students making up 42.5% said that they feel comfortable and they feel at ease when they improvise. Besides,16 informants making up 40%were neutral. Even so, 07students making up 17.5% feel uncomfortable and they feel embarrassed whenever they improvise.

Question 17: are you able to manage conversation? Explain.

Option	Yes	No
number	37	03

Percentage	92.5	7.5
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Table3.15 students' ability to manage conversation

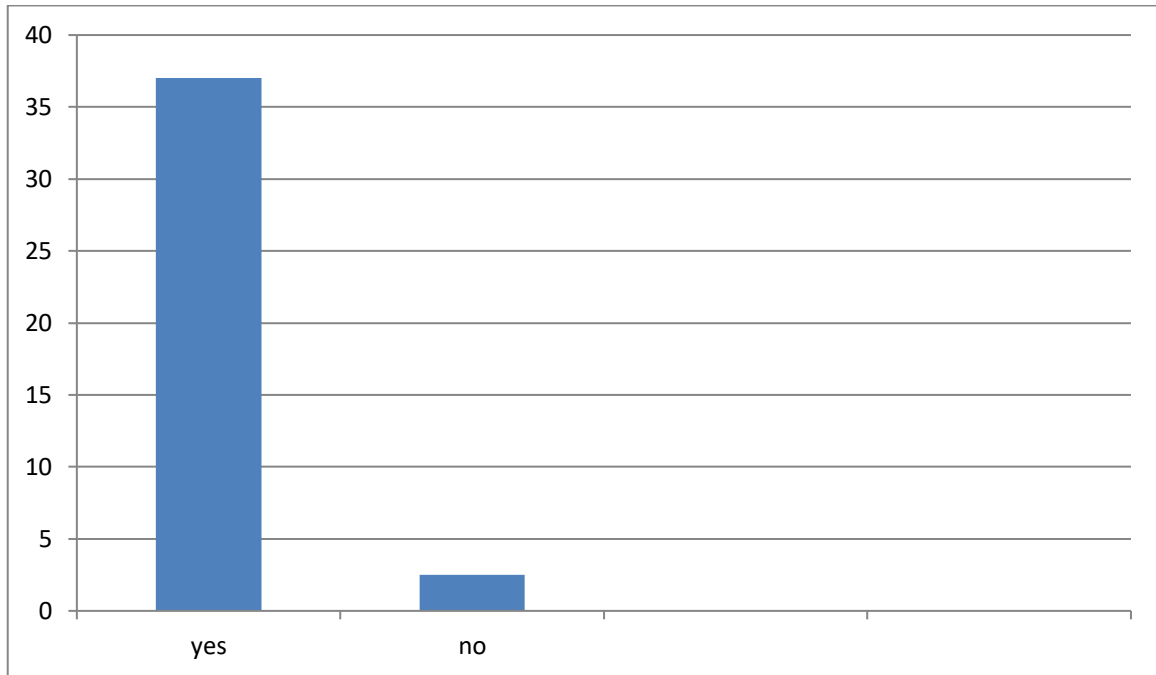


Figure12:students' ability to manage conversation

The gathered information from this question denotes that a large part of participants 37 making up92.5% declared they can manage conversation and they find it easy to interact in English. Whereas, 07 students making07.5% were unable to hold a conversation, felt afraid, had low self-confidence, and were sometimes unmotivated.

Explain?

Students who are not able to manage the conversation in English explain that they are afraid of speaking in front of others and making mistakes and they have some trouble mastering the English language and hence seldom engage in conversations with colleagues and teachers.

Question 18: do you find that critical thinking is important in oral production?

Explain?

Option	Yes	No
Number	40	0
Percentage	100%	0%

Table3.16 the importance of critical thinking in oral production

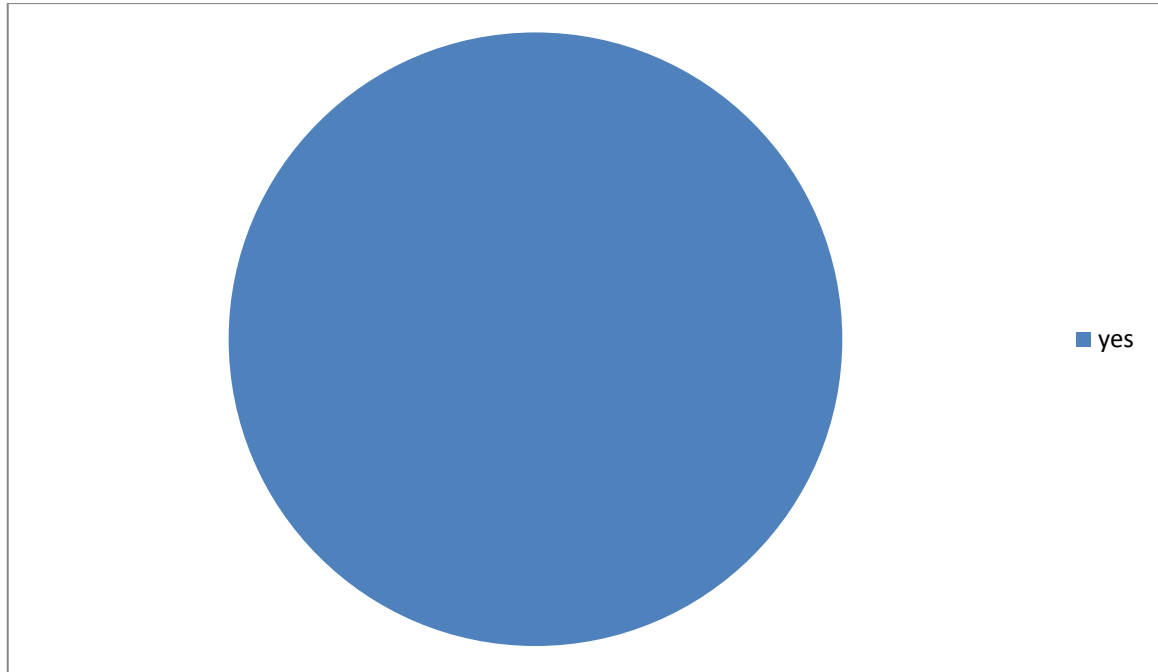


Figure13:the importance of critical thinking in oral production

The table above shows that all the sample 40 students answered yes critical thinking is crucial in oral production. They said through critical thinking they can analyze, evaluate, and synthesize data in an effective way that allows them to organize their ideas and thoughts to respond and engage in the conversation effectively.

Explain?

Students believe that critical thinking provides the opportunity for them to argue, correct mistakes, and formulate coherent sentences.

Question19:how do you rate your level of critical thinking when you improvise?

Option	Good	Bad	Fair
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Number	32	02	15
Percentage	80%	0.5%	37.5

Table3.17 the level of critical thinking in improvisation

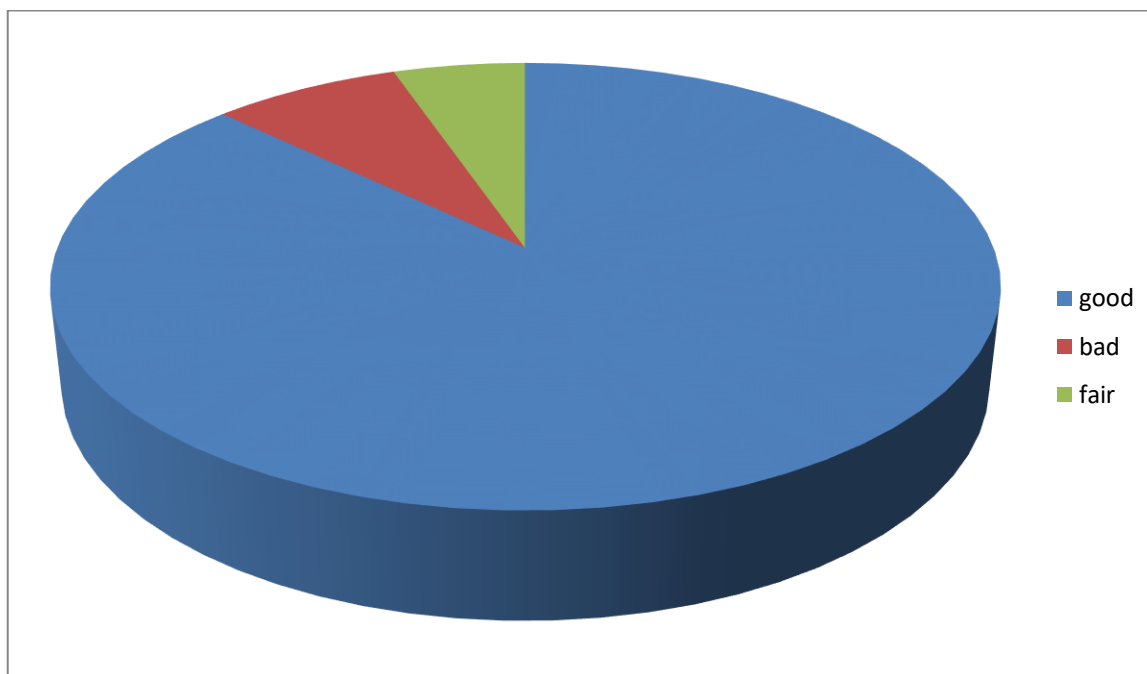


Figure14:the level of critical thinking in improvisation.

The pie chart above shows the students' level of improvisation. A big part of the sample is 32 students making up 80% rate their level as good when they improvise because they can control their interaction, and 15 students making up 37.5% say that their level of critical thinking is fair since they do not face many problems in English. However, only 02 students at their level are bad at critical thinking because they are unable to think in the English language as they claim.

Question 20: what are the challenges that you face during the improvisation?

Many challenges face students during improvisation like speaking in public in front of others. Besides, they sometimes lack vocabulary and hence can't communicate. Moreover, sometimes students feel anxious and they get stressed when they improvise. Others say that they can't select or choose a suitable word to use and are afraid

of making mistakes and errors. Also, some students are not able to manage their time and confuse ideas during improvisation.

3.2.2. The classroom observation

Observation is the most crucial tool used in research and the oldest one used to collect qualitative data. This research is used to observe the sample of the study to pinpoint the different aspects of the students in oral production class and the way they deal with improvisation.

To list and organize the main observations and notes, the following aspects are discussed:

Improvisation: teachers don't work on improvisation but they prefer the traditional way which is based on feedback that refers to a response from the receiver that provides the speaker with the idea or the concept of the topic or how the message is received.

Effective profile: some students are easy going their character is spontaneous in class: they laugh and smile, they feel free and they move from their place to the whiteboard in front of others they feel free. however, they don't feel anxious when they speak and the student's personality has a major role in improvisation.

Self-confidence: some students feel confident when they improvise since they believe in their abilities to respond creatively without prior planning in their minds and self-confidence permits them to perform authentically. Also, they adapt to unpredicted situations. On the other hand, students with low self-confidence suffer during improvisation because they lack master language or skills, fear failure, or have past negative experiences that make them feel insecure about performing spontaneously.

Readiness: Students are afraid of improvised tasks because of a lack of readiness, so they prefer to be absent rather than feel anxious and embarrassed in front of others or because they don't know how to handle the situation.

Interest: Oral production requires excitement and novelty from improvisation. The spontaneous nature of improvisation makes the learning process enjoyable. However, some students feel afraid of improvisation so they prefer to not attend oral production classes.

Potential: improvisation encourages students to be creative and to enhance their linguistics abilities. Also, it provides students with the opportunity to find new ways and manners to interact and use the different elements of language structure and vocabulary.

Motivation: acting spontaneously and with freedom in oral production highly motivates students and gives them the power to feel active and autonomous. However, spontaneity may hinder some students who suffer from a lack of vocabulary and don't master the language.

Trust: is crucial in improvisation and oral production. Feeling confident in their abilities to adapt to unacceptable situations when they rely on their classmates when they face difficult situations to support them

Mutual collaboration: improvisation helps to encourage students to work in collaboration to get the objective. Collaboration and improvisation allow them to create a situation to solve problems or tell stories and students learn to communicate effectively. For these reasons, students prefer mutual collaboration since students cover others' deficiencies.

Cognitive and linguistic competence: Cognitive and linguistic competencies are crucial and they can help students improvise, by giving them the chance to choose suitable words to communicate.

Relying on the best student in the classroom to help others improvise sometimes this technique makes him feel tired and he may be bored.

Some students can not differentiate between tasks because they lack creativity and they are afraid to take risks and improvise.

However, students are too addicted to their smartphones, students think phones can help them to have more ideas when they speak but it is the opposite too much reliance on mobiles will limit their cognitive competence and keep them limited to enhancing their thinking.

Also, body language is important; students' gestures and facial expressions help to develop oral production since students feel comfortable when speaking.

3.2.3 The teacher's interview

The interview comprises fifty questions and these questions attempt to cover the different stages that boost students' improvisation in class and they will check the validity of the research hypotheses.

Q1: How many years have you been teaching English at the university?

the teacher: I have been teaching English for eleven years.

Q2: Is teaching oral production your choice?

the teacher: yes, it is my choice because I like to interact and communicate with students

Q3: Do you allow the students to choose topics to discuss?

the teacher: yes, sometimes they will have sessions where they can suggest any topic they want.

Q4: How do you manage your students' interaction in the classroom?

the teacher: it depends, in some tasks they need to work individually, while in others they need to be in pairs or groups to facilitate communication so it depends on the topic.

Q5: How do you boost your students' **self-confidence** during the session?

the teacher: by encouraging them and showing that the topic is easy and they can do it. So encouragement is very important to boost students' self-confidence.

Q6: According to you, what are the factors that decrease students' **self-confidence**?

the teacher: there are a lot of factors and the main one is the teacher himself. When the teacher is not showing students that he cares about them they will feel anxious and afraid of making mistakes, and this is why not participate. There are other psychological factors like there are some students who feel too shy to speak while others feel anxious and insecure. So they just avoid speaking in the classroom. But I believe that it is the teacher's task I mean to increase self-confidence so the teacher's role is very important.

Q7: What do you observe about your students' profile (**Motivation and self-confidence**) when you ask them to improvise? i.e. What is their reaction?

The teacher: The majority of students are not familiar with improvisation. I do not blame students but I blame teachers. I mean students have never experienced improvised tasks or activities during oral sessions. At the same time, I try to encourage them and be patient with them because it is the first time they are exposed to the notion of improvisation. i.e. What is their reaction?

Some of them, I mean some of the students who are interested in new tasks and activities welcome the idea of improvisation, but others are used to the traditional

way. By this I mean they are used to having questions and then giving feedback to the teacher. So this traditional method or strategy to teach and learn is old fashion and it is over, They need to do something new.

Q8: Which topics do you think **motivate** students?

the teacher: there are a lot of topics, most precisely those related to technology, sports, and psychology. They are also interested in strategies of learning.

Q9: How can you rate your students' current **attendance** and **participation** rates?

the teacher: the participation is low in rate because students lack self-confidence, they don't have strong self-confidence. But if the teacher is smart, he will conduct some activities when the students are obliged to participate without even paying attention that it is an obligatory task they participate in.

10 Do you **correct** your students' mistakes? If yes, **how often**? Do they feel **embarrassed**?

the teacher: I do never correct them because whenever you correct a student you will block his communication. It means if you correct someone, there are some psychological problems related to students which they will not accept. For example, it's a kind of blocking student from speaking so I avoid doing this, but by the end of the session, I will gather all my observations including grammatical and syntax problems, try to fix them try to practice more at home, and so on

Q11: How can you help students to **improvise**? (**Methods/strategies**)

The teacher: through communicative games or what we call language games. Students are likely to be entertained when the topic is funny or when the topic is related to the real world, I just ask them to make a funny improvisation.

Q12: Do you believe that **critical thinking** is crucial for improvisation?

the teacher: Yes, for sure. Especially when the task is related to problem-solving activities and decision-making activities

Q13: How do you promote **critical thinking** among your students?

the teacher: through the activities that I mentioned earlier. The task should be related to problem-solving activities and decision-making activities. I can give you an example. like giving them a real project, I ask them to enroll in a company and to create a product from their imagination so they are going to gather as a group, they are going to improvise the idea they are going to improvise the role of being a manager, a boss, an employee and so on.

Q14: Which **skill** does critical thinking improve the most in oral classes?

the teacher: I guess you don't separate skills because they are completing each other, so you can't separate them. Sometimes, the rate of critical thinking is higher in listening depending on the theme of the topic you are going to choose, while at another time is a speaking task because you are going to give a problem or a situation. This may happen usually when I give them some real situation and I ask them to analyze it or talk about it.

Q15: Last but not least, what do you think is the **relationship** between motivation, self-confidence, and critical thinking?

the teacher: I believe they all go hand in hand together because if the student is motivated it means that he has the interest. It means that he has the ability and the capacity to produce more so he has the self-confidence to be in front of the teacher and his classmates. For that sake, he is going to use his own cognitive, linguistic, and cultural background, and all these three items are within critical thinking; for this reason, I believe he is going to succeed eventually.

The interview above was analyzed to answer the three research questions and confirm or reject the hypotheses. The gathered information is used to show the manner, methods, and activities used by the teacher to encourage students to develop their oral production through improvised performances.

In the beginning, the researcher asked the teacher how many years have been teaching English at the university.

The teacher's interview is about the period of teaching English for eleven years, also it is her choice to teach oral production. Additionally free topics help students to interact and express their opinions freely. When topics are easy and they are real-life topics like psychology and learning strategies students increase their self-confidence.

Many factors affect students' production such as anxiety or the teacher's personality so the teacher's motivation and interest impact students. For students improvisation is something strange. The interview reveals that some students prefer being absent due to their lack of vocabulary or being afraid of making mistakes. The teacher avoids correcting students' mistakes because it embarrasses them as a result the teacher gathers them as observations and tries to use them as a piece of advice at the end of the session.

Furthermore, boosting improvisation depends on strategies like communicative games that make learning funny through activities that are based on critical thinking such as problem-solving activities and decision-making activities consequently critical thinking is related to improvisation while oral production skills are interdependent skills, and level of critical thinking depends on the topic discussed. Finally, self-confidence; motivation, and critical thinking are crucial for students to use their cognitive competencies to promote improvisation.

3.3. Overall analysis

The research instruments used in this work show that improvisation is related to stages and strategies that encourage students to communicate effectively.

The students' questionnaire gives a glimpse into students' attitudes on oral production. Their answers are various and represent the importance of the implementation of self-confidence, motivation, and critical thinking that encourages students' improvisation. As a result, students enjoy speaking English and they feel comfortable and self-confident. However, some of them lack self-confidence because of their cognitive weakness. Their reasons for choosing to learn English motivate them. Besides, the teacher is responsible for boosting improvisation and critical thinking in classes.

Classroom observation focuses on students during oral production and how they interact. Also, it demonstrates that cooperative work helps students to improvise and use their cognitive capacities and linguistics.

The teacher's interview highlights the teacher's role, the way to boost improvisation, and what motivates learners to communicate.

Critical thinking and improvisation are important to develop oral production since they help students to hold different situations.

3.4. Recommendations

Some suggestions are made to solve problems that face students during improvisation that may help them boost their improvisation through improvisation.

For teachers

- The implementation of improvisation through language games.
- Motivating students through providing a positive atmosphere.
- Providing positive feedback.

For students

- Relying on their cognitive abilities and avoiding the use of their Smartphones
- Students should their psychological issues such as anxiety and stress

3.5 conclusion

In conclusion, the findings affirm the effectiveness of the different stages that are suggested to make students improvise in developing their oral production. This reveals and maintains the hypothesis provided in this research. The data collected from the research instruments was used to give the perception of the major importance of the implementation of different stages to establish and encourage speaking and interaction in EFL classrooms. Therefore, students' oral production will be improved and refined each time they improvise and rely on critical thinking.

General conclusion

General conclusion:

Improvisation is crucial for developing oral, to promote communication and interaction among EFL students while also providing opportunities for students to interact and practice their L2 since the classroom is the only suitable atmosphere to do it. However, they lack opportunities to exercise their English language outside of school.

To engage students in improvisation, which is something unusual, they need stages and methods to be integrated into it. Indeed, improvisation encourages students to be active and unprompted to interact in class. Hence, this research paper showed that there is a strong link between improvisation and oral production. Unlike some previous studies, which showed that improvisation is a tool for developing students' oral communication. This research paper demonstrated that encouraging students to improvise required some pedagogical hierarchy to engage actively.

The result revealed that students are impatient and excited to have that kind of liberty and opportunity to practice the language, using their knowledge and interests in oral interaction.

The majority of students had a good or excellent level of English. Besides, they chose to study English as a personal choice. As a result, a large part of learners enjoy speaking English, so they feel comfortable and self-confident during oral production class. However, few of them lack self-confidence due to psychological issues such as a lack of motivation and being afraid of making mistakes. It should be noted that the teacher's role is crucial in boosting students' self-confidence. Finally, self-confidence proved to be a vital factor that helps students enhance and increase their speaking skills.

This research paper explained the reasons behind motivating students to study English and its role in developing oral production. Also, the idea of improvisation is welcomed and encouraged since it provides students with the opportunity to imagine and be more creative. Students found improvisation easy to apply since it appealed to be creative and enhance their perception of enthusiastic curiosity.

With this purpose, students felt able to manage conversations. Consequently, critical thinking is significant in improvisation because it offers the chance to analyze, evaluate, synthesize, and organize the received idea. Nevertheless, some students confronted some issues and problems during improvisation, including feeling afraid of speaking in front of others, making mistakes, anxiety, and stress.

According to this research, students' profiles are crucial to ensure effective oral production skills. Some students are extroverts and easy-going, so they felt spontaneous during oral production. Others described themselves as introverts and anxious. As a result, they lacked self-confidence as they didn't trust their abilities to produce and be creative. However, students were not ready to improvise and they skipped class most of the time because of these psychological factors.

The classroom observation revealed that giving students the freedom to interact made them highly motivated and self-confident. Therefore, good interaction in the EFL classroom is based on strong cognitive and linguistic competencies. Some students prefer cooperative work to avoid deficiencies. In other cases, the teacher depended on the best elements (students) in class to boost a creative atmosphere and help others' interactions. Also, students relied on their smartphones, which blocked their imagination and creativity.

Last but not least, this study highlighted how body language and facial gestures played a significant part in motivation and helped students to improvise

Indeed, the teacher's interview was used to answer the three research questions and the gathered information showed the same attitudes that help to develop oral production

1. Concerning the first research question, we asked What are the steps that students undergo to improvise in oral production?

And the answer is: . It is possible that students undergo different stages before reaching improvisation in oral production. These stages may include self-confidence, motivation, and critical thinking

2. And the second research question ,we want to know What are the methods used by the teachers to help students to improvise in oral production?

The answer of the second question is This study suggests the possibility that the teachers rely on different methods to boost students' improvisation including building self-confidence, encouraging spontaneous speech, and setting up interactive topics and discussions.

3. The last research question is What is the relationship between oral production and critical thinking as far as improvisation is concerned?

The answer of this question is . It is hypothesized that critical thinking and oral performance are interdependent variables.

According to the teacher, fruitful improvisation can be increased by a good interaction between students and their teacher, which is related to the topic discussed.

Besides, unstructured conversations and allowing students to discuss their favorite or personal topics encouraged improvisation. Precisely, students were attracted by some topics, including sports, psychology, and learning strategies.

Findings also indicate that students' participation is based on the teacher's role in providing fertile improvisation, which is based on strategies and methods like communicative games. Also, students liked improvisation and interaction that were related to real-life topics.

Furthermore, critical thinking was observed to be a pillar of improvisation. As a result, the findings of the hypothesis stated in advance are proved in a positive way study confirmed the three hypotheses proposed in this study .that are

- It is possible that students undergo different stages before reaching improvisation in oral production ,these stages may include:self-confidence,motivation and critical thinking.
- This study suggests the possibility that the teachers rely on different methods to boost students' improvisation including:building self-confidence,encouraging spontaneous speech and setting up interactive topics and discussions.
- It is hypothesized that critical thinking and oral performances are interdependent variables .

and they determine the implementation of the stages declared before to boost improvisation and foster interaction in the EFL environment, which strengthens improved and involved oral production skills over time.

The teacher suggests some recommendations that can be cited as follows:

- Students should know that speaking is very important to being proficient in EFL.

- Students should understand and practice public speaking strategies that encourage them to be self-confident.
- Avoid being absent and trusting their capacities to develop oral production.
- Encouraging mutual work in class to better perform.
- Avoid overusing smartphones depending on their competence.
- Giving more importance to listening and focusing on reading to improve speaking skills.
- Students ought to face their fear of making mistakes and participate.
- The teacher had better encourage improvisation through the incorporation of improvised tasks and activities that help students break the ice and warm up, which require quick thinking and improvisation.
- Providing students with structured improvisation by giving them specific topics and scenarios.
- The teacher should be a model of improvisation and critical thinking by adapting to unexpected situations and thinking loudly.
- Encouraging students by giving positive feedback.
- Using real-world situations and providing them with problem-solving situations.

All in all, we believe that our study can be helpful for EFL students and teachers of oral production, and it will contribute to raising awareness about the role of self-confidence, motivation, and critical thinking in developing students' oral production in the EFL classroom through improvised performances.

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Appendices

Appendices

Appendix A

Students' Questionnaire

students,

This questionnaire aims to collect data about improvisation in oral production. We will be extremely grateful if you could answer the following questions as honestly as possible. Your answers will be treated with confidentiality and will be used for research purposes only.

section one:personal information

Q1:please specify your gender

- Male
- Female

Q2:how old are you?

- 20-23
- 23-25
- More than 25

Q3:your level in english

- Average
- Excellent
- Good
- Bad

Q4:why do you study english?

- Personal choice
- Parents' choice
- Other

Why,explain :.....

.....

section two :class room intraction in oral production

Q5:do you enjoy speaking english?

- Yes
- No

If no why,explain:.....

Q6:do you enjoy oral production class ?

- Yes
- No

Q7:how comfortable do you feel in oral production session?

- Very comfortable
- Comfortable
- Neutral
- Uncomfortable

Q8:how is your self-confidence during oral production lesson?

- Low
- High
- Moderate

Q9: do you feel self confident when you speak?

- Yes
- No

If no why?

- Lack of self-confidence
- Lack of motivation
- Being afraid of making mistakes

Q10:what increases your self-confidence ?

.....
.....

Q11:does self-confidence develop speaking skills?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q12:what motivates you to speak english?

.....
.....

Q13:are you motivated to develop your oral production?

- Yes
- No

section three: imrovisation and critical thinking

Q14:does the techer boost your improvisation?

- Yes
- No

How?.....
.....

Q15:do you think improvisation is hard?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Q16:how do you feel when you improvise?

- Comfortable
- Neutral
- Uncomfortable

Q17:are you able to manage conversation?

- Yes
- No

If no why;explain:.....
.....

Q18:do you find that critical thinking is important in oral production?

- Yes
- No

Explain:.....
.....

Q19:howdo you rate your level of critical thinking when you improvise?

- Good
- Bad
- Fair

Q20:what are the challenges that face you during improvisation?

.....

Thank you

Teachers' interview

This interview aims to collect data about developing students 'oral production through improvised performances by the implementation of self- confidence, motivation and critical thinking. Your answers will be anonymous and used for academic purposes only.

Age: **Gender:**

Q1: How many years have you been teaching English at the university?

Q2: Is teaching oral production your choice?

Q3: Do you give the students the opportunity to choose topics to discuss?

Q4: How do you manage your students' interaction in classroom?

Q5: How do you boost your students' **self-confidence** during the session?

Q6: According to you, what are the factors that decrease students' **self-confidence**?

Q9: What do you observe about your students' profile (**Motivation and self-confidence**) when you ask them to improvise? i.e. What is their reaction?

Q7: Which topics do you think **motivate** students?

Q8: How can you rate your students' current **attendance** and **participation** rates?

Q10: Do you **correct** your students' mistakes? If yes, **how often**? Do they feel **embarrassed**?

Q11: How can you help students to **improvise**? (**Methods/strategies**)

Q12: Do you believe that **critical thinking** is crucial for improvisation?

Q13: How do you promote **critical thinking** among your students?

Q14: Which **skill** does critical thinking improve the most in oral classes?

Q15: Last but not least, what do you think is the **relationship** between motivation, self-confidence and critical thinking?